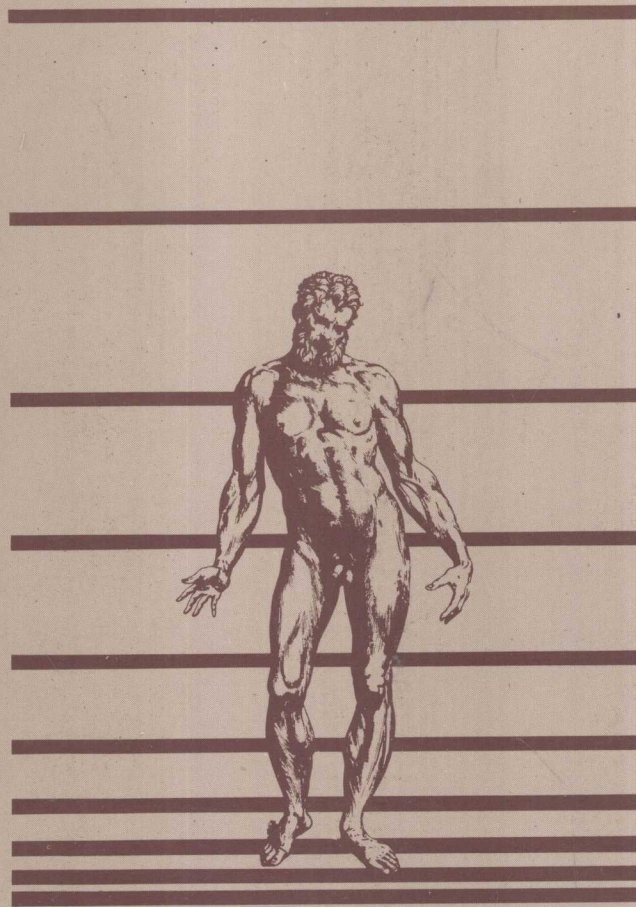


Student Workbook to Accompany

# CRITICAL CARE NURSING

BODY • MIND • SPIRIT

Cornelia Vanderstaay Kenner  
Cathie E. Guzzetta  
Barbara Montgomery Dossey



SECOND EDITION

Geraldine Varrassi

Student Workbook to Accompany

CRITICAL CARE NURSING: BODY-MIND-SPIRIT

Second Edition



2000年6月12



重医附一院

00163333

For Rose, Jerry, John, and Gary Varrassi

Copyright © 1986 by Little, Brown and Company (Inc.)

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.

ISBN 0-316-48913-1

9 8 7 6 5 4 3 2 1

SEM

Published simultaneously in Canada  
by Little, Brown and Company (Canada) Limited

Printed in the United States of America

NOT FOR RESALE

Student Workbook to Accompany

CRITICAL CARE NURSING:  
BODY-MIND-SPIRIT

Second Edition

by

Cornelia Vanderstaay Kenner  
Cathie E. Guzzetta  
Barbara Montgomery Dossey

prepared by

Geraldine Varrassi, R.N., B.S., M.Ed.



Little, Brown and Company

Boston Toronto

2000年6月12

**NOT FOR RESALE**

## TO THE STUDENT

This workbook is for you. It contains a chapter covering educational concepts (key terminology) and study questions for each chapter of Kenner, Guzzetta, and Dossey's Critical Care Nursing: Body-Mind-Spirit, Second Edition. The workbook has been designed to help you review and synthesize the most important elements of each chapter. You should work on the educational concepts, which cover objective knowledge, before going on to the study questions, some of which will require you to take what you have learned and apply it to different situations. Answers appear at the end of each chapter.

Above all, enjoy as you learn! The field of critical care nursing is a fascinating one, but it requires a broad knowledge base and the ability to apply your knowledge in physiological, psychosocial, and even spiritual domains. I hope this book will help you master these essentials as you study and practice in the field.

--Geraldine Varrassi

Student Workbook to Accompany

CRITICAL CARE NURSING: BODY-MIND-SPIRIT

Second Edition

## CONTENTS

Unit I: <u>Concepts of Psychobiological Unity</u>	
1. Body-Mind-Spirit . . . . .	1
Unit II: <u>Critical Care Nursing Practice</u>	
2. Nursing Process and Problem-Oriented System . . . . .	4
3. Nursing Assessment and Diagnosis . . . . .	8
4. Hemodynamic Monitoring . . . . .	13
5. Patient/Family Teaching in Critical Care . . . . .	21
6. Legal Aspects of the Care and Treatment of the Critically Ill Patient . . . . .	26
Unit III: <u>Psychosocial Aspects of Nursing the Critically Ill Adult</u>	
7. Psychosocial Assessment and Interventions for the Critically Ill Patient . . . . .	32
8. An Alternative Approach to Nursing Care: The Patient with Aplastic Anemia . . . . .	37
Unit IV: <u>The Critically Ill Adult with Respiratory Problems</u>	
9. Respiratory Assessment and Basic Ventilatory Care . . . . .	43
10. Acute Respiratory Failure: The Patient with Adult Respiratory Distress Syndrome . . . . .	51
11. Chest Trauma . . . . .	55
12. Acute Pulmonary Embolism . . . . .	63
13. Acute Respiratory Failure: The Patient with Chronic Obstructive Lung Disease . . . . .	67
Unit V: <u>The Critically Ill Adult with Cardiovascular Problems</u>	
14. Cardiovascular Assessment . . . . .	72
15. Cardiopulmonary Arrest and Resuscitation . . . . .	91
16. Acute Myocardial Infarction . . . . .	99
17. Acute Pericarditis . . . . .	108
18. Cardiac Surgery . . . . .	113
19. Subacute and Acute Infective Endocarditis . . . . .	120

Unit VI: The Critically Ill Adult with Neurological/Neurosurgical Problems

20. Neurological Assessment . . . . .	126
21. Myasthenia Gravis . . . . .	134
22. Guillain-Barré Syndrome . . . . .	139
23. Head Injuries . . . . .	145
24. Cerebral Vascular Disease . . . . .	152

Unit VII: The Critically Ill Adult with Renal Problems

25. Abdominal Assessment . . . . .	158
26. Acute Renal Failure . . . . .	163
27. Renal Transplantation . . . . .	171

Unit VIII: The Critically Ill Adult with Metabolic Problems

28. Metabolic Assessment . . . . .	176
29. Alterations in Nutrition: Less than Body Requirements Related to Anorexia, Malabsorption, or Hypermetabolism . .	183
30. Diabetic Ketoacidosis . . . . .	191
31. Hyperosmolar Coma . . . . .	198
32. Hyperthyroidism and Thyroid Crisis . . . . .	203

Unit IX: The Critically Ill Adult Following Trauma

33. Trauma Assessment . . . . .	208
34. Abdominal Trauma . . . . .	215
35. Extremity Trauma . . . . .	222
36. Burn Injury . . . . .	229
37. Multisystem Failure . . . . .	233

Chapter 1  
BODY-MIND-SPIRIT

EDUCATIONAL CONCEPTS

Define or discuss the terms or concepts below before answering the study questions that follow.

1. Psychobiological unity
2. Cartesian dualism
3. Natural systems theory
4. Oneness
5. Nurse-patient relationship
6. The healing process
7. Self-healing

## STUDY QUESTIONS

1. The concept of psychobiologic unity refers to:
  - a. the effects of the mind on the body
  - b. the effects of the body on the mind
  - c. the interrelationship of mind and body
2. The idea that the human being can be divided into two mutually exclusive parts which do not interact is associated with:
  - a. Lorenz
  - b. Mills
  - c. Descarte
  - d. Frank
3. Natural systems theory states:
  - a. that men are all equal and subject to the same rights
  - b. that the effects of a disease process are transmitted to every aspect of the human being
  - c. that human beings are closed systems
4. Nurses who treat patients as objects in a scientific experiment are not empathic and sometimes cause the patient to feel:
  - a. that the nurse is acting in a professional manner
  - b. as though they are being experimented on
  - c. as though they are receiving excellent scientific care
  - d. isolated, anxious, and alone

## ANSWERS FOR CHAPTER 1

1. c the interrelationship of mind and body
2. c Descartes
3. b that the effects of a disease process are transmitted to every aspect of the human being
4. d isolated, anxious, and alone

## Chapter 2

### NURSING PROCESS AND PROBLEM-ORIENTED SYSTEM

#### EDUCATIONAL CONCEPTS

Define or discuss the terms or concepts below before answering the study questions that follow.

1. Phases of the nursing process
2. Problem-oriented system
3. Conceptual framework
4. Audit

#### STUDY QUESTIONS

1. List the six steps in the nursing process:
2. The nurse uses the nursing process because it:
  - a. incorporates a patient-centered systematic approach toward patient care
  - b. relies on the scientific method
  - c. looks at cause and effect relationships
  - d. all of the above

3. List four guidelines for writing patient outcomes.
4. During which phase of the nursing process is it appropriate for the nurse to write nursing orders?
  - a. assessment
  - b. planning
  - c. evaluation
  - d. implementation
5. Why must the nursing process be a continuous process?
  - a. the nursing process is the predominant method of thought which directs nursing care from birth till death
  - b. human beings are continuously changing, especially during acute illness
  - c. patients never fully recover from acute illness and always have some residual effects
6. Why is a conceptual framework necessary?
  - a. a conceptual framework helps nurses to know themselves better, so they can overcome their biases
  - b. a conceptual framework is part of the nursing process
  - c. a conceptual framework is used to develop a data base for the development of nursing diagnoses, planning, and evaluation
7. Name 5 conceptual frameworks used in nursing:
8. A systematic application of scientific methodology for collecting data, formulating a problem and diagnosis, developing a plan, implementing the plan, and evaluating it are steps in which of the following processes?
  - a. health-disease model of patient care
  - b. the nursing process only
  - c. the nursing process and problem-oriented system
  - d. the problem-oriented system only

9. Place a check mark next to the following items which are part of the problem-oriented medical record system.

regression

results of a "T" test

initial plan

evaluation

introversion

percussion

auscultation

palpation

standard deviation

complete problem list

progress notes

observation

data base collection

## ANSWERS FOR CHAPTER 2

1. The steps in the nursing process are:
  - a. assessing
  - b. formulating
  - c. identifying patient outcomes
  - d. planning
  - e. implementation
  - f. evaluation
2. d. all of the above
3. The outcomes should identify:
  - a. the specific change that should occur in the patient
  - b. the time in which the change should occur
  - c. the degree of change
  - d. expected results that should occur with specific types of care
4. b. planning
5. b. human beings are continuously changing, especially during acute illness
6. c. a conceptual framework is used to develop a data base for the development of nursing diagnoses, planning, and evaluation
7.
  - a. King Systems Model
  - b. Orem - Self-Care
  - c. Roy - Adaptation Model
  - d. Rogers - Unitary Man
  - e. Newman - Health Care Systems Model
8. c. the nursing process and problem-oriented system
9. Checks appear before:  
initial plan  
progress notes  
data base collection  
complete problem list

## Chapter 3

### NURSING ASSESSMENT AND DIAGNOSIS

#### EDUCATIONAL CONCEPTS

Define or discuss the terms or concepts below before answering the study questions that follow.

1. Nursing assessment
2. Conceptual framework
3. Head-to-toe assessment
4. Major-body systems assessment
5. Nursing diagnosis

## STUDY QUESTIONS

1. Which of the following statements concerning nursing assessment is true?
  - a. the approach is holistic
  - b. assessment is the first step in the nursing process
  - c. assessment is a logical, systematic approach for collecting data
  - d. all of the above
2. When performing the head-to-toe approach toward nursing assessment, the nurse should:
  - a. examine the major-body systems first
  - b. obtain the patient's history immediately
  - c. examine the patient's head first
3. Place a check mark (✓) in front of the following items which are helpful interviewing techniques.
  - a. ( ) progress from general to specific knowledge
  - b. ( ) listen carefully
  - c. ( ) provide the patient with necessary information, e.g. visiting rules
  - d. ( ) ask the patient as many questions as possible
  - e. ( ) keep the interview as short as possible
  - f. ( ) begin patient teaching immediately
  - g. ( ) the interviewer should have a non-judgmental attitude
  - h. ( ) the interviewer should provide structure if the patient begins to ramble on
  - i. ( ) don't ask questions that aren't necessary
  - j. ( ) use an organized approach
  - k. ( ) ask the patient to discuss whatever comes into his mind
  - l. ( ) correct any misconceptions the patient has immediately