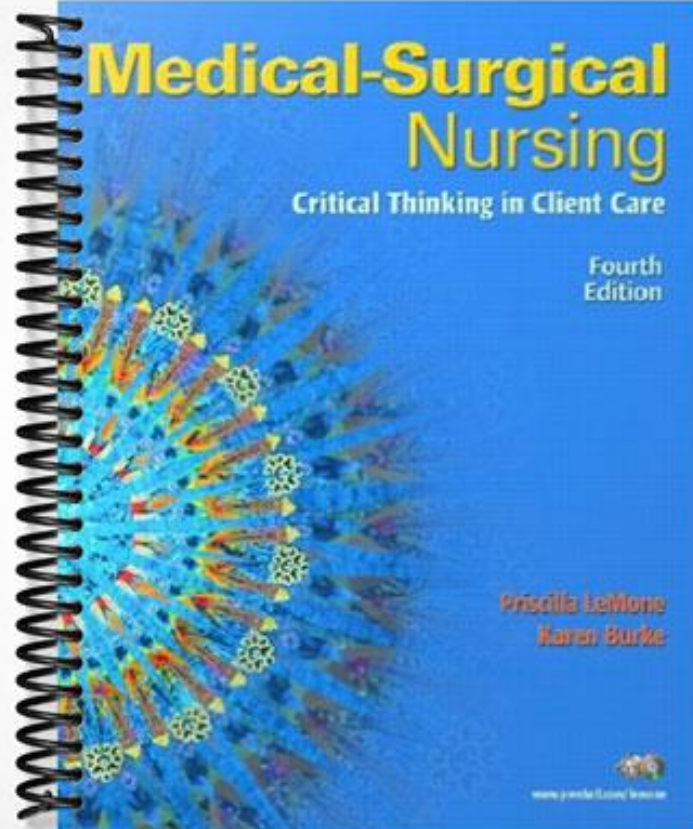


**TEST BANK**



## Chapter 2

### Health and Illness in the Adult Client

*Resource Library*

*prentice hall nursing medialink dvd-rom*

*Audio Glossary*

*NCLEX-RN® Review*

*companion website*

*Audio Glossary*

*Care Plan Activity: Family-Centered Care in Chronic Illness*

*Case Studies*

*Care Across the Lifespan*

*Developing Teaching Programs*

*MediaLink Applications*

*Links to Resources*

### **image library**

Figure 2.2 The revised Food Guide Pyramid is designed to be used as a method of helping Americans make healthy food choices and be active every day.

Figure 2.3 The older adult population is increasing more rapidly than any other age group, making gerontologic nursing an integral component of medical-surgical nursing practice.

### **Learning Outcome 1**

Define health, incorporating the health–illness continuum and concept of high-level wellness.

#### **Concepts for Lecture**

1. Health is defined as a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity.
2. The health–illness continuum is a dynamic process with high-level wellness at one extreme end of the continuum, and death at the opposite extreme.

#### **PowerPoint Lecture Slides**

##### Defining Health

- Health
  - Defined as a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity
- Health–illness continuum

- Dynamic process
- High-level wellness at one extreme
- Death at opposite extreme

### **Suggestions for Classroom Activities**

- Discuss wellness opportunities for yourself and family. What facilities are available?

### **Suggestions for Clinical Activities**

- Visit a wellness center.
- Ask a personal fitness trainer to speak to the class concerning wellness for all member of the family.

## **Learning Outcome 2**

Explain factors affecting functional health status.

### **Concepts for Lecture**

1. Different factors affect a person's health or wellness. These factors may promote health and wellness or become a risk factor.
2. Wellness is an integrated method of functioning.
3. A variety of factors can affect health, including: genetic makeup, cognitive abilities and educational level, self-concept, cultural background, age, gender, developmental level, lifestyle and environment, socioeconomic background, and geographic area.

### **PowerPoint Lecture Slides**

#### Factors Affecting Health

- Genetic makeup
- Cognitive abilities and educational level
- Race, ethnicity, and cultural background
- Age, gender, and developmental level
- Lifestyle and environment
- Socioeconomic background
- Geographic area

### **Suggestions for Classroom Activities**

- Discuss the effect that socioeconomic factors have on overall wellness.

#### Suggestions for Clinical Activities

- If your hospital affiliate has a wellness center, visit the center and have students apply nursing implications to what they saw or learned.

### **Learning Outcome 3**

Discuss the nurse's role in health promotion.

#### **Concepts for Lecture**

1. The nurse promotes health and wellness by teaching activities that maintain wellness.
2. The nurse also promotes health by following healthy practices and serving as a role model.

#### **PowerPoint Lecture Slides**

Nurse's Role in Health Promotion

- Teach clients activities that maintain wellness
- Follow health practices
- Serve as a role model

#### **Suggestions for Classroom Activities**

- Develop an educational poster or brochure that promotes wellness for children.

#### **Suggestions for Clinical Activities**

- Visit a daycare center or preschool and teach a component of wellness to the students.

### **Learning Outcome 4**

Describe characteristics of health, disease, and illness.

#### **Concepts for Lecture**

1. Health is defined as "a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity."
2. The characteristics of health needs to take into account the various levels of health a person may experience, or that a person may be clinically described as ill yet still defined oneself as well.
3. Disease is a medical term that describes alterations in structure or functions in the body.
4. Illness is a person's response to a disease.

#### **PowerPoint Lecture Slides**

Characteristics of Health, Disease, and Illness

- Health
  - State of complete physical, mental, and social well-being
  - Not merely the absence of disease or infirmity

- Disease
  - Medical term describing alterations in structure and/or functions in the body
- Illness
  - Response to disease

#### Suggestions for Classroom Activities

- Discuss why health is not just the absence of disease.

### **Learning Outcome 5**

Describe illness behaviors and needs of the client with acute illness and chronic illness.

#### Concepts for Lecture

1. Illness behaviors are the way people cope with the alterations in health and function caused by a disease.
2. Illness behaviors are highly individualized and are based on gender, age, family values, economic status, culture, educational level, and mental status.
3. Clients with acute illness usually have a full recovery and return to normal pre-illness functioning.
4. Clients with a chronic illness may have many different lifelong pathologic and psychologic alterations in health.

### **PowerPoint Lecture Slides**

#### Acute and Chronic Illness Behaviors and Needs

- Acute illness behaviors
  - Experience symptoms
  - Assume the sick role
  - Seek medical care
  - Assume a dependent role
  - Achieve recovery and rehabilitation
- Chronic illness needs
  - Try to live as normal a life as possible
  - Learn to adapt daily activities
  - Comply with medical treatment plan
  - Maintain a positive self-concept and a sense of hope
  - Maintain a feeling of being in control
  - Confront the inevitability of death

### **Suggestions for Classroom Activities**

- Discuss the reactions of clients to disease. How does the client's culture and socioeconomic status affect this reaction?

### **Suggestions for Clinical Activities**

- Visit a long-term care facility. Assign students to care for long-term care clients.
- Discuss the differences in caring for acute clients versus long-term care clients.

### **Learning Outcome 6**

Describe the primary, secondary, and tertiary levels of illness prevention.

#### **Concepts for Lecture**

1. The primary level of prevention includes generalized health promotion activities.
2. Specific actions that prevent or delay the occurrence of a disease are also part of the primary level of prevention.
3. Activities that emphasize early diagnosis and treatment of illness comprise the secondary level.
4. The tertiary level focuses on stopping the disease process and returning the client to a useful place in society.
5. The activities in the tertiary level of prevention revolve around rehabilitation.

#### **PowerPoint Lecture Slides**

##### Levels of Illness Prevention

- Primary level
  - Protect oneself against environmental risks
  - Eat nutritious foods
  - Avoid industrial hazards
  - Obey seatbelt and helmet laws
  - Obtain immunizations
- Secondary level
  - Health screenings
  - Self-exams for breast or testicular cancer
  - TB skin tests
  - Obtain specific treatment for illnesses
- Tertiary level

- Obtain medical or surgical treatment for illness
- Rehabilitation
- Join work training program following illness or injury

### **Suggestions for Classroom Activities**

- Ask students to select a disease or condition and follow the disease through all three levels of wellness.

### **Suggestions for Clinical Activities**

- Visit an occupational health clinic. Observe how clients prepare to return to work.

## **Learning Outcome 7**

Compare and contrast the physical status, risks for alterations in health, assessment guidelines, and healthy behaviors of the young adult, middle adult, and older adult.

### **Concepts for Lecture**

1. -The young adult (ages 18–40) is at the peak of physical development between ages 18 to 25. The risk for alterations in health is from accidents, sexually transmitted disease, substance abuse, and physical or psychosocial stressors.

2. -Assessment of the young adult should include assessing the achievement of significant developmental tasks.

3. -Physical assessment should include the usual height, weight, and vital signs. During the health history the nurse should ask questions about substance abuse, sexual history, coping mechanisms, familial chronic illnesses, and family changes.

4. -The young adult should have regular physical examinations, avoid risky behaviors, eat a well-balanced diet, and exercise regularly.

5. -The middle adult (ages 40–65) has physical status and function similar to the young adult; however, many changes take place between these ages. Risks for alterations in health are obesity, cardiovascular disease, cancer, substance abuse, and physical and psychosocial stressors.

6. -Assessment guidelines include assessing the achievement of significant developmental tasks in the middle adult.

7. -Physical assessment should include all body systems, vital signs, and monitoring for risks and onset of cancer symptoms.

8. -The middle adult behaviors should include self-examination for cancer, eating a healthy diet, and exercise.

9. -The older adult period begins at age 65, but can be divided into further groups: the young-old (65–74), the middle-old (75–84), and the old-old (85 and over).

10. -Risks for alterations in health are a sedentary lifestyle, cardiovascular disease, obesity, and injuries.

11. -Assessment of the older adult should include assessing the achievement of significant developmental tasks.

12. -The older adult behaviors should include protecting themselves from injury along with regular health assessments.

### **PowerPoint Lecture Slides**

#### Meeting Health Needs of Adults

- Young adult
  - Risks for alterations in health
  - Injuries
  - Substance abuse
  - Sexually transmitted disease
  - Physical and psychosocial stressors
- Middle adult
  - Obesity
  - Cardiovascular disease
  - Cancer
  - Substance abuse
  - Physical and psychosocial stressors
- Older adult
  - Injuries
  - Pharmacologic effects
  - Physical and psychosocial stressors

#### **Suggestions for Classroom Activities**

- Identify some stressors that affect the 18–25 year old age group. How do these stress factors relate to the client's health status?
- Discuss the achievement goals for each age group discussed.
- Why and how would achievement or lack of achievement of these goals affect the client?

#### **Suggestions for Clinical Activities**

- Assign students to work in a physician's office that specializes in family practice. These practices usually have a good cross-section of age groups.

### **Learning Outcome 8**

Explain the definitions, functions, and developmental stages and tasks of the family.



## **Concepts for Lecture**

1. Traditionally, the family is defined as a unit of people that are related by marriage, birth, or adoption.
2. The “family” to the client may not always be traditional. It can include persons who are friends, or even pets. The family is an integral part of the client’s care.
3. The family has developmental stages and tasks. Each stage brings change that requires adaptation.

## **PowerPoint Lecture Slides**

### Family Functions and Developmental Stages

- Family functions
  - Interdependence
  - Maintaining boundaries
  - Adapting to change
  - Performing family tasks
- Developmental stages
  - Couple
  - Family with infants and preschoolers
  - Family with school-age children
  - Family with adolescents and young adults
  - Family with middle adults
  - Family with older adults
  - Family of a client with a chronic illness

## **Suggestions for Classroom Activities**

- Discuss a “nontraditional” family. What are the different compositions?
- Form the students into small groups and have each group take a “family” group that is discussed in the text, and discuss the developmental tasks for each group.