



## 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 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)

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  
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 value/belief pattern
4. Health Promotion and Protection
5. Canada's Health Care Delivery System
6. Behavioural Change
7. Transcultural Nursing

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

Hahn, D.B., & Payne, W.A. (2003). *Focus on health* (1<sup>st</sup> Canadian ed.). Whitby, ON: McGraw-Hill Ryerson

Krozier, B., Erb, G., et. al. (2004). *Fundamentals of nursing: The nature of nursing practice in Canada* (1<sup>st</sup> Canadian ed.). Pearson Education.

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

Personal Lifestyle Change Paper	20%
Nutrition Analysis	15%
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 Exam	<u>30%</u>
Total	100%

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

There are no rewrites, supplemental assignments, tests or examinations in this course.

- Students receiving borderline marks (49, 59, 69, 79, 89) will have their marks advanced to the next category if they have attended at least 80% of the classes.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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.

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

**A minimum of a “C” grade is required to be successful in all PNG coded courses.**

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## 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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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.