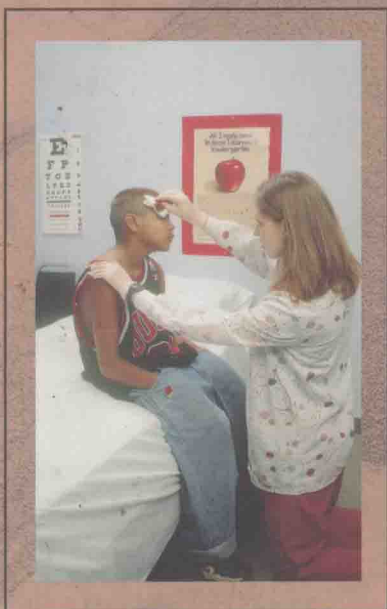
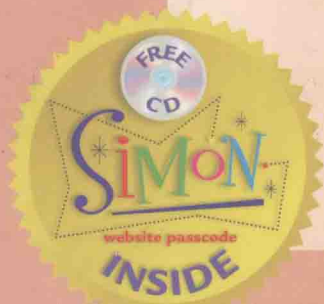


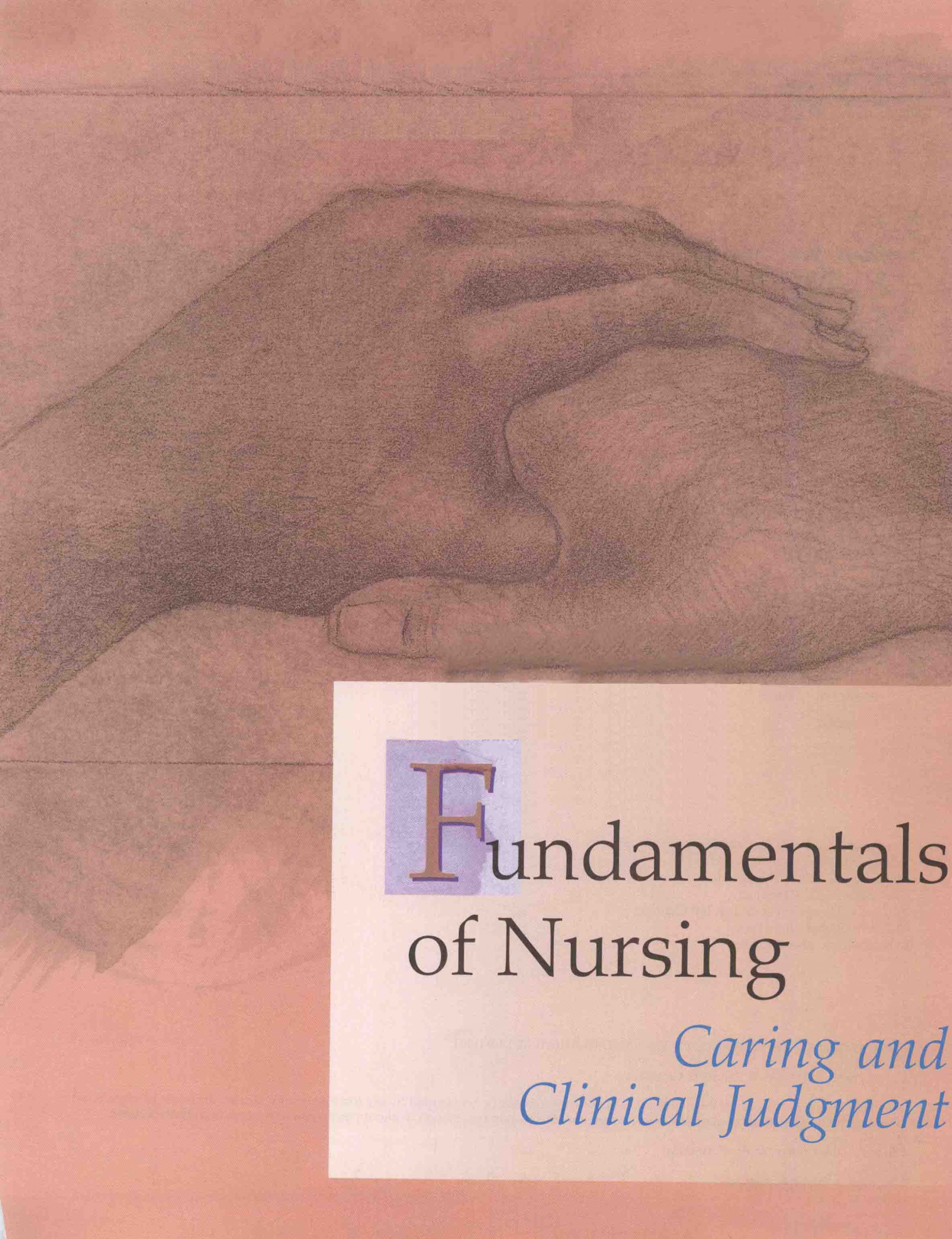
*Helen
Harkreader*



Fundamentals of Nursing

*Caring and
Clinical Judgment*





Fundamentals of Nursing

*Caring and
Clinical Judgment*

W.B. SAUNDERS COMPANY

An Imprint of Elsevier Science

The Curtis Center

Independence Square West

Philadelphia, Pennsylvania 19106

NOTICE

Nursing is an ever-changing field. Standard safety precautions must be followed, but as new research and clinical experience broaden our knowledge, changes in treatment and drug therapy become necessary or appropriate. Readers are advised to check the product information currently provided by the manufacturer of each drug to be administered to verify the recommended dose, the method and duration of administration, and the contraindications. It is the responsibility of the licensed prescriber, relying on experience and knowledge of the patient, to determine dosages and the best treatment for the patient. Neither the publisher nor the editor assumes any responsibility for any injury and/or damage to persons or property.

THE PUBLISHER

Library of Congress Cataloging-in-Publication Data

Fundamentals of nursing: caring and clinical judgment / [edited by] Helen Harkreader.

p. cm.

ISBN 0-7216-8669-9

1. Nursing—Practice. 2. Nursing. I. Harkreader, Helen Chandler.

[DNLM: 1. Nursing—United States. 2. Practice Management—United States. 3. United States. WY 100 F97986 2000]

RT86.7.F86 2000 610.73—dc21

DNLM/DLC

99-17270

Vice President, Nursing Editorial Director: Sally Schrefer

Editorial Manager: Thomas Eoyang

Managing Editor: Lee Henderson

Copy Editor: Scott Filderman

Production Managers: Pete Faber, Jeff Gunning

Illustrator: Richard S. LaRocco

Cover Designer: Ellen Zanolle

FUNDAMENTALS OF NURSING: CARING AND CLINICAL JUDGMENT

ISBN 0-7216-8669-9

Copyright © 2000 by W.B. Saunders Company.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher.

Printed in the United States of America.

Last digit is the print number: 9 8 7 6 5 4 3

To my mother, who taught me the value and joy of helping other people.

To my son, who gave my life meaning.

To my husband, who supports me in finding my own path.

To my students, who taught me how to teach.

ABOUT THE AUTHOR



Helen Harkreader, PhD, RN, has practiced as an acute care adult health nurse in general medicine, intensive care, oncology, gastrointestinal, and surgical nursing units. Having begun her teaching career in 1971, she has taught nursing in both baccalaureate and associate-degree nursing programs. While she has taught at all levels of undergraduate programs in Texas, Arkansas, and Iowa, her primary interest is teaching beginning nursing students. Dr. Harkreader believes that her role as a teacher is to foster the individual growth of nursing students and uses the Myers Briggs Type Indicator as a tool to help students bring their individual strengths to nursing practice. The greatest compliment students can give her is that she has made them think.

Dr. Harkreader has conducted research on the effects of positioning on ventilation-perfusion ratios, caregiver burden as a factor in nursing home placement, and the utilization of vocational nurses.

Dr. Harkreader received her undergraduate degree from Texas Christian University, her master's degree as a Clinical Specialist in Medical-Surgical Nursing from the University of Iowa, and her PhD in adult health nursing from the University of Texas at Austin. She is a member of the American Nurses' Association and is currently serving on the Publications Committee of the North American Nursing diagnosis Association. She serves as Professor of Nursing at Austin Community College in Austin, Texas.

ACKNOWLEDGMENTS

Many people contributed their unique and creative talents to make *Fundamentals of Nursing: Caring and Clinical Judgment* a cohesive blend of the concepts and methods of practice that represent nursing at the dawn of a new millennium. I wish to thank an incredible team of people who contributed to the project. Thomas Eoyang, Editorial Manager, Nursing Books, W.B. Saunders Company, provided an inspiration and support necessary to conceive the project. He listened and asked the right questions. Without his faith in me, the project would not have been possible.

The Saunders developmental team was led by Managing Editor Lee Henderson, who helped me make the ideas a reality. He not only contributed amazing organizational skills but also kept me going when the job seemed impossible. He always knew just when I needed a word of encouragement or some extra help. His sense of humor was invaluable. Developmental Editor Laura Maria Bonazzoli reviewed the content of the chapters and provided organizational and editorial suggestions. Her keen insights into written communication added clarity and cohesion to the ideas. Developmental Editor Catherine Harold refined the writing, ensured consistency with established chapter formats, and prepared the manuscripts for production. Her questions and suggestions late in the development process demonstrated rare insight into the world of nursing. Thanks also to Fran Murphy, who served as photo researcher and coordinated the peer review process, and to Gina Hopf and Adrienne Simon, for ably fielding countless administrative details.

The creative photography of Rick Hastie adds a special dimension to the book that shows professional nurses at work and helps students visualize contemporary nursing practice. Bonnie Hyatt contributed long hours and creativity to setting up the scenes for the photography and ensuring that the clinical procedures were accurately and professionally portrayed.

Rich LaRocco almost singlehandedly created all of the book's digital artwork. Never content to simply recreate images in conventional ways, Rich gave careful thought to each illustration, always searching for new and better ways to illustrate difficult-to-grasp concepts, structures, and processes.

Many expert nurses, representing both nursing education and nursing practice, contributed chapters to the book. Among the contributors, whose individual contributions are acknowledged in the contributor list, are teachers, researchers, nurse practitioners, and clinical specialists, representing expertise from multiple areas of nursing knowledge. Their contributions are to this book what muscle and bone are to the body.

Thanks, too, to the many dedicated nurses who carefully read and critiqued the manuscripts as peer reviewers. Their comments were invaluable and helped us ensure state-of-the-art accuracy in the book.

Particular thanks to my team of Special Consultants: Mary Ann Hogan, Arlene Polaski, Marshelle Thobaben, and Doreen Wagner. These nurses contributed a special blend of expertise to the project, gave unselfishly of their time and energy, and contributed to the overall vision of the book.

Alice Chandler spent long hours at the computer correcting grammar, punctuation, spelling, and format. Her trained eye could always see an extra comma as she glanced through the pages.

I also want to acknowledge the contributions of the production and marketing teams at W.B. Saunders/Harcourt Health Sciences. Copy Editor Scott Filderman edited or oversaw the editing of every line of manuscript, bringing greater clarity and consistency to the text, and helped to pull together the many elements of the book. Production Managers Jeff Gunning and Pete Faber worked closely with the development team, the typesetter, and the printer to transform manuscript into book; we especially appreciated their flexibility and "can-do" attitude, which enabled us to

xviii Acknowledgments

get the book into your hands while the content is fresh. Thanks, too, to Carolyn Naylor, who stepped in for Jeff at a key juncture in the production cycle, and to Illustration Specialist Rita Martello, who coordinated the production of the book's illustrations. Award-winning graphic designers Susan Hess Blaker and Ellen Zanolle worked hand-in-hand, as they do so well, to create and refine the book's interior and cover designs.

Their touch brings an uncommon elegance to the printed page. Marketing Manager Tom Wilhelm brought wisdom and expertise to the promotion of the book; we especially appreciate his sharp insights into both the unique strengths of the book and the needs of today's nursing instructor.

Helen Harkreader, PhD, RN

SPECIAL CONSULTANTS

MARY ANN HOGAN, MSN, RN

Clinical Nurse Specialist, Baystate Medical Center, Springfield, Massachusetts; Clinical Assistant Professor, University of Massachusetts Amherst, Amherst, Massachusetts

ARLENE L. POLASKI, MEd, MSN, RN

Program Director, York Technical College/University of South Carolina; Lancaster Cooperative Associate Degree Nursing Program, Rock Hill, South Carolina

MARSHELLE THOBABEN, MS, RN, PHN, APNP, FNP

Professor and Community Health and Psychiatric Nursing Consultant, Department of Nursing, Humboldt State University, Arcata, California

V. DOREEN WAGNER, MSN, RN, CNOR

Assistant Professor, Department of Nursing, Georgia Perimeter College, Clarkston, Georgia

CONTRIBUTORS

Elizabeth Abrahams, MSN, RN, ONC

Materials Management Clinical Nurse Specialist, Inova Health System, Falls Church, Virginia
Skin Integrity and Wound Healing

Kay C. Avant, PhD, RN, FAAN

Associate Professor and Chairperson, Family Health Nursing Division, School of Nursing, The University of Texas at Austin, Austin, Texas
Making a Nursing Diagnosis

Dee M. Baldwin, PhD, RN

Associate Professor, School of Nursing, Georgia State University, Atlanta, Georgia
Health Maintenance: Lifestyle Management

Kathleen Barta, EdD, RN

Associate Professor, Eleanor Mann School of Nursing, University of Arkansas, Fayetteville, Arkansas
The State of Nursing Science charts

Margaret L. Bell, PhD, RN

Assistant Professor, Department of Chronic Nursing Care, The University of Texas Health Science Center at San Antonio School of Nursing, San Antonio, Texas
The Client With Functional Limitations

Lenore L. Boris, MS, JD, RN

Organizer (Nurse), New York State Public Employees Federation, Albany, New York; Lieutenant Colonel, United States Air Force Reserve Nurse Corps; Nurse Administrator, 439th Medical Squadron, Westover Air Reserve Base, Massachusetts
The Legal Context of Practice

Laura Bradford, PhD, RNC

Unit Director, Special Care Nursery, Rush-Presbyterian-St. Luke's Medical Center, Chicago, Illinois
Health Protection: Risk for Infection

Chyi-Kong Karen Chang, MSN, RN

Teaching Assistant, University of Illinois at Chicago, Chicago, Illinois; formerly Visiting Assistant Professor and Assistant Professor, Purdue University, West Lafayette, Indiana
*The Cultural Context of Practice
Evaluating Care*

Carolyn Chambers Clark, EdD, ARNP, FAAN, HNC, DBFN

Adjunct Professor, Graduate Program in Nursing, Schiller International University, Dunedin, Florida; Faculty Mentor, Doctoral Program in Health Services, Walden University, Minneapolis, Minnesota
Coping-Stress Tolerance

Jeannette Marie Daly, PhD, RN

Geriatric Nurse Researcher, Department of Family Medicine, University of Iowa, Iowa City, Iowa
*Planning for Intervention
Bowel Elimination*

Laura Dulski, MSN, RN

Staff Nurse, New Life Family-Centered Care Unit, Rush-Presbyterian-St. Luke's Medical Center, Chicago, Illinois
The Well Child

viii Contributors

Carson A. Easley, MS, RN

Instructor of Nursing, Associate Degree Nursing Program, Antelope Valley College, Lancaster, California

The Ethical Context of Practice

Kristen L. Easton, MS, RN, CRRN-A, CS

Assistant Professor of Nursing, Valparaiso University, Valparaiso, Indiana; Community Health Education Director, Porter Memorial Hospital, Valparaiso, Indiana; Doctoral Candidate, Wayne State University, Detroit, Michigan

The Client With Functional Limitations

Shirley Eden-Kilgour, MSN, RN, FNP

Assistant Professor of Nursing, College of Nursing and Health Professions, Arkansas State University, Jonesboro, Arkansas; Retired Professor of Nursing, Loewenberg School of Nursing, University of Memphis, Memphis, Tennessee; Family Nurse Practitioner, Charter Lakeside Behavioral Health Systems, Memphis, Tennessee

Self-Concept

Kathleen A. Ennen, MS, RN

Doctoral Student, University of Illinois at Chicago, Chicago, Illinois; Part-Time Faculty, Parkland College, Champaign, Illinois

The Health Care Delivery System as a Context for Practice

Sally Evankoe, BSN, MS, RN

Instructor, Maternal Child Nursing, College of Nursing, Rush University, Chicago, Illinois

The Well Newborn, Infant, and Toddler

Nancy Evans, BS

Health Science Writer/Editor, San Francisco, California

A Patient's View charts

Joanne H. Frey, PhD, RN

Assistant Professor, University of Massachusetts at Boston, Boston, Massachusetts

Family Coping

Helen Harkreader, PhD, RN

Professor, Austin Community College, Austin, Texas

Assessing the Client: History-Taking

Urinary Elimination

Respiratory Function

Richard Henker, PhD, RN

Assistant Professor, University of Pittsburgh, Pittsburgh, Pennsylvania

Body Temperature

Janet S. Hickman, MS, EdD, RN

Professor and Graduate Program Coordinator, West Chester University, West Chester, Pennsylvania

Critical Thinking and Clinical Judgment

Karen Y. Hill, PhD, RN

Assistant Professor, School of Nursing, Southeastern Louisiana University, Hammond, Louisiana

Documenting Care

Mary Ann Hogan, MSN, RN

Clinical Nurse Specialist, Baystate Medical Center, Springfield, Massachusetts; Clinical Assistant Professor, University of Massachusetts Amherst, Amherst, Massachusetts

Health Maintenance: Medication Management

Doris Holeman, PhD, RN

Associate Dean and Director, School of Nursing and Allied Health, Tuskegee University, Tuskegee, Alabama

Health Maintenance: Lifestyle Management

Donna D. Ignatavicius, MS, RN, Cm

Clinical Nurse Specialist, Medical-Surgical/ Gerontology Nursing, Calvert Memorial Hospital, Prince Frederick, Maryland

Physical Mobility

Susan M. Irvin, MSN, RN

Clinical Coordinator, Ambulatory Surgery Unit, Memphis Veterans Administration Medical Center, Memphis, Tennessee

Self-Concept

Janene Council Jeffery, MSN, RN, CDE

Professor, Austin Community College, Austin, Texas

Loss

Ann Keller, MSN, EdD, RN

Associate Professor and Chair, Department of Nursing, Thomas More College, Crestview Hills, Kentucky

The Well Older Adult

Eileen Klein, MSN, EdD, RN

Assistant Dean, Health Sciences, Austin Community College, Austin, Texas

Cardiovascular Function

Konnie Sue Kyle, MSN, RN, CNRN

Director of Orthopedics, General Surgery, and Neurosurgery, St. Francis Hospital and Medical Center, Topeka, Kansas

Client Teaching

Kathryn A. Lauchner, PhD, RN

Professor, Austin Community College, Austin, Texas
Nursing Research

Delois Laverentz, MN, RN, CCRN

Formerly Assistant Professor, Fort Hays State University, Hays, Kansas
Sensory/Perceptual Function
Impaired Verbal Communication

Jeanne Lawler-Slack, DnSc, RN

Associate Professor and Practitioner-Teacher, College of Nursing, Rush University, Chicago, Illinois
The Well Child

Marilyn S. Leasia, MSN, RN, FNP

Nurse Practitioner, Department of Medicine, Montefiore Medical Center, New York, New York
Assessing the Client: Physical Examination

James Higgy Lerner, RN, LAc

Private Practice, Acupuncture and Oriental Medicine, Chico, California
Considering the Alternatives charts

Janna Lesser, PhD, RN, CS

Postdoctoral Fellow, UCLA School of Nursing, Los Angeles, California
Vulnerability

Susan Lewis, PhD, ARNP, CS

Advanced Practice Nurse, Mental Health and Behavioral Science Service, Department of Veterans Affairs Medical Center, Louisville, Kentucky
Anxiety

Gwyneth Lymberis, MS, RN, ANP

Assistant Professor, Borough of Manhattan Community College, The City University of New York, New York, New York
Sleep and Rest

Nancy J. MacMullen, MSN, PhD, RNC

Associate Professor, Maternal Child Nursing, College of Nursing, Rush University, Chicago, Illinois
The Well Newborn, Infant, and Toddler

Donna W. Markey, MSN, RN, ACNP-CS

Clinician IV, Surgical Services, University of Virginia Health System, Charlottesville, Virginia
Delegation Guidelines

Barbara McKinney, MSN, RN

Formerly Clinical Instructor, Ashland Community College School of Nursing, Ashland, Kentucky
The Nursing Profession as a Context for Practice

Martha Meraviglia, MSN, RN

Doctoral Candidate, School of Nursing, University of Texas at Austin, Austin, Texas
Spirituality

Beverly M. Miller, MSN, RN

Geriatric Nurse Practitioner, Memphis Veterans Administration Medical Center, Memphis, Tennessee
Self-Concept

Barbara S. Moffett, PhD, RN

Associate Professor of Nursing, Southeastern Louisiana University, Hammond, Louisiana
Documenting Care

Frances Donovan Monahan, PhD, RN

Professor and Director, Department of Nursing, SUNY Rockland, Suffern, New York; Nursing Faculty, Regents College, Albany, New York
Assessing the Client: Physical Examination

Janet B. Moore, MS, RN, CS

Co-Director, Robin Read Adult Day Health Center, West Springfield, Massachusetts; Formerly Instructor, Baystate Medical Center School of Nursing, Springfield, Massachusetts
Confusion

Virginia Nehring, PhD, RN

Associate Professor, College of Nursing and Health, Wright State University, Dayton, Ohio
Developing a Framework for Practice
The Well Adult
Spirituality

Beatriz Nieto, MSN, RN, CNS

Assistant Professor, Department of Nursing, The University of Texas–Pan American, Edinburg, Texas
Health Protection: Risk for Injury

Cecilia A. Prado, MSN, RN

Professor, Austin Community College, Austin, Texas
The Cultural Context of Practice

Laura Roddy Redic, MA, MSN, RNC

Formerly Assistant Professor of Nursing, University of Arkansas at Pine Bluffs, Pine Bluffs, Arkansas
The Caregiver Role

Betty Kehl Richardson, PhD, RN, CS, AANC

Professor, Austin Community College, Austin, Texas; Private Practice, Marriage and Family Counseling, Austin, Texas
Roles and Relationships

x Contributors

Carol F. Roye, EdD, RN, CPNP

Associate Professor, Hunter-Bellevue School of Nursing, New York, New York
The Well Adolescent

Barbara C. Rynerson, MS, RN, CS

Associate Professor Emerita, The University of North Carolina School of Nursing, Chapel Hill, North Carolina
Sexuality and Reproductive Function

Betty Samford, MSN, RN

Doctoral Candidate, School of Nursing, University of Texas at Austin, Austin, Texas
The Emergency Client

Katherine S. Schulz, RD, MS, LDN

Dietetic Consultant, State of Tennessee, Jackson, Tennessee
Nutrition

Brenda Leigh Yolles Smith, EdD, RN, CNM, ICCE

Associate Professor, College of Nursing, University of Tennessee at Memphis, Memphis, Tennessee
Nutrition

Carol E. Smith, PhD, RN

Professor, School of Nursing, University of Kansas, Kansas City, Kansas
Client Teaching

Nancy Spector, DNFc, RN

Assistant Professor, Loyola University, Chicago, Illinois
Nutritional Deficiency

Karen Stanley, MSN, RN, AOCN

Clinical Nurse Specialist, Pain and Symptom Management, Kaiser Permanente Fontana Medical Center, Fontana, California
Pain

Judy Sweeney, MSN, RN

Assistant Professor, School of Nursing, Vanderbilt University, Nashville, Tennessee
Assessing the Client: Vital Signs
Disuse Syndrome

Rachel A. Taylor, PhD, RN

Formerly Assistant Professor, Department of Health Care Systems, College of Nursing, University of Tennessee at Memphis, Memphis, Tennessee
Hygiene

Joyce Z. Thielen, MS, RN, CS

Co-Director, Robin Read Adult Day Health Center, West Springfield, Massachusetts; Formerly Instructor, Baystate Medical Center School of Nursing, Springfield, Massachusetts
Confusion

Marshelle Thobaben, MS, RN, PHN, APNP, FNP

Professor and Community Health and Psychiatric Nursing Consultant, Department of Nursing, Humboldt State University, Arcata, California
The Well Adult

Daria Virvan, MSN, RN, CS

Nurse Psychotherapist, Town Center Psychiatric Associates, Rockville, Maryland
The Nurse-Client Relationship

V. Doreen Wagner, MSN, RN, CNOR

Assistant Professor, Department of Nursing, Georgia Perimeter College, Clarkston, Georgia
Developing a Framework for Practice
Coping-Stress Tolerance
The Surgical Client

Phyllis Russo Wells, MSN, MEd, MPH, RNC

Women's Health Nurse Practitioner, New Horizons OB-GYN, PC, Stockbridge, Georgia
The Community as a Client

Bernie White, MSN, RN

Assistant Professor, Creighton School of Nursing, Creighton University, Omaha, Nebraska
Fluid and Electrolyte Balance

Suzanne S. Yarbrough, PhD, RN

Assistant Professor, School of Nursing, University of Texas Health Science Center at San Antonio, San Antonio, Texas
Nursing Management

Charlotte F. Young, PhD, RN

Associate Professor, Department of Nursing, College of Nursing and Health Professions, Arkansas State University, Jonesboro, Arkansas
Confusion

Deborah K. Zastocki, BSN, MA, EdM

Nursing Faculty, William Paterson University, Wayne, New Jersey; Senior Vice President, Clinical Services and Operations, Chilton Memorial Hospital, Pompton Plains, New Jersey
The Homebound Client

Sheila Rankin Zerr, BSc, MEd, RN, PHN

Visiting Faculty, School of Nursing, University of Victoria, Victoria, British Columbia; Visiting Faculty, School of Nursing, University of British Columbia, Vancouver, British Columbia
Health Perception

REVIEWERS

Rebecca Lynn Agnew, MSN, RN, CRNPN

Mercy Hospital School of Nursing, Pittsburgh, Pennsylvania

Stephanie S. Allen, MS, RN

School of Nursing, Baylor University, Dallas, Texas

Ella R. Anaya, MSN, RN, CNS

Kent State University, Kent, Ohio

Susan Appel, MN, RN, CCRN, CS

Carolinas College of Health Sciences, Charlotte, North Carolina

Alyce S. Ashcraft, MSN, RN, CS, CCRN

Blinn College, Bryan, Texas; Doctoral Candidate, University of Texas at Austin, Austin, Texas

Margaret Bellak, MN, RN

Indiana University of Pennsylvania, Indiana, Pennsylvania

Nancy Berger, MSN, RNC

Newark Beth Israel Medical Center, Newark, New Jersey

Marcia Bosek, DNSc, RN

Department of Adult Health Nursing, College of Nursing, Rush University, Chicago, Illinois

Barbara Brillhart, PhD, RN, CRRN, FNP-C

College of Nursing, Arizona State University, Tempe, Arizona

Barbara A. Brunow, MSN, RN

Providence Hospital School of Nursing, Sandusky, Ohio

JoAnna M. Christiansen, MSN, RN

Formerly East Arkansas Community College, Forrest City, Arkansas

Julie Doyon, MScN, RN

University of Ottawa, Ontario

Mildred DuBois Fennal, PhD, RN, CCRN

Lander University, Greenwood, South Carolina

Michele A. Gerwick, MSN, RN

Department of Nursing, Indiana University of Pennsylvania, Indiana, Pennsylvania

Pamala K. Hayes, MSN, RN

John A. Logan College, Carterville, Illinois

Susan S. Johnson, MSN, RN

Guilford Technical Community College, Jamestown, North Carolina

Carolyn S. Jones, MSN, MEd, RN

Craven Community College, Craven Regional Medical Authority, New Bern, North Carolina

Roseann Kaminsky, BSN, BSEd, RN

Lorain County Community College, Elyria, Ohio

Kathy Keister, MS, RN

Frances Payne Bolton School of Nursing, Case Western Reserve University, Cleveland, Ohio; Formerly Assistant Professor, School of Nursing, Medical College of Ohio, Toledo, Ohio

Frankie Kellner

Supervisor of Fitness Instructors, British Columbia Recreation and Parks Association, Delta, British Columbia

Karen P. Kettelman, BAHA, RN, CNA

Doctors Medical Center, Modesto, California

Joan C. Masters, MA, MBA, RN

Bellarmino College, Louisville, Kentucky

Mary E. Mehok, MSN, RN, CCRN

Mercy Hospital, Pittsburgh, Pennsylvania

Sharon E. Moran, MPH, RN, CS

Hawaii Community College, University of Hawaii, Hilo, Hawaii

Patricia L. Newland, MS, RN

Broome Community College, Binghamton, New York

Alice B. Pappas, PhD, RN

School of Nursing, Baylor University, Dallas, Texas

Molly R. Parker, BSEd, MHR, RN

Green County Area Vocational Technical School, Okmulgee, Oklahoma

xii Reviewers

Bonna Powell, MA, RN, CPNP

Department of Nursing, Marycrest International University, Davenport, Iowa

Gill Robertson, MS, RD

Registered Dietician, Sun Prairie, Wisconsin

Donna N. Roddy, MSN, RN

Chattanooga State Technical Community College, Chattanooga, Tennessee

Barbara Ryan, MScN, RN

University of Ottawa, Ottawa, Ontario

Mary E. Sampel, MSN, RN

Formerly School of Nursing, St. Louis University;
Independent Consultant, Missouri Nurses Association, St. Louis, Missouri

Cindy Seidl, MSN, RN

College of Nursing, University of Nebraska Medical Center, Lincoln, Nebraska

Carol E. Smith, PhD, RN

School of Nursing, University of Kansas Medical Center, Kansas City, Kansas

Beth Stevenson, MS, RN, CS

Ohio Department of Health, Columbus, Ohio

Linda M. Stevenson, PhD, RNC

School of Nursing, Baylor University, Dallas, Texas

Catherine Stewart, BN, RN, PHNAA

Boundary Health Unit, South Fraser Health Region, Delta, British Columbia

Caralee Sueppel, MSN, RN, BLS, CURN

Formerly, University of Iowa Hospitals and Clinics, Iowa City, Iowa

Marilyn Terrado, PhD, RN, CS

College of Nursing and College of Health Sciences, Rush University, Chicago, Illinois

Tina Tiburzi, BSN, MBA, RN

Johns Hopkins Hospital, Baltimore, Maryland

Carole J. Petrosky Vozel, PhD, RNC

The Western Pennsylvania Hospital School of Nursing, Pittsburgh, Pennsylvania

Jane C. Walton, PhD, RNC, CS

College of Nursing, Rush University, Chicago, Illinois

Welcome to the profession of nursing. *Fundamentals of Nursing: Caring and Clinical Judgment* will serve as a guide as you begin the process of developing your practice of nursing. It will give you information about the context of nursing practice, how nurses think, and the people who are recipients of nursing care, as well as the needs and problems that nurses can help people manage. The ideas and techniques in this book should not be taken as the only way to practice nursing but should serve as a beginning to stimulate your creativity to develop a nursing practice that is truly your own.

How the Book Is Structured

Unit 1 is designed to help you understand the context of nursing practice. As with any profession, the *profession* of nursing controls the *practice* of nursing. Chapter 1 describes the profession of nursing and how it developed. Additionally, because nursing is controlled by laws that define and provide constraints to practice, Chapter 2 describes the legal parameters for nursing practice. The profession of nursing is practiced within a code of professional ethics, and Chapter 3 discusses ethics and the basis for the ethical practice of nursing. Nursing also takes place within the context of culture; Chapter 4 therefore introduces you to the concept of culture and teaches you how to provide culturally competent care. Finally, nursing practice takes place within the framework of the prevailing health care delivery system, so Chapter 5 covers health care delivery systems and the role of the nurse as a member of the health care team. In this chapter, the way in which nurses function is shown as interwoven with the roles and functions of other members of the team.

Unit 2 is designed to help you develop a pattern of thinking that will give structure to your practice of nursing. First, in Chapter 6, you will learn about nursing theories that provide a philosophical foundation for practice and that can be used to give structure to

practice. Then, in Chapter 7, you will be introduced to the concepts of critical thinking and clinical judgment, skills that are growing in importance as health care grows in complexity. Chapters 8 through 13 present the nursing process as a method of studying how nurses think. The nursing process is divided into five phases that involve five types of thinking (assessment, diagnosis, planning, intervention, and evaluation); these chapters show the interrelationships among those five types. For example, the process of assessing the client is the process of gathering data and identifying needs to make a diagnosis. Making a diagnosis is related to goal-setting and thinking about what the nurse can do to help the client. Planning involves deciding the who, what, how, when, and where of nursing care, which may require further assessment and consideration of the desired outcomes. Intervening on a client's behalf is not just doing something for the person but doing along with ongoing assessment and evaluation. This unit concludes with a chapter on documentation of the care that you have provided.

Unit 3 discusses some key “tools” used in nursing practice. Although technology is an important part of nursing practice, independent nursing practice primarily uses the tool of a therapeutic relationship with the client (Chapter 15), in which the client makes decisions about health management and learns effective methods of health care. Teaching is a primary nursing intervention, to which Chapter 16 is devoted. Because nursing often occurs in an organized health care setting, nursing management (Chapter 17) is a tool used to ensure efficient and effective nursing practice. Nursing research (Chapter 18) is the final tool that we present to help you continually update your nursing practice.

Unit 4 describes the well client across the life span and examines some of the client's needs to maintain health. Units 5 through 15 present common client problems organized around Marjory Gordon's Functional Health Patterns. These patterns focus your assessment on the client problems that are amenable to nursing

care. You can use the Functional Health Patterns to systematically assess your clients, thus ensuring comprehensive assessment for any presenting problem.

Unit 16 will help you integrate the information from Units 5 through 15 to plan care for special client populations. It does this by providing an overview of nursing practice across five areas of practice: caring for clients with functional limitations, caring for surgical clients, caring for clients in emergency situations, caring for populations of clients, and caring for homebound clients. The chapter on clients with functional limitations (Chapter 56) describes concepts associated with rehabilitation nursing, in which clients need assistance in order to take care of themselves and may need prolonged care in the home or an institution. The chapter on the surgical client (Chapter 57) provides general guidelines for the care of a person who is being treated by surgery in an acute care setting. The chapter on the emergency client (Chapter 58) focuses on three diagnoses commonly seen in the emergency setting and helps you establish lifesaving priorities. The chapter on the community as a client (Chapter 59) describes the parameters of nursing care when the “client” is actually a population or community. The chapter on the homebound client (Chapter 60) describes nursing care of clients who are able to maintain function at home only with support and direct care.

Internally, the chapters in Units 4 through 16 of the book are organized in a consistent framework revolving around the application of the nursing process in order to help you establish a systematic pattern of thinking. This framework is described in detail inside the front cover of the book.

Special Features to Facilitate Learning

The amount of information that you will need to assimilate in your fundamentals of nursing course can be daunting. To help you process this information, and to facilitate learning by students with various learning styles, we have developed a series of pedagogical aids that appear throughout the book.

At the start of each chapter in Units 4 through 16, and in selected other chapters, you will find a *chapter-opening case study*, which typically continues with brief vignettes placed throughout the chapter. Included in these vignettes are critical thinking questions, which will help you develop the habit of reflecting critically on client problems and exploring alternative solutions.

In each chapter in Units 4 through 15, a *Nursing Diagnoses* chart introduces you to the nursing diagnoses around which the chapter is organized. For each diagnosis, we provide the official definition approved

by the North American Nursing Diagnosis Association (NANDA).

In most chapters in Section 2 of the book, you will find a *Cross-Cultural Care* chart that explores in more detail the implications of culture for the client whose story is introduced in the chapter-opening case study. These charts, which consist of background information, a nurse-client dialogue, and critical thinking questions, introduce you to a wide variety of cultures and subcultures and present true-to-life examples of the impact of culture on health care.

At the ends of chapters in Section 2, a *Nursing Care Planning* chart based on the client in the case study demonstrates how to plan nursing care that addresses the “whole person,” including culture. Each of these charts includes culturally sensitive interventions (highlighted in italics) and ends in a series of critical thinking questions.

A key to success in fundamentals of nursing is mastery of clinical nursing skills and procedures. In this book, we highlight the skills and procedures most commonly taught in nursing fundamentals courses in heavily illustrated *Procedures*. Nursing students are typically most comfortable with learning one “right” method of performing a skill or procedure. And most students are more comfortable learning a small number of steps to a procedure rather than an exhaustive list. We have therefore presented each procedure with a small number of key steps, with details under each step for more specific information. Once you have mastered the steps of a procedure, you will need to apply it and adapt it across a variety of situations and practice settings. Under each step, we have therefore included, in *italic* type, rationales, alternative approaches, and decision-making information. This approach will give you a basic structure for practice while introducing you to alternative methods.

As you become a vital member of the health care team, your time will become increasingly valuable. Planning and delegation will become critical to success in your practice. To help you plan your nursing care, we have provided estimates of “Time to Allow” in each *Procedure*. Keep in mind as you are learning these procedures that the estimates for novice nurses are for nurses who have already learned and practiced a skill. Do not expect to perform a skill within the estimated “novice” time frame the first, second, or even third time you perform it! To help you delegate nursing care to nursing assistants and other assistive personnel, each *Procedure* also includes “Delegation Guidelines.” These guidelines will tell you what is safe to delegate and under what conditions.

One of the major goals of *Fundamentals of Nursing: Caring and Clinical Judgment* is to convey the human side of health, illness, and health care. As one way to

accomplish that goal, we conducted interviews with patients and family caregivers. The resulting charts, which we call *A Patient's View* or *A Caregiver's View*, as appropriate, provide first-person windows into the lives of clients and caregivers. They demonstrate, in the person's own words, how health conditions, medical treatments, and nursing care have affected their lives.

As some of these *Patient's View* and *Caregiver's View* charts attest, modern health care cannot always overcome the effects of illness or the side effects of treatment. Increasingly, people are turning to complementary and alternative therapies. As a nurse, you will need to understand what is known—and what is not known—about these therapies. To introduce you to this topic and to give you the tools to learn more, we have provided a series of *Considering the Alternatives* charts. These charts, which include resource lists, are extended research-based articles written by an expert in the field of complementary and alternative medicine.

Until relatively recently, North American health care professionals have had the luxury of relative insulation from the impact of the cost of care. Physicians and nurses provided the necessary care, and billing departments, insurers, patients, and families worked out the details of payment. Now, however, in the era of managed care and its fallout, nurses must be acutely aware of the cost of health care. As you progress in your nursing education, you will learn much more about these issues. But to introduce you to them at this level, we have provided a series of *Cost of Care* charts, which will begin to give you a sense of the profound impact of cost on health care.

In your practice of nursing you will encounter situations that require immediate action. Throughout the text, we have therefore included *Action Alert!* text highlights, which focus on situations that call for immediate action or immediate physician collaboration.

In fundamentals of nursing you will learn how to formulate nursing diagnoses that accurately identify client health problems and point the way to appropriate intervention. However, students sometimes have difficulty formulating appropriate nursing diagnoses. To help you circumvent that difficulty, we have provided two special features: *Clustering Data to Make a Nursing Diagnosis* charts and *Decision Trees*. The data-clustering charts present a series of client scenarios and corresponding nursing diagnoses. They will teach you how to apply nursing diagnoses to different client scenarios. The *Decision Trees* are unique full-page illustrations that will show you how to work through health care decisions, particularly differential diagnosis involving closely related nursing diagnoses.

To introduce you to the science of nursing research, *Fundamentals of Nursing: Caring and Clinical Judgment*

includes not only a separate chapter on nursing research but also a number of special charts entitled *The State of Nursing Science*. These charts will give you an overview of the state of nursing research in various areas of nursing, as well as suggesting research that remains to be conducted in that area.

Nursing, perhaps more than any other health profession, focuses on health—how to achieve it, how to maintain it, and how to restore it after illness. Much of this focus takes the form of client teaching. In this book we have therefore included two types of charts that will sharpen your teaching skills: *Teaching for Wellness* and *Teaching for Self-Care*. *Teaching for Wellness* charts focus on health promotion and illness prevention. *Teaching for Self-Care* charts focus on restoration of health after illness. Both types of charts model how to convey complex health care information in language that clients and caregivers can easily understand.

A Multimedia Learning Package

For Students

To help you get the most from *Fundamentals of Nursing: Caring and Clinical Judgment*, be sure to use the CD-ROM that is yours at no additional cost. It includes 600 study questions—10 for each chapter—and provides feedback to show you where you need to focus your study before the next test. Also included on the CD-ROM are five interactive tutorials that will guide you through such complex topics as fluid and electrolyte balance and enteral feedings.

You will also want to purchase the *Student Study Guide*, which includes Matching, True or False, Fill-in-the-Blanks, Exercising Your Clinical Judgment, and Test Yourself questions, along with Performance Checklists for all of the major *Procedures* in the textbook.

For Instructors

Instructors adopting classroom quantities of *Fundamentals of Nursing: Caring and Clinical Judgment* will receive an *Instructor's Manual* and instructional CD-ROM.

The *Instructor's Manual* includes four types of innovative exercises:

- Teaching/Learning Activities for the Classroom
- Teaching/Learning Activities for the Learning Laboratory
- Teaching/Learning Activities for the Clinical Setting
- Critical Thinking Exercises

Among the Teaching/Learning Activities for the Learning Laboratory, we have included *Curve Ball* activities—activities that present students with a new

twist on a clinical situation and challenge them to think critically. Each chapter also includes the Key Terms, Learning Objectives, and Key Principles from the text, an outline of the chapter, and Resources for Lesson Preparation—a list of Internet addresses to which instructors can turn for up-to-the-minute classroom preparation.

On the instructional CD-ROM, instructors will find a full-featured ExaMaster testing program with 1000 NCLEX-style questions. Also included on the CD-ROM is a LectureView presentation for PowerPoint, which includes 200 images selected from the text, along with 400 word slides to facilitate lecture preparation.

For more information about these resources, instructors may contact their Harcourt Health Sciences sales representative or call Harcourt Faculty Support at 1-800-222-9570.

A New Text for a New Generation of Nurses

Fundamentals of Nursing: Caring and Clinical Judgment is a brand-new text written for a new generation of nurses preparing for practice in the new millennium. As the title suggests, its purpose is twofold: to teach you how to provide nursing care that truly makes clients feel “cared for” in today’s fast-paced, high-tech, cost-conscious health care environment and to equip you with the tools you will need to develop a practice based on ongoing learning and sound clinical judgment. I am delighted that you have chosen *Fundamentals of Nursing: Caring and Clinical Judgment* to begin your journey into nursing.

Helen Harkreader, PhD, RN
Austin, Texas