



**I. COURSE DESCRIPTION:**

This course will introduce the learner to the theoretical and conceptual frameworks of health and healthy lifestyles, nursing process, concept care mapping and critical thinking. All levels of the health care system will be examined with a focus on the determinants of health. 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. Examine the evolution of health care with a focus on Canada's health care delivery system and health care for future populations of Canadians.

Potential Elements of the Performance:

- 1.1 Outline political and health care systems at international, national, provincial, regional and municipal levels.
  - 1.2 Examine trends in health care at international, national, provincial, regional and municipal levels.
  - 1.3 Explain why Canada is viewed as a "welfare state".
  - 1.4 Describe major events preceding Canada's National health Insurance Program.
  - 1.5 Explain the principles upon which the Canadian Model of Health is founded and differentiate between primary, secondary and tertiary levels of health care.
  - 1.6 Describe present and future populations of Canadians.
  - 1.7 Develop a vision for the future of health care in Canada.
2. Examine the theoretical and conceptual frameworks of health.

Potential Elements of the Performance:

- 2.1 Identify a personal definition of health and wellness.
  - 2.2 Compare various models of health and wellness.
  - 2.3 Examine different cultures and their approach to health and wellness.
  - 2.4 Explain the concepts of health promotion and health protection.
  - 2.5 Analyze the relationship between empowerment and health.
  - 2.6 Describe the meaning of lived experience in relationship to health.
  - 2.7 Develop personal strategies to promote and protect health.
3. Examine the determinants of health and healthy lifestyles.

Potential Elements of the Performance:

- 3.1 Explain how socio-economic status and education impact an individual's health.
- 3.2 Defend the significance of an individual's biologic and genetic endowment and gender on person health.

- 3.3 Explain the effects of the physical environment on an individual's and community's health status.
  - 3.4 Examine how culture, race and ethnicity are relevant in health care
  - 3.5 Explain the significance of an individual's perception of health, health practices and coping skills on his/her health.
  - 3.6 Examine present health services and how these impact present and future health statistics.
  - 3.7 Examine how health is viewed and impacted at different stages of the development cycle.
  - 3.8 Examine the role of the family in an individual's choice of health practices.
4. Identify indicators of physiological, psychological and spiritual health with the emphasis on the role of self-responsibility in health promotion.

Potential Elements of the Performance:

- 4.1 State the norms of health functioning for physiological needs (nutritional-metabolic pattern, elimination pattern, health perception/health maintenance pattern, sleep/rest pattern, activity/exercise pattern, cognitive/perceptual pattern).
  - 4.2 Describe how health for physiological needs is impacted.
  - 4.3 State the norms of health functioning for psychological needs (coping/stress tolerance pattern, self-perception/self-concept pattern, sexuality/reproductive pattern).
  - 4.4 Describe how health for psychological needs is impacted.
  - 4.5 State the norms of health functioning for spiritual needs (value/belief pattern).
  - 4.6 Describe how health for spiritual needs is impacted.
5. Apply behavioural change theory to personal situations.

Potential Elements of the Performance:

- 5.1 Explain change theories and models.
  - 5.2 Describe the stages of change.
  - 5.3 Explain factors influencing behavioural change decisions.
  - 5.4 Identify behavioural change techniques.
  - 5.5 Discover strategies for dealing with resistance to change.
6. Examine the nursing process and concept care mapping.

Potential Elements of the Performance:

- 6.1 Identify the five steps of the nursing process.
- 6.2 Recognize problem solving actions throughout each step of the nursing process.
- 6.3 Identify nursing interventions to achieve desired outcomes (goals).
- 6.4 State nursing diagnoses/judgements about a client's functional state of health or response to a health problem.
- 6.5 Discuss evaluation of a client's response to selected nursing interventions and achievement of expected outcomes (goals).
- 6.6 Define and list the purposes of concept care maps.
- 6.7 Identify steps to develop concept care maps.
- 6.8 Identify how concept care maps are used during client care.

7. Examine the critical thinking process.

Potential Elements of the Performance:

- 7.1 Define critical thinking.
  - 7.2 Explore the importance of critical thinking for nurses.
  - 7.3 Discuss the “Patterns of Knowing” as the core of nursing knowledge.
  - 7.4 Identify critical thinking skills and nursing attitudes.
  - 7.5 Evaluate own critical thinking skills.
  - 7.6 Relate critical thinking processes to the nursing process and concept care maps.
  - 7.7 Identify guidelines to enhance critical thinking.
8. Assess the health needs of diverse groups within a community and identify health promotion and health protection strategies.

Potential Elements of the Performance:

- 8.1 Define unique and vulnerable groups in communities.
- 8.2 Discuss a framework used in the health assessment of a group within a community and explore factors that affect the health of a group (e.g. culture, economy, technology, politics, environment, heredity and determinants of health).
- 8.3 Discuss health promotion and health protection strategies for a group within a community and develop a plan to promote health.
- 8.4 Explain the rationale supporting Harm Reduction practices.
- 8.5 Identify community resources that promote health.
- 8.6 Explore a variety of health concerns that influence nursing practice within a community.
- 8.7 Identify the role of the practical nurse in promoting and maintaining health.

### III. TOPICS:

1. Canada's Health Care Delivery System
2. Health and Wellness (Theories/Models)
3. Determinants of Health/Healthy Lifestyles
4. Health Promotion and Protection
5. Behavioural Change
6. Nursing Process
7. Concept Care Mapping
8. Critical Thinking

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

Hales, D. & Lauzon, L. (2013). *An invitation to health*. (4th Cdn ed.) Toronto, ON: Nelson Canada.

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

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

Mid Term Exam	30%
Nutrition Test	20%
Change Theory Assignment	20%
Final Exam	<u>30%</u>
Total	100%

1. The pass mark for this course is 60%. A minimum of "C" is required in this course.
2. There are no rewrites for assignments and there are no supplemental tests.

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%	
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.	

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

#### **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. 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.

#### **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.