

I. COURSE DESCRIPTION:

This course will introduce the learner to the theoretical and conceptual frameworks of health and healthy lifestyles, nursing process and critical thinking. The dimensions of human needs throughout the lifespan will be explored with an emphasis on the significance of self-responsibility, and the change process.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Explain the theoretical and conceptual frameworks of health.

Potential Elements of the Performance:

- Propose a personal definition of health and wellness (perception)
- Compare and contrast models of health and wellness
- Explain the concepts of health promotion and health protection
- Analyze the relationship between empowerment and health
- Describe the meaning of lived experience in relationship to health
- Develop personal strategies to promote and protect health

2. Describe the determinants of health and healthy lifestyles.

Potential Elements of the Performance:

- Explain how socio-economic status and education impact an individual's health
- Defend the significance of an individual's biologic and genetic endowment and gender on person health
- Explain the effects of the physical environment on an individual's and community's health status
- Describe how culture, race and ethnicity are relevant in health care
- Explain the significance of an individual's perception of health, health practices and coping skills on his/her health
- Examine present health services and how these impact present and future health statistics
- Describe how health is viewed and impacted at different stages of the development cycle
- Examine the role of the family in an individual's choice of health practices

3. Identify indicators of physiological, psychosocial and spiritual health with emphasis on the role of self-responsibility in health promotion.

Potential Elements of the Performance:

- For physiological needs (nutritional-metabolic pattern, elimination pattern, health perception/health management pattern, sleep/rest pattern, activity/exercise pattern, cognitive/perceptual pattern:
 - State the norms of health functioning
 - Describe how health is impacted
- For psychosocial needs (coping/stress tolerance pattern, self perception/self concept pattern, sexuality/reproductive pattern)
- For spiritual needs (value/belief pattern)

4. Apply behavioural change theory to personal situations.

Potential Elements of the Performance:

- Explain change theories and models
- Describe the stages of change
- Explain factors influencing behavioural change decisions
- Identify behavioural change techniques
- Propose strategies for dealing with resistance to change

5. Examine and apply the nursing process.

Potential Elements of the Performance:

- Identify the five steps of the nursing process
- Demonstrate critical thinking and problem solving throughout each step of the nursing process
- Identify various methods of data-collecting involved in nursing assessment
- Plan nursing interventions to achieve desired outcomes (goals)
- Formulate nursing diagnoses/judgments about a client's functional state of health or response to a health problem
- Discuss evaluation of a client's response to selected nursing interventions and achievement of expected outcomes (goals)

6. Examine the critical thinking process.

Potential Elements of the Performance:

- Define critical thinking
- Explore the importance of critical thinking for nurses
- Discuss the five ways of knowing as the core of nursing knowledge
- Identify critical thinking skills and nursing attitudes
- Evaluate own critical thinking skills
- Discuss the relationship between critical thinking and nursing process
- Identify guidelines to enhance critical thinking

III. TOPICS:

1. Health and Wellness (Theories/Models)
2. Determinants of Health
3. Healthy Lifestyles
Focus on Gordon's Functional Health Patterns (nutritional/metabolic pattern, health perception/health management pattern, activity/exercise pattern, coping/stress tolerance pattern, sexuality/reproductive pattern, self perception/self concept (including values/beliefs))
4. Health Promotion and Protection
5. Behavioural Change
6. Nursing Process and Critical Thinking

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Hahn, D. B., & Payne, W. A. (2006). *Focus on health* (2nd Canadian ed.). Whitby, ON: McGraw-Hill Ryerson.

Kozier, B. J., Erb, G., et. al. (2010). *Fundamentals of Canadian nursing: Concepts, process and practice* (2nd Canadian ed.). Toronto, ON: Pearson Canada.

V. EVALUATION PROCESS/GRADING SYSTEM:

Personal Lifestyle Change Paper	20%
Nutrition Test	20%
Mid Term Test	30%
Final Exam	<u>30%</u>
Total	100%

1. The pass mark for this course is 60%. A minimum of "C" is required in this course.
2. There are no rewrites, supplemental assignments, tests or examinations in this course.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.