

CRITICAL THINKING EXERCISES

1. Mrs. S. has a 10-year history of hypertension and a 5-year history of diabetes. Recently her hypertension has become uncontrolled, and she has been diagnosed with depression. Her medications, which have recently been changed, include captopril (Capoten), 25 mg 3 times a day; diltiazem (Cardizem CD), 240 mg every morning; metformin (Glucophage XR), 1500 mg before the evening meal; and sertraline (Zoloft), 100 mg by mouth at bedtime. The nurse identifies the priority nursing diagnosis as deficient knowledge related to change in medications. The nurse wants to develop a plan of care that uses the three domains of learning. What are the client's teaching priorities? Which learning needs would require a cognitive method? Which needs would be more appropriate to satisfy through affective or psychomotor methods?
2. The nurse is caring for a client who is being discharged after an appendectomy. He is taking medication for the treatment of attention deficit and hyperactivity disorder (ADHD). Which teaching strategies should the nurse use when providing discharge information to this client?
3. A 23-year-old man has recently sustained a spinal cord injury after being involved in a diving accident that has left him paralyzed from the waist down. He is verbally abusive to the staff and expresses anger toward his family and friends when they come to visit. He needs to begin learning transfer techniques. Which stage of grieving is this client experiencing? What approach should the nurse take in planning education for this client?
4. A 65-year-old woman is taking her 72-year-old husband home after a hip pinning. Which interventions should the nurse use in helping this couple make the transition to home smoothly?