

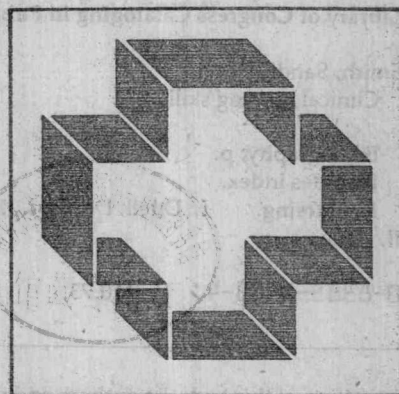
Clinical Nursing Skills

***Nursing Process Model
Basic to Advanced Skills***



SECOND EDITION

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In the writing of this text, the authors and publisher have made every attempt to follow current nursing practice and to ensure that suggested diets, drug selection and dosages, and nursing procedures are up-to-date and conform with current recommendations and practices at time of publication. However, in view of new research conclusions, technological advancements, and government regulations, it is the responsibility of the nurse to be aware of any changes which may alter suggested drug and diet therapies or nursing protocols. The authors recommend that nurses and nursing students be aware of hospital and school policies regarding their role and responsibilities in performing nursing actions.

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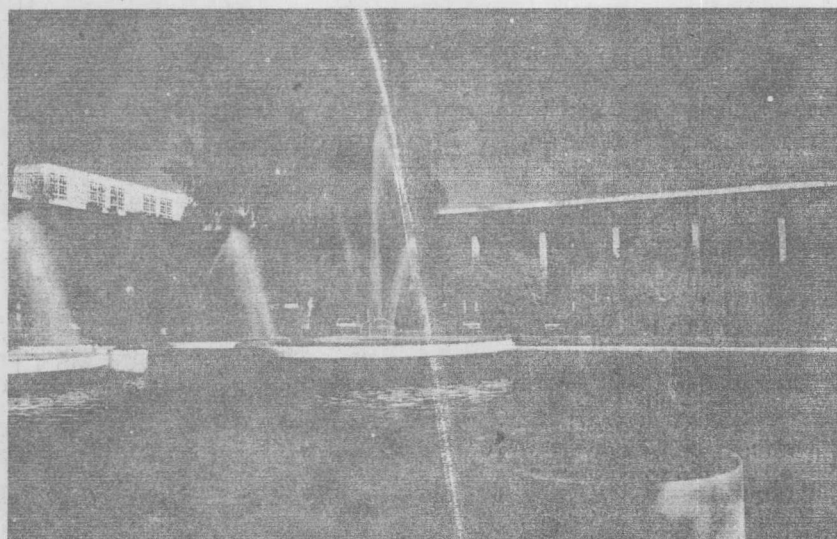
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Preface

CLINICAL NURSING SKILLS, 2nd edition, is designed for nursing students in baccalaureate, associate degree and diploma nursing programs as well as nurse practitioners. The objectives of this advanced text are twofold—to assist nurses to become safe and competent practitioners; and, to present important skills in a concise format adaptable to any curriculum. To accomplish these goals, the authors present the skills as a combination of theory and practical application in the nursing process framework.

During the past decade, health care has experienced startling developments in technology and innovative changes in delivery systems and treatment modalities. These advancements, along with changes in the design and focus of nursing curricula, provide the rationale from which this book evolved. At a fundamentals level, this is a skills book; at a basic textbook level it is a blend of theory and practice.

The authors believe that an effective nursing skills text must be current, innovative, and relevant to enable nurses to master the many skills necessary to provide quality nursing care. This book answers the need for a contemporary approach to nursing skills. It is sufficiently comprehensive to be used by students for initial learning and by practicing nurses for review and reference while in the clinical area. The new chapter on Advanced Skills is particularly applicable to nurse practitioners who perform these skills as a part of their everyday responsibilities. In addition, the new chapter on AIDS focuses on theory as well as skills. Because this is a relatively new area of health concern, we have discussed the theory of immunosuppression, AIDS and ARC, and the Centers for Disease Control new guidelines for infection control. We have also included specific skills that enable the nurse to exercise professional judgment in protecting her or himself and the patient. Finally, we have noted these CDC Guidelines throughout the text so that nurses will be continually reminded to protect themselves when they come in contact with any potentially contaminated body fluid or secretion.

To utilize this book in the most effective way, it is important that the reader understands how the material is organized. From the most basic level of mastery to the more complex skills, this text first describes basic concepts and then applies them to clinical situations. The chapters include *learning objectives*, an *introduction* (which provides the theoretical basis for skill performance) and *nursing diagnoses*. The clinical content follows next in a series of units and is presented in terms of the nursing process—*assessment*, *nursing diagnosis*, *implementation* (which specifies the skills included in the unit), and *evaluation*. This approach enables the nurse, after being assigned to perform a specific skill, to learn how to assess the patient, formulate nursing diagnoses, perform the procedure and, finally, evaluate the results. Each procedure includes equipment,

preparation, and the step-by-step performance necessary to master the skill. The nurse can easily access this material for immediate reference in the clinical area. Illustrations and photographs within each unit will visually relate to the concepts presented. Finally, *charting* and *clinical problem-solving* complete each unit.

While the nursing process provides the framework for this textbook, additional learning aids have been included to help the student assimilate the immense amount of nursing content. The *Clinical Problem Solving* section encourages the student or nurse to consider potential problems that may arise while performing skills. It also presents suggestions for problem resolution. *Rationale* for specific nursing actions aids the nurse to understand why a certain action is performed. *Clinical alerts* call attention to a critical situation or action. *Boxed information* emphasizes specific aspects of patient care and the additional knowledge necessary for mastery of a particular skill. Finally, *patient teaching principles* are included as appropriate.

In order to assist both students and faculty, the publisher offers a separate booklet of individual checklists for all the skills. The checklists enable both the student and the teacher to assess the student's performance and level of mastery for each skill. The instructor's manual includes post-tests, teaching aids such as transparencies, and learning activities. The publisher continues to offer a complimentary computer software program of study questions upon adoption of the text.

The authors are confident that students and nurses will find CLINICAL NURSING SKILLS relevant, useful and adaptable to their learning needs. Furthermore, the authors hope that faculty will find this textbook a valuable teaching tool and nurse practitioners an important reference source.

Acknowledgements

We would like to express our appreciation to the many people who assisted us during the production of CLINICAL NURSING SKILLS. Without them, the task of writing and editing the manuscript, as well as producing the illustrations, would have been monumental.

Through the assistance and generosity of Stanford University Hospital, the Community Hospital of Los Gatos-Saratoga, and AMI Community Hospital of Santa Cruz, we were able to conduct extensive photography in the appropriate clinical environment. We extend our thanks to the administrators and staff at these three hospitals for their aid in coordinating our photography sessions.

We also wish to express our gratitude to the other individuals who assisted in the creation and production of this text. Without their assistance, this book could not have been published: our associates and models, Ellen Troyer, Elizabeth Anderson, Carol Thoryk, Joan Althaus, Sally Talley, Sally Miller, and Ann O'Neil, as well as the many patients who consented to be photographed.


The never-ending task of proofreading and reviewing was expertly handled by Vi Sidre and Fay O'Brien. We would also like to thank our special consultants who painstakingly read the manuscript and provided clinical expertise for the book: Joan Althaus, Elizabeth Anderson, Barbara Pratley, Sally Talley, and a new reviewer, Jeanne Berk, Simmons College, Boston, MA.

Last, but by no means least, we would like to thank our friends and families for their encouragement and support during this busy time.

Sandra F. Smith, RN, MS
Donna J. Duell, RN, MS

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This text contains skills that require CDC guidelines be followed to protect the nurse and other health care workers from contact with potentially contaminated blood and body secretions. This symbol  does not appear when sterile technique is required. Placement next to equipment and/or illustrations signifies **CAUTION: WEAR GLOVES.**

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