

NURSING THEORY

NUR 334-6

COURSE NAME

CODE NUMBER

TOTAL CREDIT HOURS: 60

PREREQUISITE(S): BIO 240, NUR 224, NUR 226

I. PHILOSOPHY/GOALS:

The purpose of this course is to assist the student to use an integrated approach and critical thinking skills in applying the nursing process in the care of clients of all ages with a chronic and/or terminal illness. Content is organized using examples of selected supportive nursing diagnoses which will direct the student to identify nursing interventions from knowledge of previous Nursing Theory, Biology, Pathophysiology, Sociology and Psychology.

The learning environment will be one that is open and equal. There will be a free exchange of ideas between teacher and students, student and students.

II. STUDENT PERFORMANCE OBJECTIVES;

Upon successful completion of this course the student will:

1. Demonstrate the use of the nursing process for selected clients and family with a chronic and/or terminal illness.
2. Use adaptation theory as a conceptual basis for nursing practice in assisting clients and their families with a chronic and/or terminal illness.
3. Interact in a therapeutic manner with selected clients and their families with a chronic and/or terminal illness.
4. Respond to an individual, family 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:

1. The Client/Family Requiring Rehabilitation
2. The Client With Cancer
3. The Client Who is Terminally Ill/Dying
4. The Client With an Immune Dysfunction
5. The Client With Coronary Artery Disease
6. The Client With Hypertensive Heart Disease
7. The Client With a Hematologic Disorder
8. The Client With an Arrhythmia Requiring Pacemaker Insertion
9. The Client With Chronic Obstructive Pulmonary Disease
10. The Client With a Rheumatic Disorder
11. The Client With a Neuromuscular Disorder
12. The Client With Chronic Inflammatory Bowel Disease
13. The Client With Chronic Renal Failure
14. The Client Receiving Dialysis
15. The Client With a Urinary Diversion
16. The Client Having a Renal (Kidney) Transplant
17. The Client With Neurological Degeneration Disease
18. The Client With Increased Intracranial Pressure
19. The Client With a Head Injury
20. The Client With a Spinal Cord Injury
21. The Client With Cerebrovascular Disease
22. The Client With a Convulsive Disorder
23. The Client With Cirrhosis of the Liver
24. The Client With Substance Abuse (Alcohol, drugs)
25. The Client With an Eating Disorder
26. The Client/Family Requiring Crisis Intervention
27. The Client With an Endocrine Disorder
28. The Client With a Developmental Disability

For the above topics, using a variety of learning styles the student will be able to:

- i. Analyze data from first and second level assessment.
- ii. Identify supportive nursing diagnoses (actual or potential) consistent with and supported by assessment data.
- iii. Determine client/family-centred goals which change ineffective responses to the various supportive nursing diagnoses.
- iv. Specify nursing interventions (independent, interdependent) and demonstrate selected skills to promote client adaptation.
- v. Classify nursing interventions as independent or interdependent nursing functions.
- vi. 1) Determine relevant information to report and record.
2) Determine appropriate methods of reporting and recording.
- vii. Evaluate achievement of goals.

NOTE: REFER TO INDIVIDUAL UNIT OUTLINES FOR SPECIFIC CONTENT.

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

TEACHING LEARNING METHODOLOGIES

A variety of teaching strategies will be used to ensure that learning will occur.

These teaching strategies will:

- a) encourage interactions and transactions between students and teachers, students and students.
- b) occur in an environment that is egalitarian and occur between collegial participants, (that is teachers and students will be co-learners)
- c) be active. Active learning will be used as learning that engages the intellectual efforts of both students and teachers is necessary to the development of the creative thinking or critical thinking that is the mark of the educated person.
- d) have students taking the leadership role and being responsible for their own learning agenda. This will move the students into a more mature learning position.
- e) include the different types of learning styles.

SOME TEACHING STRATEGIES THAT MIGHT BE USED INCLUDED:

- 1. Lecture
- 2. Group discussion
- 3. Case studies
- 4. Self learning activities
 - Readings
 - Audio-visual material
 - Assignments
- 5. Questions and answers

Methods of Assessment (grading method)

To be decided by class:

Suggestions:	Exam #1	dates to be announced	30%	
	Exam #2		30%	
	Exam #3		40%	(10% previous content and 30% new content)
	Assignments	groups and/or individual		
	Class presentations	with all class contributing to marks		

Exams could be written individually then written in groups and the best mark given to the student

Students' input.

Exam marks will be posted only with the written permission of the student.

VI. REQUIRED STUDENT RESOURCES:

Books used in third year will be the same as those purchased in first and second year and of student's choice.

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

See bulletin board for details.