

THE AMERICAN JOURNAL OF NURSING COMPANY



**AJN**

**1987  
NURSING  
BOARDS  
REVIEW**

FOR THE NCLEX-RN EXAMINATION

A NURSECO BOOK

THE AMERICAN JOURNAL OF NURSING COMPANY

**AJN**

**1987  
NURSING  
BOARDS  
REVIEW**

FOR THE NCLEX-RN EXAMINATION

A NURSECO BOOK



**WILLIAMS & WILKINS**  
Baltimore • London • Los Angeles • Sydney

Editors: Rose Mary Carroll-Johnson, RN, MN  
Margo C. Neal, RN, MN

Copyright © 1986 by the American Journal of Nursing Company

A NURSECO BOOK

Published by Williams & Wilkins, 428 East Preston Street, Baltimore, MD 21202, U.S.A.

All rights reserved. No part of this book may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without permission in writing from the publisher except by a reviewer who may quote brief passages in a review.

First Edition 1983.

Second Edition 1983.

Third Edition 1984.

Fourth Edition 1985.

Fifth Edition 1986.

*Printed in the United States of America*

ISBN: 0-683-09503-X



**AJN**

**1987  
NURSING  
BOARDS  
REVIEW**

FOR THE NCLEX-RN EXAMINATION

## Coordinators for this Edition

- Janis P. Bellack, RN, MN. *Associate Professor, Parent-Child Nursing Graduate Program, University of Kentucky College of Nursing, Lexington, KY*
- Phyllis Gorney Cooper, RN, MN. *Educator and Consultant, Los Angeles, CA*
- Patricia E. Downing, RN, MN. *Formerly with School of Nursing, University of California, San Francisco, CA*
- Edwina A. McConnell, RN, MS. *Independent Nurse Consultant; Part-time staff nurse, Madison General Hospital, Madison, WI*
- Marybeth Young, RN, MSN. *Assistant Professor, Maternal-Child Nursing, Niehoff School of Nursing, Loyola University, Chicago, IL*

## Contributing Authors

- Ida M. Androwich, RN, MS. *ANA Certified Family Nurse Practitioner; Assistant Professor, Niehoff School of Nursing, Loyola University, Chicago, IL*
- Cecily Lynn Betz, RN, PhD. *Assistant Clinical Professor, UCLA School of Nursing, Los Angeles, CA*
- Carolyn V. Billings, RN, MSN. *ANA Certified Specialist in Psychiatric and Mental Health Nursing; Nurse Psychotherapist, Independent Practice; Nursing Consultant, Raleigh, NC*
- Suzette Cardin, RN, MS, CCRN. *Head Nurse, Coronary Care Unit, Coronary Observation Unit, UCLA Medical Center, Los Angeles, CA*
- Virginia L. Cassmeyer, RN, MSN. *Associate Professor, University of Kansas School of Nursing, Kansas City, KS*
- Olivian De Souza, RN, MSN. *Instructor, Henry Ford Community College, Dearborn, MI*
- Gita Dhillon, RN, MEd. *Associate Professor, The American University, Washington, DC*
- Cynthia Dunsmore, RN, MSN. *Lecturer, Department of Maternal-Child Nursing, University of Illinois College of Nursing, Chicago, IL*
- Carolyn Vas Fore, RN, MSN. *Assistant Professor, University of Kentucky, College of Nursing, Lexington, KY*
- Elizabeth Anne Gomez, RN, MSN. *Clinical Nurse Specialist in Neonatology, Instructor in Pediatric Nursing, University Hospitals of Cleveland, Case Western Reserve University, Cleveland, OH*
- E. Ingvarda Hanson, RN, MSN. *Associate Professor, Wayne State University, Detroit, MI*
- Alene Harrison, RN, MS. *Associate Professor, Assistant Chairperson, Department of Nursing, Wilkes College, Wilkes Barre, PA*
- Anne C. Holland, RN, MSN. *Assistant Coordinator, Memorial Hospital, Worcester, MA*
- Ann L. Jessop, RN, MSN. *Instructor, McLennan Community College, Waco, TX*
- Michele M. Kamradt, RN, EdD. *Assistant Professor, Elmhurst College, Elmhurst, IL*
- Alma Joel Labunski, RN, MSN. *Director, Division of Nursing and Natural Sciences; Associate Professor of Nursing, Kendall College, Evanston, IL*
- Judith K. Leavitt, RN, MEd. *Professor of Nursing, Tompkins Cortland Community College, Dryden, NY*
- Mariann C. Lovell, RN, MS. *Assistant Professor, Senior Level Coordinator, Wright State University, Dayton, OH*
- Michele A. Michael, RN, PhD. *Assistant Professor, George Mason University, Fairfax, VA*
- Jerry R. Myhan, RN, MSN. *Assistant Professor of Nursing, Harding University School of Nursing, Searcy, AR*
- B. Patricia Nix, RN, MSN. *Instructor of Nursing, Henry Ford Community College, Dearborn, MI*

- Paulette D. Rollant, RN, MSN, CCRN. *Assistant Professor, Critical Care Graduate Faculty, Emory University School of Nursing, Atlanta, GA*
- Judith K. Sands, RN, EdD. *Assistant Professor, University of Virginia, Charlottesville, VA*
- Mary Charles Santopietro, RN, MS, EdM, EdD, CS. *Clinical Director, Suburban Hospital, Bethesda, MD; Clinical Lecturer, George Mason University, Fairfax, VA*
- Victoria Schoolcraft, RN, MSN. *Associate Professor, Assistant Director, Baccalaureate Program, University of Oklahoma College of Nursing, Oklahoma City, OK*
- Diane S. Smith, RN, MSN, CS. *Certified Clinical Specialist, Psychiatric Nursing, Psychiatric Center of Michigan, Detroit, MI*
- Karen Stefaniak, RN, MSN. *Assistant Professor Maternal-Child Nursing, Eastern Kentucky University, Richmond, KY*
- Diane Morrison Taylor, RN, MSN. *Assistant Professor, School of Nursing, University of Texas at Arlington, Arlington, TX*
- Quilla D. B. Turner, RN, PhD. *Assistant Professor, University of Pittsburgh School of Nursing, Pittsburgh, PA*
- Deborah L. Ulrich, RN, MA. *Assistant Professor Maternal-Child Nursing, Wright State University, Dayton, OH*
- Francene Weatherby, RNC, MSN. *Assistant Professor of Nursing, University of Oklahoma College of Nursing, Oklahoma City, OK*
- Gail D. Wegner, RN, MS. *Associate Professor of Nursing, Purdue University, Calumet, Hammond, IN*

## Contributors Previous Editions

- Kay Bensing, RN, MA. *Formerly with Pierce College, Woodland Hills, CA*
- Carol W. Kennedy, RN, PhD. *Assistant Professor, Ohio State University School of Nursing, Columbus, OH*
- Deborah Koniak, RN, EdD. *Assistant Dean, Continuing Education; Assistant Professor, Maternal-Child Health Nursing, University of California, Los Angeles, CA*
- Beverly Kopala, RN, MS. *Assistant Professor, Maternal-Child Health Nursing, Niehoff School of Nursing, Loyola University, Chicago, IL*
- Karen Krejci, RN, MSN. *Instructor, Mount St. Mary's College, Los Angeles, CA*
- Esther Matassar-Jacobs, RN, MEd, MSN. *Assistant Professor, Medical-Surgical Nursing, Loyola University, Chicago, IL*
- Joan Reighley, RN, MN. *Certified ANA Specialist of Psychiatric and Mental Health Nursing; Psychotherapist, private practice; Assistant Professor, West Los Angeles College, Los Angeles, CA*
- Constance M. Ritzman, RN, MSN. *Assistant Professor, Loyola University, Chicago, IL*
- Ann M. Schofield, RN, MS. *Lecturer, California State University, Los Angeles, CA*

## Foreword

Taking a test is not an activity that most of us cherish. It is stressful regardless of how well prepared we are. Each of you has spent a large portion of your education learning concepts, principles, and theories that pertain to nursing. You have learned about a myriad of nursing responses to health disruptions. The culmination of your learning and experiences comes in the taking of the NCLEX—the registered nurse licensure examination.

You have been taught to assess, plan, implement, and evaluate. You will once again use the same set of problem-solving steps as you approach the test. The *AJN 1987 Nursing Boards Review* is a tool for assessing your current knowledge and calming your fears about the examination.

Two major factors likely to influence your success on the NCLEX are your level of nursing knowledge, your ability to apply that knowledge, and your level of test anxiety. Some degree of anxiety is beneficial for successful test taking; excessive anxiety impairs the ability to think clearly and critically. By systematically studying this review, you can determine your level of readiness for the examination and plan ways to improve in any areas where you feel deficient.

By using this book, you can become less anxious about test taking through a review of your nursing knowledge, and sample NCLEX-type questions that reinforce the knowledge.

Best wishes for success with NCLEX and throughout your nursing career.

Jeanette Lancaster, RN, PhD  
Dean and Professor  
Wright State University  
Miami Valley School of Nursing  
Dayton, Ohio

## Preface

Taking an examination is always a stressful procedure. The level of anxiety in any classroom during finals week is so high one can feel the energy it generates. And when the examinations you are facing are the basis for your licensure as a member of your chosen profession, no wonder the thought of those upcoming State Boards has you in a state.

Churn no more!

This book has been designed to make you comfortable and confident in taking and passing the NCLEX (National Council Licensure Examination). In addition to its clinical excellence and its focus on the elements of the nursing process and of decision making, it concentrates on your test-taking abilities and teaches you how to use them to your best advantage. An important aspect of this is stress reduction and so the first section of the book presents relaxation techniques. As you know, the test is multiple-choice and a calm attitude helps you use your best judgment.

The clinical aspects of the book have been developed by expert curriculum committees whose members are all top nurses, masters or doctorally prepared, and experienced in teaching in the AJN Nursing Boards Review courses. All of us at the AJN Company and Williams & Wilkins are most grateful to these talented, knowledgeable, conscientious faculty members. They have spent many hours tailoring the subject matter in the best way possible to trigger your thinking and buttress your learning.

Finally, a word about the AJN Nursing Boards Review course. If you want a still greater sense of security about your exam, please do call us for information about the AJN Nursing Boards Review, or fill out the coupon you'll find at the back of this book. Our toll-free number is 800/223-2282; in New York State, call 212/582-8820 collect.

One thing more—our very best wishes to you for success in the exam and throughout your nursing career.

*Thelma M. Schorr, RN*  
President and Publisher  
American Journal of Nursing Company

# Introduction

Whether you are graduating from a two-year, three-year, or baccalaureate nursing program, you face one important step on the way to establishing yourself as a registered nurse. That step, as we all know, is passing the state board examination, or the NCLEX, as it is now called (NCLEX stands for National Council Licensure Examination.)

Although your education has prepared you well for this series of tests, every RN preparing to take the NCLEX feels the need for a comprehensive review of her or his nursing studies prior to the big day. The *AJN 1987 Nursing Boards Review* provides a comprehensive review of nursing knowledge to prepare you, the graduate nurse, to successfully complete the NCLEX.

To use this book most effectively, read the first section on preparing for the examination and stress-reduction techniques. A firm grasp and application of the knowledge in this section will go a long way toward helping you review content and answer the test questions in a relaxed, calm manner. And review this section frequently; it will reinforce the principles that will have you in top form by examination day.

Review one clinical area at a time. Stay with that area until you feel comfortable with your knowledge mastery of it. Do the sections in any order you wish or as they are ordered in the book. If you run across subject matter with which you are unfamiliar, take time to look it up in your textbooks.

Keep in mind that NCLEX emphasizes nursing role and nursing process in caring for the healthy, as well as the ill, client. This emphasis matches the basic concept of the newly revised exam to test "application of the principles of nursing rather than recall of facts." (Dvorak, E. et al. *The National Council Licensure Examination for Registered Nurses*. Chicago: Chicago Review Press, 1982.)

NCLEX has two focuses. The first is on the steps of the nursing process: assessment, planning and implementation (including setting and establishing

priorities for client goals), and evaluation. Second, the focus is on the locus of control in decision making. Is a given decision made by the client? The nurse? Or is it a shared decision? The entire exam consists of four different test parts, each part containing a series of questions regarding nursing care of the adult, child, childbearing family, and emotionally troubled client.

The entire test will be graded as a whole, rather than in separate sections as in the years before 1982. Consider each question carefully. Don't leave questions blank; make a reasonable guess. You will not be penalized for guessing. Of course, your chances of being correct are greater if you can narrow down the four choices to two.

Judicious use of this book, either alone or in conjunction with a review class, will prepare you for successful completion of the licensure exam. It is important to keep in mind, however, not to rely on a review book to teach you new knowledge, but rather to recap and serve as a key to the nursing knowledge you already have. Many students have found marking content with a highlighting pen helpful for quick second-time-through checks.

A particularly valuable feature of this review book is the inclusion of a fine collection of articles from the *American Journal of Nursing* itself. They have been included to enhance the review material. Be sure to read them.

Another feature of this book is its reflection of the women's movement. Aware that language has played a role in reinforcing inequality between the sexes—to the loss of men as well as women—we have attempted to use language in a way that reinforces equality. The most vexing problem in avoiding sexist language is what to do about the "he-she" pronoun. No unisex substitute exists.

We have attempted to avoid stereotyping the nurse as "she" and the client as "he" by alternating the use of the masculine and feminine pronouns. In some sections, the client is referred to as she and, in others, as he.

We have attempted to deal with one or two



parents similarly. Often, there may be only one parent alone, or with a “significant other” who is not the child’s parent. This term, too, has been included, sometimes alternately with “partner.” Significant other, of course, has a wider scope, referring to anyone—grandparent, brother, sister, roommate, housekeeper—who is significant and personally close in the life of a client of any age.

Whether you see either of these terms, “parent, significant other,” in the singular or plural, the point to remember in writing the NCLEX and in the practice of your profession is that your responsibility to your client includes considering the client’s relationship with all of his or her significant others.

Finally, over 375 sample questions, written in the style of the examination, are provided. They have

been purposefully mixed and not included at the end of each section in order to more closely simulate the actual test situation.

How do you know if you have enough knowledge to pass NCLEX or not? This is difficult to answer; however, the persons who write the NCLEX advise their readers that 75 percent correct answers is a good cutoff point. In other words, if you are wrong more than 25 percent of the time, you need to spend more time reviewing.

Those of us from the American Journal of Nursing Company and Williams & Wilkins who have worked on the production of this book wish you the very best of luck with your review efforts, the examinations, and ultimately, with your nursing career.



# Contents

## Section 1: Preparing for the NCLEX 1

### PREPARING FOR SUCCESS ON THE NCLEX-RN 3

### STRESS-REDUCTION TECHNIQUES 7

## Section 2: Nursing Care of the Client with Psychosocial Problems 11

### INTRODUCTION 13

#### Overview 13

#### Scope of the Profession 13

#### Interpersonal Relationships 14

#### Roles Assumed by the Nurse 14

#### Locations of Practice 15

#### Psychosocial Characteristics of the Healthy Client 15

### THERAPEUTIC USE OF SELF 19

#### Theoretical Knowledge Base 19

#### Nurse-Client Relationship 23

#### Nursing Process 25

#### Treatment Modalities 26

### LOSS, DEATH AND DYING 28

#### General Concepts 28

##### Overview 28

##### *Application of the Nursing Process to the Client*

##### *Experiencing a Loss 29*

#### Selected Health Problems 29

##### A. Loss 29

##### B. Death and Dying 30

### LEGAL ASPECTS OF PSYCHIATRIC NURSING 34

#### Civil Procedures 34

#### Criminal Procedures 35

#### Territories 35

#### Judicial Precedents 35

#### Role of the Nurse 35

### ANXIOUS BEHAVIOR 36

#### General Concepts 36

##### Overview 36

##### *Application of the Nursing Process to the Client Exhibiting*

##### *Anxious Behavior 36*

#### Selected Health Problems 37

##### A. Anxiety 37

##### B. Phobias 40

##### C. Dissociative Reactions 41

##### D. Obsessive-Compulsive Disorders 41

##### E. Anorexia Nervosa 42

##### F. Psychosomatic Disorders 43

##### G. Conversion Disorders 45

##### H. Post-Traumatic Stress Disorders 46

### CONFUSED BEHAVIOR 48

#### General Concepts 48

##### Overview 48

##### *Application of the Nursing Process to the Client Exhibiting*

##### *Confused Behavior 48*

#### Selected Health Problems 48

##### *Chronic Confusion 48*

### ELATED-DEPRESSIVE BEHAVIOR 50

#### General Concepts 50

##### Overview 50

##### *Application of the Nursing Process to the Client with an*

##### *Affective Disorder 50*

#### Selected Health Problems 52

##### A. Depression 52

##### B. Elation and Hyperactive Behavior 58

### SOCIALLY MALADAPTIVE/ACTING OUT BEHAVIOR 60

#### General Concepts 60

##### Overview 60

##### *Application of the Nursing Process to the Client Exhibiting*

##### *Maladaptive Behavior 60*

#### Selected Health Problems 61

##### A. Violence in the Family 61

##### B. Hostile, Aggressive, and Assaultive Behavior 64

##### C. Acting Out 67

##### D. Sexual Acting Out 68

##### E. Antisocial Behavior 72

### SUSPICIOUS BEHAVIOR 75

#### General Concepts 75

##### Overview 75

##### *Application of the Nursing Process to the Client Exhibiting*

##### *Suspicious Behavior 75*

#### Selected Health Problem 75

##### *Paranoia 75*

### WITHDRAWN BEHAVIOR 77

#### General Concepts 77

##### Overview 77

##### *Application of the Nursing Process to the Client Exhibiting*

##### *Withdrawn Behavior 82*

#### Selected Health Problems 86

##### A. Paranoid Schizophrenia 86

##### B. Catatonic Schizophrenia 86

##### C. Undifferentiated Schizophrenia 87

##### D. Childhood Schizophrenia 87

##### E. Psychotic Disorders not Elsewhere Classified 87

### SUBSTANCE USE DISORDERS 89

#### General Concepts 89

##### Overview 89

##### *Application of the Nursing Process to the Client with a*

##### *Substance Use Disorder 90*

#### Selected Health Problems 91

##### A. Alcohol 91

##### B. Drugs Other than Alcohol 96

### GLOSSARY 98

### REPRINTS 105

#### Hardiman, M. "Interviewing? Or Social Chit-Chat?" 107

#### Neal, M. et al. "Assessment of Mental Status." 110

#### \_\_\_\_\_. "Stress Management." 112

- DiMotto, J. "Relaxation." 114  
 Neal, M. Et al. "Behavior Modification." 119  
 Westercamp, T. "Suicide." 121  
 Harris, E. "Sedative-Hypnotic Drugs." 124  
 DeGennaro, M. et al. "Antidepressant Drug Therapy." 130  
 Harris, E. "Lithium." 136  
 ———. "Antipsychotic Medications." 142  
 ———. "Extrapyramidal Side Effects of Antipsychotic Medications." 150

## Section 3: Nursing Care of the Adult 157

### THE HEALTHY ADULT 159

#### SURGERY 164

- Overview 164  
 Perioperative Period 164  
 Discharge 167

#### OXYGENATION 170

- General Concepts 170  
 Overview 170  
 Application of the Nursing Process to the Client with Oxygenation Problems 172  
 Selected Health Problems 176  
 A. Cardiopulmonary Arrest 176  
 B. Shock 178  
 C. Angina Pectoris 179  
 D. Myocardial Infarction 181  
 E. Dysrhythmias 185  
 F. Congestive Heart Failure 188  
 G. Hypertension 191  
 H. Peripheral Vascular Disease 193  
 I. Chronic Obstructive Pulmonary Disease (COPD) or Chronic Obstructive Lung Disease (COLD) 196  
 J. Pneumonia 199  
 K. Tuberculosis 201  
 L. Chest Tubes and Chest Surgery 203  
 M. Cancer of the Lung 205

### NUTRITION AND METABOLISM 208

#### PART ONE: THE DIGESTIVE TRACT 208

- General Concepts 208  
 Overview 208  
 Application of the Nursing Process to the Client with Digestive Tract Problems 210  
 Selected Health Problems 217  
 A. Hiatus Hernia 217  
 B. Gastritis 217  
 C. Peptic Ulcer Disease 218  
 D. Diverticulosis/Diverticulitis 224  
 E. Appendicitis 225  
 F. Cholecystitis with Cholelithiasis 225  
 G. Pancreatitis 226  
 H. Hepatitis 227  
 I. Cirrhosis 229  
 J. Complications of Liver Disease: Esophageal Varices, Ascites, Hepatic Encephalopathy 231

#### PART TWO: THE ENDOCRINE SYSTEM 233

- General Concepts 233  
 Overview 233  
 Application of the Nursing Process to the Client with Endocrine System Problems 235  
 Selected Health Problems 236  
 A. Hyperpituitarism 236  
 B. Hypopituitarism 236  
 C. Hyperthyroidism 237  
 D. Hypothyroidism 238  
 E. Hyperparathyroidism 239  
 F. Hypoparathyroidism 240  
 G. Hyperfunction of the Adrenal Glands 240  
 H. Hyposecretion of the Adrenal Glands 241  
 I. Hypofunction of the Pancreas: Diabetes Mellitus 243

### ELIMINATION 250

#### PART ONE: THE KIDNEYS 250

- General Concepts 250  
 Overview 250  
 Application of the Nursing Process to the Client with Kidney Problems 252  
 Selected Health Problems 257  
 A. Cystitis/Pyelonephritis 257  
 B. Urinary Calculi 258  
 C. Cancer of the Bladder 259  
 D. Acute Renal Failure 260  
 E. Chronic Renal Failure 262  
 F. Dialysis 264  
 G. Kidney Transplantation 270  
 H. Benign Prostatic Hypertrophy 271  
 I. Cancer of the Prostate 273

#### PART TWO: THE LARGE BOWEL 274

- General Concepts 274  
 Overview 274  
 Application of the Nursing Process to the Client with Large Bowel Problems 274  
 Selected Health Problems 276  
 A. Alteration in Normal Bowel Evacuation 276  
 B. Inflammatory Bowel Disease (Regional Enteritis, Crohn's Disease, Ulcerative Colitis) 277  
 C. Total Colectomy with Ileostomy 280  
 D. Mechanical Obstruction of the Colon 281  
 E. Cancer of the Colon 282  
 F. Hemorrhoids or Anal Fissure 282

### SAFETY AND SECURITY 285

- General Concepts 285  
 Overview 285  
 Application of the Nursing Process to the Client with Safety and Security Problems 288  
 Selected Health Problems of the Nervous System 293  
 A. Acute Head Injury 293  
 B. Intracranial Surgery 294  
 C. Cerebrovascular Accident 295  
 D. Meningitis 296  
 E. Spinal Cord Injuries 297  
 F. Parkinson's Disease (Parkinsonism) 299  
 G. Multiple Sclerosis 300  
 H. Epilepsy 302  
 I. Myasthenia Gravis 304  
 Selected Health Problems of the Sensory System 306  
 A. Cataracts 306  
 B. Retinal Detachment 307  
 C. Glaucoma 308  
 D. Nasal Problems Requiring Surgery 309  
 E. Epistaxis 309  
 F. Cancer of the Larynx 310

### ACTIVITY AND REST 313

- General Concepts 313  
 Overview 313  
 Application of the Nursing Process to the Client with Activity and Rest Problems 314  
 Selected Health Problems 315  
 A. Fractures 315  
 B. Fractured Hip (Proximal End of Femur) 317  
 C. Amputation 318  
 D. Arthritis 319  
 E. Collagen Disease 322  
 F. Herniated Nucleus Pulposus 323

### CELLULAR ABERRATION 326

- General Concepts 326  
 Overview 326  
 Application of the Nursing Process to the Client with Cancer 327  
 Selected Health Problems 332  
 A. Cancer of the Lung 332  
 B. Cancer of the Bladder 332

- C. Cancer of the Prostate 332
- D. Cancer of the Colon 332
- E. Cancer of the Larynx 332
- F. Cancer of the Cervix 332
- G. Cancer of the Breast 333

**REPRINTS 337**

- Heidrich, G. et al. "Helping the Patient in Pain." 339
- Long, M. et al. "Hypertension: What Patients Need to Know." 345
- Neal, M. et al. "Hyperalimentation." 351
- Chambers, J. "Bowel Management in Dialysis Patients." 352
- "The Person with a Spinal Cord Injury." 354

## Section 4: Nursing Care of the Childbearing Family 373

### FEMALE REPRODUCTIVE ANATOMY AND PHYSIOLOGY 375

**ANTEPARTAL CARE 381**

- General Concepts 381
  - Normal Childbearing 381
  - Overview of Management 385
  - Application of the Nursing Process to Normal Childbearing, Antepartal Care 386
  - High-Risk Childbearing 389
  - Application of the Nursing Process to High-Risk Childbearing 394
- Selected Health Problems 394
  - A. Abortion 394
  - B. Incompetent Cervical Os 395
  - C. Ectopic Pregnancy 395
  - D. Hydatidiform Mole 396
  - E. Placenta Previa 397
  - F. Abruptio Placentae 398
  - G. Pregnancy-Induced Hypertension 399
  - H. Diabetes 401
  - I. Cardiac Disorders 402
  - J. Anemia 404
  - K. Infections 404
  - L. Multiple Gestation 405
  - M. Adolescent Pregnancy 407

**INTRAPARTAL CARE 408**

- General Concepts 408
  - Normal Childbearing 408
  - Ongoing Management and Nursing Care 411
  - Application of the Nursing Process to Normal Childbearing, Intrapartal Care 416
- Selected Health Problems 420
  - A. Dystocia 421
  - B. Premature Labor 423
  - C. Emergency Birth 425
  - D. Induction 425
  - E. Episiotomy 426
  - F. Forceps 427
  - G. Vacuum Extraction 428
  - H. Cesarean Birth 428
  - I. Rupture of the Uterus 430
  - J. Amniotic Fluid Embolism 430

**POSTPARTAL CARE 432**

- General Concepts 432
  - Normal Childbearing 432
  - Application of the Nursing Process to Normal Childbearing, Postpartal Care 434
- Selected Health Problems 437
  - A. Postpartum Hemorrhage 437
  - B. Hematoma 438
  - C. Puerperal Infection 439
  - D. Mastitis 440
  - E. Postpartum Cystitis 441

- F. Uterine Prolapse With or Without Cystocele or Rectocele 441
- G. Uterine Fibroids 442
- H. Pulmonary Embolus 443
- I. Psychologic Maladaptations 443

**THE NORMAL NEONATE 444**

- Definition 444
- General Characteristics 444
- Specific Body Parts 445
- Systems Adaptations 448
- Gestational Age Variations 450
- Application of the Nursing Process to the Normal Neonate 452

**THE HIGH-RISK NEONATE 457**

- General Concepts 457
  - Definition 457
  - Antepartum Risk Factors 457
- Selected Health Problems 457
  - A. Hypothermia 457
  - B. Neonatal Jaundice 457
  - C. Respiratory Distress 459
  - D. Hypoglycemia 461
  - E. Neonatal Infection 462
  - F. Neonatal Narcotic Drug Addiction 463
  - G. Fetal Alcohol Syndrome 463
  - H. Intracranial Hemorrhage 464
  - I. Brain Injuries 464
  - J. Neonatal Necrotizing Enterocolitis 465
  - K. Congenital Anomalies 465
  - L. Parental Reaction to a Sick, Disabled, or Malformed Infant 466

**REPRINTS 469**

- Neal, M. "Birth Control: Permanent Methods." 471
- \_\_\_\_\_. "Birth Control: Temporary Methods." 473
- \_\_\_\_\_. "Drugs: Birth Control Pills." 476
- Floyd, C. "Pregnancy after Reproductive Failure." 478
- Hoffmaster, J. "Detecting and Treating Pregnancy-Induced Hypertension: A Review." 482
- Perley, N. et al. "Herpes Genitalis and the Childbearing Cycle." 490
- Grad, R. et al. "Obstetrical Analgesics and Anesthesia: Methods of Relief for the Patient in Labor." 495
- Blackburn, S. "The Neonatal ICU: A High Risk Environment." 499
- Pearson, L. "Climacteric." 504

## Section 5: Nursing Care of the Child 511

**THE HEALTHY CHILD 513****THE ILL AND HOSPITALIZED CHILD 525****OXYGENATION 532**

- General Concepts 532
  - Overview 532
  - Application of the Nursing Process to the Child with Respiratory Problems 532
- Selected Health Problems Resulting in an Interference with Respiration 533
  - A. Sudden Infant Death Syndrome or "Crib Death" 533
  - B. Acute Spasmodic Laryngitis (Spasmodic Croup) 534
  - C. Acute Epiglottitis 534
  - D. Laryngotracheobronchitis 535
  - E. Bronchiolitis 536
  - F. Bronchial Asthma 536
- Application of the Nursing Process to the Child with Cardiac Problems 538
- Selected Health Problems Resulting in an Interference with Cardiac Functioning 540
  - Congenital Cardiac Disorders 540
  - Rheumatic Fever 545

- Application of the Nursing Process to the Child with Hematologic Problems* 546
- Selected Health Problems Resulting in an Interference with Formed Elements of the Blood
  - A. Iron-Deficiency Anemia 547
  - B. Sickle Cell Anemia 548
  - C. Hemophilia 550

**NUTRITION AND METABOLISM 552**

- General Concepts 552
  - Overview 552
  - Application of Nursing Process to the Child with Problems of Nutrition and Metabolism* 552
- Selected Health Problems 553
  - A. Failure to Thrive Syndrome 553
  - B. Vomiting and Diarrhea 554
  - C. Pyloric Stenosis 556
  - D. Cleft Lip and Palate 556
  - E. Cystic Fibrosis 558
  - F. Insulin-Dependent Diabetes Mellitus 560

**ELIMINATION 562**

- General Concepts 562
  - Overview 562
  - Application of the Nursing Process to the Child with Elimination Problems* 562
- Selected Health Problems 563
  - A. Hypospadias 563
  - B. Urinary Tract Infection 564
  - C. Nephrosis and Nephritis 564
  - D. Lower GI Obstruction 566

**SAFETY AND SECURITY 568**

- General Concepts 568
  - Overview 568
  - Application of the Nursing Process to the Child with Neurologic or Sensory Problems* 568
- Selected Health Problems: Neurologic and Sensory Deficits 570
  - A. Mental Retardation 570
  - B. Down's Syndrome (Mongolism) 571
  - C. Cerebral Palsy 572
  - D. Hydrocephalus 573
  - E. Spina Bifida 574
  - F. Seizure Disorders 575
  - G. Bacterial Meningitis 577
  - H. Otitis Media 578
  - I. Tonsillitis, Tonsillectomy and Adenoidectomy 579
- Application of the Nursing Process to the Child with a Communicable Disease* 580
- Selected Health Problems: Communicable Diseases, Skin Infections, Infestations 580
  - A. Communicable Diseases 580
  - B. Sexually Transmitted Diseases 582
  - C. Common Skin Infections and Infestations 584
  - D. Pinworms 584

- Application of the Nursing Process to the Child with an Interference with Safety* 584
- Selected Health Problems: Interference with Safety 584
  - A. Poisonous Ingestions 584
  - B. Burns 589

**ACTIVITY AND REST 595**

- General Concepts 595
  - Overview 595
  - Application of the Nursing Process to the Child with Interferences with Activity and Rest* 595
- Selected Health Problems 599
  - A. Congenital Club Foot 599
  - B. Congenital Hip Dysplasia 599
  - C. Scoliosis 600
  - D. Osteomyelitis 601

**CELLULAR ABERRATION (CHILDHOOD CANCER) 602**

- General Concepts 602
  - Overview 602
  - Application of the Nursing Process to the Child with Cancer* 602
- Selected Health Problems 606
  - A. Leukemia 606
  - B. Hodgkin's Disease 608
  - C. Brain Tumors 609
  - D. Neuroblastoma 611
  - E. Wilm's Tumor (Nephroblastoma) 611

**REPRINTS 615**

- Sheredy, C. "Factors to Consider when Assessing Responses to Pain." 617
- Sacksteder, S. "Congenital Cardiac Defects: Embryology and Fetal Circulation." 620
- Ruble, I. "Childhood Nocturnal Enuresis." 624
- Meier, E. "Evaluating Head Trauma in Infants and Children." 630
- Coughlin, M. "Teaching Children about their Seizures and Medications." 634
- Jackson, P. "Ventriculo-peritoneal Shunts." 636
- Seleckman, J. "Immunization: What's It All About?" 642

**Section 6: Questions and Answers 649****BOOK ONE QUESTIONS 651****BOOK ONE ANSWERS 662****BOOK TWO QUESTIONS 667****BOOK TWO ANSWERS 677****BOOK THREE QUESTIONS 682****BOOK THREE ANSWERS 693****BOOK FOUR QUESTIONS 698****BOOK FOUR ANSWERS 710**

# Tables and Figures

## Section 2: Nursing Care of the Client with Psychosocial Problems

### TABLES

2.1	Theoretical Models	20
2.2	Social Determinants of Mental Health and Illness	21
2.3	Life-Cycle Stages	22
2.4	Communication Skills in the Nurse-Client Relationship	24
2.5	Manifestations of Anxiety	37
2.6	Minor Tranquilizers	39
2.7	Antidepressants	51
2.8	Suicide Methods	55
2.9	Major Tranquilizers	80
2.10	Side Effects of Major Tranquilizers	81
2.11	Selected Problem Behaviors and Interventions	83

## Section 3: Nursing Care of the Adult

### TABLES

3.1	General Anesthesia	166
3.2	Regional Anesthesia	166
3.3	Stages of General Anesthesia	166
3.4	Calculating IV Rates	167
3.5	Analgesics	168
3.6	Emergency Drugs	177
3.7	Coronary Vasodilators	181
3.8	Adrenergic Blockers	181
3.9	Blood Tests For Myocardial Infarction	183
3.10	Anticoagulants	184
3.11	Anticoagulant Antagonists	184
3.12	Approximate Sodium Content in Selected Food Items	185
3.13	Cholesterol and Saturated Fat Content in Selected Food Items	186
3.14	Congestive Heart Failure	188
3.15	Cardiac Glycosides	189
3.16	Antihypertensives	191
3.17	Foods High in Potassium	192
3.18	Adrenergics	195
3.19	Bronchodilators (Xanthine Derivatives)	197
3.20	Expectorants	198
3.21	Mucolytics	198
3.22	Antibiotics	200
3.23	Antituberculous Drugs	202
3.24	Gastrointestinal Hormones	208
3.25	Digestive Enzymes	209
3.26	Acid-Base Imbalance	212
3.27	Fluid Imbalance	213
3.28	Electrolyte Imbalances	214
3.29	Drug Therapy for Peptic Ulcer Disease	220
3.30	Dietary Worksheet	221
3.31	Sample Therapeutic Diets	222
3.32	Hormones	234
3.33	Steroids	242
3.34	Hypoglycemics	244

3.35	Diabetic Meal Planning with Exchange Lists	245
3.36	Differentiating Hypoglycemia from Ketoacidosis	247
3.37	Laboratory Tests Used to Evaluate Renal Function	253
3.38	Urinary Antiseptics	257
3.39	Sulfonamides	257
3.40	Diuretics	262
3.41	Modifications of Food, Fluid, and Electrolyte Intake in Renal Failure	264
3.42	Low Protein Diet Sample Menu	265
3.43	Prostatectomies	272
3.44	Laxatives	276
3.45	Antidiarrheals	277
3.46	Comparison of Crohn's Disease and Ulcerative Colitis	278
3.47	Foods to be <i>Avoided</i> on Low Residue Diets	279
3.48	Cranial Nerves	286
3.49	Parasympathetic and Sympathetic Effects	287
3.50	Spinal Cord	297
3.51	Antiparkinsonian Drugs	300
3.52	Anticonvulsants	303
3.53	Cholinergics	304
3.54	Anticholinergics	305
3.55	Anti-Inflammatory Drugs	321
3.56	Chemotherapeutic Agents	329
3.57	Antiemetics	332

### FIGURES

3.1	The Normal Heart	171
3.2	Pressures in the Vascular System	172
3.3	Areas of Auscultation of Heart Valves	173
3.4	Pulmonary Volumes and Capacities of an Adult	175
3.5	Distribution of Typical Anginal Pain	180
3.6	Coronary Blood Supply	182
3.7	Myocardial Infarction	182
3.8	Typical Enzyme Patterns After an Acute Myocardial Infarction	183
3.9	Pattern for Rotating Tourniquets	190
3.10	Common Manifestations of Chronic Arterial and Venous Peripheral Vascular Disease	194
3.11	Water-Seal Chest Drainage	204
3.12	Pleur-evac System	205
3.13	Components of the Kidney	251
3.14	Components and Functions of the Nephron	251
3.15	Schematic Representation of Dialysis	266
3.16	Normal Male Anatomy	271
3.17	The Eye (Horizontal Section)	287
3.18	Decorticate Posturing	290
3.19	Decerebrate Posturing	291
3.20	Areas of the Brain that Control Certain Motor and Sensory Functions	296

## Section 4: Nursing Care of the Childbearing Family

### TABLES

4.1	Assessment of Fertility/Infertility	379
4.2	Signs and Symptoms of Pregnancy	384



## X TABLES AND FIGURES

- 4.3 Naegele's Rule 386
- 4.4 McDonald's Rule 386
- 4.5 Recommended Dietary Allowances for Females Aged 11-50 389
- 4.6 Pregnant Woman's Daily Food Intake 390
- 4.7 Laboratory Studies of Fetal Well-being 391
- 4.8 Classification of Eclampsia 399
- 4.9 Magnesium Sulfate 401
- 4.10 Baseline FHR—No Contractions 411
- 4.11 Decelerations in FHR During Contractions 413
- 4.12 Stages and Phases of Labor 415
- 4.13 Uterine Dysfunction in Labor 420
- 4.14 Ritodrine Hydrochloride 424
- 4.15 Bishop's Scale 426
- 4.16 Oxytocin 427
- 4.17 Lochia Changes 432
- 4.18 Maternal Psychologic Adaptation 434
- 4.19 Nutritional Comparison of Human and Cow's Milk 450
- 4.20 High-Risk Conditions for Neonates by Gestational Age and Growth Classification 451
- 4.21 Apgar Scoring Chart 453

### FIGURES

- 4.1 Female Pelvis 375
- 4.2 Female External Reproductive Organs 377
- 4.3 Female Internal Organs 377
- 4.4 Basal Body Temperature (28-Day Cycle) 378
- 4.5 Common Site of Ectopic Pregnancy 395
- 4.6 Hydatidiform Mole 396
- 4.7 Placenta Previa 397
- 4.8 Abruptio Placentae 398
- 4.9 Six Possible Fetal Positions with Cephalic Presentation 409
- 4.10 Tracing of Normal Fetal Heart Rate 410
- 4.11 Types of Decelerations in Fetal Heart Rate 412
- 4.12 Tracing of Acceleration of Fetal Heart Rate in Response to Uterine Activity 413
- 4.13 Assessment of Uterine Contractions 414
- 4.14 Friedman Curve 422
- 4.15 Types of Episiotomies 427
- 4.16 Types of Cesarean Incisions 429
- 4.17 Bones, Fontanelles, and Sutures of Newborn's Skull 446

- 4.18 Newborn Maturity Rating and Classification 454
- 4.19 Rh Sensitization 458
- 4.20 Silverman-Andersen Scale 460

## Section 5: Nursing Care of the Child

### TABLES

- 5.1 Erikson's First Five Stages of Psychosocial Development 514
- 5.2 Vital Sign Ranges in Children 515
- 5.3 Average Daily Caloric Needs of Infants and Children 515
- 5.4 American Academy of Pediatrics Recommended Immunization Schedule 516
- 5.5 Contraindications for Immunization 517
- 5.6 Commonly Used Pediatric Restraints 526
- 5.7 Medication and Temperature Guide 529
- 5.8 Medication Administration for Young Children 530
- 5.9 Medications Used to Treat Bronchial Asthma 537
- 5.10 Cardiac Catheterization in Children: Nursing Considerations 539
- 5.11 Normal Blood Cells 547
- 5.12 Insulin-Dependent Diabetes in the Child 560
- 5.13 Comparison of Nephrosis and Nephritis 565
- 5.14 Levels of Mental Retardation 571
- 5.15 Signs of Increased Intracranial Pressure in Infants and Older Children 574
- 5.16 Sexually Transmitted Diseases 582
- 5.17 Common Skin Infections and Infestations 585
- 5.18 Commonly Ingested Poisonous Substances 586
- 5.19 Systemic Responses to Burn Injury 589
- 5.20 Types of Traction 596
- 5.21 Commonly Used Chemotherapeutic Drugs 603
- 5.22 Staging of Hodgkin's Disease 608

### FIGURES

- 5.1 Normal and Abnormal Hearts 541
- 5.2 Common Modes of Genetic Transmission 549
- 5.3 Estimation of Burn Surface Area 590
- 5.4 Types of Traction 597
- 5.5 Petalled Cast Edges 599



# **Section 1**

## **Preparing for the NCLEX**

Joan Reighley, RN, MN  
Marybeth Young, RN, MSN