

ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING



THEORIES AND CONCEPTS IN NURSING I

NUR 3204

Fall 2020

ARKANSAS TECH UNIVERSITY

Department of Nursing

Course: NUR 3204

Course Title: THEORIES AND CONCEPTS IN NURSING I

Instructors:

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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/Special Accommodations:

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Justification/Rationale for the Course

By the completion of this course the student will progress toward student learning outcomes 1, 2, 3, 4, and 5.

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.

Instructional Resources:

Required Textbooks:

Hinkle, J. & Cheever, K. (2018). Brunner & Suddarth's Textbook of Medical-Surgical Nursing (14th Ed.). Philadelphia: Lippincott, Williams & Wilkins.

Kozier & Erb's (2016). Fundamentals of Nursing (10th Ed.). New Jersey, Pearson.

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, **in person and/or online**. Students are required to be in class in order to receive the optimum learning experience.

Attendance will be checked in each class period, in person and/or online. 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/Assignments 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.

CLASSROOM BEHAVIOR

Each member of the Arkansas Tech University community is obliged to conduct her/himself in a non-disruptive manner in the classroom. If a student is being disruptive, the instructor will address the situation, discussing behavioral expectations moving forward, and emphasize possible consequences for failing to comply. If the disruptive behavior persists, the student may be suspended on an interim basis from the class. Instructors may report excessive and/or repeated disruptive behavior through the Procedures for Addressing Violations of Academic Integrity and Classroom Behavior. This process includes an appeals process students may use to challenge perceived violations or excessive penalties. Students who exhibit disruptive behavior may also be referred to the Department of Student Conduct (see Article III, Section C of the Arkansas Tech University Student Handbook).

COVID-19 Considerations

In order to help keep our ATU community safe, healthy, and to prevent the spread of COVID-19, students must follow several steps:

1. Masks must be worn by all students in public spaces, including classrooms and laboratories. Any student showing up for class without a mask will be given the opportunity to retrieve one. Entry into classrooms and laboratories without a mask will be prohibited. Please refer to the guidance from CDC as to the proper use of cloth masks (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>). Note that CDC does not recommend the use of a face shield in the place of a cloth mask (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-coverguidance.html>).
2. All students are required to participate in a daily health self-screen (<https://www.atu.edu/pandemicrecovery/student-health-screening.php>). For students commuting to campus, please complete before coming to campus. For residential students, please complete each day before leaving your residence hall. If you do not own a thermometer, please have your temperature taken at one of the temperature testing sites listed in the student health screening document and repeated below:
 - Department of Public Safety available beginning July 6th (716 N El Paso Avenue); Monday-Friday; 8am-5pm
 - Health and Wellness Center available beginning August 3rd (outdoor tent station by north entrance of Doc Bryan Student Services Center); Monday-Friday; 8am-5pm
 - University Commons Clubhouse available beginning August 10th; Monday-Friday; 8am-10pm and Sunday; 5pm-10pm
3. All students must maintain at least 6 feet of distance from every person present in all instructional spaces used in this course (classrooms, laboratories, etc.).
4. Any student who tests positive for COVID-19 is asked to self-report to the ATU Health and Wellness Center by calling (479) 968-0329 or sending e-mail to hwc@atu.edu. Doing so will allow the university to communicate directly with others who might have been exposed to the virus and take any appropriate cleaning and sanitizing measures. Students are expected to abide by the above steps in accordance with the Student Handbook section on Classroom Behavior.

For more information about ATU COVID-19 policies, please refer to the ATU Pandemic Framework (<https://www.atu.edu/pandemicrecovery/docs/Pandemic%20Framework-2020.pdf>) as well as the

University's Pandemic Recovery webpage (<https://www.atu.edu/pandemicrecovery/>).

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.**

NO VAPING OF USE OF ANY TOBACCO PRODUCTS IN CLASS

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 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.

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/Assignments	5%
D = 68-74.	ATI	<u>5%</u>
F = 67 or below		100%

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 course content 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. If this occurs, students must reapply to Upper Division to repeat the failed or withdrawn course along competency courses. See you Level I Coordinator.

ATI Testing:

ATI Fundamentals test will be scheduled late in semester, every student is required to take the Fundamentals standardized proctored assessment/exam. This will count for 5% of your grade. Scores are based from national averages and will change each semester. Scores will be calculated from the following:

- Level 3- you will get 100% on this test.
- Level 2- you will get a 90% on this test.
- Level 1- you will get an 80% on this test.
- Level 0- you will get a 70% for this test.

No one will receive less than a 70%. However, if you scored below Level 1, you really need to review focused areas as you can see from the explanations below:

LEVEL 3 Scores meeting the Proficiency Level 3 standard can be **considered to exceed most expectations** for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as **likely to exceed NCLEX-RN standards in this content area.**

LEVEL 2 Scores meeting the Proficiency Level 2 standard can be **considered to exceed minimum expectations** for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as **fairly certain to meet NCLEX-RN standards in this content area.**

LEVEL 1 Scores meeting the Proficiency Level 1 standard can be **considered to meet the absolute minimum expectations** for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as **likely to just meet NCLEX-RN® standards in this content area.**

LEVEL 0 Scores **do not meet the Proficiency standard to meet the minimum expectations** for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student **may/not meet NCLEX-RN® standards in this content area.**

REMEDICATION: Required: Complete Active Learning Templates (ALT) on NEW areas covering topics missed on the exam. You MUST NOT repeat any other ALT topic already submitted. If you score in Level 3- only 1 ALT is required; Level 2- 2 ALTs; Level 1- 3 ALTs; Level 0- 4 ALTs. IF this is completed PRIOR to your Theories final,

you will receive 2 points added to your final exam grade. Please upload this to your NCLEX Portfolio under "Other".

REMEDICATION: REQUIRED: Complete remediation on the proctored test (1 min for each question right, 2 min for each question wrong with **a minimum of 1 ½ hour**) before the beginning of the first day of class next semester.

EXAMS/UNIT TESTS

Remediation: Optional: Under "Unit Test Remediation", complete the assignment within 48 hours of each unit test for an additional point to your test score. Must be handwritten in blue ink and uploaded in the T&C blackboard course.

DELIVERY OF LECTURE

Lectures will be delivered synchronously (at the same time as the regularly scheduled class whether you are in person or online). Some content may be prerecorded and must be viewed prior to class. Prerecorded lectures will be available in the blackboard course. WebEx will be utilized for live instruction/lecture. Go to <https://ois.atu.edu/resources-for-online-delivery-of-content-and-communication/> for directions to download WebEx to your device(s).

TOPICAL OUTLINE NUR 3204

THEORIES AND CONCEPTS IN NURSING I

Adult Medical-Surgical Content

- A. Safe and Therapeutic Environment
- B. Stress, Adaptation, Homeostasis
- C. Comfort/Pain
- D. Rest and Sleep
- E. Eye and Ear Disorders
- F. Immobility
- G. Musculoskeletal
- H. Elimination/Renal
- I. Elimination/Bowel
- J. Gas Exchange/Respiratory
- K. Fluids and Electrolytes/Acid/Base
- L. Adult Client Undergoing Surgery
- M. Diabetes
- N. Cardiovascular and Circulatory Function
- O. Neurologic Function

NUR 3204: Theories and Concepts in Nursing I
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: Kozier & Erb's
Chapter 32

NUR 3204: Theories and Concepts in Nursing I
FOCUS B: Stress, Adaptation (Coping) and 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: Kozier & Erb's- Chapter 42

Brunner & Suddarth's
Chapter 6

NUR 3204: Theories and Concepts in Nursing I

FOCUS C: Comfort/Pain

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: Kozier & Erb's Chapter 46

Brunner & Suddarth's
Chapter 12

NUR 3204: Theories and Concepts in Nursing I

FOCUS D: Rest/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: Kozier & Erb's
Chapter 45

NUR 3204: Theories and Concepts in Nursing I

FOCUS E: Eye and Ear Disorders

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's
Chapter 63 & 64

NUR 3204: Theories and Concepts in Nursing I
FOCUS F: Immobility/Exercise

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: Kozier & Erb's
Chapter 44

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

OBJECTIVES

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

1. Describe the basic structure and function of the musculoskeletal system.
2. Discuss the significance of the health history in the assessment of musculoskeletal health.
3. Explain clinical indications, patient preparation, and other related nursing implications for common tests and procedures used to assess musculoskeletal function.
4. Compare the nursing needs of the patient undergoing total hip arthroplasty (THA) with those of the patient undergoing total knee arthroplasty (TKA).

LEARNING ACTIVITIES

Required Reading: Brunner & Suddarth's
Chapter 39 and Chapter 41

NUR 3204: Theories and Concepts in Nursing I
FOCUS H: Elimination/ Renal

OBJECTIVES

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

1. Identify the diagnostic studies used to determine upper and lower urinary tract function.
2. Describe the diagnosis and nursing management of upper and lower urinary tract infections.
3. Differentiate between the cause of chronic kidney disease and acute kidney disease.
4. Compare and contrast the renal replacement therapies including hemodialysis, peritoneal Dialysis and kidney transplant.
5. Identify the nursing management of the patient on dialysis who is hospitalized.
6. Define terms relating to common problems of urinary elimination.
7. Discuss the diagnosis and nursing management of common urinary tract obstruction problems.

LEARNING ACTIVITIES

Required Reading: Kozier & Erb's
Chapter 48

Brunner & Suddarth's
Chapter 53, 54 pgs. 1567-1584, & 55 pgs. 1615-1637

NUR 3204: Theories and Concepts in Nursing I

FOCUS I: Elimination/Bowel

OBJECTIVES

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

1. Identify the diagnostic tests used to evaluate GI tract function and related nursing implications.
2. Compare the etiology clinical manifestations and management of acute gastritis; chronic gastritis, and peptic ulcers.
3. Use the nursing process as a framework for the care of patients with peptic ulcer.
4. Describe the pharmacologic; dietary, and surgical treatment of peptic ulcer.
5. Discuss the nursing management of the patient with diverticular disease and intestinal obstruction.
6. Compare Crohn's disease and ulcerative colitis with regards to pathophysiology; clinical manifestations diagnostic evaluation; and medical, surgical and nursing management.

LEARNING ACTIVITIES

Required Reading: Brunner & Suddarth's
Chapter 43, 46 & 47

NUR 3204: Theories and Concepts in Nursing I
FOCUS J: Gas Exchange/Respiratory

OBJECTIVES

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

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

LEARNING ACTIVITIES

Required Reading: Kozier & Erb's
Chapter 50

Brunner & Suddarth's
Chapters 20 pgs. 480-504; 21 pgs. 510-521; 22 pgs. 552-572; 23 pgs. 583-609;
24 pgs. 634-665

NUR 3204: Theories and Concepts in Nursing I
FOCUS K: Fluids and Electrolyte Balance/Acid-Base

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:

Kozier & Erb's
Chapter 52

Brunner & Suddarth's
Chapter 13

NUR 3204: Theories and Concepts in Nursing I
FOCUS L: Adult Client 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.
8. Identify different types of outpatient and inpatient procedures.

LEARNING ACTIVITIES

Required Reading: Kozier & Erb's Chapter 37
Chapter 50

Brunner & Suddarth's
Chapter 17, 18, 19

NUR 3204: Theories and Concepts in Nursing I
FOCUS M: Diabetes

OBJECTIVES

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

1. Apply the nursing process to the care of a client with Diabetes.
2. Differentiate between the types of diabetes.
3. Identify the diagnostic and clinical significance of blood glucose test results.
4. Describe etiological factors associated with diabetes.
5. Identify the relationship among diet, exercise and common medications to treat diabetes.
6. Describe the major complications of diabetes and the self-care behaviors that are important in their prevention.

LEARNING ACTIVITIES

Required Reading: Brunner & Suddarth's
Chapter 51

NUR 3204: Theories and Concepts in Nursing I
FOCUS N: Cardiovascular and Circulatory Function

OBJECTIVES

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

1. Review assessment, function, and diagnostics tests regarding the cardiovascular system.
2. Describe the pathophysiology, clinical manifestations, and treatment of coronary atherosclerosis, angina pectoris, myocardial infarction, and acute coronary syndrome.
3. Use the nursing process as a framework for care of patients with angina pectoris.
4. Describe percutaneous coronary interventional and coronary artery revascularization procedures.
5. Briefly discuss infectious diseases of the heart.
6. Identify the etiology, pathophysiology, and clinical manifestations of heart failure.
7. Describe management of patients with heart failure.
8. Use the nursing process as a framework for care of patients with heart failure.
9. Develop an education plan for patients with heart failure.
10. Identify the etiology, pathophysiology, and clinical manifestations of pulmonary edema.
11. Describe the medical and nursing management of patients with pulmonary edema.
12. Describe the medical and nursing management of patients with complications from heart disease.
13. Identify anatomic and physiologic factors that affect peripheral blood flow and tissue oxygenation.
14. Use assessment parameters appropriate for determining the status of peripheral circulation.
15. Apply the nursing process as a framework of care for patients with vascular insufficiency of the extremities.
16. Compare the various diseases of the arteries and their causes, pathophysiologic changes, clinical manifestations, management, and prevention.
17. Describe the prevention and management of venous thromboembolism (VTE).
18. Compare strategies to prevent and treat venous insufficiency, leg ulcers
19. Use the nursing process as a framework of care for patients with leg ulcers and cellulitis.
20. Define normal blood pressure and categories of abnormal pressures.
21. Identify risk factors for hypertension.
22. Explain the differences between normal blood pressure and hypertension and discuss the significance of hypertension.
23. Describe treatment approaches for hypertension, including lifestyle modifications and medication therapy.
24. Use the nursing process as a framework for care of the patient with hypertension.
25. Describe hypertensive crises and their treatment.

LEARNING ACTIVITIES

Required Reading: Brunner & Suddarth's

Chapters 25 pgs. 670-705; 27 pgs. 750-773; 28 pgs. 809-813; 29; 30 pgs. 841-861, 868-878, 881-882; 31

Cardiac Disorders: Chapters 25, 28, 29, 30

Vascular Disorders: Chapters 27, 30, 31

NUR 3204: Theories and Concepts in Nursing I
FOCUS O: Neurologic Function

OBJECTIVES

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

1. Describe the structures and functions of the central and peripheral nervous systems.
2. Differentiate between pathologic changes that affect motor control and those that affect sensory pathways.
3. Compare and contrast the functioning of the sympathetic and parasympathetic nervous systems.
4. Explain the significance of physical assessment to the diagnosis of neurologic dysfunction.
5. Identify changes in neurologic function associated with aging and their impact on neurologic assessment findings.
6. Discuss diagnostic tests used for assessment of suspected neurologic disorders and the related nursing implications.
7. Use the nursing process as a framework for care of the multiple needs of the patient with altered level of consciousness.
8. Describe the incidence and impact of cerebrovascular disorders.
9. Identify the risk factors for cerebrovascular disorders and related measures for prevention.
10. Compare the various types of cerebrovascular disorders: their causes, clinical manifestations, and medical management.
11. Explain the principles of nursing management as they relate to the care of a patient in the acute stage of an ischemic stroke.
12. Use the nursing process as a framework for care of a patient recovering from an ischemic stroke.
13. Apply the nursing process as a framework for care of a patient with a hemorrhagic stroke.
14. Discuss essential elements for family education and preparation for home care of the patient who has had a stroke.
15. Describe the structures and functions of the central and peripheral nervous systems.
16. Differentiate between pathologic changes that affect motor control and those that affect sensory pathways.
17. Compare and contrast the functioning of the sympathetic and parasympathetic nervous systems.
18. Explain the significance of physical assessment to the diagnosis of neurologic dysfunction.
19. Identify changes in neurologic function associated with aging and their impact on neurologic assessment findings.
20. Discuss diagnostic tests used for assessment of suspected neurologic disorders and the related nursing implications.
21. Use the nursing process as a framework for care of the multiple needs of the patient with altered level of consciousness.
22. Describe the incidence and impact of cerebrovascular disorders.
23. Identify the risk factors for cerebrovascular disorders and related measures for prevention.
24. Compare the various types of cerebrovascular disorders: their causes, clinical manifestations, and medical management.
25. Explain the principles of nursing management as they relate to the care of a patient in the acute stage of an ischemic stroke.
26. Use the nursing process as a framework for care of a patient recovering from an ischemic stroke.

NUR 3204: Theories and Concepts in Nursing I
FOCUS O: Neurologic Function (Continued)

LEARNING ACTIVITIES
<p><u>Required Reading:</u> Brunners & Suddarth's Chapters 65 pgs. 1946-1967, 1971; 66 pgs. 1973-1979; 67</p>