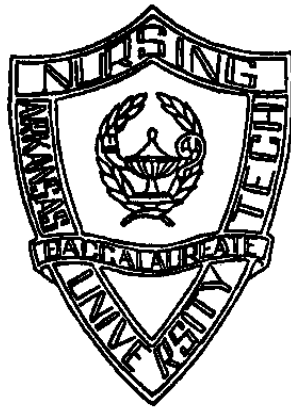


ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING



NUR 4206

THEORIES AND CONCEPTS IN NURSING III

Fall 2009

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ARKANSAS TECH UNIVERSITY
Department of Nursing

Course: NUR 4206 (01)

Course Title: Theories and Concepts in Nursing III

Credit Hours: Six (6) Hours

Contact Hours: Six (6) Hours

Placement: Spring Semester Senior Year

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Catalogue Description:

The course focuses on promoting, supporting and restoring health in patients and families experiencing psychosocial and physiological mal-adaptation and crisis. The nursing process is the methodology used to assist patients and families move toward optimal health. Crisis and crisis intervention, the utilization of research findings, and the role of the nurse as communicator, collaborator, researcher, teacher, caregiver, and advocator are an integral part of the course.

Required Textbooks:

Retain texts from previous nursing courses.

Additional Texts:

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

Boyer, M. (2008). Textbook of Medical-Surgical Nursing: Study Guide (11th Ed.). Philadelphia: Lippincott, Williams & Wilkins.

Boyd, M. A. (2008). Psychiatric nursing contemporary practice (4th Ed.). Lippincott.

Auto-tutorial materials are available in the Student Learning Laboratory for student use.

Bibliography

Use the required and suggested readings in syllabus, readings at end of chapters in text and the computerized nursing indexes as bibliography.

Lists of AV Media Resources for mental health nursing, nursing theorists and different areas of medical surgical nursing are interspersed throughout the syllabus.

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, families and groups.

Course Objectives:

On completion of the course, the student should be able to:

1. Relate principles, concepts and theories derived from the humanities, biological, and behavioral sciences to nursing care of patients experiencing crises.
2. Apply the nursing process in a caring manner in the holistic care of individuals, families and groups who are experiencing physical and psychological maladaptation.
3. Analyze the role of communicator, researcher, caregiver, teacher, collaborator, and advocator as they apply to individuals, families, and groups experiencing crisis.
4. Compare and contrast the commonalities and differences of nursing care of patients experiencing major crises.
5. Relate the concepts of promotive, supportive, and restorative care as applied to individuals, families, and groups.
6. Analyze group processes as they affect both the patients and nurses (professional) growth and development.
7. Recognize the importance of nursing standards of care in professional nursing practice.
8. Value the bio-psycho-social, spiritual and cultural aspects of individuals, families, and groups.
9. Analyze current research findings as they relate to the care of individuals, families, and groups who are experiencing physical and/or psychological crises.
10. Analyze professional responses to ethical and legal issues associated with patients experiencing major physical and/or psychological crises.

Assessment (Evaluation) Methods

1. Grading Scale

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

2. A grade of "C" or above must be achieved in every nursing course in order to progress in the nursing program. There will be no rounding of grades except on final grades. All tests and other assignments will be carried to the hundredth. Grades of 75% or less will not be rounded.
3. You must complete all exams with a cumulative grade of 75% to successfully complete the course.
4. A semester grade of "I" or "Incomplete" will be given to those students whose work is incomplete because of illness or other circumstances beyond the student's control. This grade will be assigned at the discretion of the instructor according to the amount of time missed, the ability of the student to complete the necessary assignments, and the quality of the student's previous work (see Student Handbook).
5. 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 and making arrangements to make up the examination. Make-up examinations will be essay or objective in nature at the discretion of the instructor and will be scheduled on the first day student returns to class.

6. Course Grade

Written Examination:
Six (6) unit tests.....75%
Comprehensive Final Exam.....15%
Pop tests.....5%
ATI exam.....5%
100%

Professional Activities.....Maximum of two points may be designated for this course.

7. Students are required to take standardized exams before completion of the course. Students must achieve a raw score that meets or exceeds the lowest Level II Proficiency score as published by ATI on the ATI Adult Medical-Surgical Exam, Mental Health Exam and Pharmacology Exam. Students scoring below these scores will be required to complete remediation activities.

Policies

Background Check:

Students will be required to complete a criminal background check per departmental policy.

Class Attendance:

1. Regular Class attendance is considered essential if students are to receive maximum benefit from the course. The student is responsible for meeting all classes as scheduled and on time. Control of class attendance is vested in the teacher. Please refer to Tardy and Attendance Policy in Student Handbook for detailed information.
2. Students tardy to class are encouraged to be courteous to their fellow classmates and enter only at designated break times.
3. Only officially invited guests are to attend nursing classes.
4. Planned learning experiences outside the classrooms are an integral part of the nursing course. These experiences will be announced at least three (3) weeks in advance and all students are expected to participate.

Dress and Behavior:

1. The nursing student is expected to dress appropriately while attending class.
2. Smoking is not allowed in any classroom.
3. Students are expected to:
 - a. Present written work that is theirs alone.
 - b. Correctly document any materials from a textbook, pamphlet, journal, etc. that is used for an assignment.
 - c. Only use authorized devices or materials for an examination and no copying from other students' papers.
 - d. Plagiarism is defined as stealing and presenting as one's own ideas or words of another, or not documenting material correctly.

Teacher Role:

Demonstrator, Evaluator, Facilitator, Resource Person, Role Model, Communicator, and Supporter.

Student Role:

Learner, Teacher, Advocate, Care Giver, Communicator, and Researcher.

Teacher-Learning Strategies:

Lecture and discussion, student presentation of seminars, role playing, simulation, group presentation, character analysis, anatomical models, charts, diagrams, and audiovisual materials including posters and videotapes, and other critical thinking activities.

COURSE OUTLINE
NUR 4206 THEORIES AND CONCEPTS IN NURSING III

I. Orientation

- A. Course Objectives, Mission and Outcomes of Program and Curriculum Schema
- B. Conduct of the Course
- C. Advocacy and Collaboration
- D. Nursing Theories

II. Overview of Psychiatric Mental Health Nursing

III. Nurse-Patient Relationships

IV. Group Dynamics/Group Process

V. Crisis Intervention--Theories and Strategies

- A. Client Adapting to Crisis
- B. Substance Abuse

VI. Man's Adaptation to Alterations in Psychosocial Functioning

- A. Mood Disturbance
- B. Anxiety Responses
 - 1. Anxiety Disorders
 - 2. Somatoform and Related Disorders
- C. Schizophrenia and other Psychotic Disorders
- D. Childhood and Eating Disorders
- E. Delirium, Dementia and other Cognitive Disorders
- F. Personality Disorders

VII. Man's Adaptation to Alterations in Physiological Functioning

- A. Gas Exchange and Respiratory Function
- B. Cardiovascular, Circulatory and Hematologic Function
- C. Pain Management
- D. Hematologic Disorders
- E. Immunologic Function
- F. Metabolic and Endocrine Function
- G. Digestive and Gastrointestinal Function
- H. Renal and Urinary Tract Function
- I. Burns/Skin Disorders
- J. Neurological Function
- K. Shock and Multiple Organ Dysfunction Syndrome
- L. Care of the Patient with Cancer

A-V Media Resources
Mental Health Nursing and Nursing Theorists

BH 1512 - "Mental-Emotional Assessment Guidelines"
BH 1513 – “Mental-Emotional Guidelines, The Interview, I” VHS
BH 1514 – “Mental-Emotional Guidelines, The Interview, II”, VHS
BH 1515 – “Mental-Emotional Guidelines, Evaluation”, VHS
MEM HSC 2706 - "Introduction to Group Process"
TX 0220 - "Anxiety"
TX 0222 – “Psychosis”
FS - MEC 1010 - "Schizophrenic"
NCO 1203 - "Crisis Intervention"
NCO 1204 - "Crisis Intervention"
NCO 1205 - "Crisis Intervention"
MEPC CAI (A) 3404 - "An Adolescent with Eating Disorders"
MEPC CAI (A) 3405 - "Patient with Acute Schizophrenia"
MEPC CAI (A) 3407 - "Patient with Affective Disorders"
MEPC CAI (A) 3424 - "Suicidal Adolescent"
MEPC CAI (A) 3425 - "Psychosis and Mania"
MEPC CAI (A) 3443 - "Pharmacology and Depression"
MEPC CAI (A) 3442 - "Pharmacology - Psychotropic Treatment for Schizophrenia"
AJN tape 2604 - "Long Term Psychiatric Patient"
AJN Video tape 2602 - "The Inebriated Patient"
AJN Video tape 2603 - "The Drug Abuse Patient"
HSC Video tape 2711 - "Adjustment Disorders"
TV PRESENTATION - "Strange Voices" (to be shown in class)
MISC Video tape 2823 - "Nursing Theory, Part I, A Circle of Knowledge"
MISC Video tape 2824 - "Nursing Theory, Part II, A Circle of Knowledge"
MISC Video tape 2830 – “Nursing Theorists” - Myra Levine
MISC Video tape 2831 – “Nursing Theorists” - Martha Rogers
MISC Video tape 2842 – “Nursing Theorists” - Dorothea Orem
MEE 1012 - Neuroses
HRM 1900 What Psychosomatic Means Pt I
HRM 1901 Causes & Symptoms Pt II
HRM 1902 Anatomy of Illness Recovery
TX 0159 Depression
TX 0160 Depression Vis-U-Test
AJN 2602 "The Inebriated Patient" VHS
AJN 2603 "The Drug Abuse Patient" VHS
AJN 2604 "Long Term Psychiatric Patient" VHS
MEC 1010 “Schizophrenia” FS
CM 0532 Causation of Schizophrenia
CM 0533 Schizophrenia Symptomatology
CM 0534 Schizophrenia: The Community Response
CM 0542 Anxiety Disorders
CM 0543 Personality Disorders

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT I - Orientation and Introduction

OBJECTIVES

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

1. Review the course objectives and their relationship to program mission and outcomes, and review the curriculum schema in relation to course objectives.
2. Survey the course requirements and conduct of course.
3. Identify personal experiences of collaboration and accompanying feelings.
4. Define the collaborative process and reflect on the skills required of the nurse.
5. Discuss the human factors involved in collaboration.
6. Relate the professional nursing role to the challenges of the collaborative process.
7. Correlate the collaborative process with quality health care.
8. Devise a personal plan to increase collaborative skills.
9. Define the process of advocacy and relate to personal experiences.
10. Differentiate between three types of advocacy.
11. Determine skills necessary for successful advocacy and develop a personal plan for mastering these skills.
12. Correlate the professional nursing role of advocator with patient outcomes.

LEARNING ACTIVITIES

Group discussion

Utilize following objectives as a basis for class discussion and practice.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT II - Overview of Psychiatric Mental Health Nursing

OBJECTIVES

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

1. Recognize how the social/political environment influenced the development of the psychiatric nursing role:
World Wars, National Mental Health Act, National Institute of Mental Health (NIH), Community Mental Health Centers Act, National Center for Nursing Research in NIH, Center for Mental Health Services
2. Differentiate the five axes used in making a psychiatric diagnosis.
3. Discuss the role of evidence-based care in psychiatric nursing.
4. Discuss legal and ethical components of psychiatric nursing and mental health care.
5. Utilize the nursing process in holistic health care delivery of patients with mental health diagnosis.
6. Outline the qualities of effective mental health nursing as described in ANA'S Standards of Psychiatric-Mental Health Nursing Practice
Standards of Care and Standards of Professional Performance
7. Analyze own feelings and attitudes about psychiatric - mental health nursing and how you can contribute through critical thinking.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT II - Overview of Psychiatric Mental Health Nursing (continued)

LEARNING ACTIVITIES

Before class read:

Boyd, M.A., Psychiatric nursing contemporary practice, chaps. 1, 2, 3, 4, 5, 10, 11

Class activities:

Complete questionnaire "Beliefs About Mental Illness"

Suggested readings & A-V:

MEE 1012 "Neurosis"

TX 0218 - "Mental health: The self-concept" - VHS.

TX 0219 - "Mental Health: Applying the nursing process" - VHS.

Access one psychiatric nursing organization on the Internet. Internet addresses are referenced throughout Boyd, M.A., Psychiatric Nursing Contemporary practice.

Critical thinking activity prior to class:

Examine how family and friends view persons with mental illness. Do you think their views are based on fact or myth? Be prepared to discuss in class

Review the criteria of mental health and write a self-evaluation of your areas of strength and areas of challenges in terms of your personal growth.

Prepare to discuss in class. Plan to keep the self-evaluation and review it at the end of the semester to evaluate your personal growth.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT III - Nurse-Patient Relationship
FOCUS: One-to-One Relationships and Therapeutic Communication

OBJECTIVES

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

1. Identify and begin the process of self awareness as it relates to the therapeutic nurse-client relationship.
2. Discuss six personal qualities a nurse needs to be an effective helper and caring communicator: Awareness of self, Exploration of feelings, Value clarification, Role model, Altruism, Ethics and responsibility.
3. Compare and contrast social and therapeutic relationships.
4. Discuss the three phases of the nurse-client relationship and the nurse's tasks in each: Orientation, Working and Resolution.
5. Analyze therapeutic and non-therapeutic communication.
6. Describe how the nurse uses each of the responsive and active dimensions in a therapeutic relationship in order to show caring: Genuineness, Respect, Empathy, Concreteness, Confrontation, Immediacy, Self-disclosure, Catharsis, Role Playing.
7. Discuss how nurses can overcome common blocks in nurse-patient relationships: Resistance, Transference, Boundary violations, Counter-transference
8. Discuss nursing role in collaborating with the multidisciplinary team and advocating for the client with mental illness.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III

UNIT III - Nurse-Patient Relationship

FOCUS: One-to-One Relationships and Therapeutic Communication (continued)

LEARNING ACTIVITIES

Required reading:

Boyd, M.A., Psychiatric nursing contemporary nursing, chap. 9

Class activities:

Lecture, Discussion, Role play - Nurse-patient situations and Interpersonal Process Recordings

Handouts:

Therapeutic Communication Techniques, Non Therapeutic Techniques, Critical Thinking activity – “Therapeutic Nurse Patient Relationships” (worksheet 2) and Johari Window for self-evaluation.

Blackboard Assignment:

Self awareness journal entry. See Blackboard for assignment details.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT IV - Group Process
FOCUS: Group Dynamics/Group Process Issues

OBJECTIVES

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

1. Recognize the concept of group as client in the ATU nursing curriculum.
2. Discuss ways that nurses can use group process and theory in a variety of settings:
Education, Coping assistance, Support, Crisis intervention, Treatment.
3. Identify important components of small groups useful for nurses to recognize:
Structure, Size, Length of sessions, Communication, Roles, Power, Norms, Cohesion.
4. List the three major type of roles individuals can play in groups and give examples of each role:
Task, Maintenance, Individual.
5. Relate the four phases of small group development to experiences you have had in a group in the past:
Forming (orientation), Norming (initial cohesion), Performing (working).
6. Identify Yalom's curative factors of group work that can be used by nurses working in leadership roles with small groups.
7. Summarize the types of groups that nurses frequently lead (at beginning and at advanced practice levels).
8. Analyze your own group communication style and relate it to your potential as a group leader.

LEARNING ACTIVITIES

Required reading:

Boyd, M. A., Psychiatric nursing contemporary practice, chap. 12

Classroom activities:

Role play different roles members play in groups

Videotape:

Introduction to Group Process

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT V - Crisis Intervention: Theories and Strategies
FOCUS A: The Client Adapting to Crisis

OBJECTIVES

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

1. Describe crisis theory (Caplan) and recognize the continuum of crisis responses.
2. Delineate interventions that promote positive resolution of crisis.
3. Describe nursing roles and behaviors utilized in crisis intervention.
Roles: Advocate - patient, family, community; Communicator - listening, supporting, debriefing; Teacher - health ed, normal crisis responses; Collaborator - liaison, referral
Behaviors: Promotive/preventive: Stress management, Disaster response and preparedness, Support groups
Supportive: Mobile crisis programs, Disaster response, Support groups, Telephone contacts, Victim outreach
Restorative: continuing outreach.
4. Identify biopsychosocial factors that influence the expression of aggressive and violent behavior.
5. Identify behaviors that escalate and d-escalate violent behavior.
6. Apply the nursing process to clients experiencing anger or aggression.
7. Recognize the risk for “nurse abuse” (attacks on nurses).
8. Describe woman, child, and elderly abuse.
9. Apply the nursing process to individual survivors of abuse.
10. Describe factors that increase the risk of suicide.
11. Describe the “no suicide” contract.
12. Apply the nursing process to individuals exhibiting suicidal behavior.
13. Describe the nurse’s responsibilities in promoting short and long-term recovery in suicidal adult inpatients.

LEARNING ACTIVITIES

Required reading:

Boyd, M.A., chaps. 17, 37, 38, 39

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT V - Crisis Intervention: Theories and Strategies
FOCUS A: The Client Adapting to Crisis (continued)

LEARNING ACTIVITIES

* Bring articles from newspapers, magazines or the Internet that relate to crisis and be prepared to share in class.

Suggested A-V:

Crisis intervention
NCO 1203
NCO 1204
NCO 1205

Activities:

Lethality of Suicide Attempt

Additional reading:

Nursing literature has many crisis related articles. Choose one in your area of interest and be prepared to present to class.

Activity:

Develop a patient education plan to cope with crisis.

Find one Internet site intended to help people cope with crises.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT V - Crisis Intervention Theories and Strategies
FOCUS B: Substance Abuse

OBJECTIVES

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

1. Differentiate between substance abuse, dependence, intoxication, and withdrawal.
2. Identify predisposing factors implicated in the etiology of substance abuse disorders.
3. Identify groups who are at high risk for substance abuse.
4. Compare and contrast the major categories of substance abuse in relation to:
 - effects
 - current trends in use
 - withdrawal symptoms
 - treatment of withdrawal
 - nursing interventions in withdrawal
5. Discuss dual diagnosis and the effect of substance abuse on the outcome of other mental health problems.
6. Discuss the issue of substance abuse within the profession of nursing.
7. Describe nursing interventions and nursing roles that may be used by the nurse in relation to substance abuse.
8. Describe Healthy People 2010 health objectives related to alcohol and other drugs.
9. Define codependency and identify behavioral characteristics associated with this disorder.
10. Identify treatment modalities and resources in the community available to the substance abuser and family.
11. Recognize feelings you have toward chemically dependent patient that might interfere with providing effective nursing care.

LEARNING ACTIVITIES

Required reading:

Boyd, M.A., Psychiatric nursing contemporary practice, chap. 25

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT V - Crisis Intervention Theories and Strategies
FOCUS B: Substance Abuse (continued)

LEARNING ACTIVITIES

Class activity:

Divide class into groups and have each one take a drug group from objective # 4, discuss as a group and present to class or select one type of substance abuse and an at-risk population and formulate a primary prevention strategy targeted at that specific problem or use case study in:

Brent, M. (1997). Unexpected alcohol withdrawal, AJN (6) 52-53.

Suggested audiovisual:

VT 24 "The Alcohol Problems".

VT 30 "The Drug Problems".

Class activity:

Critical thinking Group Exercise - Behavior and Alcoholism

Suggested reading:

Freed, P. & York, L. (1997). Naltrexone: A controversial therapy for alcohol dependence, Journal of Psychosocial Nursing, 35 (7), 24-27.

Brent M. J. (1997). Unexpected alcohol withdrawal. AJN, 97 (6), 52-53.

Prior to class:

View at least two hours of prime-time television to identify the following:

- a. Advertisements for over-the-counter medication (keep track of the number).
- b. Public service messages against drug use, such as "Just say no" (again, keep track of the number).
- c. Complete Critical Thinking Challenges.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VI- Man's Adaptation to Alterations in Psychosocial Functioning
FOCUS A: Mood Disorders

OBJECTIVES

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

1. Recognize that disturbances in mood occur on a continuum of emotional responses.
2. Analyze behaviors associated with mood disorders.
3. Describe factors or theories that help explain the development of mood disorders.
4. Formulate appropriate nursing diagnoses and expected outcomes for patients with mood disorders.
5. Analyze current treatment modes and pertinent research findings related to the nursing care of patients exhibiting mood disturbances.
6. Formulate a patient education plan related to psychopharmacology commonly used in the treatment of mood disorders.
7. Describe the nursing roles and behaviors utilized to assist patients with mood disorders and their families to develop and maintain optimal wellness.
8. Evaluate nursing care for patients experiencing disturbances in mood.

LEARNING ACTIVITIES

Required reading:

Boyd, M.A. Psychiatric nursing contemporary practice, chaps. 8 & 20

Activities:

Role play - manic and depressed behavior

Critical thinking activity:

Critical Thinking Challenges, Boyd, p. 370.

Blackboard Assignment:

Self awareness journal entry. See Blackboard for assignment details.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VI - Man's Adaptation to Alterations in Psychosocial Functioning
FOCUS B: Anxiety Responses: Anxiety Disorders

OBJECTIVES

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

1. Differentiate among the terms stress, anxiety and fear.
2. Assess predisposing factors, precipitating stressors, and behaviors related to anxiety responses.
3. Describe coping responses and coping mechanisms related to anxiety responses.
4. Discuss the etiology and manifestations of the different types of anxiety reactions (anxiety disorders, panic disorders, phobias, obsessive - compulsive disorders, stress disorders, post-traumatic stress disorders).
5. Formulate nursing care plans for patients experiencing anxiety reaction.
6. Analyze nursing interventions for patients with anxiety reactions of all levels of severity: moderate, severe and panic.
7. Discuss the use of cognitive and behavior therapy in the treatment of anxiety disorders.
8. Evaluate nursing care related to patient's experience in anxiety reactions.
9. Describe the stress adaptation model of psychiatric nursing care:
Predisposing Factors:
Biological, psychological and socio-cultural
Precipitating Stressors, Appraisal of Stressors, Coping Resources and Coping Mechanisms:
Problem, cognitive or emotion focused, Continuum of Coping Responses, Adaptive vs.
Maladaptive, Neurosis vs. Psychosis

LEARNING ACTIVITIES

Required reading:

Boyd, M.A., chap. 21.

Required A-V:

Anxiety Disorders, Concept Media, 2002

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VI- Man's Adaptation to Alterations in Psychosocial Functioning
FOCUS B: Anxiety Responses: Anxiety Disorders (continued)

LEARNING ACTIVITIES

Activity:

Access an organization on the Internet that provides patient education and self-help information for individuals with anxiety disorders. Be prepared to discuss in class.

Critical thinking activity:

Prior to class complete, Critical Thinking Challenges.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VI - Man's Adaptation to Alterations in Psychosocial Functioning
FOCUS B: Anxiety Responses: Somatoform and Related Disorders

OBJECTIVES

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

1. Identify and define components of the self-concept.
2. Identify predisposing factors in the development of:
 - a. psycho-physiological responses
 - b. self concept responses
3. Relate the qualities of a healthy personality to adaptive responses.
4. Describe maladaptive responses related to the above disorders and signs and symptoms of each.
5. Identify various coping mechanisms typically used in each of the above disorders and how they relate to the patient's behavior.
6. Analyze pertinent treatment modes, pertinent research findings related to the care of patients exhibiting these maladaptive responses.
7. Describe how the nursing process may be utilized in the care of patients with psycho-physiological and self-concept disorders.
8. Outline nursing roles and behaviors that may be used to assist patients of all ages to develop and maintain adaptive coping behavior.

LEARNING ACTIVITIES

Required reading:

Boyd, chap. 23

Small group class activity:

Pick one of the maladaptive responses listed in objective two and discuss: etiology and nursing care.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VI - Man's Adaptation to Alterations in Psychosocial Functioning
FOCUS C: Schizophrenia and Other Psychotic Disorders

OBJECTIVES

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

1. Discuss the major theories as they relate to the development of schizophrenia or a psychotic disorder.
2. Assess associated behaviors, predisposing factors and precipitating stressors related to psychotic disorders.
3. Analyze assessment data for nursing diagnoses formation for patients experiencing severe psychotic behavior.
4. Discuss expected outcomes for patients experiencing psychotic behavior.
5. Analyze nursing interventions for patients experiencing psychotic and aggressive behaviors.
6. Incorporate research findings into nursing care for patients experiencing schizophrenia or other psychotic disorders.
7. Outline the nursing behaviors and roles used to assist the psychotic person to develop and maintain optimal wellness.
8. Evaluate nursing care related to patients experiencing psychotic behaviors.

LEARNING ACTIVITIES

Required reading:

Boyd, chaps. 8, 18

Required A-V:

CM 0532 Causation of Schizophrenia
CM 0533 Schizophrenia Symptomatology
CM 0534 Schizophrenia the Community Response

Critical thinking activities:

Therapeutic Dialogue, pg. 299.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VI - Man's Adaptation to Alterations in Psychosocial Functioning
FOCUS D: Childhood and Eating Disorders

OBJECTIVES

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

1. Discuss the etiology of psychiatric disorders first diagnosed in infancy, childhood and adolescence: mental retardation, attention-deficit/hyperactivity disorder, conduct disorder, oppositional defiant disorder, Tourette's disorder, and separation anxiety disorder.
2. Utilize the nursing process to develop a plan of care pertinent to each specific disorder; identify nursing diagnoses common to clients with these disorders; select appropriate nursing interventions for each and discuss relevant criteria for evaluating nursing care.
3. Describe treatment modalities relevant to selected disorders of infancy, childhood, and adolescence.

LEARNING ACTIVITIES

Before class read:

Boyd, chaps. 24, 27, 29

Learning activities:

Class Discussion
Guest Speaker
Case Studies

Critical thinking exercise:

Prior to class, complete critical thinking challenges

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VI – Man’s Adaptation to Alterations in Psychosocial Functioning
FOCUS E: Dementia, Delirium and Other Cognitive Disorders

OBJECTIVES

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

1. Discuss various theories on aging.
2. Describe the biological, psychological and socio-cultural aspects of aging.
3. Analyze retirement, long-term care, elder abuse and suicide as issues related to aging.
4. Differentiate between delirium, dementia, and amnesic disorder and discuss predisposing factors of each.
5. Formulate appropriate nursing diagnoses and expected outcomes for patients with delirium, dementia and amnesic disorders.
6. Develop an educational plan for patients/families, relevant to cognitive disorders.
7. Analyze current treatment modes and pertinent research findings related to the nursing care of patients with cognitive disorders.

LEARNING ACTIVITIES

Required reading:

Boyd, chaps.30, 31, 32

Activities:

Class discussion. Students will complete a classroom group activity with imposed “disabilities” such as those related to aging.

Prior to class:

Access the Internet to locate available resources/support groups for families/clients with Alzheimer’s Disease.

Critical thinking activity:

Test your critical thinking exercise

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VI - Man's Adaptation to Alterations in Psychosocial Functioning
FOCUS F: Personality Disorders

OBJECTIVES

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

1. Identify the common features of personality disorders.
2. Distinguish between the concepts of personality and personality disorder.
3. Analyze the prevailing theories explaining the development of personality disorders.
4. Distinguish among the three clusters of personality disorders.
5. Formulate nursing diagnoses and interventions for individuals with specific personality disorders.
6. Apply the nursing process to individuals with a diagnosis of borderline personality disorder.
7. Analyze concerns within the nurse – patient relationship when treating those with personality disorders.
8. Compare and contrast the impulse – control disorders.

LEARNING ACTIVITIES

Required reading:

Boyd, M. A., Psychiatric nursing contemporary nursing, chap. 22

Class activities:

Lecture, discussion
Concept Media, Personality Disorders, 2004

Activity outside of classroom:

Find one internet site intended to help those affected by borderline personality disorder.

View the movie Fatal Attraction.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Alterations in Physiological Functioning
FOCUS A: Gas Exchange and Respiratory Function

OBJECTIVES

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

1. Identify manifestations of impairment in the function of the respiratory system.
2. Identify laboratory and diagnostic tests used to diagnose upper and lower respiratory disorders.
3. Interpret arterial blood gas (ABG) results.
4. Discuss pharmacological agents used in treatment for patients with upper and lower respiratory disorders.
5. Discuss nursing care needs for the patient with an endotracheal tube or tracheostomy.
6. Describe care for patients having surgery of the upper or lower respiratory system.
7. Use the nursing process as a framework for nursing care of patients with upper and lower respiratory disorders.

LEARNING ACTIVITIES

1. Review anatomy, physiology, pathophysiology texts/notes
2. Read Smelter, chaps. 21, 22, 23, 24, 25

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Alterations in Physiological Functioning
FOCUS A: Gas Exchange and Respiratory Function

Available A-V for Gas Exchange

LIPP 0339 Postural Drainage I
LIPP 0340 Postural Drainage II
TX 0163 Cupping and Vibrating
TX 0169 Intro. to TraChapt. Care
TX 0168 Pharyngeal Suctioning
TX 0181 Functions of Electrolytes
TX 0182 Electrolyte Balance
CM 0525 Ventilators Part I
CM 0526 Ventilators Part II
CM 0527 Suctioning Part I
CM 0528 Suctioning Part II
TX 0162 Oxygen Administration
TX 0216 Pathophysiology of Emphysema
TX 0217 Care of the Patient with Emphysema
TX 0230-32 Airway Management
TX 0264 Mechanical Ventilation
TX 0265 COPD
TX 0266 ARDS
TX 0267 Thoracic Pump Failure
TX 0268 Pulmonary Emboli
TX 0269 Chest Trauma
TX 0280-12 Intrapleural Drainage

CAI 1709 ABG's: Introduction
CAI 1711 ABG's: Asthma
CAI 1713 ABG's: Bronchitis
CAI: MS Pulmonary Series
 MS 3217 Adult Respiratory Distress Syndrome
 MS 3218 Pulmonary Embolus
 MS 3219 Acute Respiratory Failure
 MS 3220 Chronic Obstructive Pulmonary Disease
 MS 3221 Chest Trauma

A-V Media Resources Fluid and Electrolyte Balance

BR 0400 - D405 "Anatomy & Physiology of the Urinary System" FS
MEE 1003 "Hyponatremia" FS
MEE 1004 "Hypernatremia" FS
TX 0183 "Fluid Loss" FS
TX 0184 "Fluid Retention Edema" FS

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Alterations in Physiological Functioning
FOCUS B: Cardiovascular, Circulatory and Hematologic Function

OBJECTIVES

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

1. Identify manifestations of impairment that may indicate cardiac malfunction.
2. Identify laboratory and diagnostic tests appropriate for patients with cardiac disorders.
3. Discuss pharmacological agents prescribed for patients with cardiac and peripheral vascular disorders.
4. Discuss special care procedures for patients with disorders of the heart: pacemakers and automatic implantable cardioverter – defibrillators (AICDs)
5. Describe pre – and postoperative care of patients having surgery for cardiac and peripheral vascular disorders.
6. Use the nursing process as a framework for nursing care of patients with cardiac and peripheralvascular disorders.

LEARNING ACTIVITIES

Review the structure and function of the heart, using any appropriate source. Review the circulation of the heart and the electrical conduction of the cardiac system. Review cardiac content from Pathophysiology course NUR 3803.

Read: Smelter, chaps. 26, 27, 28, 29, 30, 31, 32

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Alterations in Physiological Functioning
FOCUS B: Cardiovascular, Circulatory and Hematologic Function

Available

NHF 1802 Planning Na. Restricted Diets
MEE 1002 Fluid and Electrolyte Over-hydration
TX 0184 Fluid Retention Edema
Lipp 0301 The Heart
TX 0179 Cardiac Monitoring, Understanding Fundamentals
TX 0180 Cardiac Monitoring, Dysrhythmias of the AV Node and the Ventricles
CM 0523 Multi-Lumen Infusion Catheters
CM 0524 Chest Tube Drainage

CAI-

Recognizing Cardiac Arrhythmias
AJN 2619 ECG Primer (I)
Misc 2860 EKG Primer (A)
CAI 1715 - Congestive heart failure
Lipp 0393 Coronary Care: Assessment
Lipp 0394 Coronary Care: Coronary Artery Disease
Lipp 0395 Coronary Care: MI
Lipp 0396 Coronary Care: CHF
Lipp 0397 Coronary Care: Arrhythmias
Lipp 0398 Coronary Care: Pacemaker Therapy
Lipp 0399 Coronary Care: Cardiac Rehabilitation
Lipp 0400 Coronary Care: Case Studio
Misc 2983 Arrhythmias Tutorial I
Misc 2984 Arrhythmias Tutorial II
MS 3212 Conduction System Defects
MS 3213 Cardiogenic Shock
MS 3214 MI
MS 3215 Pulmonary Edema
MS 3216 Angina/Atherosclerosis
MS 3230 MI: Pathophysiology
MS 3231 MI: Diagnosis
MS 3232 MI: Immediate Care
MS 3233 MI: Long term Care

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Physiological Alterations
FOCUS C: Pain Management

OBJECTIVES

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

1. Differentiate between acute pain, chronic pain, and cancer pain.
2. Describe the negative consequences of pain.
3. Describe the physiology of pain.
4. Explain the physiology of pain relief mechanisms.
5. Explain the impact of aging on pain.
6. Demonstrate use of appropriate pain measurement instruments.
8. Describe physiologic and environmental factors that can alter the perception.
9. Explain the differences between opioid dependency, tolerance, and addiction; discuss when opioid tolerance may be a problem.
10. Identify appropriate pain relief interventions for selected groups of patients.

LEARNING ACTIVITIES

Required reading:

Smelter, ch. 13, p. 258-295

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Physiological Alterations
FOCUS D: Hematologic Disorders

OBJECTIVES

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

1. Utilize scientific principles to review pathophysiological adaptations in the patient with compromised blood and lymph components.
2. Stipulate promotive, restorative and supportive nursing care that is basic to achieving homeostasis in clients with compromised cell proliferation within the lymph and circulatory systems.
3. Explore, in depth, the roles of caregiver, communicator, researcher, teacher, and advocator in the delivery of holistic nursing care to patients, families and groups.
4. Determine the nursing role in collaborating with the multi-disciplinary team while caring for patients with lymph and blood disorders.
5. Consider methods to maintain the integrity of individuals, families and groups throughout episodes of dysfunction due to compromised quality of cell proliferation.
6. Incorporate nursing standards of practice into the nursing knowledge base.
7. Recognize the impact of bio-psycho-social, cultural, and spiritual needs of the client undergoing alterations in the quality of cell proliferation.
8. Incorporate knowledge gained from other disciplines to explain deviations of adaptation.
9. Discuss etiology, pathophysiology, clinical manifestations, usual therapeutic regime, prognosis, and rehabilitation for the patient with alterations of cell proliferation.
10. Include nutritional and pharmaceutical aspects in the discussion of the care of these patients.
11. Expand his/her own knowledge base through the use of resource persons and materials.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Physiological Alterations
FOCUS D: Hematologic Disorders (continued)

LEARNING ACTIVITIES

Required reading:

Smelter, ch. 33, p. 1035-1112

Activities: Review pathophysiology texts and notes.

Review the anatomy and physiology of the pertinent structures by using any pertinent source.

Participate in group development of care plans for clients experiencing disorders of cell proliferation.

Prior to class:

Find one Internet resource that would be helpful to nurses working with patients experiencing lymph and/or blood disorders. Be prepared to share findings in class.

Activities:

Divide the class into small groups. Assign each group to research a type of anemia discussed in the text. Group presentations consisting of visual aides, handouts, and oral explanations will be shared with the class.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Physiological Alterations
FOCUS E: Immunologic Function

OBJECTIVES

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

1. Describe the pathophysiology of HIV infection.
2. Describe the modes of transmission of HIV infection.
3. Describe the management of patients with HIV infection.
4. Discuss nursing diagnoses common to patients with AIDS.
5. Identify nursing interventions appropriate for patients with HIV infection and AIDS.
6. Describe the types of hypersensitivity.
7. Describe measures to prevent and manage anaphylaxis.
8. Discuss the different allergic disorders according to type.
9. Describe the assessment and diagnostic findings that may be evidenced by patients with a suspected diagnosis of rheumatic disease.
10. Identify appropriate nursing interventions for nursing diagnoses that commonly occur with rheumatic diseases.

LEARNING ACTIVITIES

Read:

Smelter, Ch. 50, 51, 52, 53, 54

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Physiological Alterations
FOCUS F: Metabolic and Endocrine Function

OBJECTIVES

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

1. Explain the endocrine system's role in regulating body functions.
2. Identify assessment findings that may indicate malfunction of the endocrine system.
3. Describe the pathophysiology of common disorders of the thyroid, parathyroid, adrenal, and pituitary glands.
4. Describe the pathophysiology of Type I and Type II diabetes mellitus.
5. Use the nursing process as a framework to care for patients with diabetes and disorders of the thyroid, parathyroid, adrenal and pituitary glands.
6. Identify the teaching needs of patients with endocrine disorders.

LEARNING ACTIVITIES

Before class read:

Smelter, ch. 41, 42

Review:

Pathophysiology text and notes.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Physiological Alterations
FOCUS G: Digestive and Gastrointestinal Function

OBJECTIVES

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

1. Explain the etiology and pathophysiology of common esophageal, gastric, and intestinal disorders.
2. Identify clinical manifestations of common esophageal, gastric, and intestinal disorders.
3. Discuss nursing implications of commonly prescribed pharmacological agents in the treatment of esophageal, gastric, and intestinal disorders.
4. Plan pre-and post-operative care for patients undergoing gastric and intestinal surgery.
5. Develop teaching plans for patients with ulcers and inflammatory bowel disease.
6. Use the nursing process as a framework to care for patients with esophageal, gastric, and intestinal disorders.
7. Assess and manage patients with hepatic and biliary disorders.

LEARNING ACTIVITIES

Required reading:

Smelter, Ch. 34, 35, 36, 37, 38, 39, 40

Review pathophysiology notes.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Physiological Alterations
FOCUS H: Renal and Urinary Tract Function

OBJECTIVES

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

1. Identify manifestations of impairment that may indicate renal malfunction.
2. Identify laboratory and diagnostic tests appropriate for patients with renal and urinary disorders.
3. Explain the pathophysiology of common urinary disorders and acute/chronic renal failure.
4. Describe clinical manifestations of common urinary disorders and acute/chronic renal failure.
5. Recognize nursing implication of pharmacological agents prescribed for patients with urinary and renal disorders and renal failure.
6. Discuss nursing care of the patient undergoing peritoneal dialysis and hemodialysis.
7. Discuss nursing interventions and priorities for patients with urinary disorders and acute/chronic renal failure.

LEARNING ACTIVITIES

Required reading:

Smelter, Ch. 43, 44, 45

Review:

Pathophysiology notes.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Physiological Alterations
FOCUS I: Skin Disorders/Burns

OBJECTIVES

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

1. Analyze the nursing process in the care of the client with alterations in skin integrity.
2. Utilize scientific principles to understand pathophysiological adaptation that causes dysfunction in the client with skin integrity alterations.
3. Stipulate promotive nursing behaviors for patients who are at risk for altered skin integrity.
4. Consider methods to maintain the integrity of individuals, families, and groups throughout episodes of the crisis of burns:
 - a. Maintenance of the client as an individual with dignity
 - b. Involvement of the family in the care of the client
 - c. Attention to usual client coping mechanisms in crisis situations
 - d. Evaluation of the success or failure of such methods
 - e. Involvement of the health team members
 - f. Sharing the therapeutic plan with the client and family
 - g. Acceptance of the client at his/her current growth and development levels
 - h. Support given during episodes of death and dying
5. Correlate the patient's holistic needs to the nursing care of the patient adapting to alterations in skin integrity, inclusive of nutritional and pharmacological aspects.
6. Describe restorative and supportive nursing care as it relates to the etiology, pathophysiology, clinical manifestations, usual therapeutic regime, prognosis, and rehabilitation for the patient with alterations in skin integrity (inclusive of burns and skin cancers).

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Physiological Alterations
FOCUS I: Skin Disorders/Burns (continued)

LEARNING ACTIVITIES

Before class, read:

Smelter, Ch. 55, p.1926-1941, Ch. 56, p. 1944-1992, and Ch. 57, p. 1994-2037.

Review anatomy and physiology of the skin from any pertinent source.

Review pathophysiology texts and notes.

Use meter method for determining fluid replacement.

View the following:

TX 0109 - Management of the Burn Patient.

AJN 1707 - Nursing Care of Burn Patients.

<http://www.npaup.org> (National Pressure Ulcer Advisory Panel)

How does the nurse communicate caring during painful treatment?

Apply the nursing process using text case study pp. 667-668.

Activity:

Speaker, Children's Hospital Burn Center staff

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Physiological Alterations
FOCUS J: Neurological Function

OBJECTIVES

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

1. Analyze the nursing process in the care of patients with alterations in neurological function.
2. Stipulate promotive, supportive and restorative nursing behaviors that are basic to achieving homeostasis in patients with neurological alterations.
3. Explore, in depth, the roles of caregiver, communicator, collaborator, researcher, teacher, and advocator in the delivery of holistic care to patients throughout the life cycle.
4. Consider methods to maintain the integrity of individuals, families, and groups throughout episodes of neurological dysfunction.
5. Recognize the impact of the bio-psycho-social and spiritual needs of the patient undergoing adaptations of neurological dysfunctions in the acute and long-term care setting.
6. Incorporate knowledge gained from other disciplines to explain alterations in neurological functions.
7. Compare and contrast the clinical manifestations of neural alterations in varying levels of consciousness and develop a plan of care for each level.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Physiological Alterations
FOCUS J: Neurological Function (continued)

OBJECTIVES

8. Discuss nursing care in relation to etiology, pathophysiology, clinical manifestations, usual therapeutic regime, prognosis, and rehabilitation of the following neurological dysfunctions:
Dysfunctional states
 - a. Alzheimer's
 - b. Myasthenia Gravis
 - c. Multiple sclerosis
 - d. Bell's Palsy
 - e. Muscular Dystrophy
 - f. Tic Douloureux
 - g. Amyotrophic Lateral Sclerosis
 - h. Parkinson's disease
 - i. Huntington's disease
 - j. Guillan-Barre Syndrome
 - k. CVA and TIA
 - l. Head and spinal cord traumas
 - m. Space occupying lesions, e.g. tumors of the brain and spinal cord
 - n. Infections
 - o. Disc disease
 - p. Seizure activity disorder;
 - 1) Generalized
 - a) tonic-clonic; b) absence; c) minor-motor;
 - 2) Partial
 - q. Meniere's disorder
 - r. Headaches, 1) Cluster, 2) Migraine and 3) Tension
9. Incorporate nutrition and pharmacological principles into nursing care.
10. Discuss the important responses that indicate normal and/or abnormal neurological functioning.
11. Discuss relevant diagnostic procedures that give information regarding abnormal neurological dysfunctional states.
12. Use acceptable physical appraisal language to describe certain motor responses.
13. Utilize research findings in sharing information with peer group members.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Physiological Alterations
FOCUS J: Neurological Function (continued)

LEARNING ACTIVITIES

Review: Anatomy physiology and pathophysiology of the neural system. Include the divisions of the vertebral groups of the spinal system.

Assessment of neurological function.

Required audiovisual:

NOO77 - "Levels of Consciousness".

TX 0185 - Introduction to Seizure Disorders.

TX 0260 - Neuro: Spinal Cord Injury.

TX 0261 - Neuro: Head Injury.

HSC 2712 - Head Injuries: Care in the Intensive Care Unit.

MS 3224 - Neuro Assessment.

AV:

*Alzheimer's, * Spinal Cord Injury

Activity:

1. Make a list of self-help and support organizations that would be helpful for patients with neurological dysfunctions discussed in this focus.
 - a. Identify what can be accessed on the Internet.
 - b. Identify which can be accessed locally in your community.

For example: Alzheimer's Association, Muscular Dystrophy Association.

*A variety of audiovisuals are available that relate to neurological problems.

Be prepared to share research in class discussion.

Required Reading:

Smelter, Ch. 60, 61, 62, 63, 64, 65

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Physiological Alterations
FOCUS K: Shock and Multiple Organ Dysfunction Syndromes

OBJECTIVES

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

1. Describe the body's generalized shock response.
2. List etiologies of hypovolemic, cardiogenic, anaphylactic, neurogenic, and septic shock and multiple organ dysfunction syndrome (MODS).
3. Explain the pathophysiology of the various types of shock and MODS.
4. Describe clinical manifestations of all types of shock and MODS.
5. Identify clients at risk for septic shock and MODS.
6. Use the nursing process as a framework for nursing care of patients with all types of shock and MODS.

LEARNING ACTIVITIES

Required reading:

Smelter, Ch. 15, p. 355-377

Stacy, K. & Fitzsimmons L. (2000). Shock and multiple organ dysfunction syndrome. In L. Urden & K. Stacy (Eds.), *Priorities in Critical Care Nursing* (3rd ed., pp. 430-438) (on reserve in library).

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Physiological Alterations
FOCUS L: Care of Patient with Cancer

OBJECTIVES

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

1. Utilize scientific principles to review patho-physiological adaptations that cause dysfunctional cell proliferation.
2. Discuss the principles associated with the diagnostic and treatment regimes in patients experiencing dysfunctional cell proliferation.
3. Analyze nursing approaches regarding symptom assessment and management.
4. Stipulate supportive, restorative and promotive nursing care directed toward patients at risk for or experiencing cancer.
5. Consider methods to maintain the integrity of individuals, families and groups throughout episodes of dysfunction due to oncological processes.
6. Incorporate ANA Standards of Nursing Practice into the nursing care of patients with cancer.
7. Recognize the impact of bio-psycho-social, cultural and spiritual needs for the patient with cancer.
8. Explore skills to promote and accept expression of positive and negative feelings regarding diagnosis and prognosis.
9. Relate grief theory to the holistic care of patients experiencing loss.
10. Discuss ethical issues found within the care of patients with cancer.
11. Utilize research based knowledge to address patient care.
12. Expand his/her own knowledge base through the use of resource persons and materials.

NUR 4206 THEORIES AND CONCEPTS IN NURSING III
UNIT VII - Man's Adaptations to Physiological Alterations
FOCUS L: Care of the Patient with Cancer (continued)

LEARNING ACTIVITIES

Required reading:

Smelter, Ch. 16 and 17.

Class activity:

Write a list of several serious illnesses on a chalkboard (emphysema, coronary artery disease, crohn's disease, NIDDM, cancer). The students are to rank these illnesses in the order in which they would least choose to have them.

Review a case study of a client with cancer. Break the students into small groups to develop rationales for each nursing intervention given in the case study. Ask groups to develop possible alternative interventions to the ones given. Also, ask the groups to determine safety measures that must accompany the scheduling of medication for the patient.

Discuss:

Advances which have been made with cancer therapy, the need for nurses to be hopeful and positive and student reaction to cancer.

Suggested reading:

Mahon, S. M. and Casperson, D. M. (1997). Exploring the psychosocial meaning of recurrent cancer: A descriptive study. Cancer Nursing, 20 (3), 178-186.

Zimmerman, L., et. al, (1996). Psychological variables and cancer pain. Cancer Nursing, 19 (1), 44-53.

Internet: National Cancer Institute www.nci.nih.gov

Suggested resources:

Ferrell, B. R. and Coyle, N. (2006). Textbook of palliative nursing, Oxford. Oxford University Press.

Matzo, M. L. and Sherman, D. W. (2001) Palliative care nursing quality care to the end of life. Springer Publishing Co.