



**University of Alberta Collaborative Baccalaureate
Nursing Program
with
Grande Prairie Regional College**

Course Outline

NS 1020
Healthy Living
3(3-0-0)

Winter 1997

Time: T 0930-1050
F 1400-1520

Room H211
L123*

Faculty

Chris Beran, RN, BscN, MEd
Office H228

Phone: 539-2896

* L123 classroom will be used on Fridays for combined classes with Phys Ed when guest speakers are booked

Nursing 1020
Winter 1997

NS 1020 - Healthy living *3(3-3-3)

The determinants of health (including beliefs and values) and the identification of major influences of lifestyle and personal health practices (exercise, nutrition, stress management) across the life span will be examined. Beginning skills in health status appraisal will be developed. Ethics in health promotion counselling, client rights, and the advocacy role with respect to health will be the central focus.

Course Description

This course is designed to introduce the student to various definitions of health and health promotion. Health will be viewed as a multi dimensional evolving concept. Major factors that combine to enhance quality of life and promote health and well-being will be examined. Students will become familiar with concepts basic to understanding approaches used in health promotion and behavioral change. Health assessment criteria will be presented and students will have opportunity to develop beginning skills in health appraisals. Ethical implications in health promotion will be addressed within the context of the health advocate role of nursing. Attention will be given to assisting students to evolve as a role model for healthy living.

Course Objectives

The student will be given the opportunity to:

1. Become familiar with various conceptual models for health and health promotion.
2. Develop an understanding of health determinants and other influences on health behaviour.
3. Examine various approaches that promote healthy living in self and others throughout the life span.
4. Identify health as a resource and major component toward achieving quality of life for self, family, community, province, nation and globally.
5. Examine role of ethics in health promotion (eg. advocacy, patient rights, choices and responsibilities, right to refuse treatment).
6. Develop an understanding of cultural health practices, attitudes and beliefs and how these can potentially conflict with Western medicine.
7. Become familiar with strategies that will empower individuals, communities and governments to make social policy changes that will promote health.

1. **Midterm Examination (20)**

this examination will cover class content and assigned readings. The format will be multiple choice and some short answer questions.

2. **Poster Presentation (25%)**

The poster presentation will be based on in depth group study of a particular population within the community. The poster will be graded by peers (8%) and faculty (8%) using the attached poster appraisal tool. In addition 9% will be allotted to group member participation.

The following questions can be used as guide for research about the designated group chosen for community research.

1. How does this group define health?
2. What are the common health problems associated with this population?
3. What resources are available for this group?
4. Do they use these resources? If not, what is the reason? (you will need to converse with members from the designated group you are studying.)

3. **Class Presentation (15%)**

Each student group will develop a 30 minute presentation for the classroom setting based on information derived from the research associated with the poster presentation. Peer evaluation will focus presentation (5%) Faculty evaluation will focus on content(5%) and an additional (5%) will be allocated to group member participation.

CLASS SCHEDULE

DATE	TOPIC	
January 9 10	Introduction to Nursing 1020 Media Services - prep. for poster assignment.	Ted Wood
January 16 17	Change Theory Stress Management *	Judith Hall
January 23 24	Health Beliefs Nutrition and Weight Management*	Danielle Wohlgenuth
January 30 31	Multicultural Beliefs Posture and Back Care*	Greg Gourlay Janet Wood
February 6 7	Rest and Relaxation (1100-1220) Physical Health - Fitness (Gym)	Leigh Goldie Leigh Goldie
February 13 14	Psychological Health Sexual Health - Aids*	Ann Ranson Ratusz Mary Jean Vangenne
February 20 21	Midterm Exam Social Health - Social Support	
March 6 7	Lifestyle and Risky Behaviours Alternative Therapies *	Ray Kardas
March 13 14	Environmental Health Using Health Resources	
March 20 21	Eating for Health Using Health Resources California Wellness letter	
March 27 28	Poster Presentation Good Friday	
April 3 4	Student Presentation Student Presentation	
April 10	Student presentation	

Grades

Raw scores for each assignment will be added at the end of the term and converted into a 9 point grading system. This mark will be submitted as the final grade.

9 Point Grading System

9	90-100%
8	80-89%
7	72-79%
6	65-71%
5	57-64%
4	50-56%
3	45-49%
2	26-44%
1	0-25%

In order to receive credit for this course, students must achieve a minimum grade of 6 or 65%. (Refer to GPRC Calendar 1996-1997)

ACADEMIC GUIDELINES

1. Although attendance is not compulsory, it is strongly encouraged and is factored into the participation mark. Learning of content will be enriched through discussion. Students will be accountable for material covered in any missed classes as well as any announcements made in class.
2. Assignments must be submitted by 1600 **ON** or **BEFORE** the date they are due. Late assignments will be penalized at a rate of 5% per day. Example, an assignment graded at 75% would be credited 70% after one late day, 65% after two days etc.
3. Students not able to write an exam on the scheduled date must indicate to the instructor the reason for not writing. The student must reschedule an alternate date at the instructor's convenience. If the student fails to write the exam on the second date, no marks will be awarded.

Refer to the policies and academic guidelines of the 1996-1997 GPRC Calendar

Required Textbook

Mullen, K.D., Mc Dermott, R.J., Gold, R.S., Belcastro, P.A. (1996) Connections for Health fourth edition, Dubuque, IA: Brown & Benchmark.

Course Structure:

Classroom activities will be of a discussion format, guest speakers and group work presentations. During this course students will have the opportunity to develop group work skills. Students will organize in groups of three to do poster presentations. Studies guides will be handed out in advance so that students can come to class prepared for discussions. Students will take turns in pairs of two facilitating the discussion process for at least a class for each pair.

The poster presentation and class presentation will be about on of the following specific populations within the community:

- Aboriginal people of Grande Prairie
- Another ethnic group of Grande Prairie
- Physically challenged people in Grande Prairie
- Sensory Challenged people in Grande Prairie
- Grande Prairie's poor
- Grande Prairie's elderly
- Grande Prairie's women
- Grande Prairie's children
- Grande Prairie's adolescents
- Grande Prairie's homeless

Course requirements

Preparation for and participation in class discussion. Marks will be assigned 10% for participation including attendance. Two absences allowed without penalty. Facilitation of group discussion worth 5%.

Course Marking Schedule

Participation and facilitation	15%
Midterm Examination	20%
Poster Presentation	25%
Class Presentation	15%
Final Examination	25%