The patient has a blood glucose within a controlled range, stable hemodynamic readings of the pulmonary status during the critical complication of DKA. All necessary interventions were initiated (insulin IV bolus and continuous infusion, fluid replacement, and electrolyte correction). The patient is receiving oxygen by nasal cannula and is receiving medications as per the treatment protocol for DKA. The patient is being closely monitored for any signs of hypoglycemia.

NURSING DIAGNOSIS #1

**Fluid management**

**Deficient fluid volume**

The patient has a history of diabetes mellitus. Most recently, she is experiencing diabetic ketoacidosis with a blood glucose of 320 mg/dL. In chapter’s most important concepts.

**Evidence-Based**

Barriers for Pain Management

• Always remember the patient cannot hear what is said while they are in the state of severe pain.

• Between steps in the pain assessment or pain management plan, provide practice for select family members or significant others.

• Frequent breaks are recommended when working with high noise producing equipment.

• Conversation can be heard in noisy environments.

• Always remember the patient cannot hear what is said while they are in the state of severe pain.

**See Also:**

- page 664 | Ch 25
- page 1057 | Ch 37

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**RESEARCH & REFERENCES**

Evidence-Based Research & References address the most current topics in a cogent yet thorough presentation.

**EVIDENCE-BASED RESEARCH & REFERENCES PAGE 124 | Ch 7**

From the end of chapter questions to the numerous special feature boxes that provide practice for select NCLEX question categories, Daniels prepares students to take the NCLEX-RN® Exam.

**See Also:**

- page 668 | Ch 25
- page 909 | Ch 33

For more information, please visit: www.cengage.com/community/danielsmedsurg

**NCLEX REVIEW PAGE 1129 | Ch 40**

At the end of each chapter, there is a Resource Box that directs the reader to the free resources that accompany the book, NCLEX style Review Questions, Critical Thinking Activities and References.

**See Also:**

- page 667 | Ch 25
- page 915 | Ch 33

For more information, please visit: www.cengage.com/community/danielsmedsurg

**END OF CHAPTER FEATURES PAGE 132 | Ch 7**

The nurse is the primary focus and the importance of collaborative care is stressed.

**See Also:**

- page 1603 | Ch 57
- page 441 | Ch 18

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**STUDENT & INSTRUCTOR RESOURCES PAGE Iv | Preface**

This text is supported by a robust and engaging supplements package for both the student and instructor, such as free StudyWARE™ software packaged with the book on a CD or available online.

**EXEMPLARY TEACHING AND LEARNING PACKAGE**

The complete package was designed to achieve two goals:

1. To assist students in learning the skills and information essential to helping the patient to professional practice.

2. To assist instructors in planning and implementing effective programs for the most efficient use of time and other resources.


**See Also:**

- page Iv | Preface

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Instructor Quote:
“Daniels is an holistic text with a collaborative care approach.”
- Kathleen Scully, Middlesex Community College

“Daniels has much more focus on collaborative care.”
- Patrice Nicholas, MGH Institute of Health Professions

Student Quote:
“I like the “Skills” box. As a nurse that is what I need to know...ideas to do something.”
- Angelo Macario, Delaware County Community College

Instructor Quote:
“Much better (than my current textbook). This is one of the biggest strengths of this textbook.”
- Peter Miskin, Samuel Merritt University–San Mateo

“Your Special Features are quite comprehensive. Actually, the most comprehensive that I’ve seen in any textbook to date.”
- Shellah Young, Southwest Mississippi CC

Student Quote:
“They provide more relevant details to what is going on in the everyday medical world and the things we worry about as nurses.”
- Keya Oglesby, Drexel University

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“Daniels is far better at linking and organizing concepts.”
- Sandra Knowlton-Eisenhart, Reading Hospital & Medical Center, School of Health Sciences

Instructor Quote:
“I really like the case-based instruction and competency-based education with the focus on specific nursing concepts in Daniels.”
- Vivian Austin, Macon State College

Student Quote:
“Daniels is easy to understand.”
- Dori Cox, Drexel University

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Student Quotes:
“[Daniels is] much clearer and more outline focused rather than narrative. Reads like an outline, very clear and concise. Impressive.”
- Angelo Macario, Delaware County Community College

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Instructor Quote:
“Easier to read and more relevant; questions that I have had over the years were answered in this book.”
- Margaret Fink, Dominican University

“Instructor Quote:
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- Leah Kelly, Ocean County College

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- Keya Oglesby, Drexel University

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“Info in Daniels seems more relevant to exactly what an RN needs to know.”
- Margaret Fink, Dominican University

Instructor Quote:
“Stronger focus on evidence-based practice. Greater focus on nurses’ professional role.”
- Peter Miskin, Samuel Merritt University–San Mateo

Student Quote:
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- Shawn Robinson, Bucks County Community College

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