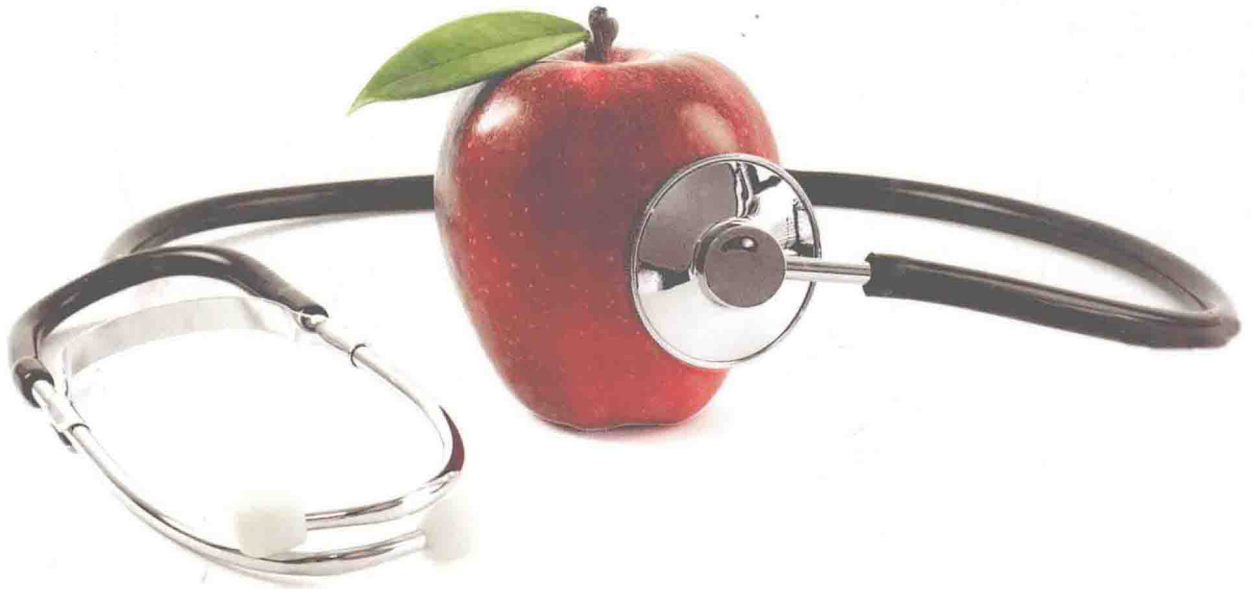


S H A R O N J E N S E N



NURSING HEALTH ASSESSMENT

A Best Practice Approach



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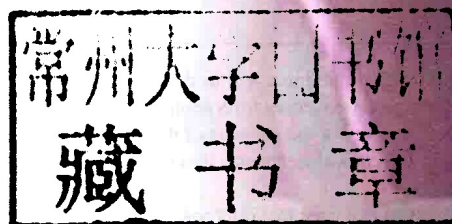


Nursing Health Assessment

A BEST PRACTICE APPROACH

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Organization of the Text



Starting with Unit 2, the chapters of *Nursing Health Assessment* follow a consistent organization to facilitate learning and highlight the key content needed for a full understanding of health assessment in nursing.

Case Study (woven throughout)

Presents a patient with a health concern corresponding to the chapter; ongoing related information, exercises, and details continue throughout the chapter.

Structure and Function Overview

Reviews anatomy and physiology, with additional content on variations according to lifespan and culture.

Acute Assessment

Summarizes emergency signs and symptoms to look for and immediate assessments and interventions.

Subjective Data Collection

Focuses on areas for health promotion and *Healthy People* goals, risk factors, risk assessment and health-related patient teaching, and focused assessments for common symptoms. Questions for risk factors and symptoms are accompanied by rationales. Additional questions associated with lifespan or cultural variations are included, as is sample documentation.

Objective Data Collection

Covers equipment, preparation, techniques, normal findings, abnormal findings, lifespan and cultural adaptations, and sample documentation. Recurring checklists differentiate RN-level from APRN-level practice.

Evidence-based Critical Thinking

Discusses methods for organizing and prioritizing, key laboratory and diagnostic tests, and foundations for diagnostic reasoning.

Tables of Abnormal Findings

Cluster common abnormalities related to the assessment being explored, with compare-and-contrast information on key data points.



Acknowledgments

The Nursing Education staff at Wolters Kluwer Health is truly invested in nursing and on the frontlines of health care. I would like to thank several specific people:

- **Renee A. Gagliardi** has been a strong supporter and tireless advocate for a book that is based upon current pre-licensure clinical experience, although advanced techniques for fast-track students also are included. She made sure that practice was current and evidence based.
- **Laura Scott** delivered the contracts and kept things organized during busy days.
- **Elizabeth Nieginski, Jane Velker, and Margaret Zuccarini** led administrative channels that needed strengthening.
- **Sarah Kyle** helped us finish with consistency with the guidelines and made sure the content was on track.

We truly hope that this text lays out real-life situations so that nurses understand the importance of observation, with subjective and objective assessment as the process on which all nursing is based.

Inspiration

“The most important practical advice that can be given to nurses is to teach them what to observe.”

(Florence Nightingale. *Notes on nursing: What it is and what it is not*, 1860)

Dedication

- To my parents, who instilled in me my strong work ethic and understanding of community.
- To my husband, who has been my most loyal supporter.
- I appreciate the sacrifices of my children, Anna and Eric Jensen.
- To Kathy and Mark and my social network and all of the wonderful faculty and staff at Seattle University, a teaching university forming nursing leaders focused on vulnerable populations in the heart of Seattle.



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Preface

Nursing Health Assessment: A Best Practice Approach reflects a progressive and modern view of nursing practice. The text combines elements of traditional Health Assessment texts with innovative elements that facilitate understanding of how best to obtain accurate data from patients. It not only includes thorough and comprehensive examinations for each specific topic, but also presents strategies for adapting questions and techniques when communication is challenging, the patient's responses are unexpected, or the patient's condition changes over time. Unique features assist with application and analysis, enhancing critical thinking skills and better preparing all readers for active practice.

A real-life approach is introduced at the beginning of each chapter and continued throughout. This includes recurring features that provide related questions, additional data, and variations that challenge one to modify responses. These cases encourage the progressive building and synthesis of knowledge. They require critical thinking and diagnostic reasoning to analyze data, document, plan for care, and communicate findings. Additionally, other features, ancillary material, and media related to the book build on the in-text cases to reinforce correct elements of subjective data collection, objective data collection, and variations necessary for different problems, age groups, and cultures.

In addition to the case studies, other distinctive aspects of this text include the following:

- **Emphasis on health promotion, risk-factor reduction, evidence-based critical thinking, and diagnostic reasoning.** The book's introductory units provide foundational explanations of these core threads. The emphasis on health promotion, risk factors and related teaching, and prevention reflect the text's forward-thinking attitude and helps underscore the key role of nurses as partners with and advocates for patients. The end of the chapter demonstrates how to use critical thinking and diagnostic reasoning to cluster data and to analyze findings.
- **Distinctions between common techniques and specialty or advanced practice skills.** Recurring features within the Subjective Data and Objective Data sections differentiate focused versus comprehensive techniques, indicating how to modify approaches based on circumstances. The Subjective Data questions include questions about risk factors, health history issues and common symptoms, with follow-up questions for positive responses. A recurring table in the Objective Data section explains which techniques are more commonly performed in routine examinations to distinguish basic from specialty practice. This structure helps users prepare for actual patient interactions, as well as to expect to modify techniques for individual situations.
- **Distinctive two-column format emphasizing not just techniques and findings, but ways to differentiate normal data, normal variations, and abnormalities.** Like many health assessment books, this text uses a two-column presentation to differentiate techniques versus abnormal findings. This text goes another step, however, by differentiating normal responses and variations from abnormalities. Normal findings are italicized in the left column, and abnormal findings are in the right column. Pictures of abnormal findings are generally grouped together in tables at the very end of the chapter. This structure facilitates quick and easy comparison and contrasting of findings and problems.
- **Emphasis on knowledge application and analysis.** End-of-chapter review sections contain questions and critical thinking challenges related to the previously established case

study. Additionally, the last section of each chapter focuses on prioritizing and modifying assessment to promote the best care possible and summarizing multiple findings to create appropriate plans for patient's health.

Organization of the Text

Unit 1, *Foundations of Nursing Health Assessment*, provides in-depth coverage of the basic components of nursing health assessment. The rest of the text builds on and expands the material in this first unit. Chapter 1 explicates the nurse's role in assessment. Chapter 2 reviews the importance of effective communication and interviewing. Chapter 3 explores history taking in subjective data collection, while Chapter 4 outlines the techniques, common equipment, approaches, and process of physical examination for objective data collection. Finally, the unit concludes with information on the important components of documenting findings and sharing them with other health care team members in Chapter 5. Using the correct medical terminology and proper documenting is important, especially avoiding the use of "good" and "normal." This factor is highlighted by italicizing the normal findings in the left column and describing the abnormal findings in the right column.

Unit 2, *General Examinations*, presents those assessments consistently applicable to all patients, regardless of age, medical circumstance, or other specific issue. These topics reflect the holistic nature of nursing health assessment, as opposed to the traditional medical model that generally focuses on the physical domain and "body-systems." Topics in Unit 2 include General Survey and Vital Signs (Chapter 6); Pain (Chapter 7); Nutrition including Medications and Supplements (Chapter 8); Developmental Stages (Chapter 9); Mental Status and Mental Health (Chapter 10); Social, Cultural, and Spiritual Health (Chapter 11); and Safety and Violence (Chapter 12).

Unit 3, *Regional Examinations*, presents individual chapters focusing on assessment of the key areas of the body, beginning with the skin and ending with the genital and rectal examinations. The material focuses primarily on adults; lifespan and cultural variations and considerations are highlighted at crucial points of review.

Unit 4, *Special Populations and Foci*, synthesizes previous discussions for different lifespan groups and presents summational content of assessments for pregnant women, newborns and infants, children and adolescents, and older adults. The content in Units 2 and 3 explicate what is different, unique, or in need of modification for specific age groups when approaching the various assessments discussed. The content in Unit 4 describes how to synthesize and apply these understandings to comprehensive assessments for maternal, pediatric, and geriatric populations.

Unit 5, *Pulling It All Together*, reinforces the book's previous learning by outlining how to complete a full, comprehensive, head-to-toe examination for an adult. This is a summary of the units previously studied in depth.

Chapter Organization and Features

Case Features

Progressive case study material is woven throughout every chapter. From the beginning to the end of the content presentation, readers follow a patient's story and are challenged to apply their reading to the unfolding scenario. A recurring structure serves as a mechanism for supplying more information but also for reinforcing the core assessment foundations of critical thinking, therapeutic communication, documentation, findings analysis, application collaboration, and "pulling it all together."

- **Chapter Opener:** The case begins with a picture, reading, and bulleted list of three to five questions. These elements introduce the patient and generate beginning issues to consider.
- **Therapeutic Dialogue:** These displays provide examples of "less effective" and "more effective" communication with patients. "Critical Thinking Challenges" offer an opportunity to you to consider how the nurse in question might have gathered more information. These dialogues in Units 2 to 5 consistently end the sections on Subjective Data, which are uniquely organized.

- **Analyzing Findings:** The feature focuses on documented summaries of findings related to the case in four areas: Subjective Data (S), Objective Data (O), Analysis, and Plan. The format follows the nursing process, with assessment as the first and most important step.
- **Documenting Abnormal Findings:** This feature summarizes abnormal findings relevant to the case-study patient in the physical examination: Inspection, Palpation, Percussion, and Auscultation. These are the techniques used in objective health assessment. Subjective health assessment techniques are covered previously; some nurses consider subjective to be 80% of the assessment (80% listen, 20% physical).
- **Collaborating With Other Health Care Providers:** This unique feature describes scenarios in which the nurse in the case must coordinate referrals or other advocacy needs for the patient. The feature shows how to organize details using the SBAR framework: **S**ituation, **B**ackground, **A**nalysis (or **A**ssessment), and **R**ecommendations. A Critical Thinking Challenge ends the section, prompting the reader to consider how the nurse might have better communicated findings and recommendations.
- **Pulling It All Together:** A table shows how to bring all the elements of assessment together when arriving at a nursing diagnosis based on previous findings and beginning to develop goals, interventions, rationales, and evaluation criteria.
- **Applying Your Knowledge:** This last case-related feature in the chapter includes summary text and repeats the bulleted questions found at the start of the chapter. This feature shows how assessment generates intervention, evaluation, and collaboration based upon accurate and complete data to generate more effective care.

Other Features

- **Learning Objectives:** These objectives present the most important goals for learning by the time of completing the chapter.
- **Clinical Significance:** This feature highlights content critically related to a point of application. It may appear wherever applicable in the chapter.
- **Safety Alert:** These recurring boxes present important areas of concern or results that require immediate intervention or adjustments. Safety Alert features may be placed wherever applicable in the chapter. Not all acute features are labeled, but the most common ones are highlighted.
- **Equipment Needed:** This box reviews essential equipment that the nurse will want to identify, clean, and gather before entering the patient's room relative to each assessment.
- **Key Points:** Key points are summarized at the end of the chapter to reinforce the most important information.
- **Review Questions:** Each chapter has 10 test questions written as a summary. The case study and related critical thinking questions are a higher level of thinking. They should be discussed with the instructor.
- **Abnormal Findings:** Tables of abnormal findings are summarized at the end of the chapter. Art or tables of normal findings may be integrated into the chapter in the appropriate location, but comparative depictions of abnormal findings generally are found in groups at the end.

Icons



This designation is used to designate content specifically related to lifespan-oriented issues.



This icon is found with material specifically related to culturally-oriented issues.



This icon sets off Abnormality Tables at the end of the chapter.



This icon clues readers to visit thePoint or their accompanying DVD-ROM to review a corresponding video asset.



This icon clues readers to visit thePoint or their accompanying DVD-ROM to review a corresponding animation.



This icon clues readers to visit thePoint or their accompanying DVD-ROM to access an interactive media element.

A Comprehensive Package for Teaching and Learning

To further facilitate teaching and learning, a carefully designed ancillary package is available. In addition to the usual print resources, Wolters Kluwer Health is pleased to present multimedia tools that have been developed in conjunction with the text.

Resources for Students

Interactive DVD-ROM. Packaged with the textbook at no additional charge, this DVD-ROM tests knowledge and enhances understanding of health assessment. It includes:

- More than 500 self-study questions
- Concepts in Action™ Animations
- Watch and Learn™ Videos
- Journal Articles
- Clinical Simulations
- Spanish-English Dictionary with Pronunciation

Laboratory Manual for Nursing Health Assessment. Available at bookstores or at www.LWW.com, this student laboratory manual presents various exercises to reinforce textbook content and enhance learning. It is very helpful for students to complete these exercises before lab.

Pocket Guide for Nursing Health Assessment. Available at bookstores or at www.LWW.com, this clinical reference presents need-to-know information in a concise, easy-to-use, highly visual format. If the course is condensed, this is a good resource.

Resources for Instructors

Instructor's Resource DVD-ROM. The instructor's resource DVD-ROM contains the following items:

- A thoroughly revised and augmented test generator, containing more than 500 NCLEX-style questions
- Sample syllabi
- Strategies for effective teaching
- PowerPoint™ lectures, guided lecture notes, and pre-lecture quizzes
- An image bank
- Discussion topics and assignments
- Case studies

Resources for Students and Instructors

ThePoint* (<http://thepoint.lww.com>) provides every resource that instructors and students need in one easy-to-use site. Advanced technology and superior content combine at thePoint to allow instructors to design and deliver on-line and off-line courses, maintain grades and class rosters, and communicate with students. Students can visit thePoint to access supplemental multimedia resources to enhance their learning experience, check the course syllabus, download content, upload assignments, and join an on-line study group. ThePoint ... where teaching, learning, and technology click!

*thePoint is a trademark of Wolters Kluwer Health.



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