

**INDIANA UNIVERSITY SCHOOL OF NURSING
Baccalaureate Program-Bloomington Campus
B233 Health and Wellness**

Course Syllabus – Spring 2003

COURSE NUMBER AND TITLE:	B233 Health and Wellness
TOTAL CREDIT HOURS:	4 credit hours didactic 60 contact hours didactic
PLACEMENT IN CURRICULUM:	Fourth semester, sophomore year
PREREQUISITES:	None
FACULTY:	Roberta A. Shea, MSN, RN, CCNS Clinical Instructor rashea@indiana.edu 855-0344

COURSE DESCRIPTION:

Students use concepts from nursing, nutrition, pharmacology, and biopsychosocial sciences to critically examine the determinants of health, wellness, and illness across the lifespan. Environmental, sociocultural, and economic factors that influence health care practices are emphasized. Theories of health, wellness, and illness are related to health promotion, disease prevention, and illness prevention nursing interventions.

COURSE COMPETENCIES:

1. Use theory, research, and the problem-solving process in examining the health status of people across the life span.
2. Negotiate outside learning experiences that will enhance the application of health and wellness concepts.
3. Examine the impact of the health care professional on health care systems at local, state, national, and international levels.
4. Analyze environmental, sociocultural, and economic factors that influence health care practices across cultures.
5. Explore past, present, and future trends in the health care system and the changing role of selected health care professionals.
6. Articulate the role of values, beliefs, ethics, and public policy on health and wellness.

LEARNING STRATEGIES:

In class analytical projects, debate papers, assessments of health behaviors in self and others, health promotion project.

TEXTS:

Aschenbrenner, D.S., Cleveland, L.W. & Venable, S.J. (2002). *Drug therapy in nursing*. Philadelphia, Lippincott, Williams & Wilkins. 0781732697

Edelman, C.L., & Mandle, C.L. (2002). *Health promotion throughout the lifespan* (5th ed.). St. Louis: Mosby. 0323014844

Lutz, C. & Przytulski, K. (2001). *Nutrition and diet therapy* (3rd ed.). Philadelphia: F.A. Davis. 0803608047

Pender, N.J., Murdaugh, C.L. & Parsons, M.A. (2002). *Health promotion in nursing practice* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Pesut, D. & Herman, J. (1999). *Clinical reasoning: The art & science of critical & creative thinking*. Albany, NY: Delmar. 0827378696

EVALUATION:

Written papers, health analyses, exams, quiz, health promotion project.

Exam 1	10%	
Health Risk Appraisal/Nutritional Analysis	10%	
Exam 2	10%	
Group Research Presentation	5%	
Self-Analysis Paper	15%	
Exam 3	10%	
Issue Paper	5%	
Health Promotion Project		30%
Health Care Quiz	5%	
<hr/> Total	<hr/> 100%	

Grading Scale:

97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
<hr/> 73-76	<hr/> C passing according to School of Nursing
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	F

Your final grade will be rounded to the closest whole number using the 0.5 rule. For example, an 85.489 is an 85. An 85.844 is an 86. Grades will be rounded from the tenth only.

ACADEMIC CONDUCT:

Students will be held accountable for their conduct as delineated in the Code of Student Rights, Responsibilities, and Conduct (Indiana University, 1996). Violations of the Code will be pursued.

Do not print or save to computer technology written assignments or quizzes. Doing so will constitute academic misconduct. If you have a question about whether a particular activity is in violation of the Code, please consult your instructor. **All assignments are individual efforts** except where group activity has been specified.

POLICIES CONCERNING ASSIGNMENT DEADLINES AND EXAMS:

Attendance at exams and presentations is mandatory and will only be excused for illness resulting in a doctor's visit and bereavement. Faculty will require proof of both situations. Students must contact faculty prior to the exam by phone, E-mail or voice mail. If faculty cannot be reached then a voiced mail or E-mail must be sent before the exam time. Failure to do this will result in a zero. This policy applies to all assignment deadlines as well. Students must fill out an Exam Absence Form and bring it to faculty to sign and then return it to the student advisor. Exam makeup will be determined by faculty and may consist of an alternative format than the original exam. *If you need to leave papers or other mail for your instructor, turn it in to the office manager or faculty secretary, who will date and time it.* Make sure that you save all of your work in at least two places so you do not lose your work and incur a penalty. Any combination of the following: floppy discs, hard drives, or student lockers should be used to save your work. Student lockers are strongly recommended and can be obtained at the following URL: <https://iuacctcs.uca.edu/>

COURSE EVALUATIONS:

Student input on this course is essential to the improvement of both the course and the faculty. Course and faculty evaluation will be done on your own time and can be found on Oncourse.

CLASS ATTENDANCE:

Attendance of class is not mandatory. However, we do expect all of you at class. If you are unable to attend we would appreciate the professional courtesy of an e-mail or a voice mail notifying us that you can not attend. We do not need to know the reason, but we do need to know that you will not be there.

WRITING FOR COMPETENCY:

Written work will be considered completed when competency has been achieved. When the original written work is submitted, it will be awarded a grade. The original grade will be used in the computation of the final grade. However, the student will be required to return written work with improvements until the professor has determined that writing competency has been established for all written work. Once a paper has been returned for improvement, the student will have one week to return the rewritten paper, or the student will receive a reduced grade on the original work. The amount of reduced grade is at the professor's discretion and may be as low as a zero.

ACHIEVING COURSE COMPETENCIES:

Course assignments and evaluation of course assignments are carefully constructed to assure course and program competencies. In order to assure that you meet each competency for this course, you must pass each assignment with a "C" or better. In cases where there is a failure to achieve a grade of "C" or better on an assignment, the original grade will be used in the computation of the final grade. However, the student will be required to complete additional work showing achievement of the competency in question. Once the requirements for the remedial assignment have been determined, the student will have one week to return the assignment, or the student will receive a reduced grade on the original work. The amount of reduced grade is at the professor's discretion and may constitute a failure.

If you need any special accommodations due to a disability, please notify the instructor at the beginning of the semester and contact Disabled Student Services at 855-7578. The office is located in Franklin Hall 096.

EXTRA CREDIT:

Extra credit is not given under any circumstances. Please keep this in mind from the beginning so that you are adequately prepared from day one.

COURSE MATERIALS:

Course material will be posted on Oncourse. Any outlines, case studies for class preparation, or handouts will be posted at least 5 days before class time. It is the student's responsibility to check Oncourse and come prepared with the correct material for the scheduled class.

Oncourse address: <http://oncourse.indiana.edu> under B233.

It is also your responsibility to check your e-mail at least weekly for any communications from faculty.

SPRING 2003 Class Schedule

Section: 8522

Days and Times:

M & W, 1:00 – 2:15 pm

Room: Ballantine Hall 242

L & P = Lutz & Przytulski

Asch = Aschenbrenner text

() = indicates reference material

DATE	TOPIC	READINGS/ASSIGNMENTS
M 1-13	Introduction Epidemiological Concepts Health Promotion	Pender: Intro, Ch. 1, (2) Edelman & Mandle: Ch. 1
W 1-15	Behavior Change Theory	Pender: pp 44-55, Ch. 7
W 1-22	Project Planning	
M 1-27	Energy Needs Nutrition/Macronutrients: Carbohydrates	L & P: Ch. 6, 3
W 1-29	Nutrition/Macronutrients: Protein	L & P: Ch. 5
M 2-3	Nutrition/Micronutrients: Fats	L & P: Ch. 4
W 2-5	EXAM 1: Macronutrients Nutrition/Micronutrients: Vitamins	L & P: Ch. 7
M 2-10	Nutrition: Micronutrients: Minerals, Water, Body Fluids	L & P: Ch. 8, 9
W 2-12	Nutritional Counseling, Nutritional Needs & Labeling	L & P: Ch. 6, 14
M 2-17	Nutrition/Targeted Diets: Obesity/Weight Control Diabetes Mellitus	L & P: Ch. 18, 19
W 2-19	Nutrition/Targeted Diets: CV Disease Prevention Cancer	L & P: Ch. 20, 23 Health Risk Appraisal/ Nutritional Analysis Due
M 2-24	EXAM 2: Micronutrients Project Work	
W 2-26	Health Promotion Projects	Groups to Present on Projects
M 3-3	Exercise	Edelman & Mandle: Ch. 12
W 3-5	Exercise	Pender: Ch. 8

M 3-10	Stress Social Support	Pender: Ch. 10, 11
W 3-12	Stress	Edelman & Mandle: Ch. 13
M 3-24	Holistic/Alternative Health Care	<i>Present Group Research</i>
W 3-26	Holistic/Alternative Health Care	<i>Present Group Research</i>
M 3-31	Pharmacological Issues	Asch.: Ch. 1, 2 <i>Self-Analysis Paper Due</i>
W 4-2	Pharmacological Issues	Asch.: Ch. 6, 7, 8, 9, p. 109
M 4-7	Pharmacological Issues	Asch.: Ch. 11, 12, 13
W 4-9	EXAM 3	
M 4-14	Groups Project Work	<i>Issues Paper: 1st Response Due</i>
W 4-16	Health Care Policy	Pender: Ch. 15
M 4-21	Health Care Delivery Systems	Edelman & Mandle: Ch. 3 <i>Issues Paper: 2nd Response Due</i>
W 4-23	Health Care Financing	
M 4-28	Health Care Financing	<i>Health Promotion Project Group Paper Due</i>
W 4-30	Issues Paper Discussion/Wrap-Up	<i>Quiz Due</i>
F 5-9 12:30 pm – 2:30 pm	PRESENTATION OF HEALTH PROMOTION PROJECTS Room TBA	

**INDIANA UNIVERSITY SCHOOL OF NURSING
B233 HEALTH AND WELLNESS**

Overview of Health Promotion/Protection Project

1. The project is a health promotion/protection activity which:
 - Shows evidence of a community needs assessment
 - Shows evidence of appropriate health promotion/protection intervention based on identified need
 - Shows evidence of developmentally appropriate intervention
 - Shows evidence of culturally sensitive intervention
 - Contains recommendations for revision of the project
 - Contains recommendations for future projects
2. The project meets service learning criteria by:
 - Showing how theory is tied to community service
 - Fulfilling a community need (as determined by the community)
 - The students and the community gain by the activity
 - There is reflection on the experience
3. The project is evaluated by:
 - An evaluation of the content completed by the participants
 - An evaluation of the process completed by the students
4. The project is implemented in the assigned population utilizing appropriate presentation techniques
5. The project is presented to peers and the professor during class using appropriate presentation techniques/technology
6. The project is presented to the professor in written form using professional writing skills

Content and Process: Assessment, Planning, Implementation and Evaluation

- The class will remain in groups formed in B232, Introduction to the Discipline
 - Each group will complete the elements of the project on their assigned age group
 - Each group will determine a location for project implementation (access to population) and a contact person/key informant
 - Each group will inform the course instructor of the location for approval, and supply contact information on the key informant/contact person
1. Needs Assessment/Data Gathering
 - Each group will review the needs assessment for their assigned population from B230, Developmental Issues in Health
 - Each group will further research their population's needs on 2 levels:
 - Common needs, priorities, problems and concerns
 - The assigned health problem, using sources such as:

-Guide to Clinical Preventive Services, National Institutes for Health, Healthy People 2010, American Heart Association, CDC, local and state Health Depts;
 -Literature searches; sources must be a combination of text and Web sources;
 -Edelman & Mandle: pp: 292-294, 323-324, 341-342, 652-654, 698-699; Pender: Ch. 8, 9, 10, 11; Lutz & Przytulski: 373-395; Potter & Perry: p. 126-128, 131-132, 261-263, 736, 1142, 1160, 1376-1377;

- Each group will develop a comprehensive list of common health risks, needs and problems for their age group
- Each group will gather evidence of the presence and extent of the assigned health problem in the target population on both the national and local levels
- Make an appointment with the contact person/key informant

2. Planning for the project

- Review and summarize assessment data, identifying problem areas and areas of strengths/competencies
- Identify health goals and related behavior change options from needs assessment
- Determine goals/outcomes of the project, identify interventions needed
- Reiterate benefits of change and identify and plan for barriers to change
- Determine a time frame for implementation of project
- Collaborate with contact person/key informant to set up presentation date/time/place
- Inform course instructor of date and time of project implementation
- Deadlines for Spring 2003:
 - 2-12-03: Community presentation sites/dates set up
 - 3-3-03 – 4-14-03: Community presentations performed
 - 4-28-03: Group project papers due
 - 5-9-03: Class presentations performed

3. Implementation of project

- Review Change Theory (Pender, Chap. 2)
- Develop project program using developmental and cultural principles
- Perform the project program for age group, with instructor present, with attention to professional behaviors and appearance (see presentation tips form)

4. Evaluation of project

- Components:
 - Relevancy to population, impact, progress made toward goals
 - Cost of project
 - Effectiveness of project
- Evaluate project phases
- Strategies for evaluation:
 - Participant feedback
 - Pre-test/post-test
 - Incidence/prevalence rates
 - Case studies
 - Surveys
 - Cost-benefit/cost-effectiveness analyses

5. Monitoring Change

- Collect data through:
 - Direct observation
 - Clinical records
 - Self-report/self-monitoring
- Types of data to collect:
 - Behavior
 - Knowledge
 - Health care utilization
- Analyze data (graphs, statistical analysis)
- Use results to give feedback, recommend changes

Community Presentation Content

Populations: Young, middle-age and older adults

Topic: Heart Disease, Prevention and Early Detection

Areas to incorporate: diet/nutrition, exercise, stress/coping, social support, smoking

Brief Outline of Content:

1. Significance of the problem (how big is the problem, how serious, how many people does it affect, what are the costs, goals of Healthy People 2010 etc.)
2. Early Detection
 - a. Who is at risk? What are the risk factors? Modifiable and nonmodifiable;
 - b. What are the signs and symptoms (of both heart disease in general and heart attack specifically)
3. Prevention: lifestyle recommendations related to diet, exercise, smoking, etc.

Special Notes:

1. Plan/develop the presentation based on time allowed by the group presenting to
2. All groups need to allow 5 minutes before and 5 minutes after the presentation for course instructor to gather evaluation data

EVALUATION CRITERIA FOR HEALTH PROMOTION PROJECT

The Health Promotion Project: 30% of final course grade; components of the grade:

Community Presentation:	25%
Class Presentation:	25%
Group Paper:	50%

Project

- Promotion project is well organized
- Promotion project reflective of knowledge by health care professional
- Promotion project presented according to health care professional standards (e.g. appropriate dress & behaviors)
- Each member demonstrates appropriate communication skills, each member presents (community and classroom) and contributes to group paper

Classroom Presentation and Paper-Content Criteria

(Points awarded to paper components/100 total points):

- 5 Abstract
- 5 Introduction
- 5 Description of population (e.g. age, culture)
- 20 Needs assessment (general and specific), supported by literature
- 10 Theoretical framework (e.g. health promotion model which helps categorize areas of strengths, potential problem areas, gives direction to project design)
- 5 Program plan: Diagnosis, goals/outcomes and interventions
- 5 Description of how plan was developmentally appropriate
- 5 Description of how plan was culturally sensitive
- 10 Discussion of how program was actually implemented
- 5 Evaluation plan: Content and process
- 5 Service learning evidence (address all 4 criteria)
- 5 Recommendations for revision of project
- 5 Recommendations for future projects

Additional Presentation Considerations

- Computer presentation (PC compatible required, Powerpoint recommended)
- Presentation was organized
- Participation by members was equal

Additional Paper Considerations

- 5 APA format, properly referenced
- Professional presentation suitable for publication
- 5 Grammar, spelling, organization, general writing quality
- Sequence: Title page, Table of Contents, Abstract, Chapters/Sections, References, Appendixes

Presentation Tips for In-Class & Community Presentations

- ✓ Visit the site prior to program date; be familiar with room layout
- ✓ Base presentation length on needs of group presenting to; do not try to put too much info into allotted time
- ✓ Designate one member of group as contact person with agency; provide name, phone number, email address, etc.
- ✓ Wear appropriate, professional dress & name pins to community presentation
- ✓ **Rehearse the presentation, have peers critique it; practice words that are difficult to pronounce, and practice the whole presentation for timing**
- ✓ Slow down and speak up; the most common problems are talking too softly and too fast;
- ✓ The current speaker should step forward or somehow separate themselves from the group; non-speaking group members need to be still, and not talk to each other- this can be very distracting
- ✓ No gum chewing
- ✓ Do not refer to the audience as “you guys”
- ✓ Refer to health care professionals without reference to gender, and include nurses and advanced practice nurses as sources of health information
- ✓ Especially relevant to males speakers: avoid the “fig-leaf” stance
- ✓ Make overheads and other visual aids large enough in font size to be readable from the back of the room
- ✓ Concentrate on the message- not the medium; once you focus on audience learning you will be less anxious and will perform better
- ✓ Determine how you will evaluate if learning has occurred
- ✓ Practice an ending to the presentation (don't let it just die)