LOYOLA UNIVERSITY CHICAGO
NIEHOFF SCHOOL OF NURSING

COURSE NUMBER: NURS 207
COURSE TITLE: Individual, Family, Community, Wellness and Health
CREDIT HOURS: 3 Semester hours
COURSE MEETING Fridays, 9:30 – 12 Noon, Niehoff School of Nursing 2512-A

FACULTY:
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Other office hours by appointment

Pre-Requisites/Co-Requisite: GNUR 102

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 environments. 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 US 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:

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 resultant impact of these forces on one’s own health 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 practices.

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 sensitive 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.

INSTRUCTIONAL METHODS:
Lecture, class discussion, Web-based exercises, videotapes, readings and written assignments.

EVALUATION:
40% Assignments 20% Examination #2
20% Examination #1 20% Final examination

ASSIGNMENTS:
1. Personal Health Assessment (5%)  
   Assess your individual health status by accessing the University of Wisconsin’s Health Inventory, “Live Well Lifestyle Assessment”.

2. Family/Cultural Assessment (10%)

3. Culture group presentation (5%)

4. Culture reflection Questions (5%)

5. Epidemiology exercise (5%)
   Describe the epidemiological process of a selected disease.
6. **Outbreak At Water’s Edge (5%)**

* Proofread all work. Content, grammar, punctuation, spelling and neatness are all components of a professional paper and will be considered in determining the grade. Errors in punctuation, grammar and spelling will result in a deduction of points.

Course Evaluation Expectation: It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement.

Academic integrity statement: Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

http://www.luc.edu/academics/catalog/undergrad/req_academicintegrity.shtml (Undergraduate)

http://www.luc.edu/media/lucedu/nursing/pdfs/UndergraduateHandbook.pdf (School of Nursing)

**ACADEMIC INTEGRITY**

“Academic integrity is expected of every student in the Marcella Niehoff 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).

**REQUIRED TEXTS:**


**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
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 from a physician or nurse practitioner will be required. 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 often 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, either by way of e-mail or by a hard copy, will have 10 points deducted from the score achieved on the assignment for each day that elapses after the date that the assignment was originally due.

NURS 207: Individual, Family, Community Wellness and Health

Course Calendar

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<tr>
<th>DATE</th>
<th>CONTENT OUTLINE</th>
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| Friday  August 30th | Introduction & Welcome  
Course Overview  
Nursing  
· As a discipline  
· As profession  
· Roles in nursing  
· Trends in nursing  
Health Care in the Community  
- Public Health Nursing – Past & Present  
- Origins and Future of Public  
- Health/Community Nursing | Maurer/Smith – Chapter 1 & 2                                                  |
| Friday  | Concept of Health I  
• Definition | Maurer/Smith – Chapter 18  
Purnell/Paulonka – Chapter 1,2, |
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<td>Friday September 13th</td>
<td>Concept of Health II Models of Health &amp; Illness</td>
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<td>Leading causes of morbidity and mortality</td>
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<td>Healthy People 2020</td>
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<td>Reflective Questions</td>
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<td>Purnell/Paulonka Pg.104 Due</td>
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<td>Friday September 20th</td>
<td>Concept of Communication</td>
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<td>Therapeutic Communication</td>
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<td>due</td>
<td>- Personal Health Assessment</td>
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<td>Friday September 27th</td>
<td>Concept of family</td>
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<td>Family as a unit of service</td>
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<td>Nursing process and family</td>
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<td>Families in Crisis</td>
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<td>Dysfunctional families</td>
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<td>Reflective Questions</td>
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<td>Purnell/Paulonka Pg.378 Due</td>
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<td>Friday, October 4th</td>
<td>Concept of Culture</td>
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<td>Cultural Assessment</td>
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<td>Health Beliefs</td>
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<td>Race and ethnicity</td>
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<td>Racial and ethnic health care disparities</td>
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<td>Understanding cultural differences</td>
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<td>Provision of health care to a culturally diverse population</td>
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<td>Definition</td>
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<td>Maurer/Smith – Chapter 15 &amp; 28</td>
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<tr>
<td>Friday, October 25</td>
<td>Assignment #2 Family Assessment Due</td>
<td>Health care&lt;br&gt;Community assessment&lt;br&gt;The Aging Population</td>
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<td>Friday, November 1</td>
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<td>Environmental health&lt;br&gt;Bioterrorism/disaster preparation</td>
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<td>Friday, November 8</td>
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<td>Principles of epidemiology I&lt;br&gt;- Concepts related to prevention, health promotion and disease&lt;br&gt;- Demographic data&lt;br&gt;Levels of prevention</td>
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<td>Friday, November 15</td>
<td>Reflective Questions Purnell/Paulonka Pg.233 Due</td>
<td>Principles of epidemiology II&lt;br&gt;- Communicable diseases&lt;br&gt;- Epidemiology applied to communicable disease control</td>
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<td>Friday, November 22</td>
<td>Group Epidemiology Projects</td>
<td>- Vulnerable populations&lt;br&gt;- Presentation of Epidemiology projects</td>
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<td>Friday, November 29</td>
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<td>No class – Thanksgiving</td>
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<td>Friday, December 6</td>
<td>Outbreak at Water’s Edge Assignment Due</td>
<td>Health Care Delivery System&lt;br&gt;-Structure&lt;br&gt;-Public and private sectors&lt;br&gt;-Organizations</td>
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<td>FINAL EXAM</td>
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LIVE WELL LIFESTYLE ASSESSMENT

Homework assignment # 1 (5% of grade)

Complete the Live Well Lifestyle Assessment at the University of Wisconsin Stevens Point website:

http://wellness.uwsp.edu/other/livewell/

- Respond to each of the 100 items.
- You will be given a score for each of the 10 areas that you are asked to respond to.
- Hand in one copy of the “Live Well Results” sheet and keep a copy for yourself.

Write a two-page reflection paper evaluating the results of your health assessment, indicating any health changes you may be making in the future.

The assignment will be due in class on Tuesday, September 18th. A “hard copy” must be submitted.

Your grade will be based on your completion of the entire questionnaire. Your name must appear on each sheet you turn in. Please answer the questions accurately so that the results are useful to you. Your answers to individual items are not indicated on the overall assessment forms that will be used for grading.

Paper is Due: Friday, September 20th
GNUR 207: Family/Cultural Assessment (10% of Grade)

Guidelines for the Family Assessment Paper:

You are to perform an assessment of a Family. It is strongly recommended that you interview and assess a family other than your own. However, you can assess your own family, if the members agree.

1. Refer to both of your textbooks for further help in assessing your family.

2. For the sake of confidentiality, do not use the family’s real last name. Instead, please use “Smith” or “Jones”.

3. If, for some reason, the person(s) you are interviewing does not wish to answer certain questions, please respect that person’s privacy.

4. In a 5 to 6 page paper, assess the family you interviewed.

Outline for the Family/Cultural Assessment Paper

I. Assessment of the Family
   A. Family Structure
   B. Family Resources/strengths
   C. Family’s current stressors
   D. Family Role Assignments
   E. Family Norms/rules
   F. Family Communication Patterns

II. Analysis of Data Collected in the Assessment
   A. Description of Your Feelings About Doing a Family Assessment
   B. Family Cultural Beliefs related to Health
   C. Family Health Practices

III. Summary/Application
A. Description of ways your understanding of the family’s culture should affect the nursing care you provide. -Ways you and other health care professionals could demonstrate cultural sensitivity in your interactions with members of the family.
B. Health teaching you would provide to the family, based on your assessment

HOW TO ASK QUESTIONS? Proceed from the general to the specific.

- Open-ended questions – Ask questions that persons cannot answer yes or no to.
  - Example: “Can you describe for me a time when your children were difficult to manage? Can you give me an example of a health practice that you use in your culture? What do you like best about living in this family? What do you like least about living in this family?”

- Information-type-questions – Ask questions that elicit factual information, rather than opinions; try to determine the source of information. Example: “Where do you receive your information on health care?”

- Probe-type-questions – Ask questions that need further elaboration for you to understand fully the answer to a prior question - do not be satisfied to accept only the first answer given, rather probe the subject. Example: “You said that in your family the father is the head of the household, could you give me an example of this?”

- Reason-why-questions Example: “Why do you think you are on this medicine? I’m interested in your reason for saying that the medicine you are taking is not helping you”.

Paper due date – Friday, October 25th

Grading:
Proofread all your work. Content, grammar, punctuation, spelling and neatness are all components of a professional paper and will be considered in determining the grade. Before writing your assessment, study the rubric that will be used in grading the assessment.
Rubric for Family/Cultural Assessment Paper

Assessment - 30 points
1. Family Structure – 5 points
2. Resources/strengths - 5 points
3. Family’s current stressors – 5 points
4. Family patterns of communication/interaction – 5 points
5. Family role assignments – 5 points
6. Family norms/rules – 5 points

ANALYSIS – 40 points
1. What were your feelings about doing this assessment on a family? - 10 points
2. Family Cultural Beliefs related to Health – 15 Points
3. Family Health Practices – 15 Points

Summary/Application – 30 Points

1. Description of ways your understanding of the family’s culture should affect the nursing care you provide
   - Ways you and other health care professionals could demonstrate cultural sensitivity in your interactions with members of the family. – 15 Points
2. Health teaching you would provide to the family, based on your assessment – 15 Points
Applying Epidemiologic Concepts and the Disease Investigation Process to an Infectious or Chronic Disease or to Injury Related Morbidity.

Disease/condition you will describe_____________________________________________________________

I. Determine the nature, extent, and scope of the disease, condition or injury.

   A. Describe the natural life history of the disease or condition.

      1. Identify the causative agent(s) and state if it is a virus, bacteria, lack of a vitamin, psychosocial, etc.

         __________________________________________________________________________
         __________________________________________________________________________

      2. Describe the mode of transmission. Include the reservoir (if any).

         __________________________________________________________________________

      3. If an infectious disease, describe the usual incubation period and period of communicability.

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         __________________________________________________________________________
         __________________________________________________________________________
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      4. Describe the clinical signs and symptoms of the disease or condition.

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5. Identify methods used to make a positive diagnosis and to separate cases from non-cases. Screening test? Blood test? Urine test? Patient history? Relevant signs and symptoms?

6. Is this disease or condition “reportable or notifiable” to public health authorities? What agency, if any, keeps track of this disease or condition?

B. Host factors – lifestyle, biologic factors, immune status, etc.

1. Describe host factors that make a person susceptible to this disease or condition

2. Describe risk factors for this disease or condition among human populations

3. Point out whether or not this is a vaccine-preventable disease.
   (a)
(b) If there is a vaccine for this disease, describe the vaccine and immunization schedule

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

4. Apply the concepts of natural active and natural passive immunity to this disease. Also apply the concepts of artificial active or passive immunity if artificial immunity exists for this disease or condition.

______________________________________________________________________

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______________________________________________________________________

C. Environmental factors

1. Describe any environmental factors that contribute to the occurrence or spread of this disease or condition (vector? fomite? vehicle? low income? weather? crowding? poor sanitation?)

______________________________________________________________________

______________________________________________________________________

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______________________________________________________________________
D. Distribution patterns – concepts of person, place and time.

1. What “person” factors (age, gender, race, SES, habits, health practices, etc.) are important in this disease or condition?

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2. What “place” factors, if any, are important in this disease or condition?

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3. What “time” factors, if any, (season of the year, relationship to other events, etc.) are important in this disease or condition.

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E. Describe how frequently this disease occurs using incidence and prevalence rates.

1. If this disease/condition exists in the U.S., describe the incidence or prevalence for the last year data is available. Cite the source you used to find incidence or prevalence rates. Indicate if rates differ among different population groups (by age? race? gender? geographic area)

___________________________________________________________________________
___________________________________________________________________________
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___________________________________________________________________________

II. Control Plan Based on Levels of Prevention

A. List 2-3 primary prevention interventions that could be applied to this disease or condition.

1. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. __________________________________________________________________________
   __________________________________________________________________________

B. List 2-3 secondary prevention interventions that could be applied to this disease or condition.

1. __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
C. List 2-3 tertiary prevention interventions that could be applied to this disease or condition.

1. ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

2. ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

3. ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
Guidelines for Epidemiology Assignment #2

Epidemiology Game
“Outbreak at Water’s Edge”

1. Go to the website for the Epidemiology game: “Outbreak at Water’s Edge.”
   http://www.mclph.umn.edu/watersedge/game.html
2. Follow the steps of the game including: mapping sites from interview notes,
   taking samples and talking to staff at the health department and at the park site.
3. Play the game through to the end when the cause is discovered and steps are
   taken to prevent another outbreak. It should take about 30 minutes to complete
   the game.
4. In a 2 paged, double spaced paper, list 3 Key Concepts of Epidemiology
   depicted in the game and explain how they are demonstrated in “Outbreak at
   Water’s Edge.”
5. Ten (10) Key Concepts of Epidemiology were presented in the first lecture on
   Epidemiology (Part I). All ten are listed on slide # 10 of that lecture.
6. Title page and APA format not required for this assignment.

Paper is due: Friday, December 6th