

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

COURSE OUTLINE

**COURSE TITLE:** NURSING PRACTICE THEORY

**CODE NO** NUR 334-6 **SEMESTER:** FIVE

**PROGRAMME** DIPLOMA NURSING

**AUTHOR:** FAYE SKSDLEY

**DATE:** SEPTEMBER 1995 **PREVIOUS OUTLINE DATED:** SEPT/94

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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 in the use of integration and critical thinking when applying the nursing process. They will use the nursing process in caring for 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. In order to do this the student will use knowledge gained from previous courses in 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, students 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;

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

1. 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.**

HEADINGS	UNIT HEADINGS
1. Introductory unit Parts A,B,C,D,E	Caring for a client/family experiencing chronic or terminal illness/dying.
Independent Study	Part A: Meeting the psychosocial needs of the adult Part B: Meeting the psychosocial needs of the child and family Part C: Meeting the physical needs through rehabilitation Part D: Loss: Assisting the client through normal grieving Part E: Meeting the physical and psychosocial needs of the dying client/family
2. The client/family experiencing a terminal illness or dying (Part A)	Part A: Caring for a client/family experiencing Cancer.  Leukemia Malignant lymphoma Hodgkin's disease

2. The client/family experiencing a terminal illness or dying (Part B)      Part B: Caring for a client/family experiencing immune dysfunction.  
Autoimmune deficiency syndrome
2. The client/family experiencing a terminal illness or dying (Part C)      Part C: Caring for a client/family experiencing chronic renal failure
3. The client/family experiencing a chronic illness (Part A)      Part A: Caring for a client/family experiencing alteration in neurological functioning.  
Cerebral vascular accident  
Neurological degenerative disease:  
- Multiple Sclerosis  
- Parkinson's disease  
- Alzheimer's disease  
Spinal cord injury  
Convulsive disorder  
Head injury (IICP)  
Developmental disability (Down's Syndrome)
- 3, The client/family experiencing a chronic illness (Part B)      Part B: Caring for a client/family experiencing neuromuscular disorders:  
- Cerebral Palsy  
- Muscular Dystrophy  
- Spina Bifida
3. The client/family experiencing a chronic illness (Part C)      Part C: Caring for client/family experiencing chronic intractable pain:  
Rheumatic disorder  
- Rheumatoid arthritis  
- Osteoarthritis  
- Gout  
Inflammatory Bowel disease  
- Crohn's Disease  
- Ulcerative Colitis  
Cancer

The client/family experiencing a chronic illness (Part D)	Part D: Caring for the client/family experiencing problems of oxygen and circulation.
	Coronary artery disease: - Angina Pectoris - Myocardial infarction Arrhythmias requiring a pacemaker
	Hypertensive heart disease: - Congestive heart failure - Pulmonary edema
	Hematology disorders: - Anemia - Sickle cell anemia - Hemophilia
3. The client/family experiencing a chronic illness (Part E)	Part E: Caring for the client/family experiencing endocrine disorder.
	Thyroid dysfunction: - Hypothyroidism/hyperthyroidism
	Parathyroid dysfunction - Hyperparathyroidism/hypoparathyroidism
	Addison's disease
	Cushing's Syndrome
	Premenstrual syndrome
The dysfunctional family (Part A)	Part A: Caring for a client/family experiencing abuse.
	Child Spousal Elder
4. The dysfunctional family (Part B)	Part B: Caring for a client/family experiencing substance abuse
	Alcohol Drugs Complications
The dysfunctional family (Part C)	Part C: Caring for a client/family experiencing an eating disorder
	Anorexia Bulimia Obesity

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) courage 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

GRADING METHOD

Three multiple choice tests worth 30% each. Each test will include material from the previous test that students had difficulty with according to the questions that were answered poorly on previous test.

10% for class presentation that will be marked by peers and teacher. (Presentation may be an individual one or a group effort)

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 FOLLOWING AREAS:**

1. College Library
  - AV Centre for filmstrips
  - Book section
  - Journal section
2. Media Services for videos
3. The Health Sciences Resource Centre. (Refer to objectives for each part, either at the beginning or under learning activities for a suggested list of learning resources. You are encouraged to use other resources).

