

THE ART, SCIENCE AND SPIRIT OF NURSING



ALICE L. PRICE

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Library of Congress Catalog Card Number: 59-9077

60-2088

The Art, Science
and Spirit of Nursing

8801542

The Art, Science and



TO

J. L.

WHO IS UNAWARE THAT MUCH OF THIS TEXT
WAS WRITTEN BY HIM

4.95

11-29-61

A Tribute to the Nurse

"THE NURSE"

The world grows better, year by year
Because some nurse in her little sphere
Puts on her apron and smiles and sings,
And keeps on doing the same old things,
Taking the temperatures, giving the pills
To remedy mankind's numerous ills,
Feeding the baby, answering the bells,
Being polite with a heart that rebels.
Longing for home, and all the while
Wearing the same professional smile,
Blessing the newborn babe's first breath
Closing the eyes that are still in death.

Taking the blame for many mistakes,
Oh dear! What a lot of patience it takes:
Going off duty at seven o'clock,
Tired, discouraged, and ready to drop,
But called back on special at seven fifteen
With woe in her heart which must not be seen,
Morning and evening, noon and night,
Just doing it over and hoping it's right.
When we lay down our caps and cross the bar,
Oh Lord, will you give us just one little star
To wear in our crowns with the uniforms new
In that city above, where the head nurse is You?

—Anonymous

Preface to the Second Edition

THE ART, SCIENCE AND SPIRIT OF NURSING was accorded a most favorable reception in its first edition. More than half the schools of nursing in the United States and Canada used it for beginning students. It is on this account that the author felt a deep sense of responsibility in preparing a new edition. To present a revision only five years after publication of the first edition has afforded an opportunity not only to keep the text strictly up-to-date but to make it still more responsive to nursing needs.

In this task the nursing arts teachers of the United States and Canada were generous in wise guidance and counsel. Their response to a second detailed questionnaire was again cooperative and helpful. Their many suggestions specifically set the course of revision.

The emphasis of the work is directed, as before, toward principles from which procedures may be inferred. The details of instruction in methods are left to the procedure books of individual hospitals and to the instructors in nursing arts who will wish to present methodology in relation to the needs and opportunities of individual situations.

Change, however, has been extensive in response to the changing concepts and enlarged responsibilities of nursing itself. Nursing in the recovery room, intensive care unit and progressive patient care have been given careful consideration. The impact, too, of a changing world situation has also been felt. Attention to radiation therapy, with its attendant hazards and potential, simply reflects advances in medicine that stem directly from new biophysical knowledge. Correspondingly, lengthened life expectancy and extended life span have required greater attention to the geriatric patient and to the nursing skills important to long-term illness.

Among many requests from teachers, one that occurred with greater frequency than any other was for an early chapter on sepsis. This new chapter was written in response to that request. There were also many suggestions for rearrangement in the sequence of chapters; but no one proposal stood out from the others. It is hoped that the arrangement of material will be suited to the needs

of the greatest number of teachers; but in instances where this is not so, the instructor may suit her own requirements by assignment of chapters in any satisfactory order.

Each chapter is introduced with Suggested Vocabulary. Students who understand the meaning of words listed in the suggested vocabularies will have a better understanding of material contained in the text that follows. Often simple lack of vocabulary skill underlies great difficulties in teaching and in learning. It is believed that thoughtful attention to the vocabulary of nursing will make easier the task of both instructor and student.

An expression of appreciation is due the Hill-Rom Co., Inc., of Batesville, Indiana, for permission to reproduce the colored photograph which appears on the title page of this edition.

If this new Art, Science and Spirit of Nursing continues to serve well those who have used it since publication, offers aid to the inexperienced teacher and holds the interest of beginning student nurses, it will have adequately achieved the purpose of its author.

ALICE L. PRICE

Cincinnati, Ohio

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CHAPTER 1

An Introduction to Nursing



SOME PERSONS GROW WITH RESPONSIBILITY—OTHERS MERELY SWELL.

TOPICAL OUTLINE

Nursing Defined
The Professional Nurse
The Development of Nursing
The Hospital
The School of Nursing
The Students' Orientation to Nursing

SUGGESTED VOCABULARY

nursing
attendant
hospital
disease

clinic
laboratory
dietitian
maintenance

physiotherapy
inhalator
curriculum
postpartum

adjustment
psychiatry
ample
supervision

On the day the newly admitted student in a school of nursing begins the prescribed course of study she becomes an important part of nursing.

Knowledge of the growth and development of hospitals, of nursing schools and of nursing as a profession will enable the student to understand activities of the group in the past and the need for continued growth and progress in the future.

NURSING DEFINED

Nursing has long been defined as a science and an art, not a pure science, not a true art, but a combination of the two. Nursing, as a

profession, embraces more than an art and a science; it is a blending of three factors: art, science and the spirit of unselfish devotion to a cause primarily concerned with helping those who are physically, mentally or spiritually ill.

Nursing is an art in that the nurse must develop skilled technique in the performance of the various procedures required for giving adequate care to the patient.

Nursing is a science in that the underlying principles of nursing care depend on knowledge of the biological sciences, such as anatomy, physiology, microbiology and chemistry. These sciences are fundamental to an understanding of the human body in its normal physical condition and in the abnormal condition that results from injury or attack by disease.

Nursing is possessed of a spiritual quality in that its primary aim is to serve humanity, not only by giving curative care to the bodies of the sick and injured, but by serving the needs of the mind and the spirit as well.

Nursing, then, may be defined as a service to the individual which helps him to regain, or to keep, a normal state of body and mind; when it cannot accomplish this, it helps him to gain relief from physical pain, mental anxiety or spiritual discomfort.

Today there are many classifications of the term "nurse"; but this text is primarily concerned with the "registered" or "professional" nurse and the services required of her as a member of a profession.

THE PROFESSIONAL NURSE

The American Nurses' Association defines the professional or registered nurse as "One who has met all legal requirements for registration in a state, and who may practice nursing by virtue of her technical knowledge and practical ability." The professional nurse, then, is the nurse who has received the maximum amount of education or training offered by recognized and accredited schools of nursing. Graduates of accredited schools may be licensed to practice nursing in schools, in industry, in private homes, in hospitals and in other institutions.

THE DEVELOPMENT OF NURSING

Although nursing as an art and a science is relatively modern, nursing in actual practice (the spirit of nursing) has existed since the beginning of time. Women of nomadic tribes, in the early days of history, in ministering to the needs of the very young, the very old and the infirm, were performing nursing duties of their time.

The impulse to serve is the basis on which the spirit of nursing has been fostered through the ages. As the needs of humanity have

changed, during the progress of civilization, nursing has developed broader interests and functions. Now nursing means many things—it means to *nourish*, to *protect*, to *prevent* (illness), to *avoid* (injury), to *educate*, to *sustain* and to *give*.

The word “nurse” comes from the Latin word *nutricius*, which means “that nourishes, fosters, and protects.”

Many persons think of nurses only in connection with care given the sick and injured because nurses, as well as doctors, have been chiefly concerned in the past with treatment and cure. In reality, nurses are active in the *prevention* of disease as well as in its cure. They serve as teachers helping to educate the public in regard to health measures. They care for the mind, as well as the body, and are deeply interested in the normal as well as in the diseased or abnormal human organism.

Throughout the history of civilization, when the family was the unit of group living, it became the duty of the women of the family to care for the young and helpless and to look after the sick. For many years the only nursing that was done was carried on inside the family group.

The first “visiting nurses” were the untrained, untaught women of the early Christian church known as *Deaconesses* and *Widows*. The



Fig. 1. A professional nurse and a member of the Army Nurse Corps. (Office of the Surgeon General, Department of the Army, Washington, D. C.)



Fig. 2. Florence Nightingale during the Crimean War. (Parke, Davis & Company, Detroit, Michigan.)

desire to be of service to others was their only preparation for the duties of nursing which they performed.

The first instruction or training for nurses was instituted in Paris, France, in 1633 by St. Vincent de Paul, who organized the nursing order called "Sisters of Charity."

In the early part of the 19th century Theodor Fliedner and his wife, Frederika, opened a small hospital in Kaiserswerth, Germany, and gave instruction to women in the duties of nursing. There Florence Nightingale began her training in 1851.

Nursing as a profession had its true beginning with Florence Nightingale. The reforms she instituted in the care of the sick still form the basis for nursing as it is practiced now. She firmly believed that the tasks of caring for the sick and teaching good health practices were sufficiently important to warrant establishment of schools and training of personnel to carry on the work. She bitterly denounced the accepted idea that nursing should be left to those who were disappointed in love or who were desperate for means of earning a livelihood.

In gratitude for her heroic work during the Crimean War, the British awarded Miss Nightingale 44,000 pounds (approximately