UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Fall 2014

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| COURSE NUMBER | NUR 3138 |
| COURSE TITLE | Systems of Care 1: Wellness Promotion and Illness Prevention |
| CREDITS | 2 |
| PLACEMENT | BSN Program: 1st Semester Upper Division |
| PREREQUISITES | Admission to Upper Division BSN Program |
| COREQUISITES | NUR 3069C Health Assessment and Communication  NUR 3138C Clinical Practice 1: Wellness Promotion and Illness Prevention |
| FACULTY Sheri H. Mangueira, MSN, ARNP, AGNPCP-BC, APHN-BC  (Course Coordinator)  [shmng@ufl.edu](mailto:shmng@ufl.edu) HPNP- 4208 (352) 273-6344  Office Hours: Monday 0830-1030 | |
| DEPARTMENT CHAIR Andrea Gregg, PhD, RN  (Interim) [greggac@ufl.edu](mailto:greggac@ufl.edu) HPNP 4201 Gainesville (352) 273-6359  (904) 244-5172 Jacksonville  Office hours: By appointment only | |
| COURSE DESCRIPTION The purpose of this course is to examine models of health in wellness promotion and illness prevention across the lifespan. Emphasis is on the individual in the context of family and environment. Focus is on appraisal of risk and evidence-based reduction of risk. | |
| COURSE OBJECTIVES Upon completion of this course, the student will be able to:   1. Integrate beginning concepts of wellness promotion and disease, injury, and disability prevention with individuals across the lifespan in a variety of settings. 2. Describe primary, secondary, and tertiary prevention strategies used in a variety of healthcare settings. 3. Identify environmental factors that influence the healthcare needs and preferences of individuals as members of families. 4. Compare and contrast methodologies used in health teaching and health counseling.   COURSE OBJECTIVES (continued):   1. Discuss from a nursing perspective contributions to the work of interprofessional healthcare teams in facilitation of positive healthcare outcomes for clients. | |

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| COURSE SCHEDULE  Section Day Time Room  2217 Thursday 3:00-4:55pm HPNP Auditorium 1404  E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <http://lss.at.ufl.edu>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).  It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.  Course websites are generally made available on the Friday before the first day of classes. |

ATTENDANCE

Students are expected to be present for all scheduled classes, other learning experiences, and examinations. Students who have extraordinary circumstances preventing attendance should explain these circumstances to the course instructor **prior** to the scheduled class or as soon as possible thereafter. Instructors will then make an effort to accommodate **reasonable** requests. A grade penalty may be assigned for late assignments, including tests.

ACCOMMODATIONS DUE TO DISABILITY

Each semester, students are responsible for requesting a memorandum from the Disability Resource Center (<http://www.dso.ufl.edu/index.php/drc/>) to notify faculty of their requested individual accommodations. This should be done at the start of the semester.

COUNSELING AND MENTAL HEALTH SERVICES

Students may occasionally have personal issues that arise on the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling and Wellness Center, 352-392-1575, visit their web site for more information: <http://www.counseling.ufl.edu/cwc/>.

STUDENT HANDBOOK

Students are to refer to the College of Nursing Student Handbook for information about College of Nursing policies, honor code, class demeanor and professional behavior. <http://nursing.ufl.edu/students/student-policies-and-handbooks/>.

STUDENT SOCIAL NETWORKING POLICY

Important information regarding social networking web site policy is available at <http://nursing.ufl.edu/files/2011/05/S1.20-Student-Social-Networking-Policy.pdf>

ACADEMIC HONESTY

The University of Florida Student Conduct and Honor Code may be found at http://www.dso.ufl.edu/index.php/sccr/process/student-conduct-honor-code/

TOPICAL OUTLINE

1. General Approach

Use of the problem solving process to develop plans of care aimed at wellness promotion and illness prevention.

1. Application of concepts to exemplars across the lifespan
2. Nursing interventions that are developed based on identified nursing problems and utilize evidence based guidelines and standards of care

1. Concepts

a. Wellness

b. Illness

2. Models of health

3. Levels of prevention

4. Levels of care

5. Healthy People Initiatives

6. US Preventive Task Force Recommendations

7. Epidemiologic principles

8. Nursing assessment and analysis

a. Individual

b. Environmental

9. Nursing issues/problems

a. Wellness promotion

b. Illness prevention

10. Nursing intervention

a. Health education

1. Literacy

2. Adult learners

b. Health counseling

11. Required exemplar(s)-Prenatal, post-natal, and newborn care

12. Recommended exemplar(s)

a. Immunization across life span

b. Life style modification related to risk appraisal

TEACHING METHODS

Lecture, discussion, and case presentations

LEARNING ACTIVITIES

Class participation, written assignments, examinations, reading assignments, and case analyses.

EVALUATION METHODS/COURSE GRADE CALCULATION

In-class participation 10% Must be present to participate; no make-up points available

Exam 1 30% October 16, 2014

Case Study – Teaching 15% October 23, 2014

Exam 2 30% December 4, 2014

Case Study – Final 15% December 16, 2014

100%

*Feedback on all graded assignments routinely given within ten [10] business days of the due date. Individual review of a case study or an exam is available by appointment only and must occur within twenty [20] business days following posted feedback.*

MAKE UP POLICY

Make-up exams will be gen only under extenuating circumstances that could not have been predicted ahead of time and the format determined by faculty.

GRADING SCALE/QUALITY POINTS

A 95-100 (4.0) C 74-79\* (2.0)

A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

B 84-90 (3.0) D 64-69 (1.0)

B- 82-83 (2.67) D- 62-63 (0.67)

C+ 80-81 (2.33) E 61 or below (0.0)

\* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

FACULTY EVALUATION

Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

REQUIRED TEXTBOOKS

Berman, A., Snyder, S.J. (2012). *Kozier & Erb’s fundamentals of nursing: Concepts, process,*

*and practice* (9th ed.). Upper Saddle River, NJ: Pearson.

(Available through UF Health Sciences Libraries: ARES under NUR3138)

Perry, S.E, Hockenberry, M.J., Lowdermilk, D.L., & Wilson, D. (2014). *Maternal child nursing*

*care.* (5th ed.). Maryland Heights, MO: Mosby/Elsevier.

REQUIRED TEXTBOOKS (continued):

Potter, P.R., Perry, A.G. (2013). *Fundamentals of nursing.* (8th ed.). St. Louis, MO:

Mosby/Elsevier.

REQUIRED WEBSITES

Centers for Disease control (CDC). Retrieved [www.cdc.gov](http://www.cdc.gov)

Occupational Safety and Health Administration (OSHA). Retrieved [www.osha.gov](http://www.osha.gov)

Quality and Safety Education for Nurses (QSEN). Retrieved [www.qsen.org](http://www.qsen.org)

United States Preventive Services Task Force (USPSTF). Retrieved

<http://www.uspreventiveservicetaskforce.org>

WEEKLY CLASS SCHEDULE

Week 1 August 28, 2014 Orientation

Health Care Delivery Systems

Differentiate health care services based on primary, secondary, and tertiary disease prevention

categories.

Describe the functions and purposes of the health care agencies outlined in this chapter.

Identify the roles of various health care professionals.

Describe the factors that affect health care delivery.

Describe frameworks for the delivery of nursing care.

Compare various systems of payment for health care services.

*Meets the Essentials for Baccalaureate Education for Professional Nursing Practice: ESSENTIALS I, II, IV, V, VII , VIII, and IX*

Week 2 September 4, 2014 Community Nursing and Care Continuity

Discuss factors influencing health care reform.

Describe various community-based health care frameworks, including integrated health care systems,

community initiatives and conditions, and case management.

Differentiate community health care settings from traditional settings.

Differentiate community-based nursing from traditional institutional-based nursing.

Explain essential aspects of collaborative health care: definitions, objectives, benefits, and the nurse's role.

Describe the role of the nurse in providing continuity of care.

*Meets the Essentials for Baccalaureate Education for Professional Nursing Practice: ESSENTIALS I, IV, VII, VIII, and IX*

Week 3 September 11, 2014 Home Care

Define home health care.

Compare the characteristics of home health nursing to those of institutional nursing care.

Describe the types of home health agencies, including referral and reimbursement sources.

Describe the roles of the home health nurse.

Identify the essential aspects of the home visit.

Discuss the safety and infection control dimensions applicable to the home care setting.

Identify ways the nurse can recognize and minimize caregiver role strain.

*Meets the Essentials for Baccalaureate Education for Professional Nursing Practice: ESSENTIALS I, II, IV, VII, VIII, and IX*

Safety

Discuss factors that affect people's ability to protect themselves from injury.

Describe methods to assess a client's risk for injury.

Discuss the National Patient Safety Goals and the role of QSEN, OSHA.

Identify common potential hazards throughout the life span.

Plan strategies to maintain safety in the health care setting, home, and community, including prevention

strategies across the life span for thermal injury, fires, falls, seizures, poisoning, suffocation or choking, excessive noise, electrical hazards, firearms, radiation, and bioterrorism.

*Meets the Essentials for Baccalaureate Education for Professional Nursing Practice: ESSENTIALS I, IV, VIII, and IX*

Week 4 September 18, 2014 Critical Thinking, Health Promotion

Describe the significance of developing critical thinking abilities in order to practice safe, effective, and

professional nursing care.

Explore ways of demonstrating critical thinking in clinical practice.

Discuss the skills and attitudes of critical thinking.

Discuss the relationships among critical thinking, the problem-solving process, and the decision-making process.

*Meets the Essentials for Baccalaureate Education for Professional Nursing Practice: ESSENTIALS I, IV, VII, and IX*

Identify the theoretical framework of the Health Belief Model used in individual health promotion.

Identify Maslow's characteristics of the self-actualized person.

Describe the vision, mission, and goals of *Healthy People 2020* and the development process for specific

objectives to help improve the health of a community.

Differentiate health promotion from health protection or illness prevention.

Identify various types and sites of health promotion programs.

Discuss the Health Promotion Model.

Explain the stages of health behavior change.

Discuss the nurse's role in health promotion.

Describe components of health assessment that pertain to health promotion.

Discuss nursing diagnosing, planning, implementing, and evaluating as they relate to health promotion.

*Meets the Essentials for Baccalaureate Education for Professional Nursing Practice: ESSENTIALS I, III, IV, VII, and V III*

Week 5 September 25, 2014 No Class – Faculty Retreat

Week 6 October 2, 2014 Health Promotion, Teaching

Discuss the importance of the teaching role of the nurse.

Compare and contrast andragogy, pedagogy, and geragogy.

Describe the three learning domains.

Discuss the learning theories of behaviorism, cognitivism, and humanism and how nurses can use each of

these theories.

Identify factors that affect learning.

Discuss the implications of using the Internet as a source of health information.

Assess learning needs of learners and the learning environment.

Discuss the implications of low health literacy skills.

Identify nursing diagnoses, outcomes, and interventions that reflect the learning needs of clients.

Describe the essential aspects of a teaching plan.

Discuss guidelines for effective teaching.

Identify methods to evaluate learning.

*Meets the Essentials for Baccalaureate Education for Professional Nursing Practice: ESSENTIALS I, IV, VII, and IX*

Week 7 October 9, 2014 Activity and Exercise

Describe four basic elements of normal movement.

Differentiate isotonic, isometric, isokinetic, aerobic, and anaerobic exercise.

Compare the effects of exercise and immobility on body systems.

Develop nursing diagnoses and outcomes related to activity, exercise, and mobility problems.

Compare and contrast active, passive, and active-assistive range-of-motion (ROM) exercises.

*Meets the Essentials for Baccalaureate Education for Professional Nursing Practice: ESSENTIALS I, IV, VII, and VIII*

Nutrition

Identify essential nutrients and their dietary sources.

Describe normal digestion, absorption, and metabolism of carbohydrates, proteins, and lipids.

Identify factors influencing nutrition.

Identify nutritional needs of the adult.

Evaluate a diet using a food guide MyPlate (*Healthy People 2020)*

Discuss essential components and purposes of nutritional assessment and nutritional screening.

Describe nursing interventions to promote optimal nutrition.

*Meets the Essentials for Baccalaureate Education for Professional Nursing Practice: ESSENTIALS I, VII and IX*

Week 8 October 16, 2014 **EXAM 1**

Week 9 October 23, 2014 Health, Wellness, and Illness

Identify influences on clients' definitions of health, wellness, and well-being.

Describe five components of wellness.

Compare the various models of health.

Identify variables affecting health status, beliefs, and practices.

Describe factors affecting health care adherence.

Explore United States Preventative Services Task Force (USPSTF) and Centers for Disease Control (CDC) specific objectives to help improve health.

*Meets the Essentials for Baccalaureate Education for Professional Nursing Practice: ESSENTIALS I, II, III, IV, VII, VIII, and IX*

**Teaching Case Study Due**

*Meets the Essentials for Baccalaureate Education for Professional Nursing Practice: ESSENTIALS I, III, IV, VI, VII, VIII, and IX*

Week 10 October 30, 2014 Promoting Health from Conception through Neonate

*Professor Anna Kelley*

Identify essential activities of health promotion and protection to meet the needs the pregnant woman

through neonate.

Identify common vaccination recommendations.

*Meets the Essentials for Baccalaureate Education for Professional Nursing Practice: ESSENTIALS I, II, IV, VII, VIII, and IX*

Week 11 November 6, 2014 Promoting Health from Infant through Adolescence

*Professor Nancy Young*

Identify essential activities of health promotion and protection to meet the needs of infants, toddlers,

preschoolers, school-age children, and adolescents.

Identify common vaccination recommendations.

*Meets the Essentials for Baccalaureate Education for Professional Nursing Practice: ESSENTIALS I, II, IV, VII, VIII, and IX*

Week 12 November 13, 2014 Promoting Health in Young and Middle-aged Adults

Promoting Health in Old – Old-Old-aged Adults

Immunization Recommendations

Describe the usual physical development occurring during young through old-old adulthood.

Identify selected health risks associated with young through old-old adults.

Identify developmental assessment guidelines for young through old-old adults.

List examples of health promotion topics for young through old-old adulthood.

Identify common vaccination recommendations

*Meets the Essentials for Baccalaureate Education for Professional Nursing Practice: ESSENTIALS I, II, IV, VII, VIII, and IX*

Week 13 November 20, 2014 Culturally Responsive Nursing Care

Describe concepts related to culture such as race, ethnicity, and acculturation.

Discuss health disparities among racial and ethnic groups.

Describe the role of federal agencies and initiatives regarding the provision of culturally responsive health care.

Describe cultural models of care, such as cultural competency.

Describe health views from culturally diverse perspectives.

Differentiate culturally influenced approaches to healing and treatment.

Describe ways culture influences communication patterns and how to provide linguistically appropriate

care.

Create self-awareness of your own culture, beliefs, biases, and assumptions.

*Meets the Essentials for Baccalaureate Education for Professional Nursing Practice: ESSENTIALS I, IV, VII, VIII, and IX*

Complementary and Alternative Healing Modalities

Describe the basic concepts of alternative practices.

Give examples of healing environments.

Describe the basic principles of health care practices such as Ayurveda, traditional Chinese medicine, Native American healing, and curanderismo.

Explain how herbs are similar to many prescription drugs.

Discuss the principles of naturopathic medicine.

Identify the role of manual healing methods in health and illness.

Describe the goals that yoga, meditation, hypnotherapy, guided imagery, qi gong, and t'ai chi have in common.

Compare the various types of detoxification.

Discuss uses of animals, prayer, and humor as treatment modalities.

Teach clients the uses and safety precautions regarding alternative therapies.

*Meets the Essentials for Baccalaureate Education for Professional Nursing Practice: ESSENTIALS I, IV, VII, VIII, and IX*

Week 14 November 27, 2014 [Thanksgiving Break – No Class]

Week 15 December 4, 2014 **EXAM 2**

Week 16 December 11, 2014 [Reading Day – No Class]

Week 17 December 16, 2014 **Final Case Study Due**

*Meets the Essentials for Baccalaureate Education for Professional Nursing Practice: ESSENTIALS I, III, IV,VI, VII, VIII, and IX*

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| Approved: | Academic Affairs Committee:  General Faculty:  UF Curriculum Committee: | 09/09; 02/12  09/09; 03/12  10/09; 04/12 |