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Course Topical Outline
Lecture Schedule
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Faculty Information:
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Assistant Professor of Nursing
Course Coordinator

COGNITIVE OUTCOMES
By the end of this course students will be prepared to:

1. Incorporate knowledge from the sciences, humanities and holistic nursing theory in the identification and promotion of optimal health states.
2. Describe the evolution of the concept of health and its impact on nursing and health care.
3. Identify values, traditions and obligations of the professional in preserving optimal states of wellness
4. Identify legal and ethical implications related to nursing practice
5. Identify the importance of critical thinking skills considering the historical role of the nurse in a changing health care system
6. Identify methodologies of illness prevention and health screening as they relate to community and public health
7. Identify nursing strategies utilized for persons and groups with alterations in holistic integrity managed in the community.
8. Describe the support groups and community resources available to persons in maintaining optimal wellness.
10. Recognize the contribution of research as a factor in health promotion and the maintenance of holistic integrity.
11. Utilize professional standards as a basis for designing individualized care
12. Recognize the need for collaboration with the interdisciplinary health care team relative to nursing judgments that impact on client outcomes.
13. Describe various communication and therapeutic strategies and their role within holistic nursing practice.
LEARNING STRATEGIES
Lecture / Discussion/Demonstration
Audio-Visual Media
Journaling
Case Studies
Team Work/Group Activities
Guest Speakers
Required Readings
Class Participation
Clinical Practice
Electronic Media
E-mail,
Blackboard,
Computer Assisted Learning
ATI access and ATI book: Nutrition
EVLIVE Student Resources for Textbook
Internet Databases (CINAHL, Proquest).

METHODS OF EVALUATION
Exam 1 35%
-50 multiple-choice questions
Exam 2 35%
-50 multiple-choice questions
Semester Portfolio Assignment* 3%
Quizzes & Assignments 27%
Class Participation
- Active Attendance ()
- Answer to Chapter Questions ()
Healthy Older Adult “Snapshot”

REQUIRED TEXTBOOKS

CONTENT OUTLINE
1. Incorporate knowledge from the sciences, humanities, and holistic nursing theory in the identification and promotion of optimal health states.
   Holistic Health
   Communicable Disease: Risk & Prevention
   High Risk Behavior
2. Describe the evolution of the concept of health and its impact on nursing and health care.
   - Definition of Health
   - Theories of Health Promotion
   - Levels of Health Promotion
   - Community Health Practice Settings

3. Identify nursing strategies used for persons and groups with alterations in holistic integrity managed in the community.
   - Aging Populations
   - Spirituality/Grief

4. Identify methodologies of illness prevention and health screening as they relate to community and public health.
   - Healthy People 2010
   - Health Screening Recommendations
   - Prevention Behaviors
   - Self Care
   - Life Span Immunizations

5. Identify values, traditions and obligations of the professional in preserving optimal states of wellness.
   - Cultural Diversity
   - Culturally Sensitive Health Care
   - Health Disparities

6. Identify the importance of critical thinking skills considering the historical role of the nurse in a changing health care system.
   - Early History of Health Promotion/Disease Prevention Concepts
   - Nursing’s Role - Florence Nightingale, Lillian Wald

7. Describe the support groups and community resources available to persons in maintaining optimal wellness.
   - Support Groups
   - Community Resources

8. Describe appropriate teaching/learning strategies for health promotion.
   - Teaching/Learning Strategies
   - Adherence and Compliance with Pharmacological & Nursing Interventions
   - Therapeutic Management of Chronic Diseases Managed in the Community setting
   - Age Appropriate Health Promotion/Disease Prevention Concerns
   - Health Literacy
9. Recognize the contribution of research as a factor in health promotion and the maintenance of holistic integrity. 
   Research-based health promotion behaviors

10. Identify legal and ethical implications related to nursing practice.
    - ANA Code of Ethics
    - Legal and Ethical Principles in Nursing
    - Nurse Practice Act
    - Patient Bill of Rights

11. Utilize professional standards as a basis for designing individualized care.
    - Standards of Community Health Nursing Practice
    - Holistic Nursing Principles

12. Recognize the need for collaboration with the interdisciplinary health care team relative to nursing judgments that impact client outcomes.
    - Discharge Planning for Acute care Facilities

13. Describe various communication and therapeutic strategies and their role within holistic nursing practice.
    - Self Care
    - Spirituality
    - Hope, Loss and Grief
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| Week 1      | **What is Health?**  
|             | **What is the Nurse’s Role in Promoting and Protecting Health?**  
|             | -Definitions of Health  
|             | -Health Promotion/Health Protection  
|             | -Theories of Health Promotion  
|             | -Levels of Health Promotion  
|             | -Healthy People 2010                                                | Before Class :  
|             | READ : Edelman and Mandle, -Chapter 1  
|             | Study Questions -Chapter 25  
|             | Study Questions Locate website:  
|             | http://www.healthypeople.gov                                         |
| Week 2      | **What significant historical discoveries contributed to the development of the concepts of health promotion and disease prevention?**  
|             | -The Legacy of Florence Nightingale and Lillian Wald  
|             | -Germ Theory  
|             | -Infection Control  
|             | -Lifespan Immunizations                                               | Before Class:  
|             | READ: Edelman and Mandle -Chapter 3  
|             | Study Questions                                                       | **In Class:**  
|             | *Clinical Group Project  
|             | **HISTORICAL TIMELINE**                                               |
| Week 3      | **What Legal and Ethical principles shape nursing practice?**  
|             | -Nurse Practice Act  
|             | -ANA Code of Ethics  
|             | -Patient Bill of Rights                                               | Before Class:  
|             | READ : Edelman and Mandle -Chapter 5  
|             | Study Questions                                                       | **In Class:**  
|             | *Clinical Group Project  
|             | **ETHICS CASE STUDY**                                                 |
| Week 4      | **What is the Role of the Nurse in Health Promotion and Disease Prevention?**  
|             | -Health Screening Recommendations  
|             | -Communicable Disease Risk and Prevention  
|             | -Holistic Nursing Standards                                            | Before Class:  
|             | READ: Edelman and Mandle -Chapter 9  
|             | Study Questions Oct. 2 and 3rd: BP Screening for  
|             | Wallingford Department of Health                                      |
| Week 5      | **Why is an understanding of cultural diversity essential to culturally sensitive health promotion and disease prevention strategies?**  
|             |                                                                           | Before Class :  
|             | READ : Edelman and Mandle -Chapter 2  
|             | Study Questions Dossey, -Chap. 29                                       | **In Class:**  
|             | *Clinical Group Project  
<p>|             | <strong>CULTURAL SHIELD</strong>                                                    |</p>
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<td>Week 6</td>
<td><strong>What teaching strategies are most successful in promoting health and preventing illness?</strong> MAYBE HERE?  - Health Education  - Health Literacy  - Adherence / Compliance  Guest Speaker: Assistant Director of The Learning Center</td>
<td>Before Class:  READ: <em>Edelman and Mandel</em>, Chapters 4 and 10  Study Questions  <strong>In Class:</strong>  <em>Clinical Group Project  - LEARNING STYLE</em></td>
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<td>Week 7</td>
<td><strong>What components of self care are essential to health promotion and illness prevention?</strong>  - NUTRITION  Guest Speaker: Nutritionist</td>
<td>Before Class:  READ:  <em>Edelman and Mandle</em>  - Chapter 11  Study Questions  ATI Book on Nutrition, Chapters 1, 6, 10, 11  Dossey,  - Chapter 19, 31  - Chapter 18 (21pgs)</td>
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<td>Week 8</td>
<td><strong>What components of self care are essential to health promotion and illness prevention?</strong>  - EXERCISE  Guest Speaker: PT, DPT  Assistant Professor &amp; Academic Coordinator of Clinical Education Quinnipiac University Program in Physical Therapy</td>
<td>Before Class:  READ:  <em>Edelman and Mandle</em>  - Chapter 12  Study Questions  <strong>In Class:</strong>  <em>Clinical Group Project  - BMI/BMR</em></td>
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| **Week 9**   | *What components of self care are essential to health promotion and illness prevention?*  
- STRESS MANAGEMENT  
- SLEEP          | Before Class  
READ: *Edelman and Mandle*, Chapter 13  
Study Questions  
In Class:  
*Clinical Group Project*  
-WEEKLY TIME SHEET |
| **Week 10**  | *What components of self care are essential to health promotion and illness prevention?*  
- SELF CONCEPT and SELF CARE  
- SENSORY PERCEPTION  
- SPIRITUALITY  
- LOSS and GRIEF     | Before Class  
READ: *Edelman and Mandle*, Chapter 6  
Study Questions  
In Class:  
*Clinical Group Project*  
-SELF CARE ASSESSMENT |
| **Week 11**  | *How does a holistic nursing perspective influence the practice of health promotion and disease prevention?*  
- Complementary Modalities  
- Commonly Used Dietary Supplements  
- Herbal Preparations  
- Vitamins  
- Movement and Touch Therapy  
- Massage, Acupressure, Acupuncture, Reflexology  
- Tai Chi  | Before Class  
READ:  
*Edelman and Mandle*, Chapter 14  
- Study Questions  
REVIEW Reference Information from NU 301:  
Dossey & Keegan  
Chaps 15-18, 24, 32  
Potter & Perry  
Chap 36  
National Center for Complementary & Alternative Medicine  
Clinical Group Project  
-HERBAL SUPPLEMENTS FACT SHEETS |
<p>| <strong>Week 12</strong>  | FALL RECESS – NO CLASS                                                 |                                                                  |
| <strong>November 21</strong> | <strong>November 23</strong>                                                        |                                                                  |</p>
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| **Week 13**<br>November 28<br>November 30 | What health promotion and disease prevention practices are necessary to address with middle aged adults?  
- Women’s Health Concerns  
  - Menopause  
  - Osteoporosis  
  - Men’s Health Concerns  
  - Andropause | Before Class:  
READ: *Edelman and Mandle*  
Chapter 23  
Study Questions  
View:  
*Creating Health #101 - Osteoporosis*  
In Class:  
*Clinical Group Project*  
*PROBLEM BASED CASE STUDIES*  
*Junior Fall Semester Portfolios Due* |
| **Week 14**<br>December 5<br>December 7 | What health promotion and disease prevention practices are necessary to address with older adults?  
- Chronic disease management in the community setting  
  - Examples:  
  - Gout  
  - Osteoarthritis | Before Class:  
READ: *Edelman and Mandle,*  
- Chapter 24  
  Study Questions  
*Clinical Group Project*  
*PROBLEM BASED CASE STUDIES* |
| **Week 15**<br>Week of December 12 | FINAL EXAM | TBA |
**Weekly Routine Worksheet (WRW)**

<table>
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<tr>
<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>_____ Hours of sleep each night ( \times 7 = )</td>
<td></td>
</tr>
<tr>
<td>_____ Hours spent grooming per day (shower, getting ready, etc.) ( \times 7 = )</td>
<td></td>
</tr>
<tr>
<td>_____ Number of hours for food/meals/snacks per day ( \times 7 = )</td>
<td></td>
</tr>
<tr>
<td>_____ Total travel time on a weekday ( \times 5 = )</td>
<td></td>
</tr>
<tr>
<td>_____ Total travel time on a weekend ( \times 2 = )</td>
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</tr>
<tr>
<td>_____ Total hours per week for weekly meetings, regular functions such as for church, clubs, meetings, etc.</td>
<td></td>
</tr>
<tr>
<td>_____ Total hours per week for errands, chores, other duties</td>
<td></td>
</tr>
<tr>
<td>_____ Total hours you work per week</td>
<td></td>
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<tr>
<td>_____ Total number of hours you are in class per week</td>
<td></td>
</tr>
<tr>
<td>_____ Total number of hours of fun time (socials, movies, television, chatting online, video games, dates, sports, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

Subtract the above number from 168 - _______ = _______ hours

This number is the much time you have left for studying! Is it enough? If not, you probably need to drop something.
EVALUATION OF HEALTH SCREENING Procedures

GROUP Number and Composition:

CLASS SECTION –Monday or Friday

SCREENING TEST Please Underline: BREAST CANCER, OBESITY, HUMAN PAPILLOMA VIRUS (HPV) COLORECTAL CANCER, PROSTATE CANCER, CHOLESTEROL, HYPERTENSION, DIABETES

1. Is this a one test disease-specific screening or multiple test screening

2. Does the significance of the disorder warrant consideration as a community health problem
   a. Quality of Life
   b. Quantity of Life
      i. Prevalence
      ii. Incidence

3. Can the disease be detected by screening
   a. Diagnostic Criteria
      i. Well documented
      ii. Early pathogenic, asymptomatic state or normal range
   b. Screening Instrument
      i. Reliable
      ii. Valid
         1. Sensitivity
         2. Specificity

4. Should Screening be done?
   a. Any benefit to individual if found in early stages
   b. Effective treatment modalities

5. Ethical Considerations
   a. Benefits received by those with correct results warrants problems experienced by those who receive incorrect results
   b. How precise are findings in defining the high risk population

6. Economic Issues
   a. Cost of test
   b. Cost of managing a person with the disease if not found early
   c. Best population to screen given likelihood of getting disease
      i. Age
      ii. Ethnicity