

MASTER SYLLABUS GUIDELINES

1. Course Information

College: College of Nursing and Health
Department: Nursing
Course Title: Nursing for Health and Wellness Lifestyle
Course Designation and Number: NUR 212
GE Area(s): (Lists all area(s) that apply.)

VI: College Component

Writing Intensive: Yes No

For WI Courses: All sections Selected Sections are WI.

Method(s) of Instruction: Lecture
 Discussion
 Web-enhanced
 Web-only
 Other (Explain below.)
Multimedia presentations

Includes Lab: Yes No

Prerequisites: None

2. Objectives

GE Program Objectives:

- Sharpen critical thinking, problem solving, and communication skills;
- Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community;
- Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

GE Area Objectives:

- Link general education more closely with study in the major, thereby making more apparent the applicability and transferability of general competencies to specialized study.

Course Objectives and GE Learning Outcomes:

This course focuses on health and wellness in the context of human diversity. It is a broad topic that does not require specific prerequisite coursework. Students will be expected to think critically as they apply concepts, models and theories from individuals from a variety of cultures, similar and different to their own, develop beliefs about health. Students will discuss differences in communication styles among culturally diverse individuals and how those differences might affect relationships between health care providers and consumers. Personal responsibility for health and wellness lifestyle choices will be a thread throughout the course. Students will be exposed to both western and nonwestern influences on health and wellness. Students will recognize the scientific basis for research in health and wellness topics. This course will assist students in understanding the relationships and interdependencies between nursing and the sciences and humanities.

Upon completion of this course, the learner will be able to:

1. Apply concepts, models and/or theories within the humanities, sciences, and nursing to culturally diverse well individuals.
2. Identify the role of the professional nurse in caring for clients with maximum health.
3. Explain the therapeutic nature of caring and of self-care and their relationship to maximum health and wellness.
4. Demonstrate various strategies for maximizing health potential in self and others.
5. Describe ways in which one's personal beliefs influence health behaviors.
6. Identify research findings relevant to the concepts of health and wellness.

7. Identify areas of accountability and responsibility for self care lifestyle.
8. Discuss differences in communication styles among culturally diverse individuals.
9. Develop awareness of potential cultural differences between health care providers and consumers.
10. Discuss personal responsibility for identifying and recognizing diversity issues.

For WI Courses: WAC Objectives

This is a writing intensive section of a general education course. The purposes of the WI components are:

- To improve students' writing proficiency—their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.
- To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.
- To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

This WI section includes writing assignments totaling approximately 1500 words which will be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement. Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations).

The specific WI assignments for this course will be identified by faculty teaching the course and may include: personal health journals, web board discussions of current health topics, life-style paper with opportunity to rewrite.

3. Suggested Course Materials

Edeleman, CL, & Mandel, CL. (2002). Health promotion throughout the lifespan. (5th Ed.) St. Louis: ;Mosby.

Spector, R.E. (2000). Cultural diversity in health and illness. (5th ed.) Upper Saddle River, NJ: Prentice Hall Health.

Recommended:

Knollmueller. (1993). Prevention across the lifespan: healthy people for the twenty-first century/American Nurses Association, Council of Community Health Nursing. Washington: American Nurses Pub.

Woolf, (1996). Health promotion and disease prevention. Williams & Wilkins.

4. Suggested Methods of Evaluation

Faculty will choose from the following: lecture discussion, group/individual student presentations, demonstrations, audio-visuials, written papers, readings, guest speakers, computer programs, portfolios, attendance/participation in community health promotion/disease prevention activities.

5. Grading Policy

All GE courses are graded A-F.
WI component is graded Pass/Unsatisfactory.

6. Suggested Weekly Course Outline Including Typical Assignments

Week 1: Health & Wellness Concept; Healthy People 2010; Health Promotion Model & Health Promotion
Week 2: Selfcare/Self-Responsibility in Health & Wellness; Cultural Diversity in Promote & Restore Health
Week 3: Stress and Stress Management; Integrative Therapy
Week 4: Exercise & Physical Fitness
Week 5: Nutrition for Health & Wellness; Cultural diversity in nutrition

Week 6: Emotional & Spiritual Health
Week 7: Cultural Diversity: Internal, family, social relationship
Week 8: Development Therapeutic Communication
Week 9: Barriers to Health Care
Week 10: Environmental Health

Typical Assignments include:
Personal Health Inventory, Cultural Assessment, Genogram
Self Contracts for Health Changes
Analysis of Health Promotion Model
Nutritional Self Assessment
Stress Management Journals
Service Learning Assignments
Lifestyle Papers and Presentations

7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:

- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy

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