

Jarvis: *Physical Examination and Health Assessment*, 6<sup>th</sup> edition

THEME: COGNITION		
CONCEPT: COGNITIVE FUNCTION		
EXEMPLAR	RESOURCES	ACTIVE LEARNING ACTIVITIES
Older Adult (Delirium, Dementia, Alzheimer Disease)	<b>PRINT</b>	<ul style="list-style-type: none"> <li>Define the behaviors that are considered in an assessment of a person's mental status.</li> <li>Describe relevant developmental care related to the mental status examination.</li> <li>List the four components of mental status assessment.</li> <li>Complete a Mini-Mental State Examination.</li> <li>Using the form provided in the text, assign students to work in pairs and have each complete a Mini-Mental State Examination on the assigned partner. At the completion of the exercise, discuss interviewing techniques that facilitated the completion of the examination. Have students play the part of a patient and take the Set Test.</li> <li>Use segments of movies or other visual materials and ask students to describe the mental status of the personality portrayed, using A, B, C, and T for the segment viewed. A suggestion would be <i>The Over the Hill Gang</i> with George Burns for viewing older adults.</li> <li>Use the health history as the basis for assigning students a patient in the clinical setting to complete a mental status assessment exam.</li> <li>For each person described in the following situations, have students discuss the developmental, age,</li> </ul>
	<ul style="list-style-type: none"> <li>Chapter 4, "The Complete Health History" (pp. 56, 63)</li> <li>Chapter 5, "Mental Status Assessment" (pp. 72, 74-75, 80-81, 82 - CS, 88t)</li> <li>Chapter 10, "Pain Assessment: The Fifth Vital Sign" (pp. 163, 170, 171f)</li> <li>Chapter 27, "The Complete Health Assessment: Putting It All Together" (pp. 764, 769)</li> <li>Chapter 30, "Functional Assessment of the Older Adult" (pp. 830, 835-837, 844)</li> </ul>	
	<b>DIGITAL</b>	
	<ul style="list-style-type: none"> <li><a href="#">Figure 5-2, "Clock drawing for the Mini-Cog."</a></li> </ul> <p><u>Audience Response System Questions</u></p> <ul style="list-style-type: none"> <li><a href="#">Chapter 5: Questions 1-2</a></li> </ul> <p><u>Clinical References</u></p> <ul style="list-style-type: none"> <li><a href="#">Bedside Assessment Summary Checklist: Chapter 5</a></li> <li><a href="#">Physical Examination Summary Checklist: Chapter 5</a></li> <li><a href="#">Quick Assessment for Common Conditions: Chapter 30: Alzheimer's Disease (AD)</a></li> </ul> <p><u>NCLEX Review Questions</u></p> <ul style="list-style-type: none"> <li>Chapter 5: Questions 4-7, 10</li> </ul>	

<p>Older Adult (Delirium, Dementia, Alzheimer Disease), cont.</p>	<ul style="list-style-type: none"> <li>Chapter 30: Questions 1-4</li> </ul> <p><u>PowerPoint Presentations</u></p> <ul style="list-style-type: none"> <li><a href="#">Chapter 5: Slides 6, 33-38</a></li> <li><a href="#">Chapter 30: Slides 2, 6, 18-19, 42</a></li> </ul> <p><u>Test Bank Questions</u></p> <ul style="list-style-type: none"> <li>Chapter 5: Questions 3-6, 18, 27, 34, 39; 1 (MR)</li> <li>Chapter 30: Questions 1-5, 11</li> </ul>	<p>socioeconomic, and cross-cultural considerations that should be addressed during the gathering of subjective and objective data and the implications for the provision of health care. Ask students to determine whether information is provided regarding appearance, behavior, cognition, and thought processes (A, B, C, and T). Because patients with alterations in mental status may be unable to meet their own physical needs, also have students discuss the implications for the family member providing care or community social services that may be required. Have students describe any additional data that might be needed before a judgment or diagnosis can be made and cite at least one relevant nursing diagnosis for any actual or potential problem identified.</p> <ul style="list-style-type: none"> <li>○ D. J. has Parkinson disease and is therefore seen every 6 months for follow-up evaluation. In the past, her husband has accompanied her and been present during the examination. Because he was unable to accompany her today, a neighbor has brought her for the visit, and D. J. is in the examining room alone. When the health care practitioner comes into the room, D. J. is still in her street clothes, and when asked to put on the examining gown she seems confused about how to proceed with the task. She is unable to recall what she had for breakfast and cannot state her phone number.</li> <li>○ D.S. is admitted to the unit through the emergency department, where a diagnosis of cerebrovascular accident (CVA, or stroke) was made. The nurse performing the health history notices the inability of the patient to answer questions, but D. S.</li> </ul>
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Older Adult (Delirium, Dementia, Alzheimer Disease), cont.		<p>responds correctly when given simple commands. Because of right-sided paralysis, D. S. is unable to write.</p> <ul style="list-style-type: none"> <li>List the other domains of assessment that may be performed with the older adult.</li> <li>Describe the various functional assessments that may be performed with the older adult.</li> <li>Have each student complete a functional assessment on an older family member or friend and present a brief description of the person and the results of this assessment.</li> </ul> <p><u>Simulation Learning System</u></p> <ul style="list-style-type: none"> <li>Scenario HA 8-4: Malcolm Little. Scenario Presentation: Patient presents with daughter who is concerned by her father's recent, periodic confusion and complicated medication regimen.</li> </ul> <p><u>HESI Case Studies</u></p> <ul style="list-style-type: none"> <li>Alzheimer's Disease</li> </ul>
EXEMPLAR	RESOURCES	ACTIVE LEARNING ACTIVITIES
Infants and Children	<b>PRINT</b>	<ul style="list-style-type: none"> <li>Discuss relevant developmental care in relation to a general survey.</li> <li>Define the behaviors that are considered in an age appropriate assessment of a person's mental status.</li> <li>Describe relevant developmental care related to the mental status examination.</li> <li>Apply the components of mental status exam to an infant in the pediatric clinical setting.</li> <li>Apply the components of a mental</li> </ul>
	<ul style="list-style-type: none"> <li>Chapter 4, "The Complete Health History" (pp. 56, 63)</li> <li>Chapter 5, "Mental Status Assessment" (pp. 72, 74-75, 79-80, 84-86)</li> <li>Chapter 9, "General Survey, Measurement, Vital Signs" (pp. 142-143)</li> <li>Chapter 27, "The Complete Health Assessment: Putting It All Together" (pp. 764, 769, 776)</li> </ul>	
	<b>DIGITAL</b>	

<p>Infants and Children, cont.</p>	<p><u>Audience Response System Questions</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Chapter 5: Questions 1-2</a></li> </ul> <p><u>Clinical References</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Bedside Assessment Summary Checklist: Chapter 5</a></li> <li>• <a href="#">Physical Examination Summary Checklist: Chapter 5</a></li> </ul> <p><u>NCLEX Review Questions</u></p> <ul style="list-style-type: none"> <li>• Chapter 5: Questions 6, 8, 10</li> </ul> <p><u>PowerPoint Presentations</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Chapter 5: Slides 6, 30-32</a></li> <li>• <a href="#">Chapter 9: Slide 51</a></li> </ul> <p><u>Test Bank Questions</u></p> <ul style="list-style-type: none"> <li>• Chapter 5: Questions 2, 10, 16-17, 19, 30</li> </ul>	<p>exam to a child in the pediatric clinical setting.</p> <ul style="list-style-type: none"> <li>• Discuss developmental care for infants, children, and aging adults.</li> <li>• Assign students to complete a Denver II test on a pediatric patient in an outpatient clinical setting.</li> <li>• This strategy can be used in the clinical, in the classroom, online, or in the simulation lab setting. For a simulation lab, divide learners into groups of three. Learners can also videotape presentations via video camera or cell phone and post them to a discussion board online. Actual patients are used in the clinical setting, and the facilitator observes the demonstration. <ul style="list-style-type: none"> <li>○ Provide the Summary Checklist for Chapter 5 to learners in advance or include it in the course syllabus. Using the Summary Checklist, have learners demonstrate techniques used in physical examination. Peer review of the checklist should be completed prior to testing.</li> </ul> </li> </ul>
EXEMPLAR	RESOURCES	ACTIVE LEARNING ACTIVITIES
<p>Aphasias</p>	<p><b>PRINT</b></p>	<ul style="list-style-type: none"> <li>• For the person described in the following situation, have students discuss the developmental, age, socioeconomic, and cross-cultural considerations that should be addressed during the gathering of subjective and objective data and the implications for the provision of health care. Ask students to determine whether information is provided regarding appearance, behavior, cognition, and thought processes (A, B, C, and T). Because patients with alterations in mental status may be unable to meet their own physical needs, also have</li> </ul>
	<ul style="list-style-type: none"> <li>• Chapter 4, “The Complete Health History” (pp. 56, 63)</li> <li>• Chapter 5, “Mental Status Assessment” (pp. 73, 75, 84t)</li> <li>• Chapter 23, “Neurologic System” (pp. 622, 665 - CS)</li> <li>• Chapter 27, “The Complete Health Assessment: Putting It All Together” (pp. 764, 769)</li> </ul>	
	<p><b>DIGITAL</b></p>	

<p>Aphasias, cont.</p>	<p><u>Clinical References</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Physical Examination Summary Checklist: Chapter 5</a></li> </ul> <p><u>NCLEX Review Questions</u></p> <ul style="list-style-type: none"> <li>• Chapter 5: Questions 2, 6, 10</li> </ul> <p><u>PowerPoint Presentations</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Chapter 5: Slides 9, 21</a></li> </ul> <p><u>Test Bank Questions</u></p> <ul style="list-style-type: none"> <li>• Chapter 5: Questions 21-23, 32, 36, 40</li> </ul>	<p>students discuss the implications for the family member providing care or community social services that may be required. Have students describe any additional data that might be needed before a judgment or diagnosis can be made and cite at least one relevant nursing diagnosis for any actual or potential problem identified.</p> <ul style="list-style-type: none"> <li>○ D. S. is admitted to the unit through the emergency department, where a diagnosis of cerebrovascular accident (CVA, or stroke) was made. The nurse performing the health history notices the inability of the patient to answer questions, but D. S. responds correctly when given simple commands. Because of right-sided paralysis, D. S. is unable to write.</li> <li>• For each person described in the following situations, have students discuss the developmental, age, socioeconomic, and cross-cultural considerations that should be considered during the gathering of subjective and objective data and the provision of health care. In addition, have students relate the anatomic area (body part) of injury or physiologic alteration to the neurologic source of that condition, discuss any additional assessments that might be needed before a judgment or diagnosis can be made, identify at least one relevant nursing diagnosis for any actual or potential problem identified, and list resources available to the patient.</li> <li>○ D.L. had a CVA 1 week ago. His left side is paralyzed. Although his speech is clear, he confabulates, reads aloud without comprehension, displays poor judgment, and overestimates his ability to perform simple tasks. He</li> </ul>
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<p>Aphasias, cont.</p>		<p>has a short attention span and has difficulty with the concept of time. Behavior is frequently impulsive and impatient.</p> <ul style="list-style-type: none"> <li>○ J.L. had a CVA within the past week. J. L. is easily frustrated, anxious, and fearful, and her speech is slurred. She needs verbal cuing for any task she is asked to carry out. She eats only food on the left side of the tray and responds only when approached from the left side.</li> </ul>
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Jarvis: *Physical Examination and Health Assessment*, 6<sup>th</sup> edition

THEME: COGNITION CONCEPT: PSYCHOSIS		
EXEMPLAR	RESOURCES	ACTIVE LEARNING ACTIVITIES
Delirium (Acute Confusion State)	<b>PRINT</b> <ul style="list-style-type: none"> <li>Chapter 4, “The Complete Health History” (pp. 56, 63)</li> <li>Chapter 5, “Mental Status Assessment” (pp. 80, 83t, 88t)</li> <li>Chapter 6, “Substance Use Assessment” (p. 101t)</li> <li>Chapter 27, “The Complete Health Assessment: Putting It All Together” (pp. 764, 769)</li> <li>Chapter 30, “Functional Assessment of the Older Adult” (p. 835)</li> </ul>	<ul style="list-style-type: none"> <li>List the four components of mental status assessment.</li> <li>Complete a Mini-Mental State Examination.</li> <li>Define the behaviors that are considered in an assessment of a person’s mental status.</li> <li>Describe relevant developmental care related to the mental status examination.</li> <li>Discuss developmental care for infants, children, and aging adults.</li> <li>Write brief descriptions of various alterations in mental status that students might encounter in the patients of various clinical agencies. Ask one or two students to provide a role-play based on the supplied description and have the rest of the group complete a mental status assessment on the “patient.”</li> <li>Assign students to complete a mental status assessment of an assigned patient in a clinical setting, using responses to health history questions as the basis for the examination.</li> <li>List the other domains of assessment that may be performed with the older adult.</li> <li>Describe the various functional assessments that may be performed with the older adult.</li> <li>In the clinical setting, have students practice assessment of the cognitive</li> </ul>
	<b>DIGITAL</b> <ul style="list-style-type: none"> <li><a href="#">Figure 5-2, “Clock drawing for the Mini-Cog.”</a></li> </ul> <u>NCLEX Review Questions</u> <ul style="list-style-type: none"> <li>Chapter 5: Questions 1, 4-7, 10</li> </ul> <u>PowerPoint Presentations</u> <ul style="list-style-type: none"> <li><a href="#">Chapter 5: Slides 3, 27</a></li> <li><a href="#">Chapter 6: Slide 21</a></li> <li><a href="#">Chapter 30: Slides 18-19</a></li> </ul> <u>Test Bank Questions</u> <ul style="list-style-type: none"> <li>Chapter 5: Questions 27, 34; 1 (MR)</li> </ul>	

Delirium (Acute Confusion State), cont.		<p>domain using the MMSE or other tools on hospitalized older adults.</p> <p><u>HESI Case Studies</u></p> <ul style="list-style-type: none"> <li>Alcoholism</li> <li>Psychosis</li> </ul>
EXEMPLAR	RESOURCES	ACTIVE LEARNING ACTIVITIES
Phobias	<b>PRINT</b>	<ul style="list-style-type: none"> <li>Define the behaviors that are considered in an assessment of a person's mental status.</li> <li>Describe relevant developmental care related to the mental status examination.</li> <li>Write brief descriptions of various alterations in mental status that students might encounter in the patients of various clinical settings. Ask one or two students to provide a role-play based on the supplied description and have the rest of the group complete a mental status assessment on the "patient."</li> <li>For the person described in the following situation, have students discuss the developmental, age, socioeconomic, and cross-cultural considerations that should be addressed during the gathering of subjective and objective data and the implications for the provision of health care. Ask students to determine whether information is provided regarding appearance, behavior, cognition, and thought processes (A, B, C, and T). Have students describe any additional data that might be needed before a judgment or diagnosis can be made and cite at least one relevant nursing diagnosis for any actual or potential problem identified. <ul style="list-style-type: none"> <li>During an annual gynecologic checkup, 35-year-old Z. C.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Chapter 5, "Mental Status Assessment" (pp. 87t, 90t)</li> </ul>	
	<b>DIGITAL</b> <u>Test Bank Questions</u> <ul style="list-style-type: none"> <li>Chapter 5: Question 24</li> </ul>	

Phobias, cont.		<p>expresses a fear of cancer of the cervix, from which her mother died last year. As you assist her to the table for the physical examination, Z. C. starts to tremble and sweat and complains of feeling cold, having a “choking” feeling, and nausea. Her respirations are shallow and rapid, and you notice that her pulse is bounding.</p> <p><u>HESI Case Studies</u></p> <ul style="list-style-type: none"> <li>Psychosis</li> </ul>
EXEMPLAR	RESOURCES	ACTIVE LEARNING ACTIVITIES
Schizophrenia	<b>PRINT</b>	<ul style="list-style-type: none"> <li>Define the behaviors that are considered in an assessment of a person’s mental status.</li> <li>Describe relevant developmental care related to the mental status examination.</li> <li>List the four components of mental status assessment.</li> <li>Use segments of movies or other visual materials and ask students to describe the mental status of the personality portrayed, using A, B, C, and T for the segment viewed. Some suggestions for movies might include <i>Terms of Endearment</i> for anger, and <i>A Beautiful Mind</i> for a psychiatric disorder (schizophrenia).</li> <li>Write brief descriptions of various alterations in mental status that students might encounter in the patients of various clinical settings. Ask one or two students to provide a role-play based on the supplied description and have the rest of the group complete a mental status assessment on the “patient.”</li> <li>For the person described in the following situation, have students</li> </ul>
	<ul style="list-style-type: none"> <li>Chapter 4, “The Complete Health History” (pp. 56, 63)</li> <li>Chapter 5, “Mental Status Assessment” (pp. 74t 76t, 87t)</li> <li>Chapter 27, “The Complete Health Assessment: Putting It All Together” (pp. 764, 769)</li> </ul>	
	<b>DIGITAL</b> <u>NCLEX Review Questions</u> <ul style="list-style-type: none"> <li>Chapter 5: Questions 1, 9</li> </ul> <u>PowerPoint Presentations</u> <ul style="list-style-type: none"> <li><a href="#">Chapter 5: Slides 4-5, 9</a></li> </ul> <u>Test Bank Questions</u> <ul style="list-style-type: none"> <li>Chapter 5: Questions 23, 25-26, 37, 40</li> </ul>	

Schizophrenia, cont.		<p>discuss the developmental, age, socioeconomic, and cross-cultural considerations that should be addressed during the gathering of subjective and objective data and the implications for the provision of health care. Ask students to determine whether information is provided regarding appearance, behavior, cognition, and thought processes (A, B, C, and T). Because patients with alterations in thought patterns may be unable to meet their own physical needs, also have students discuss the implications for the family member providing care or community social services that may be required. Have students describe any additional data that might be needed before a judgment or diagnosis can be made and cite at least one relevant nursing diagnosis for any actual or potential problem identified.</p> <ul style="list-style-type: none"> <li>○ T.R. comes 5 days a week to an outpatient clinic for physical therapy and occupational therapy for strengthening and gait training after an auto accident that resulted in a head injury. In addition to a head injury, she has been prescribed chlorpromazine (Thorazine) by a psychiatrist for Schizophrenia. Today she is angry and unwilling to follow the directions of the therapist, and her tremors seem to be more pronounced. She evades orientation questions by responding, “Why do you need to know that?”</li> </ul> <p><u>HESI Case Studies</u></p> <ul style="list-style-type: none"> <li>• Psychosis</li> <li>• Schizophrenia</li> </ul>
<b>EXEMPLAR</b>	<b>RESOURCES</b>	<b>ACTIVE LEARNING ACTIVITIES</b>

Mood Disorders	<b>PRINT</b>	<ul style="list-style-type: none"> <li>List the four components of mental status assessment.</li> <li>Define the behaviors that are considered in an assessment of a person's mental status.</li> <li>Describe relevant developmental care related to the mental status examination.</li> <li>Write brief descriptions of various alterations in mental status that students might encounter in the patients of various clinical settings. Ask one or two students to provide a role-play based on the supplied description and have the rest of the group complete a mental status assessment on the "patient."</li> <li>For each person described in the following situations, have students discuss the developmental, age, socioeconomic, and cross-cultural considerations that should be addressed during the gathering of subjective and objective data and the implications for the provision of health care. Ask students to determine whether information is provided regarding appearance, behavior, cognition, and thought processes (A, B, C, and T). Because patients with alterations in mental status may be unable to meet their own physical needs, also have students discuss the implications for the family member providing care or community social services that may be required. Have students describe any additional data that might be needed before a judgment or diagnosis can be made and cite at least one relevant nursing diagnosis for any actual or potential problem identified. <ul style="list-style-type: none"> <li>C. C., a college student, is in her advisor's office because she has</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Chapter 4, "The Complete Health History" (pp. 56, 58, 63)</li> <li>Chapter 5, "Mental Status Assessment" (p. 89t)</li> <li>Chapter 27, "The Complete Health Assessment: Putting It All Together" (pp. 764, 769)</li> </ul>	
	<b>DIGITAL</b>	
	<u>Clinical References</u> <ul style="list-style-type: none"> <li><a href="#">Health Promotion Guide: Chapter 5: Depression</a></li> <li><a href="#">Quick Assessment for Common Conditions: Chapter 5: Depression</a></li> </ul> <u>PowerPoint Presentations</u> <ul style="list-style-type: none"> <li><a href="#">Chapter 5: Slides 4, 6, 9-10, 16, 25</a></li> </ul> <u>Test Bank Questions</u> <ul style="list-style-type: none"> <li>Chapter 5: Questions 7, 28, 33</li> </ul>	

Mood Disorders, cont.		<p>been issued an academic warning for her clinical performance. The advisor is aware that C. C. has a history of bipolar disorder and is under the care of a psychiatrist. C. C. is crying uncontrollably, she looks unkempt in appearance, and her speech is not completely coherent. The advisor asks C. C. whether she is considering suicide and C. C. answers “yes” and reveals that she has been saving her medications.</p> <ul style="list-style-type: none"> <li>○ A.H. has come for a follow-up visit for pneumonia. The practitioner is aware that her daughter was recently killed in a motor vehicle accident that involved alcohol. During the examination, the practitioner notices the smell of mints on A. H.’s breath, slurred speech, and a disheveled appearance.</li> </ul> <p><u>Simulation Learning System</u></p> <ul style="list-style-type: none"> <li>• Scenario HA 10-4: Kim Nguyen. Primary Diagnosis: Situational depression (not yet diagnosed).</li> </ul> <p><u>HESI Case Studies</u></p> <ul style="list-style-type: none"> <li>• Psychosis</li> <li>• Major Depressive Disorder</li> <li>• Depression</li> </ul>
EXEMPLAR	RESOURCES	ACTIVE LEARNING ACTIVITIES
Advanced Dementia	<p><b>PRINT</b></p> <ul style="list-style-type: none"> <li>• Chapter 4, “The Complete Health History” (pp. 56, 63)</li> <li>• Chapter 5, “Mental Status Assessment” (pp. 73, 75, 80, 82 - CS, 88t)</li> <li>• Chapter 10, “Pain Assessment: The</li> </ul>	<ul style="list-style-type: none"> <li>• Describe relevant developmental care related to the mental status examination.</li> <li>• List the four components of mental status assessment.</li> <li>• Complete a Mini-Mental State Examination.</li> </ul>

Advanced Dementia, cont.	<p>Fifth Vital Sign” (pp. 163, 170, 171f)</p> <ul style="list-style-type: none"> <li>Chapter 27, “The Complete Health Assessment: Putting It All Together” (pp. 764, 769)</li> <li>Chapter 30, “Functional Assessment of the Older Adult” (p. 835)</li> </ul> <p><b>DIGITAL</b></p> <ul style="list-style-type: none"> <li><a href="#">Figure 5-2, “Clock drawing for the Mini-Cog.”</a></li> </ul> <p><u>Clinical References</u></p> <ul style="list-style-type: none"> <li><a href="#">Quick Assessment for Common Conditions: Chapter 5: Alzheimer’s Disease (AD)</a></li> </ul> <p><u>NCLEX Review Questions</u></p> <ul style="list-style-type: none"> <li>Chapter 5: Questions 4-7, 10</li> <li>Chapter 30: Questions 1, 4</li> </ul> <p><u>PowerPoint Presentations</u></p> <ul style="list-style-type: none"> <li><a href="#">Chapter 5: Slides 3, 19, 27, 37-38</a></li> <li><a href="#">Chapter 30: Slides 2, 18-19, 42</a></li> </ul> <p><u>Test Bank Questions</u></p> <ul style="list-style-type: none"> <li>Chapter 5: Questions 34, 39</li> </ul>	<ul style="list-style-type: none"> <li>Define the behaviors that are considered in an assessment of a person’s mental status.</li> <li>Use segments of movies or other visual materials and ask students to describe the mental status of the personality portrayed, using A, B, C, and T for the segment viewed. Some suggestions for movies might include <i>The Over the Hill Gang</i> with George Burns for viewing older adults and, <i>Terms of Endearment</i> for anger</li> <li>Assign students to complete a mental status assessment of an assigned patient in a clinical setting, using responses to health history questions as the basis for the examination.</li> <li>Write brief descriptions of various alterations in mental status that students might encounter in the patients of various clinical agencies. Ask one or two students to provide a role-play based on the supplied description and have the rest of the group complete a mental status assessment on the “patient.”</li> <li>List the other domains of assessment that may be performed with the older adult.</li> <li>Describe the various functional assessments that may be performed with the older adult.</li> <li>Assign students to complete one or two of the instruments described in this text on an older hospitalized adult. Have them compare their findings in class.</li> <li>In the clinical setting, have students practice assessment of the cognitive domain using the MMSE or other tools on hospitalized older adults.</li> <li>For the person described in the following situation, have students</li> </ul>
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<p>Advanced Dementia, cont.</p>		<p>discuss the developmental, age, socioeconomic, and cross-cultural considerations that should be considered during the gathering of subjective and objective data and the provision of health care when performing functional assessments. In addition, have students relate expected (normal) findings to the findings described, discuss any additional information that might be needed before a judgment or diagnosis can be made, and identify at least one relevant nursing diagnosis for any actual or potential problem identified.</p> <ul style="list-style-type: none"> <li>○ M.S. and E. S. are a couple in their 80s. They have been married for almost 58 years. He is a retired military officer and they have maintained their own large home although their children are scattered across the country. They keep a busy social schedule and attend church regularly. M. S. has noticed that his wife has had more trouble lately with remembering details such as the next meeting at their home or what to buy from the grocery store.</li> </ul> <p><u>HESI Case Studies</u></p> <ul style="list-style-type: none"> <li>• Alzheimer's Disease</li> <li>• Psychosis</li> </ul>
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