

ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING



NUR 4206

THEORIES AND CONCEPTS IN NURSING III

Spring 2017

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ARKANSAS TECH UNIVERSITY  
Department of Nursing

**Course:** NUR 4206 (01)

**Course Title:** Theories and Concepts in Nursing III

**Instructors:**

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**Required Textbooks:**

Retain texts from previous nursing courses.

**Additional Texts:**

Hinkle, J., & Cheever, K. (2014). Brunner & Suddarth's Textbook of Medical-Surgical Nursing (13<sup>th</sup> Ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

Townsend, M. C. (2015). *Psychiatric Mental Health Nursing* (8<sup>th</sup> Ed.). Philadelphia, PA: F. A. Davis.

Auto-tutorial materials are available in the Skills Lab Office for student use.

**Course/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.

**Credit Hours:** Six (6) Hours

**Contact Hours:** Six (6) Hours

**Placement:** Senior Year

**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.

## CONDUCT OF THE COURSE

### **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.

### **Justification/Rationale for the Course**

By the completion of this course the student will progress toward student learning 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 advocate 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.
11. Assume an active role in own professional development.

### **Discrimination Statement:**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX

Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: <http://www.atu.edu/titleix/index.php>.

**Disability Statement:**

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit <http://www.atu.edu/disabilities/index.php>.

**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.

**Cell Phone Policy**

There is a **NO cell phone policy for all upper division testing/test review**. This includes paper/pencil testing, test review, cooperative testing, and computer testing. If you are discovered with having a cell phone on your person, this will be considered a violation of the Academic Honesty Policy. If we discover that you have your cell phone with you during a unit exam/cooperative testing or unit exam review **you will receive a 0 for the test grade**.

**STANDARDIZED TESTS**

Students are required to take standardized exams before completion of the course. Students must complete the Kaplan Medical Surgical Comprehensive and Psychosocial exams. All students will be required to remediate each incorrect answer on the exams. The two exams will count 5% of the Theory and Concept III grade. Grades will be awarded as follows:

Percentile Ranking	Course Grade
90-99th	98
80-89	95
70-79	90
60-69	86
50-59	82
40-49	74
30-39	66
20-29	58
10-19	50
Below 10	40

## 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" maybe recorded for a student who has not completed all the requirements of a course because of illness or other circumstances beyond the student's control, provided work already completed is of passing quality. Before a grade of "I" may be recorded, the student and instructor must determine course requirements to be completed and the completion date. (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:  
Seven (7) unit tests.....75%  
Comprehensive Final Exam.....15%  
Pop tests/Quizzes.....5%  
Kaplan exams.....5%  
100%

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

## Academic Honesty

Students are expected to be honest and truthful in both classroom and practicum experiences. They are expected to adhere to the Code of Ethics and uphold current standards of care. Students are referred to the Arkansas Tech University Student Handbook for more specific regulations regarding academic honesty.

Students are expected to:

- a. Perform their assigned tasks in the practicum experiences. Students should have the permission of the clinical instructor before using assistance from the staff.
- b. Notify the instructor immediately of any clinical error made so that steps can be taken to prevent harm to the patient.
- c. Present written work that is theirs alone.
- d. Correctly document any materials from a textbook, pamphlet, journal, etc., that is used for an assignment.
- e. Be honest and truthful when writing clinical logs and giving verbal or written reports regarding

patient care or the student's clinical experiences or assignments.

- f. Only use authorized devices or materials for an examination and not copy from other students' papers.
- g. Document material correctly. Plagiarism is defined as stealing and presenting as one's own ideas or words of another, or not documenting material correctly. Student papers may be evaluated by [turnitin.com](https://www.turnitin.com) which can detect plagiarism. For the first occurrence of academic dishonesty, the student will receive an F. If there is a second occurrence, the student will be dismissed from the program. Students are referred to the ATU catalog and handbook for policies regarding plagiarism.

## Policies

### **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.
4. Cell phones must be kept on silent/vibrate and visible only during break time.
5. No eating during class.
6. During testing, do not wear hats or caps, or have phones with you.

### **Computer Requirements**

1. It is the student's responsibility to check ATU email daily. Email is used as the primary method of communication with students outside of the classroom setting.
2. Some lectures will be presented in an online format. Real Player MP3 and/or Adobe Shockwave Player may be needed for viewing. High-speed internet may be needed for viewing online videos.

### **Research Day**

During Level III or IV (Spring semester) students will be required to attend Research Day. Students are encouraged to keep the Research Day objectives for a Level IV portfolio.

### **Expenses**

Some expenses may be occurred during Theories and Concepts III. Examples of these expenses may include Research Day.

**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. Nursing Roles
- D. Evidence Based Practice

II. Overview of Psychiatric Mental Health Nursing

III. Nurse-Patient Relationships

IV. Group Dynamics/Group Process

V. Crisis Intervention--Theories and Strategies

VI. Man's Adaptation to Alterations in Psychosocial Functioning

- A. Mood Disturbance
- B. Anxiety Disorders
- C. Somatoform Symptom and Dissociative Disorders
- D. Schizophrenia and other Psychotic Disorders
- E. Childhood and Eating Disorders
- F. Personality Disorders
- G. Substance Abuse

VII. Man's Adaptation to Alterations in Physiological Functioning

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

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

<i>OBJECTIVES</i>
<p>Upon completion of this focus, the student should be able to:</p> <ol style="list-style-type: none"><li data-bbox="204 380 1203 411">1. Review the course objectives and their relationship to program mission and outcomes.</li><li data-bbox="204 443 854 474">2. Survey the course requirements and conduct of course.</li><li data-bbox="204 506 837 537">3. Discuss nursing roles of collaborator and advocator.</li><li data-bbox="204 569 724 600">4. Apply nursing research to nursing practice</li></ol>
<i>LEARNING ACTIVITIES</i>
<p>Group discussion</p>

**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.
8. Describe the concept of milieu and how it works as a component of therapy.

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

*LEARNING ACTIVITIES*

**Before class read:**

Townsend, M. C. *Psychiatric Mental Health Nursing*, Chapters 2, 3, 9, 12

**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.

Search the web for sites related to psychiatric nursing organizations.

**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. Analyze the role of the psychiatric nurse.
2. Identify and begin the process of self awareness as it relates to the therapeutic nurse-client relationship.
3. 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.
4. Compare and contrast social and therapeutic relationships.
5. Discuss the development of the nurse-client relationship and the nurse's tasks during the development of the nurse-client relationship.
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, Rapport, and Trust.
7. Analyze therapeutic and non-therapeutic communication.
8. Identify components of nonverbal communication.
9. Discuss how nurses can overcome common blocks in nurse-patient relationships: Resistance, Transference, Boundary violations, Counter-transference
10. Discuss the process of an interpersonal process recording.

*LEARNING ACTIVITIES*

**Required reading:**

Townsend, M.C. *Psychiatric Mental Health Nursing*. Chapters 7 & 8

**Class activities:**

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

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

<i>OBJECTIVES</i>
Upon completion of this focus, the student should be able to: <ol style="list-style-type: none"><li>1. Discuss ways that nurses can use group process and theory in a variety of settings: Education, Coping assistance, Support, Crisis intervention, Treatment.</li><li>2. Identify important conditions that influence small groups: Structure, Size, Length of sessions, Communication, Roles, Power, Norms, Cohesion.</li><li>3. List the major types of roles individuals can play in groups and give examples of each role.</li><li>4. Relate the phases of small group development to experiences the student has had in a group in the past.</li><li>5. Identify curative factors of group work that can be used by nurses working in leadership roles with groups.</li><li>6. Summarize the types of groups that nurses frequently lead (at beginning and at advanced practice levels).</li><li>7. Analyze your own group communication style and relate it to your potential as a group leader.</li></ol>
<i>LEARNING ACTIVITIES</i>
<p><b><u>Required reading:</u></b> Townsend, M.C. <i>Psychiatric Mental Health Nursing</i>, Chapter 10</p> <p><b><u>Classroom activities:</u></b> Role play different roles members play in groups</p>

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

*OBJECTIVES*

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

1. Describe crisis theory 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.
4. Identify bio-psycho-social 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. Describe factors that increase the risk of suicide.
8. Describe the “no suicide” contract.
9. Apply the nursing process to individuals exhibiting suicidal behavior.
10. Describe the nurse’s responsibilities in promoting short and long-term recovery in suicidal adult inpatients.

*LEARNING ACTIVITIES*

**Required reading:**

Townsend, M.C. *Psychiatric Mental Health Nursing*. Chapters 13, 16, 17

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

**Activities:**

Lethality of Suicide Attempt

Develop a patient education plan to cope with crisis.

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

**Additional reading:**

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

**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:**

Townsend, M.C. *Psychiatric Mental Health Nursing*. Chapters 25, 26, 20

**Activities:**

Role play - manic and depressed behavior

**Critical thinking activity:**

Complete the Critical Thinking Skills questions, page 495 and 526

**NUR 4206 THEORIES AND CONCEPTS IN NURSING III**  
**UNIT VI - Man's Adaptation to Alterations in Psychosocial Functioning**  
**FOCUS B: 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. Discuss various modalities used in the treatment of anxiety disorders.

*LEARNING ACTIVITIES*

**Required reading:**

Townsend, M.C. *Psychiatric Mental Health Nursing*. Chapter 27, 28

**Required A-V:**

Anxiety Disorders, Concept Media, 2002

**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 Skills, page 557 and 579

**NUR 4206 THEORIES AND CONCEPTS IN NURSING III**  
**UNIT VI - Man's Adaptation to Alterations in Psychosocial Functioning**  
**FOCUS C: Somatic Symptom and Dissociative Disorders**

*OBJECTIVES*

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

1. Define and describe various somatic symptom and dissociative disorders.
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:**

Townsend, M.C. *Psychiatric Mental Health Nursing*. Chapter 29

**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 D: 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:**

Townsend, M.C. *Psychiatric Mental Health Nursing*. Chapter 24

**Critical thinking activities:**

Review Questions & Complete Critical Thinking Skills questions, page 453-456

**NUR 4206 THEORIES AND CONCEPTS IN NURSING III**  
**UNIT VI - Man's Adaptation to Alterations in Psychosocial Functioning**  
**FOCUS E: 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, separation anxiety disorder, and intermittent explosive 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:**

Townsend, M.C. *Psychiatric Mental Health Nursing*. Chapters 16, 31, and 33

**Learning activities:**

Class Discussion  
Guest Speaker  
Case Studies

**Critical thinking exercise:**

Prior to class, complete the learning activities at the end of the chapters.

**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:**

Townsend, M.C. *Psychiatric Mental Health Nursing*. Chapter 32

**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 VI - Man's Adaptation to Alterations in Psychosocial Functioning**  
**FOCUS G: 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 a chemically dependent patient that might interfere with providing effective nursing care.

*LEARNING ACTIVITIES*

**Required reading:**

Townsend, M.C. *Psychiatric Mental Health Nursing*. Chapter 23

**NUR 4206 THEORIES AND CONCEPTS IN NURSING III**  
**UNIT VI - Man's Adaptation to Alterations in Psychosocial Functioning**  
**FOCUS G: 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.

**Class activity:**

Critical thinking Group Exercise - Behavior and Alcoholism

**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 Skills.

**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 and discuss alterations of gas exchange and respiratory functions.
2. Identify manifestations of malfunction of the respiratory system.
3. Discuss laboratory and diagnostic tests used in patients with respiratory disorders.
4. Interpret arterial blood gas (ABG) results.
5. Discuss pharmacological agents and treatments used in patients with respiratory disorders.
6. Explain respiratory modalities used in patients with respiratory disorders.
7. Discuss nursing care needs for the patient with an endotracheal tube, tracheostomy, chest tubes, ventilator, and/or oxygen delivery devices.
8. Describe care for patients having surgery of the respiratory system.
9. Use the nursing process as a framework for nursing care of patients with respiratory disorders.

**LEARNING ACTIVITIES**

1. Review anatomy, physiology, pathophysiology and physical assessment texts/notes
2. Read Hinkle, Unit 5: Chapters 20, 21, 22, 23, 24

**Available A-V for Gas Exchange**

SK 005 Chest Tube Drainage  
CM 0529 Acid Base Balance #1  
CM 0530 Acid Base Balance #2  
CM 0531 Acid Base Balance #3  
BLO 19 Asthma, Emphysema, and Chronic Bronchitis  
BLO 10 Asthma, Emphysema, and Chronic Bronchitis  
SK 041 Oxygen Administration

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

*OBJECTIVES*

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

1. Identify and discuss alterations of the cardiovascular system.
2. Identify manifestations of malfunction of the cardiovascular system.
3. Discuss laboratory and diagnostic tests used in patients with cardiovascular system disorders.
4. Discuss pharmacological agents and treatments used in patients with cardiovascular system disorders.
5. Discuss special care procedures for patients with disorders of the heart: pacemakers and automatic implantable cardioverter – defibrillators (AICDs), intra-aortic balloon pumps, stents, vigoilo, and impella.
6. Describe care for patients having surgery for cardiovascular disorders.
7. Use the nursing process as a framework for nursing care of patients with cardiovascular disorders.

*LEARNING ACTIVITIES*

Review anatomy, physiology, pathophysiology, and physical assessment texts/notes.

**Read:** Hinkle, Unit 6: Chapters 25, 26, 27, 28, 29, 30, 31

**Available A-V for Cardiovascular Function**

BL 006 Arrhythmias

BL 018 Arrhythmias

BL 012 Reading EKG

BL 022 Heart Failure and Pulmonary Edema

BL 002 Heart Failure and Pulmonary Edema

BL 020 Coronary Artery Disease and Angina Pectoris

BL 024 MI

HA 017 Heart Sounds

HA 31 Sounds of Heart Failure #1

HA 32 Sounds of Heart Failure #2

BL 023 Hypertension

BL 001 Hypertension

BL 007 Reading EKG Rhythm Strips

**NUR 4206 THEORIES AND CONCEPTS IN NURSING III**  
**UNIT VII - Man's Adaptations to Physiological Alterations**  
**FOCUS C: End of Life Care**

*OBJECTIVES*

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

1. Recognize changes in population demographics and health care economics that necessitate improved end-of-life care.
2. Promote the provision of comfort care to the dying as an active, desirable and important skill in nursing care.
3. Communicate effectively and compassionately with the family, patient and health care team members about end-of-life issues.
4. Use scientifically based tools to assess symptoms experienced by patients at the end of life.
5. Plan and intervene in symptom management using state-of-the-art traditional and complementary approaches.
6. Provide culturally and spiritually sensitive care to patients and family at end of life.
7. Assist the patient, family and one's self to cope with suffering, grief, loss, and bereavement in end-of-life care.

*LEARNING ACTIVITIES*

**Read:**

Hinkle, Ch. 16

**Activities:**

Before class read one current nursing research article related to a non-pharmacological approach to symptom management. Summarize the article and bring the summary to class with reference information.

Before class interview a spiritual leader related to end-of-life care. Address how the leader takes into account various cultural and/or spiritual beliefs. Summarize interview and bring to class.

In class: Complete the Loss Exercise

**Suggested Resources:**

Ferrell, B. R. and Coyle, N. (2012), 3<sup>rd</sup> ed. *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.

**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. Identify and discuss alterations of the hematologic system.
2. Identify manifestations of malfunction in the hematologic system.
3. Discuss laboratory and diagnostic tests used in patients with hematological disorders.
4. Discuss pharmacological agents and treatments used in patients with hematological disorders.
5. Discuss special care procedures for patients with hematological disorders.
6. Use the nursing framework for nursing care of patients with hematological disorders.

*LEARNING ACTIVITIES*

**Required reading:**

Hinkle, Unit 7: Chapters 32, 33, 34

**Activities:** Review anatomy, physiology, pathophysiology and physical assessment texts and notes.

**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:**

Hinkle, Unit 8, Chapters 35, 36, 37, 38, 39

**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. Identify and discuss alterations in the metabolic and endocrine system.
2. Identify manifestations that indicate malfunction of the metabolic and endocrine system.
3. Discuss laboratory and diagnostic tests used in patients with metabolic and endocrine disorders.
4. Discuss pharmacological agents and treatments used in patients with metabolic and endocrine disorders.
5. Use the nursing process as a framework to care for patients with metabolic and endocrine disorders.

*LEARNING ACTIVITIES*

**Before class read:**

Hinkle, Unit 11: Chapters 49, 50, 51, 52

**Review:**

Anatomy, physiology, pathophysiology and physical assessment text and notes.

**View**

BL 021 Diabetes mellitus

**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:**

Hinkle, Unit 10: Chapters 44, 45, 46, 47, 48

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 and discuss alterations in renal and urinary tract function.
2. Identify manifestations that indicate renal and urinary tract malfunction.
3. Discuss laboratory and diagnostic tests used in patients with renal and urinary disorders.
4. Discuss pharmacologic and treatments used in patients with renal and urinary tract disorders.
5. Use the nursing process as a framework to care for patients with renal and urinary tract disorders.
6. Discuss special care procedures for patients with disorders of renal and urinary tract disorders:  
hemodialysis, peritoneal dialysis and kidney transplant.

*LEARNING ACTIVITIES*

**Required reading:**

Hinkle, Unit 12: Chapters 53, 54, 55

**Review:**

Review anatomy, physiology, pathophysiology and physical assessment text/notes.

**View:**

BLO 11 Acute and Chronic Renal Failure

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

*OBJECTIVES*

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

1. Discuss the mechanisms of the injury for burns.
2. Explain burn classifications and severity.
3. Discuss tools used to determine extent of burn injury.
4. Explain the physiological response to burns at the local and systemic levels.
5. Discuss the three phases of burn injury.
6. Identify EMS, medical, surgical and nursing interventions for each phase of burn injury.
7. Identify areas of special consideration and interventions that these areas require.
8. Discuss promotions for wound healing.
9. Discuss resources available for burn patients and their families.

*LEARNING ACTIVITIES*

**Before class, read:**

Hinkle, Ch. 62

Review anatomy, physiology, pathophysiology and physical assessment texts/notes.

**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. Identify and discuss alterations of the nervous system.
2. Identify manifestations of malfunction of the nervous system.
3. Discuss laboratory and diagnostic tests used in patients with neurological disorders.
4. Discuss pharmacological agents and treatments used in patients with neurological disorders.
5. Discuss special care procedures for patients with disorders of the nervous system.
6. Describe care for patients having surgery for neurological disorders.
7. Analyze the role of the stroke protocol/algorithm in the treatment of a stroke patient.
8. Using the nursing process as a framework for nursing care of patients with neurological disorders.

*LEARNING ACTIVITIES*

**Review:** Anatomy, physiology, pathophysiology and physical assessment texts/notes.

**Required Reading:**

Hinkle, Unit 16: Chapters 65, 66, 67, 68, 69, 70

**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. Define shock.
2. Identify clients at risk for each classification of shock.
3. Discuss the 3 phases of shock.
4. Explain the body's physiological response in each phase of shock.
5. Compare and contrast the 4 classifications of shock:  
Hypovolemic, cardiogenic, obstructive, and distributive. Give examples of each.
6. Describe the clinical manifestations of hypovolemic shock, cardiogenic shock, obstructive shock and distributive shock.
7. Compare and contrast the irreversible stage of shock with multiple organ dysfunction syndrome.
8. Discuss the general management strategies in shock.
9. Discuss management specific to all types of shock, and MODS.
10. Use the nursing process as a framework for nursing care of patients with shock, and MODS.

*LEARNING ACTIVITIES*

**Required reading:**

Hinkle, Ch. 14

**Review:** Review anatomy, physiology, pathophysiology and physical assessment texts/notes.

**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. Discuss treatment regimens and how chemotherapy and radiation in the destruction of cancer cells.
4. Analyze nursing approaches regarding symptom assessment and management.
5. Stipulate promotive, restorative and supportive nursing care directed toward patients at risk for or experiencing cancer.
6. Consider methods to maintain the integrity of individuals, families and groups throughout episodes of dysfunction due to oncological processes.
7. Incorporate ANA Standards of Nursing Practice into the nursing care of patients with cancer.
8. Recognize the impact of bio-psycho-social, cultural and spiritual needs for the patient with cancer.
9. Explore skills to promote and accept expression of positive and negative feelings regarding diagnosis and prognosis.
10. Discuss ethical issues found within the care of patients with cancer.
11. Utilize research based knowledge to address patient care.

**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:**

Hinkle, Ch. 15

**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:**

- Cancer Health Center, WebMD (2013). Weblink: <http://www.webmd.com/cancer/questions-answers-chemotherapy>
- National Cancer Institute at the National Institutes of Health. (n.d.) Weblink: <http://www.cancer.gov/>
- Morgan, G. (2003). Chemotherapy and the Cell Cycle. *Cancer Nursing Practice*, 2(1), 27-30. <http://cancernursingpractice.rcnpublishing.co.uk/archive/article-chemotherapy-and-the-cell-cycle>

**NUR 4206 THEORIES AND CONCEPTS IN NURSING III**  
**UNIT VII - Man's Adaptations to Physiological Alterations**  
**FOCUS M: Care of the Patient with Trauma Objectives**

*OBJECTIVES*

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

1. Define trauma.
2. Identify the common mechanisms of injury associated with trauma and the potential injuries from these.
3. Describe the body's response to energy transfer from the environment to human tissue.
4. Describe the pathophysiological changes as a basis for signs and symptoms.
5. Discuss resources needed to care for a trauma patient.
6. Discuss triage.
7. Perform an initial assessment of a trauma patient.
8. Use the nursing process as a framework for nursing care of patients with trauma related injuries.
9. Related the scope of trauma nursing to the trauma care system.
10. Identify ways to prevent trauma.

*LEARNING ACTIVITIES*

**Required Reading:**

Hinkle, Ch. 72

**Review:** Anatomy, physiology, pathophysiology and physical assessment texts/notes.

**NUR 4206 THEORIES AND CONCEPTS IN NURSING III**  
**UNIT VII - Man's Adaptations to Physiological Alterations**  
**FOCUS N: Care of the Patient with Disorders of the Musculoskeletal system**

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*OBJECTIVES*

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

1. Identify and discuss alterations of the musculoskeletal system.
  2. Identify and discuss manifestations of malfunction of the musculoskeletal system.
  3. Discuss diagnostic tests, lab, and procedures used to treat musculoskeletal system.
  4. Discuss types of splints, brace, cast, and traction for treatment of disorders/injury to the musculoskeletal system.
  5. Discuss nursing management of patients with disorders of the musculoskeletal system.
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*LEARNING ACTIVITIES*

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**Required Reading:**

Hinkle, Unit 9: Chapters 40, 41, 42, 43

**Review:** Anatomy, physiology, pathophysiology and physical assessment texts/notes.

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