



## COURSE OUTLINE: PNG130 - NURSING THEORY II

Prepared: Andrew Metcalfe

Approved: Bob Chapman, Chair, Health

<b>Course Code: Title</b>	PNG130: NURSING THEORY II
<b>Program Number: Name</b>	3024: PRACTICAL NURSING
<b>Department:</b>	PRACTICAL NURSING
<b>Semesters/Terms:</b>	19W
<b>Course Description:</b>	Using a case study approach, this course will focus on health promotion disease prevention and health protection strategies for selected individuals throughout the lifespan. These concepts will be studied as they apply to individuals, families, groups and communities.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	PNG115, PNG116
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>This course is a pre-requisite for:</b>	PNG233, PNG234, PNG236, PNG238
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>  Please refer to program web page for a complete listing of program outcomes where applicable.	<b>3024 - PRACTICAL NURSING</b>  VLO 1 Communicate therapeutically with clients and members of the health care team. VLO 2 Assess clients across the life span, in a systematic and holistic manner. VLO 3 Plan safe and competent nursing care, based upon a thorough analysis of available data and evidence-informed practice guidelines. VLO 4 Select and perform nursing interventions using clinical judgment, in collaboration with the client and, where appropriate, the health care team, that promote health and well-being, prevent disease and injury, maintain and/or restore health, promote rehabilitation, and/or provide palliation. VLO 5 Evaluate the outcomes resulting from all interventions in the nurse-client interaction and modify the plan of care as required. VLO 6 Act equitably and justly with clients and members of the health care team. VLO 7 Adapt to a variety of health care settings, using different leadership skills and styles as appropriate to each setting. VLO 8 Contribute to creating a healthy and safe work environment in a variety of health care settings. VLO 9 Practise in a self-regulated, professional and ethical manner, complying with relevant legislation and with the standards of both the regulatory body and the practice setting to provide safe and competent client care.
<b>Essential Employability Skills (EES) addressed in this course:</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.



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	<p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
<b>Course Evaluation:</b>	Passing Grade: 60%,
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	<p>Students will complete a Client Centred Teaching and Learning Assignment. The assignment, will have students meet the following outcomes,</p> <ol style="list-style-type: none"> <li>1. Identify characteristics of adult learners.</li> <li>2. Identify why particular teaching is essential to client care ie. risk factors, health promotion disease prevention etc.</li> <li>3. Describe/Provide teaching strategies.</li> <li>4. Utilize Evidence Based Literature and Best Practice Guidelines</li> <li>5. Describe age-related biases towards learning.</li> </ol> <p>All course components must be completed in order to be successful in PNG130.</p>
<b>Books and Required Resources:</b>	<p>MATERNAL CHILD NURSING CARE IN CANADA by Shannon E. Perry, Marilyn J. Hockenberr  Publisher: Elsevier, St Louis Missouri Edition: 2nd ed  ISBN: 9781771720366</p> <p>Fundamentals of Canadian Nursing by Kozier, B.J., Erb, G. et. al. (2014)  Publisher: Toronto, ON: Pearson Canada Edition: 4th ed  ISBN: 9780134192703</p> <p>BPG: Assessment and Interventions for Perinatal Depression by Registered Nurses Association  Publisher: <a href="https://rmao.ca/bpg/guidelines/assessment-and-interventions-perinatal-depression">https://rmao.ca/bpg/guidelines/assessment-and-interventions-perinatal-depression</a></p> <p>BPG: Facilitating Client Centred Learning by Registered Nurses Association of Ontario  Publisher: <a href="https://rmao.ca/sites/rnao-ca/files/BPG_CCL_2012_FA.pdf">https://rmao.ca/sites/rnao-ca/files/BPG_CCL_2012_FA.pdf</a></p> <p>BPG: Breastfeeding- Promoting and Supporting the Initiation, Exclusivity, and Continuation of Breastfeeding in Infants and Young Children by Registered Nurses Association of Ontario  Publisher: <a href="https://rmao.ca/sites/rnao-ca/files/bpg/breast_feeding_BPG_WEB_updated_Oct_2_1.pdf">https://rmao.ca/sites/rnao-ca/files/bpg/breast_feeding_BPG_WEB_updated_Oct_2_1.pdf</a></p> <p>BPG: End of Life Care During the Last Days and Hours by Registered Nurses Association of Ontario  Publisher: <a href="https://rmao.ca/sites/rnao-ca/files/End-of-Life_Care_During_the_Last_Days_and_Hours.pdf">https://rmao.ca/sites/rnao-ca/files/End-of-Life_Care_During_the_Last_Days_and_Hours.pdf</a></p> <p>BPG: Enhancing Adolescent Development by Registered Nurses Association of Ontario  Publisher: <a href="https://rmao.ca/sites/rnao-ca/files/Enhancing_Healthy_Adolescent_Development.pdf">https://rmao.ca/sites/rnao-ca/files/Enhancing_Healthy_Adolescent_Development.pdf</a></p> <p>BPG: Person and Family Centred Care by Registered Nurses Association of Ontario  Publisher: <a href="https://rmao.ca/sites/rnao-ca/files/FINAL_Web_Version_0.pdf">https://rmao.ca/sites/rnao-ca/files/FINAL_Web_Version_0.pdf</a></p> <p>BPG: Primary Prevention of Childhood Obesity by Registered Nurses Association of Ontario  Publisher: <a href="https://rmao.ca/sites/rnao-ca/files/Childhood_obesity_FINAL_19.12.2014.pdf">https://rmao.ca/sites/rnao-ca/files/Childhood_obesity_FINAL_19.12.2014.pdf</a> Edition: 19.12.2014</p>



Supporting and Strengthening BPG: Families Through Expected and Unexpected Life Events by  
of Ontario  
Publisher:  
[https://rnao.ca/sites/rnao-ca/files/Supporting\\_and\\_Strengthening\\_Families\\_Through\\_Expected\\_](https://rnao.ca/sites/rnao-ca/files/Supporting_and_Strengthening_Families_Through_Expected_)

BPG: Woman Abuse: Screening, Identification and Initial Response by Registered Nurses Asso  
Publisher: [https://rnao.ca/sites/rnao-ca/files/BPG\\_Woman\\_Abuse\\_Screening\\_Identification\\_and](https://rnao.ca/sites/rnao-ca/files/BPG_Woman_Abuse_Screening_Identification_and)

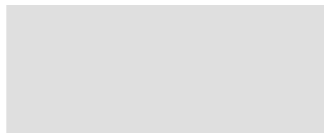
**Course Outcomes and Learning Objectives:**

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Using the nursing process and a case study approach, discuss health promotion, health protection strategies and safety strategies for each stage from infancy to late adulthood.	1.1 Discuss the impact of lifestyle choices on health promotion and health protection (including nutrition, activity/exercise, and wellness). 1.2 Discuss the importance of culture as a factor in health promotion and health protection. 1.3 Discuss normal physical changes associated with aging throughout the life span 1.4 Discuss age-appropriate health promotion and health screening. 1.5 Discuss age-related safety issues and safety strategies. 1.6 Identify health promotion/maintenance strategies for the infancy to late adulthood periods. 1.7 Discuss the role of the practical nurse in holistic health promotion from infancy to late adulthood. 1.8 Consider the determinants of health when planning health promotion and health protection strategies. 1.9 Develop a concept map and teaching plan for a common health concern for a specific age group.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Using the nursing process and a case study approach, identify health protection and safety strategies for at risk individuals and their families from infancy to late adulthood.	2.1 Discuss strategies to address age related health challenges throughout the life span from infancy to elderly client. Exemplars related to each stage of life will support discussions.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Describe the experience of the woman during the transition from prenatal to postpartum.	3.1 Describe normal physiological changes in the pregnant woman. 3.2 Discuss the normal psychosocial concerns of the pregnant woman. 3.3 Explain the purpose for prenatal screening and diagnostic tests. 3.4 Discuss the impact of teratogens on prenatal development. 3.5 Describe normal physiological changes in the postpartum woman. 3.6 Discuss the psychosocial adaptation of the childbearing family. 3.7 Explore the scope of the role of the practical nurse during the perinatal period. 3.8 Discuss health teaching needs for the childbearing family during the antepartum, intra-partum and post partum periods.



	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
	4. Describe the use of a functional health pattern framework in assessing families throughout the lifespan.	4.1 Define family. 4.2 Describe traditional family types/changing family types. 4.3 Identify the stages of family development. 4.4 Discuss the impact of culture on the family. 4.5 Discuss frameworks utilized in family assessment. 4.6 Apply a framework to assess a family. 4.7 Discuss health promotion and health protection strategies for families. 4.8 Discuss the role of the practical nurse in assisting individuals to be responsible in achieving/maintaining family health. 4.9 Develop a health promotion/health protection plan for a family.
	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
	5. Examine adaptations to care for hospitalized pediatric patients.	5.1 Describe the child experience of hospitalization. 5.2 Discuss health care adaptations for the hospitalized child and family.
	<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
	6. Discuss the concepts of grieving and loss, as a natural process in the development of an individual.	6.1 Define grief. 6.2 Define loss. 6.3 Explore the variety of life situations in which individuals experience grief and loss. 6.4 Identify culturally sensitive approaches when caring for terminally ill patients and patients experiencing grief and loss. 6.5 Discuss principles of palliative care. 6.6 Describe the role of the nurse in promoting comfort for terminally ill clients. 6.7 Explore the role of the practical nurse in supporting clients experiencing grief and loss. 6.8 Describe care of the family after death.
	<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
	7. Utilize principles of teaching-learning to promote optimal health, wellness and safety of the client.	7.1 Provide information to facilitate decision-making related to the individual's health, wellness and safety of the individual. 7.2 Develop a plan to promote health and wellness of the client considering the determinants of health. 7.3 Apply principles of teaching and learning to promote clients health and wellness. 7.4 Implement a relevant and age appropriate health teaching plan to promote the health and wellness of the client. 7.5 Implement health teaching at the individual's level of understanding. 7.6 Examine the effectiveness of the teaching plan for the client.

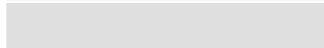
<b>Evaluation Process and Grading System:</b>	<b>Evaluation Type</b>	<b>Evaluation Weight</b>	<b>Course Outcome Assessed</b>
	Teaching Learning Assignment	20%	



Test #1	30%	
Test #2	30%	
Test #3	20%	

**Date:**

November 9, 2018



Please refer to the course outline addendum on the Learning Management System for further in

