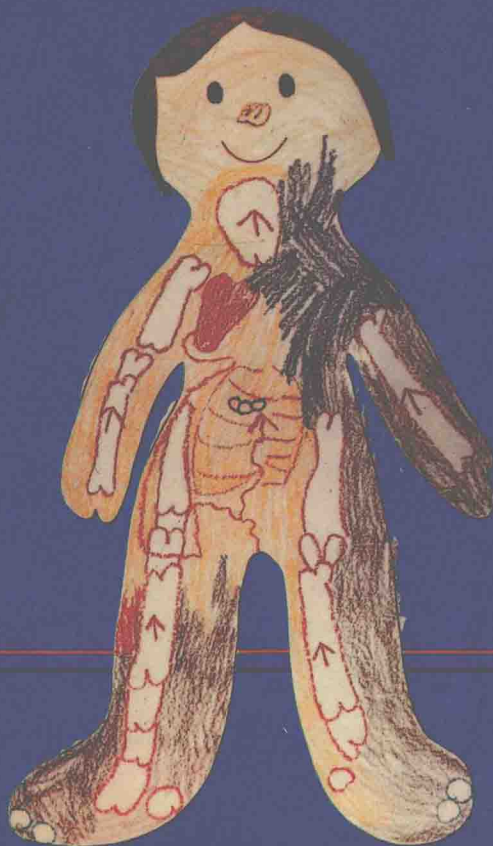


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Child Concepts of Nursing Practice and Family

Second Edition



Second Edition

Child and Family: Concepts of Nursing Practice

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CHILD AND FAMILY: CONCEPTS OF NURSING PRACTICE

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Preface

The second edition of *Child and Family* has been extensively revised to incorporate current research and pediatric nursing practice. We, the editors, have based the revision on feedback from students, educators, practitioners, and reviewers. Our goal was to keep all that was valuable from the first edition and incorporate the changing parameters of nursing of children and their families. The major organization is essentially the same. The writing style, tables, charts, and visual aids that students found so helpful in the first edition were retained and enhanced in the second. Most organizational changes were made to increase the internal consistency of the chapters and reduce repetition without sacrificing the book's manageable size.

Updated nursing care plans, using the nursing process framework, are included with most chapters on alterations in health. They are designed to illustrate the use of the nursing process in the actual care of children of different ages with illnesses characteristic of the various body systems.

In Part I the conceptual basis of the book is explained. The content on family has been integrated into one chapter and completely revised. New information has been included on the impact of culture on health care. The final chapter of Part I, which is entirely new, provides a method for use in examining moral dilemmas that occur in child health nursing.

Part II contains the basic growth and development content that helped make the first edition so valuable. Divided by age group, the chapter includes a description of physical and psychosocial maturation, developmental tasks, cognitive and moral development, nutritional assessment and needs, and common problems. The chapters on genetics and prenatal development remain essentially the same with new sections added on genetic engineering and prenatal therapy. Chapter 14, written by a pediatric nurse practitioner, provides the basic guide for the nurse's role in health assessment and maintenance and promotion of health. Developmental screening tests are reviewed and the components of routine health maintenance care described. The detailed sequence of the physical

exam of each body system is described in the appropriate health alteration chapter in Part III.

Part III emphasizes the biophysical alterations in children and begins with the chapters that describe the basic nursing care of the hospitalized child. It is our intention to blend up-to-date theoretical content with practical applications to pediatric nursing practice to help overcome the student's inexperience when the nursing of children becomes a reality.

Chapters begin, where appropriate, with a brief review of embryology, anatomy, and physiology. Discussions of overall nursing assessment, diagnostic tests, etiology, manifestations, treatment, nursing management and prevention follow. All chapters in this section have been updated and revised and emphasize changes specific to children and those spanning all age groups. The chapters are sequenced to enhance continuity of learning concepts between chapters. Nursing care and treatment measures are included that represent a variety of geographic areas of the U.S.

Part IV emphasizes the psychosocial aspects of health alterations in children. While acute illness is the primary focus of Part III, chronic illness with care in the community and home or long-term care facility is stressed in Part IV. The chapters on chronic illness, behavioral problems, and substance abuse have been completely revised.

We again urge readers to regard this book as a companion through their nursing career. The book is generously furnished with information of reference value. In addition to the nursing procedures and guidelines summarized in tables, there are appendix sections devoted to metric conversion, growth charts, nutritional guidelines, poison treatment, and samples of personal information forms.

The editors and contributors appreciate the encouragement and positive feedback received from the many instructors and students using the first edition. We have endeavored to maintain the format that they all found so helpful while making the improvements that advances in knowledge and research demanded.

LEARNING AIDS

A totally new *instructor's manual* has been prepared by Sue Nash with the assistance of the editors and contributors. Its chapter-by-chapter format is keyed to each of the book's 39 chapters. It provides brief descriptions of how to use the text depending on curriculum plan, time allotment, and clinical or classroom grouping. For each chapter the instructor is given an overview, a brief outline, key concepts, classroom and clinical teaching strategies, a bibliography, and resources. The appendices include a growth and development assessment guide, a clinical experience checklist, options for organizing a pediatric nursing course using selected chapters from this book, suggestions for coordinating clinical assignments, and transparency masters.

Also available to the instructors who use this text is a *computerized test bank* and hard copy of over 800 multiple-choice questions keyed to each chapter and described according to difficulty level (easy, medium, difficult), cognitive type (knowledge, comprehension, application, analysis, decision making), and steps in the nursing process (assessment, nursing diagnosis, goals, interventions, evaluation, theory).

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We gratefully thank our contributors who have done an excellent job reviewing and writing chapters. They are the important nurses who have made this book what it is.

It would be impossible to acknowledge all the people—colleagues, students, and friends—who have contributed to this book, both its first and second editions. Nevertheless we do want to recognize some of those who have made a special contribution. The following have helped us with manuscript assistance and review: Marcia Anderson, R.N. and Mary Lou Stewart, R.N., Los Angeles City College Department of Nursing; Randy Adams and the staff at Los Angeles Children's Hospital Medical Library; Norma Blankenfeld, R.N., Winona State University, College of Nursing and Health Sciences; Allison Smith Cabalka, M.D., University of Wisconsin; Janet Cardle, photographer; Bradford Currier, M.D., Mayo Clinic; Phyllis D'Ambra, R.N., Los Angeles Children's Hospital; Phyllis Esslinger, R.N., Azusa-Pacific University School of Nursing; Robert W. Feldt, M.D., Mayo Clinic; Burton W. Fine, M.D., University of Southern California School of Medicine; Gail Jimenez, Rochester Community College; LiAnne Kitchen, R.N., Lourdes Hospital, Paducah, Ky; Andrea Piens Kuich, R.N., for the cover design; Susan Steiner Nash, R.N., and Evelyn Schmit, R.N., Rochester Community College.

We also want to thank Sally Barhydt, McGraw-Hill Nursing Editor, for her dedicated support and Steven Tenney for his careful attention to the quality of the manuscript.

A special thank you is also due our husbands, Myron Smith, Michael Goodman, and Gordon Ramsey, and to our eight children; they all endured the hardship of having the "book" take priority over nearly every other life event. This book could not have been completed without their love and support.

The dedication of this text, "To those who said it was possible, and to all those who made it possible," aptly expresses our appreciation to *everyone* who helped us.

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Contents

List of Contributors xi
Preface xv

PART I The Child, Family, Nurse, and Society 1

- 1 Child Health Nursing: A Framework for Practice 3
- 2 The Child and Family *Susan McKeever Smith and
Jean R. Miller* 7
- 3 Child Health Care: History and Trends *Dorothy J. DeMaio* 31
- 4 Moral and Ethical Considerations in Child Health Nursing
Patricia Crisham 46

PART II Growth and Development of the Child 59

- 5 Principles of Growth and Development
Nancy Lockwood Ramsey 61
- 6 Human Genetics *Marjorie J. Smith* 76
- 7 Prenatal Development *Marjorie J. Smith* 103
- 8 The Newborn *Nancy A. Coulter* 116
- 9 The Infant *Ann R. Sloat* 159
- 10 The Toddler *Nancy Lockwood Ramsey* 201
- 11 The Preschooler *Phyllis Nie Esslinger* 231
- 12 The School-Age Child *Janet L. Wilde* 261
- 13 The Adolescent *Sally Winn Nicholson* 288
- 14 Children: Assessment, Maintenance, and Promotion of Health
Barbara Goergen 313

PART III Alterations in Child Health: Biophysical Emphasis 353

- 15 Effects of Hospitalization on The Child and Family
Nancy Lockwood Ramsey 355

16	Basic Care of the Hospitalized Child	<i>Linda W. Olivet</i>	384
17	Nursing Care of the High-Risk Infant	<i>Julie A. Goodman</i>	457
18	Fluid and Electrolyte Balance	<i>Pauline C. Beecroft</i>	521
19	Gastrointestinal Function	<i>Cindy Smith Greenberg</i>	556
20	Renal Function	<i>Lois L. Lux and Karen E. Roper</i>	615
21	Respiratory Function	<i>Nancy A. Eppich, Elizabeth L'Estrange Simone, and Mary Jo McCracken</i>	651
22	Cardiovascular Function	<i>Sandra Sonnessa Griffiths and Nancy Kosiba Koster</i>	709
23	Hematologic Function	<i>Joanette Pete James and Kathleen W. Hinoki</i>	762
24	Hormone Regulation	<i>Patricia J. Salisbury</i>	797
25	Reproductive Function and Adolescent Sexuality	<i>Rosalyn Podratz, Maureen DeMaio-Esteves, Julie A. Goodman</i>	825
26	The Immune System	<i>Margaret A. Brady</i>	855
27	Integument	<i>Madeleine Lynch Martin</i>	875
28	Infectious Processes	<i>Sally J. Valentine</i>	910
29	Mobility	<i>Stephanie Wright and Phyllis J. D'Ambra</i>	965
30	Neurological Function	<i>Susan Steiner Nash</i>	1016
31	Special Senses	<i>Carol J. Hill</i>	1079
32	Cellular Proliferation	<i>Gladys M. Scipien</i>	1111
33	Emergencies in Children	<i>Bonnie Westra</i>	1160

PART IV Alterations in Child Health: Psychosocial Emphasis 1197

34	The Chronically Ill Child	<i>Marsha H. Cohen</i>	1199
35	The Terminally Ill Child	<i>Marlene S. Garvis and Ida M. Martinson</i>	1217
36	Developmental Disabilities: Focus on Mental Retardation	<i>Linda L. Jarvis</i>	1247
37	Behavioral Problems	<i>Elizabeth C. Poster</i>	1263
38	Child Abuse and Neglect	<i>Mona Clare Lotz Finnila</i>	1294
39	Substance Abuse	<i>Connie L. Tooley</i>	1312

PART V Appendices 1337

Appendix A: Metric Conversion Tables	1339
Appendix B: Growth Charts	1342
Appendix C: Nutrition	1348
Appendix D: Personal Information Forms	1355
Appendix E: Poison Treatment	1359

Index 1363

PART

I

The Child, Family, Nurse, and Society

1

Child health nursing: a framework for practice*

Upon completion of this chapter, the student will be able to:

- 1 Identify *child, family, and health* as key concepts in pediatric nursing practice.
- 2 Discuss the central role of the family in the child's growth and development.
- 3 Explain the importance of health in the child's growth and development.
- 4 Analyze the role of the nurse as a health care provider for children and their families.
- 5 Discuss the use of the nursing process as a clinical practice tool for the care of children and their families.
- 6 Discuss the purpose of quality assurance in pediatric nursing practice.

Within the scope of daily practice, the nurse performs many activities which are designed to promote the health and well-being of the child and the child's family. This role affords nurses the opportunity to establish and maintain therapeutic relationships with children and their families.

THE CHILD AND THE FAMILY

Early life experiences are critical in preparing a child for a self-sufficient role in society. A child

is highly dependent on his or her family for many years. Thus the family, or child-rearing unit,[†] assumes an important role in protecting and promoting the child's growth, development, health, and well-being. The family bears the primary re-

*The editors acknowledge the contribution of Sarah B. Pasternack for material used in this chapter.

[†]Since there are various forms of "family" in today's society, the terms *family* and *child-rearing unit* are used interchangeably in order to denote a broad meaning of the term *family*.