

FUNDAMENTALS OF *NURSING*



THE ART AND SCIENCE
OF NURSING CARE

Taylor
Lillis
LeMone

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NURSING

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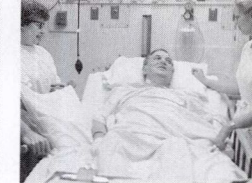


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To my parents, Mildred and Ray Taylor, who encourage excellence by their love and example.

Carol Taylor

To my husband, Jack, and my four sons, whose sense of humor and caring kept everything in perspective.

Carol Lillis

To my family, who give me roots, and to my students, who give me wings.

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Preface

Never before in the history of modern nursing has the need for nurses been greater and never before has so much been asked of those beginning the study of nursing. Complex health-care demands challenge the nurse's knowledge, technical competence, interpersonal skills, and commitment. Experienced nurses speak and write of nursing as both an art and a science, distinguished by a unique spirit of caring.

Therefore, much care has gone into the selection of both the content of this text and the manner of its presentation. Throughout, the aim was to capture the unique essence of both the art and science of nursing, distilling what the person beginning the study of nursing needs to know and presenting this content in a straightforward manner. The learner is invited to identify with the profession, to share in its pride, and to respond to its challenges.

The authors are sensitive to the different meanings nurses attach to the terms "client" versus "patient." We chose to use the term "client" to emphasize respect for the autonomy (self-determination) of the client and to encourage the nurse to actively involve the client and family as much as possible in care decisions. Care has been taken to communicate that both nurses and clients may be male or female and that they come from every racial and ethnic background and socioeconomic group. Whenever possible we have tried to avoid male/female distinctions in personal pronouns.

Realizing that our textbook is used by a variety of people throughout North America, we have strived to generalize many statements and use references to Canada throughout the book. Other Canadian materials appear in the Appendix and the Instructor's Manual.

Organization

The textbook is organized into nine units. The learner is first introduced to the concepts "nurse,"

"client," and "nursing process," and then to basic nursing roles and actions common to nursing practice. The remaining units focus specifically on how nurses can work with clients to promote healthy physiologic and psychosocial responses. Although, ideally, the text is followed sequentially, every effort has been made to respect the differing needs of diverse curricula and students. Thus each chapter stands on its own merit and may be read independently of others.

Unit I, The Nurse: Foundations for Nursing Practice, describes contemporary nursing. Chapters focus on the profession of nursing, nursing's role in promoting wellness in health and illness, the changing health-care system, nursing theories, and the ethical and legal dimensions of nursing practice.

Unit II, The Client: Concepts for Holistic Care, offers foundational knowledge about clients, essential to accurate nursing assessments and effective nurse-client interactions. Chapters describe the human needs of individuals, families, and communities and explore the concepts of culture and ethnicity, and stress and adaptation.

Unit III, Promoting Wellness Across the Lifespan, provides a comprehensive picture of growth and development throughout the lifespan and acknowledges the differing needs for nursing arising from different developmental stages and abilities to meet developmental tasks. The unit includes chapters on basic developmental concepts, conception to midlife, the older adult, and the concepts of loss, grief, and death.

Unit IV, The Nursing Process, offers a detailed, step-by-step guide to each component of the nursing process. Practical guidelines and examples are included in each chapter. Separate chapters address the nursing process as a whole, assessing, diagnosing, planning, implementing, and evaluating. Documentation guidelines are discussed in the chapter on implementing and are noted wherever appropriate.



Unit V, Roles Basic to Nursing Practice, describes major roles in which nurses function as they interact holistically with clients. Chapters focus on the communicator, teacher/counselor, and leader/researcher/advocate roles of the nurse as caregiver.

Unit VI, Actions Basic to Nursing Practice, presents the foundational skills used by nurses in most practice settings. Skills are developed in measuring vital signs, performing nursing assessments (physical examination), ensuring client safety, and in admitting and discharging clients and performing home visits.

Unit VII, Promoting Healthy Physiologic Responses, explores the nurse's role in helping clients meet basic physiologic needs: hygiene, activity, rest and sleep, comfort, nutrition, bowel elimination, urinary elimination, oxygenation, and fluid, electrolyte, and acid-base balance. In each chapter guidelines are included for assessing and diagnosing unhealthy responses and for planning, implementing, and evaluating appropriate care strategies. Chapters conclude with a case study illustrating the use of the nursing process to resolve selected nursing diagnoses.

Unit VIII, Promoting Healthy Psychosocial Responses, using the same format as Unit VII, focuses on psychosocial needs of clients: self-concept, sensory stimulation, sexuality, and spirituality.

Unit IX, Promoting Optimal Health in Special Situations, includes chapters describing nursing responsibilities related to medication administration, diagnostic procedures, wound care, and perioperative nursing.

Integrated Nursing Process

After the nursing process is introduced in Unit IV, it provides the organizational framework for successive chapters. Chapters in Units VII and VIII, dealing with physiologic and psychosocial responses, begin with a succinct background discussion of the concept followed by an identification of factors that influence how different individuals respond to these needs. Steps in the nursing process are used to describe related nursing responsibilities.

Assessing. Common elements of both a comprehensive and problem-focused nursing assessment are presented; sample interview questions are included, and specific physical assessment techniques described.

Diagnosing. NANDA-approved nursing diagnoses related to the human need being discussed are identi-

fied, and tables illustrate the relationship between diagnostic cues, contributing factors, and the problem statement.

Planning. Sample client goals are suggested based on client strengths. Each chapter concludes with a care plan designed for the client described in a case study.

Implementing. Nursing measures are clearly explained and are illustrated when this is deemed helpful. Procedures have been streamlined to facilitate mastery. A sufficient variety of nursing interventions is provided to enable the development of a repertoire of nursing actions that makes practicing the art of nursing possible.

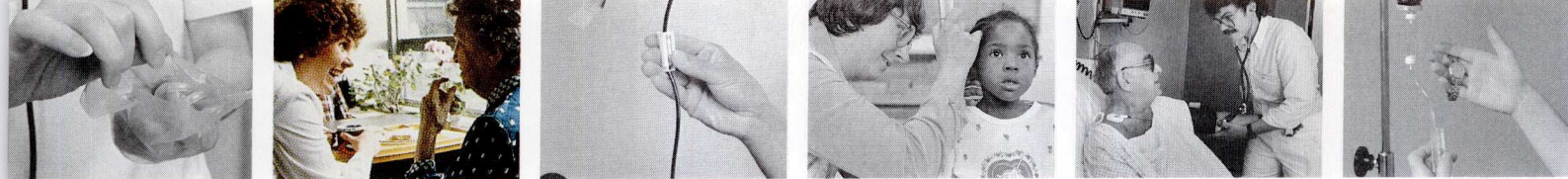
Evaluating. Criteria for evaluating the effectiveness of the plan of care are suggested.

Each chapter in Units VII and VIII concludes with the workup of several diagnoses that demonstrate the comprehensive nursing management of common nursing problems. This section and the concluding case studies with a nursing care plan afford the reader ongoing illustrations of the correct use and documentation of nursing process. As the learner progresses through the text, the nursing process becomes an integral part of nursing care.

Key Features

In planning this textbook, we chose to develop the following features:

- **Nursing as an art and science.** As a science, nursing is characterized by a growing body of knowledge and varied technical competencies; as an art, nursing demands of its practitioners creativity in designing individualized strategies that help clients reach personal health goals.
- **Wellness orientation.** A wellness rather than an illness orientation is followed. Wellness promotion display extracts highlight assessment checkpoints for specific components of high-level wellness and include suggestions for designing a self-care prescription. The extracts serve a twofold purpose: a self-care model for the learner and an aid in client instruction.
- **Nurses as role models.** Learners are directed to assess their own health behaviors before attempting to help clients; health goals for the nurse are presented in clinical chapters.



- **Aims of nursing.** Learners are gradually introduced to the theory, interpersonal skills, and nursing procedures that will enable them to work successfully with clients to promote wellness, prevent illness, restore health, and facilitate coping with altered functioning.
- **Basic human needs.** Common to all people and essential to wellness and survival are basic human needs. These human needs provide the foundation for the clinical chapters in Units VII and VIII, as the nurse strives to assist the client and family in meeting those needs.
- **Holistic care across the lifespan.** Holistic orientation to basic human needs exists across the lifespan. Unit III, growth and development factors in Units VII and VIII, and age considerations in many procedures address the lifespan continuum.
- **Respect for client autonomy.** The learner is consistently reminded to actively involve the client and family, according to their ability and motivation, in all aspects of care.
- **Nursing process.** Fundamental to nursing care is the nursing process, discussed earlier in the Preface.
- **Collaborative dimensions of care.** The client's achievement of health goals is related to the efficient functioning of the health-care team; the nurse, as a vital member of the team, possesses unique knowledge of the client. Respect for the contributions of different members of the team is encouraged.
- **Nursing procedures.** Procedures are presented in a concise, straightforward, and simplified format that is intended to facilitate competent performance of nursing skills. Scientific rationales accompany every nursing action, and the many photographs and illustrations further reinforce mastery. Special considerations are included where appropriate.
- **Broad scope of nursing.** The text has been written to encompass learning fundamental skills in a laboratory as well as in actual clinical settings caring for well or ill clients. Numerous examples are given to illustrate nurses interacting with clients of all ages and backgrounds, in traditional and nontraditional settings.

- **Research highlights.** Research display extracts, appearing in many chapters, describe how nursing research is making a difference in clinical practice and assist learners to value nursing research and see its relevance to practice.
- **Computer highlights.** Various computer extracts acquaint the learner with innovative computer applications in nursing and health care.
- **Key terms/glossary.** Key terms precede the text in each chapter. When these terms are defined in the chapter, they are boldfaced for clarity. A Glossary appears at the back of the book for easy studying of terms used in the book.

Teaching/Learning Package

To facilitate mastery of this text's foundational content a comprehensive teaching/learning package has been developed to assist faculty and students.

Two supplemental books are available for the learner. A Procedure Manual provides an easy, portable reference for clinical experience. Foundations of learning developed in the text are augmented in the Student Workbook. Chapter-by-chapter lessons may be followed by the learner as expertise in theory and application is developed.

Supplemental materials for the faculty member include an Instructor's Manual and a computerized test bank. The Instructor's Manual provides theoretical and clinical resources. Chapter objectives and activities encompass a range of cognitive, affective, and psychomotor domains. Another section provides a Student Learning Guide for each chapter for practical application by the student. The guides may be used to complement either practice laboratory or actual clinical nursing experience. Masters for transparencies are included in the Instructor's Manual.

A computerized test bank program assists faculty members in testing knowledge attained by learners during the course. Questions are based on material discussed in **Fundamentals of Nursing**.

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**Carol Taylor
Carol Lillis
Priscilla LeMone**

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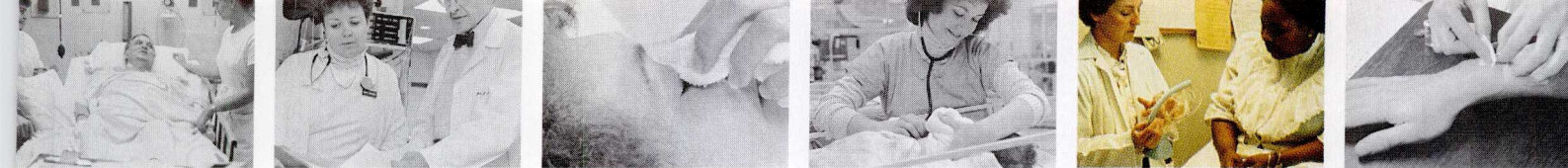
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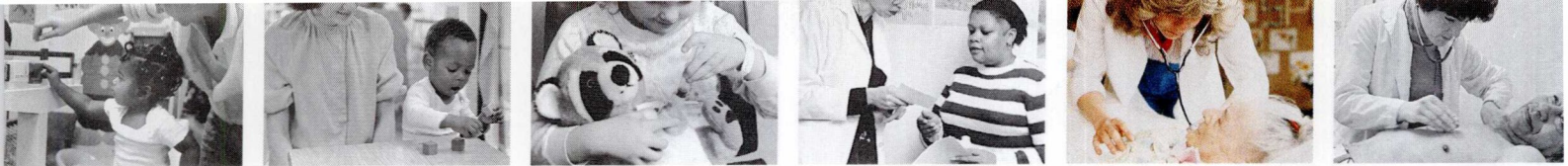
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