NUR 111  
Health, Wellness, and Illness

**Description:** This module focuses on the concepts of health, wellness, and illness. This module focuses on the wellness/illness continuum, self-management of factors affecting health and wellness, screening procedures, consumer education, and the nurse’s role in assisting the client to adjust to a change in health status.

**Learning Outcomes:**
Upon completion of this module the student will be able to:
1. Discuss the Wellness-Illness Continuum.
2. Discuss the following as they impact a person’s ability to achieve, maintain and manage their health and wellness.
   a. physical fitness/exercise  
   b. oral health  
   c. nutrition  
   d. immunizations  
   e. life style choices  
   f. health beliefs  
   g. self management  
   h. sleep and rest pattern
3. Identify screening procedures used for early diagnosis of illness or other health conditions.
4. Identify consumer education designed to reduce risk factors associated with illness or other health conditions.
5. Identify goals and focus areas for Healthy People 2010.
6. Describe the nurse’s role in assisting clients to adjust to illness or other health conditions.
7. Demonstrate the ability to guide clients in the appropriate use of commonly used alternative therapies.

**Resources:**
1. Ackley & Ladwig (nursing diagnosis book)  
   a. Read on the diagnosis Health-Seeking Behaviors  
   b. Read on the diagnosis of Ineffective Health Maintenance  
   c. Read on the diagnosis of Ineffective Therapeutic Regimen Management
   d. For all of the diagnoses above focus your attention on the definitions, defining characteristics, related factors, and client outcomes.
2. [www.healthypeople.gov](http://www.healthypeople.gov)
3. [www.hhs.gov/familyhistory](http://www.hhs.gov/familyhistory)
4. Other reading as appropriate

**Learning Activities**
1. [www.healthypeople.gov](http://www.healthypeople.gov)  
   From the home page click on the link that says “About Healthy People”. Go to the links “What is Healthy People” and “What are It’s Goals” and read the information provided.  
   Print the “Fact Sheet” (at the bottom of the page “About Healthy People, scroll to bottom of page)
2. [www.hhs.gov/familyhistory](http://www.hhs.gov/familyhistory)  
   Go to the “My Family Health Portrait” link and create a family health history. Print the document and bring it to class with you. You need to know your grandparents, parents, and siblings history of diseases/conditions before creating the health tree. This activity will take you about 30-60 minutes to do.
3. [www.americanheart.org](http://www.americanheart.org)  
   Browse this website. Look for consumer education related to diet/nutrition, physical/fitness & exercise, and other life styles choices. Use the consumer education to determine what you would teach a person in order to assist that person to reduce risk factors for cardiac disease.

**Evaluation:** Unit exams, final exam, clinical performance evaluation

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