

OLSON

**A Nurses' Handbook**

For Hospital, School and Home

*10th Edition*

# **A Nurses' Handbook**

**For Hospital, School and Home**

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**TENTH EDITION**

**W. B. SAUNDERS COMPANY**

Philadelphia

1960

London

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TO

MILDRED HELEN SEYBERT

*When from this good world I depart,  
I fain would leave behind  
Some record of a grateful heart  
To God and all mankind.*

## Preface to the Tenth Edition

The preparation of the present edition has been undertaken in order to embrace the many recent developments in the ever-expanding field of medical knowledge that are of practical application. Concepts of treatment and medication have materially changed in the past few years. On the basis of these advances, the tenth edition has been subjected to a complete revision. Many subjects have been presented in greater detail, a stronger emphasis has been placed on problems of various kinds, and new topics have been added. I have made extensive use of the material contained in my *Prevention, First Aid and Emergencies* and my *Improvised Equipment in the Home Care of the Sick, Fourth Edition*. The newly revised *Manual of the Nursing Arts* of the Methodist-Kahler School of Nursing has been drawn on for items of nursing procedures. In addition, the tenth edition embodies many suggestions received from educators, graduate staff nurses, private duty nurses, and practical nurses so as to adapt this work to their needs. In conformity with the arrangement successfully utilized in the ninth edition, the division of the subject matter into parts, or units, has been retained, though with certain modifications of the sequence of the parts and their contents. The result is the production of a work of encyclopedic range. It should be an indispensable adjunct to the equipment of a nursing team at all levels of service.

As in the previous revisions, the test of experience has been the guide to what should be included. Thus the new edition preserves the practical character of the original *Handbook* written by the late Amanda K. Beck, R.N. It was the first and only handbook published and copyrighted by W. B. Saunders Company in 1905. This useful book was presented to many graduating classes. I recall the copy I received, with my name inscribed in gold. I cherished it and carried it until its contents became largely obsolete. It is today a memorable, revered possession, with all my notes written on the flyleaves during the first years of my graduate experience.

Grateful appreciation is due the numerous friends who have made many helpful contributions and out of their own wide background

have lent their guidance. The mechanics of the revision with the collateral reading and the writing of the manuscript was carried out by N. Y. Clauson, Ph.D. I wish to express my thanks to my publishers for editorial assistance in the preparation of the tenth edition.

*Rochester, Minnesota*

LYLA M. OLSON

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## PART I

# The Nursing Profession

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### INTRODUCTION

Nursing taken as a term designating a vocation or an art may be defined as the professional service rendered by a qualified worker. It is generally thought of as the care given the sick or the injured, or curative nursing, as this phase of the art is sometimes called. But it includes the preservation of well-being through the prevention of illness or injury, called preventive nursing. In a still wider sense, nursing has as its objective the promoting of health and the building up of all the inherent vital forces so as to make for a strong, fully rounded life to be enjoyed by all the people of a community or a nation as a whole. So regarded, nursing reaches all ages and all conditions of mankind. It embraces all the physical, mental, and spiritual aspects of life. It may be said to begin with the embryonic stage of a life and to end with the last breath of that life.

Nursing is a task for the strong; it engages the whole potentiality of a nurse. It is rich in service for others and produces a personality marked by integrity and charity. It is educative, bringing the nurse into contact with people of outstanding scientific and cultural attainments: it broadens the vision, bringing the nurse into contact with the lowly and the less fortunate.

Nursing demands many positive personal attributes. The competent nurse is intelligent, imaginative, practical, resourceful, self-reliant, discreet, high-minded, sensitive, trustworthy. She<sup>1</sup> is endowed with a spirit of sympathy and tolerance, with a sense of social responsibility, with the gift of tact and with the ability to co-operate.

In addition to her formal technical training and education, a nurse should endeavor to build up a rich cultural background and continually to enlarge it. It is an aid professionally in that it helps to gain and to retain the interest and confidence of patients, with the result that the nurse's work becomes the more effective. It is valuable for one's own sake, for it is a social asset in cultivated circles, a distraction from professional duties, and a delight in leisure hours.

### SCHOOLS OF NURSING

There are today in the United States and Canada over a thousand schools of nursing that have been accredited or approved by agencies legally established for this purpose. Most of these schools are conducted by and connected with hospitals. Some are affiliated with colleges or universities. Many colleges and universities have schools of nursing or departments of nursing education. Some offer nursing courses in combination with other collegiate courses and give a bachelor's degree upon their completion.

In choosing a school, first obtain from the secretary of the board of examiners of nurses<sup>2</sup> or from the secretary of the state or provincial nurses' association a list of accredited schools in the state or province where you plan to study, including such schools as offer combination courses. Then write for the catalogs of two or more schools in order to weigh the advantages each presents, laying stress on such matters as the size of the faculty and the education and previous experience of its members. Often it is desirable to visit the director, dean, or other executive officer of a school.

### ENTRANCE REQUIREMENTS

**Age.** From eighteen to thirty-five years.

**Preliminary Education.** Graduation from an accredited high school or a private school of the same rank, with a scholastic standing in the upper third or upper half of the class. There are schools that require some college work, and a few demand graduation from a college or a university.

<sup>1</sup> As nursing is still predominantly in the hands of women, the feminine pronoun is used.

<sup>2</sup> The official name of this board varies. However, a letter bearing this name will undoubtedly be delivered to the proper agency.

### **Subjects Serving as a Preparatory Foundation.**

Mathematics, such as arithmetic, algebra, geometry.

Natural or physical sciences, such as biology, chemistry, physics.

Social sciences, such as economics, ethics, politics, psychology, sociology.

Other subjects, such as English, a foreign language (preferably Latin), history, Christian training.

**Health.** Certificates from a physician and a dentist, attesting to one's good health.

**Character.** A certificate from one's pastor or other qualified person, attesting to a high moral standing in the community.

### **TYPES OF NURSING**

**Institutional Nursing.** This is nursing service carried out in a hospital. A nurse usually begins her career as a graduate staff, or general duty, nurse. Positions included are also those of head nurse, supervisor, director of the school of nursing and nursing services, and hospital superintendent or administrator.

**Private Duty Nursing.** This is service limited largely to the bedside care of a single patient, either in a hospital or in his home. There is, therefore, an opportunity for the nurse to carry out the many niceties of nursing.

**Public Health Nursing.** Among the duties are:

To safeguard the health of families and communities through programs of teaching hygiene and disease prevention.

To give bedside care to the sick in their homes.

To teach mothers how to give better care to their families.

To assist teachers in detecting physical and mental causes that retard the progress of pupils, and the presence of communicable diseases that affect children in particular.

To call attention to defects in sanitation and to other unhygienic conditions in public buildings, shops, and stores.

**Industrial Nursing.** Nursing service required by large industrial concerns, such as manufacturing establishments and transportation companies, is industrial nursing. It involves not only the care of accidents and occupational diseases but also the prevention of illnesses responsible for much absenteeism, and attention to conditions that injure or promote the health of workers, such as ventilation, sanitation, food, and hours and type of work. Service with transportation companies consists chiefly in attending the sick en route and in performing duties connected with the emergency room of a large terminal.

**Other Types of Nursing.** In addition to the foregoing main types, mention may be made of such special fields of nursing as communi-

cable disease, obstetric, pediatric, psychiatric, and medical and surgical specialties. Other terms are sometimes applied to nursing when it is considered from certain viewpoints, such as civilian, military, and Red Cross nursing. The distinctive characteristics of these fields can be inferred from their qualifying adjectives and they will not be further described here.

### NURSING EDUCATION

With the growing number of schools of nursing, there is an increasing demand for nurses who can teach. With the raising of the requirements for admission and graduation, the intellectual level of students is higher, and this in turn calls for nurses of superior intelligence and education who have the ability to give advanced and even postgraduate courses. There is also opportunity to do independent research in connection with teaching.

### NURSING ADMINISTRATION

This comparatively young branch of the nursing profession is the product of the modern hospital, which has become a vast and complex institution. Its successful operation requires an administrative head with a high order of qualifications, education, and training, capable of coordinating, uniting, and controlling all its diverse activities and functions.

### MEN NURSES

There have always been men in the nursing profession, especially in times of war when they served on the battlefields and in hospitals. Today there is a considerable number of men in civilian nursing. The number has increased in recent years to such an extent that the A.N.A. found it desirable to set up a section for them called *Men Nurses*. Most men nurses specialize in conditions peculiar to male patients, or in psychiatric nursing. They serve as institutional and private duty nurses and as anesthetists; they are found also in the field of industrial nursing.

### AUXILIARY NURSING WORKERS AND/OR NURSING TEAM ASSISTANTS

Included in the nursing profession is a class of helpers whose technical training, though not of the amount and quality required of registered nurses, still is such as to permit them to be employed for ordinary services and less exacting duties. The majority of the states have given these partially trained workers an official status under the name of