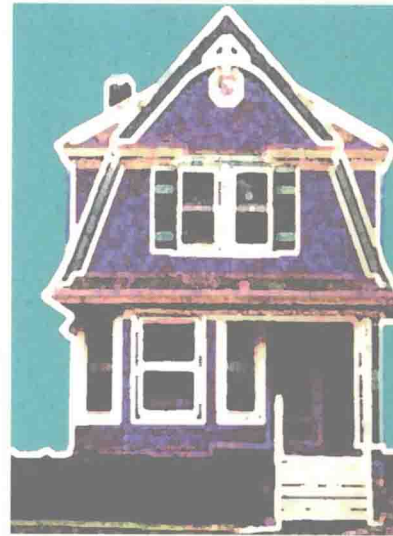


# Into the Community

## Nursing in Ambulatory and Home Care



Joan C. Stackhouse

*Lippincott*

# Into the Community

## Nursing in Ambulatory and Home Care



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# **Into the Community**

**Nursing in Ambulatory  
and Home Care**

I wish to dedicate this book to my beloved family:  
Bill, my best friend, husband, and the treasure of my life;  
as well as our three children: Ginny, Charlie, and Paul,  
their spouses, and children.

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# Preface

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*Into the Community: Nursing in Ambulatory and Home Care* evolved from efforts to find a concise textbook. In 1995, I was writing a community health nursing curriculum for one of the associate degree programs of the State University of New York (SUNY) system. I searched for a small, clinically oriented text that included the basic theoretical components of community health nursing. I wanted a text that dealt with current issues and one that was pedagogically sound. Complaints to publishers' representatives regarding my inability to find such a text produced calls from acquisition editors to write such a book. I believe that *Into the Community: Nursing in Ambulatory and Home Care* fulfills my objectives.

## *Level of the Learner*

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This text can be used for all levels of nursing education in community health, such as ADN, generic BSN, and RN to BSN bridge programs. It is appropriate for MSN programs due to its strong clinical orientation, real case situations, and inclusion of advanced practice opportunities. It may also be useful for continuing education programs because of its concise format.

## *Organization of the Text and Chapters*

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The text is organized into the following four parts:

- Part 1     Theoretical Foundations of Community Health Nursing
- Part 2     Nursing Practice in Wellness Care
- Part 3     Nursing Practice in Ambulatory Care
- Part 4     Nursing Practice in Home Care

Each part contains four chapters focusing on various aspects of that part.

An extensive list of references and additional readings appears at the end of each part to enable students to easily access more detailed information contained in that part.

Each chapter contains the following features:

*Key Terms:*

A strong emphasis is placed on understanding key terms and mastering the language of this discipline.

- Learning Objectives:* These directives help the reader to focus on important chapter content.
- The Nurse Speaks:* A real account by a community health nurse describing how he or she dealt with a situation related to the chapter content.
- Clinical Application:* A critical thinking case study that enables students to work through a true case situation.
- Figures, Tables, and Displays* further elaborate on the chapter content.
- A *Chapter Summary* completes each chapter for the student's convenience.

Several very useful tools for students and faculty are included in the *Appendices*.

- |            |   |
|------------|---|
| Appendix A | Death and Dying Customs Among Religious Groups in the United States |
| Appendix B | List of Nursing and Related Resources                               |
| Appendix C | Toll-Free Directory   |
| Appendix D | Sample Clinical Paths   |
| Appendix E | Sample Standard High-Tech Care Plans                                |

A *Glossary* conveniently defines many of the terms found in this text.

An *Instructor's Manual* is available and includes various teaching strategies such as learning games, critical thinking questions based on the case studies, and additional learning activities.

- Several enlarged figures and tables are presented for use as transparencies.
- A sample test bank of 100 multiple choice questions also is included in the Instructor's Manual.

It is the author's sincere wish that this text will prove valuable to both students and instructors.

*Joan C. Stackhouse, RN, MS*



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# Acknowledgments

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I wish to thank all the nurses who told me their experiences as community health nurses. All the case situations in *The Nurse Speaks* and in the *Clinical Applications* in this book are based on true accounts, with some editorial changes to preserve confidentiality. In particular, I wish to thank my niece, Laurie Graaf, who supplied many of the case studies and whose photo appears at the start of Part 4. All of the following nurses make me exceedingly proud of our profession: Ann Marie Collins, Elaine Peneno, Donna Schweiter, Joyce Spencer, Pat Smith, Joan Shea, Laurie Graaf, Karen Hanusik, Lonnie Morris, Carmen Szabo, Ellen Witte, Deborah Bradley, Karen Woehler, Elaine Raday, Patricia Stry, Toni Babington, and Ruth Rykowski. Several other persons were very helpful in supplying information and deserve my special thanks. They are Richard vonRueden, Marie Clark, Denise McGraw and Pamela Potter Hughes, Sue Ann Eitches, Deborah Aggrey, Sandee Massey, and Ruth Mahtani Dearing.

My special gratitude goes to my sister-in-law, Sally Stackhouse, who rescued me from many computer glitches and whose marvelous computer skills and perseverance enabled me to produce this book more efficiently and on schedule.

Last but not least, I want to thank the editorial staff at Lippincott-Raven Publishers, especially Sue Glover, Senior Nursing Editor, who showered me with encouragement all along the way.

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