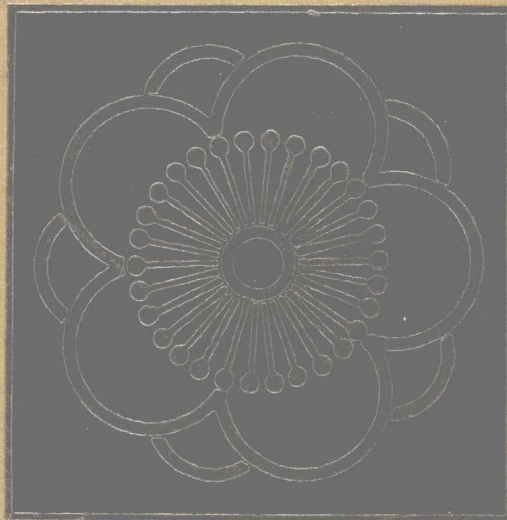


Maternal- Newborn Nursing

A Family-Centered Approach



Second Edition

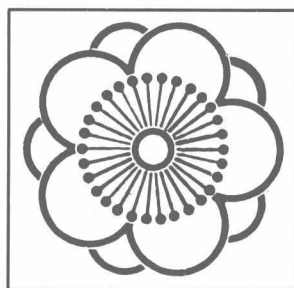


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MARCIA L. LONDON
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MATERNAL-NEWBORN NURSING

A Family-Centered Approach

FORMERLY OBSTETRIC NURSING



SECOND EDITION

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Formerly Obstetric Nursing

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PREFACE

The first edition of this book, *Obstetric Nursing*, reflected our commitment to a family-centered approach to maternity nursing, and the nursing community responded in an overwhelmingly positive manner. We received numerous letters from nurse educators, practicing nurses, and students expressing the belief that ours was an up-to-date, sensitive, and readable *nursing* text. However, they found it difficult to reconcile a title reflecting a medical model in a book that so strongly emphasized the nursing model and a family-centered approach. In response to these concerns and in line with our own feelings that a new title would better reflect the nursing emphasis of the book, the title of the text has been changed to *Maternal–Newborn Nursing: A Family-Centered Approach*.

We have also changed our terminology to reflect our belief that the woman is an active participant in her own health care. We have used the word “client” when discussing women with essentially normal pregnancies, but to maintain a bridge with more traditional approaches we have retained the term “patient” in high-risk situations.

In the second edition, we continue our efforts to promote the use of the nursing process as the framework for client care. To achieve this, our detailed assessment guides have been expanded and updated to reflect current practice. In addition, the nursing care plans have been revised and expanded.

New Features

Several new features have been added to this edition to meet the specific needs of both nurses and students of nursing. These include:

- **Drug guides** compiled from a variety of sources provide pertinent and in-depth information on the physiologic actions of and nursing implications of drugs com-

monly administered to the maternity client or the newborn.

- **Color plates** contain photographs of some common and some not so common clinical situations found in the maternity setting.
- A section identifying possible **nursing diagnoses** that might be appropriate has been added to each of the nursing care plans.
- A section entitled **Client/Family Educational Focus** has also been added to each nursing care plan. This section highlights major areas of teaching on which the nurse might focus.
- A list of **national resource groups** at the end of certain chapters provides information about support groups that aid childbearing families who require information or assistance.

New Content

To remain current with the state of the art, all the chapters have been revised and updated. However, the following additions deserve special mention.

- Coverage of adolescent pregnancy and cultural considerations has been expanded. In keeping with our belief that both developmental and cultural factors influence the entire childbearing cycle, this content has been integrated throughout rather than covered in isolated chapters.
- Additional content on physiologic and pathophysiologic processes has been added, with an entire new chapter devoted to the specialized area of newborn physiology (Chapter 21).
- Chapter 1, “Current Perspectives of Maternal–Newborn Nursing,” retains its historical content but has

been refocused to consider pertinent perinatal issues of today such as technology, the expanded role of nurses, and legal and ethical considerations.

- New Chapter 2, “Tools for Maternal–Newborn Nursing Practice,” describes tools that are useful to professional nurses in providing effective care, such as the nursing process (including nursing diagnosis), nursing research, and descriptive and inferential statistics.

Applications

The logical sequencing of content and the inclusion of nursing skills where appropriate makes this text invaluable for students in all types of programs. Faculty members can select those chapters that are most useful in the course they offer. For example, those programs incorporating genetics in the maternity nursing course will find Chapter 7, “Genetic Counseling,” an accurate resource. For students in programs that cover this content elsewhere, this chapter serves as a reference for specific situations that may arise in the clinical area. By the same token, some programs cover the high-risk infant in detail and will appreciate the comprehensiveness and currentness of Chapters 24 and 25 (“The High-Risk Newborn: Needs and Care” and “Complications of the Neonate”). For those who do not include this content, it remains available for reference, and all the information they might need on the normal newborn is available in Chapters 22 and 23. Chapter 13, “Diagnostic Assessment of Fetal Status,” covers new, exciting trends in diagnostic testing and will be useful for all.

The step-by-step description of common maternal and neonatal procedures remains a useful tool for both students and practitioners, as do the physical assessment guides. The chapters devoted to families, crisis intervention, parenting, and attachment expand the psychosocial nursing base and enable nurses to consider the childbearing family more holistically.

Pedagogical Aids

Many of the learning tools of the first edition have been retained in the second in an updated form. The learning objectives at the beginning of each chapter, the glossary, appendices, references, and additional readings all serve to guide learning. Procedures, drug guides, and nursing care plans will be helpful for quick reference.

Numerous new photographs and line drawings, new or updated tables, and color plates do more than make the text visually appealing. They enhance the reader’s understanding of complex processes, conceptual relationships, and clinical skills.

Complete Teaching–Learning Package

Nursing faculty will find several tools available for their use. The *Instructor’s Manual* has been completely revised

and expanded. In addition, a packet of 79 transparencies is available. The *Transparency Resource Kit* contains transparencies of material not available in the text as well as transparencies of important text figures. *Maternal–Newborn Nursing Care: A Workbook* may also be used to supplement the main text.

We were pleased and awed by the fine reception given the first edition of this text. It inspired our commitment to maintain the same high quality in the second edition that was apparent in the first. We believe that in this revised and expanded text we have succeeded.

Acknowledgments

It would be impossible to undertake a book of this magnitude without the help and support of many people. We wish first to thank the many members of the nursing community who wrote to tell us what they found most useful in the text and to share their suggestions for changes or additions. These letters gave us invaluable information and ideas, and most importantly, a place to start.

A special acknowledgment goes to the following people. They contributed significant content to the first edition, and the foundation they helped establish is still evident in the second edition: Elizabeth M. Bear, Laurel Freed, Sandra L. Gardner, Pauline Goolkasian, Loretta C. Cermely Ivory, Janet Kennedy, Eleanor Latterell, Mary Ann McClees, Caryl E. Mobley, Carol Freeman Rosenkranz, and Marcia Vavich.

We wish to thank the many nursing educators and practicing clinicians who reviewed content or contributed to this edition. We believe that having reviewers and contributors from all over the United States and Canada helped us avoid regionalization in focus or approach.

We wish to extend a special word of appreciation to Thomas Purdon, M.D., F.A.C.O.G., Colorado Springs, Colorado, for reviewing the chapters on diagnostic assessment, and antepartal/intrapartal complications. Other reviewers who contributed their criticisms, praise, and suggestions are as follows: Nora Biegler, St. Joseph Mercy School of Nursing, Sioux City, Iowa; Mary Lou Cheatham, Ball State University, Muncie, Indiana; Bruce D. Clayton, University of Nebraska Medical Center, Omaha, Nebraska; Pramilla Dahya, Portland Community College, Portland, Oregon; Mary Jo Eoff, Indiana University, Indianapolis, Indiana; Eileen Fishbein, University of Maryland, Baltimore, Maryland; Juanita Flint, Brookhaven College, Farmers Branch, Texas; Sue Hall, Rogue Community College, Grant’s Pass, Oregon; Peggy W. Harris, Southeastern Louisiana University, Baton Rouge, Louisiana; Kimberly Hubbell, University of Washington, Seattle, Washington; Renee Korbach, San Jacinto College North, Houston, Texas; Nancy K. Lowe, Northern Illinois University, DeKalb, Illinois; Crystal Mahoney, Ball State University, Muncie, Indiana; Susan Marchessault, Northeastern University,

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Suzanne Arms' and William Thompson's special photographic skills are evident in the clarity and sensitivity of many of the photos used throughout the text. In addition, we wish to thank Paul Winchester, M.D., Director, Intensive Care Nursery, Memorial Hospital, Colorado Springs, Colorado, for providing some of the photographs used in the chapters on the high-risk newborn. We are indebted, too, to the many individuals and families who, by consenting to be photographed, shared themselves and their experiences.

We value the efforts of Cynthia L. McMahon, who developed the nursing diagnoses found in the care plans. We also appreciate the patience and skill of Beverly Watson in typing this manuscript.

We have developed a special fondness and tremendous respect for the many people with whom we have worked in the Nursing Division of Addison-Wesley Publishing Company. They are a creative, supportive, and enthusiastic group committed to producing high-quality nursing textbooks. While it is not possible to name everyone who has worked to make this book successful, we would like to acknowledge the following individuals:

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- Pat Franklin Waldo was Special Projects Manager when we started this edition but also served as our sponsoring editor for a time on the first edition. She has a warmth and a joy in living that can hardly be matched, and she shared this with us, to our delight.
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