

**CHAPTER 1**

**MEDICAL–SURGICAL NURSING IN THE 21<sup>ST</sup> CENTURY**

**PEARSON NURSING STUDENT RESOURCES**

<p>Care Plan Activities</p> <p style="padding-left: 40px;"><i>Nursing Process</i></p> <p>Case Studies</p> <p style="padding-left: 40px;"><i>The Patient with an Advance Directive</i></p> <p>Audio Glossary</p> <p>Media Links</p> <p>Media Apps</p> <p>NCLEX-RN® Review</p>
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**LEARNING OUTCOME 1**

Describe the core competencies for health care professionals: patient-centered care, interdisciplinary teams, evidence-based practice, quality improvement, and informatics.

<b>CONCEPTS FOR LECTURE</b>	<b>POWERPOINT LECTURE SLIDES</b>
<p>1. The core competencies are based on using communication, knowledge, technical skills, clinical reasoning, critical thinking, and values in clinical practice.</p> <p>2. The nursing process allows for the inclusion of specific, individualized, and holistic activities in planning patient-centered care for the pa-</p>	<p>1. [Insert Table 1-1] Core Competencies for Health Care Professionals</p> <p>2. [Insert Box 1-1] Functional Health Patterns</p> <p>3. Interdisciplinary teams provide continuous care:</p> <p>Communicate</p>

tient.

3. Effectively communicate with team members to develop and achieve patient goals.

- Clarify roles and responsibilities of team members, collaborating and integrating care.
- Use communication practices that minimize risks associated with care.

4. Evidence-based practice :

Integrate research and evidence with clinical expertise and patient values for optimum care.

Participate in learning and research activities to the extent possible.

5. Identify actual and potential errors and hazards in care.

- Understand and implement basic safety principles and tools.
- Understand and measure quality of care in terms of structure, process, and outcomes in relation to patient and community needs.

Design and test interventions to change processes and systems of care, with the objective of improving quality.

Collaborate

Cooperate

4. Evidence-Based Practice:

Research and Evidence

Clinical Expertise

Research Activities

5. Errors are identified and safety principles are implemented through the application of quality improvement measures.

6. Information Technology and Informatics are used to support decision making

6. Informatics is used to communicate, manage knowledge, decrease errors, and support critical thinking. It supports decision making [critical thinking] using information technology.

**RELATED CHAPTER ART**

**Table 1-1 Core Competencies for Health Care Professionals**

**Box 1-1 Functional health patterns**

**Figure 1-1 Steps of the nursing process**

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**SUGGESTIONS FOR CLASSROOM AC-**

**TIVITIES**

- Discuss the core competencies and the relationship to excellent patient care. Give examples of evidence-based practice.
- Show the video about the changing roles of nurses.

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**LEARNING OUTCOME 2**

Apply the attitudes, mental habits, and skills necessary for critical thinking when using the nursing process in patient care.

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**CONCEPTS FOR LECTURE**

1. Thinking critically requires focused attention on attitudes and how they affect nursing ac-

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**POWERPOINT LECTURE SLIDES**

1. Necessary attitudes, mental habits and skills of critical thinking:

tions. The necessary attitudes, mental habits, and skills of critical thinking:

- Think independently.
- Be willing to listen.
- Have empathy.
- Be fair-minded.
- Be disciplined.
- Be creative and self-confident.

2. The major critical thinking skills are:

- Divergent thinking: Weigh the importance of information.
- Reasoning: ability to discriminate between facts and guesses
- Clarifying: noting similarities and differences to sift out unnecessary information
- Reflection: comparing different situations with similar solutions

3. Critical thinking in the nursing process:

- Assessment: Distinguish between relevant and irrelevant data.
- Diagnosis: Choose nursing diagnosis that

- independent thinking
- willing to listen
- empathy
- fair-minded
- disciplined
- creative and self-confident

2. Types of critical thinking

- divergent thinking
- reasoning
- clarifying
- reflection

3. [Insert Figure 1-1] Steps of the nursing process

best defines patient's health problems.

- Planning: Determine best means to achieve desired patient outcomes.
- Implementation: Put plan to action.
- Evaluation: Determine whether the plan was effective.

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#### **RELATED CHAPTER ART**

#### **Box 1-2 Overview of Diagnostic Reasoning**

#### **Figure 1-1 Steps of the nursing process.**

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#### **SUGGESTIONS FOR CLASSROOM ACTIVITIES**

- Assign different client scenarios for the students to exercise critical thinking skills.
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### LEARNING OUTCOME 3

Explain the importance of nursing codes and standards as guidelines for clinical nursing practice.

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#### CONCEPTS FOR LECTURE

1. Nurses encounter legal and ethical problems almost daily. Nursing practice is structured by codes and standards that guide nursing practice and protect the public. Nurses are held to these standards in a court of law.
2. Codes of ethics provide frames of reference for nursing behaviors and help define the role of nurses.
3. The International Council of Nurses (ICN) code helps guide nurses in setting priorities, making judgments, and taking action when they face ethical dilemmas in clinical practice.
4. The ANA code defines nursing for the general public, guides behavior of nurses, and states principles of ethical concern.
5. Standards of nursing practice are criteria that can be used by a professional nurse and by the general public to measure quality of practice.

#### POWERPOINT LECTURE SLIDES

1. Importance of nursing codes and standards
  - Guide nursing practice
  - Protect the public
2. Code of ethics
  - Frame of reference for nursing behaviors
3. ICN code helps nurses:
  - Set priorities
  - Make judgments
  - Take action in ethical dilemmas
- 4a. ANA code
  - Defines nursing for general public
  - Guides behavior of nurses
  - States principles of ethical concern
- 4b. [Insert Box 1-3]  
The American Nurses Association Code  
of Ethics for Nurses

5a. ANA Standards of nursing practice

- Criteria to measure quality of practice

5b. [Insert Box 1-4] ANA Standards of Practice

**RELATED CHAPTER ART**

**Box 1-3 The American Nurses Association Code of Ethics for Nurses**

**Box 1-4 ANA Standards of Practice**

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**SUGGESTIONS FOR CLASSROOM ACTIVITIES**

- Discuss the legal and ethical implications of nursing.

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**LEARNING OUTCOME 4**

Explain the activities and characteristics of the nurse as caregiver, educator, advocate, leader, manager, and researcher.

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**CONCEPTS FOR LECTURE**

1. As a result of changes in the field of nursing, the role of medical–surgical nurses as caregivers has expanded to include their roles as educators, advocates, leaders, managers, and researchers.
2. As an educator, the nurse must assess client learning needs, and plan and implement teaching to meet these needs.

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**POWERPOINT LECTURE SLIDES**

1. Role of Nurse: Caregiver
  - Act independently and collaboratively
  - Practice nursing as an art and a science
  - Provide comprehensive, individu-

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|---|--|
| 3. As an advocate, the nurse protects the patient's right to choose treatment options, speaking for the patient and mediating between the patient and other persons when necessary. | alized care  |
| 4. As leaders and managers, nurses must be able to manage time, people, and resources; delegate; and make quality improvements.   | 2. Role of Nurse: Educator <ul style="list-style-type: none"><li>• Ensure patient is provided necessary care outside of hospital</li></ul> |
| 5. The nurse, as a researcher, must identify problems in patient care and develop interventions to meet the patient's needs.  | 3. Role of Nurse: Advocate <ul style="list-style-type: none"><li>• Promote patient's right to choose treatment options</li></ul>           |
|   | 4. Role of Nurse: Leader/Manager <ul style="list-style-type: none"><li>• Manage time, people, resources, and the environment</li></ul>     |
|   | 5. Role of a Nurse: Researcher <ul style="list-style-type: none"><li>• Improve care to patients</li></ul>                                  |

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**RELATED CHAPTER ART**

**Box 1-5 Culturally Sensitive Nursing**

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