



## COURSE OUTLINE: PNG115 - NURSING THEORY I

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Approved: Bob Chapman, Chair, Health

<b>Course Code: Title</b>	PNG115: NURSING THEORY I
<b>Program Number: Name</b>	3024: PRACTICAL NURSING
<b>Department:</b>	PRACTICAL NURSING
<b>Semesters/Terms:</b>	19F
<b>Course Description:</b>	This course will introduce the learner to the theoretical and conceptual framework of health and healthy lifestyles, nursing process, concept care mapping and critical thinking. All levels of the health care system will be examined, with a focus on the determinants of health. The dimensions of human needs will be explored with an emphasis on the significance of self-responsibility, culture and the change process. The evolution of Canada's health care delivery system will also be examined.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	PNG116
<b>This course is a pre-requisite for:</b>	PNG127, PNG130, PNG131
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>3024 - PRACTICAL NURSING</b> VLO 2 Assess clients across the life span, in a systematic and holistic manner. VLO 6 Act equitably and justly with clients and members of the health care team. VLO 7 Adapt to a variety of health care settings, using different leadership skills and styles as appropriate to each setting. VLO 8 Contribute to creating a healthy and safe work environment in a variety of health care settings.
<b>Essential Employability Skills (EES) addressed in this course:</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working

Please refer to program web page for a complete listing of program outcomes where applicable.



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relationships and the achievement of goals.

EES 10 Manage the use of time and other resources to complete projects.

EES 11 Take responsibility for ones own actions, decisions, and consequences.

**General Education Themes:**

Civic Life

Social and Cultural Understanding

Personal Understanding

**Course Evaluation:**

Passing Grade: 60%, C

**Books and Required Resources:**

An Invitation to Health by Hales

Publisher: Nelson Education Limited Edition: 4th Canadian

ISBN: 9780176531539

See Professor by Additional texts and online resources from other courses will be used.

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Examine the evolution of health care with a focus on Canada's health care delivery system and health care for future populations of Canadians.	1.1 Outline political and health care systems at international, national, provincial, regional and municipal levels. 1.2 Examine trends in health care at international, national, provincial, regional and municipal levels. 1.3 Explain why Canada is viewed as a welfare state. 1.4 Describe major events preceding Canada's National Health Insurance Program. 1.5 Explain the principles upon which the Canadian Model of Health is founded and differentiate between primary, secondary and tertiary levels of health care. 1.6 Describe present and future populations of Canadians. 1.7 Develop a vision for the future of health care in Canada.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Examine the theoretical and conceptual frameworks of health.	2.1 Identify a personal definition of health and wellness. 2.2 Compare various models of health and wellness. 2.3 Examine different cultures and their approach to health and wellness. 2.4 Explain the concepts of health promotion and health protection. 2.5 Analyze the relationship between empowerment and health. 2.6 Describe the meaning of lived experience in relationship to health. 2.7 Develop personal strategies to promote and protect health.
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Examine the determinants of health and healthy lifestyles.	3.1 Explain how socio-economic status and education impact an individual's health. 3.2 Defend the significance of an individual's biologic and genetic endowment and gender on person health. 3.3 Explain the effects of the physical environment on an



	<p>individual's and community's health status.</p> <p>3.4 Examine how culture, race and ethnicity are relevant in health care.</p> <p>3.5 Explain the significance of an individual's perception of health, health practices and coping skills on his/her health.</p> <p>3.6 Examine present health services and how these impact present and future health statistics.</p> <p>3.7 Examine how health is viewed and impacted at different stages of the development cycle.</p> <p>3.8 Examine the role of the family in an individual's choice of health practices.</p>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Identify indicators of physiological, psychological and spiritual health with the emphasis on the role of self-responsibility in health promotion.	<p>4.1 State the norms of health functioning for physiological needs (nutritional-metabolic pattern, elimination pattern, health perception/health maintenance pattern, sleep/rest pattern, activity/exercise pattern, cognitive/perceptual pattern).</p> <p>4.2 Describe how health for physiological needs is impacted.</p> <p>4.3 State the norms of health functioning for psychological needs (coping/stress tolerance pattern, self-perception/self-concept pattern, sexuality/reproductive pattern).</p> <p>4.4 Describe how health for psychological needs is impacted.</p> <p>4.5 State the norms of health functioning for spiritual needs (value/belief pattern).</p> <p>4.6 Describe how health for spiritual needs is impacted.</p> <p>4.7 Understand the concept of fitness to practice.</p>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Apply behavioural change theory to personal situations.	<p>5.1 Explain change theories and models.</p> <p>5.2 Describe the stages of change.</p> <p>5.3 Explain factors influencing behavioural change decisions.</p> <p>5.4 Identify behavioural change techniques.</p> <p>5.5 Discover strategies for dealing with resistance to change.</p>
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
6. Examine the nursing process and concept care mapping.	<p>6.1 Identify the five steps of the nursing process.</p> <p>6.2 Recognize problem solving actions throughout each step of the nursing process.</p> <p>6.3 Identify nursing interventions to achieve desired outcomes (goals).</p> <p>6.4 State nursing diagnoses/judgements about a client's functional state of health or response to a health problem.</p> <p>6.5 Discuss evaluation of a client's response to selected nursing interventions and achievement of expected outcomes (goals).</p> <p>6.6 Define and list the purposes of concept care maps.</p> <p>6.7 Identify steps to develop concept care maps.</p> <p>6.8 Identify how concept care maps are used during client care.</p>
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
7. Examine the critical thinking process.	<p>7.1 Define critical thinking.</p> <p>7.2 Explore the importance of critical thinking for nurses.</p>

		<p>7.3 Discuss the Patterns of Knowing as the core of nursing knowledge.</p> <p>7.4 Identify critical thinking skills and nursing attitudes.</p> <p>7.5 Evaluate own critical thinking skills.</p> <p>7.6 Relate critical thinking processes to the nursing process and concept care maps.</p> <p>7.7 Identify guidelines to enhance critical thinking.</p>
	<b>Course Outcome 8</b>	<b>Learning Objectives for Course Outcome 8</b>
	<p>8. Assess the health needs of diverse groups within a community and identify health promotion and health protection strategies.</p>	<p>8.1 Define unique and vulnerable groups in communities.</p> <p>8.2 Discuss a framework used in the health assessment of a group within a community and explore factors that affect the health of a group (e.g. culture, economy, technology, politics, environment, heredity and determinants of health).</p> <p>8.3 Discuss health promotion and health protection strategies for a group within a community and develop a plan to promote health.</p> <p>8.4 Explain the rationale supporting Harm Reduction practices.</p> <p>8.5 Identify community resources that promote health.</p> <p>8.6 Explore a variety of health concerns that influence nursing practice within a community.</p> <p>8.7 Identify the role of the practical nurse in promoting and maintaining health.</p> <p>8.8 Identify how to adapt practice in response to the spiritual beliefs and cultural practices of clients.</p> <p>8.9 Advocates for the use of Indigenous health knowledge and healing practices in collaboration with the client.</p>

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Final Exam	40%
Midterm Exam	30%
Nutrition Test	30%

**Date:**

December 13, 2019

**Addendum:**

Please refer to the course outline addendum on the Learning Management System for further information.

