

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Nursing Theory I

**CODE NO. :** PNG1150

**SEMESTER:** 1

**PROGRAM:** Practical Nursing

**AUTHOR:** Northern Partners in Practical Nursing Education/  
Gwen DiAngelo

**DATE:** Sept/02

**PREVIOUS OUTLINE DATED:** N/A

**APPROVED:**

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**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3

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*For additional information, please contact Judi Maundrell, Dean*  
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## I. COURSE DESCRIPTION:

This course will introduce the learner to the theoretical and conceptual frameworks of health and healthy lifestyles. 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.

## 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 evolution of Canada's health care delivery system.

### Potential Elements of the Performance:

- explain why Canada is viewed as a "welfare state"
- describe major events preceding Canada's National Health Insurance Program
- explain the principles upon which the Canadian Model of Health is founded

3. 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 personal 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 developmental cycle
- examine the role of the family in an individual's choice of health practices

4. 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 the PHYSIOLOGICAL needs (nutrition, urinary and bowel elimination, fluid, electrolyte and acid-base balance, temperature regulation, protection and safety, skin integrity and hygiene, rest and sleep, movement and exercise, oxygenation, cognitive-perceptual, sensory stimulation):

- state the norms of healthy functioning
- describe how health is impacted

For the PSYCHOSOCIAL needs (self-concept, stress and adaptation and sexuality):

- state norms of healthy functioning
- describe how health is impacted

For SPIRITUAL needs:

- describe the relationship of spirituality to an individual's well being
- explain the characteristics of spiritual health

5. 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

6. Propose a vision of health care for future populations of Canadians.

Potential Elements of the Performance:

- describe present and future populations of Canadians
- outline political and health care systems in Canada
- differentiate between primary, secondary and tertiary levels of health care
- plan a vision for the future of health care in Canada

### III. TOPICS:

1. Health and Wellness (Theories/Models)
2. Determinants of Health
3. Healthy Lifestyles
4. Health Promotion and Protection
5. Self-Responsibility
6. Canada's Health Care Delivery System
7. Behavioural Change

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Potter, P.A., & Perry, A.G. (2001). *Canadian fundamentals of nursing* (2<sup>nd</sup> ed.). Mosby

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Vision of Health Care Paper	15%
Personal Lifestyle Change Paper	20%
Presentation (choose one of two)	
1. Health Practices - Multicultural Perspectives	
<b>or</b>	15%
2. Health Services - Complementary Health Care Practices	
Mid Term Test	20%
Final Test	<u>30%</u>
Total	100%

The pass mark for this course is 60%. The final course mark is composed of two written assignments, a presentation, a mid term test and a final examination.

Students with a mark below 60% will be eligible to rewrite one exam or resubmit a written assignment. The highest mark that can be achieved on a rewrite is 60%. Refer to the Student Success Guide (2002-03) for specific policies.

***The following semester grades will be assigned to students in postsecondary courses:***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	

X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

### Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

### Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.