Registered Nursing (LPN to RN Ladder) Program

NUR 249
Health and Wellness

Course Syllabus

Developed by
SOUTH SEATTLE COMMUNITY COLLEGE

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South Seattle Community College
LPN to RN Ladder Program
NUR 249 – Health and Wellness
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Fall 2007

COLLEGE MISSION: South Seattle Community College is a constantly evolving educational community dedicated to providing quality learning experiences which prepare students to meet their goals for life and work.

The College values and promotes a close involvement with the community and strong partnerships with business, labor and industry.

The college commits to meeting the diverse needs of students by providing:

- College transfer programs and technical and professional programs which prepare students to succeed in their careers and further their education.
- Responsive technical and professional training programs developed in collaboration with business, labor and industry.
- Student-centered and community centered programs and services which value diversity, support learning, and promote student success.
- Lifelong learning opportunities for the cultural, social, professional and personal development of the members of our communities.

NURSING PROGRAM PHILOSOPHY:

Congruent with the South Seattle Community College mission and student learning objectives, the philosophy of nursing education is one of commitment to lifelong learning and the provision of safe, compassionate, quality nursing care to individuals, families and communities.

The graduate will be trained to work independently and alongside other healthcare professionals in multiple healthcare settings.

The RN is committed to: the promotion and restoration of health, the prevention of illness in individuals, families, groups and communities, safe, competent and compassionate nursing care for all across life span.

Nursing is a science and an art whose main concern involves the life processes that positively affect the health status and integrity of persons, families and communities. These life processes involve physiological, psychological, sociological, and spiritual life components. A focus on the interaction of these components delineates nursing science and art.

Nurses value and respect diversity and provide culturally sensitive and competent care.
**COURSE DESCRIPTION:** Introduction to conceptual foundations and theoretical approaches of health promotion and wellness maintenance across lifespan in a variety of healthcare settings. Content includes strategies, interventions, and issues, legal and ethical, related to the promotion of health and wellness.

**Purpose**

The purpose of the SSCC evening and weekend LPN to RN Ladder Program is to prepare graduate nurses who have increased knowledge, critical thinking and decision-making skills to provide safe, competent and compassionate care to individuals in multiple care settings. It also serves to expand and enhance the educational and career ladder opportunities in nursing, and to provide a pathway within South Seattle Community College and the Seattle Community College District. Special emphasis is placed on ethnic minority students and students with emerging English. English as a Second Language programs are incorporated into the curriculum throughout the program. The graduate nurse will be prepared to sit for the National Council for Licensure Examination for Registered Nurses Exam.

**NURSING PROGRAM EDUCATIONAL OUTCOMES**

1. Utilize knowledge, critical thinking and decision making through the nursing process of assessment, analysis, planning, implementation and evaluation to meet the complex needs of the client/family, in a variety of settings.
2. Utilize theory and clinical practice to ensure critical thinking; clinical expertise and human caring that treat all clients/families with respect and dignity.
3. Apply knowledge of the concepts of health and illness, client medications, treatments and diagnosis and self-care concepts to maintain and restore the highest level of wellness of the client/family throughout the life cycle.
4. Assess health and incorporate principles and methods of health promotion and education to facilitate informed decision-making, achieve positive outcomes, and support self-care activities. Provide effective client/family education and evaluate response to teaching.
5. Provide safe and competent care utilizing advanced knowledge, skills, informational technology and resources in an interactive process to promote effective communication between clients/families from various socio-cultural and linguistic backgrounds, and members of the health care team.
6. Assess family systems/dynamics and collaborates and shares planning, decision-making, problem solving and goal setting to meet clients’ complex needs.
7. Demonstrate professional standards regarding cultural, ethical, legal and professional nursing values.
8. Demonstrate awareness of own capabilities and limitations and actively seek learning opportunities for continued growth.
9. Function as a registered nurse within various health care settings recognizing management and leadership qualities, accountability, decision-making tools, and ethical and legal basis for practice.
10. Describe the dynamic aspects of health care delivery in America and the professional role of the registered nurse in the health care delivery system.
South Seattle Community College Student Learning Outcomes

SSCC is committed to the following seven student learning outcomes for every student graduating with a certificate or degree:

1. Communication
   1. Read and listen actively to learn and communicate
   2. Speak and write effectively for personal, academic and career purposes
2. Computation
   1. Use arithmetic and other basic mathematical operations as required by the program of study.
   2. Apply quantitative skills for personal, academic and career purposes
   3. Identify, interpret and utilize higher level mathematical and cognitive skills
3. Human Relations
   1. Use social interactive skills to work in groups effectively
   2. Recognize diversity of cultural influences and values
4. Critical Thinking and Problem-Solving
   1. Think critically in evaluating information, solving problems, and making decisions
5. Technology
   1. Select and use appropriate technology tools for personal, academic and career tasks
6. Personal Responsibility
   1. Be motivated and able to continue learning and adapt to change
   2. Values one’s own skills, abilities, ideas and art
   3. Take pride in one’s work
   4. Manage personal health and safety
7. Information Literacy
   1. Access and evaluate information from a variety of sources and contexts, including technology
   2. Use information to achieve personal, academic and career goals, as well as to participate in a democratic society

COURSE OBJECTIVES:

1. Discuss conceptual foundations and theoretical approaches to health promotions
2. Identify factors related to health promotion and wellness
3. Discuss and identify health and wellness promoting issues/activities throughout the life cycle
4. Identify strategies and interventions to promote health and wellness
5. Identify and discuss issues related to health and wellness promotion
6. Adapt the nursing process to respond to constraints created by limited availability of resources in specialized healthcare settings
7. Identify and discuss legal and ethical issues related to Health and Wellness
8. Plan wellness maintenance activities
FACULTY:

**Instructor: Barbara Hack RN, MSN**
Office: RAH 101C
Office Phone: (206) 768-6799
Email: barbarahack@comcast.net
Office Hours: by appointment only

**CLASS TIMES:**
Every other Tuesday: 6:00-8:00pm; Classroom RAH 309

**REQUIRED BOOK:**

**Students Subject to Provisions of the Americans with Disabilities Act:**
Any student who feels she/he may need an accommodation based on the impact of a disability should contact the instructors privately to discuss your specific needs. You should also contact the Disability Support Services office at (206) 763-5137 in room RS 12 in the Robert Smith Building to coordinate reasonable accommodations for students with documented disabilities.

**Expectations of students:**
There are a number of expectations to achieving the goals of this course and successfully passing the State Registered Nursing Exam. They include:

A. **Attendance:** Your success in this class will depend on regular attendance and punctuality.
   1. Attendance is expected at every class!
   2. If class is missed, student should get missed information from lecture from a classmate. Instructors will not provide missed information.
   3. In the case of a critical life event, homework, quizzes, and exams may be made up, at the discretion of the faculty.

B. **Exams:**
   1. Any missed examinations will be reduced for lateness by 10% i.e., the highest grade you can achieve is 90%. Make up exams will have different questions or alternate format than the original exam and must be scheduled in advance.

C. **Reading:**
   1. Reading of textbook assignments should be done before the topic is presented in class to ensure a basic understanding of the topic before lecture.
   2. See reading list.
D. Homework:
1. Homework assignments must be turned in within the first 5 minutes of class.
2. Late homework assignments will not be accepted and will receive a 0. See calendar for due dates.

E. Quizzes:
1. Quizzes will be based on the reading and homework assignments, and given prior to the lecture, every class.
2. Missed quizzes cannot be made up.

F. Active Participation in class discussions:
1. Active participation is important to successful learning. You will be encouraged to join in on class discussions, share relevant experiences, and ask questions. Emphasis is placed on practicing English in order to promote English fluency.

G. Grading and Evaluation:
1. Theory will require a 78% (2.0) to pass.
2. If at any time you are below 78% you will be given a Learning Agreement (see Section F 5 of student handbook) to be signed by you and the instructor with your plan for remediation. The intent of the Learning Agreement is to let you know how you are progressing and allow you time to remedy the situation. You may choose to write a comment in the “comments” section.
3. Due to our agreements with clinical sites and our ethical responsibility to ensure patient safety in the clinical setting, if at any time your theory grade falls below 78% you will not be permitted to go to clinical. There are no clinical make-up days and students will receive a 0 for any clinical days missed for this reason.

If you find that you are having difficulty at any time, please seek help from the instructors for additional tutoring.

THEORY GRADE: Must have a cumulative 78% (2.0) or above to pass the course

- 5 weekly quizzes (100 pts each)  
- Weekly discussion and preparation (80 pts each week)  
- Final

Total possible 1000 pts

If you have an issue with the material on quizzes or exams, you may put your concern in writing and give it to the instructor. If you believe another answer is correct, please include the page number from the book where you got your information or other source with your rationale. You may not approach the instructor on the day of the quiz/exam, but please turn in your concern in...
writing as soon as possible, no later than the beginning of the following class period. If changes are made, you will be informed during the following class. No grade changes will be made if submissions are not made in writing.

4. Students will be responsible for knowing the status of their grade by keeping track of weekly homework, quiz, and exam scores on the grade keeper provided.

5. If, at any time, your grade falls below 78%, YOU are responsible for approaching the instructor to establish a Learning Agreement.

STUDENT CONDUCT

1. Each student is responsible for his/her own learning and personal integrity in the learning process. Cheating is defined as giving or receiving inappropriate assistance from another person such as giving and/or receiving answers to test questions. It will be considered cheating if you talk to another student with a quiz or exam in your hand. Plagiarism is failing to give credit to sources in homework, care plans or other assignments (See Handbook Appendix). In other words, the work you do must be your own. Any student found to be plagiarizing or cheating on a quiz or exam will receive 0 points for the assignment and will be sent to the V.P. of Student Services who may place the student on probation or remove the student from the program.

2. Cell phones and pagers are required to be turned off during class time. Silent pagers may be used but returning the call must be done at break time. Personal calls and trips to the bathroom should be taken at the break time provided.

3. Students are expected to participate in an orderly manner. Students whose behaviors distract from the learning process will be asked to leave for the day and will count as an absence. The student will be referred to the VP of Student Services. This includes talking during class time, checking email and using the Internet without permission. Work missed must be obtained from someone in the class and if in the clinical the objectives missed must be accomplished during the quarter.

4. Students are expected to dress modestly and neatly and be well groomed both in the classroom and the lab (high heels, low neck lines, mini skirts and heavy perfume are inappropriate). Students are to dress professionally and abide by clinical site clothing requirements.

The instructor will give a Learning Agreement if deemed necessary to alert the student to the seriousness of their inappropriate behavior as well as for failure to perform academically. It is also a remediation process in which the student is able to verbalize and write their plans for future behaviors and learning. The signing of the document does not mean that you agree, only that you have read it. (See appendix: Learning Agreement) Misconduct without resolution will
result in the student being referred for further disciplinary action by the Program Director, Executive Dean or VP for Student Services and may result in dismissal from the program. Students will be sent out of class for the day if their behavior is disruptive and if the behavior continues, they will be sent to the VP for Student Services who may place them on probation.

**EXPECTATIONS OF THE INSTRUCTORS:**

The instructors and tutors will:

1. Come prepared for class and will arrive on time or early
2. Try not to deviate from the course schedule
3. Treat you with respect in classes, listen to you and provide you with information you need to achieve the knowledge, skill, and motivation to successfully complete the course.
4. Respect cultural differences

**Teaching Methods:**

1. Class Lecture (Power Point or Overhead)
2. Case Study Analysis
3. Role Playing
4. Videos
5. Games

(This is not an exhaustive list.)
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