

# Chapter 2

## Concepts of Health, Illness, Stress, and Health Promotion

# Chapter 2

## Lesson 2.1

# Learning Objectives

## Theory

- 1) Compare traditional and current views of the meanings of health and illness.
- 2) Describe what the word “health” means to you.
- 3) Define what “sickness” means to you.
- 4) Discuss why nurses need to be aware of any cultural, educational, and social differences that might exist between themselves and their patients.
- 5) Compare cultural/racial differences in disease predisposition and communication between the main cultures and different races.

# Learning Objectives

## Clinical Practice

- 1) Observe patients during the data-gathering process and interview process and determine their views on health and illness.
- 2) Recognize cultural differences in health care concepts and behaviors in the clinical setting and be able to share those observations with fellow students.

# Health and Illness

- Health means different things to people
  - Absence of disease
  - Optimum functioning on every level
- Miller-Keane dictionary defines *health* as:
  - “A relative state in which one is able to function well physically, mentally, socially, and spiritually in order to express the full range of one’s unique potentialities within the environment in which one is living”

# Traditional Views of Health and Illness

- Chronic illness
  - Develops slowly over a long period and lasts throughout life
- Acute illness
  - Develops suddenly and resolves in a short time
- Terminal illness
  - No cure available; ends in death

# Traditional Views of Health and Illness (cont'd)

- Primary illness
  - Develops without being caused by another health problem
- Secondary illness
  - Results from or is caused by a primary illness

# Stages of Illness

- Transition stage
  - May deny feeling ill, but recognize symptoms of illness are present
- Acceptance stage
  - Acknowledge illness and take measures to become well
- Convalescence stage
  - Recovering after the illness and regaining health

# Current Views of Health and Illness

- Health evaluated on a graduated scale or continuous spectrum
  - Ranges from obvious disease through absence of disease to a state of optimum functioning in every aspect of life

# Implications of Current Views

- Value of nursing as caring profession reinforced
- Although nurse is involved in curing the ill or injured, goal is primarily under the control of physician
- Nurses seek to help patients use coping skills

# Health and Illness Behavior

- Health behavior
  - Any action taken to promote health, prevent disease, or detect disease in early, asymptomatic (without symptoms) stage
- Illness behavior
  - Any activity a person takes to determine her actual state of health and seek a suitable remedy for a health problem

# Cultural Influences on Concepts of Health and Illness

- Racial and ethnic differences apparent in attitudes and practices related to:
  - Birth, death, and general health care
  - Susceptibility to specific diseases
  - Responses to pain and suffering
  - Personal hygiene and sense of privacy
  - Adjustment to life changes

# Question 1

Illness occurs in three stages. All of the following are stages of illness except the:

- 1) transition stage.
- 2) acceptance stage.
- 3) convalescence stage.
- 4) terminal stage.

# Question 2

Jane has hypertension and has recently suffered a mild stroke. This diagnosis is an example of a/an:

- 1) primary illness.
- 2) secondary illness.
- 3) idiopathic illness.
- 4) terminal illness.

# Chapter 2

## Lesson 2.2

# Learning Objectives

## Theory

- 6) List the components of holistic health care.
- 7) Identify the four areas of human needs and give an example within each level of need.
- 8) Identify ways in which the body adapts to maintain homeostasis.

## Clinical Practice

- 3) Determine a patient's status on Maslow's hierarchy during a clinical experience.
- 4) Describe alterations in homeostasis as observed in the clinical setting.

# The Holistic Approach

- Nurses take holistic approach to caring for the sick and promoting wellness
- Considers biologic, psychological, sociologic, and spiritual needs
- Acupuncture, acupressure, biofeedback, meditation, and various relaxation techniques

# Maslow's Theory of Basic Needs

- Hierarchy of human needs as an explanation for the things that motivate human behavior
- Basic physical needs—food, air, water, rest—must be satisfied before emotional needs
- Used to determine priorities of nursing care

# Maslow's Theory of Basic Needs (cont'd)

- Physiologic needs
- Fundamental physical needs essential to maintain life
- Security and belonging
- Security for patients depends on reassurance that their physiologic and safety needs will be met
- Each person needs to feel that she belongs or is attached to others

# Maslow's Theory of Basic Needs (cont'd)

- Self-esteem and love and belonging
  - Interrelated, because one cannot truly love others until one first loves or accepts oneself
- Self-actualization
  - Occurs when individuals are comfortable with themselves and are certain of their beliefs and values

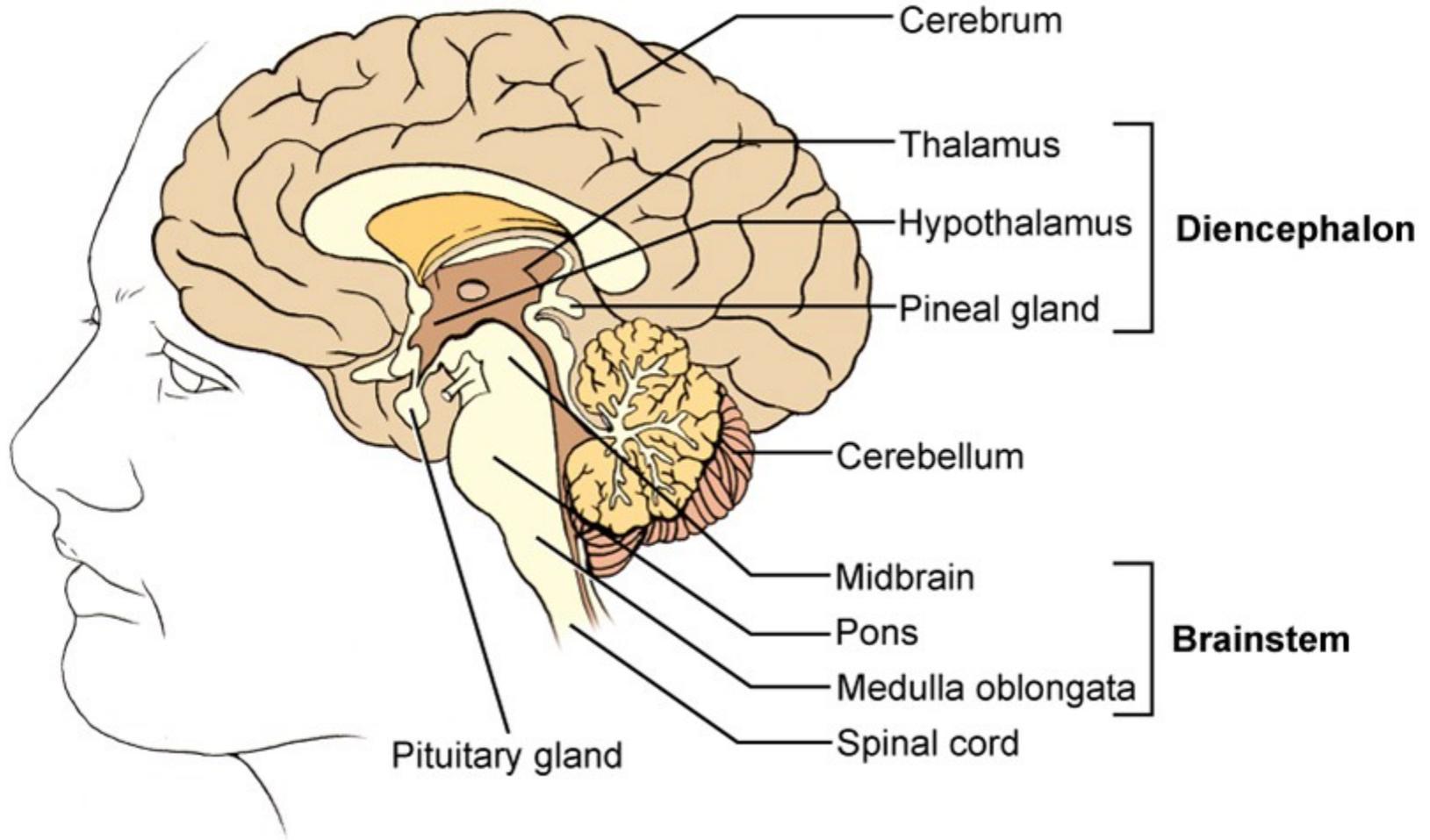
# Homeostasis

- Biologic systems maintain stability of internal environment by continually adjusting to changes necessary for survival
- Wellness maintained or regained when one is able to keep a sense of balance while adapting to factors that can upset that balance
- Stress disturbs homeostasis and causes the body to attempt to adapt

# Adaptation

- A response to change
- Body's systems have self-regulatory mechanisms to maintain homeostasis
- Requires pathway of communication between the brain and various body systems

# Central nervous system structures



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# The General Adaptation Syndrome

- Occurs in response to long-term exposure to stress
- Stages
  - Alarm stage
  - Stage of resistance
  - Stage of exhaustion

# Question 3

A teenage drug addict who has lost numerous jobs states, “I do not have a problem with drugs. Everyone uses them as much as I do. I can quit anytime.” This is an example of which coping mechanism?

- 1) Denial
- 2) Repression
- 3) Rationalization
- 4) Displacement

# Chapter 2

## Lesson 2.3

# Learning Objectives

## Theory

- 9) Explain why a particular stressor may be experienced differently by two people.
- 10) List the common signs and symptoms of stress.
- 11) Identify four ways in which a nurse can help decrease stress and anxiety for patients.

## Clinical Practice

- 5) Document observations about stress-reduction techniques used by staff or patients during a clinical experience.

# The Effects of Stress

- A stressor can be helpful or harmful depending on the person's:
  - Perception of the stressor
  - Degree of health and fitness
  - Previous life experiences and personality
  - Available social support system
  - Personal coping mechanisms

# Coping with Stress

- Coping—adjusting to or solving challenges
- Three types of coping responses:
  - Actions or thoughts that change the situation so it is no longer stressful
  - Alteration of thoughts to control the meaning of the situation before it triggers a stress response
  - Control of thoughts and actions to stop a stress reaction

# Defense Mechanisms

- Strategies that protect us from increasing anxiety
- Reduce anxiety and the secretion of stress hormones
- Used to maintain and improve our self-esteem
- Can be overused in a maladaptive way

# Stress Reduction Techniques

- Progressive relaxation
- Imagery
- Massage
- Biofeedback
- Yoga
- Meditation
- Regular physical exercise

# Health Promotion and Illness Prevention

- *Healthy People 2010 : Understanding and Improving Health*
  - Created by scientists: a comprehensive set of objectives for disease prevention and health promotion for the nation
  - Goals
    - Increase the quality and years of healthy life
    - Eliminate health disparities

# Health Promotion and Illness Prevention (cont'd)

- Primary prevention
  - Avoid or delay occurrence of a disease or disorder
- Secondary prevention
  - Follow screening guidelines for easily treated diseases if found early or detecting disease return
- Tertiary prevention
  - Rehabilitation measures after disease/disorder has stabilized

# Question 4

A nurse should minimize stress for a patient whenever possible. A common measure to reduce stress is:

- 1) explaining all procedures.
- 2) listening carefully and answering all questions.
- 3) providing privacy.
- 4) All of the above

# Question 5

A charge nurse is reviewing a student's charting. Which descriptive term might be considered inappropriate when charting an assessment?

- 1) Agitated
- 2) Nauseated
- 3) Fatigued
- 4) Noncompliant