

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit

1. School/Division Nursing 2. Academic Subject Code nurs
3. Course Number B107 (must be cleared with University Enrollment Services) 4. Instructor Laura Hieronymus
5. Course Title Personal Health & Wellness

Recommended Abbreviation (Optional) _____
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2008

7. Credit Hours: Fixed at _____ or Variable from 1 to 3

8. Is this course to be graded S-F (only)? Yes _____ No X

9. Is variable title approval being requested? Yes _____ No X

10. Course description (not to exceed 50 words) for Bulletin publication: Students will learn and apply a holistic approach to achieve an improved level of wellness. Physical, psychological, social, intellectual, and environmental wellness will be explored Both traditional western and alternative views of health will be presented. This Course will help students evaluate their personal level of health, examine successful strategies for changing health behaviors, and develop a plan for improving health based upon personal health risk.

11. Lecture Contact Hours: Fixed at _____ or Variable from 1 to 3

12. Non-Lecture Contact Hours: Fixed at _____ or Variable from _____ to _____

13. Estimated enrollment: 120 of which 0% percent are expected to be graduate students.

14. Frequency of scheduling: every sem Will this course be required for majors? Yes

15. Justification for new course: meets general education curriculum requirements

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Approved by:

Wanda Malinen Date 3/26/08
Department Chairman/Division Director

Megan Kurwin Date 3/26/08
Dean

Date _____
Dean of Graduate School (when required)

Date _____
Chancellor/Vice-President

Date _____
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

Indiana University South Bend School of Nursing
Course Syllabus

Course Number and Title:	NURS-B 107 Personal Health and Wellness
Credit Hours:	Variable, 1-3 credit hours
Prerequisite Courses:	None
Co-requisite:	(concurrent with HPER course meets both credit hour requirements for general education)
Placement in Curriculum:	Freshman or sophomore year
Faculty:	Laura Hieronymus, RN, MSN, FNP Student Activity Center 130P Office and voice mail 574-520-4635 (Glenda Davidson RN MSN)

Course Description:

Students will learn and apply a holistic approach to achieve an improved level of wellness. Physical, psychological, social, intellectual, and environmental wellness will be explored. Both traditional western and alternative views of health will be presented. This course will help students evaluate their personal level of health, examine successful strategies for changing health behaviors, and develop a plan for improving health based upon personal health risk.

Course Objectives:

1. Demonstrate knowledge of research based health and wellness issues including (but not limited to) nutrition, physical activity, stress management and alcohol/drug use.
2. Plan for change in health behaviors based upon a personal health risk assessment.
3. Implement at least one personal change in health behaviors.
4. Evaluate reputable resources for holistic health and wellness information.

Teaching Strategies: Content will be provided in an Online format which includes podcast lectures, student participation in Wiki discussions and pages, and reading both Online and text.

Required Text: An Invitation to Wellness, Making Health Choices (2007), Dianne Hales. Ed: 5th

Evaluation: Weekly Quizzes based upon assigned reading, Contributions to Wiki Discussions and pages, personal online journal and plan for change in health behaviors.

Indiana University South Bend School of Nursing

Course Syllabus

Course Number and Title:	NURS-B 107 Personal Health and Wellness
Credit Hours:	Variable, 1-3 credit hours – 2 credit hours course for pre-nursing students
Prerequisite Courses:	None
Co-requisite:	(concurrent with HPER course meets both credit hour requirements for general education)
Placement in Curriculum:	Freshman or sophomore year
Faculty:	Glenda Davidson RN MSN Office and voice mail 574-520-4151 Email: gledavid@iusb.edu

Course Description:

Students will learn and apply a holistic approach to achieve an improved level of wellness. Physical, psychological, social, intellectual, and environmental wellness will be explored. Both traditional western and alternative views of health will be presented. This course will help students evaluate their personal level of health, examine successful strategies for changing health behaviors, and develop a plan for improving health based upon personal health risk.

Course Objectives:

1. Demonstrate knowledge of research based health and wellness issues including (but not limited to) nutrition, physical activity, stress management and alcohol/drug use.
2. Develop a plan for change in physical fitness health behavior based upon a personal health risk assessment.
3. Apply theories of health behavior change to their personal plan.
4. Utilize SMART (specific, measureable, attainable, realistic and time specific) goals in their health behavior change plan.
5. Implement at least the one personal change (physical fitness) in health behavior.
6. Evaluate reputable resources for holistic health and wellness information.
7. Apply principles of a healthy balanced diet.
8. Explain the importance of modeling wellness behavior for the nursing professional.

Teaching Strategies: Content will be provided in an Online format which includes podcast lectures, student participation in Wiki discussions and pages, and reading both Online and text.

Required Text: An Invitation to Wellness, Making Health Choices (2007), Dianne Hales. Ed: 5th

Evaluation: Weekly Quizzes based upon assigned reading, contributions to Wiki Discussions and pages, personal online journal, plan and implementation of the plan for change in health behaviors, diet plan, test(s) and quizzes.

INDIANA UNIVERSITY SCHOOL OF NURSING
SOUTH BEND

**B216: Pharmacology
Baccalaureate Program**

Course Syllabus
Spring, 2008

COURSE TITLE: B216: Pharmacology

CONTACT HOURS: 3 Credits; 3 classroom clock hours; 45 clock hours per semester

PLACEMENT IN CURRICULUM: Sophomore level

PREREQUISITE COURSES: (PREFERRED) P261, P262, Admission chemistry requirements. PREREQUISITES MAY BE WAIVED BY INSTRUCTOR OR STUDENT ADVISOR.

COREQUISITE COURSE: None listed.

FACULTY: **Teresa M. Dobrzykowski DNS, RN, CS, ANP**
Northside 444
Phone: office 520-4569
home 232-5534 (before 8 PM)
Email: tdobrzyk@iusb.edu

COURSE DESCRIPTION:

This course covers basic principles of drug therapy. Using a combination of case study and prototype formats, types of dosage forms, mechanisms of drug actions, review of side effects and toxicity, nursing interventions needed to safely administer medications, and benefit versus risk of drug therapy will be covered.

The primary objectives of this course are to assist the student nurse in attaining a sound background in understanding the principles of pharmacology, enabling them to safely administer drugs and to accurately monitor their response, as well as to begin to formulate appropriate nursing actions in to promote safe and effective drug use with their clients.

COURSE OUTCOMES:

The student learner will be able to demonstrate successfully the following sophomore - year outcomes:

OUTCOME #1: CRITICAL THINKER

1. Participate in selected problem solving exercises that promote critical examination of the professional nurse role. (1A)
2. Present reasoned arguments to support stated views with increasing self-direction. (1B)

3. Identify factors that affect development of the professional nurse role. (1C)
4. Examine new information within the context of previous knowledge. (1D)
5. Critique professional and research findings for possible applicability to common health problems. (1F)

OUTCOME #2: CULTURALLY COMPETENT

6. Examine own and various cultural beliefs, values and practices. (2A)

OUTCOME #5: LEGAL & ETHICAL PRACTITIONER

7. Clarify personal beliefs and values. (5A)
8. Identify health care situations that create an ethical or legal dilemma for nurses or their client-systems.(5B)
9. Value personal accountability and responsibility for nursing judgments and actions with guidance. (5G)

OUTCOME #6: EFFECTIVE COMMUNICATOR

10. Share information and ideas with student peers and faculty. (6E)

OUTCOME #7: COMPETENT HEALTH CARE PROVIDER

11. Recognize real and potential health needs of individuals, families and communities. (7B)
12. Provide safe, effective, nurturing care that is consistent with student=s level of knowledge and skills and promotes the health of individuals and families. (7D)
13. Recognize personal readiness to learn and teaching strategies consistent with personal learning styles. (7E)
14. Identify nursing resources available for consultation and learning. (7G)
15. Begin developing nursing knowledge base and skills as an outcome of guided self evaluation. (7H)

OUTCOME #9: RESPONSIBLE MANAGER OF RESOURCES

16. Assume personal responsibility for meeting expectations of specified assignments. (9D)

TEACHING STRATEGIES: Case studies, lecture, group work, assigned readings, class discussion, computer assisted learning, and videos may all be used.

REQUIRED TEXT:

McKenry, L; Tessier, E.; & Hogan, M. (2006).Mosby's pharmacology in nursing (22nd Ed.). Philadelphia: Elsevier.

If already purchased:

Adams, M.P., Josephson, D.L., & Holland, L.H. (2004). Pharmacology for nurses: A pathophysiologic approach. Upper Saddle River: Prentice-Hall.

Lehne, R.A. (2006). Pharmacology for nursing care (6th Ed.). Canada: Elsevier-Saunders.

EVALUATION: The evaluation of whether a person passes or fails the course will be determined by the successful completion (75% or above of the accumulative or total points to be earned in the course) of the following:

<u>Course Requirements</u>	<u>Points Awarded Per Item</u>
1. Exam 1 *	50
2. Exam 2 *	50
3. Exam 3 *	50
4. Exam 4 *	50
5. Assignment 1	50
6. Assignment 2	50
7. Assignment 3	50
8. Assignment 4	50
9. Powerpoint Project	75
10. Oral Summary	<u>25</u>
	500 Points Maximum Awarded

Exams: The exams will comprise of case study, short answer and essay questions based upon the materials presented, researched, and discussed in class. The exams will be posted on-line.

Assignments: The student will complete a variety of exercises that will assist him/her in understanding the holistic effect medications can have in various disease processes. These assignments will be posted on-line. If chat discussions are included, the faculty may place students in groups to promote discussion (presence and size of groups dependent upon enrollment).

Powerpoint Project: The student will complete a powerpoint project surrounding the following general concepts that impact nursing clinical decision-making and the use of pharmacotherapeutics:

Cultural and Religious Barriers in Various Medication Usage

Ethical Dilemmas in Decision-Making: When to Medicate a Non-Verbal Person for Pain

Ethical Dilemmas in Decision-Making: Cost of Medications Versus Effective Treatment

Legal Concerns: Medication Errors: Who, What, When, Where & Why, and How to Prevent?

Holistic Pharmacotherapeutics: The Issues Surrounding the Use of Various Herbal and Nutritional Supplements with Traditional Meds for Common Disorders

Polypharmacy: Not Just for the Elderly! Issues and Concerns for Nurses

The students can complete the project by themselves or in a group, with maximum number of group participants of three. A reference list that follow the general APA format (5th edition) are required. All powerpoint presentations are to be posted on-line, for the class to view and review.

Oral Presentation: The student(s) will complete a **short** oral summary of another student's written project to their peers. Faculty will pre-select students to review another's project. This list will be posted on-line.

How Course Points Are Calculated

The points earned for both exams and all course assignments will be divided by 500. The resulting percentage will be the grade for the course. Fractional grades of 0.5 or higher will be rounded up to the next whole number. The assignment of grades will follow the School of Nursing grading policy.

IUSON Grading Scale

Grade	Percentage
A+	100-97
A	96-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-75
<i>C-</i>	<i>74-70</i>
<i>D+</i>	<i>69-67</i>
<i>D</i>	<i>66- 64</i>
<i>D-</i>	<i>63-60</i>
<i>F</i>	<i>Below 60</i>

Bold, Italicized Information Denotes Not Passing Grades and Scores.

Please note: 75% is considered a minimal passing score. Anything lower is considered a failing score. A **minimum** of 375 accumulated points (earned on **total course requirement items**) is necessary in order to **pass** the course.

B216: PHARMACOLOGY SPRING 2008 COURSE CONTENT OUTLINE

Class#/ Dates	Topic	Preparation	Assignments
1 & 2/ Jan 7	Course Introduction, Fundamentals of Pharmacology	McKenry et al: Part 1, Ch. 1- 4	
3 & 4/ Jan 21	The Nursing Process and Pharmacology, including Lifespan and Sociocultural Implications	McKenry et al: Part 1, Ch. 5- 12	
4/ Jan 28	Assignment 1		Assignment 1
5 / Feb 4	Exam 1		Exam 1
6 Feb 11	Health Patterns Alterations & Rx: Activity/ Exercise: Cardiovascular & Hematologic	McKenry et al: Units 6 & 7; Ch. 24- 28, 29-31	
7/ Feb 18	Health Patterns: Alterations & Rx Activity/ Exercise: Respiratory & Musculoskeletal Health Patterns: Alterations & Rx: Perception-Cognition: Pain	McKenry et al: Units 9 , Ch. 13-15, 36-38, pp. 223- 224, 485-489, 671- 677, 836-837, 1128, 1151-1158	
8/ Feb 25	Assignment 2		Assignment 2
9/ Mar 3	Exam 2		Exam 2
/ Mar 10	Spring Break Week		
11/ Mar 17	Health Patterns Alterations & Rx: Reproductive/ Sexuality, Elimination: Genitourinary	McKenry et al: Units 8, 13, Ch. 32- 35, 50-54	
12/ Mar 24	Health Patterns Alterations & Rx: Nutrition & Metabolic: Gastrointestinal, Endocrine	McKenry et al: Units 10, 12, 18; Ch. 39, 40, 45-49, 67-69	
13/ Mar 31	Health Patterns Alterations & Rx: Nutrition & Metabolic: Chemotherapeutics for Infection, Neoplasm	McKenry et al: Units 14,15, Ch. 55-60	
13/Mar 31	Assignment 3		Assignment 3
12/ Apr 2	Exam 3		Exam 3
12/ Apr 2	Health Patterns Alterations & Rx: Nutrition & Metabolic: Skin, Immune	McKenry et al: Units 16-17, Ch. 61-66	
13/ Apr 7	Health Patterns Alterations & Rx: Perception & Cognition: Neurological, Mental/ Emotional/ Cognitive Health	McKenry et al: Units 4 & 5; Ch. 13-23	
14/ Apr 14	Assignment 4		Assignment 4

15/ Apr 21	Poster & Oral Topic Presentation		Poster & Oral Presentation Due
1/ Apr 28	Exam 4		Exam 4