

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

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COURSE OUTLINE

COURSE TITLE: NURSING THEORY I

CODE NO: RNA 103 SEMESTER: ONE

PROGRAMME: NURSING ASSISTANT

AUTHOR: DEBBIE SARGENT

DATE: SEPTEMBER, 1993 PREVIOUS OUTLINE DATED: SEPT/92

APPROVED: DEAN 

  
DATE

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**TOTAL CREDIT HOURS: 96**

**PREREQUISITE(S):** None

**I. PHILOSOPHY/GOALS:**

The purpose of this course is to prepare the student to use the nursing process in assisting the client to maintain and promote adaptation. Nursing is viewed within the context of Roy's Adaptation conceptual framework. Emphasis is given to the theory and skills necessary for effective communication in promoting adaptation.

In each of the four modes; Physiological, self-concept, role and interdependence, the norms for various age groups are described, ordinary health problems are presented with health maintenance measures to promote adaptation. Attention is directed toward an understanding to the cultural and health needs of the aging population.

**II. STUDENT PERFORMANCE OBJECTIVES;**

Upon successful completion of this course the student will:

1. define the key concepts of Roy's adaptation model.
2. understand the concept of Nursing Process and its application in the provision of health care.
3. have knowledge of communication theory.
4. recognize responses and stimuli which indicate a client's adaptive status in each of Roy's modes
5. have knowledge of health maintenance measures which promote adaptation.
6. list and describe health measures which promote adaptation through nutrition, sleep & rest, exercise & safety, elimination of skin, bowel, bladder, fluids and electrolytes, oxygen and circulation and the senses
7. develop an awareness of the cultural and religious needs of the individual.
8. have knowledge of the concepts of death and the grieving process.
9. describe the importance of development of self-concept, role function and interdependence in each individual.
10. be familiar with nurse's role in the provision of "wholistic" care.

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III. TOPICS TO BE COVERED:

<u>UNIT</u>	<u>TITLE</u>	<u>NUMBER OF HOURS</u>
	Introduction	3
I	Introduction: Adaptation and Nursing Process	12
II	Activity and Rest	5
III	Protection	8
IV	Nutrition	10
V	Elimination	8
VI	Fluids & Electrolytes	4
VII	Self Concept	6
VIII	Oxygen & Circulation	7
IX	Role Function	3
X	Senses	4
XI	Interdependence	4
XII	Communication	12
XIII	Maternity:	
	a) antenatal	3 (SL)
	b) labour and delivery	3 (SL)
	Tests	4
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<b>TOTAL</b>		<b>96</b>

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III. TOPICS TO BE COVERED CONTINUED . . .

DATE	MONDAY			TUESDAY		WEDNESDAY
	HOUR 1	HOUR 2	HOUR 3	HOUR 1	HOUR 2	
AUG 30-SEPT 2	R E G I S I N T R O	T R A T I D U C T I	O N / O N	I	I	I
SEPT 6-8	L A B	O U R	D A Y	I	I	I
SEPT 13-15	I	I	I	XII	XII	XII
SEPT 20-22	I	I	I	XII	XII	XII
SEPT 27-29	XII	XII	XII	XII	XII	XII
OCT 4-6	II	II	II	III	III	TEST
OCT 11-13	T H A N K S	G I V I N G	D A Y	III	III	III
OCT 18-20	II	II	INTRO. TO S.L.	III	III	III
OCT 25-27	VIII	VIII	VIII	IV	IV	TEST
NOV 1-3	VIII	VIII	VIII	IV	IV	IV
NOV 8-10	VIII	VI	VI	IV	IV	IV
NOV 15-17	VI	VI	S.L.	IV	IV	V
NOV 22-24	TEST	VII	VII	V	V	V
NOV 29-DEC 1	VII	VII	VII	V	V	V
DEC 6-8	VII	IX	IX	V	X	X
DEC 13-15	IX	XI	S.L.	X	X	S.L.
DEC 20-22	XI	XI	XI	S.L.	S.L.	TEST

**IV. LEARNING ACTIVITIES**

**REQUIRED RESOURCES**

See Individual Unit Objectives

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

TYPE OF TEACHING, LEARNING METHODS TO BE USED:

- reading from text
- lectures
- group discussion/seminars
- student presentations
- A.V. films/slides, tapes/filmstrip, overheads, videotapes, role play, simulations
- self learning packages

<u>TEST #</u>	<u>DATE</u>	<u>UNITS COVERED</u>	<u>PERCENT OF FINAL</u>
TEST #1	Oct. 6	I, XII	25%
TEST #2	Oct. 27	II, III	20%
TEST #3	Nov. 22	IV, VI, VIII	20%
TEST #4	Dec. 22	V, VII, IX, X, XI, XIII (a) & (b)	35%
			100%

**GRADING:**

A+	90% +
A	80% - 89%
B	70% - 79%
C	60% - 69%
I	59% & below

Competency level required in order to receive a passing grade: 60%.

Attendance Rules: Attendance at classes is recommended. It is the student's responsibility to attend classes (see Student Handbook). If a student is absent from class, arrangements are to be made with a classmate to collect handouts and obtain material missed in class. Attendance will be considered for borderline grades.

Absence from Tests: If a student is absent for a test on the scheduled test day, the student must notify the teacher prior to the test. The student may be required to do an alternate form of testing (eg: essay, short answer, oral or a combination of these).

Conduct Expectations;

Students are expected to be on time and prepared for all classes.

Talking to classmates while the teacher or others are speaking is distracting to the class and is discouraged.

Students Rights & Responsibilities are as addressed in the Student Handbook, 1993-94.

Supplemental Examinations:

1. Supplemental exams will be offered only to students who have achieved a passing grade (60%) on at least two of the four term tests.
2. The entire semester's course material will be tested.
3. The format of the exam will be at the discretion of the teacher(s).
4. If a mark of more than 60% is achieved on the supplemental exam, the final grade will not be averaged in with term test marks. The final grade will be no higher than "C" (60%).
5. If a mark of less than 60% is achieved, the final grade will be "R" (Repeat).
6. A student may not attempt the supplemental examination more than once.

Evaluation of Course Delivery: Week 16

**REQUIRED STUDENT RESOURCES;**

Anderson, K. and Anderson, L. Mosby's Pocket Dictionary of Medicine, Nursing and Applied Health, C.V. Mosby Company, St. Louis, Mo., 1990

Christensen, B.L. and Kockrow, E.O. Foundations of Nursing, C.V. Mosby Year Book, St. Louis, Mo., 1991

Kozier, B., Erb, G. and Olivieri, R. Fundamentals of Nursing - Concepts, Process, and Practice, 4th edition, Addison-Wesley Publishing Company, Menlo Park, California, 1991

Marieb, E.N., Essentials of Human Anatomy & Physiology, (3rd Ed) Benjamin/Cummings Publishing Co. Ltd. Redwood City Ca (Don Mills, Ontario), 1991.

Marieb, E.N., The A&P Coloring Workbook: A Complete Study Guide. (3rd Ed) Benjamin/Cummings Publishing Co. Ltd. Redwood City Ca (Don Mills, Ont.), 1991.

**VI. REQUIRED STUDENT RESOURCES CONTINUED:**

Sargent, Debbie, Nursing Assistant Programme Maternity Workbook Part 1.

Sargent, Debbie, Nursing Assistant Programme Maternity Workbook Part 2.

Sparks, S.M. & Taylor, C.H., Nursing Diagnosis Reference Manual, 2nd ed., Springhouse Publishing Co., Philadelphia, 1993.

Lab Package and content from Labs

**OPTIONAL TEXTS;**

Andrews, H.A. and Roy, Sister Callista. The Roy Adaptation Model: The Definitive Statement, Appleton & Lange Publishing Company, Norwalk, Connecticut, 1991

Health & Welfare Canada. Staff Reference Manual - Post-Partum Parent Support Programme

Smith, G. and Davis, P. Medical Terminology: A Programmed Text, 6th edition, John Wiley & Sons, Toronto, 1991

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

Baby's Best Chance, B.C. Government

Bobak, I. and Jensen, M. ESSENTIALS OF MATERNITY NURSING, 3rd edition, C.V. Mosby Co., Toronto, 1991.

Brunner, L.S. and Suddarth, TEXTBOOK OF MEDICAL-SURGICAL NURSING, Lippincott Co., Toronto, 1988

Clark, J., Queener, S. and Karb, V., PHARMACOLOGY BASIS OF NURSING PRACTICE, C.V. Mosby Co., Toronto, 1990.

Hamilton, P.M., Basic Maternity Nursing, 6th ed., C.V. Mosby Co., St. Louis, 1989.

Long, B.C. & Phipps, W.J., MEDICAL-SURGICAL NURSING: A NURSING PROCESS APPROACH, C.V. Mosby Co., St. Louis, Mo., 1989

Varcarolis, E, FOUNDATIONS OF PSYCHIATRIC MENTAL HEALTH, W.B. Saunders Co., Toronto, 1990.

Whaley, L.F. and Wong, D.L., ESSENTIALS OF PEDIATRIC NURSING, 3rd edition, C.V. Mosby Co., Toronto, 1989

Williams, S., ESSENTIALS OF NUTRITION & DIET THERAPY, 5th ed., C.V. Mosby Co., Toronto, 1990

VIII. SPECIAL NOTES:

All copies of tests and exams are college property, Students are not allowed to remove copies from the college.

Students with special needs (eg: physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss these confidentially with the techer(s) so accommodations can be made if necessary.

This course outline is subject to change at the discretion of the teacher(s).