LEARNING OUTCOME 1

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

CONCEPTS FOR LECTURE

1. Growth and development are continuous processes throughout life. The adult years are commonly divided into three stages: the young adult, ages 18 to 40; the middle adult, ages 40 to 65; and the older adult, over 65.

2. With aging, specific changes occur in intellectual, psychosocial, and spiritual development and in physical structures and functions.

3. Havighurst identified developmental tasks of the young and middle adult.

POWERPOINT LECTURE SLIDES

1. Growth and Development of the Adult
   - Three stages
     - Young adult—ages 18 to 40
     - Middle adult—ages 40 to 65
     - Older adult—ages over 65

2. Changes with Aging
   - Intellectual
   - Psychosocial
   - Spiritual development
   - Physical changes and functions

Box 2-1 Healthy Behaviors in the Young Adult

Table 2-1 Physical Status and Changes in the Young Adult Years

Box 2-2 Healthy Behaviors in the Middle Adult

Table 2-2 Physical Changes in the Middle Adult Years

Developmental Tasks of Young Adults
   - Select and learn to live with mate
   - Have and raise children
   - Have a job
   - Manage a home
   - Take on civic responsibility

Developmental Tasks of Middle Adults
   - Establish and maintain economic standard of living
   - Help adolescent children become responsible adults
   - Develop leisure activities
   - Accept and adjust to physical changes
   - Adjust to aging parents
**SUGGESTIONS FOR CLASSROOM ACTIVITIES**

1. Initiate a discussion on the developmental stages of the adult client.
2. Partner students in groups of two. Have the students assess each other at their developmental stage, including the risks for alterations in health and health behaviors. Then, using the nursing process, set up a teaching plan to correct a health deficit or decrease the risk for a health alteration.
3. Divide the class into three large groups. The groups should discuss the developmental stage for the young adult and middle adult. Each group should describe the nursing role in promoting health and decreasing the risks for health alterations in each stage.

**SUGGESTIONS FOR CLINICAL ACTIVITIES**

Assign students to care for clients in the adult developmental stages. Have each student compare the health–illness continuum, risks for health alterations, and health behaviors for that age group with the actual developmental stage of the client. In postconference, have the students share their findings and identify any of the psychosocial, economical, and physical factors that have been incorporated into the nursing care plan.

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**LEARNING OUTCOME 2**

Describe the functions and developmental stages and tasks of the family.

**CONCEPTS FOR LECTURE**

1. The nurse includes the family as an integral component of care in all health care settings.
2. The nurse must consider both the needs of the client at a specific developmental stage and the needs of the client within a family with specific developmental tasks.

**POWERPOINT LECTURE SLIDES**

1. **Family**
   - Unit of people related by marriage, birth, or adoption
   - Two or more people who are emotionally involved with each other and live close to each other
   - Family structure
     - Roles and relationships
     - Family function
     - Interactions that provide support, guidance, and stability

2. **Developmental Stages and Tasks of the Couple**
   - Adjust to living together
   - Establish a mutually satisfying relationship
   - Relate to kin
   - Decide whether to have children or not

2a. **Developmental Stage and Tasks of the Family with Infants and Preschoolers**
   - Support the needs and economic costs of more than two members
   - Develop an attachment between parents and children
   - Cope with lack of energy and privacy
   - Carry out activities that promote growth and development of the children

2b. **Developmental Stage and Tasks of the Family with School-Age Children**
   - Adjust to expanded world of children in school
   - Encourage educational achievement
   - Promote joint decision making between children and parents

2c. **Developmental Stage and Tasks of the Family with Adolescents and Young Adults**
   - Provide supportive home base
   - Maintain open communications
### PowerPoint Lecture Slides continued

- Balance freedom with responsibility
- Encourage adult children to become independent

#### Developmental Stage and Tasks of Family with Middle Adults
- Maintain ties with older and younger generations
- Plan for retirement
- Reestablish the couple’s relationship
- Acquire role of grandparents

#### Developmental Stage and Tasks of Family with Older Adults
- Adjust to retirement and aging
- Cope with loss if spouse dies
- Adjust to living alone or close to family home

### Suggestions for Classroom Activities

Have each student do a paper defining his or her type of family, the family development stage, and how its functions and tasks differ from the family stages present in the chapter. How do the family and its members deal with concerns about its health and illness?

### Suggestions for Clinical Activities

Assign student to provide nursing care to adults of different developmental stages. Discuss the differences in their tasks and changes of aging.

### Learning Outcome 3

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

#### Concepts for Lecture

1. Health is “a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.”
2. The health–illness continuum is a dynamic process with high-level wellness at one extreme of the continuum and death at the opposite extreme.
3. High-level wellness is a way of functioning to reach one’s maximum potential at a particular point in time.

#### PowerPoint Lecture Slides

1. **Health**
   - “State of complete physical, mental, social well-being, and not merely the absence of disease or infirmity.”
2. **Health–Illness Continuum**
   - Dynamic process with high-level wellness at one extreme of the continuum and death at the opposite end
3. **High-Level Wellness**
   - Way of functioning to reach one’s maximum potential at a particular point in time
   - Wellness is influenced by:
     - Self-concept
     - Environment
     - Culture
     - Spiritual values

### Suggestions for Classroom Activities

Discuss the wellness–illness continuum. How does its definition differ from the definition of health by the World Health Organization? In what ways does it differ from Dunn’s description of wellness?

### Suggestions for Clinical Activities

Interview clients to determine their concept of health and wellness.
LEARNING OUTCOME 4
Explain factors affecting health status, health promotion, and health maintenance.

CONCEPTS FOR LECTURE
1. Many different factors affect a person’s health or level of wellness.
2. Teaching health promotion and maintenance provides learning for clients to maintain wellness, identify risk factors, and be informed of how to decrease risk factors.

POWERPOINT LECTURE SLIDES
1. Major Factors Affecting Health Status
   - Genetic makeup
   - Cognitive abilities and educational level
   - Race, ethnicity, and cultural background
   - Age, gender, and developmental level
   - Lifestyle and environment
   - Socioeconomic background
   - Geographic area

2. Practices to Promote Health and Wellness
   - Eating three balanced meals/day
   - Eating moderately to maintain a healthy weight
   - Exercising 30 to 60 minutes/day
   - Sleeping 7 to 8 hours/day
   - Limiting alcohol consumption
   - Eliminating smoking
   - Keeping sun exposure to minimum

SUGGESTIONS FOR CLASSROOM ACTIVITIES
Initiate the discussion on factors affecting health status, promotion, and maintenance by having the students compare their present health status and the ways in which they promote personal and family health.

SUGGESTIONS FOR CLINICAL ACTIVITIES
Have students help with teaching health promotion and maintenance at a health fair.

LEARNING OUTCOME 5
Compare and contrast disease and illness.

CONCEPTS FOR LECTURE
1. Disease is a medical term describing disruptions in structure and function of the body or mind. Diseases have mechanical causes, biologic causes, or normative causes.
2. Illness is a response a person has to a disease. Illness integrates pathophysiologic alterations; psychologic effects of those alterations; effects on roles, relationships, and values; and cultural and spiritual beliefs.

POWERPOINT LECTURE SLIDES
1. Disease
   - Medical term describing disruptions in structure and function of the body or mind
   - Diseases have:
     - Mechanical causes—trauma
     - Biologic causes—body function
     - Normative causes—mind–body interaction
   - Manifestations are signs and symptoms exhibited by disruption

2. Illness
   - Response a person has to a disease
   - Illness integrates:
     - Pathophysiologic alterations
     - Psychologic effects of alterations
     - Effects on roles, relationships, and values
     - Cultural and spiritual beliefs
SUGGESTIONS FOR CLASSROOM ACTIVITIES
Divide the class into small groups of four. Have the students develop the following scenarios and role-play the nurse–client interaction.
Scenario A: A 22-year-old male seen in the hematology clinic with sickle cell disease
Scenario B: A 45-year-old recently divorced female who had a hysterectomy
Scenario C: A 55-year-old postmenopausal female with a high cholesterol level
Scenario D: A 75-year-old with chronic obstructive lung disorder

LEARNING OUTCOME 6
Describe the sequence of acute illness behaviors.

CONCEPTS FOR LECTURE
1. Acute illness occurs rapidly, lasts a relatively short period of time, and is self-limiting usually with a full recovery and return to normal preillness functioning.
2. Suchman describes five stages of acute illness behaviors.

POWERPOINT LECTURE SLIDES
Acute Illness
- Occurs rapidly
- Lasts a relatively short period of time
- Is self-limiting
- Usually with full recovery

Suchman's Stages of Acute Illness
- First stage—experiences manifestations of illness
- Second stage—assumes sick role
- Third stage—seeks medical care
- Fourth stage—assumes dependent role
- Final stage—recovery and rehabilitation

SUGGESTIONS FOR CLASSROOM ACTIVITIES
Define and discuss acute illness and chronic illness. Describe the steps of the sick role in acute illness.

SUGGESTIONS FOR CLINICAL ACTIVITIES
Assign students to observe clients in a physician’s office. Have them identify the stages of an acute illness that the clients exhibit.

LEARNING OUTCOME 7
Discuss chronic illness, including characteristics, needs of clients who are chronically ill, and the effects of chronic illness on the family.

CONCEPTS FOR LECTURE
1. The National Commission on Chronic Illness defines a chronic illness as any impairment or deviation from normal functioning that has one or more characteristic of chronic illness. Chronic illness is characterized by impaired functioning of more than one body system.
2. The intensity of a chronic illness and its related symptoms ranges from mild to severe, and the illness is usually characterized by periods of remission and exacerbation.
3. Responses to chronic illness are interrelated and result in individualized illness behaviors and needs.
4. Nursing interventions for the person with a chronic illness focus on education to promote independent functioning, reduce health care costs, and improve well-being and quality of life.
5. Chronic illness in a family member is a major stressor that may cause changes in family structure and functioning, as well as changes in performing family developmental tasks.

POWERPOINT LECTURE SLIDES
Chronic Illness
- Any impairment or deviation from normal functioning that has one or more characteristic of chronic illness
- Impaired function in more than one body system.
  - Sensory perception
  - Self-care abilities
  - Mobility
  - Cognition
  - Social skills
Characteristics of Chronic Illness
- Permanent
- Leaves permanent disability
- Caused by nonreversible pathologic alterations
- Requires special teaching of the client for rehabilitation
- Requires long period of care
Attributes of Chronic Illness
- Impaired function in more than one body system
- Mild to severe symptoms
- Periods of remission and exacerbation

Needs of a Person with Chronic Illness
- Live as normally as possible
- Learn to adapt activities of daily living and self-care activities
- Grieve over loss of physical abilities, income, status, roles, and dignity
- Learn to live with chronic pain
- Follow a medical treatment plan
- Maintain a positive self-concept and sense of hope
- Maintain a feeling of being in control
- Confront the inevitability of death at an earlier age

Nursing Interventions with Chronic Illness
- Educate to promote independent functioning
- Reduce health care costs
- Improve well-being and quality of life

Effects of Chronic Illness on Family
- Changes in family structure and function
- Changes in performing family developmental tasks
- Family response affects client’s response to and perception of illness
- Changes in personal, social, and economic resources
- Response to nature and course of the disease
- Demands of illness as perceived by family members

Suggestions for Clinical Activities
Assign students to care for clients in a rehabilitation facility. They should compare the care of a client with a chronic illness to a client with an acute illness in an acute health care facility.