

09-29
AP-9/29/09
Info.-11/3/09

Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Received

SEP 22 2009

Course: NURS 143 Healthy People

Instructor(s) of Record: Beverly Rossiter

Liberal Studies

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Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Mrs. Rossiter has taught utilizing WebCT in five courses since it's onset to IUP with utilization of quizzes/tests, linking of websites, discussion, submission of student assignments, video streaming, faculty lecture and supplemental activities. She has taught one third of one course online for three years. Mrs. Rossiter has taken WebCT and moodle instruction through IUP IT

2. How will each objective in the course be met using distance education technologies?

Course Objectives

- I. Appraise personal health status – *faculty will give a guided instruction on how to analyze their individual health assessment utilizing Healthy People 2010 (lesson, forum, and chat)*
- II. Plan a personal wellness program – *faculty will ask students to submit ongoing analysis and building of their PWP as they progressively learn the goals Healthy People 2010's leading health indicators (lesson, forum, and chat)*
- III. Implement the personal wellness program – *identification of activities and community resources that helped or hindered the student's PWP & healthy eating projection (forum and chat)*
- IV. Examine the determinants of health that influence the well being of individuals and communities – *(lessons, online quizzes, tests and activities such as Wimba)*
- V. Discuss the current public health concerns in the United States – *chat, forum, and submission of book review and final project (in-depth study of health issue)*

3. How will instructor-student and student-student, if applicable, interaction take place?

Faculty will use moodle tools; lesson, chat, forum, wimba classroom, quizzes, tests.

4. How will student achievement be evaluated?

- 40% 4 Multiple choice exams worth 10% each – online tests
- 20% Personal Wellness Plan – student submission online utilizing a rubric for evaluation/grading
- 5% Healthy Eating Project – student submission online utilizing a rubric for evaluation/grading
- 26% Classroom Activities including Quizzes – student submission online through use rubric for evaluation/grading & quizzes
- 4% Book review student submission online through use rubric for evaluation
- 5% Final project - student submission online through use rubric for evaluation

5. How will academic honesty for tests and assignments be addressed?

Tests will be synchronous with time limit settings with random delivery. Students will be encouraged to share and discuss in selected activities. Rubrics will be used to decrease use of sharing in other selected activities.

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

See attached

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Elizabeth Palmer
Signature of Department Designee

9-18-09
Date

Endorsed:

Carleen J. Jozsi
Signature of College Dean

9-21-09
Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Schriest
Signature of Committee Co-Chair

9-30-09
Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

Donald L. Thomas (m)
Signature of Provost

10/15/09
Date

Forward form and supporting materials to Associate Provost.

I. Course Description

NURS 143 Healthy People

3 class hours
0 lab hours
3 credit hours
(3c-01-3cr)

Designed to advance students' knowledge of health promotion and illness prevention concepts and to examine health disparities across segments of the population. The determinants of health, health status assessment, and the nation's leading health indicators will be emphasized. Students will be guided in the development of a personal wellness program.

II. Course Objectives

Students will be able to

1. appraise personal health status.
2. plan a personal wellness program.
3. implement the personal wellness program.
4. examine the determinants of health that influence the well being of individuals and communities.
5. discuss the current public health concerns in the United States.

III. Course Outline

- A. Introduction to the course 3 hours
1. Define and examine the concept of health promotion
 2. Examine the focus of healthcare prevention strategies in the U.S.
 - a. Introduction to the Healthy People documentation
 - b. Examine the healthcare goals as defined by the U.S. Department of Health and Human Services
 - c. Identify which of these goals will be addressed in this class
 3. Assessment of individual lifestyle activities and their relationship to health
- B. Leading Health Indicators
1. Review of the leading cause of death as a nation
 2. A review of causes of morbidity and mortality by age groups
 3. Diseases linked to the national healthcare agenda
- C. Dimensions of personal wellness
1. Holistic approaches to health
 2. Importance of personal wellness
 3. The personal wellness profile
 4. Performing a personal health assessment
 5. Advocating for your health

- a. Discussion of access to the health care system in order to act as an advocate for individual health

D. Barriers to wellness

1. Motivation theory
2. Illness as a motivation to behavioral change
3. Cost
4. Lack of knowledge
5. Lack of access
6. Barriers within the healthcare system

E. Determinants of health

3 hours

1. Biological factors that impact the health of individuals
 - a. Genetics
 - b. The impact of health care research on identifying the biological factors that impact the health of individuals
 - c. How your healthcare providers assess for biological factors that may affect your health
2. Environmental influences on health
 - a. Common environmental hazards to health
 - b. Diseases or health care conditions affected by environmental triggers of hazards
 - i. Asthma
 - ii. Respiratory illnesses
 - iii. Cancer
 - iv. Cardiac risk factors/Cardiovascular disease
 - c. Discussion of the impact of health care research on identifying the biological factors that impact the health of individuals
3. Behaviors that affect health
 - a. Modifiable behaviors that reduce the risks to disease and illness
 - b. Understanding the differences between modifiable and non-modifiable risk factors
4. The interrelationship of behavioral, environmental, and biological determinants of health

F. Accessing the health care system to reduce the burden of illness, enhance quality of life, and increase longevity.

1. Visit the website: www.health.gov/healthypeople to review the national health goals for the next decade.

G. Physical Activity as a Health Indicator

3 hours

1. Cardiovascular Health

- a. Leading causes of morbidity and mortality associated with cardiovascular health
 - i. Atherosclerosis

- ii. Coronary artery disease
 - iii. Myocardial infarction
 - iv. Stroke
 - v. Peripheral vascular disease
 - vi. Hypertension
 - vii. Diabetes
 - b. Risk factors to cardiovascular health associated with a lack of physical activity
 - c. Health disparities related to cardiovascular health across age, gender, and ethnic groups
- 2. Benefits of physical activity and exercise
 - a. Effects of exercise on blood pressure, blood glucose levels, body composition, osteoporosis, and mental health
- 3. Components of fitness
 - a. Cardiorespiratory fitness
 - b. Muscular strength
 - c. Muscular endurance
 - d. Flexibility
 - e. Body composition
 - f. Mental Health
 - g. Bone health
- 4. Components of an individualized physical fitness program
 - a. Starting and maintaining a fitness program
 - b. Avoiding common athletic injuries
 - c. Avoiding potentially harmful training techniques
 - i. Understanding concepts of a healthy fitness program
 - ii. Steroid use
 - iii. Additional body building supplements and fads
- 5. Complete a wellness plan that
 - a. addresses individual's specific health care needs
 - b. does not pose a risk to individuals health or illness states
 - c. fosters the development of healthy lifestyle choices
- 6. Accessing the services of health care professionals who may assist in the individual's wellness planning and/or implementation
 - a. Avocating for ones' own health care needs
 - b. Identifying healthcare services on campus and in the surrounding community
 - c. Common healthcare screenings for cardiovascular health
 - i. Blood pressure screening
 - ii. Serum chemistry screenings
 - iii. Measures of body weight and composition (body fat analysis)
- 7. Exam 1 1 hour
- H. Obesity as a Leading Health Indicator 2 hours
 - 1. Defining the concepts of overweight and obesity

2. National healthcare goals related to obesity
 - a. morbidity and mortality associated with obesity
 - b. discussion of the most serious at risk age groups for morbidity and mortality associated with obesity
 - c. obesity as a risk factor for illness
 - i. cardiovascular disease
 - ii. diabetes
 - iii. joint disorders
 - d. factors that contribute to weight problems
 - i. eating styles
 - ii. sedentary lifestyle
 - iii. genetic factors

I. A healthy Nutritional Lifestyle

3 hours

1. Components of healthy diet
 - a. Examination of individual dietary histories and food journals
2. Planning a healthy diet
 - a. Accessing nutritional support as part of a wellness plan
 - b. Shopping for healthy food choices
 - c. Avoiding the common pitfalls to healthy eating
3. Motivation and adherence factors to a healthy diet
 - a. Illness or health risk as a motivator to healthy eating
 - b. Eating well on campus and away from home.
4. Nutritional issues for health promotion
 - a. Calcium intake across the lifespan
 - i. Recent medical developments related to calcium supplements
 - ii. At-risk age groups for calcium losses
 1. Adolescent females
 2. Menopausal women
 3. The elderly population
 - iii. Morbidity associated with calcium deficiencies
 1. Osteoporosis
 2. Dental health
 - b. Eating disorders
 - i. Anorexia
 - ii. Bulimia
 - iii. Counseling services for eating disorders
 - iv. At-risk groups for eating disorders
 - v. The media and its contribution to eating disorders
 - c. Nutrition and disease: Assessing your risk factors
 - i. Diabetes
 - ii. Cardiovascular health
 - iii. Cancer risk
 - iv. Osteoporosis
 - v. Respiratory Health
 - vi. Anemias

5. Essential ingredients to successful nutritional planning and assessment
 - a. Completing a nutritional health history
 - b. Learning how to access dietary counseling resources on campus and in the surrounding community
 - c. Nutritional supplements: Fact or fiction
 - i. Understanding and reading food labels
 - ii. Discussing the impact of fad foods and diets on nutrition
 - iii. Talking to your health care provider about nutritional claims and needs
 - iv. Medications that affect nutritional health
 - d. Critiquing the literature
 - i. Are nutritional claims too good to be true
 - ii. Accessing reliable healthcare information related to nutritional health

6. Exam #2 1 hour

J. Tobacco use as a Leading Health Indicator 2 hours

1. National healthcare goals related to smoking and tobacco use
 - a. Smoking rates in the U.S.
 - b. Local tobacco use rates compared to national trends
2. Health Promotion and Disease Incidence associated with tobacco use
 - a. Chronic lung disorders affected by tobacco use
 - b. Smoking as a risk factor for cardiovascular health
 - c. Tobacco use and its effect on oral health
 - d. Cancer
 - e. Screening individuals for tobacco use
 - f. Differentiating between the effects of cigarettes, cigars, and chewing tobacco
3. Smoking Cessation
 - a. Smoking cessation programs on-campus and in the surrounding community
 - b. Talking to your doctor about smoking and its effect on health
 - c. Medical interventions to assist with smoking cessation
 - d. Discussion of healthcare research on smoking
 - i. cessation and adherence factors
 - ii. smoking cessation programs
 - iii. illness as a motivator to behavior change
4. Effects of second-hand smoke
 - a. Effects of smoking on the childbearing family
 - b. Effects of second-hand smoke on fetal growth and development
 - c. Second-hand smoke and respiratory disorders in children
 - i. Asthma
5. Costs to society
 - a. Discussion of the tobacco lawsuit money and its use locally and nationally

- b. Impact of smoking on the healthcare delivery system
- c. Discussion of the impact of healthcare research on smoking awareness
- d. Analyzing smoking advertisements and disclosures about the effects of tobacco use

K. Substance Abuse as a Leading Health Indicator 3 hours

1. National goals for substance abuse
2. Health promotion and disease prevention concerns related to substance abuse
 - a. Cirrhosis and the effects of alcohol and drug use on the liver
 - b. Cardiovascular health
 - c. Effects of drug and alcohol use on nutritional status
3. Addictive behavior
4. Major psychoactive drugs
 - a. Opium
 - b. Morphine
 - c. Heroin
 - d. Methadone
 - e. Codeine
 - f. Fentanyl
 - g. Central nervous system depressants
 - h. Central nervous system stimulants
 - i. Marijuana
 - j. Hallucinogens
 - k. Inhalants
 - l. Current fad drugs
5. The effects of drug abuse on mental health

L. Alcohol abuse

1. Health effects of alcohol use (short and long-term)
2. Assessing blood alcohol content
3. Driving under the influence
4. Chronic alcohol use
5. Binge drinking

M. Effects of alcohol and substance abuse

1. On the childbearing family
2. Additional Drug concerns that affect young adults and childbearing families
 - a. Ritalin
 - b. Ephedrine
3. Prevention and Intervention Strategies related to substance abuse
 - a. Drug awareness activities and prevention strategies
 - b. Cost to society
 - c. Alcohol and Drug surveys to screen for at-risk populations
 - d. Talking to pharmacists and counselors about medications and drug abuse
 - e. Crisis intervention for substance abuse

- f. Legal issues
 - i. Effects of substance abuse and/or alcohol and drug-related charges on future employment and career choices
 - ii. Who is responsible for underage drinking?
 - iii. Safety issues on-campus and in the surrounding community
 - iv. Responsible behavior
4. Exam #3 1 hour
- N. Responsible Sexual Behavior as a Leading Health Indicator 5 hours**
1. Sex and the body
 - a. Sexuality/sexual orientation
 - b. Sexual dysfunction
 - c. Aging and sexuality
 2. Trends, incidence, diagnosis, and treatment of sexually transmitted diseases
 - a. HIV / AIDS
 - b. Chlamydia
 - c. Pelvic Inflammatory Disease
 - d. Genital Herpes
 - e. Human Papilloma Virus
 - f. Genital Warts
 - g. Sexually transmitted diseases and its risk/relationship to reproductive system cancers
 3. At-risk age groups for various sexually transmitted diseases
 - a. Gender differences
 - b. Effects on the child-bearing family
 4. Responsible Sexual behavior
 - a. Making decisions related to sexual health
 - b. Pregnancy
 - c. Contraception choices and side effects
 - d. Effects of the media on sexual behavior
 - e. Abstinence
 5. Current major health concerns
 - a. HIV/AIDS
 - i. Current trends and incidence
 - ii. Current treatment plans and programs
 - iii. Healthcare research related to HIV/AIDS
 - iv. Costs to society
 - v. Legal and ethical issues related to HIV/AIDS
 - b. Historical issues and stigmas associated with sexually transmitted disease
 - i. The misinformed public
 - ii. Issues surrounding sex education in schools
 - iii. Past and current healthcare research and its effect on health care services and treatment for sexually transmitted disease
 6. Access to healthcare services related to sexual health
 - a. Reproductive healthcare services on campus and in the surrounding community

- b. Reporting issues related to sexually transmitted disease
- c. Talking to your healthcare provider about sexual health
- d. Prevention strategies related to sexually transmitted disease
- e. Cancer screenings related to reproductive health for various age groups

- O. Mental Health as a Leading Health Indicator 6 hours
1. National goals related to mental health
 2. Psychological Health
 - a. Self-esteem and self-concept
 - b. Common psychological disorders
 - i. Anxiety disorders
 - ii. Mood disorders
 - iii. Depression
 1. At-risk age groups
 2. Elderly: depression and withdrawal as a response to health changes
 - c. Risk factors for suicide
 - i. At-risk age groups
 - ii. Warning signs of suicide
 - iii. Suicide and peer survivor issues surrounding suicide
 3. Stress
 - a. Stress and disease
 - b. Stress management
 - c. Creating a personal plan for managing stress
 4. Intervention strategies for mental health
 - a. Accessing health care services for mental health
 - b. Crisis intervention for mental health
 - c. Dealing with loneliness while away at college
 - d. Counseling services on campus and in the local community
 - e. Talking to your healthcare provider about psychological health
 - f. Pharmacotherapy
 - i. Antidepressant medication
 - ii. Abuse of prescription medications and other chemical substances that affect mental health
 1. diet medications
 2. caffeine
 - g. Nutrition and mental health
 5. Communication
 - a. Successful relationships
 - b. Conflict resolution
 - c. Singles/marriage/cohabitation
 - d. Types of family life
 - i. Qualities of strong families
 - ii. Support groups for various dysfunctional family units
 6. Exam #4 1 hour

- P. Injury and Violence as a leading health indicator** **2 hours**
1. Leading causes of death associated with injury and violence across various age groups
 2. Personal safety
 - a. On-campus safety issues
 - b. Community and workplace safety issues
 3. Unintentional injuries
 - a. Factors that contribute to unintentional injuries
 - b. Motor vehicle accidents
 - c. Home injuries
 - d. Work-related injuries
 4. Acts of Violence
 - a. Factors that contribute to violence and intentional injuries
 - b. School violence
 - c. Hate crimes
 - d. Family violence
 - e. Stalking/cyberstalking
 - f. Rape/Date rape/Sexual harassment
 - i. Drugs associated with date rape: (Flunitrazepam (rohypnol), gamma hydroxy butyrate - GHB, gamma butyrolactone - GBL, 1-4 butanediol – BD)
 - ii. Survivor issues and available services
 - iii. Reporting sexual harassment
 5. Strategies for helping others in an emergency situation
 - a. Calling for help
 - b. What to do until help arrives
 - c. Safety and liability issues with emergency assistance
- Q. Environmental Quality as a leading health indicator** **3 hours**
1. National goals for environmental quality and related health issues
 2. Environmental health concerns related to disease
 - a. Cardiovascular health
 - b. Asthma, allergies, and respiratory complications
 - c. Carcinogens in the environment
 - d. Chemical and Biological warfare
 - i. The healthcare delivery system's response to potential chemical and biological warfare
 - ii. Medical treatment for biological/chemical warfare
 - iii. Healthcare research and biological or chemical warfare
 3. Population growth
 4. Types of pollution
 5. Prevention strategies related to environmental issues, allergens, and carcinogens
 - a. Allergy testing and intervention
 - b. Communicating with key personnel within the local community regarding environmental factors

- R. Immunizations as a leading health indicator 2 hours
1. National attention and goals related to immunizations
 - a. Emerging national concerns
 - b. Bioterrorism and immunizations
 - c. Responsible parental behavior related to immunization recommendations for infants and children
 2. Infections requiring immunization
 - a. Completing a personal immunization history
 - b. The importance of immunizations for women of childbearing age
 3. Body's defense system
 - a. Immunity/immunizations
 - b. A healthy immune system
 4. Pathogens and disease
 - a. Bacteriological
 - b. Viral
 - c. Fungi
 - d. Protozoa
 - e. Parasitic worms
 5. Emerging infectious diseases
 6. Healthcare requirements and various immunizations in the workplace
 - a. Accessing healthcare services for immunizations
 - b. Various careers requiring specific immunizations
7. Exam #5 1 hour
- S. Final Exam/Culminating Activity 2 hours

IV. Evaluation Methods

The grade for this course will be based on the following percentage breakdown:

- | | |
|-----|---|
| 20% | Multiple choice quizzes/exams
There will be a total of 5 exams during the semester.
Exams will be comprised of objective test items. |
| 20% | Completion of class assignments/worksheets/homework/reports <ul style="list-style-type: none"> • Written critiques of health information • Healthy Eating Project |
| 20% | Book review |
| 20% | Final project |
| 20% | Personal Wellness Plan |

Learning Assignments

Personal Wellness Plan (PWP)

Students will assess their personal health and develop relevant plans to improve their health status. The student is required to implement the plan. The PWP must include

aspects of both mental and physical health and specific goals and strategies for improvement. The learning lab in the Department of Nursing and Allied Health Professions (NAHP) will be utilized for some of the screenings associated with the wellness plans such as BP screenings and monitoring, weight checks, and other appropriate monitoring. The PWP will be approved by faculty early in the semester and students are given the opportunity to revise the plan at mid-semester. Students will keep weekly logs of activities and write focused journal entries. Faculty will guide the student in appropriate monitoring of the PWP.

Sample items that may be included in a Personal wellness Plan that incorporates aspects of both mental and physical health may include but are not limited to:

- A running or walking program aimed at improving cardiovascular health
- A weight lifting program that focuses on strength training
- Engaging in a stress relieving activity such as yoga, walking, dance, or music therapy
- Utilizing available counseling services to work through issues threatening psychological and or physical health
- Engaging in eliminating risky behaviors that impact health such as smoking or overeating
- A weight reduction program that incorporates physical exercise and dietary modifications
- Increasing one's knowledge of an existing health condition to improve the individual's ability to manage their own health (such as diabetes education programs)

Book Review

Students will select and read one book and submit a 2-4-page review. Following are suggested books, although students may propose another book of interest.

- Casey, Karen. *If only I could quit*. Hazelden. 1987.
- Evans, Patricia. *Verbal abuse survivors speak out*. AdamsMedia Corporation. 1993.
- Guley, Gary. *The secret of letting go*. Llewellyn Publications. 1990.
- Levenkron, Steven. *The best little girl in the world*. Warner Books. 1997.
- McNaley, David. *Even eagles need a push*. Dell Publishing Group, Inc. 1990.
- Mellody, Pia, et al. *Facing co-dependence*. Harper Collins Publishing. 1989.
- Milan, J. and Ketchan, K. *Under the influence*. Bantam Books. 1981.
- Pelzer, Dave. *A child called it*. Health Communications, Inc. 1995.
- Schreiber, Flora. *Sybil*. Warner Books, Inc. 1973.
- Vangant, Iyanla. *The value in the valley*. Simon and Schuster. 1995.
- White, Ryan and Cunningham, Marie. *Ryan White: My own story*. Signet. 1992.

Review of Health Information

Students will use the internet and also lay journals to select two articles related to the concepts covered in this class (leading health indicators). Students will write a summary of the article that includes a brief critique assessing the credibility of the information presented in the articles.

Healthy Eating

Students will calculate their body mass index and complete a food record (record of all food and beverages consumed over a specified period of time.) Under the guidance of the instructor, the student will analyze their food record for certain dietary intake patterns such as fat consumption, carbohydrates, and protein intake as well as various vitamins and minerals. Students will also be given specific directions on how to make healthy food selections at campus dining facilities, restaurants, and grocery stores to improve on areas identified in their eating plan as weak or in need of revision to improve their wellness practices.

Class Assignments/Worksheets

The instructor will be providing worksheets and class assignments designed to enhance the classroom instruction provided in this course. Assignments will be periodically collected and graded. Examples of outside of class activities include journal writing, evaluation of personal values regarding topics such as drug use and abuse, reflections about their own health and wellness strengths and areas of concern, compiling immunization histories, and other guided learning activities.

Final Project

Within the framework for examining areas of health concerns in this course, students are to identify and explore a specific health issue. Students will be guided in the selection of appropriate issues and sources for exploration throughout the semester. Students will be required to write but not necessarily submit a letter to an editor of a newspaper or journal or letter to a legislator expressing their views on the selected issue. The final project will be a poster presentation that will include the identification of the issue, why that issue was chosen, relevant statistics, a copy of the letter written to an editor or legislator, and related resources or findings. The posters will be displayed during the culminating activity period.

V. Example Grading Scale

Following is a sample grading scale:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F Less than 60%

VI. Undergraduate Course Attendance Policy

The faculty teaching this course recognize that student learning is enhanced by class attendance and participation in discussions and therefore encourage regular class attendance. The attendance policy of this class recognizes students' need to miss class because of illness or personal emergency.

VII. Required Textbook

Edlin, G., Golanty, E., & McCormack Brown, K. (2002). *Health and wellness (7th ed.)*. Boston: Jones & Bartlett.

VIII. Special Resource Requirements

None.

IX. Bibliography

Centers for Disease Control and Prevention. (1999). *Prevalence of sedentary leisure-time behavior among adults in the United States; Health E-Stats*. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Health Statistics.

Centers for Disease Control and Prevention. *Targeting tobacco use: The nation's leading cause of death*. (1999). Atlanta, GA: U.S. Department of Health and Human Services, CDC.

Fox J. A., & Zawitz M. W. (1999). *Homicide trends in the United States*. U.S. Department of Justice, Bureau of Justice Statistics.

Hoyert D. L., Kochanek K.D., & Murphy S. L. (1999). Deaths: final data for 1997. *National Vital Statistics Reports*, 47, (19). Hyattsville, MD: National Center for Health Statistics.

Kandel, D. B. (2003). Does marijuana use cause the use of other drugs? *JAMA: Journal of the American Medical Association*, 289 (4), 481-483.

Maynard R. A. *Kids having kids; economic costs and social consequences of teen pregnancy*. Washington, DC: Urban Institute Press.

Metrik, J., Frissell, K. C., McCarthy D. M., D'Amico E. J., & Brown S. A. (2003). Strategies for reduction and cessation of alcohol use: Adolescent preferences. *Alcoholism, clinical and experimental research*, 27 (1), 74-80.

Murray, R. B. & Zentner, J. P. (2000). *Health promotion strategies through the life span (7th ed.)*. Upper Saddle River, N.J.: Prentice Hall.

Nass, M., & Nicolson, G. L. (2002). The anthrax vaccine: Historical review and current controversies. *Journal of Nutritional & Environmental Medicine*, 12 (4), 277-287.

National Center for Health Statistics. (1999). *Health, United States, 1999, With Health and aging chart book*. Hyattsville, MD: U.S. Department of Health and Human

Services.

National Institute of Mental Health. (1999). *The invisible disease-depression fact sheet*. <http://www.nimh.nih.gov/publicat/invisible.cfm>. Bethesda, MD: U.S. Department of Health and Human Services, National Institutes of Health.

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

Schraeder, T. L., & Champion, E. W. (2003). Smallpox vaccination-The call to arms. *New England Journal of Medicine*, 348 (5), 381-383.

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U.S. Department of Health and Human Services. *Healthy People 2010: Understanding And Improving Health*. Retrieved August 1, 2001 from <http://www.health.gov/healthpeople>.

Historical References

American Social Health Association (1998). *Sexually transmitted diseases in America: How many cases and at what cost?* Menlo Park, CA: Kaiser Family Foundation.

Braithwaite R., & Taylor S. (1992). *Health Issues in the Black Community*. San Francisco, CA: Jossey-Bass Publishers

Bromet E. J. (1998). Psychiatric disorders. In: *public health and preventive medicine*, (14th ed.), (R.B. Wallace, Ed.). Stamford CT: Appleton & Lange. 1037

California Environmental Protection Agency. (1997). *Health effects of exposure to environmental tobacco smoke*. Final Report. Sacramento, CA: California Environmental Protection Agency, Office of Environmental Health hazard Assessment.

Centers for Disease Control and Prevention. (1998). *National vaccination coverage levels among children aged 19-35 months-United States*. MMWR (48), 829-830.

Centers for Disease Control and Prevention. (1997). *State-specific prevalence of cigarette smoking among adults, and children's and adolescent's exposure to environmental smoke-United States*. MMWR (46), 1038-1043.

Centers for Disease Control and Prevention. (1998). *Youth risk behavior surveillance*. MMWR 47, (SS-3).

- Feiken D. R., Schuchat A., & Kolczak M. (1998). Mortality from invasive pneumococcal pneumonia in the era of antibiotic resistance. *American Journal of Public Health Statistics*.
- Institute of Medicine. (1997). *Improving health in the community*. Washington, DC: National Academy Press. 48-56.
- Lin B. H., & Frazao E. (1997). Nutritional quality of foods at and away from home. *Food Review*. 20, 33-40.
- McGinnis J. M., & Maiese D. R. (1997). Defining mission, goals, and objectives. In: *Principles of Public Health Practice*. (F.D. Scuthfield and C.W. Keck, Eds.). Albany, NY: Delmar Publishers. 136-145.
- National Cancer Institute. (1998). *Cigars: health effects and trends*. Bethesda, MD: U.S. Department of Health and Human Services, National Institutes of Health.
- National Highway Traffic Safety Administration. (1998). *Traffic safety facts, 1998*. Washington, DC: U.S. Department of Transportation.
- Nicholson, M. E., Maney, D. W., Blair, K., Wamboldt, P. M., Mahoney, B. S., & Yuan, J. (1998). Trends in alcohol-related campus violence: Implications for prevention. *Journal of Alcohol & Drug Education*, 43 (3), 34-53.
- St. Louis M. E., Wasserheit J. N., & Gayle H. D. (1997). Janus considers the HIV pandemic-harnessing recent advances to enhance AIDS prevention. *American Journal of Public Health*. 87(1), 10-12.
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Indiana University of Pennsylvania
Department of Nursing and Allied Health Professions
NURS 143 Healthy People
Semester 20__

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Office Hours Monday-Friday 9:00 AM -10:00 AM Online

Credits 3 hours
Class hours 3 hours
Pre-requisites None
Class days/times Monday, Wednesday, and Friday (**non-synchronous online**)
Tests 1, 2, 3, 4 Dates _____

Course Description

Designed to advance students' knowledge of health promotion and illness prevention concepts and to examine health disparities across segments of the population. The determinants of health, health status assessment, and the nation's leading health indicators will be emphasized. Students will be guided in the development of a personal wellness program.

Course Objectives

Students will be able to

1. Appraise personal health status.
2. Plan a personal wellness program.
3. Implement the personal wellness program.
4. Examine the determinants of health that influence the well being of individuals and communities.
5. Discuss the current public health concerns in the United States.

Required Textbooks

Edlin, G., Golanty, E., & McCormack Brown, K. (2009). *Health and wellness* (10th ed.). Boston: Jones & Bartlett.

Strickland, B. with Rause, V. (2007). *Making the impossible possible*. New York: Currency/Doubleday.

Required Websites

<https://moodle.iup.edu/>
<http://www.healthypeople.gov>
<http://health.jbpub.com/hwonline/9e/>

Evaluation Methods

40% 4 Multiple choice exams worth 10% each
10% Personal Wellness Plan
5% Healthy Eating Project
30% Classroom Activities including Quizzes
5 % Book review
10 % Final project

Grading Scale

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F Less than 60%

Date, Content	Assignments and Evaluation
<p>Behaviors that affect health</p> <ul style="list-style-type: none"> • Modifiable behaviors that reduce the risks to disease and illness • Understanding the differences between modifiable and non-modifiable risk factors • The interrelationship of behavioral, environmental, and biological determinants of health <p>Population growth and types of pollution</p> <p>Prevention strategies related to environmental issues, allergens, and carcinogens</p>	
Module Four Physical Activity as a Leading Health Indicator	
<p>Cardiovascular Health</p> <ul style="list-style-type: none"> • Leading causes of morbidity and mortality associated with cardiovascular health • Atherosclerosis, Coronary artery disease. Myocardial infarction, Stroke, Peripheral vascular disease, Hypertension, Diabetes • Health disparities related to cardiovascular health across age, gender, and ethnic groups <p>Benefits of physical activity and exercise</p> <ul style="list-style-type: none"> • Effects of exercise on blood pressure, blood glucose levels, body composition, osteoporosis, and mental health <p>Components of fitness</p> <ul style="list-style-type: none"> • Motivation, cardiorespiratory fitness, body strength, endurance. flexibility, body composition <p>Components of an individualized physical fitness program</p> <ul style="list-style-type: none"> • Starting and maintaining a fitness program • Avoiding common athletic injuries • Avoiding potentially harmful training techniques • Accessing the services of health care professionals who may assist in the individual's wellness planning and/or implementation • Identifying healthcare services on campus and in the surrounding community <p>Common healthcare screenings for cardiovascular health</p> <ul style="list-style-type: none"> • Blood pressure screening, serum chemistry screenings, Measures of body weight and composition (body fat analysis) 	<p>Test One</p> <p>Reading, Eldin Chapter 7, 14 A Treasure Hunt of Healthy People http://www.healthypeople.gov/ Online activities from Edlin http://health.jbpub.com/hwonline/9e/ and other specified internet sites Quiz Chapter 7, 14</p>

Date, Content	Assignments and Evaluation
Module Seven Tobacco Use as a Leading Health Indicator	
<p>National healthcare goals related to smoking and tobacco use</p> <ul style="list-style-type: none"> • Smoking rates in the U.S. <p>Health Promotion and Disease Incidence associated with tobacco use</p> <ul style="list-style-type: none"> • Chronic lung disorders affected by tobacco use • Smoking as a risk factor for cardiovascular health • Tobacco use and its effect on oral health • Cancer • Differentiating between the effects of cigarettes, cigars, and chewing tobacco <p>Smoking Cessation</p> <ul style="list-style-type: none"> • Smoking cessation programs on-campus and in the surrounding community • Medical interventions to assist with smoking cessation • Discussion of healthcare research on smoking <p>Effects of second-hand smoke</p> <ul style="list-style-type: none"> • Effects of smoking on the childbearing family • Effects of second-hand smoke on fetal growth and development • Second-hand smoke and respiratory disorders in children (Asthma) <p>Costs to society</p> <ul style="list-style-type: none"> • Discussion of the tobacco lawsuit money and its use locally and nationally • Impact of smoking on the healthcare delivery system • Discussion of the impact of healthcare research on smoking awareness • Analyzing smoking advertisements and disclosures about the effects of tobacco use 	<p>Reading, Eldin Chapter 13, 17 A Treasure Hunt of Healthy People http://www.healthypeople.gov/ Online activities from Edlin http://health.jbpub.com/hwonline/9e/ and other specified internet sites Quiz Chapter 13, 17</p>
Module Eight Substance Abuse as a Leading Health Indicator	
<p>National goals for substance abuse</p> <p>Effects of alcohol and drug use</p> <p>Misuse, abuse, addiction</p> <p>Major psychoactive drugs</p> <ul style="list-style-type: none"> • Opium, Morphine, Heroin, Methadone, Codeine, Fentanyl, Central nervous system depressants, Central nervous system stimulants, Marijuana, Hallucinogens, Inhalants, Current fad drugs 	<p>Test Two Reading, Eldin Chapter 16, 18 A Treasure Hunt of Healthy People http://www.healthypeople.gov/ Online activities from Edlin http://health.jbpub.com/hwonline/9e/ and other specified internet sites Quiz Chapter 16, 18</p>

Date, Content	Assignments and Evaluation
Module Ten Cont. Responsible Sexual behavior as a Leading Health Indicator	
<p>Responsible Sexual behavior</p> <ul style="list-style-type: none"> • Making decisions related to sexual health • Pregnancy • Contraception choices and side effects • Effects of the media on sexual behavior • Abstinence <p>Access to healthcare services related to sexual health</p> <ul style="list-style-type: none"> • Reproductive healthcare services on campus and in the surrounding community • Reporting issues related to sexually transmitted disease • Talking to your healthcare provider about sexual health • Prevention strategies related to sexually transmitted disease • Cancer screenings related to reproductive health for various age groups 	<p><i>Submission of Book review</i> Cont. Jan. 8th assignments</p>
Module Eleven Mental Health as a Leading Health Indicator	
<p>National goals related to mental health</p> <p>Psychological Health</p> <ul style="list-style-type: none"> • Self-esteem and self-concept • Common psychological disorders <ul style="list-style-type: none"> ○ Anxiety disorders ○ Mood disorders ○ Depression • Risk factors for suicide <ul style="list-style-type: none"> ○ At-risk age groups ○ Warning signs of suicide <p>Stress</p> <ul style="list-style-type: none"> • Stress and disease • Stress management • Creating a personal plan for managing stress & developing coping strategies • Positive thoughts and emotions <p>Benefits of sleep</p>	<p><i>Test three</i> Reading, Eldin Chapter 2, 3, 4 A Treasure Hunt of Healthy People http://www.healthypeople.gov/ Online activities from Edlin http://health.jbpub.com/hwonline/9e/ and other specified internet sites Quiz Chapter 2, 3, 4</p>
Module Twelve Cont. Mental Health as a Leading Health Indicator	
<p>Intervention strategies for mental health</p> <ul style="list-style-type: none"> • Accessing health care services for mental health • Crisis intervention for mental health • Dealing with loneliness while away at college • Counseling services on campus and in the local community • Pharmacotherapy 	

Evaluation Methods Description

Personal Wellness Plan (PWP)

Students will assess their personal health and develop relevant plans to improve their health status. The student is required to implement the plan. The PWP must include aspects of both mental and physical health and specific goals and strategies for improvement. Students will obtain a blood pressure reading from a local retail store and their home scale to current weight. A skeleton of the PWP will be done at the beginning of the course and will be added through activities done in the course.

Sample items that may be included in a Personal wellness Plan that incorporates aspects of both mental and physical health may include but are not limited to:

- A running or walking program aimed at improving cardiovascular health
- A weight lifting program that focuses on strength training
- Engaging in a stress relieving activity such as yoga, walking, dance, or music therapy
- Utilizing available counseling services to work through issues threatening psychological and or physical health
- Engaging in eliminating risky behaviors that impact health such as smoking or overeating
- A weight reduction program that incorporates physical exercise and dietary modifications
- Increasing one's knowledge of an existing health condition to improve the individual's ability to manage their own health (such as diabetes education programs)

Book Review

Students will read one chapter in *Make the Impossible Possible*. Utilizing this chapter the students will find 5 quotes that have implications healthy lifestyle implications. The student will use these 5 quotes as a basis for writing a 3-paragraph essay of how these apply or support their own individual wellness plan.

Healthy Eating

Students will calculate their body mass index and complete a food record (record of all food and beverages consumed over a specified period of time.) Under the guidance of the instructor, the student will analyze their food record for certain dietary intake patterns such as fat consumption, carbohydrates, and protein intake as well as various vitamins and minerals. Students will also be given specific directions on how to make healthy food selections at campus dining facilities, restaurants, and grocery stores to improve on areas identified in their eating plan as weak or in need of revision to improve their wellness practices.

Class Assignments

Students will be given activities through the text's student resource website and other websites to enhance the learning of the content. These assignments will be submitted to the faculty through moodle and evaluated through an activities rubric. Class activities may include journal writing, evaluation of personal values regarding topics such as drug use and abuse, compiling immunization histories, and review and critique of the credibility of health information through the internet.

Final Project

Within the framework for examining areas of health concerns in this course, students are to identify and explore a specific health issue. Students will be required to write but not necessarily submit a letter to an editor of a newspaper or journal or letter to a legislator expressing their views on the selected issue. The final project will be a power point presentation that will include the identification of the issue, why that issue was chosen, relevant statistics, a copy of the letter written to an editor or legislator, and related resources or findings. The power point will be displayed during the culminating activity period.

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