












**LESSON 37.2**

**CRITICAL THINKING QUESTION**

**An elderly, obese female patient with a history of diabetes mellitus and coronary artery disease is undergoing hip replacement surgery. Identify risk factors that could hamper her recovery after the surgery.**

**Guidelines:** Wounds for diabetic patients take longer to heal and thus are at increased risk of dehiscence (separation of the layers of the surgical wound) and infection. Coronary artery disease and diabetes can reduce blood flow to the patient’s extremities, especially her legs. Age and excessive fatty tissue also play a role in slowing wound healing. Moreover, the presence of coronary artery disease places the patient at risk for myocardial infarction from the stress of surgery and anesthesia. If the patient experiences stress, such as fearing that she won’t be able to return to her home after the surgery or dealing with rehabilitation, this can stimulate release of hormones, causing a change in her body chemistry and vital signs. In addition, if the patient is inactive she can be at increased risk for thrombus formation.

OBJECTIVES	CONTENT	TEACHING RESOURCES
<p><b>Perform preoperative teaching for the patient and family. (Clinical Practice)</b></p>	<ul style="list-style-type: none"> <li>■ Application of the nursing process: preoperative care (p. 730)</li> <li>□ Assessment (data collection) (p. 730)</li> <li>□ Nursing diagnosis (p. 731)</li> <li>□ Planning (p. 732)</li> <li>□ Implementation (p. 732)                             <ul style="list-style-type: none"> <li>– Teaching for postoperative exercises (p. 732)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li> PPT 21</li> <li> IR TB question 5 (p. 2)</li> <li> IR Open-Book Quiz question 6</li> <li> SLG Short Answer question 9 (p. 338)</li> <li> SLG NCLEX-PN® Exam Review questions 1, 3 (p. 341)</li> <li>? Think Critically About ... (p. 730)</li> <li>Figure 37-2 Teaching postoperative leg exercises (p. 732)</li> <li>Figure 37-3 Teaching deep breathing and coughing (p. 733)</li> <li>Patient Teaching 37-1 Postoperative Foot and Leg Exercises (p. 733)</li> <li>Patient Teaching 37-2 Lung Exercises (p. 733)</li> <li><i><b>Class Activity</b> Divide the class into small groups. Assign each group a preoperative teaching topic and have students role-play each technique. Have them show ways they would use the technique on patients of different cultures, who speak different languages, and on patients with preexisting conditions.</i></li> </ul>
<p><b>Implement physical preparation of the patient before surgery. (Clinical Practice)</b></p>	<ul style="list-style-type: none"> <li>– NPO status (p. 734)</li> <li>– Elimination (p. 734)</li> <li>– Expected tubes and equipment (p. 734)</li> <li>– Rest and sedation (p. 734)</li> <li>– Pain control (p. 735)</li> <li>– Skin preparation (p. 735)</li> <li>– Immediate preoperative care (p. 736)</li> </ul>	<ul style="list-style-type: none"> <li> PPT 24-26</li> <li> IR TB questions 7-10 (pp. 2-4)</li> <li> IR Open-Book Quiz question 7</li> <li> SLG NCLEX-PN® Exam Review question 4 (p. 341)</li> <li>? SLG CTA 1 (p. 342)</li> <li> SLG Meeting Clinical Objectives 2 (p. 343)</li> <li> SLG Performance Checklist Skill 37-1 Performing a Surgical Prep (p. 523)</li> <li>Figure 37-4 Areas of skin preparation for various types of surgery (p. 734)</li> </ul>

