

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

COURSE OUTLINE

COURSE TITLE: NURSING CONCEPTS I

CODE NO.: NUR 100

SEMESTER:

PROGRAM: NURSING AND NURSING ASSISTANT

AUTHOR: LINDA TOZHIR-JOHNSTON

DATE: SEPTEMBER 1990 PREVIOUS OUTLINE DATED: SEPT/89

New: Revision:

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NURSING CONCEPTS I

NUR 100

COURSE NAME

CODE NO.

TOTAL CREDIT HOURS: 1b

PREREQUISITE(S): none

COREQUISITE(S): none

I. PHILOSOPHY/GOALS:

This course enables the student to review the evolution of the nursing profession in Canada. The student will be introduced to the beliefs which form the basis of Nursing Practice. The student will examine the role of the Registered Nurse and Registered Nursing Assistant. Students will commence an exploration of the Health Care System in which the Registered Nurse and Registered Nursing Assistant function.

II. STUDENT PERFORMANCE OBJECTIVES:

Upon successful completion of this course the student will:

1. Identify key events in the history of Canadian nursing.
2. Describe the beliefs which form the basis of nursing practice.
3. Determine the significance of values to a health care professional.
4. Discuss the roles and responsibilities of the Registered Nurse and the Registered Nursing Assistant.
5. Recognize nursing organizations which promote the profession of nursing.
6. Identify the major elements of the Canadian health care system affecting nursing practice.

III. TOPICS TO BE COVERED:

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1. The Meaning of "Nurse" and "Nursing"
2. The Relationship of Values to Nursing
3. The Meaning of Professionalism
4. Historical Development of Nursing in Canada
5. Roles and Relationships of the Registered Nurse and the Registered Nursing Assistant
6. The Nursing Team
7. The Health Care Delivery System

**LEARNING ACTIVITIES**  
(optional)

**REQUIRED RESOURCES**

Examine the Meaning of  
"Nurse" and "Nursing"

Upon successful completion of this unit the student will:

- 1.1 Share from past experience(s) and thoughts, own definition of a "Nurse", "Nursing Assistant" and "nursing".
- 1.2 Describe various public images of the "Nurse", "Nursing Assistant" and "nursing".
- 1.3 Examine beliefs which are commonly held about nursing as represented by:
  - a) The School of Health Sciences' philosophy
  - b) The College of Nurses of Ontario's philosophy
- 1.4 Examine the following values and attitudes which are crucial to nursing:
  - a) caring
  - b) helping and serving
  - c) respecting the client(s)
    - i) dignity
    - ii) privacy
    - iii) autonomy
    - iv) individuality                   \*^ w •:
- 1.5 Examine the following definitions of nursing by nursing leaders:
  - a) Virginia Henderson
  - b) Dorothea Orem
  - c) Sister Callista Roy
- 1.6 Identify the significance of defining nursing.
- 1.7 Examine some of the difficulties in defining nursing.

Kozier, B. and Erb, G.,  
Fundamentals of Nursing,  
Ch. 1, pp. 4-6

**Reference;**

Kerr and MacPhail,  
Canadian Nursing: Issues and Perspectives, Ch. 5,  
pp. 47-58

Kalisch and Kaliscn,  
The Changing Image of the Nurse, Ch. 1, pp. 1-8  
Ch. 8, pp. 155-177  
Ch. 9, pp. 179-193

**IV. LEARNING ACTIVITIES**  
**(continued)**

**REQUIRED RESOURCES**

2.0 Examine How the Concept of Values Relate to Nursing

Kozier, B. and Erb, G.,  
Fundamentals of Nursing,  
Ch. 8, pp. 177-187

Upon successful completion of this unit, the student will:

Edelman and Mandle, Health Promotion Throughout the Life Span, pp. 66-69

2.1 Define values.

2.2 Describe six methods of learning values.

2.3 Share own method of learning values.

2.4 Describe Rath's seven steps of valuing.

2.5 Share own development, in Rath's steps for a selected value.

2.6 Explore own values which may influence nursing practice.

3.0 Explore the Meaning of Professionalism

Upon successful completion of this unit, the student will:

3.1 Compare the following terms:

- a) vocation
- b) occupation
- c) profession

3.2 Examine the following authors\* views about nursing as a profession:

^ wRc-zier, B. and Erb, G. ,  
Fundamentals of Nursing ,  
Ch. 1, pp. 7-10

- a) Styles (1983)
- b) Miller (1985)
- c) Moore and Rosenblum (1970, 1977)
- d) Flaherty (1979)

Reference:  
Kerr and MacPhail,  
Canadian Nursing Issues and Perspectives,  
pp. 53-57

**LEARNING ACTIVITIES**  
(continued)

- 3.3 Identify the role of the following nursing organizations:
- a) Canadian Nurses<sup>1</sup> Association (C.N.A.)
  - b) Canadian Association of Practical Nurses (C.A.P.N.A.)
  - c) College of Nurses of Ontario
  - d) (C.O.N.) Registered Nurses' Association of Ontario (R.N.A.O.)
  - e) Ontario Association of Registered Nursing Assistants
  - f) (O.A.R.N.A.) Ontario Nurses' Association
- 3.4 Examine the responsibilities of being a member in the nursing associations listed above.

Consider:

- i) student membership and
- ii) graduate membership

Explore the Historical Development of Nursing in Canada

Upon completion of this unit, the student will:

- 4.1 Describe nursing as an evolving profession.
- 4.2 Identify the significance of the following to the developments of nursing in Canada and Ontario, in particular.
- a) development of hospitals
  - b) development of the categories of nurse and nursing assistant
  - c) education programs for nurses and nursing assistants
  - d) wars
  - e) economics
  - f) politics

**REQUIRED RESOURCES**

**Reference:**

Baumgart and Larsen, Canadian Nursing Faces the Future, Ch. 25, pp. 399-418

**Reference;**

Kerr and MacPhail, Canadian Nursing: Issues and Perspectives, Ch. 1 and 2, p. 3-25

Kozier, B. and Erb, G., Fundamentals of Nursing, Ch. 1, pp. 5-7

C.N.O. Video, A Tradition of Excellence

**LEARNING ACTIVITIES**

(continued)

**REQUIRED RESOURCES**

4.3 Discuss the significance of the following legislation in achieving self-regulation for nurses in Ontario.

- a) Nurses Registration Act, 1951
- b) Nurses Act, 1961-1962
- c) establishing the College of Nurses of Ontario, 1962
- d) Health Disciplines Act, 1974  
R.S.O. 1980

**Reference:**

Ford, Ann, A History of the College of Nurses of Ontario, pp. 10-15, 19-21

Describe the Roles and Relationships of the Registered Nurse and the Registered Nursing Assistant.

5.1 Discuss the functions of the Registered Nurse and the Registered Nursing Assistant as specified by the College of Nurses of Ontario, revised 1990

C.N.O. Revised Standards of Nursing Practice, 1990

5.2 Explain the definition of "minimum standard of practice", as currently defined by the College of Nurses of Ontario.

C.N.O. Video, For the Years Ahead

5.3 State and explain each Standard of Nursing Practice for Registered Nurses and Registered Nursing Assistants in own words.

5.4 Discuss Sanctioned Medical Acts and Added Nursing Skills

C.N.O., Guidelines for Decision-Making About Added Nursing Skills and Sanctioned Medical Acts, 1990.

5.5 Discuss the reciprocal role and responsibilities of the Registered Nurse and the Registered Nursing Assistant as currently described by the College of Nurses of Ontario.

6 Discuss some of the difficulties in defining the levels of nursing practice.

- a) R.N.A.
- b) R.N.
- c) B.Sc.N.

**LEARNING ACTIVITIES**  
(continued)

**REQUIRED RESOURCES**

Examine the Concepts Involved with  
Team Work in Providing Health  
Services

Upon successful completion of this unit, the student will:

- 6.1 Identify members of the nursing team.
- 6.2 Identify key characteristics required of the nurse to be a team member.
- 6.3 Give examples of nursing actions for the RNA and RN to illustrate:
  - a) independent nursing actions
  - b) dependent nursing actions
- 6.4 Identify the responsibilities of:
  - a) RN to RNA
  - b) RNA to RN
  - c) RN/RNA to other nursing team members
- 6.5 Describe methods of nursing care delivery:
  - a) primary nursing
  - b) modular nursing
  - c) team nursing
  - d) functional nursing
- 6.6 Identify various members of the health care team.
- 6.7 Discuss the educational preparation needed and main role of selected members on the health care team.
- 6.8 Describe ways to promote good working relationships among members of the health care team.

Kozier, B. and Erb, G.,  
Fundamentals of Nursing,  
Ch. 1, pp. 18-19

**Reference;**

Kerr and MacPhail,  
Canadian Nursing: Issues  
V «&hd Perspectives, Ch. 17  
~~~ pp. 177-184

**LEARNING ACTIVITIES**  
**(continued)**

- 6.9 Identify settings where the nursing team and health care team work:
- i) acute care
  - ii) long term care
  - iii) critical care areas
  - iv) rehabilitation
  - v) Health Maintenance Organization (eg: Group vi) Health Centre)
  - vii) Hospices
  - viii) Home Care (government & private) Specialty Units
  - ix) (eg: Kidney, Dialysis, Maternity, Nursing Homes) Public Health Units
- 6.10 Identify the educational background and/or essential knowledge needed to work in selected work settings.
- 6.11 Examine organizational charts for selected health care settings (eg: nursing home, hospital)

to be familiar with the organizational chart where they work.

**REQUIRED RESOURCES**

Kozier, B. and Erb, G., Fundamentals of Nursing, Ch. 1, pp. 16-18

Edelman and Mandle, Health Promotion Throughout the Life Span, pp. 20, 26, 27

Kozier, B. and Erb, G., Fundamentals of Nursing, Ch. 1, pp. 20-23, 28-34

**Reference;**

Baumgart and Larsen, Canadian Nursing Faces the Future, pp. 323-334

**LEARNING ACTIVITIES**  
**(continued)**

Identify the structure and function of the Canadian Health Care System.

- 7.1 Describe why RN's and RNA's need to understand the health care system.
- 7.2 Identify the major elements of the health care system.
- a) Describe the principles upon which the Canadian Health Care System is based.
    - i) accessibility
    - ii) universality
    - iii) portability
    - iv) publicly administered
  - b) Identify the users of the system.
  - c) Identify resources necessary to keep the system maintained and working.
    - i) manpower
    - ii) buildings
    - iii) equipment
    - iv) supplies and material
    - v) adequate financing
  - d) Identify the following providers of the Canadian Health Care System.
    - i) Federal Government
      - Dept. of National Health & Welfare
      - transfer payments
    - ii) Provincial Government
      - Ministry of Health
    - iii) Municipal Government
      - shared funding of local health units

**REQUIRED RESOURCES**

**Reference;**

Kerr and MacPhail, Canadian Nursing; Issues and Perspectives, Ch. 15, 155-156, Ch. 16, pp. 163-175

Canada Health Act, 1984

Edelman and Mandle, Health Promotion Throughout the Life Span, pp. 552-558

IV. LEARNING ACTIVITIES  
(continued)

REQUIRED RESOURCES

- 7.3 Discuss how the average citizen funds the health care system.
- 7.4 Identify the cost of some everyday supply items and some specialized equipment.
- 7.5 Discuss the need for nurses to know and be aware of costs within the health care system.

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**NURSING CONCEPTS I**

**NUR 100**

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**V. EVALUATION METHODS: (INCLUDES ASSIGNMENTS, ATTENDANCE REQUIREMENTS, ETC.)**

A combination of tests and assignments will be used to evaluate student achievement of the course objectives. Specifics and weighting of each will be provided and discussed within the first two weeks of class.

**VI. REQUIRED STUDENT RESOURCES:**

1. College of Nurses of Ontario, Standards of Nursing Practice for Registered Nurses and Registered Nursing Assistants, Toronto, 1990.
2. College of Nurses of Ontario, Health Disciplines Act, 1974, R.S.O., 1980
3. College of Nurses of Ontario, Guidelines for Decision-Making About Added Nursing Skills and Sanctioned Medical Acts, 1990
4. Edelman, C.L. and Mandle, C.L., Health Promotion Throughout the Life Span, 2nd edition, C.V. Mosby Co., Toronto, 1990
5. Kozier, B. and Erb, G., Fundamentals of Nursing, Addison-Wesley Publishing Company, 3rd edition, Don Mills, 1987

**VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY BOOK SECTION: (title, publisher, edition, date, library call number if applicable)**

1. Baumgart, A.J., and Larsen, J., Canadian Nursing Faces the Future, C.V. Mosby, 1988
2. Ford, A., A History of the College of Nurses of Ontario, A Commemorative Booklet, College of Nurses of Ontario, Toronto, 1988
3. Kalisch, P.A. and Kalisch, B.J., The Changing Image of the Nurse, Addison-Wesley Publishing Company, Don Mills, 1987
4. Kerr, J. and MacPhail, J., Canadian Nursing: Issues and Perspectives, McGraw-Hill Ryerson Ltd., Toronto, 1988

Periodical Section

1. What do you Get for your Registration Fee?, College  
Communique, Vol. 14, Issue 1, pp. 6
2. Mission and Vision Statements, College Communique, Vol. 14,  
Issue 5, pp. 4
3. Validation of Proposed Revised Standards and Criteria, College  
Communique, Vol. 14, Issue 3, pp. 17  
Vol. 14, Issue 4, pp. 5  
Vol. 14, Issue 5, pp. 8
4. Delegated Medical Acts and Added Nursing Skills, College  
Communique, Vol. 14, Issue 2, pp. 12-14  
Vol. 14, Issue 5, pp. 6
5. Responsibilities of R.N.A.'s Working in Home Settings, College  
Communique, Vol. 14, Issue 2, pp. 17
6. R.N.A. Contribution to Nursing Care Plans, College  
Communique, Vol. 14, Issue 3, pp. 21
7. Working with the Health Team, College Communique, Vol. 14,  
Issue 5, pp. 7

Audiovisual Section

1. College of Nurses' Video, A Tradition of Excellence
2. College of Nurses' Video, **For the Years Ahead**
3. Slide/Tape, Diane Discovers the Red Books, available from  
Librarian, Sault College Library

**VII. SPECIAL NOTES**

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80% attendance is required to be eligible for Supplemental Exam.