

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

COURSE OUTLINE

COURSE TITLE: NURSING THEORY I
CODE NO: RNA 103 SEMESTER: ONE
PROGRAMME: NURSING ASSISTANT
AUTHOR: DEBBIE SARGENT
DATE: SEPTEMBER, 1994 PREVIOUS OUTLINE DATED: SEPT/93

APPROVED: *Shen Day* DEAN *May 27/94* DATE

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, activity & rest, protection, elimination, 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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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
'III	Oxygen & Circulation	6
IX	Role Function	3
X	Senses	4
XI	Interdependence	4
XII	Communication	12
III	Maternity:	
	a) antenatal	1
	b) labour and delivery	2
	c) postpartum	2
	d) newborn	2
	Tests	4

TOTAL 96

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III. TOPICS TO BE COVERED CONTINUED . . .

SEMESTER 1, 1994

DATE	MONDAY			TUESDAY		WEDNESDAY
	HOUR 1	HOUR 2	HOUR 3	HOUR 1	HOUR 2	HOUR 1
AUG 29-SEPT 2	R E G I S I N T R O S E L F	T R A T I O N / D U C T I O N L E A R N I N G	O N / O N I N G T O	1a	1a	1a
SEPT 5-9	L A B	O U R	D A Y	1a	XII	XII
SEPT 12-16	1b	1b	1b	XII	XII	XII
SEPT 19-23	1b	Ic	Ic	XII	XII	XII
SEPT 26-30	Ic	Ic	II	XII	XII	XII
OCT 3-7	T E S T 1	II	II	XII	XH Ia	III
OCT 10-14	T H A N K S	G I V I N G	D A Y	III	III	III
OCT 17-21	II	II	VIII	III	III	III
OCT 24-28	VIII	VIII	VIII	XH Ib	XH Ib	III
OCT 31-NOV 4	VIII	VIII	VI	IV	IV	T E S T 2
NOV 7-11	VI	VI	VI	IV	IV	IV
NOV 14-18	X	X	X	IV	IV	IV
NOV 21-25	X	VII	VII	IX	IX	XIIIc
NOV 28-DEC 2	T E S T 3	VII	VII	XIIIc	V	V
DEC 5-9	VII	VII	IX	V	V	V
DEC 12-16	IX	IX	XI	V	V	V
DEC 19-23	XI	XI	XI	XH Id	XH Id	T E S T 4

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

TEST #	DATE	UNITS COVERED	PERCENT OF
FINAL TEST #1	Oct. 3	I, XII (11 hrs)	20%
TEST #2	Nov. 2	II, III, XH1a & b, XII (1 hr)	25%
TEST #3	Nov. 28	IV, VI, VIII (20 hrs)	20%
TEST #4	Dec. 21	V, VII, IX, X, XI, XIIIc & d, XII (communication)	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 (See Programme Policies). 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, 1994-95.

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:

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 Ed) Addison-Wesley Publishing Company, Menlo Park, California, 1991

Marieb, E.N., Essentials of Human Anatomy & Physiology, (4th Ed) Benjamin/Cummings Publishing Co. Ltd. Redwood City Ca (Don Mills, Ontario), 1994.

Marieb, E.N., The A&P Coloring Workbook: A Complete Study Guide. (4th Ed) Benjamin/Cummings Publishing Co. Ltd. Redwood City Ca (Don Mills, Ont.), 1994.

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

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

VI. REQUIRED STUDENT RESOURCES CONTINUED;

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

Thomas, C. Taber's Cyclopedic Medical Dictionary, 17th ed., F.A. Davis Co., Philadelphia, 1993

Lab Package and content from Labs

OPTIONAL TEXTS:

Gylys, B.A. Medical Terminology Simplified, F.A. Davis Co., Philadelphia, 1993

Nugent, P.M. and Vitale, B.A. Test Success - Test Taking Techniques for Beginning Nursing Students, F.A. Davis, Philadelphia, 1993

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

Beaty, J.J. Observing Development of the Young Child, 3rd edition, Maxwell Macmillan, Toronto, 1994.

Bobak, I. and Jensen, M. Essentials Of Maternity Nursing, 3rd edition, C.V. Mosby Co., Toronto, 1991.

Carpenito, L.J. Nursing Care Plans and Documentation, J.B. Lippincott, New York, 1991.

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

Iyer, P.W. and Camp, N.H. Nursing Documentation: A Nursing Process Approach, Mosby Year Book, St. Louis, 1991.

Mott, S.R., James, S.R., and Sperhac, A.M. Nursing Care of Children and Families, 2nd edition, Addison-Wesley, 1990.

Roy, C. and Andrews, H.A. The Roy Adaptation Model; The Definitive Statement, Appleton & Lange, Norwalk, Conn., 1991.

Stanhope, M. and Lancaster, J. Community Health Nursing; Process and Practice for Promoting Health, 3rd edition, Mosby Year Book, St. Louis, 1992.

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 teacher(s) so accommodations can be made if necessary.

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