

SUL ROSS STATE UNIVERSITY

Graduate Nursing Program

MSNC 5307

Health Promotion and Disease Management

MSN Nurse Educator Core Course

Course Element	Requirement
Credit Hours	3
Term Length	Term B - 8 weeks
Delivery	100% online asynchronous
Didactic / Clinical	3 didactic credits / 0 clinical credits
Total Instructional Hours	45 online lecture hours

Course Overview

MSNC 5307 Health Promotion and Disease Management

Course Description

This course explores the principles and theories of health promotion and disease management for individuals, families, and communities. Students gain advanced nursing knowledge for disease management and illness prevention focusing on primary, secondary, and tertiary prevention through exploration and application of clinical guidelines, health screenings, and primary care models.

(Didactic: 3 credit hours; Clinical: 0 credit hours)

Course Element	Requirement
Total Course Credits	3
Total Course Hours	45
Lecture Hours Online	45
Lab Hours	0
Supervised Clinical/Practicum Hours	0
Externship/Internship Hours	0
Course Length	8 weeks - Term B
Delivery	100% online asynchronous; optional synchronous sessions may be scheduled by faculty

Requisites

Pre-requisites: Graduate nursing admission requirements and any courses designated by the approved program plan. Final prerequisite language is subject to curriculum committee approval.

Faculty Information

Item	Information
Faculty Name	Dr. Traci Henry DNP, RN
Email	Traci.Henry@sulross.edu
Phone	713-825-4137
Office location	Online
Office Hours	Thursday and Friday 9 am – 12 pm; and scheduled appts as needed

Meeting Times and Course Week

The class week runs Sunday at 12:00 a.m. through Sunday at 11:59 p.m. Central Time. Unless otherwise indicated, all weekly activities and assignments are due by Sunday at 11:59 p.m. Initial discussion posts are due Wednesday at 11:59 p.m.; two substantive peer responses are due Sunday at 11:59 p.m. No late discussion posts are accepted unless required by an approved accommodation or authorized by university policy.

Program Learning Outcomes

Graduate Nursing Program Purpose

The graduate nursing program prepares nurses to integrate advanced nursing knowledge, evidence, leadership, collaboration, technology, ethics, and culturally responsive practice to improve learning, care delivery, population health, and healthcare outcomes. Final institutional mission and program-purpose language should be replaced with the approved Sul Ross State University wording before publication.

MSN Nurse Educator Track Program Learning Outcomes

1. Integrate advanced nursing knowledge with the role of the nurse educator to facilitate learning in a variety of diverse healthcare and educational environments.
2. Assimilate evidence-based knowledge to design innovative curricula, teaching-learning strategies, assessments, and evaluations.
3. Create collaborative interprofessional partnerships to affect health outcomes for specific populations.
4. Demonstrate innovative teaching strategies through the delivery of learner-centered education.
5. Incorporate culturally responsive teaching practices embracing diversity, equity, and inclusion.
6. Synthesize advanced nursing knowledge to develop outcome-driven health education curriculum.

Course Learning Outcomes

1. Analyze health promotion, illness prevention, and disease management theories, epidemiologic principles, prevention levels, and primary care models applicable to individuals, families, communities, and nursing education settings.
2. Assess health risks, protective factors, social determinants of health, health literacy, culture, access, and readiness for change to identify priority health promotion and disease management needs.
3. Appraise and apply current evidence, clinical practice guidelines, health screening recommendations, and immunization guidance across the lifespan and primary, secondary, and tertiary prevention.
4. Design evidence-based, person-centered, culturally responsive education strategies that promote healthy behaviors, risk reduction, disease self-management, safety, and quality outcomes.
5. Develop interprofessional implementation and evaluation plans using measurable outcomes, informatics, ethical principles, equity considerations, sustainability strategies, and dissemination methods.

Course Objective and Assessment Maps

Course Learning Outcome to MSN Nurse Educator Program Outcome Map

Course Learning Outcome	Aligned Program Outcomes	Rationale
CLO 1	PLO 1, PLO 2, PLO 6	Integrates advanced nursing knowledge and evidence into outcome-driven health education.
CLO 2	PLO 1, PLO 3, PLO 5, PLO 6	Uses population assessment, collaboration, and culturally responsive analysis to identify learning and health priorities.
CLO 3	PLO 1, PLO 2, PLO 6	Supports evidence-informed teaching, prevention, screening, and disease management decisions.
CLO 4	PLO 2, PLO 4, PLO 5, PLO 6	Designs innovative, learner-centered, culturally responsive health education interventions.
CLO 5	PLO 2, PLO 3, PLO 4, PLO 5, PLO 6	Links collaboration, implementation, evaluation, equity, and dissemination to measurable health outcomes.

Course Learning Outcome to Assessment Map

Assessment	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
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Assessment	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Weekly Online Discussions	I/R	I/R	I/R	R	R
Weekly Video Scenario Reflections	I/R	R	R	R	R
Week 4 Midterm Paper	M	M	M	M	R
Week 7 Signature Assignment	M	M	M	M	M

Key: I = Introduced; R = Reinforced; M = Mastered/Measured at the course level.

Major Assignment Alignment

Major Assignment	Primary Purpose	Course Outcomes	Program Outcomes
Week 4 Midterm: Health Promotion and Disease Management Analysis Paper	Analyze a priority health condition and population using theory, data, evidence, guidelines, prevention levels, equity, and educator implications.	CLO 1-4; reinforces CLO 5	PLO 1, 2, 3, 5, 6
Week 7 Signature: Evidence-Based Health Promotion and Disease Management Education Project	Design a comprehensive educational intervention with implementation, evaluation, sustainability, and dissemination plans.	CLO 1-5	PLO 1-6

Required Resources and Learning Activities

Required Resources

- Downes, L., & Tryon, L. Health Promotion and Disease Prevention for Advanced Practice: Integrating Evidence-Based Lifestyle Concepts (1st ed.). Jones & Bartlett Learning. Print ISBN 9781284249200.
- American Psychological Association. Publication Manual of the American Psychological Association (7th ed.).
- Current Healthy People 2030 objectives and social determinants of health resources from the U.S. Office of Disease Prevention and Health Promotion.
- Current U.S. Preventive Services Task Force recommendation statements and grade definitions.
- Current Centers for Disease Control and Prevention immunization schedules and chronic disease resources.
- Assigned peer-reviewed articles, clinical practice guidelines, health literacy resources, primary care model resources, and population datasets posted in the learning management system.

Currency Standard: Students must use the current version of screening, immunization, and disease management recommendations available during the course. The syllabus intentionally does not hard-code screening ages or vaccine schedules because these may change.

Learning Activities

Class Participation

Students engage in online collaborative activities focused on health promotion, disease prevention, disease self-management, population health, quality, safety, and evidence-based nursing education. Students are expected to contribute using critical thinking, professional judgment, ethical comportment, and respect for diverse perspectives. All submissions must be original work.

Discussion Forums

Students participate in weekly discussion forums during Weeks 1, 2, 3, 5, 6, and 8. Each discussion requires one substantive initial response and at least two substantive peer responses supported by evidence. Posts should extend the dialogue through analysis, application, respectful challenge, comparison, or synthesis rather than simple agreement.

Video Scenario Reflections

Students submit a 4- to 6-minute video reflection during Weeks 1, 2, 3, 5, 6, and 8. Each reflection requires analysis of a realistic health promotion, disease management, or education scenario, use of scholarly or authoritative evidence, and a proposed nurse educator response.

Professional Papers and Project Development

Professional papers provide opportunities to analyze a health priority, appraise guidelines and evidence, apply theory, integrate primary, secondary, and tertiary prevention, and design a comprehensive health education intervention. Students may build the Signature Assignment from the population and health issue explored in the midterm, but the final submission must demonstrate substantial expansion, integration, and revision.

Assessment of Student Learning

Evaluation of student performance is based on evidence of achievement of course learning outcomes. The passing standard for graduate-level courses is 83%. Students must earn at least 830 of 1,000 possible points to successfully complete the course, subject to final confirmation of the institution-approved grading policy.

Category	Assignment	Points	Week Due
Formative	Weekly Online Discussions	240 total (40 each)	Weeks 1, 2, 3, 5, 6, and 8
Formative	Weekly Video Scenario Reflections	210 total (35 each)	Weeks 1, 2, 3, 5, 6, and 8
Formative / Integrative	Health Promotion and Disease Management Analysis Paper	250	Week 4
Summative / Signature	Evidence-Based Health Promotion and Disease Management Education Project	300	Week 7
	Total	1,000	

Evaluation Criteria

Formative Assessment: Assessment that occurs throughout the course to provide feedback and support improved performance as part of an ongoing learning process. Examples include discussions, video reflections, needs-assessment activities, guideline appraisal, and the midterm paper.

Summative Assessment: Assessment that occurs near the conclusion of the course to determine whether course and program outcomes have been achieved. The Signature Assignment is the culminating evidence-based health promotion and disease management education project.

Course Learning Activities, Grading, and Expectations

- All assignments must be submitted through the online classroom during the week they are due unless otherwise noted. Email submissions are not accepted.
- All assignments must be created for this course. Work submitted for credit in another course may not be duplicated unless approved in writing by the faculty member and Program Director.
- Students should review the assignment instructions and grading rubric before beginning each graded activity.
- Students are responsible for protecting patient, family, learner, faculty, staff, community, and organizational confidentiality. De-identify all examples and data.
- Health recommendations must be supported by current authoritative guidance and must remain within the nurse educator role and applicable scope of practice.
- Students should retain copies of all completed assignments for program assessment, e-portfolio, accreditation, and professional development purposes.
- Use of generative artificial intelligence must comply with university policy and assignment-specific directions. Students remain responsible for accuracy, attribution, privacy, bias review, and original scholarly work.

Discussion Expectations

- Initial post: approximately 350-500 words, due Wednesday by 11:59 p.m. Central Time.

- Use at least two credible sources; at least one should be a recent peer-reviewed scholarly source unless the prompt requires a current guideline, standard, or government recommendation.
- Respond substantively to at least two peers by Sunday at 11:59 p.m. Central Time.
- Peer responses should extend the analysis, add evidence, identify implications, respectfully challenge an assumption, or apply the issue to another population or setting.
- Use APA-style citations and references, professional language, inclusive terminology, and confidentiality protections.

Video Reflection Expectations

- Submit a 4- to 6-minute original video response to the assigned scenario.
- Address all reflection questions and connect the analysis to the MSN nurse educator role.
- Use at least one scholarly or authoritative source and submit a brief reference list or transcript with citations.
- Organize the response with a clear opening, analysis, proposed action, and closing reflection.

Professional Nursing Standards and Authoritative Resources

AACN Essentials

Course learning experiences support advanced-level development within the current AACN Essentials, particularly Knowledge for Nursing Practice; Person-Centered Care; Population Health; Scholarship for the Nursing Discipline; Quality and Safety; Interprofessional Partnerships; Systems-Based Practice; Informatics and Healthcare Technologies; Professionalism; and Personal, Professional, and Leadership Development. Final curricular mapping should use the program-approved competency framework and the current AACN edition.

National League for Nursing and Nurse Educator Competencies

The course supports nurse educator development in facilitating learning, learner assessment, curriculum and program improvement, leadership, quality improvement, interprofessional collaboration, health education, and engagement in scholarship. Faculty should confirm final alignment against the program-approved NLN competency framework and accreditation plan.

Healthy People, Prevention Guidance, and Health Equity

Healthy People 2030 provides data-driven national objectives and emphasizes social determinants of health and health literacy. Students use current national objectives, population data, and authoritative recommendations to design equitable health promotion and disease management education. Current USPSTF and CDC guidance should be linked in the LMS rather than copied into the syllabus so that students use the most recent recommendations.

Ethics, Scope, and Responsible Health Education

Students apply ethical principles to population assessment, health screening, risk communication, behavior change, technology use, data interpretation, educational design, implementation, and evaluation. Recommendations must preserve autonomy, shared decision-making, privacy, accessibility, cultural humility, and the distinction between education and individualized diagnosis or treatment.

Eight-Week Course Schedule

This schedule is subject to change by faculty as needed. Assigned work must be completed by Sunday at 11:59 p.m. Central Time unless otherwise indicated.

Week	Topic	Objectives	Assignments
1	Foundations of Health Promotion, Disease Management, and Prevention	Analyze theories, models, prevention levels, and the nurse educator role. (CLO 1, 4)	Discussion; Video Reflection
2	Health Assessment, Population Data, SDOH, and Health Literacy	Assess risk, protective factors, population data, culture, access, equity, and readiness for change. (CLO 1, 2)	Discussion; Video Reflection
3	Clinical Guidelines, Screening, Immunization, and Primary Care Models	Appraise and apply current prevention guidance, shared decision-making, and primary care models. (CLO 2, 3)	Discussion; Video Reflection

Week	Topic	Objectives	Assignments
4	Integrated Prevention and Disease Management Analysis	Integrate theory, data, prevention levels, guidelines, equity, and educator implications. (CLO 1-4)	Midterm Paper
5	Behavior Change, Health Coaching, and Self-Management Education	Apply behavior-change science, health literacy, coaching, and person-centered education. (CLO 2, 4)	Discussion; Video Reflection
6	Chronic Disease Management, Care Coordination, and Technology	Design collaborative disease-management strategies across settings and evaluate barriers, quality, safety, and digital supports. (CLO 3-5)	Discussion; Video Reflection
7	Designing an Evidence-Based Health Education Project	Develop theory-guided intervention, implementation, evaluation, sustainability, and dissemination plans. (CLO 1-5)	Signature Assignment
8	Evaluation, Sustainability, Policy, and the Nurse Educator as Health Advocate	Evaluate outcomes, address ethics and policy, disseminate findings, and develop a continuing health-promotion agenda. (CLO 4, 5)	Discussion; Video Reflection

Calculation of Final Grade:

The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation. Students must earn 80% (800 points) or higher in order to pass the course.

Grading Scale

- A = 90 – 100
- B = 80 – 89
- C = 75 – 79
- D = 70 – 74
- E = 69 or below

POLICIES FOR EXAMS AND ASSIGNMENTS

Online testing/Assessments: When assigned, examinations will be given via the use of Blackboard or faculty proctored exams in the classroom. Instructions will be provided at the time of the examination. Missed

Examinations and Makeup Examinations: Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur within a week of the scheduled examination as agreed on between faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

Late and Make-up Assignments: To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Ten points per calendar day will be deducted for late submission of assignments. Assignments will not be accepted after three (3) days late. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email or text as soon as possible. If students have spoken with faculty and an agreement is reached, late and make-up assignment extensions can be arranged without penalty.

COMMUNICATIONS:

- Announcements – Check announcements each time you log onto the course.
- Course email – Check course email frequently for communications and make sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday- Friday.
- Use of technology: If you have any technical questions, problems or concerns with Blackboard, do not spend more than 15 minutes on any technical problem, seek help immediately. Contact the 24-7 Help Desk at: 1-888-837-2882 and/or techassist@sulross.edu.

- Responses to emails and course postings: Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross email & if not available, mobile phone or texting between the hours of 9 AM and 6PM if possible. Messages received on the weekends or holidays will be answered by the next working day.
- Assignments: Assignments will be reviewed and returned with feedback/grade within 4 days of submission.
- Writing and use of APA: All written assignments and bulletin board postings will be submitted using the American Psychological Association (APA) Guidelines. <http://owl.english.purdue.edu/owl/resource/560/01>

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every class meeting.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read assigned readings prior to joining the class discussions.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, email or text as soon as possible and make arrangements to make up the assignments.

MANDATORY UNIVERSITY STATEMENTS

Academic Honesty Policy:

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.

7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

Statement for use of AI

The rise of generative AI technologies—such as ChatGPT and DALL·E—has generated significant interest among students in our field. These tools can support a range of academic activities, including idea generation, deeper exploration of complex questions or problems, and creative engagement with course materials.

In this course, we may incorporate generative AI tools (e.g., ChatGPT) to critically examine how such technologies can enhance our understanding of the subject matter. You will receive clear instructions regarding when and how these tools may be used, along with appropriate guidance on attribution where applicable.

Please note: Any use of generative AI tools outside where specified guidelines permit will be considered a violation of academic integrity and treated as plagiarism.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Vice President for Academic Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT

Sul Ross State University is committed to compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Qualified students with disabilities needing academic or other accommodations to facilitate full participation in our programs, services and activities should contact the

Accessibilities Coordinator, Ferguson Hall Room 112, Monday – Friday 8:00 a.m. – 5:00 p.m., 432-837-8203 at the Alpine campus.

GENERAL CAMPUS REGULATIONS AND CONDUCT

All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the university community. Association in such a university community is purely voluntary, and any student may resign from it at any time when he/she considers the obligation of membership

disproportionate to the benefits. All students are subject to university authority, and those students whose conduct is not within the policies of the University rules and regulations are subject to dismissal. Students are responsible for abiding by all published University rules and regulations. Failure to read publications will not excuse the student from the requirements and regulations described therein. The SRSU Student Handbook and other official University publications outline specific regulations and requirements.