
CHAPTER 9
Assessing Pain: The 5th Vital Sign

PRETEST

A. Choose the one best answer for each of the following multiple choice questions.

1. When assessing the client for pain, the nurse should
 - a. doubt the client when he or she describes the pain
 - b. assess for underlying causes of the pain, then believe the client
 - c. believe the client when he or she claims to be in pain
 - d. assess for the presence of physiologic indicators (such as diaphoresis, tachycardia, etc.), then believe the client
2. Acute pain can be differentiated from chronic pain because
 - a. acute pain always scores more on the visual analog scale than chronic pain
 - b. acute pain is associated with a recent onset of illness or injury with a duration of less than 6 months, whereas chronic pain persists longer than 6 months
 - c. acute pain is not treated and left to subside on its own, whereas chronic pain is referred for treatment
 - d. acute pain occurs only in persons aged less than 45 years, whereas chronic pain occurs in persons age 46 or above
3. One of the body's normal physiologic responses to pain is
 - a. hypotension
 - b. pulse rate below 50 beats/minute
 - c. diaphoresis
 - d. hypoglycemia
4. After assessing a client in pain, the nurse
 - a. documents the exact description given by the client
 - b. chooses from the list of pain descriptors what best reflects the client's description
 - c. ask the family to describe how they view the client's pain
 - d. documents how he or she best sees the client's pain

Health Assessment In Nursing Lab Manual Answers

Carolyn Jarvis



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Health Assessment in Nursing Janet Weber, Jane Kelley, Ann Sprengel, 2009-10-01 Specifically designed to match the content in Health Assessment in Nursing Fourth Edition this lab manual will help students practice and apply the information they learn in their physical assessment course

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Jarvis's Physical Examination and Health Assessment Student Lab Manual Kathleen Blair, Mel Dudson, Andrea Miller, Nicole Norman, 2011-10-30 A revised practical workbook aligning with Jarvis's Physical Examination fully revised for nursing students and clinicians in Australia and New Zealand The

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Health Assessment in Nursing Janet Weber, Jane Kelley, 2003 Includes CD ROM Performing head to toe assessment *Student Lab Manual for Physical Examination and Health Assessment* Carolyn Jarvis, Annette J. Browne, June MacDonald-Jenkins, 2009-01 Through exercises and questions key terms and regional write up assessment forms this workbook has been adapted to reflect the Canadian textbook It can be used as a study guide to reinforce the content of the text and as a clinical tool in the laboratory setting Each chapter is divided into two parts cognitive and clinical and contains Purpose a brief chapter summary including learning objectives Reading Assignment the corresponding chapter and page numbers from the Physical Examination and Health Assessment text Audio Visual Assignment the corresponding video assignment from the Saunders Physical Examination and Health Assessment DVD series Glossary key terms from the textbook chapter with accompanying definitions Study Guide short answer fill in the blank and critical thinking questions key anatomy illustrations are reproduced from the textbook for labeling exercises Review Questions multiple choice matching and short answer questions with an answer key Clinical Objectives intended goals for assessment activities Regional Write up Sheets physical examination forms to use in the skills lab or clinical setting Narrative Summary Forms in S O A P format to chart narrative accounts of the health history and physical exam findings

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