



NR222 HEALTH AND WELLNESS Learning Plan

PURPOSE

This learning plan expands upon the key concepts identified for the course and guides faculty in teaching the prelicensure BSN curriculum in all locations. Each unit's concepts are linked (in the 3rd column) to the Chamberlain Care philosophical concepts that relate most prominently to that unit. The course content is further linked to the **NCLEX-RN Test Plan's Client Needs Categories (in Brown font)** from which NCLEX test items are derived. Readings and assignments contained within the newly aligned course shells support learners mastery of this content and the course outcomes.

NCLEX TEST PLAN
<p>These Client Needs Categories/Subcategories* of the NCLEX-RN Test Plan link to NR222 as annotated in the course content outline below.</p>
<p>1. Safe and Effective Care Environment</p> <ul style="list-style-type: none"> • Management of Care • Safety and Infection Control
<p>2. Health Promotion and Maintenance</p>
<p>3. Psychosocial Integrity</p>
<p>4. Physiological Integrity</p> <ul style="list-style-type: none"> • Basic Care and Comfort • Pharmacological and Parenteral Therapies • Reduction of Risk Potential • Physiological Adaptation
<p>*There are five (5) Integrated Processes that are fundamental to the practice of nursing, and they are integrated throughout the Client Needs categories and subcategories. They are <i>Nursing Process, Caring, Communication & Documentation, Teaching/Learning, and Culture & Spirituality.</i></p>

CONTENT OUTLINE

Unit 1	Nursing and Health Promotion: History and Theories	Chamberlain Care
<p>Upon completion of this unit, the student will be able to do the following.</p> <ol style="list-style-type: none"> 1. Explore the development of nursing as a profession, focusing on health and wellness. (CO 6 & 7; NCLEX – 2) 2. Define health. (CO 2 & 3; NCLEX – 2) 3. Describe the levels of prevention and their impact on nursing practice. (CO 1, 2, & 3; NCLEX – 2) 4. Explore the costs of health and wellness to individuals and society. (CO 4, 6, & 7; NCLEX – 2) 5. Discuss how the Healthy People initiative has affected the nurse’s roll in health promotion. (CO 3, 5, 6, & 7; NCLEX – 2) 	<ol style="list-style-type: none"> 1) Nurses Promoting Health & Wellness: Influences from Our Past [Health Promotion and Maintenance > Related to Health Promotion/Disease Prevention] <ol style="list-style-type: none"> a) Historical highlights b) Nursing defined 2) Chamberlain Care applied to health and wellness [Health Promotion and Maintenance > Related to Health Promotion/Disease Prevention] <ol style="list-style-type: none"> a) Care for Self <ol style="list-style-type: none"> i) Increasing emphasis on self as student and professional b) Care for Peers <ol style="list-style-type: none"> i) Communication/civility ii) Incivility and bullying behaviors by students c) Care for Clients <ol style="list-style-type: none"> i) Promoting self-care 3) Definitions [Health Promotion and Maintenance > Related to Health Promotion/Disease Prevention] <ol style="list-style-type: none"> a) Health b) Health promotion c) Holism d) Wellness 4) Models of health (Link to Chapter 6 Unit II Potter & Perry) [Health Promotion and Maintenance > Related to Health Promotion/Disease Prevention] <ol style="list-style-type: none"> a) Health Belief Model b) Health Promotion Model c) Basic Human Needs Model d) Holistic Health Models 5) Chamberlain Care role in transforming healthcare worldwide [Health Promotion and Maintenance > Related to Health Promotion/Disease Prevention] 	<p>Chamberlain Care provides a framework for student learning by addressing the following concepts in this unit:</p> <p>Professional Identity Formation Understand the fundamental health and wellness values inherent in nursing’s professional identity through the exploration of historical influences, models of health, and national initiatives.</p>

Unit 2	Nursing as a Healthcare Profession	Chamberlain Care
<p>Upon completion of this unit, the student will be able to do the following.</p> <ol style="list-style-type: none"> 1. Explain how the American Nurses Association Scope and Standards of Practice and Code of Ethics serve as a foundation for nursing practice and health promotion. (COs 1, 2, and 4; NCLEX – 1, Caring) 2. Compare and contrast the nursing process and clinical reasoning. (COs 1, 2, and 3; NCLEX – 1, Nursing Process) 3. Describe how the nursing process is utilized to promote the health of individuals and families. (COs 1 and 2; NCLEX – 1, Nursing Process) 4. Examine the roles and responsibilities of the professional nurse related to promoting health and wellness. (COs 1, 2, and 3; NCLEX – 1, Caring) 5. Apply knowledge of the nursing role to promoting healthy behaviors in others. 	<ol style="list-style-type: none"> 1) The Ethics of Healthcare (applying knowledge from gen ed. course to nursing) [Safe and Effective Care Environment: Management of Care > Related to Ethical Practice] <ol style="list-style-type: none"> a) ANA Code of Ethics b) ANA Scope & Standards of Practice c) ANA Nursing’s Social Policy Statement d) Values Clarification – Personal values in a professional role 2) Nursing process introduction [Safe and Effective Care Environment: Management of Care > Related to Clinical Reasoning] <ol style="list-style-type: none"> a) Steps of the process b) Clinical reasoning and the nursing process 3) Steps of the nursing process [Safe and Effective Care Environment: Management of Care > Related to Clinical Reasoning] <ol style="list-style-type: none"> a) Steps of the process (ADOPIE or ADPIE) b) Assessing health behaviors c) (Dagnosis statements & Nursing Outcomes will be learned in 226) d) Plan Appropriate interventions/goals to health promotion e) Interventions focused on health and wellness (not illness) using HP-2020 to prioritize. f) Evaluate basic measures to see if goals are met. 4) The practice of nursing [Safe and Effective Care Environment: Management of Care > Related to Ethical Practice & Legal Requirements] 5) Models of health behaviors [Health Promotion and Maintenance > Related to Health Promotion/Disease Prevention] <ol style="list-style-type: none"> a) Transtheoretical Change Model (stages of change) b) Health Belief Model (perception) c) Social learning/ social cognitive theory (self-efficacy) d) Pender: Proactive approach (primary intervention) 6) Levels of Prevention [Health Promotion and Maintenance > Related to Health Promotion/Disease Prevention] <ol style="list-style-type: none"> a) Primary <ol style="list-style-type: none"> i) Staying healthy ii) Preventing disease b) Secondary <ol style="list-style-type: none"> i) Early Diagnosis, Prompt Treatment ii) Limit Disability 	<p>Chamberlain Care provides a framework for student learning by addressing the following concepts in this unit:</p> <p>Professional Identity Formation Start integrating nursing’s professional ethics, standards, and nursing process into the value system of the student nurse’s forming professional identity through the exploration of ANA’s guiding publications and professional models.</p>

<p>(COs 2 and 3; NCLEX – 2, Caring)</p>	<ul style="list-style-type: none"> c) Tertiary <ul style="list-style-type: none"> i) Restoration and Rehabilitation ii) Maximizing Capabilities 7) Cost of wellness [Safe and Effective Care Environment: Management of Care > Related to Cost Effectiveness] <ul style="list-style-type: none"> a) Individual b) Society 8) Cost of illness [Safe and Effective Care Environment: Management of Care > Related to Cost Effectiveness] <ul style="list-style-type: none"> a) Individual b) Society 9) Nursing’s responsibility [Health Promotion and Maintenance > Related to Health Promotion/Disease Prevention] <ul style="list-style-type: none"> a) To individual b) To society 10) Healthy People 2020 [Health Promotion and Maintenance > Related to Health Promotion/Disease Prevention] <ul style="list-style-type: none"> a) Focus areas <ul style="list-style-type: none"> i) Leading health indicators ii) Impact and Use 	
Unit 3	Cultural Competence	Chamberlain Care
<p>Upon completion of this unit, the student will be able to do the following.</p> <p>1. Identify how cultural beliefs and customs influence health and wellness practices. (COs 2 and 6; NCLEX – 2, Culture & Spirituality)</p> <p>2. Explain the influences of diversity, family, and socioeconomic issues on health choices. (COs 2, 3, and</p>	<ul style="list-style-type: none"> 1) Dominant culture & sub-culture influences and trends in American health & wellness [Health Promotion and Maintenance > Related to Population Risks & Health Promotion/Disease Prevention] <ul style="list-style-type: none"> a) Hispanic/Latino cultures b) Asian American/Pacific Islander cultures c) African-America/Black cultures d) American Indians/Alaska Natives e) Arab Americans 2) Health Disparities [Health Promotion and Maintenance > Related to Population Risks & Health Promotion/Disease Prevention] 3) Culturally Congruent Care [Psychosocial Integrity> Related To Incorporating Client Cultural Practices & Beliefs When Providing Care] <ul style="list-style-type: none"> a) Cultural Awareness b) Cultural Competence 	<p>Chamberlain Care provides a framework for student learning by addressing the following concepts in this unit:</p> <p>Cultural Humility Begin the development of cultural humility in nursing through exploration of diversity, multiculturalism, and cultural influences that affect wellness.</p>

<p>6; NCLEX – 3, Culture & Spirituality)</p> <p>3. Summarize how the nursing process provides a framework for the professional nurse to promote the health of individuals, families, and communities in a multicultural society. (COs 1, 3, and 7; NCLEX – 2 & 1, Culture & Spirituality)</p>	<ul style="list-style-type: none"> c) Cultural Humility d) Cultural Healing e) Culture-bound Syndrome f) Diversity & health teaching <p>4) Family influence on health choices [Psychosocial Integrity > Related to Family Dynamics & Influences]</p> <ul style="list-style-type: none"> a) Family structure & health considerations b) Nursing process & the family as a unit c) Family violence <p>5) Socioeconomic factor affecting health choices [Psychosocial Integrity > Related to Socioeconomic Dynamics & Influences]</p> <ul style="list-style-type: none"> a) Health insurance b) Nutrition choices <ul style="list-style-type: none"> i) Food Deserts ii) Family influence iii) Personal choices c) Wellness practices d) Maslow’s Hierarchy of Needs <p>6) Healthy People 2020: health impact of social determinants [Health Promotion and Maintenance > Related to Population Risks & Health Promotion/Disease Prevention]</p>	
<p>Unit 4</p>	<p>Teaching and Learning</p>	<p>Chamberlain Care</p>
<p>Upon completion of this unit, the student will be able to do the following.</p> <p>1. Compare the nursing process to the learning process as it applies to health promotion teaching. (COs 1 and 7; NCLEX – 1, Teaching/Learning)</p> <p>2. Explore the nurses’ role in the process of teaching and learning within the context of health and wellness promotion. (COs 1, 2, 3, 4, and 6; NCLEX – 2,</p>	<ul style="list-style-type: none"> 1) Learning process factors [Health Promotion and Maintenance > Related to Learning] a) The process of learning <ul style="list-style-type: none"> i) Learning Domains <ul style="list-style-type: none"> (1) Cognitive (2) Psychomotor (3) Affective ii) Learning & development iii) Adult Learning b) Barriers to learning <p>2) Nursing process, learning, & health teaching [Safe and Effective Care Environment: Management of Care > Related to Clinical Reasoning]</p> <p>3) Learning as a lifelong process for nurses and consumers of healthcare [Health Promotion and Maintenance > Related to Health Promotion/Disease Prevention/Learning]</p> <p>4) Health Education [Health Promotion and Maintenance > Related to Health</p>	<p>Chamberlain Care provides a framework for student learning by addressing the following concepts in this unit:</p> <p>Person-Centered Give examples of how nurses apply health promotion teaching which is responsive to the patient’s preferences, needs, and values.</p> <p>Care-Focused</p>

<p>Teaching/Learning)</p>	<p>Promotion/Disease Prevention/Learning]</p> <ul style="list-style-type: none"> a) Definition <ul style="list-style-type: none"> i) Teaching ii) Learning b) The process of teaching c) Health literacy d) The nurse’s roles in health education e) Applying the nursing process to health education 	<p>Explain the application of the nursing process in promoting the health and well-being of self, colleagues, and patients through the nurse’s role as a teacher.</p>
<p>Unit 5</p>	<p>Therapeutic Communication Chamberlain Care</p>	
<p>Upon completion of this unit, the student will be able to do the following.</p> <ol style="list-style-type: none"> 1. Apply the fundamentals of communication to nursing activities for health promotion. (COs 2 and 5; NCLEX – 3, Communication & Documentation) 2. Explain therapeutic communication. (COs 2 and 5; NCLEX – 3, Communication & Documentation) 3. Explore the impact of personal values and attitudes on therapeutic relationships. (COs 1, 5, and 6; NCLEX – 3, Communication & Documentation) 4. Develop strategies to promote therapeutic relationships with individuals and groups with 	<ol style="list-style-type: none"> 1) Therapeutic Communication [Psychosocial Integrity> Related to Therapeutic Communication] <ul style="list-style-type: none"> a) Characteristics and Purpose b) Barriers <ul style="list-style-type: none"> i) Motivation ii) Stress Level iii) Environment iv) Financial v) Values vi) Others c) Therapeutic Techniques (Potter/Perry) <ul style="list-style-type: none"> i) Active Listening ii) Sharing observations, empathy, hope, humor, & feelings iii) Silence iv) Touch v) Other therapeutic & nontherapeutic communication techniques d) Compare & Contrast therapeutic & personal non-communication 2) Communication Attitudes & Values [Psychosocial Integrity> Related to Therapeutic Communication] <ul style="list-style-type: none"> a) Aggressive, Passive, Passive-Aggressive, Assertive b) Culturally congruent communication c) Communicating civility & respect d) Professional and Ethical Implications 3) Therapeutic Communication Strategies [Psychosocial Integrity> Related to Therapeutic Communication] <ul style="list-style-type: none"> a) Therapeutic Relationship Phases <ul style="list-style-type: none"> i) Pre-interaction 	<p>Chamberlain Care provides a framework for student learning by addressing the following concepts in this unit:</p> <p>Person-Centered Develop communication styles that promote respectful responsiveness to patients’ preferences, needs, and values.</p>

<p>diverse backgrounds and needs. (COs 3, 5, and 7; NCLEX – 3, Communication & Documentation)</p>	<ul style="list-style-type: none"> ii) Orientation iii) Working iv) Termination b) Social and Cultural Influences c) Age and Culture Influences d) Gender 	
Unit 6	Nursing and Wellness across the Lifespan	Chamberlain Care
<p>Upon completion of this unit, the student will be able to do the following.</p> <ol style="list-style-type: none"> 1. Apply life span considerations as a framework for assessing and promoting health. (COs 3 and 7; NCLEX – 2, Nursing Process) 2. Explore relevant health promotion needs and common health risk factors of individuals across the life span. (COs 2, 3, and 7; NCLEX – 2, Nursing Process) 	<ol style="list-style-type: none"> 1) Lifespan Stages of Human Development for Health & Wellness [Health Promotion and Maintenance > Related to Developmental Stages and Transitions] <ol style="list-style-type: none"> a) Infants b) Toddlers c) School-Age Children d) Adolescents e) Young Adults f) Middle Adults g) Older Adults 2) Theories of Development [Health Promotion and Maintenance > Related to Developmental Stages and Transitions] <ol style="list-style-type: none"> a) Theory of Psychosocial Development (Erikson) b) Theories of Moral Development (Kohlberg & Gilligan) c) Theories of Cognitive Development (Piaget, Vygotsky) 3) Health Promotion Considerations in Lifespan stages [Application of communication and teaching across the lifespan – the acts of promoting health to persons of varying ages.] [Health Promotion and Maintenance > Related to Developmental Stages and Transitions] <ol style="list-style-type: none"> a) Health Promotion Needs & Risks across the Lifespan b) Unintentional Injury Considerations in Lifespan stages c) Health Screening Considerations in Lifespan stages 4) Professional Nurse’s Role Considerations in Lifespan stages [Health Promotion and Maintenance > Related to Developmental Stages and Transitions] <ol style="list-style-type: none"> a) Teaching (Developmental milestones) b) Assessing (Nursing Process, screening) c) Anticipatory Guidance 	<p>Chamberlain Care provides a framework for student learning by addressing the following concepts in this unit:</p> <p>Person-Centered Discuss life span considerations for the promotion of health that is responsive and meaningful to each person.</p> <p>Care-Focused Recognize your role in promoting the health and well-being of others across the life span.</p>

Unit 7	Health Promotion Strategies and Interventions	Chamberlain Care
<p>Upon completion of this unit, the student will be able to do the following.</p> <ol style="list-style-type: none"> 1. Detail health promotion plans, strategies, & interventions based on the nursing process and selected Healthy People 2020 Leading Health Indicators (COs 3 and 7; NCLEX – 2, Nursing Process) 2. Summarize the professional nurse’s role in developing and delivering health promotion strategies and interventions to communities, individuals, & families (CO 1; NCLEX – 2, culture & Spirituality) 3. Apply concepts of holistic health as a strategy for health promotion planning for individuals and families. (COs 1 and 7; NCLEX – 2, Caring) 	<ol style="list-style-type: none"> 1. Defining Community Health and Wellness [Health Promotion and Maintenance > Related to Population Risks & Health Promotion/Disease Prevention] <ol style="list-style-type: none"> A. Concept of Community B. Healthy People 2020 Leading Health Indicators (LHIs): <ol style="list-style-type: none"> 1. Explore the HP 2020 LHI Website 2. Health Promotion Considerations for Selected LHI Threats to Health & Wellness [Health Promotion and Maintenance > Related to Population Risks & Health Promotion/Disease Prevention] <ol style="list-style-type: none"> A. Access to Health Services <ol style="list-style-type: none"> 1. Persons with medical insurance 2. Persons with a usual primary care provider B. Nutrition, Physical Activity, and Obesity <ol style="list-style-type: none"> 1. Adults who meet current Federal physical activity guidelines for aerobic physical activity and muscle-strengthening activity 2. Adults who are obese 3. Obesity among children and adolescents 4. Total vegetable intake for persons aged 2 years and older C. Substance Abuse <ol style="list-style-type: none"> 1. Adolescents using alcohol or any illicit drugs during the past 30 days 2. Adults engaging in binge drinking during the past 30 days D. Tobacco <ol style="list-style-type: none"> 1. Adults who are current cigarette smokers 2. Adolescents who smoked cigarettes in the past 30 days E. Review the remaining Topics & Indicators & explore the website. <ol style="list-style-type: none"> 1. Review the Topics & Indicators at https://www.healthypeople.gov/2020/leading-health-indicators/2020-LHI-Topics 2. Explore “Who’s Leading the Leading Health Indicators?” at https://www.healthypeople.gov/2020/LHI/whosleading.aspx 3. Examine the “Healthy People 2020 Leading Health Indicators: Progress Update” at https://www.healthypeople.gov/2020/leading-health-indicators/Healthy-People-2020-Leading-Health-Indicators%3A-Progress-Update 3. Nurses role in community, family, & individual health promotion [Health Promotion and Maintenance > Related to Health Promotion/Disease Prevention] <ol style="list-style-type: none"> A. Nurses Health Promotion Roles 	<p>Chamberlain Care provides a framework for student learning by addressing the following concepts in this unit:</p> <p>Holistic Health Discuss the concepts of holistic health as a strategy for health promotion planning for individuals, families, and communities through the exploration of Healthy People 2020.</p>

	<ol style="list-style-type: none"> 1. Influence as a nurse/nursing student <ol style="list-style-type: none"> i. Reactive vs. proactive stance across the lifespan ii. Community involvement iii. National advocacy <ol style="list-style-type: none"> 1. American Nurses Association 2. Centers for Disease Control & Prevention 3. National Institutes of Health (NIH) iv. Global influence <ol style="list-style-type: none"> 1. World Health Organization (WHO) 2. Clinton Foundation & others 2. Health Education <ol style="list-style-type: none"> i. Formal vs. informal ii. Publicity of health promotion efforts 3. Health promotion role in health restoration <ol style="list-style-type: none"> i. Nursing Process in relation to health planning for individuals, families, and communities 4. Holistic Health & Chamberlain Care [Health Promotion and Maintenance > Related to alternative or Homeopathic health care practices] <ol style="list-style-type: none"> A. Holistic Concept B. CAM C. Stress Management as a Strategy <ol style="list-style-type: none"> 1. Personal stress 2. Professional stress 	
<p>Unit 8</p>	<p>Moving from Health Promotion to Health Maintenance</p>	<p>Chamberlain Care</p>
<p>Upon completion of this unit, the student will be able to do the following.</p> <ol style="list-style-type: none"> 1. Apply the Chamberlain Care concept care of self by utilizing lessons learned in health promotion and holistic health to yourself as you prepare for and take the final exam. (NCLEX – 2, Caring) 	<ol style="list-style-type: none"> 1) Health Promotion Plan starts with the student caring for self before colleagues and patients. [Health Promotion and Maintenance > Related to Health Promotion/Disease Prevention] <ol style="list-style-type: none"> a) Self as Person b) Self as Student c) Self as Professional 2) Prepare for final exam <ol style="list-style-type: none"> a) Review the Learning Plan as your guideline & study review b) Apply foundational knowledge self c) Understand concepts d) Review key content e) Plan specifically for the following 	<p>Chamberlain Care provides a framework for student learning by addressing the following concepts in this unit:</p> <p>Professional Identity Formation Understand the fundamental health and wellness values inherent in nursing’s professional identity.</p>

	<ul style="list-style-type: none"> f) Study review schedule g) Study partners and private study time considered h) Get help with areas you don't understand i) Share best practices in studying with & from others j) Rest and relaxation periods k) Maintain adequate nutrition and exercise <p>3) Practice questions</p> <ul style="list-style-type: none"> a) Textbook Questions b) Other resources 	<p>Extraordinary Nursing</p> <p>Demonstrate the vital competencies developed in NR222, using the evidence from best practice to care for self, colleagues, and others to promote health.</p>
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