LOYOLA UNIVERSITY CHICAGO
NIEHOFF SCHOOL OF NURSING
Syllabus for Spring 2014

COURSE NUMBER:  GNUR 207
COURSE TITLE:  Individual, Family, Community Wellness and Health
CREDIT HOURS:  3 Semester hours
COURSE LOCATION/TIME:  Mondays: 12 Noon – 2:30 p.m. Room: 2512 A
FACULTY:  Jan McCarron MSN, RN
           E-mail: jmccar7@luc.edu
           Office: Wright Hall (BVM) Room 901
           Office Hours: Mondays 10:30 – 11:30 a.m. Room 4502

COURSE DESCRIPTION:

This course focuses on the concepts of family, community, culture and health, exploring the complex relationships that exist among these concepts in the context of health and wellness. This course enables students to view the interactions among individuals, families and communities, and their environment. Content includes family theory, the tenets of family-centered care, community resources, levels of prevention and the principles of population-focused and culturally sensitive care. Roles and responsibilities in interdisciplinary teamwork are emphasized. Students are introduced to the historical and political influences of the current U.S. health care delivery system with an emphasis on issues of health care access and health care disparities among culturally diverse and vulnerable populations. Assessment of clients’ cultures and an examination of culturally derived health practices aid students in the development of cultural sensitivity and in an appreciation and respect for the values of diverse cultural groups. Throughout this course, students focus on cultural forces and health care disparities that impact the health of individuals, families and communities.

COURSE LEARNING OUTCOMES:

Upon completion of this course the student will be able to:

1. Explain the relationship between culture and health beliefs.

   The focus of this course is to explore the impact of culture on the health beliefs and practices of individuals, families and communities.

2. Explore the concept of community, identifying the cultural aspects of one’s own community of origin and the impact of these forces on one’s own beliefs and practices.

   The course teaches the principles underlying the assessment of an individual’s, a family’s and a community’s health beliefs and practice
3. Describe the concept of family within a systems framework.

Through ongoing class discussion, we will apply family theory and cultural concepts to clinical settings that require the provision of family-centered and culturally competent care.

4. Describe the principles of epidemiology, including implementation of risk reduction strategies aimed at the leading causes of morbidity and mortality.

We will examine the natural life history of a disease, and the application of this knowledge in strategies for disease prevention among diverse cultural groups.

5. Describe the U.S. health care delivery system within the context of global health.

Through the study of the evolution of the current U.S. health care delivery system and comparison of health care delivery systems in other developed nations, we will examine the strengths and weaknesses of the U.S. health care system with a special focus on health care access issues of persons from culturally diverse and vulnerable populations.

REQUIRED TEXTS:


INSTRUCTIONAL METHODS: Lectures, class discussion, films, web-based exercises, readings and written assignments.

EVALUATION:

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<tr>
<td>Assignments</td>
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<td>Exam #1</td>
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ASSIGNMENTS:

#1. Personal Health Assessment (4%) Assess your individual health status by taking The University of Wisconsin’s Health Inventory “Live Well Lifestyle Assessment” and write a self evaluation your results.

#2. Family/Cultural Assessment (15%) Perform an assessment of a family of your choice. Assessment categories include structure, resources, strengths, stressors, patterns of communication and cultural values/beliefs.

#3 Epidemiology Exercise (10%) Describe a disease in Epidemiologic terms, including Levels of Prevention.

#4 Epidemiology Game (5%) An interactive computer game where you will use your knowledge about epidemiologic concepts to discover the source of a disease outbreak and help stop it before more people become infected.

Reflective Exercises: (16%) Answer discussion questions for 4 cultural groups from the Purnell text. Each reflection = 4%.

Grading rubric for assignments is posted on Sakai under “Resources”

Guidelines for each assignment are posted on Sakai under “Assignments” along with any web links needed to complete the assignment.

GRADING SCALE:

A      94-100
A-     92-93
B+     89-91
B      86-88
B-     84-85
C+     80-83
C      77-79
C-     75-76
D+     72-74
D-     69-71
F      68 and below
POLICY FOR MISSED EXAMS:

A missed exam can be “made up” only if the instructor has been notified in advance that the student is unable to take the exam. Documentation of illness will be required from a physician or nurse practitioner. Missed exams must be taken within one week of the date the exam was originally scheduled. The student is responsible for contacting the instructor to schedule a time and place for the make-up exam. The make-up exam will most likely be a form of the exam that is different from the one that was given to the rest of the class. The penalty for failure to adhere to this policy will be the deduction of 10 points per day from the score achieved on the exam for each day that elapses after the date the exam was originally scheduled.

POLICY FOR LATE ASSIGNMENTS:

Assignments that are handed in after the due date will have 10 points deducted from the score achieved on the assignment for each day that elapses after the date the assignment was originally due.

ACADEMIC INTEGRITY:

“Academic integrity is expected of every student in the Marcella Neihoff School of Nursing. A consequence of academic dishonesty will be failure in the course where the dishonesty occurred. Greater sanctions may be imposed.” (Undergraduate Nursing Student Handbook, p. 11)


STUDENTS ARE EXPECTED TO COMPLETE READING ASSIGNMENTS PRIOR TO CLASS TO MAXIMIZE UNDERSTANDING OF LECTURE CONTENT

Do not sell the Maurer/Smith textbook at the end of the semester. You will be using it for CMAN 380, Community Health Nursing.

The Center for Tutoring & Academic Excellence offers free Small Group tutoring for Loyola students. The groups meet once a week through the end of the semester and are led by a peer tutor who has successfully completed study in the course material. For selected subjects, Tutor-led Study Hall is also available. There is no need to make an appointment for Study Hall hours simply bring your coursework and there will be tutors on hand to assist you. To learn more or request tutoring services, visit the Center online at www.luc.edu/tutoring/