

FOURTH EDITION

Nursing Assessment & Health Promotion Strategies Through the Life Span

RUTH BECKMANN MURRAY

JUDITH PROCTOR ZENTNER

FOURTH EDITION

Nursing Assessment & Health Promotion Strategies Through the Life Span

Ruth Beckmann Murray, R.N., M.S.N., Ed.D.

Professor

Coordinator, Psychiatric/Mental Health Nursing Graduate Major

School of Nursing

St. Louis University

St. Louis, Missouri

Judith Proctor Zentner, R.N., M.A., C.F.N.P.

Director of Health Services

Corson Furniture Industries

Valdese, North Carolina



APPLETON & LANGE

Norwalk, Connecticut/San Mateo, California

Notice: The authors and publisher of this volume have taken care that the information and recommendations contained herein are accurate and compatible with the standards generally accepted at the time of publication.



Copyright©1989 by Appleton & Lange
A Publishing Division of Prentice Hall
©1985, 1979, 1975 by Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632

All rights reserved. This book, or any parts thereof, may not be used or reproduced in any manner without written permission. For information, address Appleton & Lange, 25 Van Zant Street, East Norwalk, Connecticut 06855.

89 90 91 92 93 / 10 9 8 7 6 5 4 3 2

Prentice-Hall International (UK) Limited, *London*
Prentice-Hall of Australia Pty. Limited, *Sydney*
Prentice-Hall Canada, Inc., *Toronto*
Prentice-Hall Hispanoamericana, S.A., *Mexico*
Prentice-Hall of India Private Limited, *New Delhi*
Prentice-Hall of Japan, Inc., *Tokyo*
Simon & Schuster Asia Pte. Ltd., *Singapore*
Editora Prentice-Hall do Brasil Ltda., *Rio de Janeiro*
Prentice-Hall, *Englewood Cliffs, New Jersey*

Library of Congress Cataloging-in-Publication Data

Murray, Ruth Beckmann.

Nursing assessment and health promotion strategies through the life span / Ruth Beckmann Murray, Judith Proctor Zentner.—4th ed.
p. cm.

A combined rev. ed. of: Nursing assessment and health promotion through the life span. 3rd ed. c1985.

Includes bibliographies and index.

ISBN 0-8385-7006-2

1. Nursing. 2. Health promotion. 3. Human growth.
4. Developmental psychology. I. Zentner, Judith Proctor.
II. Murray, Ruth Beckmann. Nursing assessment and health promotion through the life span. III. Murray, Ruth Beckmann. Nursing concepts for health promotion. IV. Title.

[DNLM: 1. Health Promotion—nurses' instruction. 2. Human Development—nurses' instruction. 3. Nursing Assessment. WY 100 M983nb]

RT42.M8 1988

613—dc19

DNLM/DLC

for Library of Congress

88-22161

CIP

Acquisitions Editor: Marion Kalstein-Welch
Production Editor: Karen Davis
Designer: Robert Kopelman

Photos on pages 1, 103, 187, 383, and 567 are by H. Armstrong Roberts, by Gail B. Int Veldt, and from Ruth Murray.

PRINTED IN THE UNITED STATES OF AMERICA

This book is dedicated to

Our students—for their inspiration

Our families—for their patience

Contributors

Mildred Heyes Boland, R.N., M.S.N.

Assistant Professor, Retired, College of
Nursing
University of Arizona
Tucson, Arizona

Joyce Patricia Dees Brockhaus, R.N., Ph.D.

Child/Family/Marital Therapist (private
practice)
Associate Clinical Professor, Department of
Psychiatry
St. Louis University School of Medicine
St. Louis, Missouri

Robert Herold Brockhaus, Ph.D.

Professor, School of Business and
Administration
St. Louis University
St. Louis, Missouri

**Ellen K. Duvall, R.N., M.S. in Nursing,
M.A.Ed.**

Clinical Specialist in Oncology Nursing
Incarnate Word Hospital
St. Louis, Missouri

Dorothy Fox, R.N., Ph.D.

Professor, Department of Nursing
Madonna College
Detroit, Michigan

**Mary Ellen Grohar-Murray, R.N., M.S.N.,
Ph.D.**

Associate Professor of Medical-Surgical
Nursing, School of Nursing
St. Louis University
St. Louis, Missouri

Joan Haugk, R.N., B.S.N., M.S.W.

In private counseling practice
St. Louis, Missouri

**Ruth Ann Launius Jenkins, R.N., M.S.N.,
Ph.D.**

Assistant Professor, Nursing of Children,
School of Nursing
University of Missouri
St. Louis, Missouri

Ruth Murray, R.N., M.S.N., Ed.D.

Professor
Coordinator, Psychiatric/Mental Health
Nursing Graduate Major, School of
Nursing
St. Louis University
St. Louis, Missouri

**Peggy H. McDowell, R.N., C.F.N.P.,
C.P.N.P.**

President, Health for Industry, Inc.
Newton, North Carolina

Norma Nolan Pinnell, R.N., M.S.N.
Instructor of Medical-Surgical Nursing,
School of Nursing
Southern Illinois University
Edwardsville, Illinois

Eleanor Palermo Sullivan, R.N., Ph.D.
Dean, Professor, School of Nursing
University of Minnesota
Minneapolis, Minnesota

Carolyn Samiezadi-Yazd, R.N., B.S.N.
Staff Nurse
Deaconess Hospital
St. Louis, Missouri

Nina Kelsey Westhus, R.N., M.S.N.
Clinical Nurse Specialist, Allergy/
Immunology
Cardinal Glennon Children's Hospital
St. Louis, Missouri
and
Clinical Faculty, Nursing of Children,
School of Nursing
St. Louis University
St. Louis, Missouri

**Judith Proctor Zentner, R.N., M.A.,
C.F.N.P.**
Director of Health Services
Corson Furniture Industries
Valdese, North Carolina

Acknowledgments

A book is the result of collaborative thinking and efforts on the part of many people; authors do not work in isolation.

We appreciate the feedback from students, colleagues, and reviewers; we have incorporated their ideas and maintained the basic direction of the book, based on their comments. We are grateful, also, to a number of people who have helped in manuscript preparation.

Our faithful secretary for each edition of the text, Sally Lehnert, again regularly produced typed material on short notice. Her conscientious work with handwritten materials is noteworthy. To our other typists, JoAnn Jenkins, Anne Willen, and Maxine Lax, who each also came to our rescue, we are grateful.

Without the assistance of Ruth's sister, Elizabeth Henry, the manuscript would not have been done on schedule. She lovingly and conscientiously gave over a week of her time to assist with paste-up of the updated reference lists, footnote numbering, and a variety of other such tasks. Rosemary Fields, a friend, joined us for a day in these efforts. Sharon Stecher, a graduate

student, numbered pages and duplicated chapters, among other such tasks. All of their efforts made the finished product a reality.

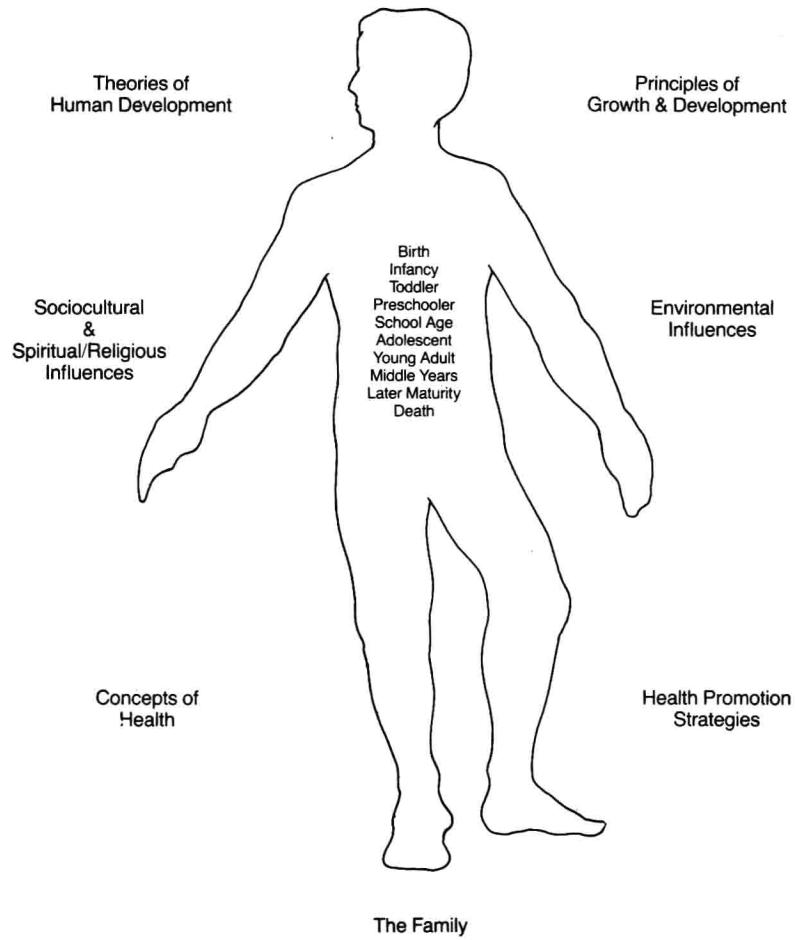
Equally important was the support and assistance given by our families. Postal deliveries by Judy's husband Reid, and the words of encouragement by various family members enabled us in our work.

Our thanks, too, to the staff of Appleton & Lange, particularly Marion Welch, Executive Editor, and Karen Davis, Production Editor, who each gave valuable guidance and were our advocates at the publisher level.

Our thanks to manuscript reviewers for this edition: Catherine Graziano, R.N., M.S., Professor and Chairman, Salve Regina—The Newport College Department of Nursing, Newport, Rhode Island, and Linn Larson, R.N., M.N., Department of Psychosocial Nursing, University of Washington, Seattle, Washington.

**Ruth Beckmann Murray
Judith Proctor Zentner**

Organizational Chart



To The Reader

We believe the nurse must consider the total health of the person and family. The physical, mental, emotional, sociocultural, and spiritual needs are interrelated. Increasingly your emphasis must be on comprehensive health promotion rather than on patchwork remedies.

These are the first two sentences in each of our previous editions. We are fulfilled to see our nursing emphasis dramatically followed our projection. As we have moved from young adults to middle-agers and as our children have moved from the preschool era to late adolescence, we have experienced a good deal of the life-span material as well as the comprehensive health promotion concept inclusion in nursing practice.

Now in the fourth edition we have decided to put the most important and up-to-date of this material under one cover. Thus, *Nursing Concepts for Health Promotion*, eds. 1, 2, and 3, and *Nursing Assessment and Health Promotion Through the Life Span*, eds. 1, 2, 3, are combined here as *Nursing Assessment and Health Promotion Strategies Through the Life Span*, 4th ed.

We do not cover many diseases, their treatment, or specific manual techniques. These are covered in many books that can be used in conjunction with this text. Instead we present knowledge of the highly complex normal and well person along with common health problems. Before you can understand the ill

person and the family, you must understand the well person in the usual family and community setting. Only then can your assessment be thorough and your intervention individualized.

The use of he/she and her/him may seem awkward, but we believe in the importance of inclusive language. At times, we also use patient/client in our terminology, since some of the nursing responsibilities that we discuss are applicable to the ill, dependent person as well as to the well person who can participate actively in planning and care.

Before reading any chapters, you should orient yourself by studying the adjacent organizational chart which shows the many factors that must be considered in nursing for health promotion. Next, read the text introduction. You can gain further orientation by (1) reading the table of contents, (2) looking at the list of objectives which precedes each chapter, (3) glancing at chapter headings, and (4) noting the terms in boldface which are followed by their definitions.

We invite you to be an active participant as you read. Our ideas are presented with conviction and directness. But we want you to integrate and modify our ideas into your specific circumstances. Each of you will have to adapt this information to your setting—be it independent practice, health maintenance organization, hospital, clinic, or home.

Introduction

This text introduces you to the person and his family during the entire life span—from birth to death. Birth is considered the first developmental stage, death the last. Initially you will explore an overview of theories of human development, and the influences on the developing person. Finally, you will review basic concepts of health and health promotion strategies.

During the assessment a great deal of knowledge is needed. Not only is physiological knowledge necessary. The whole range of psychosocial circumstances affecting the person, of whatever age, whom you are assessing is equally important. These areas are addressed in this book. Major influences upon the person such as environment culture, religion, social class, and family are included. Relevant nursing diagnoses have also been added to each chapter.

Each person is unique. But the uniqueness often occurs in the predictable patterns discussed in this text. You can allay fears, give sound information, and make objective predictions with this knowledge. For example, a mother may be unduly distressed by the

stubborn behavior of her toddler whom you are assessing. Your explaining that this behavior is characteristic of that age, with suggestions on how to deal positively with the behavior and what behavioral changes to expect in the future, can change a crisis into a workable situation. Also, your knowledge of normal mental and physical health at this and other developmental stages can help you detect deviations from the norm.

Your understanding of normal growth and development is used as a reference point not only for assessment but also for intervention measures appropriate to the person's or family's development. In this text, nursing intervention focuses on measures which maintain health as well as major points of care for common health problems.

Although nurses have always had to cope with death, usually it has been on a superficial basis. An in-depth study of the phases of dying, along with specific care measures, will enhance your ability to foster a naturalness about this last event in life.

FOURTH EDITION

Nursing Assessment & Health Promotion Strategies Through the Life Span



Contents

Contributors	vii	Surface Pollution	56
Acknowledgments	xiii	Occupational Hazards	59
To The Reader	xv	Nursing Applications	61
Introduction	xvii	References	70
PART I		Chapter 3	
INFLUENCES ON THE DEVELOPING PERSON AND FAMILY UNIT	1	Spiritual and Religious Influences on the Person	77
Chapter 1		<i>J. Zentner, R. Murray, and E. Duvall</i>	
Sociocultural Influences on the Development and Health of the Person and Family	3	Key Terms	77
<i>R. Murray, J. Zentner, and C. Samiezadi-Yazd</i>		Definitions	78
Key Terms	3	World Religions	78
Definitions	4	Hinduism and Sikhism	79
Characteristics of Cultures	5	Buddhism, Jainism, and Shintoism	80
Comparison of Cultures	9	Confucianism and Taoism	81
Socioeconomic Class Subculture	24	Islam	82
Influences of Culture on Health	31	Judaism	84
Nursing Applications	31	Christianity	86
References	37	Other Groups of Interest	89
Chapter 2		North American Indian Religions	91
Environmental Influences on the Development and Health of the Person and Family	43	Other Considerations	92
<i>N. Pinnell, M. Grohar, R. Murray, and J. Zentner</i>		Trends in Nonnative and Native American Religions	92
Key Terms	43	Nursing Applications	93
Historical Perspective	44	References	99
Air Pollution	45	Part II	
Water Pollution	48	BASIC CONCEPTS RELATED TO THE DEVELOPING PERSON AND FAMILY UNIT	103
Soil Pollution	51	Chapter 4	
Food Pollution	53	The Family—Basic Unit for the Developing Person	105
Noise Pollution	54	<i>R. Murray, J. Zentner, J. Brockhaus, R. Brockhaus, and E. P. Sullivan</i>	

	Key Terms	105			
	Definitions	106			
	Overview of Family Theoretical Approaches	108			
	Purposes, Tasks, Roles, and Functions of the Family	108			
	Family Adaptation	111			
	Stages of Family Development	112			
	Family Interaction	116			
	Family Lifestyles and Childrearing Practices	123			
	Nursing Applications for Health Promotion	127			
	References	134			
Chapter 5	Overview: Theories of Human Development	137			
	<i>R. Murray</i>				
	Key Terms	137			
	Current Biological Theories	138			
	Current Ecological Theories	139			
	Current Psychological Theories	140			
	References	153			
Chapter 6	The Developing Person: Principles of Growth and Development	157			
	<i>R. Murray, D. Fox, and J. Zentner</i>				
	Key Terms	157			
	Dimensions of Time	158			
	Principles of Growth and Development	159			
	General Assumptions About Behavior	159			
	The Developing Person: Prenatal Influences and Stages	162			
	Variables Related to Childbirth That Affect the Baby	175			
	Early Childhood Variables That Affect the Person	177			
	Sociocultural Factors That Influence the Developing Person	178			
	Nursing Applications	181			
	References	182			
			PART III	THE DEVELOPING PERSON AND FAMILY: INFANCY THROUGH ADOLESCENCE	187
			Chapter 7	Assessment and Health Promotion for the Infant	189
				<i>R. Murray, J. Haugk, R. Jenkins, N. Westhus, and J. Zentner</i>	
				Family Development and Relationships	189
				Key Terms	190
				Physiological Concepts	198
				Psychosocial Concepts	220
				Nursing Applications	225
				References	228
			Chapter 8	Assessment and Health Promotion for the Toddler	233
				<i>R. Murray, J. Zentner, and M. Grohar-Murray</i>	
				Key Terms	233
				Family Development and Relationships	233
				Physiological Concepts	236
				Psychosocial Concepts	245
				Nursing Applications	253
				References	253
			Chapter 9	Assessment and Health Promotion for the Preschooler	255
				<i>R. Murray and J. Zentner</i>	
				Key Terms	255
				The Preschooler	256
				Family Development and Relationships	256
				Physical Growth and Development	263
				Psychosocial Concepts	272
				Nursing Applications	286
				References	286
			Chapter 10	Assessment and Health Promotion for the Schoolchild	289
				<i>R. Murray, J. Zentner, and N. Pinnell</i>	
				Key Terms	289

	Family Development and Relationships	290		Physiological Concepts	467
	Physiological Concepts	293		Psychosocial Concepts	476
	Psychosocial Concepts	304		Nursing Applications	490
	Nursing Applications	325		Transition to Later Maturity	490
	References	325		References	490
Chapter 11	Assessment and Health Promotion for the Adolescent and Youth	331	Chapter 14	Assessment and Health Promotion for the Person in Later Maturity	495
	<i>N. Pinnell, R. Murray, M. Grohar-Murray, and J. Zentner</i>			<i>R. Murray, J. Zentner, N. Pinnell, and M. Boland</i>	
	Historical and Cultural Perspectives	331		Key Terms	496
	Key Terms	332		Definitions	496
	Definitions	332		Societal Perspectives	497
	Family Development and Relationships	333		Theories of Aging	498
	Physiological Concepts	335		Family Development and Relationships	499
	Psychosocial Concepts	344		Physiological Concepts	504
	Adolescent Health Problems and Nursing Applications	355		Health Promotion and Health Problems	510
	References	377		Psychological Concepts	518
				Socioeconomic Concepts	526
PART IV	THE DEVELOPING PERSON AND FAMILY: YOUNG ADULTHOOD THROUGH DEATH	383		Federal Planning for the Aged in America	528
Chapter 12	Assessment and Health Promotion for the Young Adult	385	Chapter 15	Death, the Last Developmental Stage	545
	<i>R. Murray, N. Pinnell, J. Zentner, and M. Grohar-Murray</i>			<i>R. Murray and J. Zentner</i>	
	Key Terms	386		Key Terms	545
	Family Development and Relationships	386		Issues Related to Dying and Death	545
	Physiological Concepts	387		Developmental Concepts of Death	547
	Psychosocial Concepts	411		Behavior and Feelings of the Person Facing Death	551
	Common Health Problems and Nursing Applications	427		Nursing Applications	557
	References	444		References	564
Chapter 13	Assessment and Health Promotion for the Middle-Aged Person	457	PART V	HEALTH PROMOTION PRINCIPLES AND STRATEGIES	567
	<i>R. Murray and J. Zentner</i>		Chapter 16	Basic Considerations in Health and Illness	569
	Key Terms	457		<i>R. Murray, N. Pinnell, and J. Zentner</i>	
	Family Development and Interaction	458		Key Terms	569

Definitions of Health and Illness	569	Nutritional Recommendations	607
Variables That Affect Behavior and Health	573	Exercise, Movement, and Rest Recommendations	607
The Stress Response	576	Prevention of Illness and Injury	609
References	583	Stress Management	612
Chapter 17 Health Promotion Strategies	587	Sites for Health Promotion	
<i>R. Murray, J. Zentner, and P. McDowell</i>		Nursing	625
Key Terms	588	New Horizons in Health Promotion: The Nurse Entrepreneur	626
Health Promotion: What Is It?	589	References	626
Definitions	589	Appendix I Review of Systems: Physical Assessment and Health History	633
Models Related to Health Promotion and Illness Behavior	590	Appendix II Health Maintenance Procedures	634
Instruments to Assess Health Promotion and Illness Prevention Behaviors	591	Appendix III Recommended Daily Dietary Allowances (RDA), National Academy of Sciences, Revised 1980	638
Factors That Influence Health Promotion and Illness Prevention Behaviors	592	Appendix IV Major Sources and Functions of Primary Nutrients	639
Health-Promoting Relationships	594	Appendix V Summary Comparison of Males and Females	645
Communication to Promote Health	598	Index	649
Health Education	601		
Health Screening	606		

PART I

Influences on the Developing Person and Family Unit



