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# Preface

In the last decade, maternity nursing education has evolved and adapted to new developments in practice and to the changing student population. Each nursing program has faced the challenge of addressing these changes within the context of its curriculum and in response to the unique requirements of its students. As a result, curricula vary greatly in the length of time devoted to maternal-infant nursing and in the depth of content covered.

No single textbook can meet the diverse need of today's maternity nursing programs. *Maternal-Infant Nursing Care* was specifically developed to fulfill the requisites of instructors teaching in programs who face the difficult task of selecting content essential to the practice of maternity nursing and ensuring that their students master that content. Based on our years as educators and on extensive reviews, we have identified the material students need to know and presented it in a format they can easily follow and comprehend.

## Features

*Maternal-Infant Nursing Care* presents information on the essentials of family-centered care in a unique, interactive format. Through study questions and clinical decision boxes interspersed throughout the narrative and at the end of each chapter, students are encouraged to stop, think about the content just covered, and assess their comprehension and mastery of the material. Answers and rationales for clinical decision questions follow each situation for immediate feedback. Answers to the study questions are provided in Appendix 6. Because of this interactive structure, the text also functions as an invaluable student study guide.

Students are also encouraged to maintain a journal throughout the course to record ideas, discoveries, feelings, and questions as they develop the base for understanding family processes and context, anatomic and physiologic sequences of conception and childbearing, diagnostic and assessment skills, and appropriate monitoring techniques and interventions.

With an integrated nursing process foundation, the text assists the student in developing the skills to assess a client's initial care needs and to analyze a specific problem so an individual plan of care can be developed. Clinical chapters contain sample care plans to assist students in individualizing care.

Each chapter begins with learning objectives to help the student to focus on the goals of study for each topic. A

list of key terms highlights newly introduced concepts and terminology essential to mastery of the subject. The functional two-color format draws the reader to special features, such as care plans and clinical decision questions. A full-color insert vividly depicts the sequence of childbirth, compromised newborns, and common skin conditions of infants.

References and additional readings lists offer opportunities for further exploration of related materials, and a comprehensive glossary at the end of the book defines specialized terms introduced in the text.

## Approach

Nursing care in the 1990s must be focused because of short hospital stays for maternity clients. The nurse must thoroughly understand the normal progression of pregnancy and childbirth to identify, plan, and intervene for the health care requirements of today's clients. To promote this understanding and to emphasize that childbearing is a normal and natural process, we first present the complete cycle of pregnancy, labor, and birth as it proceeds in the majority of clients. The student who thoroughly comprehends the normal processes and patterns is best prepared to learn to identify the complications that may occur and implement the appropriate nursing interventions.

Many of today's maternity clients are knowledgeable about their own health and desire to actively participate in their care. Others, unfortunately, come to the pregnancy poorly informed or misinformed. For these clients, preventive health care is the key to achieving the lowest possible rates of maternal and infant morbidity and mortality. We, therefore, stress the importance of promoting self-care activities and educating clients about factors that contribute to the achievement of a healthy pregnancy.

Of particular importance in maternity nursing are the impact of the client's cultural background and the involvement of the family. The nurse must know about cultural influences and family dynamics to identify specific needs and develop an individualized plan of care. Cultural considerations and family interaction are integrated throughout this text.

## Organization

*Maternal-Infant Nursing Care* comprises six units organized to enhance learning and understanding. Unit I deals



with concepts basic to the understanding of the childbearing process and the practice of maternity nursing. Units II, III, and IV present the normal progression of pregnancy, labor, and birth, and the normal newborn. Units V and VI cover complications that may affect mother and infant.

Unit I, "Maternal-Infant Nursing," provides the basis for understanding the processes and accompanying interventions. In Chapter 1, an overview of maternal-infant nursing is presented. The nursing process is explained, and the steps in ethical decision making are addressed. Chapter 2 deals with the forces that have an impact on the family system and how the nurse can effectively provide family-centered care. Chapter 3 reviews reproductive anatomy and discusses methods of controlling fertility. Knowledge of the processes of conception and fetal development underlies care of the newborn; this complex and fascinating information is presented in Chapter 4. Some couples can not conceive; the problem of infertility affects at least 15% of the couples in the United States. Chapter 5 deals with the various causes of infertility and appropriate nursing interventions.

Unit II, "Pregnancy," discusses the prenatal period: the changes that take place, the tasks that must be accomplished, and ways in which the nurse can assist the woman and her family during this special time. The diagnosis of pregnancy has a strong emotional impact and marks the beginning of a series of adjustments. Chapter 6 deals with the psychologic adaptation of pregnancy. The physical changes the woman undergoes are so remarkable that she might be considered ill if she were not pregnant; these changes are presented in Chapter 7. Chapter 8 is organized around major nursing diagnoses for the prenatal period and emphasizes self-monitoring and self-care. Chapter 9 discusses the preparation of the woman and family for labor and delivery and the arrival of the newborn. Fetal assessment techniques are universally used today. Although the technologic aspect must never overshadow the personal aspect of care, the nurse needs to understand the purpose of the techniques. Chapter 10 clarifies the nurse's role in fetal assessment during pregnancy.

The normal progression of labor, delivery, and recovery is presented in Unit III, "Labor and Birth." Chapter 11 details the process of labor and delivery and is followed by the guidelines for nursing care during this period and which are presented in Chapter 12. Many women know the dangers of self-medication during pregnancy and fear the use of drugs during labor. The benefit of any medication to the mother must outweigh the potential risk to the baby. Chapter 13 reviews the reasons for altered effects of drugs in the pregnant woman and the precautions and methods for pain relief during childbirth. The postpartum period is a time of significant change for the woman and the family. Physical and psychologic adaptations are addressed in Chapter 14. The nurse's role in the care and support of the entire family is detailed in Chapter 15.

The newborn is faced with the critical task of adapting to the extrauterine environment. Unit IV, "Infant Health," discusses this adjustment period. Chapter 16 focuses on

the physical characteristics of the neonate. Nursing care of the normal newborn is detailed in Chapter 17. Chapter 18 provides the nurse with guidelines for preparing the new parents to care for their infant at home. Chapter 19 reviews current thinking on how the infant perceives its world, grows, and develops.

Unit V, "High-Risk Mother," reviews problems that can complicate a pregnancy and how the nurse can effectively provide support and care for the woman and her family. Chapter 20 discusses the factors that place the childbearing woman at risk for complications and details the nurse's role in assessing for these factors. Providing care for the high-risk woman takes special understanding of the psychosocial stress under which she may live. Chapter 21 addresses the needs of the adolescent and the older pregnant woman and outlines care for others at risk because of psychosocial factors. The major obstetric problems that may alter the normal course of pregnancy are presented in Chapter 22. Chapter 23 presents the problems in cardiovascular adjustment to pregnancy, as well as respiratory and neurologic conditions that have an impact on the normal process. Metabolic and excretory problems are discussed in Chapter 24. Special emphasis is placed on the effects of diabetes during pregnancy. In the past decade, infections during pregnancy have become a significant risk factor. Universal precautions for infection control have become standard practice, in part because sexually transmitted diseases are so prevalent. Chapter 25 provides the most current data on how mother and infant are infected and discusses therapeutic intervention and methods of prevention.

Unit VI, "High-Risk Infant," provides information on the identification and care of the compromised neonate. Birth defects stem from many sources. Although some causes are not yet known, the nurse needs to be aware of the major known causes. Chapter 26 discusses the genetic basis of various diseases and conditions, as well as other factors that can result in birth defects. Chapter 27 details the appropriate nursing care for the high-risk newborn. Advances in medical technology require today's nurses to be skilled in the physical care of the compromised infant while providing emotional support for the family. Finally, the nurse must understand the legal aspects in perinatal care. Chapter 28 reviews relevant issues and provides pertinent examples of cases that have come to light.

## Instructor's Resource Manual

The Instructor's Resource Manual to accompany *Maternal-Infant Nursing Care* was designed to assist faculty in developing lectures, reinforcing teaching through classroom and clinical activities, and evaluating student comprehension. The manual provides an overview, learning objectives, key terms, and a lecture outline for each chapter in the text. Core learning activities and journalizing suggestions help students to assimilate what they have learned. Enrichment activities are also provided. Each chapter concludes with references especially helpful to the instructor.

To further assist the instructor, the manual includes a test for each of the six units and a comprehensive "final exam." These tests include multiple choice questions in the same format used on the State Boards. Fifty transparency masters complete the manual, facilitating visual reinforcement of key content during classroom presentation.

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Elizabeth Jean Dickason  
Martha Olsen Schult  
Bonnie Lang Silverman

# To the Student

This text is structured in an interactive style. At intervals, you will find a study question to use as a check on your comprehension of the material you have just completed. There are more study questions at the end of each chapter. The answers are provided in Appendix 6. These questions can serve as models for constructing your own questions and answers. After reading each section of the text, stop and formulate a question or two and think how you would answer. This periodic review will help you to master the content in manageable segments. By using the study questions provided and by formulating your own questions, you will be strengthening your study skills as you master the content.

Because the intent of this text is to help you to develop skill in making clinical decisions, you will find a second type of question in most chapters. These questions are based on a case study and ask you to determine priorities or select interventions as you would in the practice setting. Because these questions are more complex, each is immediately followed by the correct answer and the rationale.

To enhance your learning experience, we suggest that you maintain a journal throughout the course. This activity will enable you to record your ideas, feelings, discoveries, and questions. Some students use the last few pages of the lecture notebook for their personal record; others keep a diary.

Sometimes, students feel overwhelmed by the mass of material that a textbook contains. You need to recognize that not every fact can be retained; rather, you must learn where to go for information and how to decide which information is essential. Your instructor is your best resource for setting priorities and helping you to meet your goals.

We are interested in hearing about your experience in using the format of this text. We invite you to share your reactions by writing in care of The C.V. Mosby Co. By doing so, you will become a vital part of the revision process of this book.

Elizabeth Jean Dickason  
Martha Olsen Schult  
Bonnie Lang Silverman

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