



NCM 100

Carlatan, San Fernando City, La Union  
**COLLEGE OF NURSING**

#### **PHILOSOPHY**

We believe in student centered approach to education and management.

We believe in achieving a lot with limited resources by knowing what other institutions are doing, adopting or improving and using that can be applied to the College.

We believe that a strong continuing faculty and staff development program in the college is a vital component of the total effort to attain the main goal of the College.

We believe in the stability and strength as a base for achieving quality education, relevant to national means and development of the total person.

We believe above all that giving honor and glory to God in everything we do, is most important in all official activities of the college.

#### **VISION**

We envision Lorma Colleges as an educational institution with a global perspective emphasizing quality, Christian values, and leadership skills relevant to national development.

#### **MISSION**

To empower students for service anywhere in the world through Christian-inspired, a quality-driven, and service-oriented education and training.

INSTITUTIONAL GRADUATE ATTRIBUTES	INSTITUTIONAL OUTCOMES	
GOD FEARING	IO1	Internalize the Christian values
	IO2	Model the Christian values in their personal and professional lives
DECISION MAKER, CRITICAL AND CREATIVE THINKER	IO3	Generate ideas and insights utilizing appropriate judgment in decision making
	IO4	Utilize higher order thinking skills in decision-making towards innovation and creating new technologies
	IO5	Apply innovative methods and new technologies to solve different problems and making decisions effectively
EFFECTIVE COMMUNICATOR	IO6	Effectively communicate ideas or knowledge through listening, speaking, reading, writing using culturally appropriate language
SERVICE-DRIVEN CITIZEN	IO7	Imbibe the service-orientedness to oneself, to one's profession and towards the community
REFLECTIVE LIFE LONG LEARNER	IO8	Commitment to continuously upgrade one's education through readings, seminars and trainings
COMPETENT PROFESSIONAL	IO9	Perform exceptional knowledge, skills and right attitude in accomplishing duties and responsibilities beyond acceptable standards

NURSING PROGRAM OUTCOMES		INSTITUTIONAL OUTCOMES	VISION	MISSION	PHILOSOPHY
After 4 years, the Lorma graduate will:					
1	Execute professional and social competence in the fields of specialization in accordance to national and international standards. More specifically, the Lorma graduate will be able to:				
	1.1 apply knowledge of physical, social, natural and health sciences and humanities in the practice of nursing;	IO1; IO9	✓	✓	✓
	1.2 provide safe, appropriate, and holistic care to individuals, families, population group and community utilizing nursing process;	IO3; IO4; IO7; IO9	✓	✓	✓
	1.3 apply guidelines and principles of evidence-based practice in the delivery of care;	IO5; IO8; IO9	✓	✓	✓
	1.4 communicate effectively in speaking writing and presenting using culturally appropriate language;	IO6	✓	✓	✓
	1.5 document to include reporting up-to-date client care accurately and comprehensively;	IO9	✓	✓	✓
	1.6 work effectively in collaboration with inter, intra, and multi-disciplinary and multi-cultural teams;	IO5; IO9	✓	✓	✓
	1.7 practice beginning management and leadership skills in the delivery of client care using a systems approach;	IO5	✓	✓	✓
	1.8 conduct research with an experienced researcher; and	IO5; IO9	✓	✓	✓
	1.9 apply techno-intelligent care systems and processes in health care delivery.	IO4; IO5; IO9	✓	✓	✓
2	Develop high level of comprehension for decision-making and critical thinking through continuous educational advancement necessary to personal and professional empowerment. In particular, the Lorma graduate will be able to:				

	2.1 engage in lifelong learning with a passion to keep current with national and global developments in general, and nursing and health developments in particular; and	IO3; IO4; IO8	✓	✓	✓
	2.2 apply entrepreneurial skills in the delivery of nursing care.	IO4; IO5	✓	✓	✓
3	Exemplify Cristian values, legal, and ethico-moral principles in serving individual clientele in various cross-cultural settings. Purposely, the Lorma graduate will be able to:				
	3.1 practice nursing in accordance with existing laws, legal, ethical, and moral principles;	IO1; IO2	✓	✓	✓
	3.2 demonstrate responsible citizenship and pride of being a Lorma graduate; and	IO2	✓	✓	✓
	3.3 adopt the nursing core values in the practice of the profession.	IO1; IO2; IO9	✓	✓	✓

### COURSE SYLLABUS

1. **COURSE NO:** NCM 100
2. **COURSE TITLE:** THEORETICAL FOUNDATION IN NURSING
3. **PRE – REQUISITE:** None
4. **CO – REQUISITE:** None
5. **COURSE CREDIT:** 3 Units
6. **CONTACT HOURS/SEMESTER:** 54 Hours  
3 Hours per week (Lecture)
7. **COURSE DESCRIPTION:** This course deals with nursing theories as applied to nursing practice on the aspect of the metaparadigm: person, health, environment, and nursing. Likewise, it includes other theories relevant to nursing. The learners are expected to use these theories as basis and guide in nursing practice.

### 8. LEVEL OUTCOMES AND RELATIONSHIP TO PROGRAM OUTCOMES

LEVEL 1 OUTCOMES		NURSING PROGRAM OUTCOMES		
At the end of the first year, the Lorma learners, given simulated situations in clinical/community settings, the learners will demonstrate the basic nursing skills in rendering safe and appropriate care utilizing the nursing process.		1	2	3
		1	Apply knowledge of principles and concepts of relevant sciences in nursing fundamental	✓

2	Utilize the nursing process in developing a plan of care for an individual with simple health problems	√	√	√
3	Perform beginning skills in assessment and in providing comfort measures and simple nursing interventions	√	√	√
4	Discuss theories and models in nursing as applied in client care	√	√	
5	Identify ethico-legal and moral principles as applied in personal and professional scenarios	√	√	√
6	Communicate effectively in writing, speaking and presenting using culturally appropriate language	√	√	√
7	Act effectively with a group/team	√	√	√
8	Demonstrate self- awareness of one's motivations and potentials	√	√	√
9	Commit to the value of life-long learning in one's personal and professional life	√	√	√
10	Advocate for responsible citizenship and pride as a Filipino	√	√	√

#### 9. COURSE OUTCOMES AND RELATIONSHIP TO LEVEL OUTCOMES

Course Outcomes		Level Outcomes									
Given actual and simulated situations/conditions, the student will be able to:		1	2	3	4	5	6	7	8	9	10
1	Embody the different policies, rules, and regulations in their everyday encounter in the school	I	I	I	I	I	P	P	P	P	D
2	Discuss the highlights of significant events in the history of nursing theory	I	I	I	I	I	P	P	P	P	D
3	Enumerate the significance of nursing theory for the discipline and for the profession	I	I	I	I	I	P	P	P	P	D
4	Describe the historical views of the nature of science	I	I	I	I	I	P	P	P	P	D
5	Discuss early twentieth century and emergent views	I	I	I	I	I	P	P	P	P	D
6	Define the four major concepts of the metaparadigm of nursing-Person, Environment, Health, and Nursing	I	I	I	I	I	P	P	P	P	D
7	Describe philosophies of nursing	I	I	I	I	I	P	P	P	P	D
8	Define conceptual models, nursing theories and middle-range theories	I	I	I	I	I	P	P	P	P	D
9	Discuss about the theorist's biography (include education, work, awards, titles, etc.)	I	I	I	I	I	P	P	P	P	D

10	Enumerate ways on how to improve on the 12 canons of Nightingale						P	P	P	P	D
11	Characterize the 10 carative factors by Jean Watson						P	P	P	P	D
12	Categorize the 5 levels in the acquisition of skills						P	P	P	P	D
13	Explain Eriksson's Caritative Caring theory						P	P	P	P	D
14	Explain other terms that provide clarity to the basic precepts of the Rogerian model						P	P	P	P	D
15	Enumerate the 8 self-care requisites common in men, women, and children						P	P	P	P	D
16	Discuss King's conceptual framework including 3 interacting systems- personal, interpersonal and social						P	P	P	P	D
17	Describe the 3 levels of prevention by Betty Neuman						P	P	P	P	D
18	Differentiate the 4 adaptive modes by Sister Callista Roy						P	P	P	P	D
19	Describe the 7 behavioral subsystems by Dorothy Johnson						P	P	P	P	D
20	Classify activities that happen in each of the 4 sequential phases in the interpersonal nurse-patient relationship by Hildegard Peplau						P	P	P	P	D
21	Define other concepts presented by Orlando						P	P	P	P	D
22	Describe each interactional phase in the human-to-human relationship						P	P	P	P	D
23	Explain the three interlocking circles- care, core, and cure						P	P	P	P	D
24	Classify the 21 nursing problems as basic to all patients, sustenal care needs, remedial care needs, and restorative care needs						P	P	P	P	D
25	Enumerate the 14 components of basic nursing care by Virginia Henderson						P	P	P	P	D
26	Discuss the theoretical propositions of the Health Promotion Model						P	P	P	P	D
27	Define important terms in transcultural nursing						P	P	P	P	D
28	Describe "Health as Expanding Consciousness Theory"						P	P	P	P	D

29	Describe the 3 principles including the different concepts that contribute to the Theory of Human Becoming	I	I	I	I	I	P	P	P	P	D
30	Discuss the different stages in Maslow's Hierarchy of Needs	I	I	I	I	I	P	P	P	P	D
31	Describe the threefold classification of experience in Sullivan's transactional analysis	I	I	I	I	I	P	P	P	P	D
32	Define concepts used by Bertalanffy and give examples	I	I	I	I	I	P	P	P	P	D
33	Describe the stages in Lewin's, Kohlberg's, and Erikson's theory	I	I	I	I	I	P	P	P	P	D
34	Define the different concepts used by Lewin, Kohlberg, and Erikson	I	I	I	I	I	P	P	P	P	D
35	Discuss the models presented by Locsin, Agravante, and Divinagracia	I	I	I	I	I	P	P	P	P	D
36	Explain the models presented by Kuan and Abaquin	I	I	I	I	I	P	P	P	P	D
37	Discuss Laurente's Theory of Nursing Practice and Career and Synchronicity in Human-Space Time: A Theory of Nursing Engagement in a Global Community	I	I	I	I	I	P	P	P	P	D

- **Legend:** I – Introduced; P – Practice with supervision; D – Demonstrated

## 10. COURSE COVERAGE

Week	Day	CLASSROOM Topics	Learning Resources	Teaching-Learning Strategies	Assessment Tasks	Course Outcomes
				LOLS: Lorma College of Nursing Online Learning System 1-hour synchronous session 2 hours asynchronous sessions		
1	1	Orientation	Student Handbook and other school mandates	Creative Self- introduction via Google Meet	Individual sharing about oneself Making of house rules	CO1

	<b>2</b> <b>3</b>	Evolution of Nursing A. Introduction to Nursing Theory 1. History of Nursing Theory 2. Significance for the: *Discipline *Profession	Udan, J. (2020). Theoretical Foundation in Nursing. 2nd Edition. APD Educational Publishing House. pp 3-21	Making an outline	Assignment No. 1 (History tracing thru Google Forms)	CO2, CO3	
<b>2</b>	<b>1</b>	B. History and Philosophy of Science 1. Rationalism 2. Empiricism 3. Early Twentieth Century Views Emergent Views	Udan, J. (2020). Theoretical Foundation in Nursing. 2nd Edition. APD Educational Publishing House. pp 23-35	Lecture-Discussion via Google Meet	Recitation (difference between rationalism and empiricism)	CO4, CO5	
	<b>2</b>			Reading assignment book pp. 26-32			
	<b>3</b>				Quiz 1 via testmoz		
<b>3</b>	<b>1</b>	C. Structure of Nursing Knowledge 1. Structure Level 2. Metaparadigm *Person *Health *Environment *Nursing 3. Philosophy 4. Conceptual Models 5. Theory 6. Middle-range Theory	Udan, J. (2020). Theoretical Foundation in Nursing. 2nd Edition. APD Educational Publishing House. pp 37-47	Lecture-Discussion via Google Meet	Q and A	CO6, CO7, CO8	
	<b>2</b>			Video Clips with Guided Questions ( <a href="https://www.youtube.com/watch?v=00kKpq20QBc">https://www.youtube.com/watch?v=00kKpq20QBc</a> )			
	<b>3</b>				Quiz 2 via testmoz		
<b>4</b>	<b>1</b>	Nursing Theorists and their Works A. Nursing Philosophies 1. Nightingale's Environmental Theory 2. Watson's Theory of Human Caring	Udan, J. (2020). Theoretical Foundation in Nursing. 2nd Edition. APD Educational Publishing House. pp 57-80	Story telling via Google Meet	Rubrics: Story telling Group activity	CO9, CO10	
	<b>2</b>			Udan, J. (2020). Theoretical Foundation in Nursing. 2nd Edition. APD Educational Publishing House. pp 84-109	Case Vignette/Analysis of Case Scenario		Rubrics: Case Analysis
	<b>3</b>						Quiz 3 via testmoz
<b>5</b>	<b>1</b>	3. Benner's Stages of Nursing Expertise Nursing Philosophies	Udan, J. (2020). Theoretical Foundation in Nursing. 2nd Edition.	Putting ideas into pictures via Google Meet	Group presentation	CO9, CO12	

			APD Educational Publishing House. pp 112-136			
	<b>2</b>	4. Katie Eriksson's Caritative Caring Theory	Udan, J. (2020). Theoretical Foundation in Nursing. 2nd Edition. APD Educational Publishing House. pp 139-156	Reading assignment in supplementary books		CO9, CO13
	<b>3</b>				Quiz 4 via testmoz	
<b>6</b>	<b>PRELIMINARY EXAMINATION</b>					
<b>7</b>	<b>1</b>	B. Nursing Conceptual Models 1. Roger's Science of Unitary Human Beings Nursing Conceptual Model	Udan, J. (2020). Theoretical Foundation in Nursing. 2nd Edition. APD Educational Publishing House. pp 161-178	Think-Pair-Share	Instant Feedback	CO9, CO14, CO15, CO16
	<b>2</b>	2. Orem's Self-Care Deficit Model	pp.181-204	Reading Assignment		
	<b>3</b>	3. King's General Systems Framework Nursing Conceptual Model	pp.207-228	Reflective Journal Sharing	Rubrics: Reflection Journal	
<b>8</b>	<b>1</b>	4. Neuman's System Model	Udan, J. (2020). Theoretical Foundation in Nursing. 2nd Edition. APD Educational Publishing House. pp 232-255;	Powerpoint Presentation via Google Meet	Oral recitation	CO9, CO17, CO18, CO19
	<b>2</b>	5. Roy's Adaptation Model	pp 258-298	Making an Outline		
	<b>3</b>	6. Johnson's Behavioral System Model	pp 304-330		Quiz 1 via testmoz	
<b>9</b>	<b>1</b>	C. Nursing Theories 1. Peplau's Theory of Interpersonal Relationship	Udan, J. (2020). Theoretical Foundation in Nursing. 2nd Edition. APD Educational Publishing House. pp 368-378	Lecture-discussion Item clarification via Google Meet	Q and A	CO9, CO20, CO21, CO22
	<b>2</b>	2. Travelbee's Human to Human Relationship	pp 382-401	Reading assignment Reflective Journal	Rubrics: Reflection Journal	
	<b>3</b>	3. Orlando's Theory of Deliberative Nursing Process	pp 407-453		Quiz 2 via testmoz	
<b>10</b>	<b>1</b>	4.Halls' CORE, CARE, CURE	Udan, J. (2020). Theoretical Foundation in Nursing. 2nd Edition.	Tree diagrams presentation via Google Meet	Rubrics: Group project	CO9, CO23, CO24, CO25



			APD Educational Publishing House pp. 455-467		Sharing of output	
	<b>2</b>	5. Abdellah's 21 Nursing Problems 6. Henderson's Need Theory	pp. 470-485 pp. 490-498	Reading assignment	Classifying the 21 nursing problems; enumerating the 14 basic human needs	
	<b>3</b>				Quiz 3 via testmoz	
<b>11</b>	<b>1</b>	7. Leininger Theory of Culture Care Diversity & Universality	Udan, J. (2020). Theoretical Foundation in Nursing. 2nd Edition. APD Educational Publishing House pp. 514-539	Interactive discussion via Google Meet	Sharing of beliefs and practices related to health	CO9, CO27, CO28, CO29
	<b>2</b>	8. Newman's Theory of Health as Expanding Consciousness	pp.546-560	Reading assignment in supplementary books	Open textbook test (Take home test) Read & answer follow up activity	
	<b>3</b>	9. Parse's Theory of Human Becoming	pp.565-580		Quiz 4 via testmoz	
<b>12</b>	<b>MIDTERM EXAMINATION</b>					
<b>13</b>	<b>1</b>	Theories Relevant to Nursing Practice 1. Maslow's Human Needs Theory	Udan, J. (2020). Theoretical Foundation in Nursing. 2nd Edition. APD Educational Publishing House pp. 607-621	Lecture-Discussion via Google Meet	Question and Answer	CO9, CO30, CO31
	<b>2</b>	2. Sullivan's Transcultural Analysis	pp. 623-630	Reading assignment book pp.623-630		
	<b>3</b>			Rationalization of Midterm Exam	Group activity	
<b>14</b>	<b>1</b>	3. Von Bertalanffy's General Systems Theory	Udan, J. (2020). Theoretical Foundation in Nursing. 2nd Edition. APD Educational Publishing House pp. 632-637	Lecture-Discussion via Google Meet	Oral recitation	CO9, CO32, CO33
	<b>2</b>	4. Lewin's Change Theory	pp. 639-641	Think-pair-share	Reflection paper	
	<b>3</b>				Quiz 1 via testmoz	
<b>15</b>	<b>1</b>	5. Erikson's Psychosocial Development	Udan, J. (2020). Theoretical Foundation in Nursing. 2nd Edition.	Interactive discussion via Google Meet	Recapitulation	CO9, CO33, CO34

			APD Educational Publishing House pp. 645-656			
	<b>2</b>	6. Kohlberg's Moral Development	pp. 660-666		Making of nurse word puzzle	
	<b>3</b>				Quiz 2 via testmoz	
<b>16</b>	<b>1</b>	Local Theories & Modes of Nursing Intervention (Philippine Setting) 1. Locsin's Technological Nursing as Caring Model	Udan, J. (2020). Theoretical Foundation in Nursing. 2nd Edition. APD Educational Publishing House.pp.585-589	Lecture-Discussion Flipped video presentation by students via Google Meet	Instant feedback	CO9, CO35
		2. Agravante's CASAGRA Transformative Leadership Model	pp. 591-594			
	<b>2</b>	3. Divinagracia's COMPOSURE Model	<a href="https://www.academia.edu/37549542/Carmelita-Divinagracia.pptx">https://www.academia.edu/37549542/Carmelita-Divinagracia.pptx</a>	Flipped video presentation	Group presentation	
	<b>3</b>				Quiz 3 via testmoz	
<b>17</b>	<b>1</b>	4. Kuan's Retirement and Role Discontinuity Model 5. Abaquin's "PREPARE ME Holistic Nursing Interventions"	Udan, J. (2020). Theoretical Foundation in Nursing. 2nd Edition. APD Educational Publishing House.pp. 595-598; pp. 599-601	Flipped video presentation	Group presentation	CO9, CO36 CO37
	<b>2</b>	6. Laurente's Theory of Nursing Practice and Career 7. Synchronicity in Human-Space- Time: A Theory of Nursing Engagement in a Global Community	<a href="https://www.academia.edu/37549544/Cecilia_Laurente.pptx">https://www.academia.edu/37549544/Cecilia_Laurente.pptx</a> <a href="https://nurseamygdala.wordpress.com/2018/01/17/the-principles-of-the-synchronicity-theory-application-of-the-nursing-engagement-process/">https://nurseamygdala.wordpress.com/2018/01/17/the-principles-of-the-synchronicity-theory-application-of-the-nursing-engagement-process/</a>			
	<b>3</b>				Quiz 4 via testmoz	
<b>18</b>	<b>FINAL EXAMINATION</b>					

### 11.TEXTBOOK

- Udan, J. (2020). Theoretical Foundation in Nursing.2ndEdition. ADP Educational Publishing House

## 12. SUGGESTED READINGS AND REFERENCES

- Balita, C. and Octaviano, E. (2008). Theoretical Foundations of Nursing: The Philippine Perspective. 1st Edition. Ultimate Learning Series
- Kozier, B. et al. (2008). Fundamentals of Nursing 8<sup>th</sup> Edition. Pearson Prentice Hall
- Tomey, A. and Alligood, M. (2002). Nursing Theorist and Their Work. 5<sup>th</sup> Edition. Mosby Cp.

## 13. Ebook

- <http://www.currentnursing.com>
- <http://www.humanisticnursingtheory.com>
- [http://essortment.com/all/joycefitzpatric\\_rmoj.htm](http://essortment.com/all/joycefitzpatric_rmoj.htm)
- <http://www.scribd.com/doc/447375960/nursingtheories>
- [https://www.academia.edu/37549544/Cecilia\\_Laurente.pptx](https://www.academia.edu/37549544/Cecilia_Laurente.pptx)
- <https://www.academia.edu/37549542/Carmelita-Divinagracia.pptx>
- <http://www.scribd.com/doc/29036880/Theoreticalfoundationsofnursing>
- <https://nurseamygdala.wordpress.com/2018/01/17/the-principles-of-the-synchronicity-theory-application-of-the-nursing-engagement-process/>

## 14. COURSE EVALUATION

COURSE REQUIREMENT (Lecture Component)	Total Weight (%)
<b>A. Term Grade (i.e. Prelim, Midterm, Final)</b>	
<b>1. Class Standing</b>	66.67%
<ul style="list-style-type: none"> <li>• Attendance (5%)- 6/6 attendance for synchronous sessions/term</li> <li>• Recitation and Other Assessment Tasks (15%) Note: 1) For recitation, 5 standard points will be given to each student, increment of 1 for every correct answer made (10 points maximum). 2) For other assessment tasks, see Appendix A.</li> <li>• Quizzes (46.67%) T. Formula = <math>\frac{\text{Total Score}}{\text{Total \# of Items}} \times 60\% + 40\%</math></li> </ul>	(2/3) 5% 15% 46.67%
<b>2. Term Examination</b>	33.33% (1/3)
<b>TOTAL</b>	<b>100%</b>
<b>A. Final Grade</b>	
1. Prelims	30%
2. Midterms	30%
3. Finals	40%
<b>TOTAL</b>	<b>100%</b>

<b>B. Semestral Grade</b> Final Grade Comprehensive Exam.	<b>80%</b> <b>20%</b>
<b>NOTE:</b> For professional nursing subjects the semestral grade is computed as follows: • 80% of the Tentative Final Grade (Prelim + Midterm + Final) + 20% of the Comprehensive Exam.	

## 14. CLASSROOM POLICIES

### A. Professional Decorum (pg. 15)

Student of Lorma Colleges, College of Nursing are expected to always behave properly especially if in the school premises. The guidelines are as follows:

1. Courteously knock on every door before entering any room, wait for acknowledgment then introduce self.
2. Maintain a moderate tone voice anywhere especially along the corridors, classrooms, and patient's room.
3. Greet patients, relatives, teachers, employees and peers as you meet them.
4. Friendliness is encouraged but always maintains professionalism since too much familiarity may compromise the respect for each other.
5. Confidentiality on patient's information should be observed.
6. Practice and maintain good posture at all times.
7. Students are not allowed to go out of the hospital compound for their snacks/meals.
8. Bringing in prepared foods should only be eaten at the designated places.
9. Allowed time for snacks is 15 minutes and 30 minutes for mealtime in any given shift.
10. Students must observe humility, tactfulness and respect when dealing with others. Always observe the Code of Ethics for Nurses and practice the Golden Rule in everyday life.
11. Students must wear the prescribed uniform at all times with dignity and respect and should be worn only in the school and hospital premises.
12. Students are not allowed to entertain visitors while on duty. Should an emergency occur where an immediate member of the family is involved, permission from the clinical instructor must be sought first and accomplish a hospital visitation form.
13. Gambling, smoking and drinking of alcoholic beverages and drug use are strictly prohibited.
14. In case of emergency, the unit's telephone may be used with permission from the staff and the Clinical Instructor. Otherwise, use of the unit's telephone is not allowed.
15. Promptness at all times, in all occasions and in any setting must be observed.
16. Students must strictly adhere to the hospital/community school, rules and regulations.

17. Students should not loiter around while in school premises. These preceding guidelines professional decorum are not limited to as written. Other guidelines for social norms and general behavior are written in the Lorma Colleges' Student Handbook and must strictly observe.

**B. Classroom (pg. 16)**

1. The students are required to wear the prescribed college uniform in the given day.  
 Monday/Thursday – institutional uniform with blue slacks  
 Tuesday/Friday – clinical uniform (without apron for females) with black shoes; white polo and dark blue slacks pants for males  
 Wednesday/Saturday – departmental shirt with blue slacks pants plus black shoes
2. The students should strictly comply with the policies stated above, in terms of punctuality, attendance, compliance to the requirements, etc.
3. Every semester, there are three major examinations, namely Prelims, Midterms and Final Examinations.
4. Any forms of misconduct like cheating, behaviors, etc. will be subjected to disciplinary action.

**NOTE:** Students are advised to read the student handbook from pages 8 – 20. Any amendments to the student handbook and/or new issued policies, rules and regulations the administration and the college deemed necessary, shall be applied automatically to the student/s currently enrolled in the college.

**15. CONSULTATION HOUR**

Name of Instructor	Day	Time
Mrs. Teresita A. Ferrer	Friday	1:00-4:00
Mrs. Edna S. Fernandez	Thurs./Fri./ Sat.	3:30-4:30

Course Title	Date Effective	Date Revised	Prepared by:	Reviewed by:	Noted by:	Recommending Approval	Approved by:
Theoretical Foundation of Nursing	First Semester, SY 2021-2022	July 2021	Teresita A. Ferrer, MAN	Aurelio M. Mañego, MAN Member, OBE Committee	Jovelyn D. Ayang-ang, MAN Head, Level I	Marites C. Pagdilao, MAN, MPA Dean, College of Nursing	Pacita G. Apilado, MAN, EdD Executive Director of Academic Affairs