

KOZIER & ERB'S

FUNDAMENTALS OF NURSING

Concepts, Process, and Practice

TENTH EDITION

Audrey **Berman**

Shirlee **Snyder**

Geralyn **Frandsen**

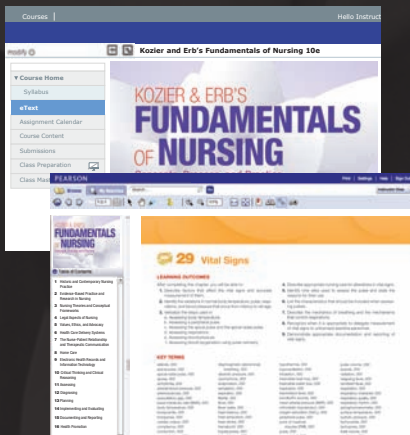
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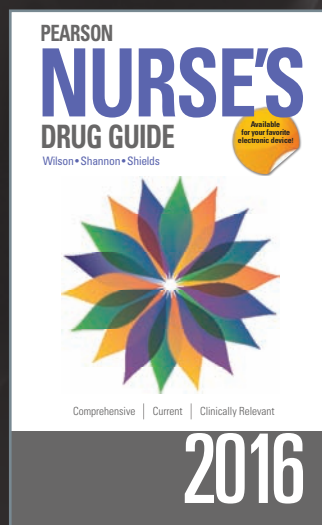
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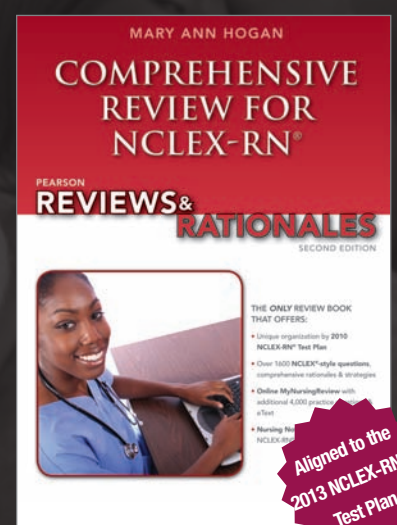


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Brief Contents

UNIT 1 The Nature of Nursing 1

- Chapter 1 **Historical and Contemporary Nursing Practice 2**
- Chapter 2 **Evidence-Based Practice and Research in Nursing 26**
- Chapter 3 **Nursing Theories and Conceptual Frameworks 37**
- Chapter 4 **Legal Aspects of Nursing 47**
- Chapter 5 **Values, Ethics, and Advocacy 73**

UNIT 2 Contemporary Health Care 88

- Chapter 6 **Health Care Delivery Systems 89**
- Chapter 7 **Community Nursing and Care Continuity 105**
- Chapter 8 **Home Care 118**
- Chapter 9 **Electronic Health Records and Information Technology 129**

UNIT 3 The Nursing Process 143

- Chapter 10 **Critical Thinking and Clinical Reasoning 144**
- Chapter 11 **Assessing 155**
- Chapter 12 **Diagnosing 175**
- Chapter 13 **Planning 189**
- Chapter 14 **Implementing and Evaluating 208**
- Chapter 15 **Documenting and Reporting 221**

UNIT 4 Health Beliefs and Practices 243

- Chapter 16 **Health Promotion 244**
- Chapter 17 **Health, Wellness, and Illness 262**
- Chapter 18 **Culturally Responsive Nursing Care 276**
- Chapter 19 **Complementary and Alternative Healing Modalities 295**

UNIT 5 Life Span Development 311

- Chapter 20 **Concepts of Growth and Development 312**
- Chapter 21 **Promoting Health from Conception Through Adolescence 328**
- Chapter 22 **Promoting Health in Young and Middle-Aged Adults 353**
- Chapter 23 **Promoting Health in Older Adults 364**
- Chapter 24 **Promoting Family Health 386**

UNIT 6 Integral Aspects of Nursing 397

- Chapter 25 **Caring 398**
- Chapter 26 **Communicating 411**
- Chapter 27 **Teaching 438**
- Chapter 28 **Leading, Managing, and Delegating 462**

UNIT 7 Assessing Health 476

- Chapter 29 **Vital Signs 477**
- Chapter 30 **Health Assessment 513**

UNIT 8 Integral Components of Client Care 601

- Chapter 31 **Asepsis 602**
- Chapter 32 **Safety 640**
- Chapter 33 **Hygiene 669**
- Chapter 34 **Diagnostic Testing 718**
- Chapter 35 **Medications 750**
- Chapter 36 **Skin Integrity and Wound Care 828**
- Chapter 37 **Perioperative Nursing 865**

UNIT 9 Promoting Psychosocial Health 903

- Chapter 38 **Sensory Perception 904**
- Chapter 39 **Self-Concept 922**
- Chapter 40 **Sexuality 934**
- Chapter 41 **Spirituality 954**
- Chapter 42 **Stress and Coping 972**
- Chapter 43 **Loss, Grieving, and Death 989**

UNIT 10 Promoting Physiological Health 1009

- Chapter 44 **Activity and Exercise 1010**
- Chapter 45 **Sleep 1066**
- Chapter 46 **Pain Management 1086**
- Chapter 47 **Nutrition 1127**
- Chapter 48 **Urinary Elimination 1174**
- Chapter 49 **Fecal Elimination 1210**
- Chapter 50 **Oxygenation 1241**
- Chapter 51 **Circulation 1287**
- Chapter 52 **Fluid, Electrolyte, and Acid-Base Balance 1308**

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Dedication

Audrey Berman dedicates this tenth edition to everyone who ever played a part in its creation: to Barbara Kozier and Glenora Erb who started it all and taught me the ropes; to the publishers, editors, faculty authors, contributors, reviewers, and adopters who improved every edition; to the students and their clients who made all the hard work worthwhile; and to all my family and colleagues who allowed me the time and space to make these books my scholarly contribution to the profession.

Shirlee Snyder dedicates this edition to her husband, Terry J. Schnitter, for his unconditional love and support; and to all of the nursing students and nurse educators she has worked with and learned from during her nursing career.

Geralyn Frandsen dedicates this edition to her husband and fellow nursing colleague Gary. He is always willing to answer questions and provide editorial support. She also dedicates this edition to her children Claire and Joe and future son-in-law, John Conroy.

About the Authors



Audrey Berman, PhD, RN

A San Francisco Bay Area native, Audrey Berman received her BSN from the University of California–San Francisco and later returned to that campus to obtain her MS in physiological nursing and her PhD in nursing. Her dissertation was entitled *Sailing a Course Through Chemotherapy: The Experience of Women with Breast Cancer*. She worked in oncology at Samuel Merritt Hospital prior to

beginning her teaching career in the diploma program at Samuel Merritt Hospital School of Nursing in 1976. As a faculty member, she participated in the transition of that program into a baccalaureate degree and in the development of the master of science and doctor of nursing practice programs. Over the years, she has taught a variety of medical–surgical nursing courses in the prelicensure programs. She currently serves as the dean of nursing at Samuel Merritt University and is the 2014–2016 president of the California Association of Colleges of Nursing.

Dr. Berman has traveled extensively, visiting nursing and health care institutions in Australia, Botswana, Brazil, Germany, Israel, Japan, Korea, the Philippines, the Soviet Union, and Spain. She serves on the board of directors for the Bay Area Tumor Institute and the East Bay American Heart Association. She is a member of the American Nurses Association and Sigma Theta Tau and is a site visitor for the Commission on Collegiate Nursing Education. She has twice participated as an NCLEX–RN item writer for the National Council of State Boards of Nursing. She has presented locally, nationally, and internationally on topics related to nursing education, breast cancer, and technology in health care.

Dr. Berman authored the scripts for more than 35 nursing skills videotapes in the 1990s. She was a coauthor of the sixth, seventh, eighth, ninth, and tenth editions of *Fundamentals of Nursing* and the fifth, sixth, seventh, and eighth editions of *Skills in Clinical Nursing*.



Shirlee J. Snyder, EdD, RN

Shirlee J. Snyder graduated from Columbia Hospital School of Nursing in Milwaukee, Wisconsin, and subsequently received a bachelor of science in nursing from the University of Wisconsin–Milwaukee. Because of an interest in cardiac nursing and teaching, she earned a master of science in nursing with a minor in cardiovascular

clinical specialist and teaching from the University of Alabama in Birmingham. A move to California resulted in becoming a faculty member at Samuel Merritt Hospital School of Nursing in Oakland, California. Shirlee was fortunate to be involved in the phasing out of the diploma and ADN programs and development of a baccalaureate

intercollegiate nursing program. She held numerous positions during her 15-year tenure at Samuel Merritt College, including curriculum coordinator, assistant director–instruction, dean of instruction, and associate dean of the Intercollegiate Nursing Program. She is an associate professor alumnus at Samuel Merritt College. Her interest and experiences in nursing education resulted in Shirlee obtaining a doctorate of education focused on curriculum and instruction from the University of San Francisco.

Dr. Snyder moved to Portland, Oregon, in 1990 and taught in the ADN program at Portland Community College for 8 years. During this teaching experience she presented locally and nationally on topics related to using multimedia in the classroom and promoting ethnic and minority student success.

Another career opportunity in 1998 led her to the Community College of Southern Nevada in Las Vegas, Nevada, where Dr. Snyder was the nursing program director with responsibilities for the associate degree and practical nursing programs for 5 years. During this time she coauthored the fifth edition of *Kozier & Erb's Techniques in Clinical Nursing* with Audrey Berman.

In 2003, Dr. Snyder returned to baccalaureate nursing education. She embraced the opportunity to be one of the nursing faculty teaching the first nursing class in the baccalaureate nursing program at the first state college in Nevada, which opened in 2002. From 2008 to 2012, she was the dean of the School of Nursing at Nevada State College in Henderson, Nevada. She is currently retired.

Dr. Snyder enjoyed traveling to the Philippines (Manila and Cebu) in 2009 to present all-day seminars to approximately 5,000 nursing students and 200 nursing faculty. She is a member of the American Nurses Association and Sigma Theta Tau. She has been a site visitor for the National League for Nursing Accrediting Commission and the Northwest Association of Schools and Colleges.



GERALYN FRANDSEN, EdD, RN

GERALYN FRANDSEN graduated in the last class from DePaul Hospital School of Nursing in St. Louis, Missouri. She earned a bachelor of science in nursing from Maryville College. She attended Southern Illinois University at Edwardsville, earning a master of science degree in nursing with specializations in community health and nursing education. Upon completion,

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In service to the university, she has been a member and chair of the promotion and tenure committee for the past 10 years. She is a tenured full professor and currently serves as assistant director

of the Catherine McCauley School of Nursing at Maryville. When educating undergraduate and graduate students, she utilizes a variety of teaching strategies to engage her students. When teaching undergraduate pharmacology she utilizes a team teaching approach, placing students in groups to review content. Each student is also required to bring a completed ticket to class covering the content to be taught. The practice of bringing a ticket to class was introduced to her by Dr. Em Bevis, who is famous for the *Toward a Caring Curriculum*.

Dr. Frandsen has authored textbooks in pharmacology and nursing fundamentals. In the ninth edition of *Kozier & Erb's Fundamentals of Nursing* she contributed the chapters on *Safety, Diagnostic Testing, Medications, Perioperative Nursing, and Fecal Elimination*. In 2013 she was the fundamentals contributor for *Ready*

Point and My Nursing Lab. This is an online resource to assist students in reviewing content in their nursing fundamentals course. She has authored both the *Nursing Fundamentals: Pearson Reviews and Rationales* and, in 2007, *Pharmacology Reviews and Rationales*.

Dr. Frandsen has completed the End-of-Life Nursing Education Consortium train-the-trainer courses for advanced practice nurses and the doctorate of nursing practice. She is passionate about end-of-life care and teaches a course to her undergraduate students. She also teaches undergraduate pharmacology and advanced pharmacotherapeutics. Her advanced pharmacotherapeutics class is taught at the university and online. Dr. Frandsen is a member of Sigma Theta Tau International, the American Nurses' Association, and serves as a site visitor for the Commission on Collegiate Nursing Education.

Acknowledgments

We wish to extend a sincere thank you to the talented team involved in the tenth edition of this book: the contributors and reviewers who provide content and very helpful feedback; the nursing students, for their questioning minds and motivation; and the nursing instructors, who provided many valuable suggestions for this edition.

We would like to thank the editorial team, especially Kelly Trakalo, executive acquisitions editor, for her continual support, Melissa Bashe, Program Manager, Pearson Nursing, and most of all Teri Zak, development editor, for keeping our noses to the grind-

stone and especially for her dedication and attention to detail that promoted an excellent outcome once again. Many thanks to the production team of Michael Giaccobe, production liaison, and Roxanne Klaas, production editor, for producing this book with precision, and to the design team led by Maria Siener and Maria Guglielmo, art directors, for providing a truly beautiful design for this textbook.

Audrey Berman
Shirlee Snyder
Geraldyn Frandsen

Thank You

We would like to extend our heartfelt thanks to our colleagues from schools of nursing across the country who have given their time generously to help us create this learning package. These individuals helped us develop this textbook and supplements by reviewing chapters, art, and media, and by answering a myriad of questions right up until the time of publication. *Kozier & Erb's Fundamentals of Nursing, Tenth Edition*, has benefited immeasurably from their efforts, insights, suggestions, objections, encouragement, and inspiration, as well as from their vast experience as teachers and nurses. Thank you again for helping us set the foundation for nursing excellence.

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Preface

The practice of nursing continues to evolve . . . the practice of caring is timeless.

Nurses today must grow and evolve to meet the demands of a dramatically changing health care system. They need skills in science, technology, communication, and interpersonal relations to be effective members of the collaborative health care team. They need to think critically and be creative in implementing nursing strategies to provide safe and competent nursing care for clients of diverse cultural backgrounds in increasingly varied settings. They need skills in teaching, leading, managing, and the process of change. They need to be prepared to provide home- and community-based nursing care to clients across the life span—especially to the increasing numbers of older adults. They need to understand legal and ethical principles, holistic healing modalities, and complementary therapies. And, they need to continue their unique client advocacy role, which demands a blend of nurturance, sensitivity, caring, empathy, commitment, and skill founded on a broad base of knowledge.

Kozier & Erb's Fundamentals of Nursing, Tenth Edition, addresses the concepts of contemporary professional nursing. These concepts include but are not limited to caring, wellness, health promotion, disease prevention, holistic care, critical thinking and clinical reasoning, multiculturalism, nursing theories, nursing informatics, nursing research, ethics, and advocacy. In this edition, every chapter has been reviewed and revised. The content has been updated to reflect the latest nursing evidence and the increasing emphasis on aging, wellness, safety, interprofessional practice, and home- and community-based care.

ORGANIZATION

The detailed table of contents at the beginning of the book makes its clear organization easy to follow. Continuing with a strong focus on nursing care, the tenth edition of this book is divided into 10 units.

Unit 1, *The Nature of Nursing*, clusters five chapters that provide comprehensive coverage of introductory concepts of nursing.

In Unit 2, *Contemporary Health Care*, four chapters cover contemporary health care topics such as health care delivery systems, community-based care, home care, and informatics.

In Unit 3, *The Nursing Process*, six chapters introduce students to this important framework with each chapter dedicated to a specific step of the nursing process. Chapter 10 applies critical thinking, clinical reasoning, and the nursing process. A Nursing in Action case study is used as the frame of reference for applying content in all phases of the nursing process in Chapter 11, *Assessing*; Chapter 12, *Diagnosing*; Chapter 13, *Planning*; and Chapter 14, *Implementing and Evaluating*. Chapter 15 covers documenting and reporting. Starting in this unit and incorporated throughout the book, we refer to the NANDA International diagnoses.

In Unit 4, *Health Beliefs and Practices*, four chapters cover health-related beliefs and practices for individuals and families from a variety of cultural backgrounds.

Unit 5, *Lifespan Development*, consists of five chapters that discuss life span and development from conception to older adults.

Unit 6, *Integral Aspects of Nursing*, discusses topics such as caring; communicating; teaching; and leading, managing, and delegating. These topics are all crucial elements for providing safe, competent nursing care.

Unit 7, *Assessing Health*, addresses vital signs and health assessment skills in two separate chapters, so beginning students can understand normal assessment techniques and findings. Chapter 29, *Vital Signs*, begins to introduce students to the clinical procedures that they need to learn to perform.

In Unit 8, *Integral Components of Client Care*, the focus shifts to those components of client care that are universal to all clients, including asepsis, safety, hygiene, diagnostic testing, medications, wound care, and perioperative care.

Unit 9, *Promoting Psychosocial Health*, includes six chapters that cover a wide range of areas that affect one's health. Sensory perception, self-concept, sexuality, spirituality, stress, and loss are all things that a nurse needs to consider to properly care for a client.

Unit 10, *Promoting Physiological Health*, discusses a variety of physiological concepts that provide the foundations for nursing care. These include activity and exercise; sleep; pain; nutrition; elimination; oxygenation; circulation; and fluid, electrolyte, and acid–base balance.

WHAT'S NEW TO THE TENTH EDITION

- **QSEN linkages.** The delivery of high-quality and safe nursing practice is imperative for every nurse. The QSEN competencies were developed to address the gap between nursing education and practice. There are expectations for each of the six QSEN competencies and these expectations relate to knowledge, skills, and attitudes. Nursing students are expected to achieve these competencies during nursing school and use them in their professional role as RNs. This edition has incorporated QSEN competencies and specified expectations in QSEN features. The content in these QSEN features will guide students to learn and maintain safety and quality in their provision of nursing care.
- **Culturally Responsive Care** highlights diversity and special considerations in nursing care.
- **Evidence-Based Practice** focuses on evidence-informed practice to highlight relevant research and its implications for nursing care.
- **Home Care Assessment** focuses on educating the client, family, and community to recognize what is needed for care in the home.
- **Home Care Considerations** focus on teaching the client and caregiver the proper care at home.
- **Safety Alerts** correlate to the National Patient Safety Goals and identify other crucial safety issues.
- Updated photo program with more than 150 new photos

- **Clinical reasoning.** The practice of nursing requires critical thought and clinical reasoning. Clinical reasoning is the cognitive processes a nurse utilizes to gather and analyze client data, evaluate the relevance of the information, and implement nursing interventions to improve the client's well being.
- **Interprofessional practice.** The concept of interprofessional practice is identified in specific skills. It reinforces to the student that other members of the health care team may also be performing the specified skill.
- **Men in nursing.** This edition has increased information about men in nursing from a historical and current perspective in Chapter 1.
- **Standards of care.** This edition continues to value and update standards of care as evidenced by the latest National Patient Safety Goals, Infusion Nursing Society *Standards of Practice*, ANA *Scope and Standards of Practice*, 2014 Hypertension Guidelines; IHI Pressure Ulcer Prevention Guidelines, ANA Safe Patient Handling and Mobility Interprofessional National Standards, OSHA/CDC BBP and Infection Prevention Standards, and Cancer Screening Guidelines.

FEATURES

For years, *Kozier & Erb's Fundamentals of Nursing* has been a gold standard that helps students embark on their careers in nursing. This new edition retains many of the features that have made this text-

book the number-one choice of nursing students and faculty. The walk-through at the beginning of the textbook illustrates these features. A significant addition to this edition is the inclusion of QSEN features that address the competencies and expectations for quality nursing care. Another important feature is the inclusion of a section on Interprofessional Practice within specific skills. In addition, Evidence-Based Practices boxes replace the Research Notes in recognition that research is not the only way in which nurses determine best practices.

Supplements That Inspire Success for the Student and the Instructor

Pearson is pleased to offer a complete suite of resources to support teaching and learning, including:

- TestGen Test Bank
- Lecture Note PowerPoints
- Classroom Response System PowerPoints
- New! Annotated Instructor's eText—This version of the eText is designed to help instructors maximize their time and resources in preparing for class. The AIE contains suggestions for classroom and clinical activities and key concepts to integrate into the classroom in any way imaginable. Additionally, each chapter has recommendations for integrating other digital Pearson Nursing resources, including The Neighborhood 2.0, Skills videos, and MyNursingLab.

Features of the Tenth Edition

NEW AND ENHANCED FEATURES

SPECIAL FEATURES provide the opportunity to link QSEN competencies and to think critically to make a connection to nursing practice. These features provide guidance on maintaining safety and quality of nursing care.

Evidence-Based Practice Are Pulse Oximeter Readings Accurate If Measured on a Restrained Arm?

EVIDENCE-BASED PRACTICE

The aim of this study by Korhan, Yönt, and Khorshid (2011) was to compare the pulse oximetry values obtained from a finger on restrained or unrestrained sides of the body. In clinical settings such as intensive care, physical restraints may be indicated to lessen the chances that clients will displace tubes and monitors. However, the most important complication in using physical restraints is impaired circulation. Thus, oxygen saturation from body parts in which circulation is impaired can be inaccurate. The research sample consisted of 30 hospitalized clients. A significant difference was found between the oxygen saturation values obtained from a finger of an arm that had been physically restrained and a finger of an arm that had not been physically restrained. The mean oxygen saturation

value measured from a finger of an arm that had been physically restrained was found to be 93.40 and the mean oxygen saturation value measured from a finger of an arm that had not been physically restrained was found to be 95.53.

IMPLICATIONS

The results of this study indicate that nurses should use a finger of an arm that is not physically restrained when evaluating oxygen saturation values. The use of physical restraints is carefully evaluated because there are many possible adverse effects of their use. This study provides one additional physiological consideration: that assessment data gathered from a restrained limb may not be accurate.

SAFETY ALERT!

SAFETY

Take safety measures before faxing confidential information. A fax cover sheet should contain instructions that the faxed material is to be given only to the named recipient. Consent is needed from the client to fax information. Make sure that personally identifiable information (e.g., client name, Social Security number) has been removed. Finally, check that the fax number is correct, check the number on the display of the machine after dialing, and check the number a third time before pressing the "send" button.

Culturally Responsive Care

PATIENT-CENTERED CARE

Cultural Aspects of Social Support

It is important to understand how various subgroups of U.S. society may define social support.

- In the African American community, the family and church have been major providers of social support.
- Hispanic/Latino Americans and Asian Americans view the family as being a major social support system.
- Asian Americans respect older adults and use shame and harmony in giving and receiving support.
- Native Americans live in social networks that foster mutual assistance and support.

From *Health Promotion in Nursing Practice*, 8th ed. (p. 220), by N. J. Pender, C. L. Murdaugh, and M. A. Parsons, 2011, Upper Saddle River, NJ: Prentice Hall.

Home Care Considerations Temperature

PATIENT-CENTERED CARE

- Teach the client accurate use and reading of the type of thermometer to be used. Examine the thermometer used by the client in the home for safety and proper functioning. Facilitate the replacement of mercury thermometers with nonmercury ones. See page 432 for instructions regarding management of a broken mercury thermometer.
- Observe the client/caregiver taking and reading a temperature. Reinforce the importance of reporting the site and type of thermometer used and the value of using the same site and thermometer consistently.
- Discuss means of keeping the thermometer clean, such as warm water and soap, and avoiding cross contamination.
- Ensure that the client has water-soluble lubricant if using a rectal thermometer.
- Instruct the client or family member to notify the health care provider if the temperature is 38.5°C (101.3°F) or higher.
- When making a home visit, take a thermometer with you in case the clients do not have a functional thermometer of their own.
- Check that the client knows how to record the temperature. Provide a recording chart/table if indicated.
- Discuss environmental control modifications that should be made during illness or extreme climate conditions (e.g., heating, air conditioning, appropriate clothing and bedding).

- Pacifier thermometers (Figure 29-12) may be used in the home setting for children under 2 years old. The manufacturer's instructions must be followed carefully since many require adding 0.5°F in order to estimate rectal temperature.



Figure 29-12 ■ A pacifier thermometer.

ENHANCED PHOTO PROGRAM shows procedural steps and the latest equipment.

Margaret O'Brien is a 33-year-old nursing student. She is married and has a 13-year-old daughter and 5-year-old son. She is admitted to the hospital with an elevated temperature, a productive cough, and rapid, labored respirations. While taking a nursing history, Mary Medina, RN, finds that Margaret has had a "chest cold" for 2 weeks, and has been experiencing shortness of breath upon exertion. Yesterday she developed an elevated temperature and began to experience "pain" in her "lungs".



ASSESSING Nurse Medina's physical assessment reveals that Margaret's vital signs are temperature, 39.4°C (103°F); pulse 92 beats/min; respirations 28/min; and blood pressure, 122/80 mmHg. Nurse Medina observes that Mrs. O'Brien's skin is dry, her cheeks are flushed, and she is experiencing chills. Auscultation reveals inspiratory crackles with diminished breath sounds in the right lung.



DIAGNOSING After analysis, Nurse Medina formulates a nursing diagnosis: Ineffective Airway Clearance related to accumulated mucus obstructing airways.



PLANNING Nurse Medina and Margaret collaborate to establish goals (e.g., restore effective breathing pattern and lung ventilation), set outcome criteria (e.g., have a symmetrical respiratory excursion of at least 4 cm, and so on), and develop a care plan that includes, but is not limited to, coughing and deep-breathing exercises q3h, fluid intake of 3,000 mL daily, and daily postural drainage.



IMPLEMENTING Margaret agrees to practice the deep-breathing exercises q3h during the day. In addition, she verbalizes awareness of the need to increase her fluid intake and to plan her morning activities to accommodate postural drainage.



EVALUATING Upon assessment of respiratory excursion, Nurse Medina detects failure of the client to achieve maximum ventilation. She and Margaret reevaluate the care plan and modify it to increase coughing and deep-breathing exercises to q2h.

Figure 11-1 ■ Continued

INTERPROFESSIONAL PRACTICE

Assessing an apical pulse may be within the scope of practice for many health care providers. For example, in addition to nurses, respiratory therapists may check the client's apical pulse before, during, and after treatment, and physicians often check the apical pulse when assessing the chest during examinations. Although these providers may verbally communicate their findings and plan to other health care team members, the nurse must also know where to locate their documentation in the client's medical record.

INTERPROFESSIONAL PRACTICE

reinforces interactions with other members of the health care team.

HALLMARK FEATURES

This tenth edition maintains the best aspects of previous editions to provide the most valuable learning experience.

LEARNING OUTCOMES help identify critical concepts.

KEY TERMS provide a study tool for learning new vocabulary. Page numbers are included for easy reference.

UNIT

4

Meeting the Standards

In this unit, we have explored concepts related to health, health promotion, wellness, illness, culture and heritage, and complementary and alternative healing modalities. These topics heighten awareness of the individualistic nature of the relationship between the nurse and the client and the importance of assessing the breadth of factors that affect health decisions and behaviors. In the case described below, you will see how one person demonstrates complicated, interrelated, personal definitions of health and illness influenced by her medical condition, her heritage, and her demographic characteristics (e.g., age and family structure). These definitions and perspectives in turn influence her choices for care and support—including the role of her nurses.

CLIENT: Manuela AGE: 55 CURRENT MEDICAL DIAGNOSIS: Still's Disease

Medical History: Manuela has experienced some type of health challenge for most of her adult life. She was diagnosed with adult-onset Still's disease (AOSD) at about age 35 after several years of tests to try to determine exactly what syndrome her symptoms reflected. She complained of joint pain, rash, and fevers, which came and went, and she had an enlarged spleen and liver. This disease has many similarities with rheumatoid and autoimmune diseases, but those conditions were all removed from consideration because the tests were negative. AOSD is a chronic condition for which there is no known cure. In addition to joint deterioration, it can progress to affect the lungs and heart. Initial treatment consists of steroids and nonsteroidal anti-inflammatory drugs (NSAIDs). If those are ineffective, other medications such as gold and chemotherapeutic agents are used; however, they have severe side effects such as kidney damage and bone marrow suppression. The condition worsens when the person is under physical or emotional stress. Manuela

underwent a hip replacement about 4 years ago and recently has had several hospitalizations for respiratory failure.

Personal and Social History: Manuela has never married and has lived near or with her parents or siblings for all her life. She has many friends, drives, and has an active social life when she is feeling well. She uses the computer extensively for communication, especially when having visitors or talking by phone is too exhausting. She must follow a strict diet of food and liquids that are easy to swallow and digest. She is a spiritual person but not overly religious. She is quick to laugh and generally has an optimistic outlook, but expresses awareness that her life could end at any time—certainly long before her full life expectancy. Manuela is a college graduate but has been able to work only part time for most of her life. Recently, she was declared permanently disabled, which allows her access to financial and other support systems. She is creative in adapting her living situation to her disabilities and unwilling to give up her beloved pet dog.

Questions

American Nurses Association Standard of Practice #3 is Outcomes Identification: The nurse consults with the client and family in formulating measurable goals consistent with the client's culture, values, and environment. As you learned in Chapter 15, Manuela's needs fall into the category of tertiary prevention in which rehabilitation and movement toward optimal levels of functionality within the individual's constraints are the focus.

1. What are some outcomes for Manuela that would reflect this focus?
2. Do you need to know her personal definitions of health and health beliefs (Chapter 17) before you can work with her to set expected outcomes?

American Nurses Association Standard of Practice #5b is Health Teaching and Health Promotion: The nurse customizes the client's teaching to promote a healthy environment.

3. What are some aspects of Manuela's situation that you would consider incorporating into a teaching plan to maximize a safe environment for her?

American Nurses Association Standard of Professional Performance #13 is Collaboration: Nurses work with the client, family, and other health care providers in planning, implementing, and evaluating care.

4. Which health care team members other than physicians and nurses would likely be important to include in Manuela's care plan?

American Nurses Association Standard of Professional Performance #9 is Research.

5. What evidence might you have or seek to support the use of alternative or complementary treatment modalities in Manuela's care?

American Nurses Association. (2010). *Nursing: Scope and standards of practice* (2nd ed.). Silver Spring, MD: Author. See Suggested Answers to End-of-Unit Meeting the Standards Questions on student resource website.

NURSING CARE PLANS help you approach care from the nursing perspective.

Applying Critical Thinking

1. From reviewing Margaret O'Brien's nursing care plan, what general conclusions can you make about the desired outcomes for *Ineffective Airway Clearance and Anxiety*?
2. Despite some of the outcomes being only partially met or not met, no new interventions were written for several outcomes. What reasons might there be for this?
3. For the nursing diagnosis of *Anxiety*, most of the outcomes are fully met. Would you delete this diagnosis from the care plan at this time? Why or why not?
4. Since the Evaluation Statements column is generally not used on written care plans, where would auditors or individuals conducting quality assessments find these data?

See Critical Thinking Possibilities on student resource website.

APPLYING CRITICAL THINKING questions come at the end of select sample Nursing Care Plans to encourage further reflection and analysis.

19 Complementary and Alternative Healing Modalities

LEARNING OUTCOMES

After completing this chapter, you will be able to:

1. Describe the basic concepts of alternative practices.
2. Give examples of healing environments.
3. Describe the basic principles of health care practices such as Ayurveda, traditional Chinese medicine, Native American healing, and curanderismo.
4. Explain how herbs are similar to many prescription drugs.
5. Discuss the principles of naturopathic medicine.
6. Identify the role of manual healing methods in health and illness.
7. Describe the goals that yoga, meditation, hypnotherapy, guided imagery, qi gong, and tai chi have in common.
8. Identify types of detoxification therapies.
9. Discuss uses of animals, prayer, and humor as treatment modalities.
10. Teach clients the uses of and safety precautions regarding complementary and alternative therapies.

KEY TERMS

acupressure, 301	complementary medicine, 295	hermopathy, 299	qi, 297
acupuncture, 301	conventional medicine, 295	horticultural therapy, 306	qi gong, 304
allopathic medicine, 295	curanderismo, 298	humanist, 296	reflexology, 301
alternative medicine, 295	detoxification, 306	hypnotherapy, 303	spirituality, 296
animal-assisted therapy, 306	Eastern medicine, 295	imagery, 303	t'ai chi, 304
aromatherapy, 299	energy, 296	integrative medicine, 295	traditional Chinese medicine (TCM), 297
Ayurveda, 297	fath, 304	massage therapy, 301	Western medicine, 295
balance, 296	guided imagery, 303	meditation, 303	yoga, 302
bioelectromagnetics, 306	hand-mediated bodily therapies, 301	music therapy, 305	
biofeedback, 304	herbal medicine, 298	naturopathic medicine, 300	
biomedicine, 295	holism, 296	prayer, 304	
chiropractic, 300			

INTRODUCTION

Western medicine is an approach to health that focuses on the use of science in the diagnosis and treatment of health problems. This is in contrast to **Eastern medicine**, which places greater emphasis on prevention and natural healing. The differences between Western and Eastern medicine are not about geographic location since both Eastern and Western health practitioners exist in almost every part of the world. Most of nursing education in the United States, Canada, Europe, and Australia has been under the umbrella of Western medicine. Thus, nurses from these parts of the world are familiar and comfortable with biomedical beliefs, theories, practices, strengths, and limitations. In this chapter the terms **conventional medicine**, **biomedicine**, and **allopathic medicine** are used to describe Western medical practices. Fewer nurses have studied Eastern medicine and as a result may lack information or even harbor misinformation about these healing practices.

The term *complementary and alternative medicine (CAM)* includes as many as 1,800 other therapies practiced all over the world. Many of these have been handed down over thousands of years, both orally and as written records. They are based on the Eastern medical

systems of ancient people, including Egyptians, Chinese, Asian Indians, Greeks, and Native Americans. Other therapies, such as bioelectromagnetics and chiropractic, evolved in the United States during the past two centuries. Still others, such as some of the mind-body approaches, are on the frontier of scientific knowledge and understanding. The CAM therapies described in this chapter are only some of the many used by clients. Nurses must learn about the ones being used by the clients in their specific practice settings.

Complementary medicine refers to the use of CAM together with conventional medicine. Most use of CAM by Americans is complementary. **Alternative medicine** refers to use of CAM in place of conventional medicine. **Integrative medicine** combines treatments from conventional medicine and CAM for which there is some high-quality evidence of safety and effectiveness. It is also called *integrated medicine*.

The public interest in complementary and alternative therapies is extensive and growing. One has only to look at the proliferation of popular health books, health food stores, and clinics offering healing therapies to realize this. In 1998, the National Institutes of Health established the National Center for Complementary and Alternative

295

MEETING THE STANDARDS end of unit activities provide the opportunity to think through themes and competencies presented across chapters in a unit and think critically to link theory to nursing practice.

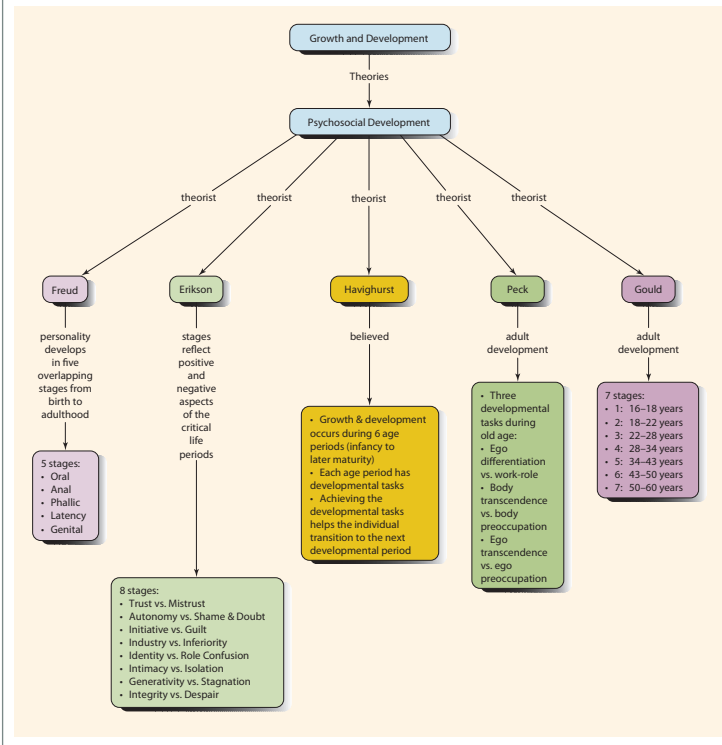
NURSING CARE PLAN Margaret O'Brien

Desired Outcomes/Indicators	Nursing Interventions	Rationale
<p>Nursing Diagnosis: Ineffective Airway Clearance related to viscous secretions and shallow chest expansion secondary to deficient fluid volume, pain, and fatigue</p> <p>Respiratory Status: Gas Exchange [0402], as evidenced by</p> <ul style="list-style-type: none"> • Absence of pallor and cyanosis (skin and mucous membranes) • Use of correct breathing/coughing technique after instruction 	<p>Monitor respiratory status q4h: rate, depth, effort, skin color, mucous membranes, amount and color of sputum. Monitor results of blood gases, chest x-ray studies, and incentive spirometer volume as available. Monitor level of consciousness.</p> <p>Auscultate lungs q4h. Vital signs q4h (TPR, BP, pulse oximetry, pain).</p>	<p>To identify progress toward or deviations from goal. Ineffective Airway Clearance leads to poor oxygenation, as evidenced by pallor, cyanosis, lethargy, and drowsiness.</p>
<p>Within 48–72 hours:</p> <ul style="list-style-type: none"> • Lungs clear to auscultation • Respirations 12–22/min; pulse, less than 100 beats/min • Inhales normal volume of air on incentive spirometer 	<p>Instruct in breathing and coughing techniques. Remind to perform, and assist q3h.</p> <p>Administer prescribed expectorant; schedule for maximum effectiveness. Maintain Fowler's or semi-Fowler's position. Administer prescribed analgesics. Notify primary care provider if pain not relieved.</p>	<p>Inadequate oxygenation and pain cause increased pulse rate. Respiratory rate may be decreased by narcotic analgesics. Shallow breathing further compromises oxygenation.</p> <p>To enable client to cough up secretions. May need encouragement and support because of fatigue and pain.</p> <p>Helps loosen secretions so they can be coughed up and expelled. Gravity allows for fuller lung expansion by decreasing pressure of abdomen on diaphragm. Controls pleuritic pain by blocking pain pathways and altering perception of pain, enabling client to increase thoracic expansion. Unrelieved pain may signal impending complication.</p>

Continued on page 204

CONCEPT MAP

Overview of Growth and Development Psychosocial Theories and Theorists



← **CONCEPT MAPS** provide visual representations of the nursing process, nursing care plans, and the relationships between difficult concepts.

SETTING THE FOUNDATION FOR CLINICAL COMPETENCE!

Applying and Removing Sterile Gloves (Open Method)

PURPOSES

- To enable the nurse to handle or touch sterile objects freely without contaminating them
- To prevent transmission of potentially infective organisms from the nurse's hands to clients at high risk for infection

ASSESSMENT

Review the client's record and orders to determine exactly what procedure will be performed that requires sterile gloves. Check the client record and ask about latex allergies. Use nitrile gloves whenever possible.

PLANNING

Think through the procedure, planning which steps need to be completed before the gloves can be applied. Determine what additional supplies are needed to perform the procedure for this client. Always have an extra pair of sterile gloves available.

DELEGATION

Sterile procedures are not delegated to UAP.

IMPLEMENTATION

Preparation
Ensure the sterility of the package of gloves.

Performance

- Prior to performing the procedure, introduce self and verify the client's identity using agency protocol. Explain to the client what you are going to do, why it is necessary.
- Perform hand hygiene and observe other appropriate infection prevention procedures (see Skills 31-1, 31-2, and 31-3).
- Provide for client privacy.
- Open the package of sterile gloves.
 - Place the package of gloves on a clean, dry surface. **Rationale:** Any moisture on the surface could contaminate the gloves.
 - Some gloves are packed in an inner as well as an outer package. Open the outer package without contaminating the gloves or the inner package. See Skill 31-3.
 - Remove the inner package from the outer package.
 - Open the inner package as in step 4 of Skill 31-3 or according to the manufacturer's directions. Some manufacturers provide a numbered sequence for opening the flaps and folded tabs to grasp for opening the flaps. If no tabs are provided, pluck the flap so that the fingers do not touch the inner surfaces. **Rationale:** The inner surfaces, which are next to the sterile gloves, will remain sterile.
- Put the first glove on the dominant hand.
 - If the gloves are packaged so that they lie side by side, grasp the glove for the dominant hand by its folded cuff

INTERPROFESSIONAL PRACTICE

Sterile gloves are used many health care providers. All providers should be comfortable pointing out to each other when any break in sterile technique is detected.

Equipment

- Packages of sterile gloves

edge (on the palmar side) with the thumb and first finger of the nondominant hand. Touch only the inside of the cuff.

- 1** **Rationale:** The hands are not sterile. By touching only the inside of the glove, the nurse avoids contaminating the outside.

or

- If the gloves are packaged one on top of the other, grasp the cuff of the top glove as above, using the opposite hand.
- Insert the dominant hand into the glove and pull the glove on. Keep the thumb of the inserted hand against the palm of the hand during insertion. **2** **Rationale:** If the thumb is kept



1 Picking up the first sterile glove.

STEP-BY-STEP SKILLS An easy-to-follow format helps students understand techniques and practice sequences.

- Includes a complete **Equipment** list for easy preparation.
- Clearly labeled **Delegation** boxes assist you in assigning tasks appropriately.
- Easy-to-find **rationales** give you a better understanding of why things are done.
- Critical steps are visually represented with **full-color photos and illustrations**.

CLINICAL ALERT!

Avoid writing the word *error* when a recording mistake has been made. Some believe that the word *error* is a "red flag" for juries and can lead to the assumption that a clinical error has caused a client injury.

CLINICAL ALERTS highlight special information useful for clinical settings.

SELF-CARE ALERT

Knowledge of health behaviors does not always translate into action. The nurse should be self-reflective and consider both the personal and professional advantages of examining and minimizing one's own barriers to ways of becoming a positive role model.

SELF-CARE ALERTS focus on actions nurses can perform to take care of themselves and serve as effective role models for clients and colleagues.

CLINICAL MANIFESTATIONS boxes are a quick resource to learn key signs and symptoms of illness.

CLINICAL MANIFESTATIONS

Hypothermia

- Decreased body temperature, pulse, and respirations
- Severe shivering (initially)
- Feelings of cold and chills
- Pale, cool, waxy skin
- Frostbite (discolored, blistered nose, fingers, toes)
- Hypotension
- Decreased urinary output
- Lack of muscle coordination
- Disorientation
- Drowsiness progressing to coma

PRACTICE GUIDELINES

Home Health Care Documentation

- Complete a comprehensive nursing assessment and develop a plan of care to meet Medicare and other third-party payer requirements. Some agencies use the certification and plan of treatment form as the client's official plan of care.
- Write a progress note at each client visit, noting any changes in the client's condition, nursing interventions performed (including education and instructional brochures and materials provided to the client and home caregiver), client responses to nursing care, and vital signs as indicated.
- Provide a monthly progress nursing summary to the attending primary care provider and to the reimbursing party to confirm the need to continue services.
- Keep a copy of the care plan in the client's home and update it as the client's condition changes.
- Report changes in the plan of care to the primary care provider and document that these were reported. Medicare and Medicaid will reimburse only for the skilled services provided that are reported to the primary care provider.
- Encourage the client or home caregiver to record data when appropriate.
- Write a discharge summary for the primary care provider to approve the discharge and to notify the reimbursing party that services have been discontinued. Include all services provided, the client's health status at discharge, outcomes achieved, and recommendations for further care.

PRACTICE GUIDELINES provide instant-access summaries of clinical do's and don'ts.

DRUG CAPSULE boxes provide a brief overview of drug information, nursing responsibilities, and client teaching to help you understand implications of pharmacotherapy in different situations.

DRUG CAPSULE

Cardiac Glycoside or Digitalis Glycoside Digoxin (Lanoxin)

CLIENT WITH CARDIAC MEDICATIONS THAT AFFECT HEART RATE

Cardiac glycosides increase cardiac contractility, which increases cardiac output. As a result, perfusion to the kidneys is increased, which increases the production of urine. Cardiac glycosides also decrease heart rate by prolonging cardiac conduction, especially at the AV node.

Digoxin is commonly used for the clinical management of heart failure, atrial fibrillation, atrial flutter, and paroxysmal atrial tachycardia.

NURSING RESPONSIBILITIES

- Take the apical pulse for 1 minute before administering the dose. If the apical pulse is < 60 beats/min or another specific parameter set by the health care provider, do not administer the dose and retake the pulse in 1 hour. If pulse remains < 60, call the prescriber. *Note:* If the initial resting pulse is significantly < 60 or the client has symptoms of bradycardia such as dizziness, notify the primary care provider without waiting to retake.
- Monitor electrolyte levels: Low potassium and low magnesium and high levels of calcium place the client at risk for digitalis toxicity. Check the client's most recent electrolyte laboratory work for safe levels before administering the dose.
- Avoid giving with meals because this will delay absorption.
- Monitor for therapeutic drug levels: 0.5–2 ng/mL. Digoxin has a narrow therapeutic index, which means that there is not much difference between a therapeutic effect and a toxic effect.

- Assess for signs of digoxin toxicity: anorexia, nausea, vomiting, diarrhea, blurred or "yellow" vision, unusual tiredness and weakness.

CLIENT AND FAMILY TEACHING

- Explain the reason for taking digoxin and the importance of medical checkups that may include laboratory work to evaluate the effects and dosage of the drug.
- Teach the client and/or family how to check the radial or carotid pulse for a full minute. Inform them to take the pulse at the same time each day and to write it on the calendar. Provide pulse parameters and tell them when it is appropriate to call the health care provider.
- Caution the client not to stop taking the digoxin without approval of the health care provider.
- Caution the client to avoid over-the-counter drugs, except on the advice of the health care provider, because many can interact with digoxin.
- Explain the signs and symptoms of digoxin toxicity and the importance of calling the health care provider.

Note: Prior to administering any medication, review all aspects with a current drug handbook or other reliable source.

Critical Thinking Checkpoint

Mark Jones, a 22-year-old construction worker, comes into the health center for a "physical." He states that the last time he saw a health care provider was during high school, and he is only here today because his employer required that he be examined prior to returning to work. Mr. Jones has been off the job for 2 weeks following an accident in which he fell off a ladder, sustaining multiple contusions and a concussion. He mentions that he and "his buddies" have enjoyed his 2 weeks off from work, and have used the time to "drink beer and chase women."

1. What questions would you ask Mr. Jones about his usual health promotion activities?
2. How would you ask Mr. Jones about his risk for sexually transmitted infections?
3. What health conditions are young adults at risk for, and how would you explain these to Mr. Jones?
4. What health screening activities would you suggest to Mr. Jones? How would you explain the rationale to him?
5. How would you assess Mr. Jones's psychosocial development?

See Critical Thinking Possibilities on student resource website.

CRITICAL THINKING CHECKPOINTS provide a brief case study followed by questions that encourage you to analyze, compare, contemplate, interpret, and evaluate information.

EXTENSIVE END OF CHAPTER REVIEW

Chapter 21 Review

CHAPTER HIGHLIGHTS focus your attention and review critical concepts.

CHAPTER HIGHLIGHTS

- Prenatal or intrauterine development lasts approximately 9 calendar months.
- The embryonic phase is the 8-week period during which the fertilized ovum develops into an organism with most of the features of the human.
- The infant's weight, length, head and chest circumferences, fontanel size and status, vision, hearing, smell and taste, touch, reflexes, and motor development are important indicators of the newborn's growth and health.
- Infants from birth to 12 months reveal marked growth in size and stature with appropriate nutrition and care: Birth weight doubles by about 5 months and triples by 12 months.
- Rapid weight gain in the first 5 to 6 months of life appears to be related to overweight and obesity in childhood and as an adult.
- During infancy, motor development is notable: At 1 month infants can lift their heads momentarily when prone; at 6 months they can sit unsupported; and at 12 months they can walk with help.
- Fulfillment of the infant's physiological and psychological needs is required to develop a basic sense of trust. Parents can enhance this sense of trust by being sensitive to the infant's needs and meeting those needs skillfully, promptly, and consistently, and providing a predictable environment in which routines are established.
- For the infant, cognitive development is a result of interaction between an individual and the environment. The infant needs a variety of sensory and motor stimuli.
- The toddler group, ages 12 months to 3 years, is, according to Erikson, developing a sense of autonomy. Voluntary control increases and these children learn to walk and speak. They also learn to control their bladders and bowels, and they acquire all kinds of information about their environment.
- During the preschool years, ages 4 to 5, physical growth slows, but control of the body and coordination increase greatly. The

- preschooler's world gets larger as they meet relatives, friends, and neighbors. They are engaged in Erikson's task of initiative versus guilt.
- The school-age period starts when children are about 6 years of age. In general, this period from 6 to 12 years is one of significant change. Skills learned during this stage are particularly important in relation to work later in life and willingness to try new tasks.
 - During psychosocial development, school-age children face Erikson's conflict of industry versus inferiority.
 - School-age children change from being egocentric to having cooperative interactions, and begin to understand cause-and-effect relationships. According to Piaget, they are in the concrete operations phase of cognitive development.
 - Most school-age children progress to the conventional level of moral development and to the mythic-literal stage of spiritual development.
 - Rapid growth in height, development of secondary sexual characteristics, sexual maturity, and increasing independence from the family are major landmarks of adolescence.
 - Peer groups assume great importance during adolescence; they provide a sense of belonging, pride, social learning, and sexual roles.
 - Adolescents between the ages of 11 and 15 begin the formal operations stage of cognitive development; they are able to think logically, rationally, and futuristically and can conceptualize things as they could be rather than as they are.
 - The adolescent is at Kohlberg's conventional level of moral development, and some proceed to the postconventional or principled level.
 - Adolescents are at Fowler's synthetic-conventional stage of spiritual development.
 - The four leading causes of adolescent death are motor vehicle crashes, other unintentional injuries, homicide, and suicide.

TEST YOUR KNOWLEDGE helps you prepare for the NCLEX® exam. Alternative-style questions are included. Answers and rationales are in Appendix A.

TEST YOUR KNOWLEDGE

1. The parent of an 8-month-old girl who has been admitted to the hospital with pneumonia is worried about the infant having sudden infant death syndrome (SIDS). The parent stated that "My sister's baby died at the age of 2 months and all he had was a little cold." Which is the nurse's best response?
 1. "You don't need to worry. Your daughter is too old for SIDS."
 2. "Girls are less likely to have SIDS than boys are."
 3. "We don't know what causes SIDS, so I would try not to worry about it."
 4. "You must be very anxious; let's talk about SIDS and what you are thinking."
2. Four-year-old Angie, whose grandmother recently died, tells the nurse, "My grandma has wings just like angels. She flew to heaven yesterday and tomorrow she'll be back." Which is the nurse's best response?
 1. "She's not coming back, honey."
 2. "It is normal for a little one to make believe."
 3. "You must miss your grandma a lot."
 4. "When people get old they die."
3. Because near-drowning is one of the leading causes of vegetative state in young children, which is the best instruction for the nurse to teach parents?
 1. Supervise children at all times when near any source of water.
 2. Enroll children in swimming classes at an early age to ensure water safety.
 3. Make bathroom doors and toilets easily accessible and appropriate for a toddler's size.
 4. Allow unsupervised play only in "kiddy pools" designated for young children.
4. Which statement most accurately describes physical development during the school-age years?
 1. Child's weight almost triples.
 2. Child acquires stereognosis.
 3. Few physical changes occur during middle childhood.
 4. Fat gradually increases, which contributes to the child's heavier appearance.

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Suggested Reading

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Nurses have an important task in developing teaching materials for parents to educate them on health promotion strategies to be implemented while raising their children. *The key to successful education is the development of these resources in all languages.*

Related Research

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READINGS AND REFERENCES give you a source for evidence-based material and additional information.

Contents

About the Authors iv
Acknowledgments vi
Thank You vii
Preface viii

UNIT 1 The Nature of Nursing 1

Chapter 1 **Historical and Contemporary Nursing Practice 2**

Introduction 2

Historical Perspectives 2

Women's Roles 2, Religion 2, War 3, Societal Attitudes 4, Nursing Leaders 6, Men in Nursing 8

Nursing Education 9

Types of Education Programs 9

Contemporary Nursing Practice 13

Definitions of Nursing 13, Recipients of Nursing 13, Scope of Nursing 13, Settings for Nursing 14, Nurse Practice Acts 15, Standards of Nursing Practice 15

Roles and Functions of the Nurse 15

Caregiver 15, Communicator 15, Teacher 15, Client Advocate 15, Counselor 15, Change Agent 15, Leader 15, Manager 15, Case Manager 16, Research Consumer 16, Expanded Career Roles 16

Criteria of a Profession 16

Specialized Education 17, Body of Knowledge 17, Service Orientation 17, Ongoing Research 17, Code of Ethics 17, Autonomy 17, Professional Organization 17

Socialization to Nursing 17

Critical Values of Nursing 18

Factors Influencing Contemporary Nursing Practice 18

Health Care Reform 19, Quality and Safety in Health Care 19, Consumer Demands 19, Family Structure 19, Science and Technology 19, Information, Telehealth, and Telenursing 20, Legislation 20, Demography 20, The Current Nursing Shortage 20, Collective Bargaining 21, Nursing Associations 21

Nursing Organizations 21

American Nurses Association 22, National League for Nursing 22, International Council of Nurses 22, National Student Nurses Association 22, International Honor Society: Sigma Theta Tau 22

Chapter 2 **Evidence-Based Practice and Research in Nursing 26**

Introduction 26

Evidence-Based Practice 26

Nursing Research 27

Approaches to Nursing Research 27, Overview of the Research Process 29, Research-Related Roles and Responsibilities for Nurses 31

Chapter 3 **Nursing Theories and Conceptual Frameworks 37**

Introduction 37

Introduction to Theories 37

Context for Theory Development in American Universities 37, Defining Terms 38

The Metaparadigm for Nursing 38

Role of Nursing Theory 38

In Education 39, In Research 39, In Clinical Practice 39

Overview of Selected Nursing Theories 40

Nightingale's Environmental Theory 40, Peplau's Interpersonal Relations Model 40, Henderson's Definition of Nursing 40, Rogers' Science of Unitary Human Beings 41, Orem's General Theory of Nursing 41, King's Goal Attainment Theory 41, Neuman's Systems Model 42, Roy's Adaptation Model 42, Leininger's Cultural Care Diversity and Universality Theory 43, Watson's Human Caring Theory 44, Parse's Humanbecoming Theory 44

Critique of Nursing Theory 44

Chapter 4 **Legal Aspects of Nursing 47**

Introduction 47

General Legal Concepts 47

Functions of the Law in Nursing 47, Sources of Law 48, Types of Laws 48, Kinds of Legal Actions 48, The Civil Judicial Process 49, Nurses as Witnesses 49

Regulation of Nursing Practice 49

Nurse Practice Acts 49, Credentialing 49, Standards of Care 51

Contractual Arrangements in Nursing 52

Legal Roles of Nurses 52, Collective Bargaining 53

Selected Legal Aspects of Nursing Practice 53

Informed Consent 53, Delegation 56, Violence, Abuse, and Neglect 57, The Americans with Disabilities Act 57, Controlled Substances 57, The Impaired Nurse 57, Sexual Harassment 58, Abortions 59, Death and Related Issues 59

Areas of Potential Liability in Nursing 61

Crimes and Torts 62, Privacy of Clients' Health Information 66, Social Media 66, Loss of Client Property 66, Unprofessional Conduct 66

Legal Protections in Nursing Practice 67

Good Samaritan Acts 67, Professional Liability Insurance 67, Carrying Out a Physician's Orders 68, Providing Competent Nursing Care 68, Documentation 68, The Incident Report 68

Reporting Crimes, Torts, and Unsafe Practices 69

Legal Responsibilities of Students 70

Chapter 5 **Values, Ethics, and Advocacy 73**

Introduction 73

Values 73

Values Transmission 73, Values Clarification 74

Ethics and Morality 75

Moral Development 76, Moral Frameworks 76, Moral Principles 76

Nursing Ethics 77

Nursing Codes of Ethics 78, Origins of Ethical Problems in Nursing 79, Making Ethical Decisions 79, Strategies to Enhance Ethical Decisions and Practice 80

Specific Ethical Issues 80

Acquired Immunodeficiency Syndrome (AIDS) 80, Abortion 80, Organ and Tissue Transplantation 82, End-of-Life Issues 82, Allocation of Scarce Health Resources 83, Management of Personal Health Information 83

Advocacy 83

The Advocate's Role 83

UNIT 2 Contemporary Health Care 88

Chapter 6 **Health Care Delivery Systems 89**

Introduction 89

Types of Health Care Services 89

Primary Prevention: Health Promotion and Illness Prevention 89, Secondary Prevention: Diagnosis and Treatment 89, Tertiary Prevention: Rehabilitation, Health Restoration, and Palliative Care 90

Types of Health Care Agencies and Services 90

Public Health 90, Physicians' Offices 91, Ambulatory Care Centers 91, Occupational Health Clinics 91, Hospitals 91, Subacute Care Facilities 92, Extended (Long-Term) Care Facilities 92, Retirement and Assisted Living Centers 92, Rehabilitation Centers 92, Home Health Care Agencies 93, Day Care Centers 93, Rural Care 93, Hospice Services 93, Crisis Centers 93, Mutual Support and Self-Help Groups 93

Providers of Health Care 94

Nurse 94, Alternative (Complementary) Care Provider 94, Case Manager 94, Dentist 94, Dietitian or Nutritionist 94, Emergency Medical Personnel 94, Occupational Therapist 94, Paramedical Technologist 95, Pharmacist 95, Physical Therapist 95, Physician 95, Physician Assistant 95, Podiatrist 95, Respiratory Therapist 95, Social Worker 95, Spiritual Support Personnel 95, Unlicensed Assistive Personnel 95

Factors Affecting Health Care Delivery 96

Increasing Number of Older Adults 96, Advances in Technology 96, Economics 96, Women's Health 96, Uneven Distribution of Services 97, Access to Health Insurance 97, The Homeless and the Poor 98, Health Insurance Portability and Accountability Act 98, Demographic Changes 98

Frameworks for Care 98

Managed Care 98, Case Management 99, Differentiated Practice 99, Case Method 99, Functional Method 99, Team Nursing 99, Primary Nursing 100

Financing Health Care 100

Payment Sources in the United States 100, Insurance Plans 101

Chapter 7 **Community Nursing and Care Continuity 105**

Introduction 105

The Movement of Health Care to the Community 105

Primary Health Care and Primary Care 106

Community-Based Health Care 107

Community Health 108

Community-Based Frameworks 109, Community-Based Settings 110

Community-Based Nursing 111

Competencies Required for Community-Based Care 111, Collaborative Health Care 111

Continuity of Care 113

Care Across the Life Span 113, Discharge Planning 114, Preparing Clients to Go Home 114, Medication Reconciliation 114, Home Health Care Teaching 114, Referrals 115

Chapter 8 **Home Care 118**

Introduction 118

Home Health Nursing 118

Unique Aspects of Home Health Nursing 119

The Home Health Care System 119

Referral Process 119, Home Health Agencies 119, Private Duty Agencies 120, Durable Medical Equipment Companies 120, Reimbursement 120

Roles of the Home Health Nurse 120

Advocate 120, Caregiver 121, Educator 121, Case Manager or Coordinator 121

Perspectives of Home Care Clients 121

Selected Dimensions of Home Health Nursing 121

Client Safety 121, Nurse Safety 122, Infection Prevention 122, Caregiver Support 123

The Practice of Nursing in the Home 123

Establishing Health Issues 124, Planning and Delivering Care 124, Resources for Home Health Nursing 125

The Future of Home Health Care 125

Chapter 9 **Electronic Health
Records and Information
Technology 129**

Introduction 129

General Concepts 129

Computer Systems 130

Management Information Systems 130,
Hospital Information Systems 131

Technology in Nursing Education 131

Teaching and Learning 131, Testing 132, Student
and Course Record Management 132

Technology in Nursing Practice 132

Documentation of Client Status and Medical
Record Keeping 133, Electronic Access to
Client Data 135, Practice Management 137,
Specific Applications of Computers in Nursing
Practice 137

Technology in Nursing Administration 138

Human Resources 138, Medical Records
Management 138, Facilities Management 138,
Budget and Finance 138, Quality Assurance and
Utilization Review 138, Accreditation 138

Technology in Nursing Research 138

Problem Identification 138, Literature
Review 139, Research Design 139, Data
Collection and Analysis 139, Research
Dissemination 139, Research Grants 140

UNIT 3 The Nursing Process 143

Chapter 10 **Critical Thinking
and Clinical Reasoning 144**

Introduction 144

Purpose of Critical Thinking 144

Techniques in Critical Thinking 145

**Applying Critical Thinking to Nursing
Practice 147**

Problem Solving 147

Attitudes That Foster Critical Thinking 148

Independence 148, Fair-Mindedness 148, Insight
into Egocentricity 148, Intellectual Humility 148,
Intellectual Courage to Challenge the Status Quo
and Rituals 148, Integrity 149, Perseverance 149,
Confidence 149, Curiosity 149

Components of Clinical Reasoning 149

Setting Priorities 149, Developing
Rationales 150, Learning How to Act 150,
Clinical Reasoning-in-Transition 150, Responding
to Changes in the Client's Condition 150,
Reflection 150

**Integration of Critical Thinking
and Clinical Reasoning 150**

Concept Mapping 151

Concept Mapping and Enhancing Critical Thinking
and Clinical Reasoning 151

Chapter 11 **Assessing 155**

Introduction 155

Overview of the Nursing Process 155

Phases of the Nursing Process 155, Characteristics
of the Nursing Process 155

Assessing 159

Collecting Data 159

Types of Data 160, Sources of Data 161,
Data Collection Methods 163

Organizing Data 167

Conceptual Models/Frameworks 167, Wellness
Models 170, Nonnursing Models 171

Validating Data 171

Documenting Data 171

Chapter 12 **Diagnosing 175**

Introduction 175

Nanda Nursing Diagnoses 175

Definitions 175, Status of the Nursing
Diagnoses 176, Components of a NANDA Nursing
Diagnosis 176, Differentiating Nursing Diagnoses
from Medical Diagnoses 177, Differentiating Nursing
Diagnoses from Collaborative Problems 177

The Diagnostic Process 178

Analyzing Data 178, Identifying Health Problems,
Risks, and Strengths 179, Formulating Diagnostic
Statements 182, Avoiding Errors in Diagnostic
Reasoning 183

**Ongoing Development of Nursing
Diagnoses 185**

Chapter 13 **Planning 189**

Introduction 189

Types of Planning 189

Initial Planning 189, Ongoing Planning 189,
Discharge Planning 189

Developing Nursing Care Plans 190

Standardized Approaches to Care Planning 190,
Formats for Nursing Care Plans 192, Multidisciplinary
(Collaborative) Care Plans 194, Guidelines for Writing
Nursing Care Plans 195

The Planning Process 195

Setting Priorities 195, Establishing Client
Goals/Desired Outcomes 197, Selecting
Nursing Interventions and Activities 199,
Writing Individualized Nursing Interventions 201,
Delegating Implementation 202

**The Nursing Interventions
Classification 202**

Chapter 14 **Implementing and Evaluating 208**

Introduction 208

Implementing 208

Relationship of Implementing to Other Nursing Process
Phases 208, Implementing Skills 208, Process of
Implementing 209

Evaluating 210

Relationship of Evaluating to Other Nursing
 Process Phases 211, Process of Evaluating Client
 Responses 211, Evaluating the Quality of Nursing
 Care 214

Chapter 15 **Documenting and Reporting 221**

Introduction 221

Ethical and Legal Considerations 221

Ensuring Confidentiality of Computer Records 222

Purposes of Client Records 222

Communication 222, Planning Client Care 222,
 Auditing Health Agencies 222, Research 222,
 Education 222, Reimbursement 222, Legal
 Documentation 222, Health Care Analysis 222

Documentation Systems 223

Source-Oriented Record 223, Problem-Oriented
 Medical Record 224, PIE 226, Focus Charting 226,
 Charting by Exception 227, Computerized
 Documentation 227, Case Management 228

Documenting Nursing Activities 229

Admission Nursing Assessment 230, Nursing
 Care Plans 230, Kardexes 230, Flow
 Sheets 231, Progress Notes 231, Nursing
 Discharge/Referral Summaries 231

Long-Term Care Documentation 232

Home Care Documentation 232

General Guidelines for Recording 232

Date and Time 233, Timing 233, Legibility 233,
 Permanence 233, Accepted Terminology 234,
 Correct Spelling 235, Signature 235,
 Accuracy 235, Sequence 235,
 Appropriateness 236, Completeness 236,
 Conciseness 236, Legal Prudence 236

Reporting 236

Change-of-Shift Reports 237, Telephone
 Reports 238, Telephone Orders 238, Care Plan
 Conference 239, Nursing Rounds 239

UNIT 4 Health Beliefs and Practices 243

Chapter 16 **Health Promotion 244**

Introduction 244

Individual Health 244

Concept of Individuality 244, Concept of
 Holism 244, Concept of Homeostasis 245,
 Assessing the Health of Individuals 246

Applying Theoretical Frameworks 246

Needs Theories 247, Developmental Stage
 Theories 248

Healthy People 2020 248

Defining Health Promotion 248

Sites for Health Promotion Activities 249

Health Promotion Model 250

Individual Characteristics and Experiences 250,
 Behavior-Specific Cognitions and Affect 251,
 Commitment to a Plan of Action 252, Immediate
 Competing Demands and Preferences 252,
 Behavioral Outcome 252

Stages of Health Behavior Change 252

Precontemplation Stage 252, Contemplation
 Stage 252, Preparation Stage 252, Action
 Stage 252, Maintenance Stage 253,
 Termination Stage 253

The Nurse's Role in Health Promotion 253

**The Nursing Process and Health
 Promotion 254**

Nursing Management 254

Chapter 17 **Health, Wellness, and Illness 262**

Introduction 262

**Concepts of Health, Wellness,
 and Well-Being 262**

Health 262, Wellness and Well-Being 263

Models of Health and Wellness 264

Clinical Model 264, Role Performance Model 264,
 Adaptive Model 264, Eudaimonistic Model 264,
 Agent-Host-Environment Model 264, Health-Illness
 Continua 265

**Variables Influencing Health Status,
 Beliefs, and Practices 266**

Internal Variables 267, External Variables 268

Health Belief Models 268

Health Locus of Control Model 269, Rosenstock
 and Becker's Health Belief Models 269

Health Care Adherence 270

Illness and Disease 271

Illness Behaviors 272, Effects of Illness 273

Chapter 18 **Culturally Responsive Nursing
 Care 276**

Introduction 276

Cultural Concepts 276

Health Disparities 278

Demographics 279

Immigration 279

Cultural Models of Nursing Care 280

American Association of Colleges of Nursing
 Competencies 280, Cultural Competence 280,
 HEALTH Traditions Model 280

**Providing Culturally Responsive
 Care 282**

Health Beliefs and Practices 282, Family
 Patterns 283, Communication Style 283, Space
 Orientation 286, Time Orientation 286, Nutritional
 Patterns 286

Nursing Management 287

Chapter 19 **Complementary and Alternative
 Healing Modalities 295**

Introduction 295

Basic Concepts 296

Holism 296, Humanism 296, Balance 296,
 Spirituality 296, Energy 296, Healing
 Environments 296

Healing Modalities 297

Systematized Health Care Practices 297,
 Botanical Healing 298, Nutritional Therapy 300,
 Manual Healing Methods 300, Mind–Body
 Therapies 302, Spiritual Therapy 304,
 Miscellaneous Therapies 305

UNIT 5 Life Span Development 311Chapter 20 **Concepts of Growth and Development 312****Introduction 312****Factors Influencing Growth and Development 312**

Genetics 312, Temperament 312, Family 312,
 Nutrition 313, Environment 313, Health 313,
 Culture 313

Stages of Growth and Development 313**Growth and Development Theories 313**

Biophysical Theory 313, Psychosocial
 Theories 314, Temperament Theories 318,
 Attachment Theory 319, Cognitive Theory 319,
 Behaviorist Theory 319, Social Learning
 Theories 320, Ecologic Systems Theory 320,
 Theories of Moral Development 320, Theories of
 Spiritual Development 323

Applying Growth and Development Concepts to Nursing Practice 323Chapter 21 **Promoting Health from Conception Through Adolescence 328****Introduction 328****Conception and Prenatal Development 328**

Health Promotion 329

Neonates and Infants (Birth to 1 Year) 330

Physical Development 330, Psychosocial
 Development 332, Cognitive Development 333,
 Moral Development 333, Health Risks 333,
 Health Assessment and Promotion 334

Toddlers (1 to 3 Years) 335

Physical Development 335, Psychosocial
 Development 336, Cognitive Development 337,
 Moral Development 337, Spiritual Development 337,
 Health Risks 337, Health Assessment and
 Promotion 338

Preschoolers (4 and 5 Years) 338

Physical Development 338, Psychosocial
 Development 339, Cognitive Development 340,
 Moral Development 340, Spiritual Development 341,
 Health Risks 341, Health Assessment and
 Promotion 341

School-Age Children (6 to 12 Years) 341

Physical Development 341, Psychosocial
 Development 342, Cognitive Development 343,
 Moral Development 343, Spiritual Development 343,
 Health Risks 343, Health Assessment and
 Promotion 344

Adolescents (12 to 18 Years) 344

Physical Development 345, Psychosocial
 Development 345, Cognitive Development 347,

Moral Development 347, Spiritual Development 347,
 Health Risks 347, Health Assessment and
 Promotion 348

Chapter 22 **Promoting Health in Young and Middle-Aged Adults 353****Introduction 353****Young Adults (20 to 40 Years) 353**

Physical Development 354, Psychosocial
 Development 354, Cognitive Development 355,
 Moral Development 355, Spiritual
 Development 355, Health Risks 355, Health
 Assessment and Promotion 357

Middle-Aged Adults (40 to 65 Years) 357

Physical Development 358, Psychosocial
 Development 359, Cognitive Development 359,
 Moral Development 359, Spiritual Development 360,
 Health Risks 360, Health Assessment and
 Promotion 360

Chapter 23 **Promoting Health in Older Adults 364****Introduction 364****Characteristics of Older Adults in the United States 364**

Demographics 364, Socioeconomic 365,
 Ethnicity 365, Health 365

Attitudes Toward Aging 365

Ageism 365, Myths and Stereotypes 366

Gerontological Nursing 366

Development 366, Roles 367

Care Settings for Older Adults 367

Acute Care Facilities 367, Long-Term Care
 Facilities 367, Hospice 367, Rehabilitation 367,
 Community 368

Physiological Aging 369

Integument 369, Neuromuscular 371, Sensory-
 Perceptual 372, Pulmonary 373, Cardiovascular 373,
 Gastrointestinal 374, Urinary 374, Genitals 374,
 Psychosocial Aging 375, Retirement 375,
 Economic Change 376, Grandparenting 376,
 Relocation 376, Maintaining Independence and
 Self-Esteem 377, Facing Death and Grieving 377

Cognitive Abilities and Aging 377

Perception 377, Cognitive Agility 378,
 Memory 378, Learning 378

Moral Reasoning 378**Spirituality and Aging 378****Health Problems 379**

Injuries 379, Chronic Disabling Illness 379,
 Drug Abuse and Misuse 379, Alcoholism 380,
 Dementia 380, Mistreatment of Older Adults 380

Health Assessment and Promotion 381Chapter 24 **Promoting Family Health 386****Introduction 386****Family Health 386**

Functions of the Family 386, Types of Families
 in Today's Society 386

Applying Theoretical Frameworks to Families 388

Systems Theory 388, Structural–Functional Theory 388

Nursing Management 389

UNIT 6 Integral Aspects of Nursing 397

Chapter 25 **Caring 398**

Introduction 398

Professionalization of Caring 398

Caring as “Helping the Other Grow” 398

Nursing Theories on Caring 399

Culture Care Diversity and Universality (Leininger) 399, Theory of Bureaucratic Caring (Ray) 399, Caring, the Human Mode of Being (Roach) 399, Nursing as Caring (Boykin and Schoenhofer) 400, Theory of Human Care (Watson) 400, Theory of Caring (Swanson) 401

Types of Knowledge in Nursing 401

Empirical Knowing: The Science of Nursing 401, Personal Knowing: The Therapeutic Use of Self 401, Ethical Knowing: The Moral Component 401, Aesthetic Knowing: The Art of Nursing 401, Developing Ways of Knowing 401

Caring Encounters 402

Knowing the Client 402, Nursing Presence 403, Empowering the Client 403, Compassion 403, Competence 403

Maintaining Caring Practice 404

Caring for Self 404, Reflection on Practice 406

Chapter 26 **Communicating 411**

Introduction 411

Communicating 411

The Communication Process 412, Modes of Communication 413, Factors Influencing the Communication Process 416, Therapeutic Communication 418, Barriers to Communication 419

The Helping Relationship 419

Phases of the Helping Relationship 423, Developing Helping Relationships 425

Group Communication 425

Group Dynamics 425, Types of Health Care Groups 425

Communication and the Nursing Process 427

Nursing Management 427

Communication Among Health Professionals 431

Disruptive Behaviors 431, Responding to Disruptive Behaviors 432, Nurse and Physician Communication 433

Chapter 27 **Teaching 438**

Introduction 438

Teaching 438

Teaching Clients and Their Families 438, Teaching in the Community 439, Teaching Health Personnel 439

Learning 439

Learning Domains 440, Learning Theories 440, Factors Affecting Learning 441

The Internet and Health Information 443

Online Health Information 444, Older Adults and Use of the Internet 444, Implications 444

Nurse as Educator 444

Nursing Management 444

Chapter 28 **Leading, Managing, and Delegating 462**

Introduction 462

The Nurse as Leader and Manager 462

Leadership 462

Leadership Theory 463, Effective Leadership 465

Management 465

Levels of Management 465, Management Functions 466, Principles of Management 466, Skills and Competencies of Nurse Managers 466

The Nurse as Delegator 467

Change 471

Types of Change 471, The Nurse’s Role in Change 471

UNIT 7 Assessing Health 476

Chapter 29 **Vital Signs 477**

Introduction 477

Body Temperature 478

Regulation of Body Temperature 479, Factors Affecting Body Temperature 479, Alterations in Body Temperature 479, Assessing Body Temperature 481

SKILL 29-1 Assessing Body Temperature 484

Pulse 487

Factors Affecting the Pulse 487, Pulse Sites 487, Assessing the Pulse 488

SKILL 29-2 Assessing a Peripheral Pulse 489

Apical Pulse Assessment 491

SKILL 29-3 Assessing an Apical Pulse 492

SKILL 29-4 Assessing an Apical-Radial Pulse 495

Respirations 496

Mechanics and Regulation of Breathing 496, Assessing Respirations 497, Factors Affecting Respirations 497

SKILL 29-5 Assessing Respirations 498

Blood Pressure 499

Determinants of Blood Pressure 500, Factors Affecting Blood Pressure 500, Hypertension 500, Hypotension 501, Assessing Blood Pressure 501, Common Errors in Assessing Blood Pressure 503

SKILL 29-6 Assessing Blood Pressure 504

Oxygen Saturation 507

Factors Affecting Oxygen Saturation Readings 507

SKILL 29-7 Measuring Oxygen Saturation 508

Chapter 30 Health Assessment 513**Introduction 514****Physical Health Assessment 514**

Preparing the Client 515, Preparing the Environment 515, Positioning 516, Draping 516, Instrumentation 516, Methods of Examining 516

General Survey 519

Appearance and Mental Status 519

SKILL 30-1 Assessing Appearance and Mental Status 520

Vital Signs 522, Height and Weight 522

Integument 522

Skin 522

SKILL 30-2 Assessing the Skin 525

Hair 528, Nails 528

SKILL 30-3 Assessing the Hair 529**SKILL 30-4 Assessing the Nails 530****Head 531**

Skull and Face 531

SKILL 30-5 Assessing the Skull and Face 532

Eyes and Vision 533

SKILL 30-6 Assessing the Eye Structures and Visual Acuity 534

Ears and Hearing 539

SKILL 30-7 Assessing the Ears and Hearing 540

Nose and Sinuses 544

SKILL 30-8 Assessing the Nose and Sinuses 544

Mouth and Oropharynx 545

SKILL 30-9 Assessing the Mouth and Oropharynx 546**Neck 549****Thorax and Lungs 550**

Chest Landmarks 550

SKILL 30-10 Assessing the Neck 550

Chest Shape and Size 554, Breath Sounds 555

SKILL 30-11 Assessing the Thorax and Lungs 556**Cardiovascular and Peripheral Vascular Systems 560**

Heart 560, Central Vessels 562

SKILL 30-12 Assessing the Heart and Central Vessels 562

Peripheral Vascular System 566

SKILL 30-13 Assessing the Peripheral Vascular System 566**Breasts and Axillae 568****SKILL 30-14 Assessing the Breasts and Axillae 568****Abdomen 571****SKILL 30-15 Assessing the Abdomen 573****Musculoskeletal System 577****SKILL 30-16 Assessing the Musculoskeletal System 578****Neurologic System 580**

Mental Status 580, Level of Consciousness 581, Cranial Nerves 581, Reflexes 581, Motor Function 581, Sensory Function 581

SKILL 30-17 Assessing the Neurologic System 582**Female Genitals and Inguinal Area 589****SKILL 30-18 Assessing the Female Genitals and Inguinal Area 591****Male Genitals and Inguinal Area 593****SKILL 30-19 Assessing the Male Genitals and Inguinal Area 594****Anus 596****SKILL 30-20 Assessing the Anus 596****UNIT 8 Integral Components of Client Care 601****Chapter 31 Asepsis 602****Introduction 602****Types of Microorganisms That Cause Infections 603****Types of Infections 603****Nosocomial and Health Care–Associated Infections 604****Chain of Infection 604**

Etiologic Agent 605, Reservoir 605, Portal of Exit from Reservoir 606, Method of Transmission 606, Portal of Entry to the Susceptible Host 606, Susceptible Host 606

Body Defenses Against Infection 607

Nonspecific Defenses 607, Specific Defenses 608

Factors Increasing Susceptibility to Infection 608**Nursing Management 609****SKILL 31-1 Performing Hand Hygiene 614****SKILL 31-2 Applying and Removing Personal Protective Equipment (Gloves, Gown, Mask, Eyewear) 621****SKILL 31-3 Establishing and Maintaining a Sterile Field 628****SKILL 31-4 Applying and Removing Sterile Gloves (Open Method) 632****SKILL 31-5 Applying a Sterile Gown and Gloves (Closed Method) 633****Chapter 32 Safety 640****Introduction 640****Factors Affecting Safety 640**

Age and Development 640, Lifestyle 640, Mobility and Health Status 640, Sensory-Perceptual Alterations 641, Cognitive Awareness 641, Emotional State 641, Ability to Communicate 641, Safety Awareness 641, Environmental Factors 641

Nursing Management 643
SKILL 32-1 Using a Bed or Chair Exit Safety Monitoring Device 652
SKILL 32-2 Implementing Seizure Precautions 654
SKILL 32-3 Applying Restraints 663

Chapter 33 **Hygiene 669**

Introduction 669
Hygienic Care 669
Skin 670
Nursing Management 670
SKILL 33-1 Bathing an Adult Client 676
SKILL 33-2 Providing Perineal-Genital Care 682
Feet 684
 Developmental Variations 684
Nursing Management 684
SKILL 33-3 Providing Foot Care 687
Nails 688
Nursing Management 688
Mouth 689
 Developmental Variations 689
Nursing Management 689
SKILL 33-4 Brushing and Flossing the Teeth 692
SKILL 33-5 Providing Special Oral Care for the Unconscious Client 696
Hair 697
 Developmental Variations 698
Nursing Management 698
SKILL 33-6 Providing Hair Care 700
Eyes 702
Nursing Management 702
Ears 704
 Cleaning the Ears 704, Care of Hearing Aids 704
SKILL 33-7 Removing, Cleaning, and Inserting a Hearing Aid 705
Nose 706
Supporting a Hygienic Environment 706
 Environment 707, Hospital Beds 707, Mattresses 707, Side Rails 707, Footboard or Footboot 708, Intravenous Rods 708
Making Beds 708
 Unoccupied Bed 708
SKILL 33-8 Changing an Unoccupied Bed 710
 Changing an Occupied Bed 713
SKILL 33-9 Changing an Occupied Bed 713

Chapter 34 **Diagnostic Testing 718**

Introduction 718
Diagnostic Testing Phases 718
 Pretest 718, Intratest 719, Post-Test 719, Nursing Diagnoses 719
Blood Tests 719
 Complete Blood Count 719, Serum Electrolytes 721, Serum Osmolality 721, Drug Monitoring 721, Arterial Blood Gases 722, Blood Chemistry 723, Metabolic Screening 723, Capillary Blood Glucose 723
SKILL 34-1 Obtaining a Capillary Blood Specimen to Measure Blood Glucose 726
Specimen Collection and Testing 728
 Stool Specimens 729, Urine Specimens 731
SKILL 34-2 Collecting a Urine Specimen for Culture and Sensitivity by Clean Catch 732
 Sputum Specimens 736, Throat Culture 737
Visualization Procedures 737
 Clients with Gastrointestinal Alterations 737, Clients with Urinary Alterations 738, Clients with Cardiopulmonary Alterations 738, Computed Tomography 738, Magnetic Resonance Imaging 739, Nuclear Imaging Studies 739
Aspiration/Biopsy 740
 Lumbar Puncture 740, Abdominal Paracentesis 741, Thoracentesis 742, Bone Marrow Biopsy 743, Liver Biopsy 743

Chapter 35 **Medications 750**

Introduction 751
Drug Standards 751
Legal Aspects of Drug Administration 752
Effects of Drugs 752
Drug Misuse 754
Actions of Drugs on the Body 754
 Pharmacodynamics 755, Pharmacokinetics 755
Factors Affecting Medication Action 756
 Developmental Factors 756, Gender 757, Cultural, Ethnic, and Genetic Factors 757, Diet 757, Environment 757, Psychological Factors 757, Illness and Disease 757, Time of Administration 757
Routes of Administration 758
 Oral 758, Sublingual 758, Buccal 759, Parenteral 759, Topical 759
Medication Orders 759
 Types of Medication Orders 760, Essential Parts of a Medication Order 760, Communicating a Medication Order 761
Systems of Measurement 762
 Metric System 762, Apothecaries' System 763, Household System 763, Converting Units of Weight and Measure 763, Methods of Calculating Dosages 764
Administering Medications Safely 767
 Medication Administration Errors 768, Medication Reconciliation 769,

Medication Dispensing Systems **770**,
 Process of Administering Medications **771**,
 Developmental Considerations **774**

Oral Medications 775

SKILL 35-1 Administering Oral Medications 775

Nasogastric and Gastrostomy Medications 780

Parenteral Medications 780

Equipment **780**, Preparing Injectable Medications **784**

SKILL 35-2 Preparing Medications from Ampules 787

SKILL 35-3 Preparing Medications from Vials 788

SKILL 35-4 Mixing Medications Using One Syringe 790

Intradermal Injections **791**, Subcutaneous Injections **791**

SKILL 35-5 Administering an Intradermal Injection for Skin Tests 792

SKILL 35-6 Administering a Subcutaneous Injection 794

Intramuscular Injections **797**

SKILL 35-7 Administering an Intramuscular Injection 801

Intravenous Medications **803**

SKILL 35-8 Adding Medications to Intravenous Fluid Containers 803

SKILL 35-9 Administering Intravenous Medications Using IV Push 808

Topical Medications **811**

SKILL 35-10 Administering Ophthalmic Instillations 813

SKILL 35-11 Administering Otic Instillations 815

SKILL 35-12 Administering Vaginal Instillations 818

Inhaled Medications 820

Irrigations 823

Chapter 36 **Skin Integrity and Wound Care 828**

Introduction 828

Skin Integrity 828

Types of Wounds 829

Pressure Ulcers 829

Etiology of Pressure Ulcers **829**, Risk Factors **830**,
 Stages of Pressure Ulcers **830**

Wound Healing 832

Types of Wound Healing **834**, Phases of Wound Healing **835**, Types of Wound Exudate **836**,
 Complications of Wound Healing **836**, Factors Affecting Wound Healing **836**

Nursing Management 837

SKILL 36-1 Obtaining a Wound Drainage Specimen for Culture 839

SKILL 36-2 Irrigating a Wound 849

Supporting and Immobilizing Wounds 851

Bandages **853**, Basic Turns for Roller Bandages **853**

Circular Turns 854, Spiral Turns 854, Spiral Reverse Turns 854, Recurrent Turns 854, Figure-Eight Turns 855

Binders **855**

Arm Sling 855, Straight Abdominal Binder 856

Heat and Cold Applications 856,

Local Effects of Heat **856**, Local Effects of Cold **856**, Systemic Effects of Heat and Cold **857**, Thermal Tolerance **857**, Adaptation of Thermal Receptors **857** Rebound Phenomenon **857**

Applying Heat and Cold 858

Hot Water Bag **858**, Aquathermia Pad **859**, Hot and Cold Packs **859**, Electric Heating Pads **860**, Ice Bags, Ice Gloves, and Ice Collars **860**, Compresses **860**, Soaks **860**, Sitz Baths **860**, Cooling Sponge Baths **861**

Chapter 37 **Perioperative Nursing 865**

Introduction 865

Types of Surgery 866

Purpose **866**, Degree of Urgency **866**, Degree of Risk **866**

Preoperative Phase 867

Preoperative Consent **867**

Nursing Management 868

SKILL 37-1 Teaching Moving, Leg Exercises, Deep Breathing, and Coughing 871

SKILL 37-2 Applying Antiemboli Stockings 876

Intraoperative Phase 878

Types of Anesthesia **878**

Nursing Management 879

Postoperative Phase 881

Immediate Postanesthetic Phase **881**, Preparing for Ongoing Care of the Postoperative Client **883**

Nursing Management 883

SKILL 37-3 Managing Gastrointestinal Suction 889

SKILL 37-4 Cleaning a Sutured Wound and Changing a Dressing on a Wound with a Drain 892

UNIT 9 Promoting Psychosocial Health 903

Chapter 38 **Sensory Perception 904**

Introduction 904

Components of the Sensory Experience 904

Arousal Mechanism **904**

Factors Affecting Sensory Function 905

Developmental Stage **905**, Culture **905**, Stress **905**, Medications and Illness **905**, Lifestyle and Personality **906**

Sensory Alterations 906

- Sensory Deprivation 906, Sensory Overload 906, Sensory Deficits 906
- Nursing Management 907**
- Chapter 39 **Self-Concept 922**
- Introduction 922**
- Self-Concept 922**
- Formation of Self-Concept 923**
- Components of Self-Concept 924**
Personal Identity 924, Body Image 924, Role Performance 925, Self-Esteem 925
- Factors That Affect Self-Concept 926**
Stage of Development 926, Family and Culture 926, Stressors 926, Resources 927, History of Success and Failure 927, Illness 927
- Nursing Management 927**
- Chapter 40 **Sexuality 934**
- Introduction 934**
- Development of Sexuality 934**
Birth to 12 Years 934, Adolescence 934, Young and Middle Adulthood 936, Older Adulthood 936
- Sexual Health 938**
Components of Sexual Health 938
- Varieties of Sexuality 939**
Sexual Orientation 939, Gender Identity 939, Erotic Preferences 940
- Factors Influencing Sexuality 940**
Family 940, Culture 941, Religion 941, Personal Expectations and Ethics 941
- Sexual Response Cycle 941**
- Altered Sexual Function 942**
Past and Current Factors 943, Sexual Desire Disorders 943, Sexual Arousal Disorders 943, Orgasmic Disorders 944, Sexual Pain Disorders 944, Problems with Satisfaction 945
- Nursing Management 945**
- Chapter 41 **Spirituality 954**
- Introduction 954**
- Spirituality and Related Concepts Described 954**
Spiritual Care or Spiritual Nursing Care? 955, Spiritual Needs, Spiritual Distress, Spiritual Health, and Religious Coping 955
- Spiritual Development 955**
- Religious Practices That Nurses Should Know 956**
Holy Days 956, Sacred Texts 956, Sacred Symbols 957, Prayer and Meditation 957, Beliefs Affecting Diet 958, Beliefs About Illness and Healing 958, Beliefs About Dress and Modesty 958, Beliefs Related to Birth 959, Beliefs Related to Death 959
- Spiritual Health and the Nursing Process 959**
- Nursing Management 960**
- Spiritual Self-Awareness for the Nurse 965**
- Chapter 42 **Stress and Coping 972**
- Introduction 972**
- Concept of Stress 972**
Sources of Stress 972, Effects of Stress 972
- Models of Stress 972**
Stimulus-Based Models 973, Response-Based Models 973, Transaction-Based Models 974
- Indicators of Stress 974**
Physiological Indicators 975, Psychological Indicators 975, Cognitive Indicators 977
- Coping 978**
- Nursing Management 979**
- Chapter 43 **Loss, Grieving, and Death 989**
- Introduction 989**
- Loss and Grief 989**
Types and Sources of Loss 989, Grief, Bereavement, and Mourning 990, Stages of Grieving 991, Manifestations of Grief 992, Factors Influencing the Loss and Grief Responses 992
- Nursing Management 994**
- Dying and Death 996**
Responses to Dying and Death 996, Definitions and Signs of Death 997, Death-Related Religious and Cultural Practices 997
- Nursing Management 998**
- UNIT 10 Promoting Physiological Health 1009**
- Chapter 44 **Activity and Exercise 1010**
- Introduction 1010**
- Normal Movement 1011**
Alignment and Posture 1011, Joint Mobility 1012, Balance 1012, Coordinated Movement 1012
- Factors Affecting Body Alignment and Activity 1012**
Growth and Development 1012, Nutrition 1017, Personal Values and Attitudes 1017, External Factors 1017, Prescribed Limitations 1018
- Exercise 1018**
Types of Exercise 1018, Benefits of Exercise 1020
- Effects of Immobility 1021**
Musculoskeletal System 1022, Cardiovascular System 1022, Respiratory System 1023, Metabolic System 1024, Urinary System 1024, Gastrointestinal System 1025, Integumentary System 1025, Psychoneurologic System 1025
- Nursing Management 1025**

SKILL 44-1 Moving a Client Up in Bed 1040
SKILL 44-2 Turning a Client to the Lateral or Prone Position in Bed 1041
SKILL 44-3 Logrolling a Client 1042
SKILL 44-4 Assisting a Client to Sit on the Side of the Bed (Dangling) 1043
SKILL 44-5 Transferring Between Bed and Chair 1046
SKILL 44-6 Transferring Between Bed and Stretcher 1048
SKILL 44-7 Assisting a Client to Ambulate 1053

Chapter 45

Sleep 1066**Introduction 1066****Physiology of Sleep 1066**

Circadian Rhythms 1066, Types of Sleep 1067, Sleep Cycles 1068

Functions of Sleep 1068**Normal Sleep Patterns and Requirements 1068**

Newborns 1068, Infants 1069, Toddlers 1069, Preschoolers 1069, School-Age Children 1069, Adolescents 1069, Adults 1070, Older Adults 1070

Factors Affecting Sleep 1070

Illness 1071, Environment 1071, Lifestyle 1072, Emotional Stress 1072, Stimulants and Alcohol 1072, Diet 1072, Smoking 1072, Motivation 1072, Medications 1072

Common Sleep Disorders 1072

Insomnia 1072, Excessive Daytime Sleepiness 1073, Parasomnias 1075

Nursing Management 1075

Chapter 46

Pain Management 1086**Introduction 1086****The Nature of Pain 1087**

Types of Pain 1087, Concepts Associated with Pain 1088

Physiology of Pain 1089

Nociception 1089, Gate Control Theory 1091, Responses to Pain 1092

Factors Affecting the Pain Experience 1092

Ethnic and Cultural Values 1092, Developmental Stage 1093, Environment and Support People 1093, Previous Pain Experiences 1094, Meaning of Pain 1095

Nursing Management 1095**SKILL 46-1 Providing a Back Massage 1116**

Chapter 47

Nutrition 1127**Introduction 1127****Essential Nutrients 1127**

Carbohydrates 1128, Proteins 1128, Lipids 1129, Micronutrients 1130

Energy Balance 1130

Energy Intake 1130, Energy Output 1130

Body Weight and Body Mass Standards 1131**Factors Affecting Nutrition 1132**

Development 1132, Sex 1132, Ethnicity and Culture 1132, Beliefs About Food 1132, Personal Preferences 1132, Religious Practices 1133, Lifestyle 1133, Economics 1133, Medications and Therapy 1133, Health 1133, Alcohol Consumption 1133, Advertising 1134, Psychological Factors 1134

Nutritional Variations Throughout the Life Cycle 1134

Neonate to 1 Year 1135, Toddler 1135, Preschooler 1135, School-Age Child 1136, Adolescent 1136, Young Adult 1136, Middle-Aged Adult 1137, Older Adults 1137

Standards for a Healthy Diet 1137

Dietary Guidelines for Americans 1139, Recommended Dietary Intake 1140, Vegetarian Diets 1142

Altered Nutrition 1142**Nursing Management 1143****SKILL 47-1 Inserting a Nasogastric Tube 1154****SKILL 47-2 Administering a Tube Feeding 1160****SKILL 47-3 Administering a Gastrostomy or Jejunostomy Feeding 1163****SKILL 47-4 Removing a Nasogastric Tube 1166**

Chapter 48

Urinary Elimination 1174**Introduction 1174****Physiology of Urinary Elimination 1174**

Kidneys 1174, Ureters 1175, Bladder 1175, Urethra 1176, Pelvic Floor 1176, Urination 1176

Factors Affecting Voiding 1176

Developmental Factors 1176, Psychosocial Factors 1178, Fluid and Food Intake 1178, Medications 1179, Muscle Tone 1179, Pathologic Conditions 1179, Surgical and Diagnostic Procedures 1179

Altered Urine Production 1179

Polyuria 1179, Oliguria and Anuria 1179

Altered Urinary Elimination 1180

Frequency and Nocturia 1180, Urgency 1180, Dysuria 1181, Enuresis 1181, Urinary Incontinence 1181, Urinary Retention 1181

Nursing Management 1181

	SKILL 48-1 Applying an External Urinary Device 1189		
	SKILL 48-2 Performing Urinary Catheterization 1194		
	SKILL 48-3 Performing Bladder Irrigation 1200		
Chapter 49	Fecal Elimination 1210		Chapter 51 Circulation 1287
	Introduction 1210		Introduction 1287
	Physiology of Defecation 1210		Physiology of the Cardiovascular System 1287
	Large Intestine 1210, Rectum and Anal Canal 1211, Defecation 1211, Feces 1212		The Heart 1287, Blood Vessels 1291, Blood 1292
	Factors That Affect Defecation 1212		Lifespan Considerations 1293
	Development 1212, Diet 1213, Fluid Intake and Output 1214, Activity 1214, Psychological Factors 1214, Defecation Habits 1214, Medications 1214, Diagnostic Procedures 1215, Anesthesia and Surgery 1215, Pathologic Conditions 1215, Pain 1215		Factors Affecting Cardiovascular Function 1293
	Fecal Elimination Problems 1215		Risk Factors 1294
	Constipation 1215, Diarrhea 1216, Bowel Incontinence 1216, Flatulence 1217		Alterations in Cardiovascular Function 1296
	Bowel Diversion Ostomies 1218		Decreased Cardiac Output 1297, Impaired Tissue Perfusion 1298, Blood Alterations 1298
	Permanence 1218, Anatomic Location 1218, Surgical Construction of the Stoma 1218		Nursing Management 1298
	Nursing Management 1220		SKILL 51-1 Applying Sequential Compression Devices 1302
	SKILL 49-1 Administering an Enema 1227		
	SKILL 49-2 Changing a Bowel Diversion Ostomy Appliance 1233		Chapter 52 Fluid, Electrolyte, and Acid–Base Balance 1308
Chapter 50	Oxygenation 1241		Introduction 1308
	Introduction 1241		Body Fluids and Electrolytes 1309
	Structure and Processes of the Respiratory System 1242		Distribution of Body Fluids 1309, Composition of Body Fluid 1309, Movement of Body Fluids and Electrolytes 1310, Regulating Body Fluids 1312, Regulating Electrolytes 1313
	Structure of the Respiratory System 1242, Pulmonary Ventilation 1243, Alveolar Gas Exchange 1245, Transport of Oxygen and Carbon Dioxide 1245, Systemic Diffusion 1246		Acid–Base Balance 1316
	Respiratory Regulation 1246		Regulation of Acid–Base Balance 1316
	Factors Affecting Respiratory Function 1246		Factors Affecting Body Fluid, Electrolytes, and Acid–Base Balance 1317
	Age 1246, Environment 1246, Lifestyle 1246, Health Status 1247, Medications 1247, Stress 1247		Age 1317, Sex and Body Size 1318, Environmental Temperature 1318, Lifestyle 1318
	Alterations in Respiratory Function 1247		Disturbances in Fluid Volume, Electrolyte, and Acid–Base Balances 1318
	Conditions Affecting the Airway 1247, Conditions Affecting Movement of Air 1247, Conditions Affecting Diffusion 1247, Conditions Affecting Transport 1248		Fluid Imbalances 1318, Electrolyte Imbalances 1320, Acid–Base Imbalances 1324
	Nursing Management 1248		Nursing Management 1326
	SKILL 50-1 Administering Oxygen by Cannula, Face Mask, or Face Tent 1262		SKILL 52-1 Starting an Intravenous Infusion 1344
	SKILL 50-2 Oropharyngeal, Nasopharyngeal, and Nasotracheal Suctioning 1269		SKILL 52-2 Monitoring an Intravenous Infusion 1350
	SKILL 50-3 Suctioning a Tracheostomy or Endotracheal Tube 1273		SKILL 52-3 Changing an Intravenous Container and Tubing 1353
	SKILL 50-4 Providing Tracheostomy Care 1276		SKILL 52-4 Discontinuing an Intravenous Infusion 1354
			SKILL 52-5 Changing an Intravenous Catheter to an Intermittent Infusion Lock 1356
			SKILL 52-6 Initiating, Maintaining, and Terminating a Blood Transfusion Using a Y-Set 1361
			Appendix A Answers to Test Your Knowledge 1370
			GLOSSARY 1403
			INDEX 1429

UNIT

1

The Nature of Nursing



1 Historical and Contemporary Nursing Practice 2



2 Evidence-Based Practice and Research in Nursing 26



3 Nursing Theories and Conceptual Frameworks 37



4 Legal Aspects of Nursing 47



5 Values, Ethics, and Advocacy 73



1 Historical and Contemporary Nursing Practice

LEARNING OUTCOMES

After completing this chapter, you will be able to:

1. Discuss historical factors and nursing leaders, female and male, who influenced the development of nursing.
2. Discuss the evolution of nursing education and entry into professional nursing practice.
3. Describe the different types of educational programs for nurses.
4. Explain the importance of continuing nursing education.
5. Describe how the definition of nursing has evolved since Florence Nightingale.
6. Identify the four major areas of nursing practice.
7. Identify the purposes of nurse practice acts and standards of professional nursing practice.
8. Describe the roles of nurses.
9. Describe the expanded career roles of nurses and their functions.
10. Discuss the criteria of a profession and the professionalization of nursing.
11. Discuss Benner's levels of nursing proficiency.
12. Describe factors influencing contemporary nursing practice.
13. Explain the functions of national and international nurses' associations.

KEY TERMS

Alexian Brothers, 3
caregiver, 15
case manager, 16
change agent, 15
Clara Barton, 6
client, 13
client advocate, 15
communicator, 15
consumer, 13
continuing education (CE), 12
counseling, 15

demography, 20
Dorothea Dix, 4
Fabiola, 2
Florence Nightingale, 6
governance, 17
Harriet Tubman, 3
in-service education, 13
Knights of Saint Lazarus, 3
Lavinia L. Dock, 7
leader, 15
Lillian Wald, 7

Linda Richards, 6
Luther Christman, 8
manager, 15
Margaret Higgins Sanger, 7
Mary Breckinridge, 8
Mary Mahoney, 7
patient, 13
Patient Self-Determination Act (PSDA), 20
profession, 16
professionalism, 17

professionalization, 17
Sairy Gamp, 5
socialization, 17
Sojourner Truth, 3
Standards of Practice, 15
Standards of Professional Performance, 15
teacher, 15
telehealth, 20
telenursing, 20

INTRODUCTION

Nursing today is far different from nursing as it was practiced years ago, and it is expected to continue changing during the 21st century. To comprehend present-day nursing and at the same time prepare for the future, one must understand not only past events but also contemporary nursing practice and the sociologic and historical factors that affect it.

HISTORICAL PERSPECTIVES

Nursing has undergone dramatic change in response to societal needs and influences. A look at nursing's beginnings reveals its continuing struggle for autonomy and professionalization. In recent decades, a renewed interest in nursing history has produced a growing amount of related literature. This section highlights only selected aspects of events that have influenced nursing practice. Recurring themes of women's roles and status, religious (Christian) values, war, societal attitudes, and visionary nursing leadership have influenced nursing practice in the past. Many of these factors still exert their influence today.

Women's Roles

Traditional female roles of wife, mother, daughter, and sister have always included the care and nurturing of other family members. From the beginning of time, women have cared for infants and children; thus, nursing could be said to have its roots in "the home." Additionally, women, who in general occupied a subservient and dependent role, were called on to care for others in the community who were ill. Generally, the care provided was related to physical maintenance and comfort. Thus, the traditional nursing role has always entailed humanistic caring, nurturing, comforting, and supporting.

Religion

Religion has also played a significant role in the development of nursing. Although many of the world's religions encourage benevolence, it was the Christian value of "love thy neighbor as thyself" and Christ's parable of the Good Samaritan that had a significant impact on the development of Western nursing. During the third and fourth centuries, several wealthy matrons of the Roman Empire, such as **Fabiola**, converted to Christianity and used their wealth to provide houses of



Figure 1-1 ■ The Knights of Saint Lazarus (established circa 1200) dedicated themselves to the care of people with leprosy, syphilis, and chronic skin conditions. From the time of Christ to the mid-13th century, leprosy was viewed as an incurable and terminal disease. Battman/Corbis.

care and healing (the forerunner of hospitals) for the poor, the sick, and the homeless. Women were not, however, the sole providers of nursing services.

The Crusades saw the formation of several orders of knights, including the Knights of Saint John of Jerusalem (also known as the Knights Hospitalers), the Teutonic Knights, and the Knights of Saint Lazarus (Figure 1-1 ■). These brothers in arms provided nursing care to their sick and injured comrades. These orders also built hospitals, the organization and management of which set a standard for the administration of hospitals throughout Europe at that time. The **Knights of Saint Lazarus** dedicated themselves to the care of people with leprosy, syphilis, and chronic skin conditions.

During medieval times, there were many religious orders of men in nursing. For example, the **Alexian Brothers** organized care for victims of the Black Plague in the 14th century in Germany. In the 19th century, they followed the same traditions as women's religious nursing orders and established hospitals and provided nursing care.

The deaconess groups, which had their origins in the Roman Empire of the third and fourth centuries, were suppressed during the Middle Ages by the Western churches. However, these groups of nursing providers resurfaced occasionally throughout the centuries, most notably in 1836 when Theodor Fliedner reinstated the Order of Deaconesses and opened a small hospital and training school in Kaiserswerth, Germany. Florence Nightingale received her "training" in nursing at the Kaiserswerth School.

Early religious values, such as self-denial, spiritual calling, and devotion to duty and hard work, have dominated nursing throughout its history. Nurses' commitment to these values often resulted in exploitation and few monetary rewards. For some time, nurses themselves believed it was inappropriate to expect economic gain from their "calling."

War

Throughout history, wars have accentuated the need for nurses. During the Crimean War (1854–1856), the inadequacy of care given to



Figure 1-2 ■ Harriet Tubman (1820–1913) was known as "The Moses of Her People" for her work with the Underground Railroad. During the Civil War she nursed the sick and suffering of her own race. Universal Images Group/Getty Images.

soldiers led to a public outcry in Great Britain. The role Florence Nightingale played in addressing this problem is well known. She was asked by Sir Sidney Herbert of the British War Department to recruit a contingent of female nurses to provide care to the sick and injured in the Crimea. Nightingale and her nurses transformed the military hospitals by setting up sanitation practices, such as hand washing and washing clothing regularly. Nightingale is credited with performing miracles; the mortality rate in the Barrack Hospital in Turkey, for example, was reduced from 42% to 2% in 6 months (Donahue, 2011, p. 118).

During the American Civil War (1861–1865), several nurses emerged who were notable for their contributions to a country torn by internal strife. **Harriet Tubman** and **Sojourner Truth** (Figures 1-2 and 1-3 ■) provided care and safety to slaves fleeing to the North on the Underground Railroad. Mother Biekerdyke and Clara Barton searched the battlefields and gave care to injured and dying soldiers. Noted



Figure 1-3 ■ Sojourner Truth (1797–1883), abolitionist, Underground Railroad agent, preacher, and women's rights advocate, was a nurse for more than 4 years during the Civil War and worked as a nurse and counselor for the Freedmen's Relief Association after the war. National Portrait Gallery, Smithsonian Institution/Art Resources, NY.



Figure 1-4 ■ Dorothea Dix (1802–1887) was the Union’s superintendent of female nurses during the Civil War. Bettman/Corbis.

authors Walt Whitman and Louisa May Alcott volunteered as nurses to give care to injured soldiers in military hospitals. Another female leader who provided nursing care during the Civil War was **Dorothea Dix** (Figure 1-4 ■). She became the Union’s superintendent of female nurses responsible for recruiting nurses and supervising the nursing care of all women nurses working in the army hospitals.

The arrival of World War I resulted in American, British, and French women rushing to volunteer their nursing services. These nurses endured harsh environments and treated injuries not seen before. A monument entitled “The Spirit of Nursing” stands in Arlington National Cemetery (Figure 1-5 ■). It honors the nurses who served in the U.S. armed services in World War I, many of whom are buried in Section 21, which is also called the “Nurses Section” (Arlington National Cemetery, n.d.). Progress in health care occurred during World War I, particularly in the field of surgery. For example, advancements were made in the use of anesthetic agents, infection control, blood typing, and prosthetics.

World War II casualties created an acute shortage of caregivers, and the Cadet Nurse Corps was established in response to a marked shortage of nurses (Figure 1-6 ■). Also at that time, auxiliary health care workers became prominent. “Practical” nurses, aides, and technicians provided much of the actual nursing care under the instruction and supervision of better prepared nurses. Medical specialties also arose at that time to meet the needs of hospitalized clients.

During the Vietnam War, approximately 11,000 American military women stationed in Vietnam were nurses. Most of them volunteered to go to Vietnam right after they graduated from nursing school, making them the youngest group of medical personnel ever to serve in wartime (Vietnam Women’s Memorial Foundation, n.d.). Near the Vietnam Veterans Memorial (“The Wall”) stands the Vietnam Women’s Memorial (Figure 1-7 ■).

Societal Attitudes

Society’s attitudes about nurses and nursing have significantly influenced professional nursing.



A



B



C

Figure 1-5 ■ A, Section 21 in Arlington National Cemetery honors the nurses who served in the Armed Services in World War I. B, The “Spirit of Nursing” monument that stands in Section 21. C, Monument plaque. Photo by Sherrilyn Coffman, RN, PhD.



Figure 1-6 ■ Recruiting poster for the Cadet Nurse Corps during World War II.

Stocktrek Images, Inc./Alamy.



Figure 1-7 ■ Vietnam Women's Memorial. Four figures include a nurse tending to the chest wound of a soldier, another woman looking for a helicopter for assistance, and a third woman (behind the other figures) kneeling while staring at an empty helmet in grief.

Radius Images/Alamy.



Figure 1-8 ■ Sairy Gamp, a character in Dickens' book *Martin Chuzzlewit*, represented the negative image of nurses in the early 1800s. Stapleton Collection/Corbis.

Before the mid-1800s, nursing was without organization, education, or social status; the prevailing attitude was that a woman's place was in the home and that no respectable woman should have a career. The role for the Victorian middle-class woman was that of wife and mother, and any education she obtained was for the purpose of making her a pleasant companion to her husband and a responsible mother to her children. Nurses in hospitals during this period were poorly educated; some were even incarcerated criminals. Society's attitudes about nursing during this period are reflected in the writings of Charles Dickens. In his book *Martin Chuzzlewit* (1896), Dickens reflected his attitude toward nurses through his character **Sairy Gamp** (Figure 1-8 ■). She "cared" for the sick by neglecting them, stealing from them, and physically abusing them (Donahue, 2011, p. 112). This literary portrayal of nurses greatly influenced the negative image and attitude toward nurses up to contemporary times.

In contrast, the *guardian angel* or *angel of mercy* image arose in the latter part of the 19th century, largely because of the work of Florence Nightingale during the Crimean War. After Nightingale brought respectability to the nursing profession, nurses were viewed as noble, compassionate, moral, religious, dedicated, and self-sacrificing.

Another image arising in the early 19th century that has affected subsequent generations of nurses and the public and other professionals working with nurses is the image of *doctor's handmaiden*. This image evolved when women had yet to obtain the right to vote, when family structures were largely paternalistic, and when the medical profession portrayed increasing use of scientific knowledge that, at that time, was viewed as a male domain. Since that time, several images of nursing have been portrayed. The *heroine* portrayal evolved from nurses' acts of bravery in World War II and their contributions in fighting poliomyelitis—in particular, the work of the Australian nurse Elizabeth Kenney. Other images in the late 1900s include the nurse as sex object, surrogate mother, and tyrannical mother.

During the past few decades, the nursing profession has taken steps to improve the image of the nurse. In the early 1990s, the Tri-Council for Nursing (the American Association of Colleges of Nursing, the American Nurses Association [ANA], the American Organization of Nurse Executives, and the National

League for Nursing [NLN]) initiated a national effort, titled “Nurses of America,” to improve the image of nursing. Launched in 2002, the Johnson & Johnson corporation continues their “Campaign for Nursing’s Future” to promote nursing as a positive career choice. Through various outreach programs, this campaign increases exposure to the nursing profession, raises awareness about its challenges (e.g., nursing shortage), and encourages people of all ages to consider a career in nursing.

Nursing Leaders

Florence Nightingale, Clara Barton, Linda Richards, Mary Mahoney, Lillian Wald, Lavinia Dock, Margaret Sanger, and Mary Breckinridge are among the leaders who have made notable contributions both to nursing’s history and to women’s history. These women were all politically astute pioneers. Their skills at influencing others and bringing about change remain models for political nurse activists today. Contemporary nursing leaders, such as Virginia Henderson, who created a modern worldwide definition of nursing, and Martha Rogers, a catalyst for theory development, are discussed in Chapter 3 ∞.

NIGHTINGALE (1820–1910)

The contributions of **Florence Nightingale** to nursing are well documented. Her achievements in improving the standards for the care of war casualties in the Crimea earned her the title “Lady with the Lamp.” Her efforts in reforming hospitals and in producing and implementing public health policies also made her an accomplished political nurse: She was the first nurse to exert political pressure on government. Through her contributions to nursing education—perhaps her greatest achievement—she is also recognized as nursing’s first scientist-theorist for her work *Notes on Nursing: What It Is, and What It Is Not* (1860/1969).

Nightingale (Figure 1–9 ■) was born to a wealthy and intellectual family. She believed she was “called by God to help others . . . [and] to improve the well-being of mankind” (Schuyler, 1992, p. 4). She was determined to become a nurse in spite of opposition from her family and the restrictive societal code for affluent young English women. As a well-traveled young woman of the day, she visited Kaiserswerth in 1847, where she received 3 months’ training in nursing.



Figure 1–9 ■ Considered the founder of modern nursing, Florence Nightingale (1820–1910) was influential in developing nursing education, practice, and administration. Her publication, *Notes on Nursing: What It Is, and What It Is Not*, first published in England in 1859 and in the United States in 1860, was intended for all women.

Classic Clock/Corbis.

In 1853 she studied in Paris with the Sisters of Charity, after which she returned to England to assume the position of superintendent of a charity hospital for ill governesses.

When she returned to England from the Crimea, a grateful English public gave Nightingale an honorarium of £4,500. She later used this money to develop the Nightingale Training School for Nurses, which opened in 1860. The school served as a model for other training schools. Its graduates traveled to other countries to manage hospitals and institute nurse-training programs.

Despite poor health that left her an invalid, Florence Nightingale worked tirelessly until her death at age 90. As a passionate statistician, she conducted extensive research and analysis (Florence Nightingale International Foundation, 2014). Nightingale is often referred to as the first nurse researcher. For example, her record keeping proved that her interventions dramatically reduced mortality rates among soldiers during the Crimean War.

Nightingale’s vision of nursing changed society’s view of nursing. She believed in personalized and holistic client care. Her vision also included public health and health promotion roles for nurses. It is easy to see how Florence Nightingale still serves as a model for nurses today.

BARTON (1821–1912)

Clara Barton (Figure 1–10 ■) was a schoolteacher who volunteered as a nurse during the American Civil War. Her responsibility was to organize the nursing services. Barton is noted for her role in establishing the American Red Cross, which linked with the International Red Cross when the U.S. Congress ratified the Treaty of Geneva (Geneva Convention). It was Barton who persuaded Congress in 1882 to ratify this treaty so that the Red Cross could perform humanitarian efforts in time of peace.

RICHARDS (1841–1930)

Linda Richards (Figure 1–11 ■) was America’s first trained nurse. She graduated from the New England Hospital for Women and Children in 1873. Richards is known for introducing nurses’ notes and doctor’s orders. She also initiated the practice of nurses wearing uniforms (ANA, 2013b). She is credited for her pioneering work in psychiatric and industrial nursing.



Figure 1–10 ■ Clara Barton (1821–1912) organized the American Red Cross, which linked with the International Red Cross when the U.S. Congress ratified the Geneva Convention in 1882.

© Bettman/CORBIS.



Figure 1-11 ■ Linda Richards (1841–1930) was America’s first trained nurse.

National League for Nursing. National League for Nursing Records, 1894–1952. Located in: Archives and Modern Manuscripts Collection, History of Medicine Division, National Library of Medicine, Bethesda, MD; MS C 274.



Figure 1-12 ■ Mary Mahoney (1845–1926) was the first African American trained nurse.

Schomburg Center for Research in Black Culture/NYPL/Art Resource.

MAHONEY (1845–1926)

Mary Mahoney (Figure 1-12 ■) was the first African American professional nurse. She graduated from the New England Hospital for Women and Children in 1879. She constantly worked for the acceptance of African Americans in nursing and for the promotion of equal opportunities (Donahue, 2011, p. 144). The ANA (2013c) gives a Mary Mahoney Award biennially in recognition of significant contributions in interracial relationships.

WALD (1867–1940)

Lillian Wald (Figure 1-13 ■) is considered the founder of public health nursing. Wald and Mary Brewster were the first to offer trained nursing services to the poor in the New York slums. Their home among the poor on the upper floor of a tenement, called the Henry Street Settlement and Visiting Nurse Service, provided nursing services, social services, and organized educational and cultural activities. Soon after the founding of the Henry Street Settlement, school nursing was established as an adjunct to visiting nursing.

DOCK (1858–1956)

Lavinia L. Dock (Figure 1-14 ■) was a feminist, prolific writer, political activist, suffragette, and friend of Wald. She participated



Figure 1-13 ■ Lillian Wald (1867–1940) founded the Henry Street Settlement and Visiting Nurse Service (circa 1893), which provided nursing and social services and organized educational and cultural activities. She is considered the founder of public health nursing. National Portrait Gallery, Smithsonian Institution/Art Resources, NY.



Figure 1-14 ■ Nursing leader and suffragist Lavinia L. Dock (1858–1956) was active in the protest movement for women’s rights that resulted in the constitutional amendment in 1920 that allowed women to vote.

Courtesy of The Gottesman Libraries at Teachers College, Columbia University.

in protest movements for women’s rights that resulted in the 1920 passage of the 19th Amendment to the U.S. Constitution, which granted women the right to vote. In addition, Dock campaigned for legislation to allow nurses rather than physicians to control their profession. In 1893, Dock, with the assistance of Mary Adelaide Nutting and Isabel Hampton Robb, founded the American Society of Superintendents of Training Schools for Nurses of the United States, a precursor to the current National League for Nursing.

SANGER (1879–1966)

Margaret Higgins Sanger (Figure 1-15 ■), a public health nurse in New York, has had a lasting impact on women’s health care. Imprisoned for opening the first birth control information clinic in America, she is considered the founder of Planned Parenthood. Her experience with the large number of unwanted pregnancies among the working poor was instrumental in addressing this problem.



Figure 1-15 ■ Nurse activist Margaret Sanger (1879–1966), considered the founder of Planned Parenthood, was imprisoned for opening the first birth control information clinic in Baltimore in 1916. © Bettman/CORBIS.



Figure 1-16 ■ Mary Breckinridge (1881–1965), a nurse who practiced midwifery in England, Australia, and New Zealand, founded the Frontier Nursing Service in Kentucky in 1925 to provide family-centered primary health care to rural populations. Newscom.

BRECKINRIDGE (1881–1965)

After World War I, **Mary Breckinridge** (Figure 1-16 ■), a notable pioneer nurse, established the Frontier Nursing Service (FNS). In 1918, she worked with the American Committee for Devastated France, distributing food, clothing, and supplies to rural villages and taking care of sick children. In 1921, Breckinridge returned to the United States with plans to provide health care to the people of rural America. In 1925, Breckinridge and two other nurses began the FNS in Leslie County, Kentucky. Within this organization, Breckinridge started one of the first midwifery training schools in the United States.

Men in Nursing

Men have worked as nurses as far back as before the Crusades. Although the history of nursing primarily focuses on the female figures in nursing, schools of nursing for men existed in the United States from the late 1880s until 1969. Male nurses were denied



Figure 1-17 ■ Poster for American Assembly for Men in Nursing “20 × 20 Choose Nursing Campaign.”
Courtesy American Association for Men in Nursing.

admission to the Military Nurse Corps during World War II based on gender. It was believed at that time that nursing was women’s work and combat was men’s work. During the 20th century, men were denied admission to most nursing programs. The ANA denied membership to male nurses until 1930 and many state nursing associations did not allow men to join until the 1950s (O’Lynn & Tranbarger, 2007, p. 68).

In 1971, a nurse who practiced in Michigan, Steve Miller, formed an organization called Men in Nursing. In 1974, Luther Christman organized a group of male nurses in Chicago. The two groups reorganized into the National Male Nurses Association with the primary focus of recruiting more men into nursing. In 1981, the organization was renamed the American Assembly for Men in Nursing (AAMN) (2011). The purpose of the AAMN is to provide a framework for nurses, as a group, to meet to discuss and influence factors that affect men as nurses. In 2009 and 2010, members of the AAMN discussed ways to change the image of men in nursing in both recruitment and retention. They subsequently introduced the theme “Do what you love and you’ll love what you do” (Figure 1-17 ■). This idea led to the AAMN initiative “20 × 20 Choose Nursing,” which has the goal of increasing the enrollment of men in nursing programs nationally from the current 10% to 20% by 2020 (Anderson, 2011).

Luther Christman (1915–2011), one of the founders of the AAMN, graduated from the Pennsylvania Hospital School of Nursing for Men in 1939 and did experience discrimination while in nursing school. For example, he was not allowed a maternity clinical experience, yet was expected to know the information related

to that clinical experience for the licensing exam. After becoming licensed, he wanted to earn a baccalaureate degree in nursing, but was denied access to two universities because of gender. After receiving his doctorate he accepted the position as dean of nursing at Vanderbilt University. He was the first man to be a dean at a university school of nursing. He accomplished many firsts: the first man nominated for president of the ANA, the first man elected to the American Academy of Nursing (he was named a “Living Legend” by this organization), and the first man inducted into ANA’s Hall of Fame for his extraordinary contributions to nursing (O’Lynn & Tranbarger, 2007).

Men comprised 9.6% of the nation’s nursing workforce in 2011 (U.S. Census Bureau, 2013). Men do experience barriers to becoming nurses. For example, the nursing image is one of femininity, and nursing has been slow to neuter this image. As a result, many people may believe that only homosexual men enter nursing, which is not true. Other barriers and challenges for male nursing students include the lack of male role models in nursing and caring (e.g., differences in caring styles between men and women) and suspicion surrounding intimate touch (MacWilliams, Schmidt, & Bleich, 2013). The nursing profession and nursing education need to address these issues. Improved recruitment and retention of men and other minorities into nursing will strengthen the profession.

NURSING EDUCATION

The practice of nursing is controlled from within the profession through state boards of nursing and professional nursing organizations. These groups also determine the content and type of education that is required for different levels or scopes of nursing practice. Originally, the focus of nursing education was to teach the knowledge and skills that would enable a nurse to practice in a hospital setting. However, as nursing roles have evolved in response to new scientific knowledge; advances in technology; and cultural, political, and socioeconomic changes in society; nursing education curricula have been revised to enable nurses to work in more diverse settings and assume more diverse roles. Nursing programs are increasingly based on a broad knowledge of biologic, social, and physical sciences as well as the liberal arts and humanities. Current nursing curricula emphasize critical thinking and the application of nursing and supporting knowledge to health promotion, health maintenance, and health restoration as provided in both community and hospital settings (Figure 1–18 ■).

There are two types of entry-level generalist nurses: the registered nurse (RN) and the licensed practical or vocational nurse (LPN or LVN). Responsibilities and licensure requirements differ for these two levels. The majority of new RNs graduate from associate degree or baccalaureate degree nursing programs. In some states, a person can be eligible to take the licensure exam through other qualifications such as completing a diploma nursing program or challenging the exam as a military corps person or LVN after completing specified coursework. There also are “generic” master’s and doctoral programs that lead to eligibility for RN licensure. These latter programs are for students who already have a baccalaureate degree in a discipline other than nursing. On completion of the program, which may be from 1 to 3 years in length, graduates obtain their initial professional degree in nursing. Graduates of these



Figure 1–18 ■ Nursing students learn to care for clients in community settings.
Jim West/Alamy.

programs are eligible to take the licensure examination to become an RN and also may continue into specialty roles such as nurse practitioner or nurse educator.

Although educational preparation varies considerably, all RNs in the United States take the same licensure examination, the National Council Licensure Examination (NCLEX-RN). This examination is administered in each state and the successful candidate becomes licensed in that particular state, even though the examination is of national origin. To practice nursing in another state, the nurse must receive reciprocal licensure by applying to that state’s board of nursing. Some state legislatures have created a regulatory model called *mutual recognition* that allows for multistate licensure under one license. States that enter into these recognition agreements are referred to as *compact states*. Nurses who have received their training in other countries may be granted registration after successfully completing the NCLEX. Both licensure and registration must be renewed regularly in order to remain valid. For additional information about licensure and registration, see Chapter 4 ∞.

The legal right to practice nursing requires not only passing the licensing examination, but also verification that the candidate has completed a prescribed course of study in nursing. Some states may have additional requirements. All U.S. nursing programs must be approved by their state board of nursing. In addition to state approval, the Accreditation Commission for Education in Nursing (ACEN), formerly called the National League for Nursing Accrediting Commission (NLNAC), provides accreditation for all levels of nursing programs, and the Commission on Collegiate Nursing Education (CCNE) accredits baccalaureate and higher degree programs. Accreditation is a voluntary, peer review process. Accredited programs meet standard requirements that are evaluated periodically through written self-studies and on-site visitation by peer examiners.

Types of Education Programs

Education programs available for nurses include practical or vocational nursing, registered nursing, graduate nursing, and continuing education. All levels of nursing are needed in health care today.