

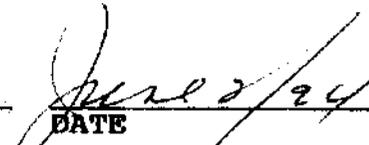
SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: NURSING PRACTICE THEORY 2A
CODE NO.: NUR 204 SEMESTER: THREE
PROGRAMME: NURSING
AUTHOR: R. WILSON
DATE: SEPTEMBER 1994 PREVIOUS OUTLINE DATED: SEPT/93

APPROVED


DEAN


DATE

NURSING PRACTICE THEORY

NUR 204

Course Name

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TOTAL CREDIT HOURS: 48

PREREQUISITE: NUR 114, NUR 117, NUR 120, BIO 121

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:

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. Relate in a therapeutic manner with all ages in one on one relationships and relate effectively to groups of persons and clients, the nursing team and other health team members.
4. Demonstrate behaviours which reflect the inherent worth and dignity of the individual and of groups.
5. Examine legal and ethical implicaiton of own nursing practice
6. Examine the structure and function of the health team.
7. Seek opportunities for own personal and professional development.

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III. TOPICS TO BE COVERED:

TIME FRAME AND SEQUENCE FOR SEMESTER 1 HOURS

UNIT 1: Introduction to Illness

UNIT 2: The Surgical Client

- a) Pre-Op
- b) Post-Op

UNIT 3: Maternity

- a) The Family Adapting to Gestation
- b) The Family Adapting to Labour & Delivery
- c) The Family Adapting to Postpartum
- d) The Family Adapting to the Newborn
- e) The Family Adapting to High Risk Situations

13

UNIT 4: Nutrition and Fluids & Electrolytes

9

UNIT 5: Elimination

3

UNIT 6: Interdependence

- Part B Conflict Resolution
- Part C Teaching and Learning

UNIT 7: Role Function

41

- * Note:
- 1 Sexuality will be taught in Semester IV
 - 2. The above-noted units are incorporated into workbooks:
 - UNIT 2: Maternity
 - a) Family Adapting to Gestation
 - b) Family Adapting to Labour & Delivery
 - c) Family Adapting to Post-Partum & the Newborn
 - UNIT 3: The Surgical Client
 - UNIT 6: Interdependence
 - Part B - Conflict Resolution
 - Part C - Teaching & Learning

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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 as independent or inter-dependent nursing functions.
8. 1) Determine relevant information to report and record.
2) Determine appropriate methods of reporting and recording,
9. Evaluate achievement of goals. Note: Refer to individual unit outlines for specific content.

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IV. LEARNING ACTIVITIES

REQUIRED RESOURCES

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

TEACHING-LEARNING METHODOLOGIES

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

1. Group Discussion
2. Case Studies
3. Questioning Techniques
4. Self Learning Activities
 - readings
 - AV presentations
 - researching nursing implications for diagnostics/medications
 - assignments
 - workbooks
6. Games
7. Lecture

V. EVALUATION METHODS CONTINUED . . .

METHOD OF ASSESSMENT (GRADING METHOD);

1. a) Test #1	Oct. 17, 1994	55 marks
b) Test #2	Nov. 21, 1994	55 marks
c) Final Exam	Exam Week	80 marks
2. Group Presentation		10 marks
- Burn Diagnosis Using Teaching/Learning Theories		
TOTAL		200 marks

Note: Exams will be predominantly multiple choice format but may contain short answer questions.

All exams are the property of Sault College of Applied Arts and Technology, Health Sciences Division.

An overall average of 60% is a pass in Nursing 204.

Marks will be posted only with written permission from the student.

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IV. LEARNING ACTIVITIES

REQUIRED RESOURCES

VI. REQUIRED STUDENTS RESOURCES:

Brunner, L.S. and Suddarth, D. Textbook of Medical-Surgical Nursing, 7th edition, Lippincott Co., Toronto, 1992.

Ford, R., Diagnostic Tests Handbook, Springhouse Book Co., Springhouse Pennsylvania, 1990.

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

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

Poleman, C. & Peckenpaugh, N. Nutrition, Essentials & Diet Therapy, 6th ed., W.B. Saunders Co., Toronto, 1991

Skidmore-Roth, L. Mosby's 1994 Nursing Drug Reference, C.V, Mosby Co., Toronto, 1993.

Whaley, L.F. and Wong, D.L. Essentials of Pediatric Nursing, 4th edition, C.V. Mosby Co., Toronto, 1993.

Family Adapting to Gestation, revised. May 1994
(to be purchased at College Campus Shop)

Family Adapting to Labour and Delivery, revised
May 1994. (to be purchased at College Campus Shop).

Family Adapting to Postpartum, revised May 1994.
(to be purchased at College Campus Shop)

Family Adapting to Newborn, revised May 1994.

The Surgical Client, revised May, 1994.

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

See Unit outlines for details

VIII. SPECIAL NOTES

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