

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

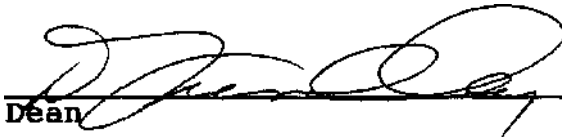
COURSE TITLE: NURSING PRACTICE THEORY ^ \ L ,RY


CODE NO: NUR 224-4 SEMESTER:

PROGRAMME: NURSING

AUTHOR: JUDI MAUNDRELL

DATE: JAN/96 PREVIOUS OUTLINE DATED: JAN/95

APPROVED: 
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NURSING PRACTICE THEORY

NUR 224-4

Course Name

Code No.

TOTAL CREDIT HOURS: 45 HOURS

PREREQUISITE(S): NUR 204-4

I. PHILOSOPHY/GOALS:

The purpose of this course is to promote the student's critical thinking skills in applying the nursing process in the care of clients who require intervention to regain adaptation. This involves the study of physiological and psychosocial stimuli which tend to disrupt the integrity of the individual. Content is organized around examples of selected nursing diagnoses which illustrate nursing assessment and interventions required to assist clients to adapt in common health problem situations,

II. STUDENT PERFORMANCE OBJECTIVES:

Upon successful completion of this course the student will:

1. demonstrate the use of the nursing process for selected clients who require intervention to regain adaptation.
2. use adaptation theory as a conceptual basis for nursing practice in assisting clients who require intervention to regain adaptation-
3. interact in a therapeutic manner with selected clients,
4. respond to an individual or group in a manner reflecting their worth and dignity.
5. examine willingly own nursing practice in terms of professional standards.
6. apply criteria for quality health care in current practice situations,
7. seek opportunities for own personal and professional development.

III. TOPICS TO BE COVERED

Unit 1	Sensory	4 hours
Unit 2	Activity & Rest	6 hours
Unit 3	Diabetes	4 hours
Unit 4	Protection	4 hours
Unit 5	Role	3 hours
Unit 6	Oxygen & Circulation	9 hours
Unit 7	Self Concept	7 hours
Unit 8	Interdependence (Part A)	2^ <u>hours</u>
		39 hours

IV.	LEARNING ACTIVITIES	REQUIRED RESOURCES
	1. Demonstrate first level assessment of adaptive and ineffective responses.	See individual unit outlines for learning activities and resources,
	2. Determine stimuli which influence client's responses.	Individual readings for each class will be posted.
	3. Demonstrate how to determine adaptation level of client.	
	4. Identify and prioritize nursing diagnoses which are consistent with and supported by assessment data.	
	5. Determine goals which change ineffective behaviours and reinforce behaviours which promote or maintain adaptation.	
	6. Explain nursing interventions and demonstrate selected skills to assist client to regain/maintain adaptation.	
	7. Classify nursing interventions independent or interdependent nursing functions.	
	8. a) Determine relevant information to report and record, b) Determine appropriate methods of reporting and recording.	
	9. Evaluate goal achievement,	

NOTE: Refer to individual unit outlines for specific content.

V. EVALUATION METHODS (INCLUDES ASSIGNMENTS, ATTENDANCE REQUIREMENTS, ETC.)

Teaching/Learning

The following methodologies will be utilized in assisting the student to develop critical thinking skills and to promote student participation.

- 1) Lecture
- 2) Group Discussion
- 3) Case Studies
- 4) Question/Answer
- 5) Self-Learning Activities
ie: readings
A•V. presentations
assignments

EXAM:	#1	DATES	30%
	#2	TO BE	30%
	#3	ANNOUNCED	40% (10% previous content, 30% new content)
			100%

Exams will be predominantly multiple choice format but may contain short answer questions, case studies or essay type questions. All exams are the property of Sault College, Health Sciences Department. Marks will be posted only with written permission by the student.

ABSENCE FROM TESTS:

If a student is absent for a test, he/she must notify the teacher one hour before the test. If a student fails to telephone the teacher, he/she will receive a mark of zero (0) 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 STUDENT RESOURCES:

Brunner, L.S., Suddarth, D.S. Textbook of Medical-Surgical Nursing, 6th Ed., Lippincott, Toronto, 1988.

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

VI. REQUIRED STUDENT RESOURCES: (continued)

Jaffe, Marie and Melson, Kathryn. Laboratory and Diagnostic Cards, The C.V. Mosby Co., Toronto, 19 88.

Skidmore-Roth, L. Medication Cards for Clinical Use, Appleton & Lange - Division of Prentice Hall.

Varcarolis, E. Foundations of Psychiatric Mental Health Nursing, W.B. Saunders Company, Toronto, 199 0.

Whaley, L.F. and Wong, D.L, Essentials of Pediatric Nursing, 3rd Ed., The C.V. Mosby Co., Toronto, 1988.

Williams, S. Essentials of Nutrition and Diet Therapy, 5th Ed., The C.V. Mosby Co., Toronto, 1990.

Additional publications will be placed on Library Reserve or given out in class.

VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY BOOK SECTION:

See Unit Outlines for details.

VIII- SPECIAL NOTES

Students with special needs (eg: physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Topics subject to change at the discretion of the instructor based on the learning needs of the students.