Medical-Surgical Nursing - Focus on Clinical Judgment 3rd edition Honan Solutions Manual

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Suggested Answers to Assignments, Chapter 2, Chronic Illness and End-of-Life Care

Written Assignments	Learning Objective(s)
1. Students' answers should include the following: • Comparison of palliative and hospice care; goals and importance of each type of care, eligibility criteria	5, 6
2. Students' answers should include the following: • Cost containment, allocation of resources, communication	7
3. Students' answers should include the following: • Decrease in mortality from infectious diseases, longer lifespan, improved screening, aggressive management of acute illness, lifestyle factors	1, 2

Group Assignment	Learning Objective
1. Students' answers should include the following: • Effects on the family, possible development of other chronic illnesses, living with uncertainty	3

Clinical Assignment	Learning Objective(s)
1. Students' answers should include the following: • Management of the hospice patient; utilization of communication; pain and other symptom management	8, 9

Web Assignment	Learning Objective
1. Students could visit the following website for information on the implications of caring for patients	4

Web Assignment	Learning Objective
with chronic illness: • http://www.mja.com.au/public/issues/181_02_190704/inf10185_fm.html	

Suggested Answers to Discussion Topics, Chapter 2, Chronic Illness and End-of-Life Care

Suggested Answers for Topics for Discussion	Learning Objective(s)
1a. Students' answers should include the following: • Psychological, social, and spiritual dimensions • Symptoms in terminal illness may be caused by the disease, either directly or indirectly; by treatment of the disease; or by a coexisting disorder that is unrelated to the disease • Medical interventions may be aimed at treating the underlying causes of the symptoms or reducing the impact of symptoms • How is this symptom affecting the patient's life? What is the meaning of the symptom to the patient? To the family? What makes the symptoms better? Worse? How is the patient coping with the symptoms? (See Box 2-6.) 1b. Students' answers should include the following: • Age, gender, personality • The type of disease of the dying person and its expected course • Medical management of the illness, treatment effects, resources available for support	6
2a. Students' answers should include the following: • Anxiolytic medication, bronchodilators and corticosteroids, oxygen therapy, relaxation techniques 2b. Students' answers should include the following: • Atropine sulfate drops 1%, atropine injection, glycopyrrolate (Robinul), hyoscyamine (Levsin), scopolamine (Transderm Scop)	5, 8
3a. Students' answers should include the following: • Deliver and interpret the technical information necessary for making decisions without hiding behind medical terminology • Realize that the best time for the patient to talk may be when it is least convenient for you • Allow the patient and family to set the agenda regarding the depth of the conversation	9