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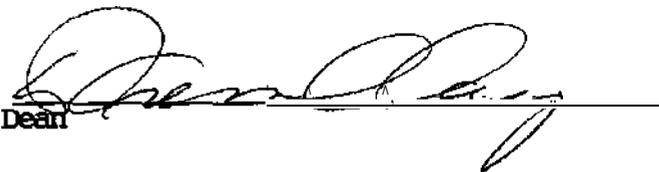
OXIRSE *TTELE*. Nursing Practice Theory

OOEE NO: NUR 114 SOSESIER: 2

FROGRSIMB: Nursing

AUTHOR: Vera Hol±)S & D^±)ie Sargent & Jane sippell

EKEE: Jan/95 EKEVIOIB OUTLINE EftOED: Jan/94

APPWJWED  Date
Dean

NURSING PRACTICE aHBOECf

MIR 114

Course Name

Code Number

TXJEKL CREDIT HQDRS: 120

PRERHQDISnE(S): NUR 106

I. PHIIDSaPHY/QQM^:

The purpose of this course is to prepare the student to use the nursing process in assisting clients to maintain and prcsnote 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. Ertphasis is given to the theory and skills necessary for effective ooinmmication in pramoting adaptation. The cognitive, affective and psychoonDtor dcaimns of learning are involved throu^x>ut.

II. SraPaJT PBgOBMflNCE OBJECTIVES:

Upon successful ocnpletijDn of this aourse the student will:

- 1) explain the relationship between adaptation and nursing practice in assisting clients vto require support to maintain and promote adaptation.
- 2) demDnstrate the use of the nursing process for individuals \'^o require si:5port 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) ccmply with professional expectations regarding accountability.
- 6) recognize the need for the nurse to be a continuous Learner.
- 7) recognize the irrpact of the structure and fimction of the health care system on current practice situations.
- 8) apply knowledge of medical terminology in classroom and clinical practice.

III. TOPICS TO m Qiy/EKKD:

Pain
 Sensory
 Oxygen & Circulation
 Elimination
 >federal Terminology
 Nutrition

Role
 CcitinLinication
 Interdependence
 Sexuality
 Self Concept

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IV. LEaRNING ACnVITIK

RBQUIKED RESOURCES

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

V. EVaURTICN METHODS: (INCLUDE ASSIGNMENTS, imiQCANCE KBQUIKhMENTS, ETC.)

MEIHOD CF ASSESEMOn* (GRADING METHOD):

- 1. Grading; A+ 90-100%
- A 80- 89%
- B 70- 79%
- I BEDGW 70%

2. **Mark ALIoGation for Senester II:**

TERM WORK	tINIT TESTS	240 MARKS
	FINAL EXAM	160 MARKS
		400 MARKS

$$\text{FINAL MARK} = \frac{\text{YOUR MARK}}{400} \times 100$$

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TEMJ!ATIVE TEST SCHEXJIE

TEST #	oaaE	UNITS	msKS
TEST #1	February 01	Pain Sensory Oxygen & Circulation Nutrition ^federal Terminology	60
TEST #2	February 16	Nutrition Sensory Osq^gen & Circulation Cammunication Elimination Medical Terminology	60
TEST #3	March 22	Oxygen & Circulation Cmmmication Medical Terminology Nutrition Elimination Role Self Concept	60
TEST #4	i^ril 12	Medical Terminology Self Concept Nutrition Role Interdependence Ccanronication Elimination Sexuality	60
			240
FINAL	Week of		160
EXAM	May 1		400

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3. Suppleanental Examination;

A supplemental examination may be offered in this course at the discretion of the teacher and the Dean, 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 suppleanental examination.
- iv) The final grade for the *sean*^ester will be based solely on the suppleanental examination ie. the term mark will not be averaged in with this examination mark. The grade achieved will not be *hi*^er than a B.
- v) A student may not attempt the supplemental examination more than once.

4. Absenoe From Tests;

If a student is absent for a test, he/she must notify the teacher one hour before the test ty phoning 759-2554, Ext. 689 and leaving a message on voice mail. If a student fails to leave a message for the teacher, he/she will receive a mark of zero for that test.

Students vdio fail to write a test on the scheduled day will not be allowed to write on another day. *The*y will, however, be permitted to take *vsp* the test with the other students. For each test missed, the student will receive a mark equivalent to his/her final exam mark. *The* final exam mustbe written.

VI. REQUIKKD STODENT RESOOtCES;

NUR 114

Cameron, M.C., Decou, M.L. Health Vforkbook, May-June, 1992 (revised).

Cameron, M.C., Decou, M.L. Regulation of Teanperature Vforkbook, May-June, 1992 (revised).

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VI. RBQUIKKU gJUDBCT RESO0taCES Continued . . .

Cameron, M.C., Decou, M.L., Hobbs, V., Lewis, E., Price, M., and Wamock, B, Roy's Adaptation Model, May-June, 1992 (revised).

Cameron, M.C., Deoou, M.L,, Hol±>s, V., Lewis, E., Price M,, and Wamock, B. The Nursing Process Vforkbook, May-June, 1994 (revised).

Ford, R. Diagnostic Tests Handbook, newest edition, Sprin^ouse Book Company, Sprin^ioxise, Pennsylvania, 1990.

Kozier, B. Erb, G.L., and Olivieri, R, Fundamentals of Niorsing - Concepts Process and Practice, 4th edition, Addison-Wesley Publications, Ifenlo Park, California, 1991.

Marks, M. Drug administration Vforkbook, 1990.

Marks, M. Adaptation Throucji Protection Vtorkbook, 1990.

Martin, Lil and Reede, S.J., Essentials of Maternity Niirsing, J. P. Lippinoott, Toronto, 1991

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

Payne, W. A. and Hahn, D. B., Understanding Your Health, 3rd ed,, Mosby-Year Book Inc., Toronto, 1992

Poleman, C. and Peckenpaucfi, N. Nutrition, Essentials and Diet Therapy, 6th edition, W.B. Saimders Company, Toronto, 1991

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SkidiTore-Roth. L. Mosby's 1994 Nursing Drug Reference, C.V. MDsby Company, Toronto 1993.

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VI. REQUIRED STUDENT RESOURCES Continued . . .

Smith, G. and Davis, P. Medical Terminology - A Programmed Text, 6th edition, John Wiley & Sons, Inc., Toronto, 1991.

Sparks, S.M. and Taylor, CM. Nursing Diagnoses References Manual, 2nd ed., Springfield Co, 1993

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

Varcarolis, E. Foundations of Psychiatric Mental Health Nursing, 2nd ed., W.B. Saunders Company, Toronto, 1994.

In addition, students will have to purchase a Psychology text and a Sociology text.

TEACHING/LEARNING METHODS:

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

VII. ADDITIONAL RESOURCE MATERIAL AVAILABLE THROUGH LIBRARY BOOK SECTION: (title, publisher, edition, date, Library call number if applicable)

n/a

VIII. SPECIAL NEEDS:

Students with special needs (eg: physical limitations, visual and/or hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the teacher.

Your teacher reserves the right to modify the course as he/she deems necessary to meet the needs of students.