

Includes 2
CD-ROMs

Nursing Health Assessment

A CRITICAL THINKING,
CASE STUDIES APPROACH

EDITION

2



Patricia M. Dillon

Nursing Health Assessment

A CRITICAL THINKING,
CASE STUDIES APPROACH

Patricia M. Dillon, DNSc, RN

Assistant Professor
Temple University
College of Allied Health Professions
Department of Nursing
Philadelphia, Pennsylvania

Illustrated by Dimitri Karenitkov

Photography by B. Proud

EDITION

2



F. A. DAVIS COMPANY • Philadelphia

F. A. Davis Company
1915 Arch Street
Philadelphia, PA 19103
www.fadavis.com

Copyright © 2007 by F. A. Davis Company

Copyright © 2007, 2003 by F. A. Davis Company. All rights reserved. This product is protected by copyright. No part of it may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission from the publisher.

Printed in the United States of America

Last digit indicates print number: 10 9 8 7 6 5 4 3 2 1

Publisher: Lisa B. Deitch

Developmental Editor: William F. Welsh

Project Editor: Ilysa H. Richman

Design and Illustration Manager: Carolyn O'Brien

As new scientific information becomes available through basic and clinical research, recommended treatments and drug therapies undergo changes. The author(s) and publisher have done everything possible to make this book accurate, up to date, and in accord with accepted standards at the time of publication. The author(s), editors, and publisher are not responsible for errors or omissions or for consequences from application of the book, and make no warranty, expressed or implied, in regard to the contents of the book. Any practice described in this book should be applied by the reader in accordance with professional standards of care used in regard to the unique circumstances that may apply in each situation. The reader is advised always to check product information (package inserts) for changes and new information regarding dose and contraindications before administering any drug. Caution is especially urged when using new or infrequently ordered drugs.

Library of Congress Cataloging-in-Publication Data

Dillon, Patricia M.

Nursing health assessment : a critical thinking, case studies approach
/ Patricia M. Dillon ; illustrated by Dimitri Karenitkov, photography by
B. Proud. – 2nd ed.

p. ; cm.

Includes bibliographical references and index.

ISBN-13: 978-0-8036-1579-3

ISBN-10: 0-8036-1579-5

1. Nursing assessment. 2. Nursing assessment—Case studies.

I. Title.

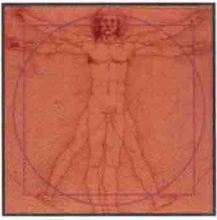
[DNLM: 1. Nursing Assessment—Case Reports. 2. Medical History
Taking—methods—Case Reports. 3. Physical Examination—methods
—Case Reports. WY 100.4 D579n 2007]

RT48.D54 2007

616.07'5—dc22

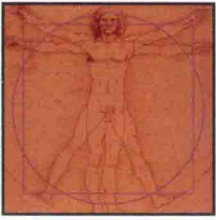
2006033105

Authorization to photocopy items for internal or personal use, or the internal or personal use of specific clients, is granted by F. A. Davis Company for users registered with the Copyright Clearance Center (CCC) Transactional Reporting Service, provided that the fee of \$.10 per copy is paid directly to CCC, 222 Rosewood Drive, Danvers, MA 01923. For those organizations that have been granted a photocopy license by CCC, a separate system of payment has been arranged. The fee code for users of the Transactional Reporting Service is: 8036-1579/07 + \$.10.



Dedication

To my patients and students, who have taught me so much.



Preface to Students

Dear Students,

Welcome to E.A. Davis's *Nursing Health Assessment: A Critical Thinking, Case Study Approach*, second edition. Assessment is the **first step** of the nursing process and probably the **most important** because your assessment **directs the rest of the process**. It does not matter what your outcomes and goals are if you "missed it" on the assessment!

Assessment is a **thinking, doing, and feeling process**. You need to think as you act and interact with your patients. **Think critically** as you proceed through the assessment process and make clinical decisions.

Assessment is a skill, and as with any skill, the more you **practice**, the better you become. This book will walk you through the assessment process, but it is up to you to develop the skill. As a beginning practitioner, focus on learning the normal. Once you are able to identify the normal, if something abnormal occurs, you will know! Initially, you may not be able to identify the abnormal, but you will know that it does not belong. Don't worry; with practice you will be able not only to identify the normal, but also to differentiate it from the abnormal.

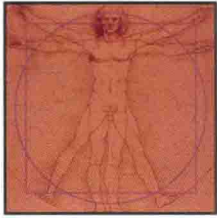
You will use assessment in every area of nursing. As you perfect your assessment skills, you will find that you can apply them to all levels of health care, in the community, in acute care, in the home, and in long-term care.

E.A. Davis has a variety of resources available to meet your learning needs and develop your assessment skills. Here is a brief guide on how to use them.

- **Interact** with the case study in the text. This is your patient.
- **Review** your anatomy and physiology, apply the assessment process, and identify your learning needs through the self-evaluation exercises in the applications text.
- **Listen** to the heart, breath, and bowel auscultatory sounds again and again until you can clearly hear each sound.
- **Visit** DavisPlus for additional resources.
- **Validate** your assessment findings and perfect your skills by using your pocket guide in the clinical area.

Consider this text your guide to assessment. Take ownership of it as you learn to assess. Consider the case studies as your patients. As you interact with them, you will learn assessment. Every patient encounter provides you with an opportunity to assess, so seize the opportunity. You can learn so much from your patients. Make each encounter with your patient a learning experience as you develop the skill—and art—of assessment. So practice, practice, practice! And have fun as you develop your assessment skills.

Patricia M. Dillon, DNSc, RN



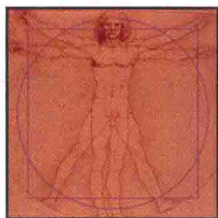
Acknowledgments

I would like to begin by thanking you, my colleagues and students, for sharing your comments and suggestions with me. The changes to the second edition reflect your feedback, and I think the second edition is a better assessment text for it. I hope you like what you see in this revision.

I would like to tell my contributors and reviewers how much I appreciate their participation in this project. They helped me identify and correct the errors that inevitably creep into a new book, but perhaps more important they allowed me to see through other eyes, showing me how to make the book even more useful to a greater range of readers. I am particularly indebted to Dr. Daniel Mason who again so generously made available his unequaled collection of heart, lung, and abdominal sounds for inclusion on the student CD. Being able to repeatedly listen to these sounds will enable nursing students to develop a skill that will make a significant difference in their care of patients. And to all my colleagues who provided the photographs that will greatly enhance students' understanding of the assessment findings, thank you.

For believing in my vision and for their continued support throughout this project I would like to acknowledge the staff at F.A. Davis, especially Lisa Deitch, Nursing Publisher. I would also like to thank William Welsh, Nursing Developmental Editor; Ilysa Richman, Nursing Project Editor; and Darlene Pedersen, Nursing Content Development Manager for their editorial expertise, their logistical support, and their guidance through the revision process. Thanks, too, to everyone in the Production Department who made the second edition work well and look great: Carolyn O'Brien, Art Director; Sam Rondinelli, Production Manager; and David Orzechowski, Managing Editor. And I would especially like to acknowledge the F.A. Davis sales force for not only promoting but also believing in this educational approach to assessment.

Finally, and most importantly, a special thank you to my family—Joe, Joey, Katie, and Patty—for their understanding and unending support.



Contributors

**Noreen E. Chikotas, DEd, CRNP, FNP
(Motor-Musculoskeletal)**

Assistant Professor
Department of Nursing
Bloomsburg University
Bloomsburg, Pennsylvania

**Linda C. Curry, RN, PhD
(Wellness)**

Professor of Nursing
Harris School of Nursing
Texas Christian University
Fort Worth, Texas

**Denise Demers, RN, MS
(Abdomen)**

Assistant Professor of Nursing
St. Joseph's College
Standish, Maine

Patricia M. Dillon, DNSc, RN

Assistant Professor
Temple University
College of Health Professions
Department of Nursing
Philadelphia, Pennsylvania

**Pamela Jean Frable, RN, ND
(Teaching)**

Assistant Professor
Harris School of Nursing
Texas Christian University
Fort Worth, Texas

**Mary Jo Goolsby, MSN, EdD, ANP-C, FAANP
(Integumentary and Head, Face, and Neck)**

Director of Research and Education
American Academy of Nurse Practitioners
Austin, Texas
Patient Care Research Specialist
University Health Care System
Augusta, Georgia

**Diane Greslick, RNC, MSN
(Abdomen)**

Assistant Professor of Nursing
St. Joseph's College
Standish, Maine

**Annette Gunderman, RN, DEd
(Motor-Musculoskeletal)**

Associate Professor
Department of Nursing
Bloomsburg University
Bloomsburg, Pennsylvania

**Shelton M. Hisley, RNC, PhD, WHNP, ACCE
(Mother-to-be)**

Assistant Professor
Graduate Clinical
Coordinator
School of Nursing
The University of North Carolina at Wilmington
Wilmington, North Carolina

**Mildred O. Hogstel, RNC, PhD
(Wellness)**

Professor Emeritus
Harris School of Nursing
Texas Christian University
Fort Worth, Texas

**Barbara Jones, RN, MSN, DNSc
(Elder Abuse)**

Associate Professor
Gwynedd-Mercy College
Gwynedd Valley, Pennsylvania

**Kathleen Kellinger, MSN, PhD, CRNP
(Adolescent)**

Chairperson of Department of Nursing
Slippery Rock University
Slippery Rock, Pennsylvania

**Judith Ann Kilpatrick, RN, MSN, DNSc
(Spirituality)**

Assistant Professor of Nursing
Widener University
Chester, Pennsylvania

**Maryanne Lachat, RNC, PhD
(Newborn and Infant)**

Associate Professor
Georgetown University
Washington, DC

Daniel Mason, MD, FACC**(Cardiovascular)**

Professor of Medicine (Cardiology)
Hahnemann University School of Medicine
Philadelphia, Pennsylvania

Carol Meadows, RNP, MNsc, APN**(Male and Female Genitourinary)**

Instructor
University of Arkansas
Eleanor Mann School of Nursing
Fayetteville, Arkansas

Donna Molyneaux, RN, MSN, DNSc**(Breast)**

Associate Professor
Gwynedd-Mercy College
Gwynedd Valley, Pennsylvania

Louise Niemer, RN, BSN, MSN, PhD, CPNP,**ARNP (Nutrition)**

Associate Professor, Nursing
Northern Kentucky University
Highland Heights, Kentucky

Darlene D. Pedersen, MSN, APRN, BC**(Mental Health)**

Director and Psychotherapist
PsychOptions
Philadelphia, Pennsylvania

Sandra G. Raymer Raff, RN, MS, FNP**(Putting It All Together)**

Perinatal Educator
Natividad Medical Center
Salinas, California

Barbara Resnick, PhD, CRNP, FAAN, FAANP**(Older Adult)**

Associate Professor, University of Maryland
School of Nursing
Baltimore, Maryland

Diane C. Seibert, PhD, CRNP, RN, WHNP, ANP**(Genetics)**

Assistant Professor
Uniformed Services University of the Health Sciences
Bethesda, Maryland

S. Anne Stewart, ARNP, PhD, CS**(Homeless)**

Associate Professor
California State University
Sacramento, California

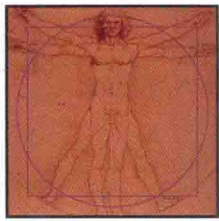
Joanne L. Thanavaro, RN, MSN, ARNP, BC**(Peripheral-Vascular and Lymphatic)**

Assistant Professor of Nursing
Jewish Hospital College of Nursing and
Allied Health at Washington University
St. Louis, Missouri
Private Practice: Clayton Medical Consultants, Inc.
St. Louis, Missouri

Rose Utley, RN, PhD**(Eye and Ear)**

Assistant Professor
Department of Nursing
Southwest Missouri State University
Springfield, Missouri

Case studies used in the companion *Nursing Health Assessment: Student Applications* were provided by N. Chitokas and A. Gunderman (Motor-Musculoskeletal), P. Frable (Teaching), M.J. Goolsby (Integumentary and Head, Face, and Neck), D. Greslick and D. Demers (Abdomen), J. Kilpatrick (Spirituality), C. Meadows (Male Genitourinary and Adolescent), L. Niemer (Nutrition and Toddler), S. Raff (Putting It All Together) and J. Thanavaro (Peripheral-Vascular and Lymphatic).



Reviewers

Katrina D. Allen, RN, MSN, CCRN

ADN Faculty
Faulkner State Community College
Bay Minette, Alabama

Heather Anderson, BSN

Instructor
Portage College
Lac La Biche, Alberta Canada

Ramona C. Anest, RN, MSN

Course Coordinator
Bob Jones University
Greenville, South Carolina

Rita C. Bergevin, RN, MA, BC

Clinical Assistant Professor
Binghamton University
Binghamton, New York

Judith Laver Bierschbach, MSN, CNP

Associate Professor
University of Cincinnati
Cincinnati, Ohio

Patricia Birchfield, ARNP, DSN

Professor
Eastern Kentucky University
Richmond, Kentucky

Anne L. Bishop, RN, BS, MSN

Coordinator, Health Occupations
Cayuga-Onondaga BOCES
Auburn, New York

Renee Byfield, MS, RN, FNP

Clinical Assistant Professor
Drexel University
Philadelphia, Pennsylvania

Catherine Caston, PHD, APRN, CNS

Nursing Instructor
VA Long Beach Healthcare System
Long Beach, California

Shelba Durston, RN, MSN, CCRN

Nursing Instructor
San Joaquin Delta College
Stockton, California

Brenda R. French, RN, MSN

Assistant Professor
J. Sargeant Reynolds Community College
Richmond, Virginia

Karen Hessler, RN, MSN, FNP-C- PH. D.,

Lecturer
University of Northern Colorado
Greeley, Colorado

Dottie Irvin, DNS, APRN, BC, CNE

Associate Professor
St. John's College
Springfield, Illinois

Janet L. Joost, RN, MSN

Program Director, Associate Degree Nursing
Front Range Community College, Boulder County
Campus
Longmont, Colorado

Katherine Kniest, RN, MSN

Professor, Nursing
William Rainey Harper College
Palatine, Illinois

Cathy Murray, MSN, RN, CNS, ONC

Assistant Professor
Ivy Tech Community College of Indiana
Muncie, Indiana

Darlene Pedersen, MSN, APRN, BC

Director and Psychotherapist
PsychOptions
Philadelphia, Pennsylvania

Connie Rockstad, RN, MSN

Director, Nursing
Whatcom Community College
Bellingham, Washington

**Elizabeth A. Reese, RN, MSN, MS ED,
APRN-BC**

Associate Clinical Professor
Binghamton University
Binghamton, New York

Cynthia Sanoski, PharmD

Associate Professor
University of the Sciences in Philadelphia
Philadelphia, Pennsylvania

Gale Sewell, RN, MSN

Assistant Professor
Kent State University
Ashtabula, Ohio

Kim Tucker, RN, MN, ANP

Nursing Instructor
Columbia Basin College
Pasco, Washington

Roberta Waite, EdD, RN, MSN, CS

Assistant Professor
Drexel University
Philadelphia, Pennsylvania

Jill E. Winland-Brown, EdD, MSN, APRN

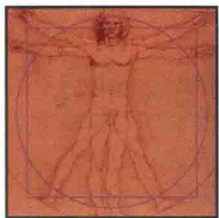
Professor and Director
Florida Atlantic University,
Treasure Coast Campus
Port St. Lucie, Florida

Machelle Zink, RN, BSN

Nursing Instructor
Iowa Western Community College
Council Bluffs, Iowa

Michael Zychowicz, RN, MS, RNFA, NP-C

Assistant Professor
Mount Saint Mary College
Newburgh, New York



Contents

UNIT 1

Understanding Assessment 1

CHAPTER 1

Health Assessment and the Nurse 3

- Introduction to the Health Assessment 4
- The Nursing Process 4
- Communication 5
- The Assessment Process 11
- Levels of Preventive Healthcare 17
- Types of Assessment 17
- Collecting Data 17
- Methods of Data Collection 18
- Validating, Organizing, and Prioritizing Data 20
- Documenting Your Findings 23
- Summary 24
- Review Questions 25

CHAPTER 2

The Health History 27

- Purpose of the Health History 28
- Types of Health Histories 28
- Medical History versus Nursing History 30
- Setting the Scene 30
- Components of the Health History 30
- Documenting Your Findings 47
- Summary 51
- Review Questions 51

CHAPTER 3

Approach to the Physical Assessment 53

- Purpose of the Physical Assessment 54
- Types of Physical Assessment 54
- Tools of Physical Assessment 55
- Techniques of Physical Assessment 67
- Approach to the Physical Assessment 72
- Patients with Special Needs 73
- Positions for Physical Assessment 74
- Components of the Physical Assessment 74
- Summary 85
- Review Questions 85

CHAPTER 4

Assessing Pain 87

- Introduction to Assessing Pain 88
- Structure and Function of Pain 88
- Classification of Pain 90
- Nociceptive/Neuropathic Pain 92
- Developmental, Cultural, and Ethnic Variations 93
- Introducing the Case Study 95
- Performing the Pain Assessment 97
- Reassessment of Pain 107
- Case Study Analysis 107
- Research Tells Us 107
- Summary 108
- Review Questions 108

UNIT 2

Promoting Health 109

CHAPTER 5

Approach to the Mental Health Assessment 111

- Understanding Mental Disorders 112
- Biological Basis of Mental Illness 112
- Psychological Theories 114
- Behavioral Theories 114
- Cognitive Theories 114
- Developmental Theories 114
- Social Theories 114
- Developmental, Cultural, and Ethnic Variations 114
- People of Different Cultures or Ethnic Groups 118
- Introducing the Case Study 118
- Performing the Mental Health Assessment 120
- Case Study Evaluation 126
- Case Study Findings 137
- Case Study Analysis and Plan 137
- Research Tells Us 138
- Health Concerns 138
- Summary 142
- Review Questions 142

CHAPTER 6

Teaching the Patient 145

- Introducing the Case Study 146
- Introduction to Teaching the Patient 146
- Performing the Assessment 147
- The Physical Assessment 150
- Case Study Analysis and Plan 151
- Summary 151
- Review Questions 151

CHAPTER 7

Assessing Wellness 153

- Introducing the Case Study 154
- Introduction to Assessing Wellness 154
- Performing the Wellness Assessment 155
- Case Study Analysis and Plan 162
- Summary 162
- Review Questions 162

CHAPTER 8

Assessing Nutrition 163

- Review of Nutrients 164
- How a Nutritional Deficiency Develops 167
- Introducing the Case Study 170
- Performing the Nutritional Assessment 170
- Case Study Evaluation 177
- Case Study Analysis and Plan 182
- Research Tells Us 182
- Health Concerns 183
- Summary 185
- Review Questions 185

CHAPTER 9

Spiritual Assessment 187

- Brief Review of Spiritual Health 188
- Developmental, Cultural, and Ethnic Variations 188
- Introducing the Case Study 190
- Performing the Assessment 190
- Case Study Evaluation 194
- Case Study Analysis and Plan 201
- Research Tells Us 201
- Summary 201
- Review Questions 202

UNIT 3

Systems Physical Assessment 203

CHAPTER 10

Assessing the Integumentary System 205

- Anatomy and Physiology Review 206
- Developmental, Cultural, and Ethnic Variations 209
- Introducing the Case Study 211
- Performing the Integumentary Assessment 212
- Case Study Evaluation 222
- Case Study Analysis and Plan 256
- Research Tells Us 256
- Health Concerns 257
- Summary 264
- Review Questions 264

CHAPTER 11

Assessing the Head, Face, and Neck 267

- Anatomy and Physiology Review 268
- Introducing the Case Study 275
- Performing the Head, Face, and Neck Assessment 275
- Case Study Evaluation 285
- Case Study Analysis and Plan 314
- Research Tells Us 314
- Health Concerns 315
- Summary 319
- Review Questions 319

CHAPTER 12

Assessing the Eye and Ear 321

- Anatomy and Physiology Review: The Eye 322
- Introducing the Case Study 330
- Performing the Eye Assessment 330
- Case Study Evaluation 337
- Case Study Analysis and Plan 360
- Research Tells Us 360
- Health Concerns 360
- Summary 364
- Review Questions 364
- Anatomy and Physiology Review: The Ear 365
- Introducing the Case Study 370

- Performing the Ear Assessment 370
- Case Study Evaluation 375
- Case Study Analysis and Plan 385
- Research Tells Us 387
- Health Concerns 388
- Summary 390
- Review Questions 390

CHAPTER 13

Assessing the Respiratory System 393

- Anatomy and Physiology Review 394
- Introducing the Case Study 399
- Performing the Respiratory Assessment 399
- Case Study Evaluation 408
- Case Study Analysis and Plan 430
- Research Tells Us 431
- Health Concerns 431
- Summary 435
- Review Questions 435

CHAPTER 14

Assessing the Cardiovascular System 437

- Anatomy and Physiology Review 438
- Introducing the Case Study 454
- Performing the Cardiovascular Assessment 454
- Case Study Evaluation 463
- Case Study Analysis and Plan 486
- Research Tells Us 487
- Health Concerns 487
- Summary 489
- Review Questions 489

CHAPTER 15

Assessing the Peripheral-Vascular and Lymphatic Systems 491

- Anatomy and Physiology Review 492
- Introducing the Case Study 497
- Performing the Peripheral-Vascular and Lymphatic Systems Assessment 497
- Case Study Evaluation 504
- Case Study Analysis and Plan 519
- Research Tells Us 519
- Health Concerns 520
- Summary 525
- Review Questions 525

CHAPTER 16

Assessing the Breasts 527

- Anatomy and Physiology Review 528
- Introducing the Case Study 533
- Performing the Breast Assessment 533
- Case Study Evaluation 539
- Case Study Analysis and Plan 548
- Research Tells Us 549
- Health Concerns 549
- Summary 553
- Review Questions 553

CHAPTER 17

Assessing the Abdomen 555

- Anatomy and Physiology Review 556
- Introducing the Case Study 562
- Performing the Abdominal Assessment 562
- Case Study Evaluation 576
- Case Study Analysis and Plan 603
- Research Tells Us 603
- Health Concerns 604
- Summary 610
- Review Questions 610

CHAPTER 18

Assessing the Female Genitourinary System 611

- Anatomy and Physiology Review 612
- Introducing the Case Study 617
- Performing the Female Genitourinary Assessment 617
- Case Study Evaluation 628
- Case Study Analysis and Plan 643
- Research Tells Us 643
- Health Concerns 643
- Summary 646
- Review Questions 647

CHAPTER 19

Assessing the Male Genitourinary System 649

- Anatomy and Physiology Review 650
- Introducing the Case Study 657
- Performing the Male Genitourinary Assessment 657
- Case Study Evaluation 665
- Case Study Analysis and Plan 678

- Research Tells Us 679
- Health Concerns 679
- Summary 684
- Review Questions 684

CHAPTER 20

Assessing the Motor-Musculoskeletal System 685

- Anatomy and Physiology Review 686
- Introducing the Case Study 693
- Performing the Musculoskeletal Assessment 693
- Case Study Evaluation 701
- Case Study Analysis and Plan 730
- Research Tells Us 731
- Health Concerns 732
- Summary 735
- Review Questions 735

CHAPTER 21

Assessing the Sensory-Neurologic System 737

- Anatomy and Physiology Review 738
- Introducing the Case Study 751
- Performing the Sensory-Neurologic and Cranial Nerve Assessment 751
- Case Study Evaluation 761
- Case Study Analysis and Plan 787
- Research Tells Us 787
- Health Concerns 789
- Summary 793
- Review Questions 794

CHAPTER 22

Putting It All Together 795

- Introducing the Case Study 796
- Developmental Considerations 796
- Performing the Assessment 797
- Case Study Evaluation 800
- Case Study Analysis and Plan 808
- Research Tells Us 808
- Summary 808
- Review Questions 809

UNIT 4

Adapting Assessment to Special Populations 811

CHAPTER 23

Assessing the Mother-to-Be 813

- Anatomy and Physiology Review 814
- Performing the Assessment 823
- Introducing the Case Study 823
- Case Study Evaluation 832
- Case Study Analysis and Plan 842
- Case Study Follow-Up 843
- Research Tells Us 845
- Health Concerns 846
- Summary 846
- Review Questions 847

CHAPTER 24

Assessing the Newborn and Infant 849

- Anatomy and Physiology Review 850
- Introducing the Case Study 853
- Performing the Initial Newborn Assessment 853
- Case Study Follow-Up 875
- Performing the Infant Assessment 876
- Case Study Evaluation 878
- Case Study Analysis and Plan 883
- Research Tells Us 884
- Health Concerns 884
- Summary 885
- Review Questions 885

CHAPTER 25

Assessing the Toddler and Preschooler 887

- Developmental Changes 888
- Health Issues and Risk Factors 888
- Introducing the Case Study 889
- Performing the Toddler and Preschooler Assessment 889

- Back to the Case Study 897
- Research Tells Us 897
- Health Concerns 898
- Common Problems 898
- Summary 898
- Review Questions 898

CHAPTER 26

Assessing the School-Age Child and Adolescent 901

- Assessing the School-Age Child 902
- Introducing the Case Study 904
- Performing the School-Age Child Assessment 904
- Back to the Case Study 911
- Research Tells Us 912
- Health Concerns 912
- Common Problems 912
- Summary 913
- Assessing the Adolescent 913
- Introducing the Case Study 915
- Performing the Adolescent Assessment 915
- Back to the Case Study 924
- Research Tells Us 924
- Health Concerns 924
- Common Problems 925
- Summary 925
- Review Questions 925

CHAPTER 27

Assessing the Older Adult 927

- Anatomy and Physiology Review 928
- Introducing the Case Study 933
- Performing the Assessment 933

- Case Study Analysis and Plan 958
- Research Tells Us 958
- Health Concerns 958
- Summary 960
- Review Questions 960

APPENDICES

APPENDIX A

Chapter Feedback 961

APPENDIX B

Growth Charts 1007

APPENDIX C

Guidelines 1018

- Guidelines for Cultural Assessment 1019
- Guidelines for Environmental Assessment 1022
- Guidelines for Assessing the Homeless Person 1030
- Guidelines for Assessing Abuse 1033

APPENDIX D

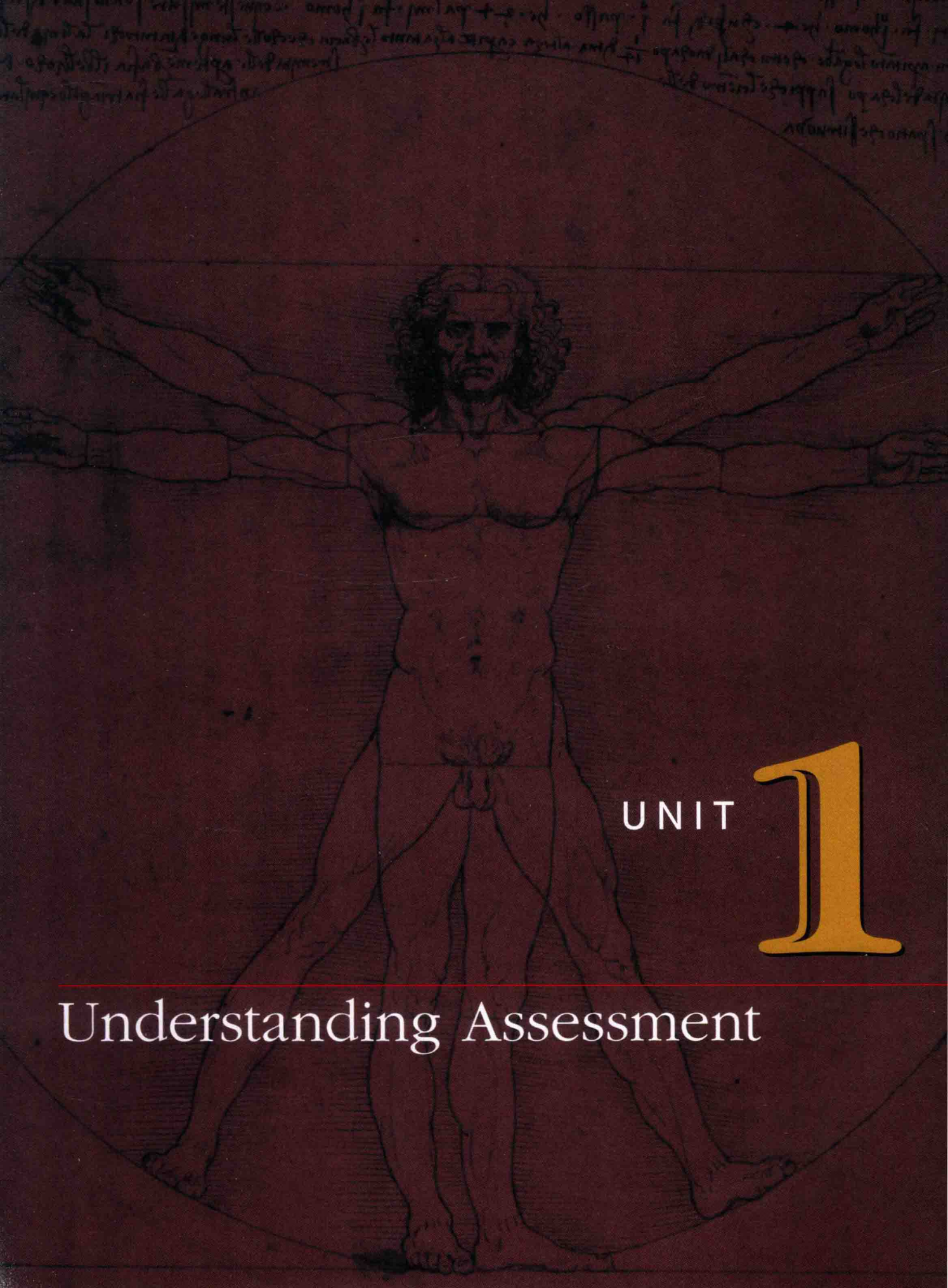
Genetics 1037

- Family History, the First Genetic Test 1038
- Genetic Counseling: Who, When, How, and Why 1040
- Genetic Resources 1041

APPENDIX E

Bibliography 1042

Index 1057



UNIT

1

Understanding Assessment

