

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: NURSING PRACTICE THEORY
Code to: NUR 114-8 **Semester:**
Program: NURSING
Author: MARION HAGGMAN
Date: FEB/90 **Previous Outline Dated:** JAN/89

APPROVED:  LcCvC !U%LcC
~~Chapters~~

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Date

NURSING PRACTICE THEORY

NUR 114-8

Course Name

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TOTAL CREDIT HOURS: 128

PREREQUISITE (S): NUR 106

I. PHILOSOPHY/QUALITY:

The purpose of this course is to prepare the student to use the nursing process in assisting clients 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 adaptation 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.

III. TOPICS TO BE COVERED:

Pa	in	Temperature
Protection		Communication
Charting		Interdependence
Adaptation, Health & the Nursing Process		Sexuality
Oxygen Sc Circulation		Self Concept
Elimination		Nutrition

IV. LEARNING ACTIVITIES

REQUIRED RESOURCES

Details of learning activities and required resources are outlined in the individual unit objectives for NUR 114-8

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

GRADING METHODS AND SUPPLEMENTAL EXAMINATIONS FOR SEMESTER II
BEGINNING FEBRUARY 5, 1990.

OVERVIEW OF ASSESSMENT (GRADING METHOD):

1. **Grading:**
- | | |
|----|-----------|
| A+ | 90-100% |
| A | 80-89% |
| B | 70-79% |
| C | BELOW 70% |

2. **Mark Allocation for Semester II:**

Term	UNIT TESTS	260 MARKS
	FINAL EXAM	140 MARKS
		400 MARKS

YOUR MARK OUT OF A POSSIBLE 400

FINAL MARK =

TEST SCHEDULE

TEST #	DATE	UNITS	MARKS
TEST #1	February 28	Pain Protection Charting Communication Medical Terminology	50
TEST #2	March 28	Oxygen & Circulation Temperature Elimination Communication	65
TEST #3	April	Sexuality Oxygen & Circulation Interdependence Medical Terminology Nutrition Elimination	75

TEST #4	May	9	Medical Terminology	70
			Self Concept	
			Sexuality	
			Nutrition	
			Interdependence	
				<hr/>
				260
FINAL				140
EXAM				
COMPREHENSIVE				
EXAM	Week of			
	May	22		

Supplemental Examination;

A supplemental examination may be offered in this course at the discretion of the teacher and the Chairperson, subject to the following criteria:

- i) A student ~~must~~ have achieved a passing grade (70%) on 50% of the term tests ie. 70% on two out of four tests. And 60% on the final examination.
- ii) The entire semester's course material will be tested.
- iii) The multiple choice format will not necessarily be used in the supplemental examination.
- iv) 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.
- v) A student may not attempt the supplemental examination more than once.

Absence FFcm Tests:

If a student is absent for a test on the scheduled test day, the student may be required to do an alternate form of testing.

(ie: essay, short answer, oral and/or combination)

Attendance;

Excellent attendance will be taken into consideration for borderline marks.

VI. **REQUIREMENTS:**

TEACHING METHODS:

Lectures, A.V. resources, class discussions, demonstrations, practice labs, worksheets, written assignments, case study.

TEXTS:

Essentials of the Roy Adaptation Model, Andrews, H.A. and Roy, Sister C., Appleton-Century-Crofts, Norwalk., Connecticut, 1986

Essentials of Maternity Nursing, 2nd ed., Bobak, I. and Jensen, M., C.V. Mosby Co., Toronto, 1987

Health Workbook, Cameron, M.C., Decou, M.L., May-June, 1987

Regulation of Temperature Workbook, Cameron, M.C., Decou, M.L., May-June, 1987

Roy's Adaptation Model and the Nursing Process Workbook, Cameron, M.C., Decou, M.L., Hobbs, V., Lewis, E., Price, M. and Wamock, B., May-June, 1986

Squire's Basic Pharmacology for Nurses, 8th ed., Clayton, B.D., Stock, Y.N. and Squire, J.E., C.V. Mosby Co., Toronto, 1985

Booklet Package, College of Nurses of Ontario

Implied Nursing Diagnosis, Guides for Comprehensive Care Planning, Gettrust, K.V., Ryan, S.C., and Engelman, D.S., Wiley Medical Publication, Toronto, 1985

Fundamentals of Nursing - Concepts and Procedures, 3rd ed., Kozier, B. and Erb, G.L., Addison-Wesley Publications, Menlo Park, California, 1987

Encyclopedia and Dictionary of Medicine, Nursing and Implied Health, 4th ed., Miller & Keane, W.B. Saunders Co.

Shackelton's Nutrition Essentials and Diet Therapy, Boleman, CM, and Capra, CL., W.B. Saunders Co., Toronto, 1984

Medical Terminology - A Programmed Text, 5th ed., Smith, G. and Davis, P., John Wiley & Sons, Inc., Toronto, 1987

Principles and Practices of Psychiatric Nursing, 3rd ed., Stuart, Gail W. and Sundeen, Sandra J., C.V. Mosby Co., Toronto, 1987

Essentials of Pediatric Nursing, 2nd ed*, Whaley, L.F. and Wong, D.L., C.V. Mosby Co., Toronto, 1985

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

VIII. SPECIAL NOTES: