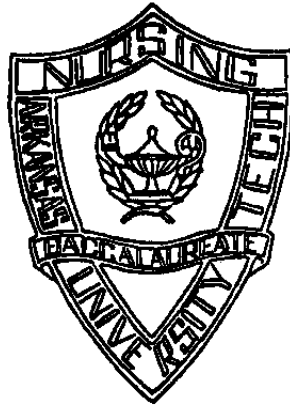


ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING



THEORIES AND CONCEPTS IN NURSING I

NUR 3204

Fall 2009

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ARKANSAS TECH UNIVERSITY

Department of Nursing

Course: NUR 3204

Course Title: THEORIES AND CONCEPTS IN NURSING I

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Credit Hours: Four (4) Semester Hours

Contact Hours: Four (4) Hours

Placement: Fall Semester Junior Year

Course Description:

This course is an introduction to the cognitive framework of the curriculum which emphasizes holistic man, environment, and nursing as an interacting system. The course focuses on bio-psycho-social and spiritual behaviors as indicators of health throughout the life cycle. The nursing process is presented as a systematic approach to nursing care. Further emphasis is placed on assessment of health needs and health practices of individuals, within the context of family, in structured health care settings. Beginning concepts of professionalism and care of clients with self-limiting alterations to health are integral parts of this course.

Justification/Rationale for the Course

By the completion of this course the student will progress toward program goals/outcomes 1, 2, 3, and 4.

This upper division professional nursing course provides opportunities for the student to apply knowledge and skills from the general education component and from nursing courses to the care of individuals.

Course Objectives:

Upon successful completion of this course, the student should be able to:

1. Demonstrate an awareness of the individual's attitudes, values, and mores and the need for holistic nursing care.
2. Utilize critical thinking and communication skills to apply the nursing process to health/wellness promotion and resolution or reduction of selected health problems.
3. Recognize adaptive mechanisms the individual uses in functional and nonfunctional states.
4. Utilize knowledge of life cycle adaptation to promote health/wellness throughout the life span.
5. Utilize knowledge of the Code of Ethics, legal scope of practice, and Standards of Clinical Nursing Practice to identify quality nursing care.
6. Distinguish between independent and collaborative nursing behaviors in professional nursing practice.
7. Appreciate man as a unique individual with inherent dignity and worth.
8. Utilize the nursing process to identify the promotive, restorative, or supportive nursing care for the individual client.
9. Demonstrate awareness of their professional responsibility.
10. Apply the nursing process to common diseases of the elderly.

Instructional Resources:

Required Textbooks:

Smelter, S., Bare, B., Hinkle, J. & Cheever, K. (2008). Textbook of Medical-Surgical Nursing:(11th Ed.). Philadelphia: Lippincott, Williams & Wilkins.

Taylor, C., Lillis, C., LeMone, P. (2008) Fundamentals of Nursing (6th Ed.). Philadelphia: Lippincott, Williams & Wilkins.

Taylor, C. et Al. (2008). Study Guide to Accompany Fundamentals of Nursing (6th Ed.). Philadelphia: Lippincott, Williams & Wilkins.

Auto-tutorial materials are available in the Audio Visual/Computer Laboratory for student use. The Internet with available databases is available on multiple computers.

CONDUCT OF THE COURSE

Teacher Role: Demonstrator, Planner, Evaluator, Facilitator, Role Model, Supporter

Student Role: Learner, Communicator, Collaborator

Teaching Learning Strategies:

Lecture and discussion, audiovisual materials, including computer assisted programs, written assignments, group activities.

The following guidelines have been accepted for all Level I Nursing courses. Some very specific guidelines relating to only one of the level courses will be found in the course syllabus.

LEVEL I NURSING COURSES INCLUDE:

NUR 3102 : Nursing Skills II

NUR 3204 : Theories and Concepts in Nursing I

NUR 3304 : Health Assessment

NUR 3404 : Practicum in Nursing I - Nursing the Individual Client

COMMUNICATION

It is the responsibility of the student to check their assigned banner e-mail address on a regular basis. Course assignments, faculty/student communication and department announcements will be sent to this address. It is also the student's responsibility to check their department mail box in the AV Lab.

ATTENDANCE/TARDY POLICY: Classroom (Theories & Concepts I, Health Assessment, Skills II)

As professionals, students must be responsible for their own learning experiences. You are responsible for making the most of all educational opportunities. This is a mark of professionalism. Attendance in class reflects your dedication and the value you place on your chosen profession. We, the faculty, expect you to attend ALL CLASSES AND PRACTICUM EXPERIENCES.

Each student will be allowed **two** absences. In the event of a **third** absence, the student will be called before the Level I faculty to defend their absenteeism. The Level I faculty will decide if the student is allowed to continue in the course or be dropped/failed. Excessive tardiness is a distraction for the entire class. **Three** tardies will equal an absence.

MISSED EXAMS

On the first day back to class, the student should be prepared to take the make-up exam. The student must be responsible for contacting the instructor on the first day back to class to make this arrangement. Failure to do so could result in a "0" grade for the test. The makeup exam may be an alternate test with some essay/discussion questions. For those students who have a test on the same day as clinical, that student cannot take the test on the day that he or she has missed the clinical experience.

DRESS AND BEHAVIOR:

1. The nursing student is expected to dress appropriately while attending class.
2. The dress code of the Department of Nursing is the same as that of Arkansas Tech University. However, in those instances when the students use clinical areas to gather information for any course, they will be required to wear a full or 3/4 length white laboratory coat with the school patch and be identified by a student badge. Clothing, hair, make-up, and jewelry worn with the laboratory coat should be appropriate to the clinical setting.

A-V MATERIALS

Students are responsible for viewing all assigned films. Evaluations will be completed and submitted to the Learning Resource Coordinator. The objectives of this assignment are to have student assistance in the selection of the assigned or new learning materials.

STANDARDIZED TESTS

The Department of Nursing, Level I faculty, have adopted the following testing policy:

All Level I students will be required to complete the **Fundamentals of Nursing standardized exam**. This exam will be scheduled at the end of the Level I semester and proctored by faculty. All students must take ONE of the practice tests for the Fundamentals of Nursing exam prior to the exam. Students who receive a score below the current National Norm are required to complete a self-remediation assignment. The student can print the topic(s) from the exam in which they scored lower than the National Norm. Self remediation will include completing the 2nd practice exam and scoring above the national norm or score as assigned by the Level I faculty. **The self-remediation must be turned in by the student to the Level I coordinator by the first day of Level II Theories & Concepts in Nursing in order to start Level II clinical.**

SPECIAL PERMITS:

Each student is requested to sign a special permit allowing the department to videotape laboratory skills. A permit is also signed allowing for student participation in laboratory skills in which students practice skills on each other.

WRITTEN WORK:

All written work must be the student's own product. Material taken from journals, books, etc., must be documented in an appropriate way. Written work will be presented in an acceptable format: written in ink, or typed when indicated. Assignments written in pencil, or paper torn from a notebook having ragged edges, will not be accepted.

All major written assignments will be accompanied by guidelines and evaluation criteria. All assignments

are due at the beginning of class on the designated day, unless otherwise indicated by the instructor. Assignments handed in one day late will receive a grade reduced by one letter grade. Assignments turned in more than one day late will receive a "0" or an unsatisfactory and will not be graded.

Evaluation/Methods

Course grade will consist of five unit tests and a comprehensive final test equal to 90% and case studies/quizzes/workbook assignments equal to 10%.

Grading Scale

A = 90-100
B = 80-89
C = 75-79
D = 68-74
F = 67 or below

Student must achieve a passing average ($\geq 75\%$) on the five unit tests to be eligible to take the final exam and before case studies/quizzes/workbook grade will be used to determine the final grade.

All assignments are due prior to the start of the unit test unless prior arrangements are made with the faculty.

A grade of "C" or above must be achieved in every nursing course in order to progress in the nursing program. Any grade below 75% will not be rounded to the nearest whole number.

A grade of "I" may be recorded for a student whose work is incomplete due to circumstances beyond the student's control. The student must remove the "I" from his/her record before progressing to the next nursing course.

Examinations will be taken at designated times. If a student cannot take the examination at the regularly scheduled time, he/she is responsible for contacting the instructor to inform him/her that the student will miss the scheduled examination. A student who misses an examination must take the make-up test on the first day he/she is back at school. The test may not be identical to that given at the regular time. The overall content will be similar; however, the structure, length, and type of administration may differ. Frequent missing of examinations by any one student will be discussed by the level team with the student.

Students must achieve a passing grade "C" in both the Theories and corresponding Practicum courses in order to progress within the program. Students who repeat a Theories course are required to show clinical competency in order to progress. Students who repeat Practicum are required to show theoretical competency in order to progress.

Clinical competence can be attained by:

1. Take for credit corresponding Practicum course
2. Complete a 2 hour Independent Study in Directed Practicum with a grade of "C" or better.

Theoretical competence can be attained by:

1. Take for credit corresponding Theories course. Students must maintain a 75% average on all exams.
2. Audit corresponding Theories course. Students must maintain a 75% average on all exams.
3. Make $\geq 75\%$ on corresponding comprehensive Theory exam.

SUGGESTED AUDIO VISUALS

AJN 2610 The Crises of Loss

* CD Rom Immobilization: Principles and Nursing Care

* CD Rom Communication Skills

CM 0529 Acid Base Balance

CM 0530 Acid Base Balance

CM 0531 Acid Base Balance

CM 0535 Impaired Mobility: Physical Consequences

CM 0536 Impaired Mobility: The Nurse's Role

CM 0537 Impaired Mobility: Pressure, Shear and Friction: Assessing Risk

CM 0538 Impaired Mobility: Pressure, Shear and Friction: Prevention and Intervention

DAV 0102 Aging Successfully: Psychological Aspects of Growing Old

* In Library

TOPICAL OUTLINE

NUR 3204

THEORIES AND CONCEPTS IN NURSING I

- I. Man and the Life Cycle
 - 1. Safe and Therapeutic Environment
 - 2. Stress, Adaptation, Homeostasis
 - 3. Comfort
 - 4. Rest and Sleep
 - 5. Loss, Grief, Dying, Death
 - 6. Exercise and Activity
 - 7. Elimination
 - 8. Gas Exchange
 - 9. Fluids and Electrolyte Balance

- II. The Nursing Process as Applied to the Adult Client
 - A. Nursing Process Applied to the Client Undergoing Surgery
 - B. Common Diseases of the Elderly

NUR 3204: Theories and Concepts in Nursing I
UNIT I: MAN AND THE LIFE CYCLE
FOCUS: A. Safe and Therapeutic Environment

OBJECTIVES

On completion of this focus the student should be able to:

1. Discuss the factor's affecting safety.
2. Identify ways the environmental factors threaten the physical, psychological, and bacteriological safety of individuals.
3. Identify factors which directly effect an individual's ability to maintain a safe environment for himself/herself.
4. Apply teaching-learning principles to teaching the prevention of accidents.
5. Discuss factors that help to provide a safe and therapeutic environment for a person who is ill.
6. Utilize the nursing process to provide a safe and therapeutic environment.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone.

Chapter 26

Workbook Ch. 26, pp. 163 #1-7

pp. 164 #7; 1-3

pp. 165 #2,7,8

pp. 166 Correct False Statements 1-3,9,10

Short Answer 1,2,3

pp. 168 #4,9,10,11

NUR 3204: Theories and Concepts in Nursing I
UNIT I: MAN AND THE LIFE CYCLE
FOCUS: B. Stress, Adaptation, Homeostasis

OBJECTIVES

On completion of this focus the student should be able to:

1. Define stress, adaptation (coping) and homeostasis.
2. Identify the limitations of the homeostatic system.
3. Identify the homeostatic regulators and their functions.
4. Define psycho-social and spiritual homeostasis.
5. Identify adaptive responses to stress including ego defense mechanisms.
6. Discuss the local adaptation syndrome.
7. Discuss Selye's General Adaptation Syndrome.
8. Identify the effects of stress on the basic human needs, health and illness.
9. Describe the effects of prolonged stress.
10. Apply the nursing process to the promotion of wellness through optimum adaptation to stress.
11. Define crisis.
12. Distinguish between situational, maturational and adventitious crisis.
13. Discuss the steps in crisis intervention.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone.
Chapter 32
Workbook Ch. 32, pp. 206-210

Brunner & Suddarth's
Chapter 6
Workbook: Ch. 6 #1,2,6-15,29,30
Pg. 35 Matching #1-8
Pg. 37 Clinical Situations
Short Answer #2,4-8

NUR 3204: Theories and Concepts in Nursing I
UNIT I: MAN AND THE LIFE CYCLE
FOCUS: C. Comfort

OBJECTIVES

On completion of this focus the student should be able to:

1. Compare and contrast acute and chronic pain.
2. Describe the various origins of pain.
3. Discuss the physiology of pain including the transmission, perception, interpretation and modulation.
4. Describe the objective and subjective data to collect and analyze when assessing pain.
5. Describe factors which could affect the pain experience.
6. Apply nursing process to the promotion of optimal comfort and the reduction or resolution of pain for all age groups.
7. Discuss nursing care and its importance in relief of pain in conjunction with pharmaceuticals.
8. Discuss the group of drugs which are utilized for relief of pain.
9. Identify the action, side effects, contraindications, and toxic effects of one drug from each group.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone.
Chapter 41
Ch.41 Workbook #1-2,4-7,9-12,14,16,17
Alternate Format #1-2,5-6
Fill in Blanks #1-5
Matching #1-28
Short Answer # 3,5-6,8-11
Brunner & Suddarth's
Chapter 13
The Point:
Case Study Pain Management: Ch. 13
Ch. 13 Workbook #1-6, 8-16,19,20
Short Answer # 1-3,5-8,9-10
Clinical Situations – Case Study

NUR 3204: Theories and Concepts in Nursing I
UNIT I: MAN AND THE LIFE CYCLE
FOCUS: D. Rest and Sleep

OBJECTIVES

On completion of this focus the student should be able to:

1. Differentiate rest and sleep.
2. Discuss the functions and physiology of sleep.
3. Describe the sleep requirements and variations for all age groups.
4. Identify factors that influence sleep requirements.
5. Describe common disorders of sleep.
6. Describe interventions that promote optimal rest and sleep.
7. Discuss the actions, side effects, contraindications and toxic effects of hypnotics and tranquilizers which may be used to promote sleep.
8. Identify nursing measures which help or hinder the effects of hypnotics and tranquilizers.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone.
Chapter 40
Workbook Ch. 40, pp. 274-280

NUR 3204: Theories and Concepts in Nursing I
UNIT I: MAN AND THE LIFE CYCLE

FOCUS: E. Loss, Grief, Dying, Death

OBJECTIVES

On completion of this focus the student should be able to:

1. Differentiate loss and grief.
2. Explore types and sources of loss.
3. Discuss the concepts of grief, bereavement, and mourning as they relate to the grief process.
4. Discuss the stages of the grieving process according to Kubler-Ross.
5. Explore factors which influence the loss and grief responses.
6. Differentiate normal from pathological grief.
7. Apply the nursing process to the care of a client experiencing loss.
8. Describe the meaning of death and its development throughout the life cycle.
9. Discuss the ethical and legal dimensions of dying/death.
10. List the physiological, bio-psycho-social needs of the dying client and family.
11. Discuss the factors that affect grief and death.
12. Identify cultural, social, and economic values and beliefs which influence the way in which clients and nurses deal with death.
13. Examine own feelings, attitudes, and beliefs regarding own death.
14. Apply Kubler-Ross' theory of death and dying and the nursing process to the care of the dying patient and caregivers or their families.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone.

Chapter 33

Ch. 33 Workbook: 2,4-5,7-8

Alternate format: 2-3,4-6

Matching 1-7

Correct false statements 1-9

Short Answer 1-12

Brunner & Suddarth's

Chapter 3, pp. 121-123 only

The Point: Case Study End-of-Life Care: Ch. 17

NUR 3204: Theories and Concepts in Nursing I
UNIT I: MAN AND THE LIFE CYCLE
FOCUS: F. Exercise and Activity

OBJECTIVES

On completion of this focus the student should be able to:

1. Discuss the concept of mobility.
2. Describe the factors that affect body alignment and mobility.
3. Discuss how exercise and activity effect the bio-psycho-social and spiritual aspects of man.
4. Discuss the importance of exercise and activity for the maintenance of optimum health.
5. Discuss the major benefits of bed rest.
6. Identify and discuss the physical and psychological effects of bed rest and immobility upon each of the major systems of the body.
7. Describe those factors which should be considered when assessing a client's susceptibility to complications of bed rest.
8. Identify preventive measures important in the nursing care of clients on bed rest.
9. Apply the nursing process to promotion of optimum mobility.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone.

Chapter 39

Workbook Ch. 39, pp. 264 #6

pp. 265 #13

pp. 266 #4-6

pp. 268 Part A&B Matching

pp. 269 #11-13

Complete Body System Chart

pp. 270 #8 & 9

*Review specific disease process in Brunner & Suddarth's: Thrombosis, muscular atrophy, delayed wound healing, decubitus ulcer, negative nitrogen balance, weight loss, atelectasis, hypostatic pneumonia, orthostatic hypotension, disease osteoporosis, footdrop, urinary stasis, renal calculi, depression/anxiety, contracture, constipation, impaction.

NUR 3204: Theories and Concepts in Nursing I
UNIT I: MAN AND THE LIFE CYCLE
FOCUS: G. Elimination

OBJECTIVES

On completion of this focus the student should be able to:

1. Review the anatomy and physiology of micturition and defecation
2. Discuss factors that affect the normal act of elimination.
3. Discuss the principles and concepts utilized in the assessment of client's elimination status.
4. Discuss the physiological and psychological basis for measures utilized to promote elimination.
5. Identify the role of the nurse in the utilization of measures to aid normal elimination.
6. Define terms relating to common problems of elimination.
7. Discuss the common problems of elimination.
8. Apply the nursing process to the promotion of optimum elimination.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone.

Brunner & Suddarth's
Chapter 34, 37, 38, 43, 44, 45
The Point: Case Study Ch. 34, 37, 38
Review Power Point 34, 37, 38
Case Study Ch. 43, 45
Review Power Point 43, 44, 45

NUR 3204: Theories and Concepts in Nursing I
UNIT I: MAN AND THE LIFE CYCLE
FOCUS: H. Gas Exchange

OBJECTIVES

On completion of this focus the student should be able to:

1. Describe the process of oxygenation with both the respiratory and circulatory systems.
2. Discuss the underlying scientific principles of oxygenation/circulation utilized to promote optimum oxygenation.
3. Discuss the effects of respiration on acid-base balance.
4. Discuss how internal and external environmental forces alter respiratory/circulatory function.
5. Identify factors to be considered in assessing the client's respiratory/circulatory status.
6. Describe common oxygenation/circulatory problems.
7. Define diagnostic tests used in the client with a problem with oxygen intake.
8. Discuss nursing strategies to promote adequate respiratory/circulatory function and identify their rationale.
9. Apply the nursing process to the promotion of optimum gas exchange at both the respiratory and cellular level.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone.
Chapter 45
Workbook Ch. 45, pp. 321-328

Brunner & Suddarth's
Chapter 21, 23 (pp. 625-643), 24, 26, 28, 30, 31 (pp. 975-995), 32, 62
Case Study Ch. 23, 24, 28, 30, 31, 32

NUR 3204: Theories and Concepts in Nursing I
UNIT I: MAN AND THE LIFE CYCLE
FOCUS: I. Fluids and Electrolyte Balance

OBJECTIVES

On completion of this focus the student should be able to:

1. Discuss the principles and concepts of fluid, electrolyte, and acid-base balance.
2. Identify causative factors of fluid, electrolyte, and acid-base imbalance.
3. Discuss interventions to be utilized when caring for the fluid and electrolyte needs of clients of all ages.
4. Apply the nursing process to the promotion of optimum fluid, electrolyte, and acid-base balance.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone.
Chapter 46
Workbook Ch. 46, pp. 331-340

Brunner & Suddarth's
Chapter 41
Case Study Ch. 14, 41

NUR 3204: Theories and Concepts in Nursing I
UNIT II: THE NURSING PROCESS AS APPLIED TO THE ADULT CLIENT
FOCUS: A. Adult Client and Undergoing Surgery

OBJECTIVES

On completion of this focus, the student should be able to:

1. Differentiate between medical and surgical approaches to care.
2. Identify the classifications of surgical procedures.
3. Differentiate types of anesthesia and state rationale for choice by client/anesthesiologist.
4. Identify fears and anxieties specific to the surgical client.
5. Discuss the factors that should be assessed to identify risk factors.
6. Apply the nursing process to the preoperative, intra-operative and postoperative care of the surgical patient.
7. Apply the nursing process to the prevention and promotive, restorative, supportive care of the surgical patient with postoperative complications.

LEARNING ACTIVITIES

Required Reading: Taylor, Lillis, LeMone.

Chapter 30

Workbook Ch. 30, pp. 189-195

Brunner & Suddarth's

Chapter 15, 18, 19, 20

Case Studies Ch. 15, 18, 19, 20

NUR 3204: Theories and Concepts in Nursing I
UNIT II: THE NURSING PROCESS AS APPLIED TO THE ADULT CLIENT
FOCUS: B. Common Diseases of the Elderly

OBJECTIVES

On completion of this focus, the student should be able to:

1. Apply the nursing process to the care of a client with COPD and pneumonia.
2. Apply the nursing process to the care of a client with hypertension, coronary artery disease, MI, CHF, peripheral vascular disease and CVA.
3. Apply the nursing process to the care of a client with gastroesophageal reflux disease, hiatal hernia, ulcers, and irritable bowel syndrome.
4. Apply the nursing process to the care of a client with incontinence, cystitis, pyelonephritis, and renal calculi.
5. Apply the nursing process to the care of a client with diabetes.

LEARNING ACTIVITIES

Required Reading: See Related Units