

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

**COURSE TITLE:** NURSING CONCEPTS

**CODE NO:** NUR 330-1 **SEMESTER:** FIVE

**PROGRAMME:** NURSING

**AUTHOR:** ANGIE BALLANTYNE

**DATE:** SEPT/94 **PREVIOUS OUTLINE DATED:** SEPT/93

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16

TOTAL CREDIT HOURS \_\_\_\_\_

PREREQUISITE(S): NUR 100, NUR 120, NUR 200

**I. PHILOSOPHY/GOALS:**

This course is designed to assist the student to assume responsibilities of a professional registered nurse. The central core of study deals with taking responsibility for personal and professional development. Current issues and trends which are important components of career development will be a focus of this course. Client advocacy, nursing leadership, methods of nursing care delivery, the professional nurse role and use of the change process will be considered.

**II. STUDENT PERFORMANCE OBJECTIVES:**

**Upon successful completion of this course, the student will:**

- 1) Demonstrate the ability to assume responsibility for continued personal and professional development.
- 2) Describe current issues and trends related to nursing.
- 3) Examine assertiveness in nursing, especially as it pertains to client advocacy and nursing leadership.
- 4) Examine various methods of nursing care delivery.
- 5) Analyze the roles and responsibilities of the nursing profession relative to the structure of the health care system.

**III. TOPICS TO BE COVERED:**

- 1) Personal and Professional Development.
- 2) Major Current Nursing & Health Trends.
- 3) Assertiveness in Nursing.
- 4) Nursing Care Delivery System.
- 5) Roles and Responsibilities of the Nursing Profession.

**LEARNING ACTIVITIES**

(Optional)

Personal and Professional Development

Upon completion of this unit the student will be able to:

Explore rationale for development of personal goals.

Describe benefit of goals to career plan.

Develop personal & professional goals for the following time periods:

- 6 months
- 1 year
- 5 years

Identify strengths & interests that helped you to formulate these goals.

Discuss differences between a wish and a goal.

Share goals with small group and class.

Review goals in 6 months.

Major Nursing and Health Trends

Upon completion of this unit the student will be able to:

Describe major current issues and trends related to nursing. Examples:

- A. Shifting of Care from hospitals to the community.
- B. Increased importance of 'prevention' of health problems.
- C. Wholistic Health practices.
- D. Promotion of Healthy Environment,

**REQUIRED RESOURCES**

Review group theory.  
Review learning theory.

Text: Managing Your Career in Nursing, Henderson and McGettigan 1986.

Current nursing and related health journals, newspapers & periodicals. See other topics in NUR 330 and relate. Participate in discussing & presenting issues in class.

IV.

**LEARNING ACTIVITIES**

**REQUIRED RESOURCES**

3.0	<u>Assertiveness</u> in <u>Nursing</u> Upon successful completion of this unit the student will be able to:	Texts: <u>Becoming Assertive: A Guide for Nurses</u> , Sonja J. Herman, 1978.
3.1	Describe assertiveness skills.	Herman, S.J., <u>Becoming Assertive</u> , (RT86H47)
3.2	Identify the difference between assertiveness and aggressive behaviour.	Angel, Gerry, <u>Developing the New Assertive Nurse</u> , (RT86A63)
3.3	Identify assertiveness skills.	Chenovont, M., <u>Stat: Special Techniqes in Assertiveness Training</u> , (R692C4B)
3.4	Demonstrate assertiveness skills.	Syndeen, S.J., <u>Nurse-Client Intertaction</u> , Mosby, 1985, pp. 188-189.  Review Advocacy from Year 1 & 2. Clinical post conference on using assertiveness and advocacy.
3.5	Examine theory of political action.	Handout on Political Action Skills.
3.6	Outline how political action is used by the nursing profession.	Review handout from Year 2 on change theory.
3.7	Describe how to develop and use political action skills.	Texts: <u>Play from Strength</u>
3.8	Examine how change process skills may be used to facilitate patient advocacy.	<u>A Woman's Guide to Initiating Political Action</u>
3.9	Identify and discuss examples of change or need for change in current nursing practice settings.	The Canadian Advisory Council on the Status of Women, 1983.
3.10	Describe the leadership role of the nurse.	Mauksch, E., <u>Implementing Change in Nursing</u> , (RT86.5 M38)
3.11	Define leadership.	Review communications from Year 1.
3.12	Identify theories and styles of leadership.	Texts: <u>Leadership: The Key to the Professionalization of Nursing</u> , Bernard and Walsh
3.13	Describe methods of decision making.	2nd Edition, 1990 (RT 89 B46)

IV.	LEARNING ACTIVITIES	REQUIRED RESOURCES
3.14	List key attributes for the leadership role of the staff nurse and nurse manager.	Langford, T.L., <u>Managing and Being Managed</u> , (RT82L32).
3.15	Describe the nurse's role in influencing the health care system.	
4.0	<u>Nursing Care Delivery System</u>	
	Upon successful completion of this unit, the student will be able to:	
4.1	Outline methods of nursing care delivery.	Review definitions from Year 1.
4.2	Discuss the advantages and disadvantages of the various methods of nursing care delivery.	
4.3	Identify and critique the method of nursing care delivery on his/her assigned unit.	
4.4	Explain the changing focus of health care from the hospitals to the community.	Guest speaker: Long term care
5.0	<u>Roles and Responsibilities of the Nursing Profession</u>	
	Upon completion of this unit, the student will be able to:	
5.1	Discuss the structure and function of the following organizations in the nursing profession of Ontario: RNAO, College of Nurses, ONA	Guest speakers: RNAO, ONA
5.2	Discuss the responsibilities of membership in these organizations.	
5.3	Examine the following working relationships: A. Nurse - nurse B. Nurse - patient C. Nurse - physician D. Nurse - employer	

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**V. EVALUATION METHODS: (includes assignments, attendance requirements, etc.)**

A final grade will be derived from the following:

Ethics Assignment	10%
Student Profile	10%
Political Action Paper	30%
Term Test	30%
Group Work & Class Participation	10%
Attendance	10%
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	100%

Bonus marks may be gained by attending an RNAO meeting during current semester and submitting report. 5%

Grading System

A+	90 - 100
A	80 - 90
B	70 - 80
C	60 - 69

A grade below 60% will be an Incomplete (R).

A student must have 80% attendance in order to be eligible for a Supplemental.

Students are expected to be punctual for each class in order to obtain marks for attendance.

1 absence with phone call before class	= 10 marks
1 absence without phone call " "	= 5 marks
more than 1 absence without notification	= 0 marks

Students who are absent for the test are expected to follow Sault College protocol in reporting their absence and to make arrangements to write the test immediately upon their return to classes. Failure to do this will result in a zero mark.

Eligibility for a supplemental test or paper is at the discretion of faculty and will be arranged on an individual basis.

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**VI. REQUIRED STUDENT RESOURCES**

Wywialowski, E.F., Managing Client Care, Mosby Co., Toronto, 1993

**VII. ADDITIONAL RESOURCE MATERIALS:**

Current periodicals and newspapers.  
TV news and documentaries.

**VIII. SPECIAL NOTES**

Students will be required to submit assignments on time and according to format specified for each assignment. Late assignments will not be accepted and will result in a Zero Grade unless arrangements have been previously discussed and agreed upon by the teacher.

Participation marks are based on contributing to overall class learning and awareness by:

- responding appropriately to questions and discussions
- helping in group tasks and development
- sharing relevant information with class
- sharing interest in the topics presented