

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

COURSE OUTLINE

COURSE TITLE: NURSING PRACTICE THEORY
CODE NO.: NUR 106 SEMESTER: ONE
PROGRAM NURSING
AUTHOR: LINDA TOZER-aOHNSTON
DATE SEPTEMBER, 1994 PREVIOUS OUTLINE DATED: SEPT/93

New Revision

APPROVED:

   
Date

NURSING PRACTICE THEORY

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TOTAL CREDIT HOURS: 85

PREREQUISITES: 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 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. STUDENT PERFORMANCE OBJECTIVES;

Upon successful completion of this course, the student will:

1. Explain the relationship between adaption 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.

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III. TOPICS TO BE COVERED:

SEMESTER 1.:

HOURS

ORIENTATION

UNIT 1: INTRODUCTION TO ADAPTATION, HEALTH & THE NURSING PROCESS 25

UNIT 2: ACTIVITY AND REST 16

UNIT 3: COMMUNICATIONS 10

UNIT 4: TEMPERATURE 2

UNIT 5: PROTECTION 9

UNIT 6: DRUGS 5

UNIT 7: MEDICAL TERMINOLOGY SELF STUDY includes 4 hrs. of Learning Resources

FOUR TERM TESTS

TOTAL 74 plus 4 self study hours

IV- LEARNING ACTIVITIES

REQUIRED RESOURCES

Details of learning activities and required resources are outlined in the individual unit objectives for NUR 106,

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

Grading methods and supplemental examinations for Semester 1 beginning August 29, 1994.

- 1. **Grading:** A+ 90 - 100%
- A 80 - 89%
- B 70 - 79%
- R Below 70%

2. Mark Allocation for Semester I:

Term Work	Unit Test	240 marks
	Final Exams	<u>160</u> marks
		400 marks

Final Mark = $\frac{\text{Your mark out of a possible 400}}{4}$

Tentative Test/Assignment Schedule

<u>Test</u>	<u>Date</u>	<u>Units</u>	<u>Marks</u>
Test #1	Sept. 28 (Weeks 2,3,4)	Adaptation Nursing Process	40
Test #2	Oct. 19 (Weeks 5,6,7)	Nursing Process Health Protection	60
		Health Project Assignment	10
Test #3	Nov. 9 (Weeks 8,9,10)	Charting Protection Communications Medical Terminology	65
Test #4	Nov. 30 (Weeks 11,12,13)	Activity & Rest Medical Terminology ADL and Skin Integrity Charting Temperature Communications	65
Final Exam	Week of Dec. 19 (Weeks 14,15,16) plus	Activity & Rest ADL & Skin Integrity Drugs Medical Terminology Comprehensive	160
			<hr/> 400 Total

3. Absence From Tests:

- * If a student is unable to write a test, he/she **must** notify the teacher via voice mail prior to time test begins. For tests written at 0830, he/she must telephone before 0830 hours. **(IF A STUDENT FAILS TO TELEPHONE THE TEACHER HE/SHE WILL RECEIVE A MARK OF ZERO FOR THAT TEST).**

Students who miss scheduled tests during the semester will not be allowed to write on another day. They will be allowed to take up the test with the other students.

V. EVALUATION METHODS CONTINUED . - -

If the teacher has been notified of your absence for the test according to policy, the value of the final exam mark will be adjusted. The weight of the final exam will be increased to incorporate the marks assigned to the test missed.

Example:

- 1) student is sick and notifies teacher before test #2 (worth 60 marks)
- 2) student does not write test # 2 on another day
- 3) this student's final exam mark will now be adjusted to be worth 220 marks - 160 + 60 (test 2)
- 4) if the student had an average of 75% on the final exam (120 correct out of 160), the marks for the final exam would now be 75% of 220 = 165.

4. Attendance;

Excellent attendance will be taken into consideration for borderline marks.

5. Supplemental Examinations:

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 write at least 2 out of 4 term tests,
- ii) A student must have achieved a passing grade (70%) on at least 2 term tests and 60% on the final examination,
- iii) The entire semester's course material will be tested,
- iv) The multiple choice format will not necessarily be used in the supplemental examination.
- v) 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.
- vi) A student may not attempt the supplemental examination more than once.

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VI. REQUIRED STUDENT RESOURCES:

NUR 106 & NUR 114

Cameron, M.C., Decou, M.L. Health Workbook, May-June, 1992 (revised).

Cameron, M.C., Decou, M.L. Regulation of Temperature Workbook, May-June, 1992 (revised).

Cameron, M.C., Decou, M.L., Hobbs, V., Lewis, E., Price, M., and Warnock, B. The Nursing Process Workbook, May-June, 1994 (revised).

Cameron, M.C., Decou, M.L., Hobbs, V., Lewis, E., Price, M., and Warnock, B. Roy's Adaptation Model, May-June, 1992 (revised).

Ford, R. Diagnostic Tests Handbook, newest edition, Springhouse Book Company, Springhouse, Pennsylvania, 1993,

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

Marks, M. Drug Administration Workbook, 1990.

Marks, M. Adaptation Through Protection Workbook, 1990.

Martin, Lil and Reeder, S.J. Essentials of Maternity Nursing, J.P. Lippincott, Toronto, 1991.

McKendry, L.M. and Salerno, E. Mosby's Pharmacology in Nursing, 18th edition, C.V, Mosby Co. Toronto, 1992.

Payne, W.A. and Hahn, D.B. Understanding Your Health, 3rd edition, Mosby-Year Book Inc., Toronto, 1992.

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

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VI. REQUIRED STUDENT RESOURCES (continued):

Sparks, S.M. and Taylor, CM. Nursing Diagnosis Reference Manual, 2nd edition, Springhouse Co., 1993.

Thomas, C. Taber's Cyclopedic Medical Dictionary, 17th ed., F.A. Davis Co., Philadelphia, 1[^]93.

Varcarolis, E. Foundations of Psychiatric Mental Health Nursing, W.B. Saunders Company, Toronto, 1994.

VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY BOOK SECTION: (title, publisher, edition, date, library call number if applicable)

VIII. SPECIAL NOTES:

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

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