

P R I N C I P L E S A N D P R A C T I C E O F

ADULT

B E A R E / M Y E R S

HEALTH

S E C O N D E D I T I O N

NURSING



P R I N C I P L E S A N D P R A C T I C E O F

ADULT HEALTH NURSING

S E C O N D E D I T I O N

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ABOUT THE COVER

This artistic blending of nature and computer imaging reveals the many complex patterns and perspectives of a simple, flawless rose. Adult health nursing strives to reveal the complexities of caring for those who, like this rose in full bloom, are both hardy and fragile.

SECOND EDITION

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Preface

AS WE APPROACH the twenty-first century, nursing practice and nursing education are facing many challenges:

1. The National League for Nursing guidelines for the accreditation of nursing programs have changed to emphasize the evaluation of program outcomes. Nursing faculty are faced with the challenge of writing program evaluation criteria in the areas of critical thinking, communication, and therapeutic interventions.
2. The reform of the health care system is occurring at the municipal, state, and federal levels. Many of these changes in the financing and delivery of health care services indicate a movement toward community-based health care and away from hospital-based care. Health care reform will require increased patient and family participation in care.
3. Population demographics indicate that as we approach the next century the fastest growing segment of the population will be those over age 70. The elderly have needs that are special and require adapting traditional nursing approaches to the care of the adult and creating new approaches to providing nursing care.

This edition of *Principles and Practice of Adult Health Nursing* is designed to help both the student and nursing educator prepare for the changes in nursing practice and nursing education. Content has been updated and extensively rewritten to reflect a contemporary perspective and meet the needs of today's students and tomorrow's practitioners.

CRITICAL THINKING

1. New to this edition are 17 *Critical Thinking Guides*. The algorithms are designed to guide the student through decision-making about patients with specific clinical problems.
2. To help the student utilize research-based knowledge as it applies to patient care, 36 *Research Briefs* have been included throughout the text. Most of these research abstracts come from the latest published research in the nursing literature.

3. *Ethical Issues* boxes (24) present questions that challenge the student to think about his or her own response to ethical issues and decision-making in nursing practice.
4. At the end of each chapter, *Critical Thinking Questions* are included to help the student reflect on what he or she has read. Many of the questions encourage the student to think about how he or she will use the information in providing patient care.
5. *Chapter 6, Clinical Decision Making Using the Nursing Process*, has been completely rewritten to help the student see the relationships between the development of critical thinking skills and clinical decision-making. These essential concepts are applied to the utilization of the nursing process in providing patient care.

COMMUNICATION

1. Ten *Therapeutic Communication Guides* are included in the book. The communication guides provide a model for the student to increase his or her use of therapeutic communication skills with both patients and families.
2. *Documentation* has been retained from the first edition as a subheading under Nursing Management. These sections assist the student in identifying important aspects of nursing care to be recorded in the patient's chart or medical record.

THERAPEUTIC INTERVENTIONS

1. To help the student identify professional accountability guidelines for nursing care, 10 *Standards of Care* boxes are included in this edition. These professional practice standards come from the American Nurses Association and several specialty nursing organizations.
2. *Legal Issues* boxes (11) provide the student with knowledge about the legal aspects of nursing care. This feature helps the student make decisions about his or her legal accountability for patient care.
3. Thirty-six *Nursing Care Plans* are included in this

edition. The care plans use nursing diagnoses and expected outcomes as a format to guide the student in selecting interventions for patients with specific disorders. To help the student apply knowledge to the plan of care, rationales for the interventions are included in the care plans. For this edition the care plans have been revised to a three-column format. This design makes more efficient use of space and more effectively highlights expected outcomes as a key component of practice.

4. New to this edition are the *Preoperative/Postoperative Nursing Intervention* boxes. Each of the 10 boxes provides the student with a summary of the preoperative and postoperative nursing care for patients having specific surgical procedures. Rationales are included to help the student apply knowledge to the care of the surgical patient.
5. To assist the student in developing skill with nursing care procedures *Illustrated Skills* boxes are included in the book. The boxes provide the student with step-by-step guidelines for a procedure with supporting rationales. The illustrations help the student visualize what is being explained.

HEALTH CARE REFORM

1. Chapter 7, *Discharge Planning and Ongoing Care*, has been rewritten to focus the student's attention on preparing the patient to return to the community. Discharge planning is no longer an isolated event in health care delivery; it begins on admission and is incorporated into each aspect of the nursing plan of care.
2. *Ongoing Care* has been retained as a subheading under Nursing Management in each clinical disorder chapter throughout the book. This feature helps the student integrate discharge planning as part of the nursing care for a patient with a specific disorder.
3. An important role the nurse assumes in health care delivery is helping patients prepare to manage their health care at home. *Patient Education Guides* (74) are included in this edition to provide the student with critical information to include in teaching patients as part of discharge planning. In addition, 10 *Home Care Guides* are included. These guides are detailed plans for the more complex, technical skills that patients and families are required to manage in the home.

AGING POPULATION

1. *Geriatric Considerations* boxes (74) are a new feature with this edition. Each box presents information about the older adult's response to

changes in health status and his or her special needs for nursing care.

In the assessment chapters, the geriatric boxes focus the student's attention on the physiologic changes associated with aging. Boxes also present information about modifying assessment skills for the elderly.

2. Chapter 2, *Health Promotion Through the Adult Life Span*, has been rewritten to incorporate more information about health promotion strategies for all adults, including the elderly. The chapter includes current guidelines and goals from *Healthy People 2000*.

CONTENT IN THIS BOOK REPRESENTS A SUBSTANTIAL REVISION

All chapters have been reviewed by medical-surgical generalists and specialists. Additionally, faculty at numerous nursing departments and schools, including associate degree and baccalaureate programs, participated as user diary reviewers. As they prepared lectures and used the book in the classroom, these instructors kept detailed notes on the book over a 2-year period and solicited student input at the end of each semester. These comments were invaluable in improving and refining this book.

Based on this feedback and feedback from other instructors using the book, several *key content areas were targeted for more extensive revision or expansion*. These areas include peripheral and vascular disorders, cardiac disorders, urinary disorders, and, perhaps the most extensive, musculoskeletal disorders. Although the revisions in this edition are substantial throughout, these specific chapters were, in many instances, revised so extensively that they will appear very new to those using the first edition.

Because today's student is an increasingly visual learner, we have significantly expanded our illustration program and adopted a more contemporary, more accessible design. More than *200 illustrations are new* to this edition. Our goal with the expanded illustration program is, foremost, to enable students to visualize key pathophysiologic processes, to "see" the application of therapeutic devices, and to apply physiologic rationales to nursing care. Second, our objective is to achieve consistency and to give the book a more pleasing appearance, thereby engaging student interest. Considered by many to be a real strength of the first edition, the illustration program represents an even greater improvement in this edition.

Finally, the *pedagogy*, again in response to user feedback, has been reconsidered. As in the first edition, each chapter begins with a limited number of measurable learning objectives to focus the student and concludes with review questions to stimulate development of critical thinking skills. The key

terms lists, formerly at the ends of chapters, have been moved to the beginnings of chapters. This was done to encourage students to recognize important terminology when first encountered and better prepare them to retain it. Page number references are provided after each key term, and each term is printed in bold face type when defined in the text.

CONTENT IS ORGANIZED LOGICALLY AND PRESENTED UNIFORMLY

Principles and Practice of Adult Health Nursing provides equal emphasis to the disease process and nursing management of the patient to lay a solid foundation for medical-surgical nursing practice. Disorders or conditions are presented in a *consistent format* with separate subheadings, as often as possible, for definition, etiology/epidemiology, pathophysiology, clinical manifestations, and therapeutic management to provide a logical and practical progression of content related to each specific condition. Nursing management is uniformly covered in student-oriented nursing process format of assessment, nursing diagnosis, planning, implementation, and evaluation. Documentation and ongoing care content, for which separate headings are provided, concludes each applicable nursing management section to feature this important role of the nurse. *Color has been used judiciously* to enhance the book's use as a learning tool and a practical reference. Color is used on each disorder heading to facilitate locating content; color is also used on nursing management headings to draw attention to nursing content.

The book is divided into two main sections. Part One, Principles of Adult Health Nursing, establishes a foundation for Part Two, Practice of Adult Health Nursing. We have chosen the term *adult health nursing* over *medical-surgical nursing* for the title of this book for two reasons. First, the term reflects a health-promotion/illness-prevention approach, and second, it corresponds to our inclusion of alternative health care settings in addition to the traditional medical-surgical setting. Because we recognize that each term is commonly used by both faculty and students, *adult health* and *medical-surgical* are used interchangeably throughout the book.

Unit I establishes a foundation for adult health nursing, with chapters on concepts of health and illness, health promotion through the adult life span, stress and adaptation, and epidemiology. Unit II covers dimensions of the nurse's role in adult health nursing. Chapters include nursing roles, clinical decision making and the nursing process, discharge planning and ongoing care, patient and family education, and legal and ethical dimensions. Legal and ethical issues are presented in a manner that encourages nurses to be concerned for the welfare of

others and to uphold legal and moral principles.

Unit III presents chapters on physiologic and pathophysiologic factors in nursing, including infection; fluids, electrolytes, and acid-base balance; shock; pain; neoplasia; alterations in nutrition; and sensory overload, deprivation, and sleep disorders. Pathophysiologic alterations or problems that occur as a result of disease processes are discussed as they relate to nursing management presented in the clinical chapters. Immune content formerly in the infection chapter in this unit has been moved to Unit IX and expanded. Unit IV discusses psychosocial dimensions of practice, with separate chapters on caring; altered self-concept; loss, grief, and dying; and substance use disorders. Unit V covers principles of perioperative nursing, in three separate chapters on preoperative, intraoperative, and postoperative patient management.

Part Two comprises the clinical units, Units VI through XVIII, which are organized by biologic system. Each clinical unit begins with a three-part nursing assessment chapter that includes an overview of anatomy and physiology, patient assessment, and nursing implications for related laboratory and diagnostic tests. As mentioned earlier, a consistent format is used to present major medical-surgical disorders.

We have retained numerous features throughout the book that supplement student learning of core content. These content features include patient education guides, legal issues, ethical issues, home care guides, clinical alerts, nursing research briefs, and therapeutic communication guides. All of these aspects were identified by reviewers as assuming increasing importance to the practice of medical-surgical nursing. These content features are listed along with the new features on the endpapers for easy referral.

THE ANCILLARY PACKAGE IS DESIGNED TO SUPPORT INSTRUCTION AND PROMOTE ACTIVE LEARNING

The ancillary package includes an *Instructor's Resource Manual* that relates all three components of the medical-surgical nursing experience: classroom, clinicals, and skills. Included in the resource manual are learning objectives; key terms; three-column chapter outlines with lecture content, active learning activities, and highlighted critical thinking questions; related skills; related clinical activities; student worksheets, including case studies and fill-in-the-blank clinical decision-making guides, and answer section. A 1,000-question *Testbank* is available in NCLEX format in hardcopy or computerized versions. Included for each question are topic, step of the nursing process, cognitive level, NCLEX step, and correct answer with rationale and page number

reference to the text. Two-color *Transparency Acetates* are also available in a binder of 200 acetates; several of these transparencies are sequential so that, as the classroom discussion progresses, another layer can be added to communicate progression. A separate *Student Learning Guide* is available either packaged with the text or for separate purchase. This student guide duplicates the worksheets and critical thinking guides found in the Instructor's Resource Manual and is provided for programs in which students use a separate study guide. Finally, a new series of *medical-surgical nursing videos* will be available for course use. Topics will include nursing management and/or patient education for key medical-surgical disorders or conditions.

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