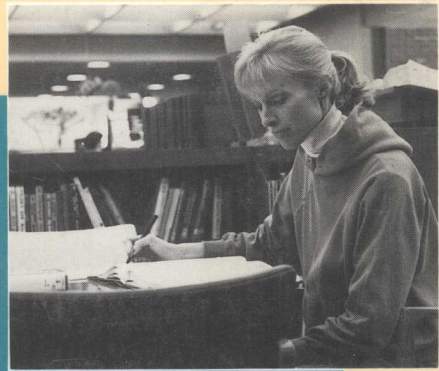


Contemporary

Practical/Vocational Nursing

C o r r i n e R . K u r z e n



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Contemporary **Practical/Vocational Nursing**



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2000年6月12

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Any procedure or practice described in this book should be applied by the health-care practitioner under appropriate supervision in accordance with professional standards of care used with regard to the unique circumstances that apply in each practice situation. Care has been taken to confirm the accuracy of information presented and to describe generally accepted practices. However, the authors, editors, and publisher cannot accept any responsibility for errors or omissions or for consequences from application of the information in this book and make no warranty, express or implied, with respect to the contents of the book.

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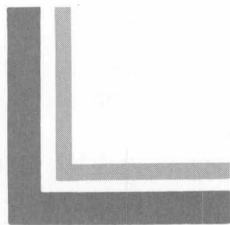
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... to good friends, for their love and encouragement



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Preface

This book is intended to provide part of the foundation of your career in practical/vocational nursing. Each chapter has a specific focus designed to introduce you to the foundations of contemporary practical/vocational nursing.

Suggestions on how to adjust to being a student and how to develop good study skills will help you organize your self and your time. Discussions of the importance of maintaining a balance between your personal life and your academic and clinical life will help you develop and maintain good mental health practices. A study of the history of nursing will give you a sense of your heritage and your future. An overview of practical/vocational nursing education will help you recognize and adjust to your role as a student. A review of some of the nursing theories and the nursing process will introduce you to how patient care is implemented. An explanation of the health care system will help you understand how health care is delivered in the United States. A review of the types of health care facilities and the patient care team will introduce you to the variety of facilities and people who provide patient care. You will explore the differences in humankind and recognize the reasons for approaching each person as a unique human being. You will become acquainted with ethical issues in health care, and you will learn how to practice nursing within the law. You will have a brief overview of leadership, management, and organizational membership. Hints to help you as you begin your career will be offered. Current issues, future concerns, and continuing education will complete your introduction to the practical/vocational nursing career.

Your decision to become a nurse will undoubtedly change your life. The experiences you will have will expose you to the sorrows and the joys of being human. You will acquire knowledge and learn nursing skills, but beyond that, you will learn how to care effectively.

Although our contemporary society does not place a lot of value on providing services or on "caring" for strangers, you have chosen a career

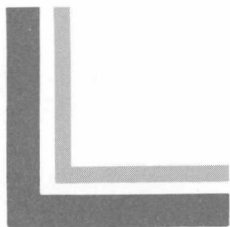
that requires both. Your special ability to care and provide care for others will be appreciated by the hundreds or even thousands of patients you will serve during your practical/vocational nursing career.

Your faculty has designed an instructional program that will take you from where you are now to being a nurse—a process that is often challenging. You will spend many hours studying and preparing for clinical assignments. You will experience joy and frustration. You may occasionally wonder whether the effort is worth it. But you will persevere, and you will succeed because you have a special ability to care for others.

It is my hope that you will continue to care as much as you care today. Take pride in what you do and how you do it, and treat all people with dignity and respect. You will feel a tremendous sense of self-satisfaction that comes when you know you have done your best.

Author's Note

I recognize that there are an increasing number of men in nursing, and I encourage and welcome their entering the field. However, for the sake of clarity and convenience, I have continued to use the feminine pronoun, except in a few instances, when referring to the nurse and the masculine pronoun, in most instances, when referring to the patient. These pronouns have no other significance.



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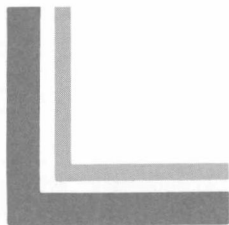
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Adjusting to Student Life

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Adjusting to Student Life

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Taking Tests

Strategies for Taking Tests

Standardized Examinations

Clinical Instruction

Objectives

When you complete this chapter, you should be able to:

Design a schedule that includes time for study, personal needs, and family, social, and recreational activities.

Describe your role in learning through lectures, audiovisual presentations, computer-assisted instruction, and reading assignments.

Organize your notes and notebooks according to subjects and dates.

Use dictionaries, as well as tables of contents and indexes in textbooks, to find specific information.

Find information in the library by using the card catalogue, the services of the librarian, or both.

Use test-taking skills when taking various types of tests.

Explain the relationship between classroom and clinical instruction.

Twenty-three women and men ranging in age from 19 to 53 years became suddenly silent as Mary Henderson entered the classroom. Mrs. Henderson, a registered nurse for "more than 20 and less than 30 years," as she liked to say, walked briskly to the front of the room. She was a handsome woman with a proud bearing that reflected her feelings about herself and her profession.

"I'm your instructor," Mrs. Henderson said with a serious look. "We'll be spending most of the next year together, much of it right here in this classroom. I won't apologize for the age of the building. I'll only say that both of us have seen our share of eager students enter—and more classes graduate than either of us would like to admit." She smiled brightly. The class responded with a laugh. Mrs. Henderson surveyed the students, face by face. "There are 23 of you in this class today," she continued. "How many of you expect to be here when we assemble on graduation day?"

The room became silent. The students looked around the room at one another. Slowly, 23 hands went into the air. Mrs. Henderson nodded approval. It was exactly the kind of confidence she liked in a new class. She had a good feeling about this group. The students' positive attitude was already beginning to show. She knew it would be invaluable later when they would be deep into their studies and might need a boost through the hard work that lay ahead.

"And how many think the others in this class will be here with you when you graduate?"

Every hand shot up without hesitation.

"Wonderful," Mrs. Henderson exclaimed. "That's exactly what I had hoped. And that's exactly the way it will be if we all work together to stay together. However, it's possible that some won't be here to graduate. I frankly doubt it, with such an enthusiastic group as this, but it could happen. The decision will be yours." She paused. "Every one of you has the potential to succeed in this program. You wouldn't be here if you didn't. And I would not be here if I didn't have faith in you, too. It won't always be easy. But I know the goal is worth it because I've been a nurse for . . ." She smiled. "I almost said how long, that time, didn't I?" The class laughed.

Once again Mrs. Henderson looked into the face of each of her students. "All right, class. We've made our decision. I, your program, and the administration will do everything we can to support that decision. We're all in this together to become nurses. Let's get to work to make it happen." The students broke into spontaneous applause. Now they were a class.

Your decision to become a licensed practical/vocational nurse can be one of the most fulfilling choices of your life. In one year you will be ready to enter practice. The knowledge and experience you gain in that year will prepare you for an important career that is valuable to society and personally rewarding.

The months ahead will be full. You will work on a busy daily schedule with new ideas, information, and people. You will be asked to make hard decisions. When asked to do something, you will be expected to do it. Much of what you do will be influenced by rules and regulations. In addition, you will have to balance the demands of your personal life with those of your student life. How well you adjust and learn will become the foundation of your career.

But you have been a student before. Whether that was last year or years ago, being a student again is not a totally new experience for you. Being a student nurse will take hard work and dedication, but you have made the first step already. Your program will prepare you for the rest.

Orientation

Student orientation sessions with faculty and staff are held early in practical nursing programs to familiarize new students with their program's facilities and hospital affiliations. In them the rules and regulations for class, hospital, and residence conduct are explained. The program's courses and course content are described. If there is a student government, it is explained.

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Information about important student services, such as library, health, and counseling services, is given in detail.

The more you know about your program, its requirements, and what is expected of you before the program is fully under way will make a big difference in your success as a student. Student orientation sessions are the perfect times to ask questions. If you have already had your student orientation, review the information you were given. If you have more questions, now is the time to ask an instructor for the answers.

Adjusting to Student Life

Adjusting to student life requires more than knowing rules and regulations, and it is more than studying and learning. *Self-awareness*—being conscious of your own feelings and how well you fit in—is equally important, and we'll discuss this in depth in Chapter 2.

Caring for others is a big responsibility. It is often demanding. Your program is preparing you to give nursing care to your patients. The better you understand yourself, the better that care will be.

Understanding oneself improves the quality of the care given because full attention is on what has to be done, without interference from personal issues. If you cannot take care of yourself, your effectiveness as a nurse will diminish.

Taking care of yourself means to be aware of, to understand, and to provide for your own physical, emotional, and intellectual needs. These needs may be complex or simple.

Being aware of your needs and what to do about them is your responsibility. But you are not alone. Your instructors and program administrators know that personal, social, and scholastic problems can arise at any time.

Counseling services to help students make adjustments and solve problems may be available to you. Make use of them. If your program does not have special counseling services, discuss your needs with your program advisor, your instructors, or other members of the faculty or administration. Don't hesitate to ask for help or advice—the sooner, the better.

Your Program

Organization and Curriculum

Your program may vary somewhat from other practical nursing programs, but the foundation of most programs is similar. In general, they present basic nursing and health care theory and principles in classroom lectures.

Clinical instruction is provided in a hospital, nursing home, or community health facility.

Programs are approximately one year long. Some are sequential, with classroom instruction followed by clinical instruction. Others offer a concurrent curriculum, which presents theory at the same time as the clinical rotation in that subject. Programs are usually sponsored by junior colleges or vocational/technical schools in affiliation with hospitals or health care institutions.

Basic course curricula for programs include communications, anatomy and physiology, pharmacology, professional adjustments, contemporary health issues, fundamentals of nursing, sociology, psychology, mathematics, geriatrics, nutrition and diet therapy, maternal and child health, and medical-surgical nursing. Cardiopulmonary resuscitation (CPR) and first aid courses may also be required.

Program Structure

Your success as a student will be improved if you understand and use your program, its organization, and its personnel efficiently. Each part of your program has an objective.

Your school's objective is to provide an organized curriculum—required courses—to pass the licensing exam in your state for practical/vocational nurses.

Your instructor's objective is to teach you the information in the course.

The administration's objective is to manage the program so that all other objectives are met.

Learn why your program is structured the way it is. Find out why each course is included. Ask what you are expected to do. Much of your success will depend on how well you prepare. If you know what to prepare for, doing what is expected will go smoothly.

Get to know your institution and its administration. Learn who the people are who run it. Find out what they do. The information will be invaluable when you need help.

Know your instructors. Find out what they expect of you. Learn their views on class discussion. Knowing who welcomes discussion and who prefers to lecture without interruptions tells you when to ask questions and when to be a good listener. Find out how your instructors feel about their relationships with students. Some may like open, friendly associations. Others might prefer well-defined lines between teacher and student. When you know your instructors' preferences, you can avoid the mistake of trying to warm up to someone who views such friendliness as improper.

Familiarize yourself with the importance of grades, quizzes, and tests. Find out how tests are scored and which count more than others. Learn the

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value of class participation, homework, punctuality, and attendance. Ask whether typed papers are preferred over handwritten papers.

In other words, learn everything you can about your program and the people in it. The more familiar you are with your program, the easier it will be to adjust to it. Your immediate objective is to integrate your student life with your personal life so that you can concentrate on your long-term goal—to become a licensed practical/vocational nurse.

Scheduling Your Time

How you use your time can make the difference between being prepared and falling behind. Almost every day will be full. On occasion, you may wish there were more than 24 hours in a day. Finding the time to get everything done may take some ingenuity. And when you do find extra time, you'll treasure it. A written schedule is a good way to organize your time to put every hour to its best use.

A good schedule should be realistic. To get the most out of your program and still have time for your personal life, make a schedule that fits the time you have, not how much you wish you had. Set your tasks and the amount of time to do them according to what you can reasonably expect to get done.

Use your class schedule as the basis for organizing the rest of your time. A well-organized schedule should let you see a full week, hour by hour, at a glance. For a sample schedule, see Table 1-1.

The easiest way to schedule your time is to buy a pocket- or purse-size calendar made especially for the purpose and use its organization as the basis for your own daily and weekly program.

Learning Methods

Learning and Intelligence

Simply defined, learning is acquiring knowledge, skills, or attitudes. How well one learns depends on the ability to study, the motivation to learn, and thinking, reasoning, and problem-solving skills. Evidence of learning can be observed in or through changed behavior.

Intelligence can be defined as the ability to adapt what one knows to new situations. Put another way, how easily one can solve problems is a measure of intelligence. Intelligence is a combination of memory, imagination, acquired knowledge, and judgment. It is partly dependent on what you already know and partly under your control to change.

Intelligence also reflects one's heredity and environment. Heredity is

Table 1-1.

Typical Week-Day Schedule of a Mother With Two Children

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/ Sunday
5:30 Get up, shower and dress, breakfast					Sleep
6:30 Drop children off at babysitter					Get up and dress
7:00 Travel to school — Memorize math equivalents on flash cards					Study Math
8:00 Anatomy class	Anatomy class	Anatomy class	Anatomy class	Anatomy class	Shopping and household chores
8:50 Anatomy class	Anatomy class	Anatomy class	Anatomy class	Anatomy class	
9:40 Psychology class	Psychology class	Psychology class	Psychology class	Psychology class	
10:30 Break	Break	Break	Break	Break	
10:40 Nursing class	Nursing class	Nursing class	Nursing class	Nursing class	
11:30 Lunch	Lunch	Lunch	Lunch	Lunch	
Review lab procedures	Review for math test	Make flash cards	Review lab procedures	Meet with advisor	
12:30 Nursing class	Nursing class	Nursing class	Nursing class	Nursing class	Recreation
1:20 Math class	Nutrition class	Math class	Nutrition class	Nutrition class	
2:10 Vocational Relations class	Sociology class	Vocational Relations class	Sociology class	Math class	
3:00 Travel from school — Memorize medical terminology on flash cards					
4:00 Pick up children from babysitter					
4:30 Household chores; dinner with children					Household chores
6:00 Study Nutrition	Study Math	Study Nutrition	Study Math	Study Vocational Relationships	Dinner
7:00 Study Anatomy	Study Anatomy	Study Anatomy	Study Anatomy	Study Anatomy	Recreation
8:00 Study Nursing	Study Nursing	Study Nursing	Study Nursing	Study Nursing	Study Psychology
9:00 Study Sociology	Study Psychology	Study Sociology	Study Nursing	Study Psychology	Review all notes from past week
10:00 Relax	Relax	Relax	Relax	Relax	Relax
10:30 Sleep	Sleep	Sleep	Sleep	Sleep	Sleep