



**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, value/belief pattern)
4. Health Promotion and Protection
5. Behavioural Change
6. Nursing Process
7. Critical Thinking

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

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

Potter, P. A. & Perry Griffin, A. (2009) *Canadian fundamentals of nursing* (4<sup>th</sup> ed.). Toronto: Elsevier Mosby.

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

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

- The pass mark for this course is 60%. A minimum of “C” is required in this course.
- 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:

<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:

### 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.

### 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.

### Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

### Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

### Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C", (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. 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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.