

# PROFESSIONAL NURSING



*Trends*  
*Responsibilities*  
*Relationships*

6th Edition

Eugenia K. Spalding

# PROFESSIONAL NURSING

*Trends, Responsibilities,  
and Relationships*

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SIXTH EDITION

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To Isabel Maitland Stewart,  
without whose encouragement and help  
the first edition of this book  
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## *Preface to Sixth Edition*

Like the first five, the sixth edition of this book, completely revised and reset, is presented as a guide to an understanding of some of the major trends and problems affecting nursing—historic, political, social, economic, legal, educational, professional, personal, and other. It is not intended to offer solutions to all problems.

This is the most extensive revision of any edition of this book since it was first published in 1939. Three new chapters are included and the remaining chapters are extensively revised.

The first two chapters of the fifth edition, concerned with selecting, collecting, and organizing reference materials, have been transferred to the Appendix—Part One, “Printed Sources: How to Locate and Use”; and Part Two, “Collecting, Organizing, and Evaluating Reference Materials.” The new chapters are: Chapter 3, “Problem Solving”; Chapter 7, “Nurses in Civil and Defense Mobilization”; and Chapter 11, “National Student Nurses’ Association.”

Although comprehensive revisions have been made, there has been no major change in the general philosophy and objectives, as expressed in the preface of the first edition which appears on p. xi.

However, more comprehensive consideration has been given to the discussion of the following and related topics: the social setting of which nursing is a part; the current responsibilities of the nursing profession; the emerging functions of the various types of workers in nursing; the changing patterns in nursing service (public health, hospital and other) and nursing education, national and international; and the relationship of the present situation to the historical foundations of nursing.

Given this general philosophy, it is not surprising that emphasis has been placed upon trends, responsibilities, and relationships which have their roots in nursing’s heritage but which are shifting in light of current and emerging social changes. The problems at the end of the chapters, which have been radically changed, are posed with this thought in mind. Likewise, the references have been selected so as to keep those of historical signif-

icance and to include those of current significance. It is suggested that pertinent reference materials for each phase of the book be added constantly, especially periodical articles.

The book includes four units with a preview for each unit. It is suggested that students read these previews before proceeding to the chapters in the units because these give an over-all view of what is included in the units.

Unit One consists of three chapters dealing with nursing in its social setting, nursing as a profession, and problem solving. Chapter 1, "Nursing in Its Social Setting," is an outgrowth of the old Chapter 3, "Nursing in the Present Situation." The new chapter is philosophical in nature and is designed to show movements of historic and social significance to nursing. Chapter 2, "Nursing as a Profession," has been expanded and now includes a discussion on professional ethics and the nature of professional education in addition to content included in the fifth and preceding editions. Chapter 3, "Problem Solving," is new. It has been written to inspire students of nursing to be real thinkers and to help them to understand the importance of taking the usual steps of problem solving for reaching wise decisions in all walks of life.

Unit Two, "Choosing, Preparing for, and Succeeding in a Field of Nursing," has been revised on the basis of a study of the problems of nurses in this area during the past 4 years and of comments made by placement officers and the consumers of nursing service. A major problem of nurses has been how and where to pursue advanced study. The routes to take to graduate education for nurses are shown in diagram in Chapter 9, "Continued Education for Nurses." Because of the "brink of war" status in which we live and the vital need for continuous civilian preparation for enemy-caused and natural disasters, Chapter 7, "Nurses in Civil and Defense Mobilization," has been added. Because of the sweeping occupational changes, titanic revisions have been made in the following chapters: "General Survey of Occupational Opportunities for Nurses," "General View of Fields of Work Open to Nurses," "Nurses in Public Service," "Choosing a Field of Nursing," and "Securing, Filling, and Resigning From a Position."

Unit Three, "Organizations and Activities," has one extremely important addition, namely, Chapter 11, "The National Student Nurses' Association." Next in importance to this addition is the extensive revision of the chapters on the American Nurses' Association and the National League for Nursing. The extent of the

changes in and additions to these chapters is an indication of the tremendous development which has taken place in the programs of these two organizations since the 1954 edition of this book was published. The expansion of Chapter 17, "International Nursing and Allied Organizations," shows the degree to which nursing has accepted its international responsibilities. Another great change has taken place in the chapter on legislation, which records the fruition of some of the efforts that have been recorded in previous editions of this book. The many additions to Chapter 21, "Skills and Practices Which Aid in Professional Activities," reflect the increasing emphasis on group study of problems and the growing body of knowledge about group dynamics.

Unit Four, "Legal, Economic, and Personal Relationships and Problems," because of the dynamic social, economic, and political influences, has numerous revisions. Chapter 23, "Planning for Economic Security," is aimed to help nurses take a look at the current economic situation and to encourage them to do some practical immediate and long-term personal economic planning. Chapter 22, "Legal Relationships, Responsibilities, and Problems," has been brought up to date. In Chapter 24, "Relationships and Personal Growth," increased emphasis has been placed on how the nurse can be an effective member of the health and nursing team and how to live a well-balanced life. Comments from officers of the fast-growing National Student Nurses' Association were used in making changes in several sections throughout this chapter.

It is the hope of the author that this sixth edition will be as helpful as the first five and that it may have the same cordial reception by students and teachers of nursing, members of allied professions, and by the public.

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July 1, 1959*

## *Preface to First Edition*

In the preparation for a nursing career there are several periods where nursing students need special help in solving professional problems and in learning how to establish fine relationships. There are two stages, however, where it is necessary to provide more definite opportunity for them to raise problems, to consider and solve them, and to have some experience that will aid them in making good personal and professional adjustments. One of these is upon admission to the school of nursing, when the students are first entering upon a new vocation, and the other is just before graduation, when they are preparing to go out into the world to practice as graduate professional nurses. It is with the second stage of the nurse's life in the school of nursing that this book deals.

This edition of *Professional Adjustments in Nursing* is designed to be used by senior students in schools of nursing offering the basic curriculum, under the direction of the instructor who is responsible for co-ordinating their planned experiences. It is based upon and is an outgrowth of the work which the author did in connection with a publication of the National League of Nursing Education in 1933,<sup>1</sup> and in the preparation of the course of study on "Professional Adjustments II" that is included in *A Curriculum Guide for Schools of Nursing*.<sup>2</sup>

When the author became interested in this subject several years ago she made several studies among graduate and nursing students to determine their problems and needs and what they believed might have helped them to make better personal, professional and social adjustments. A vast amount of enlightening and interesting comments was collected. It is upon the materials collected from this and several other groups that a large part of the content of this book is based.

<sup>1</sup> Eugenia Kennedy Spalding, *A Suggested Vocational Guidance Program for Schools of Nursing*, New York, National League of Nursing Education, 1935.

<sup>2</sup> National League of Nursing Education, Committee on Curriculum, *A Curriculum Guide for Schools of Nursing*. 2d ed. New York, The League, 1937, p. 270-292.



All of the materials have been tested through actual discussions with nursing students in the classroom, graduate nurses, or experts in the various fields treated in the text.

This book is being presented as a text for senior nursing students and as a reference for graduate nurses, with the idea that it will be used as a nucleus from which to work and as a guide to other helpful sources.

Since one of the principal aims of the course is to keep in touch with contemporary social and professional trends, it is suggested that the reference lists be added to constantly from the related currently published books, other types of literature, and especially periodicals.

The material has been organized in units, each of which covers an important aspect of the study of professional adjustments in nursing. A list of these units may be found in the table of contents.

It is assumed that students in some schools of nursing, because of their past experience, could omit certain units if they have covered the materials. This applies particularly to the Introduction, the content of which is usually included before the undergraduate nursing student reaches her senior year. It is also assumed that, in addition to the problems raised in this text, other problems, issues, and situations will be brought from the students' own past and present experience for discussion.

A statement of the guiding objectives, as formulated in light of the evident needs of graduate professional nurses and senior nursing students in schools of nursing offering basic curricula, may be helpful to both teachers and students to understand the distinctive purposes of this text. For that reason they are included here.

### OBJECTIVES OF THE COURSE

1. "To learn to use intelligently the resources of current literature and other means which will help [you] in continued growth and in successful adjustment [in the profession of nursing]." <sup>3</sup>

2. To get a bird's-eye view of nursing in the present social and economic situation so you will appreciate the social and professional responsibilities of the professional worker.

3. "To [learn] the [vocational] opportunities open to the professional nurse and the qualifications [required] in the main branches of nursing; and to make a vocational plan based upon

<sup>3</sup> *Ibid.*, p. 274.

. . . a careful analysis of [your] own interests and qualifications [and the requirements of the various types of work which you will study in attempting to make a wise vocational choice].”<sup>4</sup>

4. To understand more fully what brings success or failure in any type of work, and to appreciate the important practices in securing and resigning from positions.

5. To understand and appreciate your professional activities and the responsibilities as a graduate professional nurse to yourself, to your own and other professional groups, to society and to your Creator.

6. “[To become acquainted with some of the personal and professional problems with which you might be confronted as a graduate nurse]; to acquire some facility in analyzing and judging situations which [you] are likely to meet in professional life; and to learn some of the principles and [practices that can be used as a guide in dealing with various types of professional problems and situations].”<sup>5</sup>

7. To realize that it is through your own self-directed reasoning and effort, based upon a sound religious and professional philosophy, that you will be able to make fine personal and professional adjustments.

EUGENIA KENNEDY SPALDING.

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<sup>4</sup> *Op. cit.*

<sup>5</sup> *Ibid.*

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