**RNSG 1324**

**Concept-Based Transition to Professional Nursing Practice**

**Concept – ELIMINATION**

**Concept Definition**

Elimination is the excretion of waste products from the kidneys and intestines.

**Exemplars**

Benign Prostate Hypertrophy (BPH)-Urinary Retention

Diarrhea – Bowel Incontinence

Gerontology – Urinary Incontinence

Clostridium Difficile (C.-diff)

(Constipation/Impaction – Elderly [Skills course])

Diverticulitis

Paralytic Ileus – Bowel Obstruction

Crohn’s Disease

Neurogenic Bladder - Spastic

**Objectives**

1. Explain the correlation of the listed exemplars to the concept of Elimination (including definition, antecedents, and attributes).
2. Analyze conditions which place a patient at risk for Elimination imbalance which results in the listed exemplars.
3. Discuss the influence of interrelated concepts (Nutrition, Fluid and Electrolyte Balance, Mobility, Metabolism, Coping, and Cognition) on normal and abnormal elimination.
4. Apply the nursing process (including collaborative interventions) for individuals experiencing disruptions in Elimination and to promote normal Elimination patterns.

**Sub Objectives**

1. Define key terms related to the listed exemplars.
2. Identify the pathophysiology, incidence, diagnostic pathway and common treatment for listed exemplars.
3. Explain the risk factors and co-morbidities associated with the listed exemplars*.*
4. Discuss the laboratory and diagnostic testing that is used to diagnose and monitor clients/patients with any of listed exemplars.
5. Describe selected surgical procedures of the bowel: colectomy, colostomy, and ileostomy.
6. Discuss the collaborative care associated with the nursing management of patients diagnosed with listed exemplars.

**Assignments**

**Review the following from previous course(s)**

* Normal physiology of urine collection and excretion
* Normal physiology of the large intestine and defecation
* Normal physiologic processes that support both urinary and bowel elimination (diet, hydration, activity)

**Prior to class**

* Follow the “Read Me” File under the Elimination Module on Canvas
* Review the Elimination Concept Analysis Diagram with explanation
* Complete the assigned readings

\*Page numbers, assignments, and other lecture information will be posted on blackboard.

* Giddens (2017) Chapter 17
* Yoost (2015) Chapter 40, 41
* Lewis (2014) Chapter 14, 39, 43, 45, 46, 55, 61
* Burchum (2015*) &* Lehne Pharmacology On-lineChapters 66, 79 & 80

**Concept Content Outline:**

Sub Concepts: Physiological Development & Function

 Bowel & Bladder Toileting Habits Culture

 Genetics-Gender Age Congenital Defects

 Nutritional/Fluid Intake

 Medications

 Diversions

Antecedents: Continent

 Bowel ability to expel feces

 Normal peristalsis

 Bladder ability to void

 Adequate hydration/intake

Risk Factors: Immobility

 Catheterization or other instrumentation of the urethra or bladder

 Change in diet or fluid intake

 Pharmacological

 Excessive loss of body fluids

 Inadequate fluid intake

Assessment: Comprehensive history

 Physical assessment

 Physical and psychological clinical manifestations

 Diagnostic tests

Positive Outcomes: Homeostasis

Positive Physiologic Growth/Development

Active Lifestyle

Nourishment

Positive socialization

Positive self-esteem

Comfort

Negative Outcomes: Physiological

 Psychological

 Clinical Management:

 Nursing interventions

 Collaborative interventions

 Pharmacological therapy

 Procedural therapies

 Diagnostic studies

N:ADN Syllabus/CBC Curriculum/Transition Summer 2017/RNSG 1324/Elimination Revised 3/17