



THIRD EDITION

MEDICAL-SURGICAL NURSING

CRITICAL THINKING FOR PERSON-CENTRED CARE



LEMONE • BURKE • BAULDOFF • GUBRUD • LEVETT-JONES • HALES
BERRY • CARVILLE • DWYER • KNOX • MOXHAM • RAYMOND • REID-SEARL

VOLUMES 1 – 3

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VOLUMES 1-3

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ABOUT THE AUTHORS



PRISCILLA LEMONE-KOEPLIN RN, DSN, FAAN

Priscilla LeMone-Koeplin spent most of her career as a nurse educator, teaching medical–surgical nursing and pathophysiology at all levels from diploma to doctoral students. She has a diploma in nursing from Deaconess College of Nursing (St Louis, Missouri), baccalaureate and master’s degrees from Southeast Missouri State University, and a doctorate in nursing from the University of Alabama-Birmingham. She is retired as an Associate Professor Emeritus, Sinclair School of Nursing, University of Missouri, but continues

to keep up to date in nursing both as an Adjunct Associate Professor at the Ohio State University, College of Nursing and as an author of nursing textbooks.

Dr LeMone-Koeplin won numerous awards for scholarship and teaching during her more than 30 years as a nurse educator. She is most honoured for receiving the Kemper Fellowship for Teaching Excellence from the University of Missouri, the Unique Contribution Award from the North American Nursing Diagnosis Association, and for being selected as a Fellow in the American Academy of Nursing. Dr LeMone-Koeplin currently lives in Ohio. She enjoys travelling, gardening, knitting and reading fiction.

She believes that her education gave her solid and everlasting roots in nursing. Her work with students has given her the wings that have allowed her love of nursing and teaching to continue through the years.

KAREN M. BURKE RN, MS



Karen Burke has been a nurse educator for much of her career, teaching basic and advanced medical–surgical nursing and pathophysiology. She retired as director of the nursing and health occupations programs at Clatsop Community College in Astoria, Oregon, subsequently serving as nursing education consultant and program manager for the Oregon State Board of Nursing. She currently provides consulting services for nursing and higher education.

Ms Burke earned her diploma in nursing from Emanuel Hospital School of Nursing in Portland, Oregon, later completing baccalaureate studies at Oregon Health & Science University, and a master’s degree in nursing at the University of Portland. She has been actively involved in nursing education and clinical nursing education reform, as well as in initiatives to address the nursing faculty shortage. Ms Burke is co-author of another text, *Medical–Surgical Nursing Care* (3rd edition), with Elaine Mohn-Brown and Linda Eby.

Ms Burke highly values the nursing profession and the importance of providing a strong education in the art and science of nursing for students preparing to enter the profession, no matter which educational path is being pursued.

GERENE BAULDOFF RN, PhD, FAAN



Gerene Bauldoff is a Professor of Clinical Nursing at The Ohio State University College of Nursing in Columbus, Ohio. She has been a nurse educator for 14 years, teaching medical–surgical nursing, translational science and evidence-based practice courses at the baccalaureate, master’s, and doctoral levels. Prior to her nursing educator role, her clinical background included home health nurse, lung transplant coordinator and pulmonary rehabilitation coordinator. Dr Bauldoff has a diploma from the Western Pennsylvania Hospital School of Nursing, Pittsburgh, Pennsylvania, and a BSN from LaRoche College in Pittsburgh. Her graduate education is from the University of Pittsburgh, with an MSN in medical–surgical nursing (cardiopulmonary clinical nurse specialist) and a PhD in nursing in 2001, training under Leslie Hoffman, PhD, RN, FAAN.

Dr Bauldoff is an active member of multiple professional organisations including the American Academy of Nursing (AAN), Sigma Theta Tau International Honor Society of Nursing, the American Association of Cardiovascular and Pulmonary

Rehabilitation (AACVPR), the American Thoracic Society Nursing Assembly and the American College of Chest Physicians (ACCP). She is a recognised expert in medical–surgical nursing, focusing on the care of the patient with chronic pulmonary disease, serving on committees focusing on patient-centred outcomes in pulmonary rehabilitation. She has been honoured with fellowships in the AAN, AACVPR and ACCP. In 2013, Dr Bauldoff was the keynote speaker at the Nanning Nursing Education Conference in Nanning, China, attended by representatives from more than 100 nursing schools in China.

Dr Bauldoff views nursing as the greatest profession, using scientific evidence to provide the highest quality of care while maintaining the personal relationship with patients and their families. Her experiences provide her with insights and lessons learned that she shares with her students.

Dr Bauldoff resides in central Ohio. She enjoys travelling, walking, bicycling, golf and spending time with her family and friends.



PAULA GUBRUD-HOWE RN, MS, EdD, FAAN

Paula Gubrud-Howe is Senior Associate Dean for Academic Affairs and an Associate Professor at Oregon Health and Science University (OHSU) School of Nursing. She has more than 25 years of experience as a nurse educator involving multiple levels of programs from LPN to doctoral education. Dr Gubrud-Howe is a founding leader and co-director of the Oregon Consortium for Nursing Education, an award-winning consortium that includes the five campuses of OHSU and nine community colleges. She also has more than 20 years of experience in medical–surgical nursing, critical care, home health and hospice. Dr Gubrud-Howe earned a baccalaureate degree in nursing from Walla Walla University (1980), an MS in community-based nursing from OHSU (1993) and an EdD in post-secondary education from Portland State University (2008). She is a frequently invited speaker at national and international nursing education conferences and consults with other states and countries on the development of competency-based curricula and nursing education consortiums designed to promote academic progression in nursing education. Her research activity is focused on clinical education redesign and the integration of simulation into nursing curricula.

Dr Gubrud-Howe is passionate about nursing and the opportunities it provides to members of the profession. She values the sacred relationship nurses experience with patients as they promote health, treat illness and provide comfort and palliative care. She believes the nation's health depends on highly qualified nurses who are dedicated to lifelong learning in pursuit of evidence-based, patient-centred care.



TRACY LEVETT-JONES RN, PhD, MEd & Work, BN, DipAppSc(Nur)

Professor Tracy Levett-Jones is the Deputy Head of School (Teaching and Learning), School of Nursing and Midwifery, and the Director of the Research Centre for Health Professional Education at the University of Newcastle. Her research interests include clinical reasoning, interprofessional education, empathy, belongingness, cultural competence, simulation and patient safety. Tracy has authored 10 books, the most recent being *Clinical reasoning: Learning to think like a nurse* and *Critical conversations for patient safety*, as well as over 150 book chapters, reports and peer-reviewed journal articles. Tracy has been the recipient of nine research awards and 10 teaching awards including an Australian Learning and Teaching Council (ALTC) Award for Teaching Excellence (2010), a NSW Minister for Education and Training Quality Teaching Award (2007) and a Pearson/Australian Nurse Teacher Society Nurse Educator of the Year Award (2011). She has been awarded nearly \$2 million in grant funding and has led and been involved in a number of Category 1 funded projects.



TRUDY DWYER RN, PhD, MCLinEdu, GCFlexLearn, BHLthScn(Nsg), NrCert, ICUNsgCert

Trudy Dwyer completed a hospital-based nursing program at the Rockhampton Hospital, Queensland, where she developed an enthusiasm for critical care nursing and travel. Trudy currently holds the position of Associate Professor (Research Intensive) at CQUniversity. She has extensive experience coordinating undergraduate courses/programs and research higher-degree supervision. Her research interests include patient safety, recognition of deterioration, resuscitation and simulation. She has published in international refereed scholarly journals, book chapters and is the co-author of the highly successful *Student nurse: Clinical survival guide*.



LORNA MOXHAM RN, PhD (CQU), MHN, DAS(Nsg) (MIHE), Med (UNSW), GCOH&S (CQU), GCQualMgmt (CQU), BHSc (UWS), Cert IV (Training & Assessment) (CQIT), FACMHN, FACON

Professor Lorna Moxham is a 3-year specialist hospital-trained psychiatric nurse. She completed her BHSc at the University of Western Sydney and is passionate about the nursing profession, actively contributing at regional, state, national and international levels. Lorna has spent time in regional Queensland, regional New South Wales and metropolitan New South Wales and has served on many ministerial committees as a member and chair. In addition, she has held several leadership and governance roles, both within the tertiary education sector and in nursing. Lorna is currently the inaugural Professor of Mental Health Nursing and also the leader of the Living Well, Longer theme in the Global Challenges Program at the University of Wollongong. Lorna has successfully supervised numerous higher degree by research students to on-time completion, all of whom have published their work. Lorna thinks of being a nurse as ‘the very best job in the world’.



KERRY REID-SEARL RN, RM, PhD, BHSc (Nsg), MCLinEdu, MRCNA, FCN

Kerry Reid-Searl is a Professor in the School of Nursing and Midwifery at CQUniversity. Kerry is a current clinician in the area of paediatrics. She has a long career as a nurse academic and has been involved in the undergraduate degree for 25 years. Kerry is also a supervisor of master’s and PhD research students. Kerry’s research interests include patient safety, simulation, paediatrics and wound care. Kerry has been the recipient of 10 teaching awards including two Australian Learning and Teaching Citations for her outstanding contribution to student learning and an Australian University Teaching Excellence Award. She was named Pearson/Australian Nurse Teacher Society Nurse Teacher of the Year in 2009 and in 2013 received the Simulation Australia Achievement award. Kerry has become known nationally and internationally for her pioneering work in creating, designing and researching two innovative simulation strategies called Mask Ed (KRS Simulation) and Pup Ed (KRS Simulation).



KAMAREE BERRY RN, PhD candidate, MEd Stds (Hon), PGDip Clinical Nursing (Perioperative), BN, MACN, RAA

Kamaree’s career spans more than 20 years and commenced with the Australian Army where she trained as a medic and then became a nursing officer at the rank of lieutenant. She has been employed in the public, private and academic sectors in a number of roles spanning from an RN, senior lecturer and academic undergraduate chair to General Manager, Learning.

A successful career has provided her with the opportunity to teach at both undergraduate and postgraduate levels, along with employment within the corporate and commercial sector at a national level. Underpinning Kamaree’s philosophy and values of learning, development and professional education is her strong conviction of innovative leadership and direction for both staff and students. She values the importance of continuing professional education and development; this has been acknowledged by her peers making use of her extensive expertise and contemporary approach to teaching and learning, curriculum development and review, program designs, staff and student mentorship, and currency on educational trends within the nursing profession across a number of specialties. She has been awarded a Bachelor of Nursing, Postgraduate Diploma Clinical Nursing—Perioperative, a Master of Educational Studies (Hons) and has completed her doctoral thesis.



KERYLN CARVILLE PhD, RN, STN (Cred)

Professor Primary Health Care & Community Nursing
Silver Chain Group and Curtin University, Western Australia.

Keryln has extensive clinical experience and is committed to research and education within the domains of wound and ostomy care. She was appointed a Fellow of the Australian Wound Management Association (now Wounds Australia) in 2006. She is Chair of the Australian Pressure Injury Advisory Panel and Chair Pan Pacific Pressure Injury Alliance, Chair of the Wounds Australia Wound Standards Committee and sits on the International Wound Infection Institute Committee. Keryln was awarded the Western Australia Health Lifetime Achievement Award for Nursing in 2010.



MAJELLA HALES RN, MAppSci, GCHE, BN

Majella Hales works as a casual academic at the Australian Catholic University in Brisbane. Originally hospital trained, she has worked in nursing for over 25 years. She maintains her clinical experience by undertaking agency shifts in critical care units across South-East Queensland and provides clinical facilitation for undergraduate nursing students for various local universities. Majella authored several chapters of Kozier & Erb's *Fundamentals of nursing* Volumes 1–3 and co-authored *Principles of pathophysiology* with Associate Professor Shane Bullock. Along with journal articles and conference presentations, she has also produced the skills DVD for Tollefson's *Clinical psychomotor skills* text and adapted the American case study resource *The neighbourhood*. Majella is a co-owner of Sciencopia, a company producing informative, novel and fun educational resources for academics, students and healthcare professionals. One of Sciencopia's first products—*Essential Aussie drugs: A little pocket book of common Aussie drug facts*—is a great resource for assisting individuals to improve their drug knowledge and safety in the ever-changing and complex world of pharmacology and drug administration.



NICOLE KNOX RN, BN, MN, GDipAdultEd, GCICU

Nicole Knox has been working in nursing for 20 years, including roles as a nursing academic, clinical nurse specialist, clinical educator and nurse unit manager.

The major part of Nicole's nursing career has been in critical care nursing, particularly intensive care, for which she completed a graduate certificate. She enjoys clinical education and this guided her decision to pursue a career in academia. She has worked in several universities in Sydney where her roles have included unit coordination, teaching and research. She is currently a sessional academic at Western Sydney University. She has a love of education and values the opportunity to introduce the next generation of nurses to the profession.



DEBRA RAYMOND RN, MCP, BHLthSc, DipHealthScNsg

Debra Raymond has been nursing since she was 15 years of age, starting in a nursing home as an Assistant in Nursing. She then completed her enrolled nursing aide course, worked as an EN and was encouraged to do further studies, from which she gained a Diploma of Health Science Nursing, Bachelor of Health Science and Master of Clinical Practice. She received an International Nurses Day award which supported her travels to France to present her research projects at the Emergency Medicine Conference.

The major part of Debra's nursing career has been in critical care nursing. Debra's enjoyment of education prompted her decision to enter academia. She then started facilitating nursing students in the clinical setting. She has continued in education and is now an Associate Lecturer. Debra is also a PhD candidate and unit coordinator for an undergraduate unit.

Debra believes that her career progression in the nursing profession has given her an appreciation of the endless opportunities in this wonderful, and at times challenging, profession. Her love for education and the wish to make a difference in nursing have guided her throughout her career.

Debra is married, and with the support of her husband and wonderful, talented daughter she will continue pursuing her goal of making a difference in her chosen nursing profession.



CONTRIBUTORS

We extend deep, sincere thanks to our contributors who gave their time, effort and expertise so willingly to the development and writing of chapters and resources that help foster our goal of achieving nursing excellence through building clinical competence.

AUSTRALIAN CONTRIBUTORS

Chapter 1 Medical–Surgical Nursing

3rd edition: Prof Tracy Levett-Jones, University of Newcastle

Lorinda Palmer, University of Newcastle

2nd edition: Dr Helen Bellchambers, University of Newcastle

Chapter 2 Health and Illness in Adults

3rd edition: Amanda Wilson, University of Newcastle

Prof Tracy Levett-Jones, University of Newcastle

2nd edition: Dr Helen Bellchambers, University of Newcastle

Chapter 3 Nursing Care of People Having Surgery

3rd edition: A/Prof Ashley Kable and Natalie Govind, University of Newcastle

2nd edition: A/Prof Ashley Kable, University of Newcastle and Dr Sharon Bourgeois, University of Newcastle

Chapter 4 Nursing Care of People Experiencing Loss, Grief and Death

2nd and 3rd editions: A/Prof Pamela van der Riet, University of Newcastle

Ms Victoria Pitt, University of Newcastle

Mr Greg Blyton, University of Newcastle

Chapter 5 Nursing Care of People with Problems of Substance Misuse

2nd and 3rd editions: Conjoint Prof Teresa Stone, University of Newcastle

Ms Anna Treloar, University of Newcastle

1st edition: Mr Andrew Taylor, University of Newcastle

Conjoint Prof Teresa Stone, University of Newcastle

Chapter 6 Nursing Care of People in the Emergency Department or Experiencing Disasters

2nd and 3rd editions: Dr Joy Lynham, University of Newcastle

Ms Julia Morphet, Monash University

Chapter 7 Genetic Implications of Adult Health Nursing

3rd edition: Ms Kamaree Berry, drK & Co

2nd edition: A/Prof Carol Thorogood, Charles Darwin University

Chapter 8 Nursing Care of People Experiencing Pain

3rd edition: Adam Burston, ACU, and Floraidh Corfee, ACU

2nd edition: Tanya Critchlow

Chapter 9 Nursing Care of People with Altered Fluid, Electrolyte and Acid–Base Balance

3rd edition: Ms Kamaree Berry, drK & Co

2nd edition: Ms Deborah McDonough, Latrobe University

Chapter 10 Nursing Care of People Experiencing Trauma and Shock

2nd and 3rd editions: Mrs Lisa Gatzonis, Ramsay Health

Chapter 11 Nursing Care of People with Infections

2nd and 3rd editions: Mrs Lisa Gatzonis, Ramsay Health

Chapter 12 Nursing Care of People with Altered Immunity

3rd edition: Catherine Bethell, Western Health Victoria

2nd edition: Rhonda Roberts, Key2Learning

Chapter 13 Nursing Care of People with Cancer

3rd edition: Catherine Bethell, Western Health Victoria

2nd edition: Rhonda Roberts, Key2Learning

Chapter 14 A Person-centred Approach to Assessing the Integumentary System

3rd edition: Keryln Carville, Kerry Reid-Searl and Kate Crowley, CQUniversity

2nd edition Prof Keryln Carville, Curtin University and A/Prof Kerry Reid-Searl, CQUniversity

Chapter 15 Nursing Care of People with Integumentary Disorders

3rd edition: Keryln Carville, Kerry Reid-Searl, CQUniversity and Kate Crowley, CQUniversity

2nd edition: Prof Keryln Carville, Curtin University and A/Prof Kerry Reid-Searl, CQUniversity

Chapter 16 Nursing Care of People with Burns

3rd edition: Sharon Rowe, State Adult Burn Unit, Fiona Stanley Hospital Perth

Prof Keryln Carville, Silver Chain Group and Curtin University

Dr Fiona Wood, Director of the Burns Service of Western Australia and Winthrop

Dr Dale Edgar, The University of Notre Dame

Michelle Cork, Accredited Practising and Accredited Nutritionist Rosemary Kendell, State Adult Burn Unit, Fiona Stanley Hospital Perth

A/Prof Kerry Reid-Searl, CQUniversity

2nd edition: Sharon Rowe, Burn Service WA, Royal Perth Hospital, Western Australia

Prof Keryln Carville, Silver Chain Group and Curtin University

Dr Fiona Wood, Director of the Burns Service of Western Australia and Winthrop Professor School of Surgery, University of Western Australia

- Dr Dale Edgar, Royal Perth Hospital, Western Australia*
Nicola Cowan, Royal Perth Hospital, Western Australia
Ms Frances Phillips, Royal Perth Hospital, Western Australia
A/Prof Kerry Reid-Searl, CQUniversity
- Chapter 17 A Person-centred Approach to Assessing the Endocrine System**
2nd and 3rd editions: Ms Nicole Knox, University of Western Sydney
- Chapter 18 Nursing Care of People with Endocrine Disorders**
3rd edition: Sandra Campbell-Crofts
2nd edition: Paula Sanchez, University of Western Sydney & SWSLHN/IIAMR
- Chapter 19 Nursing Care of People with Diabetes Mellitus**
3rd edition: Tracey Parrish, University of Western Sydney
2nd edition: Paula Sanchez, University of Western Sydney & SWSLHN/IIAMR
- Chapter 20 A Person-centred Approach to Assessing the Gastrointestinal System**
3rd edition: Ms Nicole Knox, University of Western Sydney
2nd edition: Dr Yoni Luxford, University of New England
Ms Nicole Knox, University of Western Sydney
- Chapter 21 Nursing Care of People with Nutritional Disorders**
2nd edition: Sandra Campbell-Crofts
- Chapter 22 Nursing Care of People with Upper Gastrointestinal Disorders**
3rd edition: Tracey Parrish, University of Western Sydney
2nd edition: Keshia Bennett
- Chapter 23 Nursing Care of People with Bowel Disorders**
2nd and 3rd editions: Ms Elspeth Hillman, James Cook University
- Chapter 24 Nursing Care of People with Gallbladder, Liver and Pancreatic Disorders**
3rd edition: Ms Nicole Knox, University of Western Sydney
2nd edition: Keshia Bennett
- Chapter 25 A Person-centred Approach to Assessing the Renal System**
3rd edition: A/Prof Trudy Dwyer, CQUniversity and Jennifer Borg RN, MidCert, GradCert Diabetes
2nd edition A/Prof Trudy Dwyer, CQUniversity and Ms Dianne Goldsworthy, CQUniversity
- Chapter 26 Nursing Care of People with Urinary Tract Disorders**
3rd edition: A/Prof Trudy Dwyer, CQUniversity and Jennifer Borg RN, MidCert, GradCert Diabetes
2nd edition: A/Prof Trudy Dwyer, CQUniversity and Ms Dianne Goldsworthy, CQUniversity
- Chapter 27 Nursing Care of People with Kidney Disorders**
3rd edition: A/Prof Paul Bennett, Deakin University, Mr Peter Sinclair, University of Newcastle and Monika Schoch, Deakin University,
2nd edition: Mr Peter Sinclair, University of Newcastle
A/Prof Paul Bennett, Deakin University
Mr Brenton Shanahan, Gold Coast Hospital and Health Service
- Chapter 28 A Person-centred Approach to Assessing the Cardiovascular and Lymphatic Systems**
2nd and 3rd editions: A/Prof Penny Paliadelis, University of New England
- Chapter 29 Nursing Care of People with Coronary Heart Disease**
2nd and 3rd editions: Ms Majella Hales
- Chapter 30 Nursing Care of People with Cardiac Disorders**
2nd and 3rd editions: Ms Majella Hales
- Chapter 31 Nursing Care of People with Vascular and Lymphatic Disorders**
3rd edition: Ms Majella Hales
2nd edition: Ms Anthea Fagan, University of New England and Ms Naomi Bunker, University of New England
- Chapter 32 Nursing Care of People with Haematological Disorders**
3rd edition: Liz Ryan, University of New England
2nd edition: Liz Ryan, University of New England and Helena Sanderson, University of New England
1st edition: Jackie Lea, University of New England
- Chapter 33 A Person-centred Approach to Assessing the Respiratory System**
3rd edition Ms Majella Hales
2nd edition Donna McLean
- Chapter 34 Nursing Care of People with Upper Respiratory Disorders**
3rd edition Ms Majella Hales
2nd edition Donna McLean
- Chapter 35 Nursing Care of People with Ventilation Disorders**
2nd and 3rd editions: Ms Majella Hales
- Chapter 36 Nursing Care of People with Gas Exchange Disorders**
2nd and 3rd editions: Ms Majella Hales
- Chapter 37 A Person-centred Approach to Assessing the Musculoskeletal System**
2nd and 3rd editions: Ms Debra Raymond, University of Western Sydney
- Chapter 38 Nursing Care of People with Musculoskeletal Trauma**
2nd and 3rd editions: Mrs Ann-Marie Brown, Charles Sturt University
- Chapter 39 Nursing Care of People with Musculoskeletal Disorders**
2nd and 3rd editions: Mrs Ann-Marie Brown, Charles Sturt University

Chapter 40 A Person-centred Approach to Assessing the Nervous System

2nd and 3rd editions: Ms Debra Raymond, University of Western Sydney

Chapter 41 Nursing Care of People with Intracranial Disorders

2nd and 3rd editions: Mrs Laura Mellish, University of Western Sydney

Chapter 42 Nursing Care of People with Cerebrovascular and Spinal Cord Disorders

3rd edition: Ms Debra Raymond, University of Western Sydney

2nd: Ms Nicole Knox, University of Western Sydney

Chapter 43 Nursing Care of People with Neurological Disorders

2nd and 3rd editions: Mrs Laura Mellish, University of Western Sydney

1st edition: Liz Turley

Chapter 44 A Person-centred Approach to Assessing the Eye and Ear

2nd and 3rd editions: Ms Kamaree Berry, drK & Co

Chapter 45 Nursing Care of People with Eye and Ear Disorders

2nd and 3rd editions: Ms Kamaree Berry, drK & Co

Chapter 46 A Person-centred Approach to Assessing the Male and Female Reproductive Systems

2nd and 3rd editions: Dr Moira Stephens, University of Wollongong

Chapter 47 Nursing Care of Men with Reproductive System and Breast Disorders

2nd and 3rd editions: Ms Rebekkah Middleton, University of Wollongong and Dr Peter Thomas, University of Wollongong

Chapter 48 Nursing Care of Women with Reproductive System and Breast Disorders

2nd and 3rd editions: Dr Moira Williamson, CQUniversity

Chapter 49 Nursing Care of People with Sexually Transmitted Infections

3rd edition: Lorraine Fields, University of Wollongong

2nd edition: Prof Lorna Moxham, University of Wollongong

Chapter 50 Mental Healthcare in the Australian Context

2nd and 3rd editions: Prof Lorna Moxham, University of Wollongong, Paul Robson and Shane Pegg

Chapter 51 Community Care

3rd edition: Ms Jenny Day, University of Newcastle

Dr Ann Clare Thorington Taylor, University of Newcastle

Dr Sharyn Hunter, University of Newcastle

Dr Sarah Jeong, University of Newcastle

Prof Isabel Higgins, University of Newcastle

2nd edition: Ms Jenny Day, University of Newcastle

Dr Ann Clare Thorington Taylor, University of Newcastle

Dr Sharyn Hunter, University of Newcastle

Dr Sarah Jeong, University of Newcastle

Ms Deborah Armitage, University of Newcastle

Prof Diana Keatinge, University of Newcastle

Prof Isabel Higgins, University of Newcastle

Chapter 52 Nursing Care of People in Regional, Rural and Remote Areas of Australia

2nd and 3rd editions: Ms Leeanne Heaton, CQUniversity



PREFACE

This is a wonderful time to become a nurse in Australia, with opportunities that are exciting and far reaching. As always, there is a need for committed nurses whose practice is based on a strong foundation of knowledge, clinical skills and the ability to think critically in challenging and complex situations. This book has been written to help you develop these professional attributes and skills.

This third Australian edition of *Medical–surgical nursing: Critical thinking for person-centred care* will help prepare you for your nursing journey. It will challenge you to excel and support you as you learn.

Throughout this book, we demonstrate how competent nurses provide person-centred care that is empathetic, holistic and individualised, and is respectful of the person's age, ethnicity, culture and psychosocial status.

Our goal—helping you to excel as a nurse

In writing this book, our commitment has been to provide students with a strong knowledge base, an understanding of contemporary practice issues in Australia and the capacity for sound clinical reasoning. These professional attributes will allow you to provide nursing care that is safe and effective. This easily understood, straightforward Australian edition integrates the following concepts: epidemiology, pathophysiology, pharmacology, legal and ethical issues, therapeutic communication, interprofessional communication and cultural competence. The use of effective design principles and learning strategies such as advanced organisers, special features, colourful illustrations and critical thinking exercises will support your learning and application to practice.

This textbook has been designed to:

- emphasise a person-centred philosophy whereby the person who is the recipient of care is seen as an integral member of the team and consideration of their needs and wishes is paramount
- foster critical thinking and clinical reasoning skills as the basis for nursing excellence in clinical practice
- recognise the nurse's role as an essential member of the interprofessional healthcare team.

We are confident that this text will support your learning and professional practice, and we wish you well as you undertake your nursing journey.

Organisation

The book contains 52 chapters in 14 units. Units 1 and 2 provide an overview of medical–surgical nursing, the meaning of health and illness, and alterations in patterns of health in particular populations, contexts and situations. The remaining units are based on alterations in human structure and function. Each unit has a focus on altered health states and opens with an assessment chapter, which draws upon the student's prerequisite knowledge and serves to reinforce basic principles of anatomy and physiology as applied to assessment in both health and illness. Following the assessment chapter, each nursing care chapter focuses on major conditions and diseases and includes three key components:

1. **Pathophysiology** The discussion of each *major* illness or condition begins with incidence and prevalence, an overview of pathophysiology and disease manifestations and complications.
2. **Interprofessional care** The role of both nurses and the other members of the healthcare team in managing illness is then profiled. This section includes information about specific tests necessary for diagnosis, medications, surgery and treatments, fluid management, dietary management and complementary and alternative therapies.
3. **Nursing care** Nursing care within a context of priority nursing diagnoses and interventions is then provided and rationales outlined for each intervention. This section also takes into account that health promotion and illness prevention are critical nursing roles in contemporary healthcare.

Finally, for each major disorder or condition, a narrative *Nursing care plan* is provided with a brief case study, followed by the steps of the nursing process.

Chapter highlights This end-of-chapter section concludes with multiple-choice revision questions to reinforce comprehension of the chapter content. (The correct answers with rationales are found in the Instructors' Manual.)

Language and terminology

In developing this text we have used terminology that is familiar and applicable to most Australians. While person-centred care is most often used to reflect our philosophical stance, the term 'patient' is also used as appropriate throughout the text and according to the context of care being described.

Indigenous Australians

Throughout the text we have integrated issues relevant to the Indigenous Australian population. In covering these issues we have acknowledged the importance of using non-discriminatory and appropriate language to describe groups of people, policies and events, and have thus followed the guidelines set out by NSW Health in its publication *Communicating positively: A guide to appropriate Aboriginal terminology*.

Nursing diagnoses

In this updated edition of *Medical–surgical nursing* we refer to the well-known nursing process as a logical approach to managing nursing care. Within this process we refer to diagnostic terminologies that are typical of those used by Australian nurses.

What's new in the third edition

This edition of *Medical–surgical nursing* has two new features:

1. National Patient Safety Standards from the Australian Commission on Quality and Health Care. The relevant standards have been added to the chapters where applicable as they relate to patient safety.
2. Translation to practice boxes. These boxes focus on research into specific topics and how this relates to current nursing care and the application of evidence in clinical settings.

Other changes include:

- Chapter 1 'Medical–surgical nursing' includes a more detailed explanation of how to write a nursing diagnosis.
- All chapters have been updated with newer research and evidence-based practice throughout; Chapter 35 'Nursing care of people with ventilation disorders' has been updated with newer research with reference to the emerging zoonotic viral pneumonias SARS and MERS.
- Chapter 51 'Community care' (previously chapter 3) now resides in Unit 14 'Special topics in medical–surgical nursing'.

Visual engagement and accuracy

The authors understand the importance of not only making the text visually engaging but also ensuring that any visual representations accurately reflect nursing in Australia. For this reason the photographs featured in *Medical–surgical nursing* have been carefully selected to ensure that they accurately depict Australian nursing equipment, uniforms, clinical settings, processes and procedures.

Culturally competent nursing

Chapter 1 introduces the concept of culturally competent healthcare with particular attention to the culture and history of Indigenous peoples in Australia. *Focus on cultural diversity* boxes present cultural nursing in context and highlight the importance of acknowledging the dignity, culture, values, beliefs and rights of not only Indigenous Australians but also people from all cultural and ethnic backgrounds. These themes are threaded throughout the text, with direct reference to the Nursing and Midwifery Board of Australia's (NMBA) *Registered Nurse Standards for Practice (2016)*.

GUIDED TOUR

We carefully reviewed the US edition of this book to ensure current content and the necessary knowledge to educate the next generation of nurses in Australia. Key features of the Australian edition include:

LEARNING OUTCOMES

- Outline the role of the emergency department within the Australian healthcare system.
- Discuss the aims and purpose of the triage system.
- Outline the range of assessments conducted in the emergency department, including primary and secondary survey.
- Outline the processes of disaster planning, response and mitigation.
- Explain the scope of nursing practice in the emergency department.
- Define the meaning, types and classifications of disasters.
- Describe the common types of injuries or symptoms that are associated with a disaster.
- Identify ways that nurses are able to provide care to people with special considerations during a disaster.

CLINICAL COMPETENCIES

- Demonstrate a structured approach to assessment using a primary/secondary survey.
- Assess health status of people who have experienced unexpected health breakdown.
- Use evidence-based research to plan and implement nursing care for people with injuries suffered as a result of a disaster.
- Using assessment skills, determine priority nursing diagnoses, and implement and evaluate individualised nursing interventions for people experiencing disasters.
- Provide skilled nursing care to treat disaster-related injuries.
- Integrate interprofessional care with an understanding of local, state and federal systems of disaster response.
- Evaluate and revise plan of care and interventions based on the person's condition, environmental factors and resources to promote, maintain or restore functional health status to people who have sustained injuries.

Learning Outcomes show you the knowledge you'll gain, while **Clinical Competencies** demonstrate how you will apply that knowledge.

Diagnostic Tests include diagnostic test tables and a narrative summary. The tables include the name of the test, the purpose and description of the test, and related nursing care.

DIAGNOSTIC TESTS The male reproductive system	
<p>NAME OF TEST Prostate specific antigen (PSA)</p> <p>PURPOSE AND DESCRIPTION The PSA level is raised in prostate carcinoma, benign prostatic hypertrophy and following prostate examination. PSA is used to monitor recurrence of prostate cancer. PSA as a screening test is unproven and the predictive value of a raised PSA in healthy men is low.</p>	<p>Normal value: There is no specific normal level but most doctors consider below 4 ng/mL as normal and would recommend a biopsy of the prostate if the result was greater than 4 ng/mL.</p> <p>RELATED NURSING CARE No special physical preparation is needed but psychological care is always a consideration, particularly because of the potential implications of a raised PSA result.</p>
<p>NAME OF TEST Prostate ultrasound</p> <p>PURPOSE AND DESCRIPTION Conducted to identify testicular torsion or masses and to evaluate prostate enlargement. Uses high-frequency sound waves, passed through tissues of various densities, to produce a visual graphic of tissue being examined.</p>	<p>RELATED NURSING CARE A full bladder may be required for the study. Note that if the man has frequency, urgency of micturition or urinary incontinence he may be most anxious about this requirement.</p>

FOCUS ON CULTURAL DIVERSITY Diabetes in Indigenous Australians

Type 2 diabetes represents a serious public health problem for Indigenous Australians, occurring at a much higher rate than in the non-Indigenous population, and with a much earlier age of onset of the disease and its micro- and macrovascular complications. It is likely that diabetes is an important contributor to the considerably higher circulatory disease mortality rate among Indigenous Australians at young ages (9–10 times higher in Indigenous men aged 25–44 years and 12–13 times higher in Indigenous women aged 35–44 years). Thus, diabetes imposes significant financial and human costs on Australian society, which are disproportionately borne by Indigenous individuals, families and communities. Indigenous Australians have the fourth-highest rate of type 2 diabetes (non-insulin-dependent diabetes mellitus, or NIDDM) in the world.

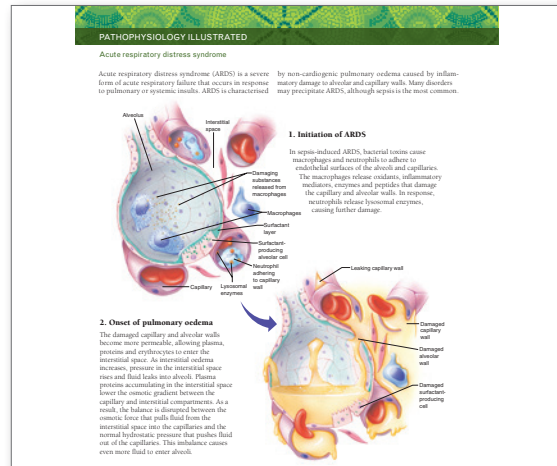
For the period 2003–2007, Indigenous Australians were seven times more likely than non-Indigenous Australians to have diabetes recorded as the cause of death on their death certificate (AIHW, 2011). The incidence of gestational diabetes (diabetes in pregnancy) is also two to three times higher among Indigenous Australian women than in the general Australian population.

As reported in the *National Aboriginal and Torres Strait Islander Health Survey 2004–2005* (93.9% of Indigenous Australians self-reported diabetes (ABS, 2012; AIHW, 2011), Craig et al. (2007) highlighted that data analysed from the Australian Paediatric Endocrine Group NSW Diabetes Register in 2007 showed that type 2 diabetes accounts for 11% of new diabetes cases among 10–18 year olds. The incidence of diabetes in Indigenous children is about six times higher than that in non-Indigenous children (O'Dea, Rowley & Brown, 2007).

For Torres Strait Islanders, there were significant increases in body mass index (BMI)—the major risk factor—between 1999 and 2005 and a very high 5-year incidence of diabetes (O'Dea et al., 2007).

Focus on Cultural Diversity boxes demonstrate how culture, age and gender produce differences in incidence, prevalence and mortality.

Pathophysiology Illustrated art brings physiological processes to life.



TRANSLATION TO PRACTICE Evidence-based practice for determining fluid needs for the person in long-term care

Residents of long-term care facilities are at significant risk of developing fluid volume deficit. Most are elderly, many have some degree of dementia, and a significant number are dependent on caregivers to provide fluids. Dehydration, when it occurs, can be a sentinel health event leading to serious and potentially life-threatening secondary problems (Gaspar, 2011).

Various standards for determining the amount of fluid a resident requires have been developed. These standards vary in complexity from a simple 30 mL fluid per kilogram of body weight to a formula that uses body surface area to determine fluid needs. A retrospective study by Gaspar (2011) compared four different formulas, ultimately recommending a formula based on the height and weight of the resident to determine fluid intake.


IMPLICATIONS FOR NURSING
As noted at the beginning of this chapter, the percentage of total body water varies with age and the amount of lean body tissue to adipose tissue. Likewise, fluid requirements of residents in long-term care facilities vary, necessitating attention to the needs of the individual. Furthermore, caregivers are more likely to attend to an individualised plan for a resident's fluid intake than to a generalised recommendation to 'push fluids'. This plan should include not only the target amount of daily fluid intake but also residents' preferences for the type, temperature and timing of fluid intake.

CRITICAL THINKING IN PERSON-CENTRED CARE

- 1 Why are older adults more vulnerable to dehydration and fluid volume deficit than younger adults?
- 2 Identify factors in long-term care settings that increase the risk for fluid volume deficit. Consider the setting, residents and caregivers.
- 3 Develop a teaching plan about resident fluid intake for caregivers in a long-term care facility.

Translation to Practice boxes focus on how research relates to current nursing care and application of evidence in clinical settings.

Nursing Care sections detail the assessment and planning aspects relating to specific conditions and outlines potential pain and risks.



Nursing care

In addition to the nursing care discussed in this section, a nursing care plan for a person with cholelithiasis is found below.

Health promotion

Although most risk factors for cholelithiasis cannot be controlled or modified, several can. Modifiable risk factors include obesity, hyperlipidaemia, extremely low-kilojoule diets and diets high in cholesterol. Encourage people who are obese to increase their activity level and follow a low carbohydrate, low-fat, low-cholesterol diet to promote weight loss and reduce their

LINKS TO NATIONAL PATIENT SAFETY STANDARDS

NSQHS Standard 9: Recognising and Responding to Clinical Deterioration in Acute Health Care

The intention of this standard is to ensure a patient's deterioration is recognised promptly and appropriate action is taken. (ACSQHC, 2012, p. 61)

Implementing this standard is achieved by the establishment and maintenance of systems for recognising and responding to clinical deterioration. These systems include processes that recognise clinical deterioration and escalating care to ensure appropriate action is taken in patients whose condition is deteriorating. Effective communication should exist across all individuals involved in a person's care (including the person themselves and their significant others). Caring for individuals experiencing trauma and shock requires the need to observe, recognise and monitor physiological changes that could signal a patient's deterioration. Efficient and appropriate systems are imperative to ensure the safety of not only the person receiving appropriate care, but also any other individual involved in their care.

Source: © Australian Commission on Safety and Quality in Health Care.

Links to National Patient Safety Standards boxes appear in the chapters where applicable to demonstrate how concepts relate back to patient safety standards.

Fast Facts boxes highlight and summarise important data about the prevalence and incidence of selected disorders in Australia, and of other featured content.

involved). The assessment of the total body surface area and depth is then used to guide resuscitation and management protocols.

FAST FACTS
Factors to be considered when determining the depth of burn include:

- How the injury occurred
- Causative agent (flame, chemical, electricity, radiation)
- Temperature of burning agent
- Duration of contact
- Age-related skin thickness
- Anatomical location of burn
- First aid measures employed

Depth of the burn

UNIT 6 BUILDING CLINICAL COMPETENCE
Responses to altered gastrointestinal function

CLINICAL SCENARIO

You have been assigned to work with the following four people for the 0700 shift. Significant data obtained during report are as follows:

- Thomas Jones, aged 56, was transferred to your unit yesterday after treatment in the critical care unit for oesophageal varices. Significant history includes alcohol consumption (6 to 12 beers daily for several years) and smoking (2 packets per day for the past 30 years). Current vital signs are T 37.2°C, P 96, R 28, BP 150/90. He complains of abdominal tenderness and dyspnoea. He appears anxious and irritable.
- Ruth Green, aged 35, was admitted with right upper quadrant pain radiating to the left shoulder and a feeling of abdominal fullness. She has a history of cholelithiasis and cholecystitis. Her assessment reveals T 37.2°C, P 90, R 24, BP 140/84, with pallor, diaphoresis and complaints of nausea. She is scheduled for a cholecystectomy at 9 am.
- Tanya Cooper, aged 21, was admitted with dehydration, weakness and fainting. Her weight is 40.9 kg and height is 165 cm. Her vital signs are T 38.1°C, P 70, R 26, BP 90/56 mmHg with orthostatic BP 70/48 mmHg. She has a 3-year history of anorexia nervosa and laxative abuse. She has an IV of 0.9% NaCl with 20 mmol KCl infusing. She is to be monitored for food intake and watched for 1 hour after meals. She is ringing her call light to get up to the bathroom.
- Grace Freeman is a 36-year-old who had a temporary colostomy formed 5 days ago following an abdominal injury from a motor vehicle crash. Vital signs at 0400 were T 36.5°C, P 78, R 14, BP 112/78. She buzzed for assistance because her colostomy bag is full and she needs help emptying it.

Critical thinking questions

- 1 In what order would you visit these people after report?
- 2 _____
- 3 _____
- 4 _____

- 1 What top two priority nursing diagnoses would you choose for each of the people presented above? Can you explain, if
- 2 Sign the operative consent, explain complications of the procedure and take vital signs on call.
- 3 Obtain signed consent, discuss with the family the surgical procedure and have the person void prior to going to the OR.
- 4 Mrs Green understands the postoperative teaching done by the nurse when she states:
 - 1 'I will be on bed rest for two days after surgery.'
 - 2 'I will need to cough and deep breathe while splinting my incision.'
 - 3 'I will be able to begin eating when I return from surgery.'
 - 4 'I will be medicated for pain without having to request it.'
- 5 The nurse explains a diet of low-fat foods to Mrs Green. She understands this diet when she picks which meal plan?
 - 1 eggs, sausage and toast
 - 2 chicken, mashed potatoes and gravy and corn
 - 3 grilled fish, tossed salad, peaches
 - 4 hamburger with lettuce and tomato, chips
- 6 To prepare Mr Jones for an oesophagoscopy, the nurse institutes the following interventions:
 - 1 Explain that it is not a painful procedure but he will be medicated for pain.
 - 2 Keep Mr Jones NBM for 12 hours prior to the procedure.
 - 3 Remove dentures and provide mouth care.
 - 4 Place in a supine position with the head slightly hyperextended.
- 7 Which discharge instructions will the RN advise Mrs Freeman about regarding how to take care of the colostomy?
 - 1 The types of foods you eat will not affect the colostomy output.
 - 2 Empty the colostomy pouch or replace the bag when it is half full.
 - 3 Irrigate the colostomy with water to stimulate the colon to empty.
 - 4 Cleanse the area around the stoma with deodorant soap to decrease odour.
- 8 Which of the following is the most common initial manifestation of malignant tumours of the lower bowel?
 - 1 rectal bleeding

An end-of-unit review for each of the units, called **Building Clinical Competence**, synthesises what you have learned in the unit and applies the knowledge to specific cases. The feature includes:

- A **clinical scenario** involving a priority issue reflection piece that synthesises the underlying concepts and includes a variety of questions that allow students to apply different skills.
- A **case study** with concept map that further synthesises material using the nursing process.

STUDENT AND EDUCATOR SUPPORT

MyNursingLab for Medical–Surgical Nursing 3e

A guided tour for students and educators

Study Plan Recommendations

You have earned 0 of 408 mastery points (MP). [View progress](#)

Practice these objectives and then take a Quiz Me to prove mastery and earn more points.

Objectives to practice and master

- 1.1 Define and discuss the importance of person-centred care. [Practice](#) [Quiz Me](#) 0 of 1 MP
- 1.2 Describe the attitudes, attributes and skills necessary for critical thinking and clinical reasoning. [Practice](#) [Quiz Me](#) 0 of 1 MP
- 1.3 Describe the importance of national competency standards, codes of ethics and professional conduct. [Practice](#) [Quiz Me](#) 0 of 1 MP
- 1.4 Outline the concept of cultural safety as an integral component of nursing care. [Practice](#) [Quiz Me](#) 0 of 1 MP
- 1.5 Explain the importance of interprofessional teams, evidence-based practice, and safety and quality in healthcare. [Practice](#) [Quiz Me](#) 0 of 1 MP

[View all chapters](#)

Study Plan: A study plan, tagged to the revised NMBA Standards allows students to clearly see which topics they have mastered and, more importantly, which they need to work on.

Practice: MyNursingLab comes with pre-loaded assignments covering in-chapter content, all of which are automatically graded.

Study Plan Contents [Learn All](#)

Improve your skills and earn mastery points by practicing and mastering Study Plan objectives!

1. To find out what you need to study, work on the following: [Quiz](#) [Quiz Me](#) [Search Tools](#)

2. Practice the questions in the objectives you need to study. [Quiz](#)

3. When you have answered all questions correctly, since mastery (100%) by taking a Quiz Me, or by working again on: [Quiz](#) [Quiz Me](#) [Search Tools](#)

[Learn More](#)


[Show All](#) / [Show What I Need to Study](#)

Study Plan Contents	Mastery Points		Time Spent
	Earned	Possible	
Ch. 1. Health and Illness in Adults	0	9	2m 15s
1.1 Define health, susceptibility to disease, disease, infection and the concept of high-level wellness.	0	1	
1.2 Discuss the client with an integral concept in the promotion of health, diagnosis and prevention of disease.	0	1	
1.3 Explain how health determinants influence health, disease and illness.	0	1	
1.4 Describe illness behaviour and needs of people with acute illness and chronic disease.	0	1	
1.5 Describe the primary, secondary and tertiary levels of illness prevention.	0	1	
1.6 Compare and contrast the clinical approaches to the promotion of health, assessment, diagnosis and health interventions.	0	1	
1.7 Explain the infectious, nutritional and developmental status and health of the family.	0	1	
2.15 Testbank	0	1	
2.15 Case Studies	0	1	
Ch. 3. Assessment and Care	0	8	
Ch. 3.1 Nursing Care of People Having Surgery	0	10	
Ch. 3.1 Nursing Care of People Experiencing Loss, Grief, and Death	0	7	
Ch. 3.1 Nursing Care of People with Problems of Substance Abuse	0	13	

Learning Resources: The following links to additional learning resources are incorporated into the Study Plan or Multimedia Library:

- the relevant section of the eText, so students can review key concepts
- video, simulation and case studies which ensure that each individual is able to comprehend the course material and apply it to real-world scenarios.

Handover Simulation: Unit 8



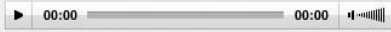
Develop and enhance your clinical nursing skills by engaging in an interactive handover simulation. It incorporates best contemporary nursing practice, techniques and tools as published by the Australian Commission of Safety and Quality in Healthcare in the 2010 OSSIE Guide to Clinical Handover Improvement.

This is based on the clinical scenarios and case studies found at the end of each unit in your LeMone/Medical-Surgical Nursing text.

Clinical Scenario AUDIO

Multiple patient simulation

- 1 Download or print a blank [Clinical Handover sheet](#) (multiple patients)
- 2 Listen to the following handover scenario, and accurately record all relevant patient detail as it's spoken



- 3 Compare your answer to a [model answer](#)

Educator resources

A suite of resources is provided to assist with delivery of the text, as well as to support teaching and learning:

- *Instructor's Manual*. This manual provides educators with detailed, accuracy-verified solutions to the in-chapter problems in the book.
- *Test Bank*. The Test Bank provides a wealth of accuracy-verified testing material. Updated for this new edition, each chapter offers a wide variety of question types arranged by learning objective and tagged by NMBA Standards. Each Test Bank question can also be assigned to students and auto-graded in MyNursingLab.
- *Digital Image PowerPoint Slides*. All the diagrams and tables from the text are available for lecturer use in chapter-based PowerPoint slides.



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MAPPING TO THE NMBA REGISTERED NURSE STANDARDS FOR PRACTICE

AUTHOR: Trish Burton

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
Unit 1 Dimensions of Medical–Surgical Nursing			
1	1. Thinks critically and analyses nursing practice	<p>1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice</p> <p>1.2. Develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice</p>	<p>Employs clinical reasoning in applying the nursing process to knowledgeable, safe, person-centred, culturally safe care, in Table 1.1 Using critical thinking in the nursing process, p. 5</p> <p>Employs the Clinical Reasoning Cycle to inform nursing practice, in the Clinical Reasoning Cycle, p. 7</p>
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Uses the nursing process as a model of patient care, in Table 1.1 Using critical thinking in the nursing process, p. 5
	5. Develops a plan for nursing practice	5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Uses the nursing process as a model of patient care, in Table 1.1 Using critical thinking in the nursing process, p. 5
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Uses the nursing process as a model of patient care, in Table 1.1 Using critical thinking in the nursing process, p. 5
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	Uses the nursing process as a model of patient care, in Table 1.1 Using critical thinking in the nursing process, p. 5
2	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Conducts an assessment that is sensitive to the risk factors of family developmental stages and tasks to person-centred care, in Table 2.10 Family-related risk factors for alterations in health, p. 31
	2. Engages in therapeutic and professional relationships	2.1. Communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights	Is sensitive to the associated risk factors of family developmental stages and tasks for the person and family, in Table 2.10 Family-related risk factors for alterations in health, p. 31

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Conducts an assessment that is sensitive to the physical changes in the older adult years to promote, restore and maintain health when planning and implementing care, in Table 2.8 Physical changes in the older adult years, p. 28
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Considers the physical changes in the older adult years in planning the care of the person, in Table 2.8 Physical changes in the older adult years, p. 28 Considers the risk factors of family developmental stages and associated tasks in planning the care of the person, in Table 2.10 Family-related risk factors for alterations in health, p. 31
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Is cognisant of the physical changes in the older adult years in implementing care of the person, in Table 2.8 Physical changes in the older adult years, p. 28 The risk factors of family developmental stages and associated tasks are considered during the care of the person, in Table 2.10 Family-related risk factors for alterations in health, p. 31

Unit 2 Alterations in Patterns of Health

3	1. Thinks critically and analyses nursing practice	1.4. Complies with legislation, regulations, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions	Complies with the legal requirement of patient safety in the preoperative phase, pp. 52, 55, 56
		1.5. Uses ethical frameworks when making decisions	Is aware of advocate role in relation to person-informed consent, in Legal requirements, p. 37
	2. Engages in therapeutic and professional relationships	2.5. Advocates on behalf of people in a manner that respects the person's autonomy and legal capacity	Facilitates informed consent for the person, in Legal requirements, p. 37
		2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Notifies anaesthetist of all prescribed and over-the-counter drugs as surgical risk factors in care of the person, in Table 3.2 Nursing implications for surgical risk factors, p. 40 Works closely with the surgeon during the intraoperative and postoperative phases, p. 56
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Considers the assessment required for surgical risk factors in person-centred care, in Table 3.2 Nursing implications for surgical risk factors, pp. 38–39

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Plans for the nursing implications for surgical risk factors in person-centred care, in Table 3.2 Nursing implications for surgical risk factors, pp. 38–39 Ensures that the safety guidelines and checklists in the preoperative phase are included in the plan of care, pp. 52, 55, 56 Includes in the plan that the older adult has an increased risk of complications in the postoperative period, in Table 3.6 Nursing interventions for older people having surgery, p. 61
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Adheres to safety guidelines and completes checklists in the preoperative phase, pp. 52, 55, 56 Nursing interventions are in response to the older adult having an increased risk of complications in the postoperative period, in Table 3.6 Nursing interventions for older people having surgery, p. 61
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	Evaluates completed checklists in the preoperative phase, pp. 52, 55, 56 Evaluates interventions to reduce the increased risk of complications in the postoperative period, in Table 3.6 Nursing interventions for older people having surgery, p. 61
4	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights	Promotes trust in the therapeutic relationship with the person experiencing loss and grief, in Nursing care plan, pp. 81–82
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Makes assessments for appropriate nursing interventions, in Box 4.3 Providing comfort for the person nearing death, p. 76 Provides comprehensive nursing care for the person experiencing loss and grief, in Nursing care plan, pp. 81–82
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Plans for appropriate nursing interventions, in Box 4.3 Providing comfort for the person nearing death, p. 76 Plans for comprehensive nursing care for the person experiencing loss and grief, in Nursing care plan, pp. 81–82
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Implements appropriate nursing interventions, in Box 4.3 Providing comfort for the person nearing death, p. 76 Provides comprehensive nursing care for the person experiencing loss and grief, in Nursing care plan, pp. 81–82

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	Evaluates appropriate nursing interventions, in Box 4.3 Providing comfort for the person nearing death, p. 76 Evaluates comprehensive nursing care for the person experiencing loss and grief, in Nursing care plan, pp. 81–82
5	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses, and uses the best available evidence, that includes research findings, for safe, quality practice	Uses evidence-based research to plan and implement nursing care for people experiencing withdrawal symptoms of tobacco use, in Translation to practice, p. 90
	2. Engages in therapeutic and professional relationships	2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Refers person to healthcare professionals to assist with nicotine withdrawal, in Table 5.3 Guide for the management of nicotine-dependent inpatients, p. 89 As part of collaborative care, consults and plans interventions in conjunction with the doctor and dietitian about management during alcohol withdrawal, in Nursing care plan, p. 107
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Assesses for nicotine withdrawal, in Table 5.3 Guide for the management of nicotine-dependent inpatients, p. 89; Translation to practice, p. 90 Assesses for alcohol withdrawal, in Nursing care plan, p. 107
	5. Develops a plan for nursing practice	5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Plans interventions for nicotine withdrawal, in Translation to practice, p. 90 Plans specific interventions (stress management, coping skills, nutrition, relapse prevention and healthy lifestyle choices) for alcohol withdrawal, in Nursing care plan, p. 107
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Provides interventions for nicotine withdrawal, in Table 5.3 Guide for the management of nicotine-dependent inpatients, p. 89; Translation to practice, p. 90 Provides needs-specific nursing interventions for alcohol abuse and medical conditions, in Box 5.1 Principles of nursing care in relation to alcohol, p. 92 Provides interventions for alcohol withdrawal, in Nursing care plan, p. 107
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	Evaluates interventions for nicotine withdrawal, in Table 5.3 Guide for the management of nicotine-dependent inpatients, p. 89 Evaluates interventions for alcohol withdrawal, in Nursing care plan, p. 107

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
6	2. Engages in therapeutic and professional relationships	2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	In the disaster setting, communicates Disaster triage category, in Table 6.3 Disaster triage system, by category, p. 116
	4. Comprehensively conducts assessments	4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	Initially assesses the person using the primary survey, in Table 6.3 Disaster triage system, by category, p. 116 Assesses the person with trauma, in Nursing care Plan, pp. 124–125
	5. Develops a plan for nursing practice	5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Provides comprehensive nursing care for a person with trauma, in Nursing care Plan, pp. 124–125
	6. Provides safe, appropriate and responsive quality nursing practice	5.5. Coordinates resources effectively and efficiently for planned actions	In the disaster setting, plans the use of resources, in Table 6.3 Disaster triage system, by category, p. 116
		6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Provides comprehensive nursing care for a person with trauma, in Nursing care plan, pp. 124–125
7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	Evaluates comprehensive nursing care for a person with trauma, in Nursing care plan, pp. 124–125	
Unit 3 Pathophysiology and Patterns of Health			
7	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Conducts a health assessment and maps pedigree, in Box 7.11 Adult indicators for a referral to a genetic specialist, p. 151
	5. Develops a plan for nursing practice	5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Develops a nursing care plan, in Box 7.11 Adult indicators for a referral to a genetic specialist, p. 151
			Develops a nursing care plan, including integrating genetic concepts into education for people and their families, in Education, p. 151
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Delivers nursing care, in Box 7.11 Adult indicators for a referral to a genetic specialist, p. 151; Education, p. 151
7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	Evaluates a nursing care plan, in Box 7.11 Adult indicators for a referral to a genetic specialist, p. 151	
8	1. Thinks critically and analyses nursing practice	1.5. Uses ethical frameworks when making decisions	Ensures the person is an active participant in planning nursing care, in Nursing care, pp. 176–177
	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights	Conducts education to promote pain relief, in Medication administration, p. 170

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Conducts a nursing assessment in relation to pain, in Nursing care, pp. 172–175 Makes assessments for a nursing care plan, in Nursing care, pp. 176–177
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan 5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Conducts a nursing assessment, in Nursing care, pp. 172–175 Plans for administering medication safely and effectively, in Medication administration, p. 170 Develops a nursing care plan, in Nursing care, pp. 176–177 Revises plan of care according to the person's response to interventions and need for control, in Nursing care plan, p. 178
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Administers medication safely and effectively, in Medication administration, p. 170
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes 7.2. Revises the plan based on the evaluation	Evaluates the person's response to pain relief measures throughout the nursing process, in Nursing care plan, pp. 173, 178 Evaluates effectiveness of interventions to relieve pain, re-treats or adjusts doses of medication and intervenes as necessary, in Nursing care plan, p. 173
9	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights 2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Employs effective communication processes to facilitate education of the person, in Nursing care plan, p. 215 Communicates nursing assessment of serum potassium levels and ECG findings to doctor, in Nursing care plan, p. 215
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Assesses a person with fluid volume excess, in Nursing care plan, p. 200 When caring for a person with hypokalaemia, carries out the processes involved in the assessment phase that specifically address the person's needs, in Nursing care plan, p. 211 When caring for a person with hyperkalaemia, carries out the processes involved in the assessment phase that specifically address the multidisciplinary team, in Nursing care plan, p. 215

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	5. Develops a plan for nursing practice	5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	<p>Plans for the administration of medication safely and effectively, in Medication administration, p. 210</p> <p>Determines priority nursing diagnoses, based on assessment data, to select and implement individualised nursing interventions, in Nursing care plan, p. 211</p> <p>Plans education for promoting a healthy diet and safe medication management, in Nursing care plan, p. 215</p> <p>Integrates interprofessional care into care of a person with altered fluid, electrolyte and acid–base balance, in Nursing care plan, p. 215</p>
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	<p>Assesses and monitors the person's fluid, electrolyte and acid–base balance, in Nursing care plan, p. 200</p> <p>Administers fluids and medications knowledgeably and safely, in Medication administration, p. 210</p> <p>When caring for a person with hypokalaemia, carries out the processes involved in the implementation phase that specifically address the person's needs, in Nursing care plan, p. 211</p> <p>Delivers pertinent information to the person and their family about diet and medications used to restore, promote and maintain fluid, electrolyte and acid–base balance, in Nursing care plan, p. 215</p> <p>When caring for a person with hyperkalaemia, carries out the processes involved in the intervention phase that specifically address the multidisciplinary team, in Nursing care plan, p. 215</p>
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	<p>When caring for a person with hyperkalaemia, carries out the processes involved in the evaluation phase that specifically address the multidisciplinary team, in Nursing care plan, p. 215</p>
10	4. Comprehensively conducts assessments	4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	<p>Conducts assessment of a person with multi-trauma within the emergency department, in Nursing care plan, p. 258</p>
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	<p>Plans comprehensive nursing care for a person with multi-trauma within the emergency department, in Nursing care plan, p. 258</p>

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Demonstrates comprehensive nursing care for a person with multi-trauma within the emergency department, in Nursing care plan, p. 258
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	Evaluates responses to medical and surgical interventions for people sustaining multi-trauma, in Nursing care plan, p. 258
11	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Demonstrates awareness of the procedures for standard precautions for all hospitalised people, in Table 11.9 Transmission-based precautions, p. 312
	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights	Recognises that adherence to transmission-based precautions depends on effective communication with the person, in Table 11.9 Transmission-based precautions, p. 312
		2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Conducts education for taking antibiotic medication for an infection, which includes the person notifying the care provider about adverse effects, taking or avoiding specific foods and drugs, and fluid intake, in Medication administration, pp. 308–311
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Communicates contact precautions to prevent the spread of infection between people, healthcare professionals and visitors, Table 11.9 Transmission-based precautions, p. 312 When caring for a person who requires immunisation, carries out the processes involved in the assessment, planning and implementation phases that specifically address the person's needs, in Nursing care plan, p. 295 Assesses for a history of hypersensitivity to antibiotics, in Medication administration, pp. 308–311
		4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	Conducts a comprehensive assessment for the detection of an infection, in Nursing care of the older adult, p. 305
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Determines priority nursing diagnosis, based on assessment data, to select and implement individualised nursing interventions for people, in Nursing care plan, p. 295 Plans for contact precautions to prevent the spread of infection between people, healthcare professionals and visitors, Table 11.9 Transmission-based precautions, p. 312

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
12	6. Provides safe, appropriate and responsive quality nursing practice	5.4. Plans and negotiates how practice will be evaluated and the time frame of engagement	Plans for antibiotic administration, which includes fluid dilution, length of administration and compatibility with other medications, in Medication administration, pp. 308–311
		5.5. Coordinates resources effectively and efficiently for planned actions	
	7. Evaluates outcomes to inform nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	When caring for a person who requires immunisation, carries out the processes involved in the assessment, planning and implementation phases that specifically address the person's needs, in Nursing care plan, p. 295 At the intervention stage monitors the response of the person for adverse effects, including administration site and allergic reactions, in Medication administration, pp. 308–311 Coordinates contact precautions to prevent the spread of infection between people, healthcare professionals and visitors, Table 11.9 Transmission-based precautions, p. 312
		7.1. Evaluates and monitors progress towards the expected goals and outcomes	At the evaluation stage monitors the response of the person for adverse effects, including administration site and allergic reactions, in Medication administration, pp. 308–311
	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Recognises that taking antiretroviral nucleoside analogues can induce adverse reactions, as well as prolonging life, in Medication administration, p. 348 Uses evidence-based practice in providing nursing care for a person with HIV, in Nursing care plan, p. 354
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	When caring for a person with HIV, carries out the processes involved in the assessment phase, in Nursing care plan, p. 354
5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Plans for safe nursing management of antiretroviral agents, in Medication administration, p. 348 Uses evidence-based practice to plan and implement nursing care for people with HIV, carries out the processes involved in the assessment, planning and intervention phases, in Nursing care plan, p. 354	
6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Provides appropriate and safe nursing management of antiretroviral agents, in Medication administration, p. 348 When caring for a person with HIV, carries out the processes involved in the intervention phase, in Nursing care plan, p. 354	

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)	
13	2. Engages in therapeutic and professional relationships	2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	<p>Communicates nursing assessment of any abnormalities for a person with cancer, in Box 13.11 Australia-modified Karnofsky Performance Scale, p. 392</p> <p>Works together with the healthcare team to provide optimal care, in Nursing care plan, pp. 394–395</p> <p>Refers the person to specific care providers in relation to groups of complications, in Box 13.13 When to call for help, p. 398</p>	
		4.1. Conducts assessments that are holistic as well as culturally appropriate	<p>Conducts a comprehensive health assessment for a person with cancer and provides ongoing monitoring of status, in Box 13.11 Australia-modified Karnofsky Performance Scale, p. 392</p> <p>When caring for a person with cancer, carries out the processes involved in the assessment phase that specifically address the person's needs, in Nursing care plan, pp. 394–395</p> <p>Provides individualised assessment of the person and family, in Nursing care plan, pp. 394–395</p>	
	4. Comprehensively conducts assessments	5.1. Uses assessment data and best available evidence to develop a plan	5.1. Uses assessment data and best available evidence to develop a plan	<p>Provides appropriate and safe nursing management of chemotherapeutic drugs and adjunct agents, in Table 13.10 Classification of chemotherapeutic drugs, pp. 383–384</p> <p>Prioritises nursing diagnosis based on assessment data and implements appropriate nursing interventions for people with cancer during cancer diagnosis, treatment and rehabilitation, in Nursing care plan, pp. 394–395</p> <p>Uses the nursing process as a framework for planning individualised care and integrating interprofessional care for people with cancer to meet their healthcare needs, in Nursing care plan, pp. 394–395</p> <p>Designs and provides individualised education to the person and family to restore, promote and maintain the person's functional status, in Box 13.13 When to call for help, p. 398</p>
			6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	<p>Provides ongoing monitoring of status, in Box 13.11 Australia-modified Karnofsky Performance Scale, p. 392</p> <p>When caring for a person with cancer, carries out the processes involved in the intervention phase that specifically address the person's needs, in Nursing care plan, pp. 394–395</p>
	5. Develops a plan for nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	<p>Provides ongoing monitoring of status, in Box 13.11 Australia-modified Karnofsky Performance Scale, p. 392</p> <p>When caring for a person with cancer, carries out the processes involved in the intervention phase that specifically address the person's needs, in Nursing care plan, pp. 394–395</p>
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	<p>Provides ongoing monitoring of status, in Box 13.11 Australia-modified Karnofsky Performance Scale, p. 392</p> <p>When caring for a person with cancer, carries out the processes involved in the intervention phase that specifically address the person's needs, in Nursing care plan, pp. 394–395</p>

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			<p>Safely administers chemotherapeutic medications and other medications for pain, nausea and vomiting, mucositis or anaemia, in Table 13.10 Classification of chemotherapeutic drugs, pp. 383–384</p> <p>Provides individualised nursing care for the person and family, in Nursing care plan, pp. 394–395</p> <p>Conducts education for the recognition of complications and notifying the care provider of the complications, in Box 13.13 When to call for help, p. 398</p>
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	<p>Assesses functional health status of people with cancer and monitors, documents and reports abnormal manifestations, in Box 13.11 Australia-modified Karnofsky Performance Scale, p. 392</p> <p>Evaluates individualised nursing care for the person and family, in Nursing care plan, pp. 394–395</p>

Unit 4 Responses to Altered Integumentary Structure and Function

14	2. Engages in therapeutic and professional relationships	2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Monitors the results of diagnostic tests and reports abnormal findings, in Diagnostic tests, pp. 419–420
	4. Comprehensively conducts assessments	4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	<p>Conducts a health history for a person with an alteration in the integument, in Functional health pattern interview, p. 417</p> <p>Conducts and /or assists in the collection of skin, blood and tissue samples, in Diagnostic tests, pp. 419–420</p> <p>Conducts a physical assessment for a person with an alteration in the integument, in Integumentary assessments, pp. 421–427</p>
15	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Recognises that people who are at risk of a pressure injury or have a pressure injury require specific nursing management protocols, in Box 15.13 Nursing care of the person at risk of a pressure injury and the person with a pressure injury, pp. 468–469
	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights	Provides information on how to manage dry skin and pruritis, in Box 15.1 Teaching to reduce dry skin and relieve pruritis, p. 432
		2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Works together with the healthcare team to provide optimal care for a person with a pressure injury, in Nursing care plan, pp. 469–470

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	4. Comprehensively conducts assessments	4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	When caring for a person with a pressure injury, carries out the processes involved in the assessment phase that specifically address the person's needs, in Box 15.13 Nursing care of the person at risk of a pressure injury and the person with a pressure injury, pp. 468–469; Nursing care plan, pp. 469–470
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan of care	Plans for the safe nursing management of antifungal agents, in Medication administration, pp. 440–441 Uses evidence-based research to plan nursing care for people with pressure injuries and skin tears, in Box 15.13 Nursing care of the person at risk of a pressure injury and the person with a pressure injury, pp. 468–469
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	When planning care for a person with a pressure injury, integrates interprofessional care, in Nursing care plan, pp. 469–470
		5.6. Plans nursing care in consultation with individuals/ groups, significant others and the interprofessional team	Plans an education session to promote the reduction of dry skin and relieving pruritis, in Box 15.1 Teaching to reduce dry skin and relieve pruritis, p. 432
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Conducts education to promote the self-care of pruritis, in Box 15.1 Teaching to reduce dry skin and relieve pruritis, p. 432 Administers topical, oral and injectable medications used to treat integumentary disorders knowledgeably and safely, in Medication administration, pp. 440–441 When caring for a person with a pressure injury, carries out the processes involved in the intervention phase that specifically address the person's needs, in Box 15.13 Nursing care of the person at risk of a pressure injury and the person with a pressure injury, pp. 468–469; Nursing care plan, pp. 469–470
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	When caring for a person with a pressure injury, carries out the processes involved in the evaluation phase that specifically address the multidisciplinary team, in Nursing care plan, pp. 469–470
16	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights	Communicates in an effective way education to promote burn prevention, in Box 16.1 Burn prevention tips, p. 479

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	4. Comprehensively conducts assessments	4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	When caring for a person with a major burn, carries out the processes involved in the assessment phase that specifically address the person's needs, in Nursing care plan, pp. 502–504
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Plans education to promote burn prevention, in Box 16.1 Burn prevention tips, p. 479
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	When caring for a person with a major burn, carries out the processes involved in the planning phase that specifically address the person's needs, in Nursing care plan, pp. 502–504
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Provides teaching appropriate for prevention of burns, in Box 16.1 Burn prevention tips, p. 479 When caring for a person with a major burn, carries out the processes involved in the intervention phase that specifically address the person's needs, in Nursing care plan, pp. 502–504

Unit 5 Responses to Altered Endocrine Function

17	2. Engages in therapeutic and professional relationships	2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Monitors the results of diagnostic tests and reports abnormal findings, in Diagnostic tests, pp. 520–524
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Conducts a health history for a person with an alteration in the endocrine system, in Functional health pattern interview, pp. 518–519
		4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	Conducts and/or assists in the collection of blood and urine samples, and radiographical studies, in Diagnostic tests, pp. 520–524 Conducts a physical assessment for a person with an alteration in the endocrine system, in Endocrine assessments, pp. 525–527
18	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Recognises that a person who is prescribed medication for hyperthyroidism requires specific medication management protocols education, in Medication administration, p. 534
	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights	Communicates effectively health education information to promote safe administration of anti-thyroid preparations, in Medication administration, p. 540

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
		2.3. Recognises that people are the experts in the experience of their life	Conducts person-centred education to promote appropriate administration and storage of medication for hypothyroidism, in Medication administration, p. 540
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	When caring for a person with hypothyroidism, carries out the processes involved in the assessment phase that specifically address the person's needs, in Nursing care plan, p. 542 Conducts a comprehensive nursing assessment with consideration of the manifestations of Cushing's syndrome and Addison's disease, in Manifestations, pp. 547, 551
		4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	Assesses respiratory function, in Nursing care of the person, p. 535
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Plans to provide appropriate teaching for self-medicating with thyroid hormone, in Medication administration, p. 534 Plans education to ensure the person knows that hormone replacement is for life and knows how to take medications, in Medication administration, p. 540 Determines priority nursing diagnoses, based on assessed data, to select and implement individualised nursing interventions for a person with hypothyroidism, in Nursing care plan, p. 542
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Conducts education to promote safe administration of anti-thyroid preparations, in Medication administration, p. 534 Implements respiratory management of the person having a thyroidectomy, in Nursing care of the person, p. 535 Conducts education to promote adherence to medication regime for hypothyroidism, in Medication administration, p. 540 When caring for a person with hypothyroidism, carries out the processes involved in the intervention phase that specifically address the person's needs, in Nursing care plan, p. 542
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	Evaluates respiratory management of the person having a thyroidectomy, in Nursing care of the person, p. 535

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
19	2. Engages in therapeutic and professional relationships	2.3. Recognises that people are the experts in the experience of their life	Conducts person-centred education to promote administration of: insulin via injection, in Medication administration, p. 571; oral hypoglycaemic agents, in Medication administration, pp. 577–578; foot care, in Meeting individualised needs, p. 593
		4.1. Conducts assessments that are holistic as well as culturally appropriate	When caring for a person with type 1 diabetes, carries out the processes involved in the assessment phase that specifically address the person's needs, in Nursing care plan, pp. 592–593 Make assessments for appropriate nursing care for the person with type 1 diabetes, in Nursing care plan, pp. 592–593
	4. Comprehensively conducts assessments	4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	Assesses for patterns of hypoglycaemia and hyperglycaemia in people with diabetes mellitus and provides ongoing monitoring of the status of the person, in Box 19.6 Guidelines for insulin adjustment, p. 574
		5.1. Uses assessment data and best available evidence to develop a plan	Determines priority nursing diagnoses, based on assessed data, to select and implement individualised nursing interventions for the person with type 1 diabetes, in Nursing care plan, pp. 592–593
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Plans for education to promote administration of: insulin via injection, in Medication administration, p. 571; oral hypoglycaemic agents, in Medication administration, pp. 577–578 Devises a teaching plan for the relationship of hygiene, neuropathy and impaired microcirculation to infection; teaches the principles and procedures of effective foot care, in Meeting individualised needs, p. 593
	5. Develops a plan for nursing practice	5.4. Plans and negotiates how practice will be evaluated and the time frame of engagement	Plans for the administration of medication safely and effectively, in Box 19.7 Techniques to minimise painful injections, p. 575 Provides safe and appropriate nursing care for the person with type 1 diabetes, in Nursing care plan, pp. 592–593
6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people		Assesses for patterns of hypoglycaemia and hyperglycaemia in people with diabetes mellitus and provides ongoing monitoring of the status of the person, in Box 19.6 Guidelines for insulin adjustment, p. 574 Administers medication safely and effectively, in Box 19.7 Techniques to minimise painful injections, p. 575	
6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Assesses for patterns of hypoglycaemia and hyperglycaemia in people with diabetes mellitus and provides ongoing monitoring of the status of the person, in Box 19.6 Guidelines for insulin adjustment, p. 574 Administers medication safely and effectively, in Box 19.7 Techniques to minimise painful injections, p. 575	

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	<p>When caring for a person with type 1 diabetes, carries out the processes involved in the planning phase that specifically address the person's needs, in Nursing care plan, pp. 592–593</p> <p>Provides safe and appropriate nursing care for the person with type 1 diabetes, in Nursing care plan, pp. 592–593</p> <p>Conducts education to promote administration of: insulin via injection, in Medication administration, p. 571; oral hypoglycaemic agents, in Medication administration, pp. 577–578</p> <p>Conducts education to promote effective foot care in diabetics, in Meeting individualised needs, p. 593</p> <p>Evaluates for patterns of hypoglycaemia and hyperglycaemia in people with diabetes mellitus and provides ongoing monitoring of the status of the person, in Box 19.6 Guidelines for insulin adjustment, p. 574</p> <p>Evaluates nursing care for the person with type 1 diabetes, in Nursing care plan, pp. 592–593</p>

MAPPING TO THE NMBA REGISTERED NURSE STANDARDS FOR PRACTICE

AUTHOR: Trish Burton

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
Unit 6 Responses to Altered Gastrointestinal Function			
20	2. Engages in therapeutic and professional relationships	2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved outcomes	Monitors the results of diagnostic tests and reports abnormal findings, in Diagnostic tests, pp. 619–623
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Conducts a health history for a person with an alteration or at risk of alterations in nutrition and gastrointestinal function, in Functional health pattern interview, pp. 616–617
		4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	Conducts and/or assists in the collection of gastric secretions, blood and tissue samples, and radiographical studies, in Diagnostic tests, pp. 619–623 Conducts a physical assessment of nutritional status and the gastrointestinal system, in Nutritional and Gastrointestinal assessments, pp. 624–633
21	1. Thinks critically and analyses nursing practice	1.3. Respects all cultures and experiences, which includes responding to the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples and people of other cultures	Considers the person's cultural background when providing care, in Nursing care plan, p. 654
	2. Engages in therapeutic and professional relationships	2.3. Recognises that people are the experts in the experience of their life	Conducts education that is sensitive to the person's age group and experiences, in Meeting individualised needs, p. 646
		2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved outcomes	Notifies the doctor in relation to hypersensitivity to iodine or seafood, in Medication administration, p. 650 Includes dietitian in the evaluation of nutritional needs, in Nursing care plan, p. 654

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	<p>When caring for a person with obesity, carries out the processes involved in the assessment phase that specifically address the person's needs, in Nursing care plan, p. 644</p> <p>Provides comprehensive assessment for a person with malnutrition, in Nursing care plan, p. 654</p> <p>Includes cultural practices in relation to nutritional assessment of the person and subsequent planning, in Nursing care plan, p. 654</p>
		4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	Monitors vitamin and mineral manifestations, in Medication administration, p. 650
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	<p>Uses assessment data to determine priority nursing diagnoses and to select and implement nursing interventions for a person with obesity, in Nursing care plan, p. 644</p> <p>Plans and provides family teaching to restore, promote and maintain nutritional status in the older person, in Meeting individualised needs, p. 646</p> <p>Plans for safe nursing management of medication, in Medication administration, p. 650</p> <p>Adapts cultural values and variations into the plan of care for a person with a nutritional disorder, in Nursing care plan, p. 654</p>
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Integrates interprofessional care into the plan of care for a person with malnutrition, in Nursing care plan, p. 654
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	<p>When caring for a person with obesity, carries out the processes involved in the intervention phase that specifically address the person's needs, in Nursing care plan, p. 644</p> <p>Conducts education for maintaining nutritional status, in Meeting individualised needs, p. 646</p> <p>Implements medication management of the person, in Medication administration, p. 650</p> <p>Administers medications and enteral and parenteral nutrition knowledgeably and safely, in Medication administration, p. 650</p>

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			Provides comprehensive nursing care for a person with malnutrition, in Nursing care plan, p. 654
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards expected goals and outcomes	Evaluates medication management of the person, in Medication administration, p. 650
			Provides comprehensive nursing care for a person with malnutrition, in Nursing care plan, p. 654
22	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Incorporates evidence-based practice in relation to peptic ulcer disease, in Nursing care plan, p. 691
		1.2. Practises within a professional and ethical nursing framework	Considers the person's cultural background when providing care, in Nursing care plan, p. 667
	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights	Is sensitive to the needs of the person with gastric cancer and their family in relation to diagnosis, in Nursing care plan, p. 698
		2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved outcomes	Includes dietitian in the evaluation of nutritional needs, in Nursing care plan, p. 667
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Demonstrates assessment in nursing care for a person with oral cancer, in Nursing care plan, p. 667
			When caring for a person with oral cancer, carries out the processes involved in the assessment phase that specifically address the person's energy needs and enteral feeding, in Nursing care plan, p. 667
			Includes evidence-based practice in relation to the assessment of the person with peptic ulcer disease, in Nursing care plan, p. 691
			When caring for a person with gastric cancer, carries out the processes involved in the assessment, planning and intervention phases that specifically address the person's needs, in Nursing care plan, p. 698
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Constructs and revises individualised plans of care considering the culture and values of the person with oral cancer, in Nursing care plan, p. 667
			Plans for safe nursing management of medication for GORD, gastritis and peptic ulcer disease, in Medication administration, pp. 671–672
			Plans nursing care using evidence-based research for the person with peptic ulcer disease, in Nursing care plan, p. 691

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			When caring for a person with gastric cancer, determine priority nursing diagnoses and interventions based on assessed data, in Nursing care plan, p. 698
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	When caring for a person with oral cancer, coordinates and integrates interprofessional care into the plan of care that specifically address the person's energy needs and enteral feeding, in Nursing care plan, p. 667 Plans and provides the person with gastric cancer and their family with education to promote, maintain and restore functional health in relation to diet, pain management and diagnosis, in Nursing care plan, p. 698
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Demonstrates comprehensive nursing care for a person with oral cancer, in Nursing care plan, p. 667 When caring for a person with oral cancer, carries out the processes involved in the intervention phase that specifically address the person's energy needs and enteral feeding, in Nursing care plan, p. 667 Administers medications and prescribed care knowledgeably and safely, in Medication administration, pp. 671–672 Conducts education for a person with gastric cancer and their family in relation to diet, pain management and diagnosis, in Nursing care plan, p. 698 When caring for a person with gastric cancer, carries out the processes involved in the intervention phase that specifically address the person's needs, in Nursing care plan, p. 698
23	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards expected goals and outcomes	Evaluates responses to comprehensive nursing care for a person with oral cancer, in Nursing care plan, p. 667
	2. Engages in therapeutic and professional relationships	2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved outcomes	Includes dietitian in the planning of nutritional needs, in Nursing care plan, p. 750
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Provides an assessment for a person having an ileostomy, in Nursing care of the person, pp. 746–747 Provides an assessment for a person with ulcerative colitis, in Nursing care plan, p. 750

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			When caring for a person with colorectal cancer, carries out the processes involved in the assessment phase that specifically address the person's needs, in Nursing care plan, p. 766
		4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	During the postoperative phase fluid status, nasogastric drainage, wound assessment and gastrointestinal assessment are ongoing so the plan of care can be revised to ensure optimal care for a person having bowel surgery, in Nursing care of the person, p. 762
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Plans for safe nursing management of laxative medication, in Medication administration, pp. 708–709 Plans for comprehensive nursing care for a person having an ileostomy, in Nursing care of the person, pp. 746–747 Revises plan of care when necessary to provide effective interventions promoting, maintaining or restoring functional health status to a person having bowel surgery, in Nursing care of the person, p. 762 Determines priority nursing diagnoses, based on assessed data, to select and implement individualised nursing interventions for a person with colorectal cancer, in Nursing care plan, p. 766
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Integrates interprofessional care into care of a person with ulcerative colitis, in Nursing care plan, p. 750
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Administers medications used in the management of bowel disorders knowledgeably and safely, in Medication administration, pp. 708–709 Provides skilled care to a person following the formation of an ileostomy, in Nursing care of the person, pp. 746–747 Provides comprehensive nursing care for a person with ulcerative colitis, in Nursing care plan, p. 750 When caring for a person with colorectal cancer, carries out the processes involved in the intervention phase that specifically address the person's needs, in Nursing care plan, p. 766
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards expected goals and outcomes	Evaluates responses to comprehensive nursing care for a person having an ileostomy, in Nursing care of the person, pp. 746–747

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
24	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Evaluates responses to comprehensive nursing care for a person with ulcerative colitis, in Nursing care plan, p. 750 Recognises that preoperative education, discharge planning and postoperative pain management are part of an effective pain management strategy, in Translation to practice, p. 788
		1.2. Practises within a professional and ethical nursing framework	Considers the person's cultural background when providing care, in Nursing care plan, p. 789
	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights	Describes to the person the steps in the procedure of paracentesis, in Box 24.5 Nursing implications for abdominal paracentesis, p. 806 Provides verbal and written information about medication and complications of cirrhosis, in Nursing care plan, p. 809
		2.3. Recognises that people are the experts in the experience of their life	Involves person in the decision making for home-based care post acute pancreatitis, in Nursing care plan, p. 818
		2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved outcomes	Reports active postoperative bleeding, in Nursing care of the person, p. 789 Involves the social worker for referral to community services, in Nursing care plan, p. 809
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Includes evidence-based practice in relation to the assessment of the person for pain management post laparoscopic cholecystectomy, in Translation to practice, p. 788 Includes cultural practices in relation to nutritional assessment of the person with cholelithiasis and subsequent planning, in Nursing care plan, p. 789 Assesses the person with alcoholic cirrhosis, in Nursing care plan, p. 809 Assesses the person with a resection of the pancreas, in Nursing care of the person, p. 820
		4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	Monitors for postoperative bleeding, in Nursing care of the person, p. 789
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Uses evidence-based practice to revise the plan of care for the person and subsequent planning for pain management post laparoscopic cholecystectomy, in Translation to practice, p. 788

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			<p>Integrates psychosocial, cultural and spiritual considerations into the plan of care for a person with cholelithiasis, in Nursing care plan, p. 789</p> <p>Prepares people for and understands the purpose and significance of the procedure of paracentesis, in Box 24.5 Nursing implications for abdominal paracentesis, p. 806</p> <p>Plans comprehensive nursing care for a person with a resection of the pancreas, in Nursing care of the person, p. 820</p>
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	<p>Integrates a plan for dietary, pharmacological and other interprofessional measures into nursing care and teaching of the person with alcoholic cirrhosis, in Nursing care plan, p. 809</p> <p>Plans for appropriate person and family education to promote, maintain and restore functional health status for the person with post-acute pancreatitis, in Nursing care plan, p. 818</p>
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	<p>Monitors for postoperative bleeding, in Nursing care of the person, p. 789</p> <p>Educates the person in relation to the procedure of paracentesis, in Box 24.5 Nursing implications for abdominal paracentesis, p. 806</p> <p>Provides comprehensive nursing care for a person with alcoholic cirrhosis, in Nursing care plan, p. 809</p> <p>Conducts education for home-based care post acute pancreatitis, in Nursing care plan, p. 818</p> <p>Provides comprehensive nursing care for a person with a resection of the pancreas, in Nursing care of the person, p. 820</p>
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards expected goals and outcomes	<p>Monitors for, documents and reports expected and unexpected manifestations of postoperative bleeding, in Nursing care of the person, p. 789</p> <p>Evaluates nursing care for a person with alcoholic cirrhosis, in Nursing care plan, p. 809</p> <p>Evaluates nursing care for a person with a resection of the pancreas, in Nursing care of the person, p. 820</p>

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
Unit 7 Responses to Altered Urinary Elimination			
25	2. Engages in therapeutic and professional relationships	2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved outcomes	Monitors the results of diagnostic tests and reports abnormal findings, in Diagnostic tests, pp. 837–841
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Conducts a health history for a person with an alteration or at risk of alterations in urinary elimination, in Functional health pattern interview, p. 836
		4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	Conducts and/or assists in the collection of urine and blood samples and radiographical studies, in Diagnostic tests, pp. 837–841 Conducts a physical assessment of the renal system, in Renal assessments, pp. 842–843
26	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Understands that insertion of catheter to a specific length that is gender specific and the use of aseptic technique are part of an effective urinary management strategy, in Translation to practice, p. 854
	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights	Communicates therapeutically, in Nursing care plan, pp. 880–881
		2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved outcomes	Reports low urine output, in Nursing care of the person, p. 851 Includes the Continence Nurse Advisor in the provision of care that specifically addresses the person's urinary elimination via stoma, in Nursing care plan, pp. 868–869
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Assesses the person with a bladder tumour, in Nursing care plan, pp. 868–869 Assesses the functional health status of a person with a urinary tract disorder, in Nursing care of the older adult, pp. 874–875
		4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	Monitors for postoperative bleeding and urine output, in Nursing care of the person, p. 851 During the postoperative phase monitoring urine output, catheter drainage, stoma assessment and electrolytes is ongoing to ensure optimal care for a person having a cystectomy and urinary diversion, in Nursing care of the person, p. 868 During the postoperative phase urine output, catheter drainage and wound assessment are ongoing to ensure optimal care for a person with a bladder neck suspension, in Nursing care of the person, p. 879

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	<p>Plans for safe nursing management of medication, in Medication administration, p. 850</p> <p>The preoperative phase involves education, stoma preparation and bowel care, and during the postoperative phase monitoring urine output, catheter drainage, stoma assessment and electrolytes is ongoing to ensure optimal care for a person with a cystectomy and urinary diversion, in Nursing care of the person, p. 868</p> <p>Uses evidence-based research to plan and insert a urinary catheter, in Translation to practice, p. 874</p> <p>When caring for a person with a urinary problem, carries out the processes involved in the planning phase that specifically address the person's needs, in Nursing care of the older adult, pp. 874–875</p>
	6. Provides safe, appropriate and responsive quality nursing practice	5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	<p>Recognises that the preoperative phase involves education and that during the postoperative phase urine output, catheter drainage and wound assessment are ongoing to ensure optimal care for a person with a bladder neck suspension, in Nursing care of the person, p. 879</p> <p>Integrates the interprofessional plan of care into care for a person with a bladder tumour, in Nursing care plan, pp. 868–869</p> <p>Plans education for prevention and self-care of urinary incontinence, in Nursing care plan, pp. 880–881</p>
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	<p>Knowledgeably and safely administers prescribed medications for people with urinary tract disorders, in Medication administration, p. 850</p> <p>The preoperative phase involves education, stoma preparation and bowel care, and during the postoperative phase monitoring urine output, catheter drainage, stoma assessment and electrolytes is ongoing to ensure optimal care for a person with a cystectomy and urinary diversion, in Nursing care of the person, p. 868</p> <p>Provides comprehensive nursing care for a person with a bladder tumour, in Nursing care plan, pp. 868–869</p> <p>When caring for a person with a urinary problem, carries out the processes involved in the intervention phase that specifically address the person's needs, in Nursing care of the older adult, pp. 874–875</p>

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			Includes evidence-based practice in relation to the insertion of a urinary catheter, in Translation to practice, p. 874
			Provides effective nursing care for the person undergoing surgery of the bladder neck, in Nursing care of the person, p. 879
			Conducts education for home-based urinary incontinence, in Nursing care plan, pp. 880–881
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards expected goals and outcomes	Evaluates responses to nursing care for a person with a bladder tumour, in Nursing care plan, pp. 868–869
			Recognises that the preoperative phase involves education and that during the postoperative phase urine output, catheter drainage and wound assessment are ongoing to ensure optimal care for a person with a bladder neck suspension, in Nursing care of the person, p. 879
		7.2. Revises the plan based on the evaluation	Evaluates personal responses, revising plan of care as needed to promote, maintain or restore functional health of the individual with a cystectomy and urinary diversion, in Nursing care of the person, p. 868
27	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights	Communicates therapeutically, in Medication administration, p. 893
			Involves person in the decision making for health management, in Nursing care plan, p. 927
			When caring for a person with end-stage kidney disease, involves the person and the interprofessional team in addressing the person's needs, in Nursing care plan, p. 927
		2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved outcomes	Consults the dietitian for menu planning that specifically addresses the person's needs, in Nursing care plan, p. 927
			When caring for a person with end-stage kidney disease, involves the person and the interprofessional team in addressing the person's needs, in Nursing care plan, p. 927
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	When caring for a person with acute kidney injury, carries out the processes involved in the assessment phase that specifically address the person's needs, in Nursing care plan, p. 896
			Recognises that pre-, intra- and post-dialysis care must ensure optimal management for a person requiring intermittent haemodialysis, in Nursing care of the person, p. 918

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			When caring for a person with end-stage kidney disease, carries out the processes involved in the assessment phase that specifically address the person's needs, in Nursing care plan, p. 927
		4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	During the postoperative phase monitoring urine output, catheter drainage, fluid and electrolyte balance, vital signs and wound assessment is ongoing to ensure optimal care for a person receiving a kidney transplant, in Nursing care of the person, p. 925
		4.3. Works in partnership to determine factors that affect, or potentially affect, the health and wellbeing of people and populations to determine priorities for action and/or referral	When caring for a person with end-stage kidney disease, involves the person and the interprofessional team when addressing the person's needs, in Nursing care plan, p. 927
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Assesses the person for medication education appropriate to a person with acute kidney injury and their personal circumstances, in Medication administration, p. 893 Plans that pre-, intra- and post-dialysis care ensures optimal management for a person requiring intermittent haemodialysis, in Nursing care of the person, p. 918 Plans for the preoperative phase of education, dialysis and immunosuppressive medication, and during the postoperative phase monitoring urine output, catheter drainage, fluid and electrolyte balance, vital signs and wound assessment is ongoing to ensure optimal care for a person receiving a kidney transplant, in Nursing care of the person, p. 925 Based on assessment data, determines priority nursing diagnoses and interventions for a person with end-stage kidney disease, in Nursing care plan, p. 927
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Collaborates with the person and other members of the interprofessional team to prioritise and implement care, in Nursing care plan, p. 927

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	<p>Conducts education for administering medications for acute kidney injury, in Medication administration, p. 893</p> <p>Monitors, documents and reports unexpected or abnormal manifestations in a person with acute kidney injury, in Nursing care plan, p. 896</p> <p>Provides appropriate and effective nursing care for a person requiring intermittent haemodialysis, in Nursing care of the person, p. 918</p> <p>The preoperative phase involves education, dialysis and immunosuppressive medication, and during the postoperative phase monitoring urine output, catheter drainage, fluid and electrolyte balance, vital signs and wound assessment is ongoing to ensure optimal care for a person receiving a kidney transplant, in Nursing care of the person, p. 925</p> <p>When caring for a person with end-stage kidney disease, carries out the processes involved in the intervention phase that specifically address the person's needs, in Nursing care plan, p. 927</p>
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards expected goals and outcomes	<p>When caring for a person with acute kidney injury, carries out the processes involved in the evaluation phase that specifically address the person's needs, in Nursing care plan, p. 896</p> <p>Recognises that pre-, intra- and post-dialysis care must ensure optimal management for a person requiring intermittent haemodialysis, in Nursing care of the person, p. 918</p>
		7.2. Revises the plan based on the evaluation	Evaluates responses to care, revising the plan of care as needed to promote, maintain or restore functional health status for a person with a kidney transplant, in Nursing care of the person, p. 925

Unit 8 Responses to Altered Cardiovascular Function

28	2. Engages in therapeutic and professional relationships	2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved outcomes	Monitors the results of diagnostic tests and reports abnormal findings, in Diagnostic tests, pp. 958–960
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Conducts a health history for a person with an alteration or at risk of alterations in cardiac, haematological or lymphatic function, in Functional health pattern interview, pp. 956–957

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
29	2. Engages in therapeutic and professional relationships	4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	<p>Conducts and/or assists in the collection of blood and fluid samples, and electrocardiograph and radiographical studies, in Diagnostic tests, pp. 958–960</p> <p>Conducts an electrocardiograph and interprets tracing, in Box 28.1 Electrocardiogram, pp. 960–963</p> <p>Conducts a physical assessment of the cardiac, haematological, peripheral vascular and lymphatic systems, in Cardiac assessments, pp. 969–978</p>
		2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	<p>Advises consultation with the doctor if adverse reaction occurs, in Medication administration, p. 992</p> <p>When caring for a person with acute myocardial infarction, notifies medical officer of dangerous arrhythmias, in Nursing care plan, pp. 1016–1017</p> <p>When caring for a person with supraventricular tachycardia, notifies doctor of changes in vital signs and ECG, in Nursing care plan, p. 1037</p>
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	<p>When caring for a person with coronary heart disease, carries out the processes involved in the assessment phase that specifically address the person's needs, in Nursing care of the person, pp. 1003–1005</p> <p>When caring for a person with acute myocardial infarction, carries out the processes involved in the assessment phase that specifically address the person's needs, in Nursing care plan, pp. 1016–1017</p> <p>When caring for a person with supraventricular tachycardia, carries out the processes involved in the assessment phase that specifically address the person's needs, in Nursing care plan, p. 1037</p>
		4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	<p>Recognises that the preoperative phase involves education and laboratory and diagnostic tests, and during the postoperative phase monitoring vital signs, haemodynamic monitoring, heart sounds, urine output, chest drainage and fluid and electrolyte balance, and administration of drugs are ongoing to ensure optimal care for a person with a coronary artery bypass graft, in Nursing care of the person, pp. 1003–1005</p>

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	<p>Plans for education for administering medications for lowering cholesterol, in Medication administration, p. 992</p> <p>Plans for safe nursing management of medication, in Medication administration, pp. 996–997</p> <p>Interprets assessment data, determines priorities of care and develops and implements individualised nursing interventions for the person with coronary heart disease, in Nursing care of the person, pp. 1003–1005</p> <p>Plans for the preoperative phase of education and laboratory and diagnostic tests, and during the postoperative phase monitoring vital signs, haemodynamic monitoring, heart sounds, urine output, chest drainage and fluid and electrolyte balance, and administration of drugs are ongoing to ensure optimal care for a person with a coronary artery bypass graft, in Nursing care of the person, pp. 1003–1005</p>
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Integrates multidisciplinary care into nursing care planning and implementation for a person with supraventricular tachycardia, in Nursing care plan, p. 1037
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	<p>Provides appropriate teaching for administering medications for lowering cholesterol, in Medication administration, p. 992</p> <p>Administers medications and treatments to people with coronary heart disease and arrhythmias safely and knowledgeably, in Medication administration, pp. 996–997</p> <p>When caring for a person with coronary heart disease, carries out the processes intervention phase that specifically address the person's needs, in Nursing care of the person, pp. 1003–1005</p> <p>The preoperative phase involves education and laboratory and diagnostic tests, and during the postoperative phase monitoring vital signs, haemodynamic monitoring, heart sounds, urine output, chest drainage and fluid and electrolyte balance, and administration of drugs are ongoing to ensure optimal care for a person with a coronary artery bypass graft, in Nursing care of the person, pp. 1003–1005</p>

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			<p>When caring for a person with acute myocardial infarction, carries out the processes involved in the implementation phase that specifically address the person's needs, in Nursing care plan, pp. 1016–1017</p> <p>When caring for a person with supraventricular tachycardia, carries out the processes involved in the implementation phase that specifically address the person's needs, in Nursing care plan, p. 1037</p>
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards expected goals and outcomes	<p>Evaluates the effectiveness of nursing interventions, revising or modifying the plan of care as needed to promote, maintain or restore functional health for the person with a coronary artery bypass graft, in Nursing care of the person, pp. 1003–1005</p> <p>Monitors the person with coronary heart disease or arrhythmias for expected and unexpected manifestations, in Nursing care plan, pp. 1016–1017</p>
30	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Incorporates evidence-based practice in relation to mitral valve prolapse, in Nursing care plan, pp. 1082–1083
	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights	Communicates therapeutically, in Nursing care of the older adult, p. 1046
		2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved outcomes	Collaborates with the medical staff, dietitian and physiotherapist, in Nursing care plan, p. 1056
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	<p>When caring for a person with heart failure, carries out the processes involved in the assessment phase that specifically address the person's dietary and physiotherapy requirements, in Nursing care plan, p. 1056</p> <p>Includes evidence-based assessment in relation to providing nursing care for mitral valve prolapse, in Nursing care plan, pp. 1082–1083</p>
		4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	When evaluating nursing care for a person with heart failure, reinforces medication knowledge, in Nursing care plan, p. 1056
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Plans appropriate education and community-based care for the person with heart failure, in Nursing care of the older adult, p. 1046

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			Plans appropriate and safe nursing management of medication, in Medication administration, pp. 1053–1054
			Plans nursing care for a person with heart failure, reinforces medication knowledge, in Nursing care plan, p. 1056
			Plans and prioritises evidence-based, individualised care for the person with mitral valve prolapse, in Nursing care plan, pp. 1082–1083
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Actively participates in planning and coordinating interprofessional care for the person with heart failure, in Nursing care plan, p. 1056
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Conducts education for heart failure, in Nursing care of the older adult, p. 1046
			Administers prescribed medications and treatments to individuals with cardiac disorders, in Medication administration, pp. 1053–1054
			When caring for a person with heart failure, carries out the processes involved in the intervention phase that specifically address the person's dietary and physiotherapy requirements, in Nursing care plan, p. 1056
			Includes evidence-based practice in relation to providing nursing care for mitral valve prolapse, in Nursing care plan, pp. 1082–1083
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards expected goals and outcomes	When caring for a person with heart failure, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the person's dietary and physiotherapy requirements, in Nursing care plan, p. 1056
			Evaluates the effectiveness of nursing care, revising the plan of care as needed to promote, maintain or restore functional health status of the person with heart failure, in Nursing care plan, p. 1056
			Evaluates evidence-based nursing care for mitral valve prolapse, in Nursing care plan, pp. 1082–1083
31	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Incorporates evidence-based practice in relation to deep vein thrombosis, in Nursing care plan, p. 1132

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights	Communicates therapeutically, in Medication administration, pp. 1129–1130
		2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved outcomes	Consults the dietitian for the person's dietary requirements, in Nursing care plan, p. 1107
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	When caring for a person with hypertension, carries out the processes involved in the assessment phase that specifically address the person's dietary requirements, in Nursing care plan, p. 1107 Assesses evidence-based practice in relation to providing nursing care for deep vein thrombosis, in Nursing care plan, p. 1132
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Uses research and evidence-based plans to provide individualised care for the person with deep vein thrombosis, in Nursing care plan, p. 1132
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Collaborates with the interprofessional care team in planning care for a person with hypertension, in Nursing care plan, p. 1107 Plans person-centred and family teaching for anticoagulant therapy, in Medication administration, pp. 1129–1130
		5.6. Plans nursing care in consultation with individuals/groups, significant others and the interprofessional team	Plans safe nursing management of medication, in Medication administration, pp. 1100–1101
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	When caring for a person with hypertension, carries out the processes involved in the intervention phase that specifically address the person's dietary requirements, in Nursing care plan, p. 1107 Safely and knowledgeably administers medications, in Medication administration, pp. 1100–1101 Conducts education for anticoagulant therapy, in Medication administration, pp. 1129–1130 Includes evidence-based practice in relation to providing nursing care for deep vein thrombosis, in Nursing care plan, p. 1132

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards expected goals and outcomes	When caring for a person with hypertension, carries out the processes involved in the evaluation phase that specifically address the person's dietary requirements, in Nursing care plan, p. 1107 Evaluates evidence-based nursing care for deep vein thrombosis, in Nursing care plan, p. 1132
32	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Incorporates evidence-based practice in relation to Hodgkin's disease, in Nursing care plan, p. 1182
	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights 2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved outcomes	Communicates therapeutically, in Nursing care plan, p. 1159 Notifies the performance of handwashing as per protocol, in Nursing care plan, p. 1172 Notifies doctor if bleeding occurs, in Nursing care plan, p. 1192
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Assesses for education for folic acid deficiency anaemia, in Nursing care plan, p. 1159 When a person has a definitive diagnosis of acute myelocytic leukaemia, ensures further assessment is conducted, in Nursing care plan, p. 1172 When caring for a person with acute myelocytic leukaemia, carries out the processes involved in the assessment phase that specifically address the person's dietary requirements, in Nursing care plan, p. 1172 Assesses for evidence-based practice in relation to providing nursing care for Hodgkin's disease, in Nursing care plan, p. 1182 When caring for a person with haemophilia, carries out ongoing assessment, in Nursing care plan, p. 1192
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Plans for safe nursing management of medication, in Medication administration, p. 1157 Plans for appropriate education for the person with folic acid deficiency anaemia, in Nursing care plan, p. 1159 Uses continuing assessment data to revise the plan of care as needed to restore, maintain or promote functional health in the person with a acute myelocytic leukaemia, in Nursing care plan, p. 1172

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			<p>Based on knowledge of pathophysiology, prescribed treatment and assessed data, identifies and prioritises nursing diagnoses for a person with Hodgkin's disease, in Nursing care plan, p. 1182</p> <p>Includes evidence-based practice in plan for providing nursing care for Hodgkin's disease, in Nursing care plan, p. 1182</p>
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	<p>Collaborates with the interprofessional care team to plan coordinated, effective care for a person with acute myelocytic leukaemia, in Nursing care plan, p. 1172</p>
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	<p>Safely and knowledgeably administers prescribed medications, in Medication administration, p. 1157</p> <p>Conducts education for folic acid deficiency anaemia, in Nursing care plan, p. 1159</p> <p>When a person has a definitive diagnosis of acute myelocytic leukaemia, ensures further intervention is conducted, in Nursing care plan, p. 1172</p> <p>Uses nursing research and evidence-based practice to implement individualised nursing interventions for a person with Hodgkin's disease, in Nursing care plan, p. 1182</p>
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards expected goals and outcomes	<p>Evaluates education for folic acid deficiency anaemia, in Nursing care plan, p. 1159</p> <p>When a person has a definitive diagnosis of acute myelocytic leukaemia, ensures further evaluation is conducted, in Nursing care plan, p. 1172</p> <p>When caring for a person with acute myelocytic leukaemia, carries out the processes involved in the evaluation phase that specifically addresses the person's dietary requirements, in Nursing care plan, p. 1172</p>

MAPPING TO THE NMBA REGISTERED NURSE STANDARDS FOR PRACTICE

AUTHOR: Trish Burton

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
Unit 9 Responses to Altered Respiratory Function			
33	2. Engages in therapeutic and professional relationships	2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Monitors the results of diagnostic tests and reports abnormal findings, in Diagnostic tests, pp. 1215–1217
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Conducts a health history for a person with an alteration or at risk of alteration in respiratory function, in Sample documentation, p. 1212 Conducts a physical assessment for a person with an alteration in the respiratory system, in Respiratory assessments, pp. 1217–1219
	4. Comprehensively conducts assessments	4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	Conducts and/or assists in the collection of respiratory secretions, blood samples, tissue samples, pleural fluid, pulse oximetry and radiographical studies, in Diagnostic tests, pp. 1215–1217
34	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Incorporates evidence-based practice in relation to nasal packing, in Nursing care of the person, p. 1239
	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights	Communicates therapeutically, in Nursing care plan, p. 1252
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Includes evidence-based practice in relation to the assessment of the person and subsequent planning and implementation for peritonsillar abscess, in Nursing care plan, p. 1233 Provides comprehensive nursing care for a person with a total laryngectomy, in Nursing care plan, p. 1252
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Provides appropriate and safe nursing management of medication, in Medication administration, p. 1224 Uses nursing research and evidence-based practice to plan and implement nursing care for the person with a peritonsillar abscess, in Nursing care plan, p. 1233

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
35	6. Provides safe, appropriate and responsive quality nursing practice	5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Provides comprehensive nursing care for a person with a total laryngectomy, in Nursing care plan, p. 1252 Provides appropriate education plan for the person and family in relation to diet and pain management, in Nursing care plan, p. 1252
		6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Safely and knowledgeably administers medications, in Medication administration, p. 1224 Includes evidence-based practice in relation to the assessment of the person and subsequent planning and implementation for peritonsillar abscess, in Nursing care plan, p. 1233
		7.1. Evaluates and monitors progress towards the expected goals and outcomes	Provides safe and effective nursing care for a person with a total laryngectomy, in Nursing care plan, p. 1252 Conducts education for diet and pain management, in Nursing care plan, p. 1252
		7.1. Evaluates outcomes to inform nursing practice	Provides comprehensive nursing care for a person with a total laryngectomy, in Nursing care plan, p. 1252
		1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Incorporates evidence-based practice in relation to pneumonia, in Nursing care plan, p. 1270
		2.2. Communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights	Communicates therapeutically, in Nursing care of the older adult, p. 1275
		4.1. Conducts assessments that are holistic as well as culturally appropriate	Uses the nursing process and evidence-based nursing research to plan and implement individualised nursing care for pneumonia, in Nursing care plan, p. 1270 Conducts education for self-managing tuberculosis, in Nursing care plan, p. 1280
		5.1. Uses assessment data and best available evidence to develop a plan	When caring for a person having lung surgery, carries out the processes involved in the assessment and planning phases that specifically address the person's needs, in Nursing care of the person, pp. 1301–1302 Includes evidence-based practice in relation to the assessment of the person and subsequent planning and implementation for pneumonia, in Nursing care plan, p. 1270
		1.1. Thinks critically and analyses nursing practice	
		2. Engages in therapeutic and professional relationships	
4. Comprehensively conducts assessments			
5. Develops a plan for nursing practice			

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			Develops measures to promote ventilation and gas exchange for a person with chest tubes, in Nursing care of the person, p. 1288
			When caring for a person having lung surgery, carries out the processes involved in the assessment and planning phases that specifically address the person's needs, in Nursing care of the person, pp. 1301–1302
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Conducts education for self-managing tuberculosis, in Nursing care of the older adult, p. 1277
			Conducts education for self-managing tuberculosis, in Nursing care plan, p. 1282
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Includes evidence-based practice in relation to the assessment of the person and subsequent planning and implementation for pneumonia, in Nursing care plan, p. 1272
			Plans and provides appropriate teaching for health promotion in a person with tuberculosis, in Nursing care of the older adult, p. 1275
			Conducts education for self-managing tuberculosis, in Nursing care plan, p. 1280
			When caring for a person with chest tubes, carries out the processes involved in the planning and intervention phases that specifically address the person's needs, in Nursing care of the person, p. 1288
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	Evaluates the effectiveness of nursing interventions and teaching, revising strategies and teaching plans as needed, in Nursing care plan, p. 1280
36	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Incorporates evidence-based practice in relation to ARDS, in Nursing care plan, p. 1364
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Provides appropriate and safe nursing management of medication, in Medication administration, pp. 1318–1319
			Provides comprehensive nursing care for a person with COPD, in Nursing care plan, pp. 1331–1332
			Includes evidence-based practice in relation to the assessment of the person and subsequent planning and implementation for ARDS, in Nursing care plan, p. 1364

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	<p>When caring for a person with ARDS, carries out the processes involved in the assessment and planning phases that specifically address the person's needs, in Nursing care plan, p. 1364</p> <p>Provides appropriate and safe nursing management of medication, in Medication administration, pp. 1318–1319</p> <p>Provides comprehensive nursing care for a person with COPD, in Nursing care plan, pp. 1331–1332</p> <p>Uses data and knowledge of the effects of ARDS and prescribed treatment to identify priority nursing diagnoses and to plan care for a person with ARDS, in Nursing care plan, p. 1364</p> <p>Uses the nursing process and evidence-based nursing research to plan and implement individualised nursing care for individuals with ARDS, in Nursing care plan, p. 1364</p>
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	<p>Coordinates safe interprofessional care and administers prescribed medications, in Medication administration, pp. 1318–1319</p> <p>Provides comprehensive nursing care for a person with COPD, in Nursing care plan, pp. 1331–1332</p> <p>Includes evidence-based practice in relation to the assessment of the person and subsequent planning and implementation for ARDS, in Nursing care plan, p. 1364</p>
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	<p>Provides appropriate and safe nursing management of medication, in Medication administration, pp. 1318–1319</p> <p>Evaluates the effectiveness of nursing interventions and teaching, revising strategies and teaching plans as needed, in Nursing care plan, pp. 1331–1332</p>

Unit 10 Responses to Altered Musculoskeletal Function

37	2. Engages in therapeutic and professional relationships	2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Monitors the results of diagnostic tests and reports abnormal findings, in Diagnostic tests, pp. 1382–1383
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	<p>Conducts a health history for a person with an alteration in musculoskeletal function, in Functional health pattern interview, p. 1379</p> <p>Conducts a physical assessment of the musculoskeletal system, in Musculoskeletal assessments, pp. 1383–1388</p>

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
38	1. Thinks critically and analyses nursing practice	4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	Conducts and/or assists in the collection of blood samples, tissue samples, synovial fluid, radiographical studies, electrical activity and nerve conduction, in Diagnostic tests, pp. 1382–1383
		1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Incorporates evidence-based practice in relation to pin site care, in Box 38.4 Nursing interventions for people in traction, p. 1401
	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights	Conducts education for cast care, sling application, neurovascular assessment, exercise, pain medication and complications, in Box 38.6 Nursing interventions for people with fractures of the humerus, p. 1405
		2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Provides appropriate and safe nursing interventions for people with internal fixation, in Box 38.5 Nursing interventions for people with internal fixation, p. 1403 Collaborates with the community nurse, physiotherapist and occupational therapist, in Nursing care plan, pp. 1409–1410
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Includes evidence-based practice in relation to the assessment of the person and subsequent planning and implementation for pin site care, in Box 38.4 Nursing interventions for people in traction, p. 1401 Provides appropriate and safe nursing management of a cast, in Nursing care of the person, p. 1402 When caring for a person with a hip fracture, carries out the processes involved in the assessment, planning and implementation phases that specifically address the person's needs, in Nursing care plan, pp. 1409–1410 When caring for a person with a hip fracture, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the person's nursing in the community, physiotherapy and occupational therapy requirements, in Nursing care plan, pp. 1409–1410
5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Uses evidence-based research to plan and implement nursing care for people with skeletal pin sites, in Box 38.4 Nursing interventions for people in traction, p. 1401 Provides appropriate and safe nursing management of a cast, in Nursing care of the person, p. 1402	

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
		5.2 Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	<p>Determines priority nursing diagnoses, based on assessed data, to select and implement individualised nursing interventions for a person with a hip fracture, in Nursing care plan, pp. 1409–1410</p> <p>Provides education appropriate for prevention and self-care of traumatic injuries of the musculoskeletal system in relation to cast care, sling application, neurovascular assessment, exercise, pain medication and complications, in Box 38.6 Nursing interventions for people with fractures of the humerus, p. 1405</p> <p>Integrates interprofessional care into care of people with musculoskeletal trauma, in Nursing care plan, pp. 1409–1410</p>
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	<p>Includes evidence-based practice in relation to the assessment of the person and subsequent planning and implementation for pin site care, in Box 38.4 Nursing interventions for people in traction, p. 1401</p> <p>Provides skilled cast care, in Nursing care of the person, p. 1402</p> <p>Conducts education for cast care, sling application, neurovascular assessment, exercise, pain medication and complications, in Box 38.6 Nursing interventions for people with fractures of the humerus, p. 1405</p> <p>When caring for a person with a hip fracture, carries out the processes involved in the assessment, planning and implementation phases that specifically address the person's needs, in Nursing care plan, pp. 1409–1410</p> <p>When caring for a person with a hip fracture, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the person's nursing in the community, physiotherapy and occupational therapy requirements, in Nursing care plan, pp. 1409–1410</p>
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	<p>Provides appropriate and safe nursing management of a cast, in Nursing care of the person, p. 1402</p> <p>When caring for a person with a hip fracture, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the person's nursing in the community, physiotherapy and occupational therapy requirements, in Nursing care plan, pp. 1409–1410</p>

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
39	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights	Provides verbal and written information about rheumatoid arthritis, in Nursing care plan, pp. 1457–1458
		2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Collaborates with the community nurse and physiotherapist, in Nursing care plan, pp. 1446–1447
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	When caring for a person with osteoporosis, carries out the processes involved in the assessment, planning and implementation phases that specifically address the person's needs, in Nursing care plan, p. 1428
			When caring for a person with osteoarthritis, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, pp. 1446–1447
			Provides comprehensive nursing care for a person with rheumatoid arthritis, in Nursing care plan, pp. 1457–1458
			Provides appropriate and safe nursing management of surgical debridement for osteomyelitis, in Nursing care of the person, p. 1470
5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Provides appropriate and safe nursing management of medication, in Medication administration, p. 1427	
		Determines priority nursing diagnoses, based on assessed data, to select and implement individualised nursing interventions for a person with osteoporosis, in Nursing care plan, p. 1428	
		Provides appropriate and safe nursing management of surgical debridement for osteomyelitis, in Nursing care of the person, p. 1470	
	5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Integrates interprofessional care into care of a person with osteoarthritis, in Nursing care plan, pp. 1446–1447	
		Provides a teaching plan appropriate for community-based self-care of rheumatoid arthritis, in Nursing care plan, pp. 1457–1458	
		Revises plan of care as needed to provide effective interventions to promote, maintain or restore functional health status for a person with osteoarthritis, in Nursing care plan, pp. 1446–1447	
5.3. Documents, evaluates and modifies plans accordingly to facilitate the agreed outcomes			

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	<p>When caring for a person with osteoporosis, carries out the processes involved in the assessment, planning and implementation phases that specifically address the person's needs, in Nursing care plan, p. 1428</p> <p>Administers topical, oral and injectable medications knowledgeably and safely, in Medication administration, p. 1432</p> <p>When caring for a person with osteoarthritis, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, pp. 1446–1447</p> <p>Provides comprehensive nursing care for a person with osteoarthritis, in Nursing care plan, pp. 1446–1447</p> <p>Conducts education for self-managing rheumatoid arthritis, in Nursing care plan, pp. 1457–1458</p> <p>Provides skilled care of people having a surgical debridement for osteomyelitis, in Nursing care of the person, p. 1470</p>
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	<p>When caring for a person with osteoarthritis, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, pp. 1446–1447</p> <p>Provides comprehensive nursing care for a person with osteoarthritis, in Nursing care plan, pp. 1446–1447</p> <p>Provides appropriate and safe nursing management of surgical debridement for osteomyelitis, in Nursing care of the person, p. 1470</p>

Unit 11 Responses to Altered Neurological Function

40	2. Engages in therapeutic and professional relationships	2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Monitors the results of diagnostic tests and reports abnormal findings, in Diagnostic tests, pp. 1503–1506
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	<p>Conducts a health history for a person with an alteration in neurological function, in Functional health pattern interview, pp. 1501–1502</p> <p>Conducts a physical assessment of the neurological system, in Neurological assessments, pp. 1507–1513</p>
		4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	Conducts and/or assists in the collection of CSF fluid, radiographical studies, blood flow, electrical activity and nerve conduction, in Diagnostic tests, pp. 1503–1506

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
41	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Conducts a physical assessment of the neurological system, in Neurological assessments, pp. 1507–1513 Incorporates evidence-based practice in relation to seizure disorder, in Nursing care plan, p. 1542
		2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights	Communicates therapeutically, in Nursing care plan, p. 1542
	2. Engages in therapeutic and professional relationships	2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Communicates nursing assessment to the doctor, in Nursing care plan, p. 1536 Reports seizure activity, in Nursing care plan, p. 1557
		4.1. Conducts assessments that are holistic as well as culturally appropriate	When caring for a person with a migraine headache, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, p. 1536 Provides appropriate and safe nursing management of a person with a subdural haematoma, in Nursing care plan, p. 1551 Conducts a nursing assessment for a person with bacterial meningitis, in Nursing care plan, p. 1557 Provides comprehensive nursing care for a person with bacterial meningitis, in Nursing care plan, p. 1557 When caring for a person with a brain tumour, carries out the processes involved in the assessment, planning and implementation phases that specifically address the person's needs, in Nursing care plan, p. 1564
	4. Comprehensively conducts assessments		
5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Provides appropriate and safe nursing management of medication, in Medication administration, p. 1527 Provides appropriate and safe nursing management of a person with a subdural haematoma, in Nursing care plan, p. 1551 Determines priority nursing diagnoses, based on assessed data, to select and implement individualised nursing interventions for a person with a brain tumour, in Nursing care plan, p. 1564	

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	6. Provides safe, appropriate and responsive quality nursing practice	5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	<p>Integrates interprofessional care into care of a person with a migraine headache, in Nursing care plan, p. 1536</p> <p>Provides appropriate teaching and evidence-based practice to facilitate community-based care to promote safety and prevent injury, and to provide information and support necessary for long-term care of a person with a seizure disorder, in Nursing care plan, p. 1542</p>
		5.3. Documents, evaluates and modifies plans accordingly to facilitate the agreed outcomes	<p>Revises plan of care as needed to provide effective interventions to promote, maintain or restore functional health status for a person with bacterial meningitis, in Nursing care plan, p. 1557</p>
		6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	<p>Administers oral and injectable medications knowledgeably and safely, in Medication administration, p. 1527</p> <p>When caring for a person with a migraine headache, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, p. 1536</p> <p>Conducts education for seizure disorder, in Nursing care plan, pp. 1542</p> <p>Provides skilled care to a person with a subdural haematoma, in Nursing care plan, p. 1551</p> <p>Conducts a nursing assessment for a person with bacterial meningitis, in Nursing care plan, p. 1557</p> <p>Provides comprehensive nursing care for a person with bacterial meningitis, in Nursing care plan, p. 1557</p> <p>When caring for a person with a brain tumour, carries out the processes involved in the assessment, planning and implementation phases that specifically address the person's needs, in Nursing care plan, p. 1564</p>
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	<p>When caring for a person with a migraine headache, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, p. 1536</p> <p>Provides appropriate and safe nursing management of a person with a subdural haematoma, in Nursing care plan, p. 1551</p>

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			Assesses functional status of people with intracranial disorders and monitors, documents and reports abnormal findings, in Nursing care plan, p. 1557
42	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Provides comprehensive nursing care for a person with bacterial meningitis, in Nursing care plan, p. 1557 Incorporates evidence-based practice in relation to rapid treatment of stroke, in Translation to practice, p. 1577
	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights	Communicates therapeutically, in Meeting individualised needs, p. 1601
		2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Collaborates with the community nurse, in Nursing care plan, p. 1579
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Provides appropriate and safe nursing management of a person having a carotid endarterectomy, in Nursing care of the person, p. 1576 Includes evidence-based practice in relation to the assessment of the person and subsequent planning, implementation and evaluation of stroke, in Translation to practice, p. 1577 When caring for a person with a stroke, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, p. 1586 Provides comprehensive nursing care for a person with a stroke, in Nursing care plan, p. 1579 When caring for a person with an SCI, carries out the processes involved in the assessment, planning and implementation phases that specifically address the person's needs, in Nursing care plan, p. 1593
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Provides appropriate and safe nursing management of medication, in Medication administration, p. 1590 Provides appropriate and safe nursing management of a person with a carotid endarterectomy, in Nursing care of the person, p. 1576

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	<p>Uses evidence-based research to promote early recognition and treatment of the warning signs of a stroke, in Translation to practice, p. 1577</p> <p>Integrates interprofessional care into care of a person with a stroke, in Nursing care plan, p. 1579</p> <p>Determine priority nursing diagnoses, based on assessed data, to select and implement individualised nursing interventions for a person with an SCI, in Nursing care plan, p. 1593</p> <p>Provides appropriate teaching to facilitate self-care of a ruptured intervertebral disc, in Meeting individualised needs, p. 1601</p>
		5.3. Documents, evaluates and modifies plans accordingly to facilitate the agreed outcomes	<p>Revises plan of care as needed to provide effective interventions to promote, maintain or restore functional health status for a person with a stroke, in Nursing care plan, p. 1579</p>
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	<p>Provides skilled care to a person with a carotid endarterectomy, in Nursing care of the person, p. 1576</p> <p>Includes evidence-based practice in relation to the assessment of the person and subsequent planning, implementation and evaluation of stroke, in Translation to practice, p. 1577</p> <p>When caring for a person with a stroke, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, p. 1579</p> <p>Provides comprehensive nursing care for a person with a stroke, in Nursing care plan, p. 1579</p> <p>Administers oral medications knowledgeably and safely, in Medication administration, p. 1590</p> <p>When caring for a person with an SCI, carries out the processes involved in the assessment, planning and implementation phases that specifically address the person's needs, in Nursing care plan, p. 1593</p> <p>Conducts education for self-managing a ruptured intervertebral disc, in Meeting individualised needs, p. 1601</p> <p>Provides appropriate and safe nursing management of a person with a carotid endarterectomy, in Nursing care of the person, p. 1576</p>
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			Includes evidence-based practice in relation to the assessment of the person and subsequent planning, implementation and evaluation of stroke, in Translation to practice, p. 1577 When caring for a person with a stroke, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, p. 1579 Provides comprehensive nursing care for a person with a stroke, in Nursing care plan, p. 1579
43	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Incorporates evidence-based practice in relation to MS, in Nursing care plan, p. 1624
	2. Engages in therapeutic and professional relationships	2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Collaborates with the physiotherapist and occupational therapist, in Nursing care plan, p. 1630
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Provides comprehensive nursing care for a person with AD, in Nursing care plan, pp. 1612–1613 Includes evidence-based practice in relation to the assessment of the person and subsequent planning and implementation of nursing care for MS, in Nursing care plan, p. 1624 Provides comprehensive nursing care for a person having plasmapheresis, in Nursing care of the person, p. 1641 When caring for a person with PD, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, p. 1630 When caring for a person with myasthenia gravis, carries out the processes involved in the assessment, planning and implementation phases that specifically address the person's needs, in Nursing care plan, p. 1643
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Provides appropriate and safe nursing management of medication, in Medication administration, p. 1611 Uses evidence-based research to design nursing interventions specific to the needs of ageing people with MS, in Nursing care plan, p. 1624 Provides comprehensive nursing care for a person having plasmapheresis, in Nursing care of the person, p. 1641

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			Determines priority nursing diagnoses, based on assessed data, to select and implement individualised nursing interventions for a person with myasthenia gravis, in Nursing care plan, p. 1643
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Integrates interprofessional care for a person with PD, in Nursing care plan, p. 1630
		5.3. Documents, evaluates and modifies plans accordingly to facilitate the agreed outcomes	Revises plan of care as needed to provide effective interventions to promote, maintain or restore functional health status of a person with AD, in Nursing care plan, pp. 1612–1613
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Administers oral and injectable medications knowledgeably and safely, in Medication administration, p. 1611 Provides comprehensive nursing care for a person with AD, in Nursing care plan, pp. 1612–1613 Includes evidence-based practice in relation to the assessment of the person and subsequent planning and implementation of nursing care for MS, in Nursing care plan, p. 1624 When caring for a person with PD, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, p. 1630 Provides skilled care for a person having plasmapheresis, in Nursing care of the person, p. 1641 When caring for a person with myasthenia gravis, carries out the processes involved in the assessment, planning and implementation phases that specifically address the person's needs, in Nursing care plan, p. 1643
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	Provides comprehensive nursing care for a person with AD, in Nursing care plan, pp. 1612–1613 When caring for a person with PD, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, p. 1630 Provides comprehensive nursing care for a person having plasmapheresis, in Nursing care of the person, p. 1641

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
Unit 12 Responses to Altered Visual and Auditory Function			
44	2. Engages in therapeutic and professional relationships	2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Monitors the results of diagnostic tests and reports abnormal findings, in Diagnostic tests, pp. 1667; 1678
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate 4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	Conducts a health history for a person with an alteration in visual function, in Functional health pattern interview, p. 1665 Conducts and/or assists in the collection of refraction, intraocular pressure and radiographical studies, in Diagnostic tests, p. 1667 Conducts a physical assessment of the auditory system, in Ear and hearing assessments, pp. 1679–1680
45	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Incorporates evidence-based practice in relation to the nursing care of blindness, in Nursing care of the person, p. 1684
	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights 2.3. Recognises that people are the experts in the experience of their life	Communicates therapeutically, in Nursing care of the person, p. 1690 Involves person with decision making, in Nursing care of the person, p. 1684
		2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Collaborates with the social worker, in Nursing care plan, p. 1703
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	When caring for a person with glaucoma and cataracts, carries out the processes involved in the assessment, planning and implementation phases that specifically address the person's needs, in Nursing care plan, p. 1703 When caring for a person with glaucoma and cataracts, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, p. 1703
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Plans and implements appropriate and individualised evidence-based nursing interventions and education for blindness, in Nursing care of the person, p. 1684 Provides appropriate and safe nursing management of a person who is having eye surgery, in Nursing care of the person, p. 1690

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			Provides appropriate and safe nursing management of medication, in Medication administration, p. 1701
			Using assessed data, determines priority nursing interventions and care for a person with glaucoma and cataracts, in Nursing care plan, p. 1703
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Collaborates with other members of the healthcare team to provide effective care for a person with glaucoma and cataracts, in Nursing care plan, p. 1703
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Includes evidence-based practice in relation to the planning and implementation of nursing care for blindness, in Nursing care of the person, p. 1684
			Provides appropriate care and education for a person who is having eye surgery, in Nursing care of the person, p. 1690
			Safely and effectively administers eye medications, in Medication administration, p. 1701
			When caring for a person with glaucoma and cataracts, carries out the processes involved in the assessment, planning and implementation phases that specifically address the person's needs, in Nursing care plan, p. 1703
			When caring for a person with glaucoma and cataracts, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, p. 1703
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	When caring for a person with glaucoma and cataracts, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, p. 1703

Unit 13 Responses to Altered Reproductive Function

46	2. Engages in therapeutic and professional relationships	2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Monitors the results of diagnostic tests and reports abnormal findings, in Diagnostic tests, pp. 1736–1737
	4. Comprehensively conducts assessments	4.2. Uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice	Conducts a health history for a man with an alteration in the male reproductive system, in Functional health pattern interview, p. 1735

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			<p>Conducts and/or assists in the collection of blood samples and cell and tissue samples, and radiographical studies, in Diagnostic tests, pp. 1736–1737</p> <p>Conducts a physical assessment of the female reproductive system, in Female reproductive assessments, pp. 1751–1754</p>
47	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Incorporates evidence-based practice in relation to discharge education, in Translation to practice, p. 1777
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	<p>Provides appropriate and safe nursing management of a man having a prostatectomy, in Nursing care of the man, pp. 1771–1772</p> <p>Includes evidence-based practice in relation to the assessment of the person and subsequent planning, implementation and evaluation of discharge education, in Translation to practice, p. 1777</p> <p>Provides comprehensive nursing care for a man with prostate cancer, in Nursing care plan, p. 1780</p> <p>When caring for a man with prostate cancer, carries out the processes involved in the assessment, planning and implementation phases that specifically address the man's needs, in Nursing care plan, p. 1780</p>
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	<p>Provides appropriate and safe nursing management of a man having a prostatectomy, in Nursing care of the man, pp. 1771–1772</p> <p>Uses evidence-based research to provide information and education to men having a radical prostatectomy, in Translation to practice, p. 1777</p> <p>Determines priority nursing diagnoses, based on assessed data, to select and implement individualised nursing interventions for a man with prostate cancer, in Nursing care plan, p. 1780</p>
		5.3. Documents, evaluates and modifies plans accordingly to facilitate the agreed outcomes	Revises plan of care as needed to provide effective interventions to promote, maintain or restore functional health status for a man with prostate cancer, in Nursing care plan, p. 1780
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Provides skilled care to a man undergoing prostate surgery, in Nursing care of the man, pp. 1771–1772

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			<p>Includes evidence-based practice in relation to the assessment of the person and subsequent planning, implementation and evaluation of discharge education, in Translation to practice, p. 1777</p> <p>Provides comprehensive nursing care for a man with prostate cancer, in Nursing care plan, p. 1780</p> <p>When caring for a man with prostate cancer, carries out the processes involved in the assessment, planning and implementation phases that specifically address the man's needs, in Nursing care plan, p. 1780</p>
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	<p>Includes evidence-based practice in relation to the assessment of the man and subsequent planning, implementation and evaluation of discharge education, in Translation to practice, p. 1777</p> <p>Provides appropriate and safe nursing management of a man having a prostatectomy, in Nursing care of the man, pp. 1771–1772</p> <p>Provides comprehensive nursing care for a man with prostate cancer, in Nursing care plan, p. 1780</p>
48	1. Thinks critically and analyses nursing practice	<p>1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice</p> <p>1.2. Develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice</p>	<p>Incorporates evidence-based practice in relation to breast and cervical cancer, in Translation to practice, p. 1823</p> <p>Incorporates evidence-based practice in relation to breast and cervical cancer, in Translation to practice, p. 1823</p>
	2. Engages in therapeutic and professional relationships	<p>2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights</p> <p>2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes</p>	<p>Communicates therapeutically, in Meeting individualised needs, p. 1785</p> <p>Collaborates with the counsellor and dietitian, in Nursing care plan, pp. 1800–1801</p>
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	<p>Provides appropriate and safe nursing management of a woman having a hysterectomy, in Nursing care of the woman, p. 1793</p> <p>When caring for a woman with endometriosis, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, pp. 1800–1801</p>

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			<p>When caring for a woman with cervical cancer, carries out the processes involved in the assessment, planning and implementation phases that specifically address the woman's needs, in Nursing care plan, pp. 1803–1804</p> <p>Provides comprehensive nursing care for a woman with breast cancer, in Nursing care plan, p. 1821</p> <p>Includes evidence-based practice in relation to the assessment of the person and subsequent planning of nursing care for breast and cervical cancer, in Translation to practice, p. 1823</p>
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	<p>Provides appropriate and safe nursing management of a woman having a hysterectomy, in Nursing care of the woman, p. 1793</p> <p>Determines priority nursing diagnoses, based on assessed data, to select and implement individualised nursing interventions for a woman with cervical cancer, in Nursing care plan, pp. 1803–1804</p> <p>Provides appropriate and safe nursing management of medication, in Medication administration, p. 1818</p> <p>Uses evidence-based research to design interventions to promote early diagnosis and treatment of all Australian women with cervical and breast cancer, with particular focus on the health disparities for women from areas of social disadvantage; for example, women living in remote and rural areas of Australia or Indigenous women, in Translation to practice, p. 1823</p>
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	<p>Provides health education appropriate for community-based self-care of sexual function, in Meeting individualised needs, p. 1785</p> <p>Integrates an interprofessional approach into care for a woman with endometriosis, in Nursing care plan, pp. 1800–1801</p>
		5.3. Documents, evaluates and modifies plans accordingly to facilitate the agreed outcomes	<p>Revises plan of care as needed to provide effective interventions to promote, maintain or restore functional health status to a woman with breast cancer, in Nursing care plan, p. 1821</p>
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	<p>Conducts education for self-managing sexual function, in Meeting individualised needs, p. 1785</p>

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
49	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	<p>Provides skilled care for a woman having a hysterectomy, in Nursing care of the woman, p. 1793</p> <p>When caring for a woman with endometriosis, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, pp. 1800–1801</p> <p>Provides comprehensive nursing care for a woman with breast cancer, in Nursing care plan, p. 1821</p> <p>When caring for a woman with cervical cancer, carries out the processes involved in the assessment, planning and implementation phases that specifically address the woman's needs, in Nursing care plan, pp. 1803–1804</p> <p>Administers medications knowledgeably and safely, in Medication administration, p. 1818</p> <p>Provides appropriate and safe nursing management of a woman having a hysterectomy, in Nursing care of the woman, p. 1793</p>
	2. Engages in therapeutic and professional relationships	<p>2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights</p> <p>2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes</p>	<p>When caring for a woman with endometriosis, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, pp. 1800–1801</p> <p>Provides comprehensive nursing care for a woman with breast cancer, in Nursing care plan, p. 1821</p> <p>Provides written and verbal information for self-managing syphilis, in Nursing care plan, pp. 1844–1845</p> <p>Collaborates with relationship counsellor, in Nursing care plan, pp. 1844–1845</p>
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	<p>When caring for a person with gonorrhoea, carries out the processes involved in the assessment, planning and implementation phases that specifically address the person's needs, in Nursing care plan, p. 1841</p> <p>Provides comprehensive nursing care for the person who has syphilis, in Nursing care plan, pp. 1844–1845</p>

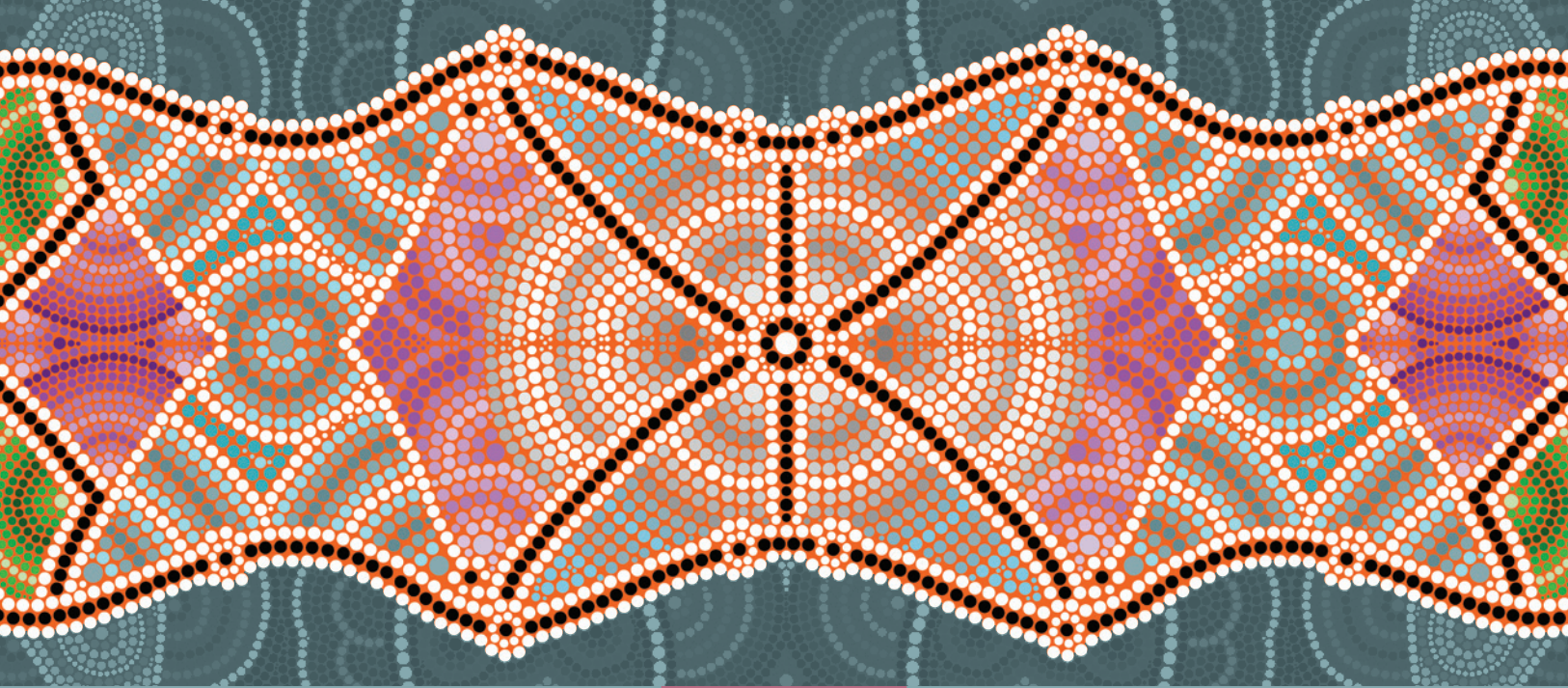
CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
			When caring for a person with syphilis, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, pp. 1844–1845
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Provides appropriate and safe nursing management of medication, in Medication administration, p. 1835 Determines nursing priorities and selects and implements individualised nursing intervention for a person with gonorrhoea, in Nursing care plan, p. 1841
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Integrates interprofessional care into care of a person with syphilis, in Nursing care plan, pp. 1844–1845 Conducts education for self-managing syphilis, in Nursing care plan, pp. 1844–1845
		5.3. Documents, evaluates and modifies plans accordingly to facilitate the agreed outcomes	Revises plan of care as needed to provide effective interventions to promote, maintain or restore functional health status for the person who has syphilis, in Nursing care plan, pp. 1844–1845
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Administers topical medications knowledgeably and safely, in Medication administration, p. 1835 When caring for a person with gonorrhoea, carries out the processes involved in the assessment, planning and implementation phases that specifically address the person's needs, in Nursing care plan, p. 1841 When caring for a person with syphilis, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, pp. 1844–1845 Provides teaching appropriate for prevention, control and self-care of syphilis, in Nursing care plan, pp. 1844–1845 Provides comprehensive nursing care for the person who has syphilis, in Nursing care plan, pp. 1844–1845

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	When caring for a person with syphilis, carries out the processes involved in the assessment, planning, intervention and evaluation phases that specifically address the multidisciplinary team, in Nursing care plan, pp. 1844–1845 Provides comprehensive nursing care for the person who has syphilis, in Nursing care plan, pp. 1844–1845
Unit 14 Special Topics in Medical–Surgical Nursing			
50	1. Thinks critically and analyses nursing practice	1.1. Accesses, analyses and uses the best available evidence, that includes research findings, for safe, quality practice	Incorporates the Recovery Model as the framework for mental healthcare, in Recovery, pp. 1860–1863
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Conducts a mental state assessment of the person, in Box 50.4 Components of a mental state assessment, p. 1864 Includes evidence-based practice in relation to the assessment of the person and subsequent planning and implementation of mental health nursing care, in Recovery, pp. 1860–1863
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Uses an evidence-based approach to design interventions which promote Recovery, in Recovery, pp. 1860–1863
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Includes evidence-based practice in relation to the assessment of the person and subsequent planning and implementation of mental health nursing care, in Recovery, pp. 1860–1863
51	1. Thinks critically and analyses nursing practice	1.2. Practises within a professional and ethical nursing framework	Incorporates primary care principles in nursing service delivery, in Primary healthcare and primary care, pp. 1882–1884
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Provides comprehensive nursing care for the person and the community, in Primary healthcare and primary care, pp. 1882–1884
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Incorporate the principles of primary care into the provision of nursing care in the regional, rural and remote setting, in Primary healthcare and primary care, pp. 1882–1884
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Provides comprehensive nursing care for the person and the community, in Primary healthcare and primary care, pp. 1882–1884
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	Provides comprehensive nursing care for the person and the community, in Primary healthcare and primary care, pp. 1882–1884
52	1. Thinks critically and analyses nursing practice	1.2. Practises within a professional and ethical nursing framework	Practises cultural safety, in Indigenous health considerations in regional, rural and remote areas, pp. 1897–1898

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	2. Engages in therapeutic and professional relationships	2.2. Communicates effectively and is respectful of a person's dignity, culture, values, beliefs and rights	Establishes a therapeutic relationship based on trust, in <i>Establishing boundaries</i> , p. 1905
		2.6. Uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes	Consults and/or refers to specialist healthcare individuals/organisations, in <i>Acute assessment and emergency nursing care</i> , pp. 1901–1905
	4. Comprehensively conducts assessments	4.1. Conducts assessments that are holistic as well as culturally appropriate	Provides culturally sensitive nursing care with the person and the community as active participants, in <i>Indigenous health considerations in regional, rural and remote areas</i> , pp. 1897–1898 Conducts comprehensive assessment of the person and subsequent planning, implementation and evaluation of care, including referral and transfer, in <i>Acute assessment and emergency nursing care</i> , pp. 1901–1905 Provides comprehensive nursing care for a person in the community, in <i>Establishing boundaries</i> , p. 1905
	5. Develops a plan for nursing practice	5.1. Uses assessment data and best available evidence to develop a plan	Uses assessment findings to determine initial nursing care, referral and transfer as deemed necessary, in <i>Acute assessment and emergency nursing care</i> , pp. 1901–1905
		5.2. Collaboratively constructs nursing practice plans until contingencies, options, priorities, goals, actions, outcomes and time frames are agreed with the relevant people	Provides culturally sensitive nursing care with the person and the community as active participants, in <i>Indigenous health considerations in regional, rural and remote areas</i> , pp. 1897–1898 Uses professional communication skills to develop therapeutic relationships and establish professional boundaries when working in regional, rural and remote communities, in <i>Establishing boundaries</i> , p. 1905
	6. Provides safe, appropriate and responsive quality nursing practice	6.1. Provides comprehensive, safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people	Provides culturally safe nursing care, pp. 1897–1898 Conducts comprehensive assessment of the person and subsequent planning, implementation and evaluation of care, including referral and transfer, in <i>Acute assessment and emergency nursing care</i> , pp. 1901–1905 Provides comprehensive nursing care for a person in the community, in <i>Establishing boundaries</i> , p. 1905

CHAPTER	STANDARD	CRITERIA	EVIDENCE-BASED EXAMPLES (INCLUDING PAGE NO.)
	7. Evaluates outcomes to inform nursing practice	7.1. Evaluates and monitors progress towards the expected goals and outcomes	<p>Provides culturally sensitive nursing care with the person and the community as active participants, in Indigenous health considerations in regional, rural and remote areas, pp. 1897–1898</p> <p>Conducts comprehensive assessment of the person and subsequent planning, implementation and evaluation of care, including referral and transfer, in Acute assessment and emergency nursing care, pp. 1901–1905</p> <p>Provides comprehensive nursing care for a person in the community, in Establishing boundaries, p. 1905</p>

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UNIT 1

DIMENSIONS OF MEDICAL–SURGICAL NURSING



CHAPTER 1
MEDICAL–SURGICAL NURSING



CHAPTER 2
HEALTH AND ILLNESS IN ADULTS



CHAPTER 1

MEDICAL–SURGICAL NURSING

TRACY LEVETT-JONES, LORINDA PALMER

KEY TERMS

clinical governance 13
clinical pathway 12
clinical reasoning 6
critical thinking 3
cultural competence 10
cultural safety 10
culture 9
delegation 12
dilemma 10
medical–surgical
nursing 3
nursing process 4
person-centred care 3
scope of practice 12

LEARNING OUTCOMES

- Define and discuss the importance of person-centred care.
- Describe the attitudes, attributes and skills necessary for critical thinking when providing nursing care.
- Outline the stages of the nursing process.
- Outline the stages of the Clinical Reasoning Cycle and how it was designed to positively impact on patient safety.
- Describe the importance of national competency standards, codes of ethics and codes of professional conduct as guidelines for accountable and professional nursing practice.
- Outline the concept of cultural competence as an integral component of nursing care.
- Discuss some of the legal and ethical dilemmas evident in medical–surgical nursing.
- Discuss the roles and functions of the nurse as caregiver, educator, advocate, leader/manager and researcher.

CLINICAL COMPETENCIES

- Demonstrate critical thinking and clinical reasoning when providing evidence-based, safe, person-centred and culturally competent nursing care.
- Provide clinical care within a framework that integrates, as appropriate, the medical–surgical nursing roles of caregiver, educator, advocate, leader/manager and researcher.

Medical–surgical nursing is one component in a suite of nursing services that provide healthcare within an interprofessional approach. The descriptors ‘medical’ or ‘surgical’ nursing are broad and you will encounter many specialty practice areas within the general category of medical–surgical nursing; for example, acute care, day surgery, community mental health, general practice, renal dialysis satellite centres and outpatient clinics.

The person with whom and for whom nursing care is designed and implemented may range in age from late teens to 100 years of age or even older. Medical–surgical nursing focuses on a person’s response to actual or potential alterations in health and takes into account their history, community and social support network. The wide range of ages, cultural and linguistic diversity and variety of healthcare needs specific to each person make medical–surgical nursing a dynamic, challenging and rewarding area of nursing practice.

Medical–surgical nursing includes the promotion of health, prevention of illness and the care of ill, disabled and dying people across the lifespan and in diverse practice contexts. Nurses are responsible for the provision of safe, empathetic, person-centred, evidence-based care. They communicate and collaborate with patients, families and other health professionals to promote health and wellbeing. Nursing care is guided by clear thinking processes and professional, ethical and legal frameworks. This chapter provides a broad overview of the clinical practice of medical–surgical nursing, including the roles and functions of the medical–surgical nurse.

PERSON-CENTRED CARE

The terms ‘*person*’ and ‘*patient*’ denote the individual who is the recipient of care and may be used interchangeably, depending on the context of care. In this book we generally use the term ‘person’ as this aligns with the concept of person centred.

Person-centred care means seeing the *person*, not just the patient or their disease process. That is, we speak of a *person* with a disease; for example, ‘In bed 4 is Mr Johns who has had an appendectomy’; rather than ‘the appendectomy in bed 4’, or ‘Joanne requires assistance with her meals’ rather than ‘Joanne is a feed’.

Person-centred nurses are empathetic, respectful, ethical, open-minded and self-aware. They have a profound sense of personal responsibility for actions (moral agency) and place the ‘person’ at the centre of healthcare, considering the person’s needs and wishes as paramount (McCormack & Titchen, 2001; Redman & Lynn, 2004). Integral to person-centred care is therapeutic communication and the nurse’s commitment to understanding the person’s beliefs and values, life history and cultural and/or linguistic diversity. Person-centred care is central to safe, effective and competent nursing practice. There is a body of evidence indicating that person-centred care results in improved patient outcomes; for example, decreased mortality (Meterko et al., 2010), fewer medication errors (Bolster & Manias,

2010), decreased infection and readmission rates (Isaac et al., 2010) and improved quality of life for people with dementia (Chenoweth et al., 2009).

CRITICAL THINKING

Critical thinking is a complex collection of cognitive skills and affective habits of the mind and has been described as the process of analysing and assessing thinking with a view to improving it (Paul & Elder, 2007). Critical thinking includes the ability to think about one’s own thinking; this is called metacognition. To think like a nurse requires you to learn the knowledge, ideas, skills, concepts and theories of nursing, and develop your intellectual capacities to become a disciplined, self-directed, critical thinker capable of clinical reasoning (Paul & Elder, 2007). Critical thinking requires practice so that it becomes integral to your clinical decision making. Learning activities are included throughout this book to provide opportunities for practising critical thinking.

Thinking critically involves more than just cognitive (knowledge) skills. It is strongly influenced by one’s attitudes and mental habits. To think critically, you must focus your attention on your attitudes and how they affect your thinking. These attitudes and mental habits include the following:

- Being able to think independently so that you make clinical decisions based on sound thinking and judgment. This means, for example, that you are not influenced by negative comments from other health professionals about a person.
- Being willing to listen to and be fair in your evaluation of others’ ideas and beliefs. This involves listening carefully to other ideas and thoughts, and making decisions based on what you have learned instead of how you feel.
- Having empathy and practising empathy in a person-centred way by being able to put yourself in the place of another to better understand that person. For example, if you put yourself in the place of the person with severe pain, you are better able to understand why they are so upset when pain medications are late.
- Being fair minded, just and considerate of all viewpoints before making a decision. This means you consider the viewpoints of others that may be different from yours before reaching a conclusion. You also realise that you are constantly learning from others. You are not afraid to say, ‘I don’t know the answer to that question, but I will find out and let you know.’
- Being disciplined so that you do not stop at easy answers, but continue to consider alternatives.
- Being creative and self-confident. Nurses often need to consider different ways of providing care and constantly look for improved and more cost-effective methods. Confidence in your decision making is enhanced through effective critical thinking.

The major critical thinking skills are divergent thinking, reasoning, clarifying and reflection. A description of each follows.

Divergent thinking is having the ability to weigh the importance of information. This means that when you collect data (information/cues) from a person, you can sort out the data that are relevant for the care of that person from the data that are not