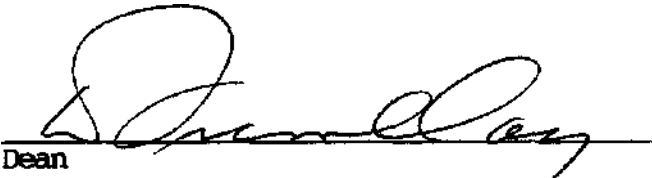
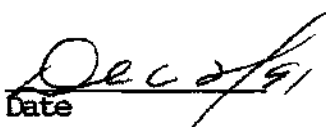


SiULT COU£GE OF APPLIED ARES & TECHNDQUOGy

SAUT S1E. MARIE, CNTARIO

iXURSE OOTLINE

COURSE TITLB: Nursing Practice Theory
(XXM NO! NUR 114 SEMES1SR:
PROGRAMME: Nursing
AUnO1! Jane Sippell
DKTE; Jan/92 PREVIOUS OOTLINE DATED; Jan/91

APPROVED:  
Dean Date

Course Name

Code Number

LOCAL CREDIT HOURS: 120

PREREQUISITES: NUR 106

I, PHILOSOPHY/GOALS:

The purpose of this course is to prepare the student to use the nursing process in assisting clients to maintain and promote adaptation. Nursing is viewed within the context of the adaptation conceptual framework. This involves detailed examination of the steps in the nursing process, assessment, planning, intervention and evaluation. Emphasis is given to the theory and skills necessary for effective communication in promoting adaptation. The cognitive, affective and psychomotor domains of learning are involved throughout.

II. LEARNING OBJECTIVES;

Upon successful completion of this course the student will:

- 1) explain the relationship between adaptation and nursing practice in assisting clients who require support to maintain and promote adaptation.
- 2) demonstrate the use of the nursing process for individuals who require support to maintain and promote adaptation.
- 3) apply theory concepts and principles of interpersonal relationships in the nursing process.
- 4) determine the relevance of values to nursing practice.
- 5) comply with professional expectations regarding accountability.
- 6) recognize the need for the nurse to be a continuous learner.
- 7) recognize the impact of the structure and function of the health care system on current practice situations.
- 8) apply knowledge of medical terminology in classroom and clinical practice.

III, TOPICS TO BE COVERED:

- | | |
|---|-----------------|
| Pain | Temperature |
| Protection | Communication |
| Charting | Interdependence |
| Adaptation & Health & the Nursing Process | Sexuality |
| Oxygen & Circulation | Self Concept |
| Elimination | Nutrition |



NURSING PRACTICE THBOO

NUR 114-8

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IV, I^APNING ACTIVITIES

REQUIRED RESOURCES

Details of learning activities and required resources are outlined in the individual unit objectives for NUR 114-8

V. EVLUKTICW MEMODS; (INCLUDES ASSIGNHEHTS, AHETCIANCE RBQUIREMENTS, ETC.)

(SHADING METHODS AND SUPPLEMENTAL EXAMINATIONS FOR SEMESTER II BEGINNING JANUARY 8, 1992.

yiSJSOD CF ASSESSMENT (GRADING METHOD):

- 1. Grading: A+ 90-100%
- A 80- 89%
- B 70- 79%
- I BELOW 70%

2. **Mark Allocation for Satester II:**

OERM JiKSfK	UNIT TESTS	240 MARKS
	FINAL EXAM	160 MAPKS
		400 MAPKS

$$\text{FINAL MARK} = \frac{\text{YOUR MARK}}{400} \times 100$$



V. EVALUATION METHODS CONTINUED: (INCURS ASSIGNMENTS, ATTENDANCE RECORDS, ETC.)

TENTATIVE TEST SCHEDULE

TEST #	DATE	UNITS	MARKS
TEST #1	January '29	Pain Protection Charting Nutrition Medical Terminology	60
TEST #2	February 19	Nutrition Role Oxygen & Circulation Communication Medical Terminology	60
TEST #3	March 18	Oxygen & Circulation Communication Medical Terminology Nutrition Elimination	60
TEST #4	April 8	Medical Terminology Self Concept Nutrition Interdependence Communication Elimination	60
			240
FINAL EXAM	Week of Apr. 20	Sexuality in addition to other Units	160
			400

3. Supplemental Examination:

A supplemental examination may be offered in this course at the discretion of the teacher and the Dean, subject to the following criteria.

- i) A student must have achieved a passing grade (70%) on 50% of the term tests ie. 70% on two out of four tests, and 60% on the final examination.
The entire semester's course material will be tested.
- iii) The multiple choice format will not necessarily be used in the supplemental examination.
- iv) The final grade for the semester will be based solely on the supplemental examination ie. the term mark will not be averaged in with this examination mark. The grade achieved will not be higher than a B.
- v) A student may not attempt the supplemental examination more than once.

V, EVALUATION METHODS CONTINUED: (EXTRA ASSIGNMENTS, INTERFERENCE REQUIREMENTS, ETC.)

4. Absence From Tests;

If a student is absent for a test, he/she must notify the teacher one hour before the test. For tests written at 0830, he/she must telephone before 0900 hours. If a student fails to telephone the teacher, he/she will receive a mark of zero for that test.

Students who fail to write a test on the scheduled day will not be allowed to write on another day. They will, however, be permitted to take up the test with the other students. For each test missed, the student will receive a mark equivalent to his/her final exam mark. The final exam must be written.

VI, REQUIRED STOCK RESOURCES;

NUR 114

Andrews, H.A. and Hoy, Sister C. The Roy Adaptation Model, A Definitive Statement, Stratton-Crofts, Norwalk, Connecticut, 1991.

Bobak, I. and Jensen, M. Essentials of Community Nursing, 3rd edition, C.V. Mosby Co., Toronto, 1990.

Cameron, M.C., Decou, M.L. Health Workbook, May-June, 1987.

Cameron, M.C., Decou, M.L. Regulation of Temperature Workbook, May-June, 1987.

Cameron, M.C., Decou, M.L., Hobbs, V., Lewis, E., Price, M. and Wamock, B. Roy's Adaptation Model and the Nursing Process Workbook, May-June, 1986.

Clark, J., Queener, S. and Karb, V. Pharmacological Basis of Nursing Practice, C.V. Mosby Co., Toronto, 1990.

Edeiman, Carole. Health Promotion Throughout the Lifespan, 2nd edition, C.V. Mosby Co., Toronto, 1990.

Ford, Regina. Diagnostic Tests Handbook, newest edition, Springhouse Book Company, Springhouse, Pennsylvania, 1987

Gettrust, K.V., Ryan, S.C. and Engelman, D.S. Applied Nursing Diagnosis, Guides for Comprehensive Care Planning, Delmar Publishing Company, Niagara Falls, Canada, Toronto, 1985.

VI. REQUIRED STORAMT RESOURCES CXAJTINUED;

Kozier, B. and Erb, G.L. Fundairentials of Nursing - Concepts and Procedures, 4th edition, Addison-Wesley Publications, Menlo Park, California, 1991.

Kozier, B. and Erb, G.L. Techniques in Clinical Nursing, 3rd edition, Addison-Wesley Publications, IVfenlo Park, California, 1989,

Marks, Marion. Activities of Daily Living and Skin Integrity Workbook, 1990

Marks, Marion. Drug AdEninistration Workbook, 1990

Marks, Marion. Protection Workbook, 1990

Miller & Keane. Ency::lopedia and Dictionary of Medicine, Nursing and Allied Health, 4th edition, W.B. Saunders Co. (econcmv version).

Skidmore-Roth, L. Mpsby's 1992 Nursing Drug Reference, C.V. MDsby Cotpany, Toronto, 1991 (to be purchased at the beginning of Semester 2)

Smith, G. and Davis, P. ^federal Terminology - A Proqramied Text, 6th edition, John Wiley & Sons, Inc., Toronto, 1991.

Varcarolis, E. Foundations of Psychiatric Mental Health Nursing, W.B. Saunders Company, Toronto, 1990.

Whaley, L.F. and Wong, D.L. Essentials of Pediatric Nursing, 3rd edition, C.V. MosbyCo., Toronto, 1989.

Williams, S. Essentials of Nutrition and Diet Therapy, 5th edition, C.V. MDsby Co., Toronto, 1990.

NUR 109

Duff, D.L. & Aylward, J.M. A yfetric Guide for Health Professionals on Dosages & Solutions, W.B. Saunders Canpany, Tbronto, 1988 (ISENO-7216-1453-1)

In addition, students will have to purchase a Psychology text and a Sociology text.

TEflCHING/LEftrNING METOCX)Ss

Lectures, A.V. resources, class discussions, dononstrations, practice labs, worksheets, written assignments, case study.

VII. ACDinONKL RESOURCE MAJERIAt^ AVAHABU: DJ ^ffi COLLJGE LIBRARY BOOK SBCTICW; (title, publisher, edition, date, library call number if ^jpllicable)

n/a

VIII. SPECIAL NOrrES:

Students with special needs (eg: pl-^^ical limitations, visual and/or hearing irrpairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the teacher.

Your teacher reserves the right to modify the course as he/she deans necessary to meet the needs of students.