

**ARKANSAS TECH UNIVERSITY**

**DEPARTMENT OF NURSING**



**THEORIES AND CONCEPTS IN NURSING I**

**NUR 3204**

**Fall 2017**

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# ARKANSAS TECH UNIVERSITY

## Department of Nursing

**Course:** NUR 3204

**Course Title:** THEORIES AND CONCEPTS IN NURSING I

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**Credit Hours:** Four (4) Semester Hours

**Contact Hours:** Four (4) Hours

**Placement:** Spring Semester Junior Year

**Course/Catalog Description:**

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

**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>.

**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.

## **Course Objectives:**

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

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

## **Instructional Resources:**

### **Required Textbooks:**

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

Potter and Perry (2017). Fundamentals of Nursing. (9th Ed.). St. Louis, MO: Elsevier.

## **CONDUCT OF THE COURSE**

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

**Student Role:** Learner, Communicator, Collaborator

### **Teaching Learning Strategies:**

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

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

### **LEVEL I NURSING COURSES INCLUDE:**

NUR 3102: Nursing Skills II

NUR 3204: Theories and Concepts in Nursing I

NUR 3213: Care of the older adult

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

NUR 3402: Pharmacology I

## COMMUNICATION

It is the responsibility of the student to check their assigned banner e-mail address on a regular basis. Course assignments, faculty/student communication and department announcements will be sent to this address. Announcements will also be posted on blackboard, so it is important to check blackboard frequently.

### Tardy Policy

Tardies are not acceptable and considered unprofessional. Three (3) tardies will result in one un-excused absence. Each additional tardy will result in additional un-excused absences and be subject to the absence policy.

The class doors will be *closed* at the beginning of class. Students may not walk into class late. If a student does walk in late, he or she will be asked to step out into the hallway and wait until a class break.

If a quiz is given at the beginning of the class, the student will miss the points given for that class period (if he or she is not in class when the quiz is handed out). If a quiz or take-home test is given to students later during the class when the student is present, the student may receive those points. Take home quizzes must be turned in at the beginning of class to receive credit (turned in by the student, not someone else).

If handouts or lecture outlines are given to students at the beginning of class, and the student is not present to receive these, the instructor is not obligated to give a copy to the student.

An instructor may, at his/her discretion, decide to allow a tardy or absent student to complete a quiz or receive a handout if the student has been courteous enough to call the nursing department before class to inform the instructor that he or she will be late or absent. This is at the instructor's discretion only and he or she is not obligated to change the rules in this case. The student will not be allowed to enter class late until a class break, even if he or she calls first.

Students are responsible for obtaining any missed information *after* class. To disrupt the learning of other students to ask questions or copy notes of the missed class time while class is in progress is inconsiderate.

The student is responsible for verbally notifying the instructor and agency if he or she will be late for clinical experience. Excessive tardiness will be reflected on the student's clinical evaluation.

### Attendance Policy

It is expected that all students will act professionally. This includes attending class. Students are required to be in class in order to receive the optimum learning experience.

Attendance will be checked in each class period. Excused absences will be given for extenuating circumstances such as illness or family emergencies. Please notify the instructor via email or telephone prior to class, if possible, to receive an excused absence. Quizzes missed for any reason may be made up only at the instructors' discretion. Un-excused absences will not be tolerated and are grounds for withdrawal from the course. **More than two absences either excused or unexcused** will result in the Level Team determining whether the student is capable and able to continue on in the course. If the student is not allowed to continue in the course, the student must withdraw and will not be able to progress in the program.

## MISSED EXAMS

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 prior to the scheduled exam time, to inform him/her that the student will miss the scheduled examination. **A student who misses an examination must take the make-up test on the first day he/she is back at school.** The student must be responsible for contacting the instructor on the first day back to class to make this arrangement. Failure to do so could result in a "0" grade for the test. The test may not be identical to that given at the regular time. The overall content will be similar; however, the structure, length, and type of administration may differ. Frequent missing of examinations by any one student will be discussed by the level team with the student.

## 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.**

## 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 student will receive an F. If there is a second occurrence, the student will be dismissed from the

## WRITTEN WORK:

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

All major written assignments will be accompanied by guidelines and evaluation criteria. All assignments are due at the beginning of class on the designated day. All assignments will be graded by indicated instructor. Students must have an excused absence in order to not be given a zero for the assignment. See excused absence under Attendance Policy.

## Evaluation/Methods

Grading Scale	Course grade
A = 90-100	5 Unit Test 75%
B = 80-89	Final Exam 15%
C = 75-79	Quizzes <u>10%</u>
D = 68-74	100%
F = 67 or below	

**Student must complete all exams with a cumulative grade of 75% to successfully pass the course. Then assignments grade will be used to determine the final grade. A grade of 74.50 to 74.99 will not be rounded up to 75%. All assignments are due prior to the start of the unit test unless prior arrangements are made with the faculty. All unit exams are cumulative in nature meaning all unit exams will contain questions from the previous content.**

**You must complete all exams with a cumulative grade of 75% to successfully pass the course.**

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

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

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

Clinical competence can be attained by:

1. Take for credit corresponding Practicum course

2. Complete a 2 hour Independent Study in Directed Practicum with a grade of “C” or better

Theoretical competence can be attained by:

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

A failure or withdrawal in any upper level course may result in proof of competency in any/all other level courses.

**Kaplan Testing:**

Kaplan test will be scheduled late in semester, every student is required to take Kaplan test. Extra points will be added to your final exam. The amount of points that are added will be 3 points for an A, 2 points for a B, and 1 point for a C.

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

## TOPICAL OUTLINE NUR 3204

### THEORIES AND CONCEPTS IN NURSING I

- I. Man and the Life Cycle
  - 1. Safe and Therapeutic Environment
  - 2. Stress, Adaptation, Homeostasis
  - 3. Comfort/Pain
  - 4. Rest and Sleep
  - 5. Eye and Ear Disorders
  - 6. Exercise and Activity
  - 7. Elimination
  - 8. Gas Exchange
  - 9. Fluids and Electrolyte Balance
  
- II. The Nursing Process as Applied to the Adult Client
  - A. Nursing Process Applied to the Client Undergoing Surgery
  - B. Common Diseases of the Elderly

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

**OBJECTIVES**

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

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

**LEARNING ACTIVITIES**

**Required Reading:** Potter & Perry

Chapter 27

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

**OBJECTIVES**

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

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

**LEARNING ACTIVITIES**

**Required Reading:** Potter & Perry  
Chapter 38

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

**OBJECTIVES**

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

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

**LEARNING ACTIVITIES**

**Required Reading:** Potter & Perry  
Chapter 44  
  
Brunner & Suddarth's  
Chapter 12  
See Blackboard for additional requirements.

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

**OBJECTIVES**

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

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

**LEARNING ACTIVITIES**

**Required Reading:** Potter & Perry  
Chapter 43  
See Blackboard for additional assignments.

**NUR 3204: Theories and Concepts in Nursing I**

**UNIT I: Eye and Ear Disorders**

**FOCUS: E. Glaucoma, Cataract, Macular Degeneration Labyrinthitis,  
Meniere's Acoustic Neuroma**

**OBJECTIVES**

Upon completion of this unit, the student will:

1. Describe the assessment findings of the various eye and ear disorders listed above.
2. Discuss the care of the patient with these disorders including and pre-op and post-op care.
3. Identify the appropriate nursing measures used in the care of these types of patients.

**LEARNING ACTIVITIES**

**Required Reading:** Brunner & Suddarth  
Chapter 63 & 64

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

**OBJECTIVES**

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

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

**LEARNING ACTIVITIES**

**Required Reading:** Potter & Perry  
Chapter 28 and 39

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

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

**OBJECTIVES**

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

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

**LEARNING ACTIVITIES**

**Required Reading:** Potter & Perry  
Chapters 46 & 47

Brunner & Suddarth's  
Chapter 44, 45, 47, 48, 53, 54, 55

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

**OBJECTIVES**

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

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

**LEARNING ACTIVITIES**

**Required Reading:** Potter & Perry  
Chapter 41

Brunner & Suddarth's  
Units 5 and 6

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

**OBJECTIVES**

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

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

**LEARNING ACTIVITIES**

**Required Reading:** Potter & Perry  
Chapter 42

Brunner & Suddarth's  
Chapter 13

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

**OBJECTIVES**

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

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

**LEARNING ACTIVITIES**

**Required Reading:** Potter & Perry  
Chapter 50

Brunner & Suddarth's  
Chapter 17, 18, 19

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

**OBJECTIVES**

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

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

**LEARNING ACTIVITIES**

**Required Reading:** See Related Units