SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

COURSE OUTLINE

COURSE TITLE: Nursing Theory II

CODE NO. : PNG130   **SEMESTER:** 2

PROGRAM: Practical Nursing

AUTHOR: Northern Partners in Practical Nursing Education/ Wendy Fostey

DATE: Jan. 2014   **PREVIOUS OUTLINE DATED:** Jan. 2013

APPROVED: "Marilyn King"   Jan/14

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                         CHAIR   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): PNG115, PNG116

HOURS/WEEK: 3

I.   COURSE DESCRIPTION:

Using a case study approach, this course will focus on health promotion disease prevention and health protection strategies for selected individuals throughout the lifespan. These concepts will be studied as they apply to individuals, families, groups and communities.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1.   Using the nursing process and a case study approach, discuss health promotion, health protection strategies and safety strategies for each stage from infancy to late adulthood.

Potential Elements of the Performance:
   a) Discuss the impact of lifestyle choices on health promotion and health protection (including nutrition, activity/exercise, and wellness).
   b) Discuss the importance of culture as a factor in health promotion and health protection.
   c) Discuss normal physical changes associated with aging throughout the life span
   d) Discuss age-appropriate health promotion and health screening.
   e) Discuss age-related safety issues and safety strategies.
   f)   Identify health promotion/maintenance strategies for the infancy to late adulthood periods.
   g) Discuss the role of the practical nurse in holistic health promotion from infancy to late adulthood.
   h) Consider the determinants of health when planning health promotion and health protection strategies
   i)   Develop a concept map and teaching plan for a common health concern for a specific age group.

2.   Using the nursing process and a case study approach, identify health protection and safety strategies for at –risk individuals and their families from infancy to late adulthood.

Potential Elements of the Performance:

   a) Discuss strategies to address age related health challenges throughout the life span from infancy to elderly client. Exemplars related to each stage of life will support discussions

3. Describe the experience of the childbearing woman during the transition from prenatal to postpartum.
   Potential Elements of the Performance:
   a) Describe normal physiological changes in the pregnant woman.
   b) Discuss the normal psychosocial concerns of the pregnant woman.
   c) Explain the purpose for prenatal screening and diagnostic tests.
   d) Discuss the impact of teratogens on prenatal development.
   e) Describe normal physiological changes in the postpartum woman.
   f) Discuss the psychosocial adaptation of the childbearing family.
   g) Explore the scope of the role of a practical nurse during the perinatal period.
   h) Discuss health teaching needs for the childbearing family during the antepartum, intrapartum and post –partum periods.

4. Describe the use of a functional health pattern framework in assessing families throughout the lifespan.
   Potential Elements of the Performance:
   a) Define family.
   b) Describe traditional family types/changing family types.
   c) Identify the stages of family development.
   d) Discuss the impact of culture on the family.
   e) Discuss frameworks utilized in family assessment.
   f) Apply a framework to assess a family.
   g) Discuss health promotion and health protection strategies for families.
   h) Discuss the role of the practical nurse in assisting individuals to be responsible in achieving/maintaining family health.
   i) Develop a health promotion/health protection plan for a family.

5. Examine adaptations to care for hospitalized paediatric patients.
   Potential Elements of the Performance:
   a) describe the child's experience of hospitalization
   b) discuss health care adaptations for the hospitalized child and family

6. Discuss the concepts of grieving and loss, as a natural process in the development of an individual.
   <u>Potential Elements of the Performance</u>:
   a) Define grief.
   b) Define loss.
   c) Explore the variety of life situations in which individuals experience grief and loss.
   d) Identify culturally sensitive approaches when caring for terminally ill patients and patients experiencing grief and loss.
   e) Discuss principles of palliative care.
   f) Describe the role of the nurse in promoting comfort for terminally ill clients.
   g) Explore the role of the RPN in supporting clients experiencing grief and loss.
   h) Describe care of the family after death.

III. TOPICS:

The content will be studied under the following concepts:
1. Health Promotion Strategies
2. Health Protection and Safety Strategies
3. Childbearing Women
4. Paediatric patients
5. Functional Health Pattern Framework for Assessing Families
6. Grief and Loss
7. Palliative Care

Note: For more detailed information regarding the course content, please refer to the Learning Activity Package and the Learning Management System (LMS).

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

White,L., Duncan, G., & Baumle, W. (2011). *Foundations of Maternal & Pediatric Nursing (3rd Ed.).* Clifton Park. NY; Delmar Cengage Learning.

White,L., Duncan, G., & Baumle, W. (2011). *Study Guide to accompany Foundations of Maternal & Pediatric Nursing (3rd Ed.).* Clifton Park. NY; Delmar Cengage Learning.

REQUIRED TEXTS from semesters 1:

Hales, D. & Lauzon, L. (2013). *An invitation to health.* Toronto, ON: Nelson Canada.

Kozier, B.J., Erb, G. et. al. (2014). *Fundamentals of Canadian nursing* (3rd Canadian ed.). Toronto, ON: Pearson Canada.

RESOURCES

RNAO BPG'S available at http://rnao.ca

V.   EVALUATION PROCESS/GRADING SYSTEM:

The pass mark for this course is 60%. The course mark is composed of 2 tests and a small group presentation. There will be no supplemental testing or rewrites for assignments available.

Students must complete all of the following assignments to be eligible for a final grade in this course.

1. Assignment   20 %

2. Mid Term Test   40%

3. Final Test   40%.

                                        Total   100%

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.	

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.

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VII. COURSE OUTLINE ADDENDUM:

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