

Verolyn Rae Bolander

▼ *Sorensen and Luckmann's*
▼ ***Basic Nursing***
▼ *A Psychophysiologic Approach*
▼ *Third Edition*



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VEROLYN BARNES BOLANDER, M.S., R.N.

Associate Professor

University of Texas Medical Branch School of Nursing
Galveston, Texas

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SORENSEN AND LUCKMANN'S BASIC NURSING:
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▼ Contributors



Marsha Howell Adams, DSN, RN
Capstone College of Nursing
University of Alabama
Tuscaloosa, Alabama
Health Assessment
Assisting with Diagnostic Procedures

Elizabeth Arnold, PhD, RN, CS
University of Maryland
Baltimore, Maryland
Communication Within Groups

Verolyn Barnes Bolander, MS, RN
University of Texas Medical Branch
Galveston, Texas
Changing Concepts of Health, Disease, and Health Care
Human Needs
Infection Control
Preventing Back Injury
Preventing Complications of Immobility
Meeting Mobility Needs

M. Eloise Boortz, RN,C, MS
Formerly University of Texas
Medical Branch
Galveston, Texas
Administering Medications
Administering Intravenous Therapy

Kay K. Chitty, EdD, RN
University of Tennessee at Chattanooga
Chattanooga, Tennessee
Delivery Systems, Finance, and Policy in Health Care

Leslie Ann Clark, RN, MSN
University of California San Diego
Medical Center
San Diego, California
Facilitating Relief from Pain

Sherill Nones Cronin, PhD, RN,C
Bellarmine College
Louisville, Kentucky
Meeting Respiration Needs

Eleanor McElhenry Crowder, PhD, RN
The Pennsylvania State University
University Park, Pennsylvania
Historical Introduction to Nursing

Jeanette Daly, PhD, RN
Oaknoll Retirement Residence
Iowa City, Iowa
Meeting Bowel Elimination Needs

Barbara Dancy, RN, PhD
University of Illinois at Chicago
Chicago, Illinois
Culture and Ethnicity

Susan C. deWit, MSN, RNCS
El Centro College
Dallas, Texas
Promoting Hygiene

Diane C. Dodaro-Surrusco, MSN, RN
Mount Saint Mary College
Newburgh, New York
Meeting Urinary Elimination Needs

Kathleen M. Driscoll, MS, JD, RN
University of Cincinnati
Cincinnati, Ohio
Legal and Ethical Aspects of Nursing
Consumer Rights and Health Care Responsibilities

Michele J. Eliason, RN, PhD
University of Iowa
Iowa City, Iowa
Conception Through Childhood

Carol Diane Epstein, MSN, CS, CCRN
Case Western Reserve University
Cleveland, Ohio
Applying Research to Nursing Practice Boxes

Marilyn Frenn, RN, PhD
Marquette University
Milwaukee, Wisconsin
Health Promotion in the Community

Susan Garnett-Nell, RN, MSN, CNOR
Harris Methodist Fort Worth
Fort Worth, Texas
Perioperative Nursing

Helen Harkreader, PhD, RN
Austin Community College
Austin, Texas
Providing Physical Protection and Body Support

Linda F. Heffernan, RN, MSN, JD
Concordia-West Suburban College of Nursing
Oak Park, Illinois
Assessing Vital Signs

Virginia Hopkins, RN, EdD
University of Texas Medical Branch
Galveston, Texas
Promoting Spiritual Health

Sharon S. Hudacek, RN, EdD, CS
University of Scranton
Scranton, Pennsylvania
Promoting Rest and Sleep

For Aunt Pearl
Pearl Wehlan 1876-1953

▼ Contributors



Marsha Howell Adams, DSN, RN
Capstone College of Nursing
University of Alabama
Tuscaloosa, Alabama
Health Assessment
Assisting with Diagnostic Procedures

Elizabeth Arnold, PhD, RN, CS
University of Maryland
Baltimore, Maryland
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University of Texas Medical Branch
Galveston, Texas
*Changing Concepts of Health, Disease,
and Health Care*
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Medical Branch
Galveston, Texas
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Kay K. Chitty, EdD, RN
University of Tennessee at Chattanooga
Chattanooga, Tennessee
*Delivery Systems, Finance, and Policy
in Health Care*

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University of California San Diego
Medical Center
San Diego, California
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Sherill Nones Cronin, PhD, RN, C
Bellarmine College
Louisville, Kentucky
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University Park, Pennsylvania
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Oaknoll Retirement Residence
Iowa City, Iowa
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University of Illinois at Chicago
Chicago, Illinois
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El Centro College
Dallas, Texas
Promoting Hygiene

Diane C. Dodaro-Surrusco, MSN, RN
Mount Saint Mary College
Newburgh, New York
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University of Cincinnati
Cincinnati, Ohio
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*Consumer Rights and Health Care Re-
sponsibilities*

Michele J. Eliason, RN, PhD
University of Iowa
Iowa City, Iowa
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Carol Diane Epstein, MSN, CS, CCRN
Case Western Reserve University
Cleveland, Ohio
*Applying Research to Nursing
Practice Boxes*

Marilyn Frenn, RN, PhD
Marquette University
Milwaukee, Wisconsin
Health Promotion in the Community

Susan Garnett-Nell, RN, MSN, CNOR
Harris Methodist Fort Worth
Fort Worth, Texas
Perioperative Nursing

Helen Harkreader, PhD, RN
Austin Community College
Austin, Texas
*Providing Physical Protection and Body
Support*

Linda F. Heffernan, RN, MSN, JD
Concordia-West Suburban College of
Nursing
Oak Park, Illinois
Assessing Vital Signs

Virginia Hopkins, RN, EdD
University of Texas Medical Branch
Galveston, Texas
Promoting Spiritual Health

Sharon S. Hudacek, RN, EdD, CS
University of Scranton
Scranton, Pennsylvania
Promoting Rest and Sleep

Patricia Iyer, RN, MSN, CNA

Patricia Iyer Associates and Med
League Support Services
Stockton, New Jersey
*The Nursing Process: The Basis for
Nursing Care
Nursing Assessment
Nursing Diagnosis
Planning
Implementation
Evaluation*

**Marguerite McMillan Jackson, RN,
MS, CIC, FAAN**

University of California San Diego
Medical Center
San Diego, California
Infection Control

Carolyn Jarvis, RN,C, MSN, FNP

Illinois Wesleyan University
Bloomington, Illinois
Assessing Vital Signs

Jennifer E. Jenkins, MBA, RN, CNAA

Vanderbilt University School of Nursing
Nashville, Tennessee
*Delivery Systems, Finance, and Policy
in Health Care*

Esperanza Villanueva Joyce, EdD, RN

University of Texas Health Sciences
Center
San Antonio, Texas
Stress and Adaptation

Laurel Kersten, RN, PhD

University of Colorado Health Sciences
Center
Denver, Colorado
Meeting Respiration Needs

Priscilla W. Koester, MSN, RN, CS

University of Texas Medical Branch
Galveston, Texas
Meeting Nutritional Needs

Carol Ann Lammon, RN, MSN, CS

University of Alabama
Tuscaloosa, Alabama
*Health Assessment
Assisting with Diagnostic Procedures*

Dorothy M. Lanuza, PhD, RN, FAAN

Loyola University Chicago
Chicago, Illinois
Homeostasis and Biologic Rhythms

Judith Kline Leavitt, RN, MEd, FAAN

Transformations
Ithaca, New York
*Delivery Systems, Finance, and Policy
in Health Care*

Susan Lewis, RN, CS, PhD

Department of Veterans Affairs
Medical Center
Louisville, Kentucky
Psychosocial Assessment

Barbara Bryan Logan, PhD, RN, FAAN

Clemson University
Clemson, South Carolina
Culture and Ethnicity

Patricia Lynch, RN, MBA

University of Washington
Seattle, Washington
Infection Control

Sally L. Maliski, RN, MS

University of North Carolina, Chapel Hill
Chapel Hill, North Carolina
Coping with Loss and Grief

Barbara G. Mason, EdD, RN,C

University of Texas Medical Branch
Galveston, Texas
Midlife Through Late Adulthood

Diana J. Mason, RN,C, PhD, FAAN

Beth Israel Medical Center
New York, New York
*Delivery Systems, Finance, and Policy
in Health Care*

Gail C. McCain, PhD, RN

Children's Hospital Medical Center
Cincinnati, Ohio
The Family

Noreen McDonough, RN, MSN

Southern Union State Junior College
Wadley, Alabama
Hospital Admission and Discharge

Anne M. McMahon, MSN, RN

Marquette University
Milwaukee, Wisconsin
Health Promotion in the Community

Delois Meyer, RN, MN, CCRN

William Jewell College
Liberty, Missouri
Meeting Sensory/Perceptual Needs

Carolyn O. Morse, RN, MSN, ONC

Austin Community College
Austin, Texas
*Providing Physical Protection and Body
Support*

Giovanna B. Morton, EdD, MSN, RN

Marshall University
Huntington, West Virginia
Psychosocial Assessment

Michele Nanchoff-Glatt, RN, MN

The University of Calgary
Calgary, Alberta
Enhancing Self-Concept

Bonita Ann Pilon, DSN, RN, CNAA

Vanderbilt University
Nashville, Tennessee
*Box 5-6. Comparisons Between the
Canadian and the United States Health
Care Systems*

Barbara C. Rynerson, MS, RN,C

University of North Carolina at Chapel
Hill
Chapel Hill, North Carolina
Promoting Sexual Health

Mary Lou Shannon, EdD, RN

University of Texas Medical Branch
Galveston, Texas
Caring for Persons with Wounds

Carol E. Smith, PhD, RN

University of Kansas
Kansas City, Kansas
Teaching and Learning

Claudia C. Straub, RN, MSN

Galveston College
Galveston, Texas
Cardiopulmonary Resuscitation

Mary Anne Sweeney, RN, PhD

University of Texas Medical Branch
Galveston, Texas
Documenting Care

Daria Virvan, RN, MSN, CS

Health Care for the Homeless
Washington, District of Columbia
*Therapeutic Communication: The
Nurse-Client Interaction*

Bernadette White, RN, MSN

University of Nebraska
Omaha, Nebraska
*Maintaining Fluid and Electrolyte Bal-
ance*

Jill E. Winland-Brown, EdD, RN

Florida Atlantic University
Boca Raton, Florida
Adolescence and Early Adulthood

Bonnie S. Worthington-Roberts, PhD

University of Washington
Seattle, Washington
Meeting Nutritional Needs

Deborah K. Zastocki, RN, MA, EdM

Fairleigh Dickinson University
Teaneck, New Jersey
Home Care Nursing

Nancy Bateman Zweig, EdD, RN, CS

Mount Saint Mary College
Newburgh, New York
Meeting Urinary Elimination Needs

▼ **Contributors**

to the Second Edition



Mary X. Britten, RN, EdD

Decker School of Nursing
SUNY-Binghamton
Binghamton, New York

Ruby Monson Englund, MN, RN

Seattle Pacific University
Seattle, Washington

Barbara Innes, RN, EdD

Seattle Pacific University
Seattle, Washington

Carol Sue Ivory-Carline, RN, MN, CRRN

Hospital Liaison Nurse
Group Health Cooperative of Puget
Sound
Seattle, Washington

Rosemary Craig Kelly, BSN, RN, RRT, RCP

Sharp Memorial Hospital
San Diego, California

Margaret M. McMahon, RN, MN CEN

Clinical Director
Emergency Department
Tacoma General Hospital
Tacoma, Washington;
Clinical Instructor
University of Washington
Seattle, Washington

Laura M. Murphy, JD

Seattle, Washington

Sarah J. Sanford, RN, MA, CNAA, FAAN

Chief Executive Officer
American Association of Critical-Care
Nurses
Aliso Viejo, California

R. Jack Stephenson, JD

Seattle, Washington

▼ *Reviewers*



Connie Austin, RN, MAEd, MSN

School of Nursing
Azusa Pacific University
Azusa, California

Diane M. Black, RN, MS

South Suburban College
South Holland, Illinois

Eileen E. Bolcer, MSN, RN

Schoolcraft College
Livonia, Michigan

Dianne M. Booth, RN, MSN

Golden West College
Huntington Beach, California

Eleanor F. Brown, MSN, RN, C

Macon College
Macon, Georgia

Carole Broxson, RN, PhD

Sinclair Community College
Dayton, Ohio

Paula A. Bugay, MSN, RN, CS

Del Mar College
Corpus Christi, Texas

Filomena Cañalita-Flores, RN, PhD

California State University, Fresno
Fresno, California

Madolyn J. Cutter, MS, RN

Texas Woman's University
Denton, Texas

Mary de Meneses, RN, EdD

Southern Illinois University at
Edwardsville
School of Nursing
Edwardsville, Illinois

Julia C. Dent, BSN, MEd, EdS

Brunswick College
Brunswick, Georgia

Katherine H. Dimmock, EdD, MSN, RN

Indianapolis, Indiana

Patricia Ann Durham-Taylor, RN, MSN, EdS

Truckee Meadows Community College
Saint Mary's Hospital
Reno, Nevada

Sandi Emerson, RN, MSN

Truckee Meadows Community College
Reno, Nevada

Jane H. Freeman, EdD, RN

Jacksonville State University
College of Nursing
Jacksonville, Alabama

Mary Dolores Garcia, PhD, RN, C

Del Mar College
Corpus Christi, Texas

R. Aurora Garcia, RN, MSN

San Antonio College
San Antonio, Texas

Dickie H. Gerig, RN, MS

Grayson County College
Denison, Texas

Patricia E. Green, RN, MSN, MA

Victor Valley Community College
Victorville, California

Edythe (Lyn) Greenberg, PhD, RN, FNP

University of Texas Health Science
Center, Houston
School of Nursing
Houston, Texas

Milly Gutkoski, MN, RN, C

Montana State University
College of Nursing
Bozeman, Montana

J. Taylor Harden, PhD, RN, C

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

Carol J. Higashi, MSN, EdD, RN

San Joaquin Delta College
Stockton, California

Doris Hoerdeman, RN, MSN

The Methodist Medical Center of Illinois
School of Nursing
Peoria, Illinois

Sue Holcomb, RN, BA, MEd

Retired, Angelina College
Lufkin, Texas

Dorothy N. Holley, RN, MSN

Baltimore City Community College
Baltimore, Maryland

Pamela L. Jackson, RN, MSN

College of Nursing
University of Southwestern Louisiana
Lafayette, Louisiana

Jeri Jacquis, RN, MSN

Galveston College
Galveston, Texas

Susan S. Johnson, RN, BSN, MSN

Guilford Technical Community College
Jamestown, North Carolina

Kathleen Kick, RN, MSN

Purdue University, Calumet
Hammond, Indiana

Judith Ann Kilpatrick, MSN, RN, C

Widener University School of Nursing
Chester, Pennsylvania

Priscilla Koester, MSN, RN, CS

The University of Texas Medical Branch
at Galveston
School of Nursing
Galveston, Texas

Lori Koonce, RN

Victoria College
Victoria, Texas

Eloise R. Lee, EdD, MSN, MEd, RN, C

Cedar Crest College
Allentown, Pennsylvania

Mary P. Love, RN, MSN

Truckee Meadows Community College
Reno, Nevada

Nancy L. Manley, RN, MSN

Ohlone College
Fremont, California

Diane C. Meador, MSN, RN

University of Northern Colorado
Greeley, Colorado

Mary Kelly Memmer, BSN, MEd, RN

California State University, Chico
Chico, California

**Barbara K. Montgomery, MSN, RN,
CS, CCRN**

Ohio University at Zanesville
Zanesville, Ohio

Barbara L. Ogden, RN, C, MSN

University of Florida
College of Nursing
Gainesville, Florida

Gloria R. Perry, RN, PhD

Southern Illinois University at
Edwardsville
Edwardsville, Illinois

Linda Patrick Picklesimer, RN, MSN

Greenville Technical College
Greenville, South Carolina

**Barbara Pieper, PhD, RN, CS, CETN,
FAAN**

Wayne State University
College of Nursing
Detroit, Michigan

Karen Piotrowski, RN, C, MSN

D'Youville College
Buffalo, New York

Bonna Powell, RN, MA, PNP

Teikyo Marycrest University
Davenport, Iowa

Mary E. Sampel, MSN, RN

St. Louis University
St. Louis, Missouri

Sharon P. Shipton, RN, MSN

Youngstown State University
Youngstown, Ohio

Therese M. Shoffner, RN, MSN, CNA

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

Thomas J. Smith, RN, C, PhD

College of Nursing
The University of Southwestern
Louisiana
Lafayette, Louisiana

Joyce K. Soehnlen, RN, MSN

Walsh University
North Canton, Ohio

Elizabeth Ann Stittich, RN, MSN, CPHN

San Joaquin Delta College
Stockton, California

Carol A. Taylor, RN, MSN

Duquesne University School of Nursing
Pittsburgh, Pennsylvania

Saundra L. Theis, RN, PhD

University of Illinois at Chicago
Chicago, Illinois

Ervena Weingartner, MN, RN, CPNP

University of Cincinnati
Raymond Walters College
Cincinnati, Ohio

Kathleen Werle, RN, MSN

Victor Valley College
Victorville, California

Ann Windsor, RN, DNS

University of Wisconsin, Madison
Madison, Wisconsin

Donna J. Wofford, RN, PhD

Del Mar College
Corpus Christi, Texas

Jean M. Wortock, ARNP, MSN

St. Petersburg Junior College
St. Petersburg, Florida

Carolyn Johnson Wyss, RN, MSN

Walters State Community College
Morristown, Tennessee

Doris I. Young, RN, EdD

Widener University
Chester, Pennsylvania

▼ Foreword



It is a great honor to be asked to write the Foreword to *Sorensen and Luckmann's Basic Nursing: A Psychophysiologic Approach*, third edition. As I reviewed the outline and content for the new *Basic Nursing*, I was pleased and impressed by the excellent changes that Verolyn Bolander has made in the book's overall organization and format. Aspects of Bolander's new edition that I particularly like are:

- ▶ The breakdown of the book into two major parts: "Concepts Basic to Nursing" and "Skills Basic to Nursing."
- ▶ The addition of individual chapters on the family, culture and ethnicity, health promotion in the community, hospital admission and discharge, home care nursing, communication within groups, documenting care, preventing back injury, and assisting with diagnostic procedures.
- ▶ The allocation of an entire unit to the nursing process, and a separate chapter corresponding to each step of the nursing process.
- ▶ The development of a new unit, "Applying Nursing Skills to Meet Psychosocial Needs."

It was 1975—almost two decades ago—when Karen Sorensen and I started writing the *first* edition of *Basic Nursing: A Psychophysiologic Approach*. At that time, the learning needs of nursing students were quite different from the needs of students today. Although nursing students have always faced tremendous challenges, students in the 1990s are required to be more

knowledgeable and sophisticated than were students in the past.

Currently, it is not enough for students to simply learn the basics of nursing. Students must now grasp the many complex physiologic and psychosocial concepts that support those basics. Today it is not enough for students to just talk to clients. Students must now communicate therapeutically with people from different cultures, different lifestyles, different religions, and different ethnic backgrounds. They must master the skills involved in research and documentation, in teaching and leadership. They must learn how to give quality care in hospitals and in homes, in crowded cities and in the wilderness.

The third edition of *Sorensen and Luckmann's Basic Nursing* is constructed to teach students *what they must know* to successfully practice nursing in the 1990s. I want to thank Verolyn Barnes Bolander for undertaking the difficult task of revising *Sorensen and Luckmann's Basic Nursing*. I want to thank her for preparing a revision that will help nursing students, instructors, and graduates give comprehensive care to people with complex needs and problems. Finally, I want to express my gratitude that the revised *Sorensen and Luckmann's Basic Nursing* is now available to teach future generations of nurses, and to guide them in their quest for knowledge, skill, and excellence.

JOAN LUCKMANN, RN, MA

▼ *Preface*



Many years ago, when I initially picked up Luckmann and Sorensen's first medical-surgical nursing text, I was enchanted by a book that presented nursing in a way that no other text had. I enjoyed reading it and went on to enjoy their first basic nursing text and then the second edition of that text. Ultimately, I used all of their editions, at one time or another, to teach students in an associate degree nursing program, a generic baccalaureate program, and an RN-to-BSN program. As a part of different teaching teams, I have attempted to use other texts at various times but have always returned to the authoring team that first showed me that *reading about* nursing can sometimes be as exciting and wonderful as *doing* nursing.

When I picked up that original book, I could never have foreseen that I might one day edit a text that those authors had written. Attempting to follow in their footsteps has been an unforgettable challenge. As this book goes to press, I can only hope that the third edition of *Sorensen and Luckmann's Basic Nursing: A Psychophysiologic Approach* is appreciated by the students of today as much as the earlier editions were enjoyed by the students of previous years.

The intent of the third edition is to continue to present basic nursing information with a strong emphasis on the psychophysiologic aspects of the client of nursing. To strengthen this content, material has been added to help to prepare the beginning nursing student for a career that will hardly be started as we enter the 21st century. New content in this edition reflects the fact that the nurse provides increasingly complex care for groups of clients as well as for individuals, and that the nurse is carrying out the work of nursing in the home and in agencies other than the hospital.

Organization

The text is organized into two parts: a discussion of concepts and a discussion of skills. Concepts presented

include those important to an understanding of the nursing profession: the nursing process; normal human growth and development; characteristics of individuals, families, and groups; and health and illness in various health care settings. Skills are divided into those required for communication; those required of anyone prior to working in a health care setting (infection control, preventing back injury, and CPR); those used for assessment; and those used for intervention in biologic and psychosocial problems.

Content Changes

Much of the content from the second edition has been rearranged, and some chapters and sections of chapters have been combined. Of course, this edition has been completely updated to thoroughly integrate the very latest in NANDA diagnoses and CDC guidelines. Also included are the latest nutritional requirements, CPR guidelines, ethical codes, AHCPR pressure ulcer guidelines, and other standards and guidelines that affect the daily practice of professional nurses. Some of the new material presented in this edition includes the following:

- ▶ Expanded coverage of nursing history.
- ▶ Expanded coverage of the nursing process, including an entire unit devoted to the nursing process with one chapter covering each step. Additionally, wherever pertinent following the nursing process chapters, the steps of the nursing process are thoroughly integrated in each chapter. Much attention is devoted throughout the text to discussions of the appropriate use of nursing diagnoses, according to the latest North American Nursing Diagnosis Association (NANDA) taxonomy.
- ▶ Expanded coverage of growth and development from two chapters in the second edition to three chapters in the current edition.

- ▶ New chapters on the family and on culture and ethnicity.
- ▶ A new chapter on health promotion in the community that introduces the reader to the concepts of health promotion and to the community as a health care setting before introducing the student to the experience of illness and to the hospital setting.
- ▶ A new chapter on hospital admission and discharge planning that draws together the client and the nurse in the hospital setting. This chapter is designed to introduce the reader to the hospital setting just as the new client would be introduced to it. It orients the reader to the hospital layout, to the way nursing care is organized in the hospital setting, and to the nursing unit, with its furniture and accessories.
- ▶ A new chapter on home care nursing that follows the client, after discharge from care in a centralized agency, to care in the home.
- ▶ A new chapter on communication within groups that separates out and expands material that had previously been a part of the chapter on therapeutic interaction.
- ▶ A new chapter on documenting care that has drawn together and updated material that had been spread throughout several chapters in the second edition. This chapter also contains guidelines for verbal reporting (such as end-of-shift reporting) and verbal communication over the telephone.
- ▶ A new chapter that focuses on prevention of nurse back injury. This is not merely the "body mechanics" material that is common to all fundamentals texts. It is material that is separated out in order to focus on the prevention of injury to the nurse's back, because this is material that is now the focus of much in-service education and orientation training in hospitals. Owing to the large number of back injuries each year, it is material that many hospitals insist their employees and students master before they are allowed to practice within the agency.
- ▶ A completely updated cardiopulmonary resuscitation chapter that conforms to the latest American Heart Association guidelines.
- ▶ A new chapter on assisting with diagnostic procedures.
- ▶ New chapters on enhancing self-concept, promoting sexual health, and promoting spiritual health that have been added to a new unit on applying nursing skills to meet psychosocial needs.

Approaches

Major theories and models continue to be presented throughout the discussions of nursing concepts.

Skills are presented in the order in which they are likely to be encountered in a real hospital situation. That is, they begin in the hospital setting, with the client who is very sick and who cannot even move without help, and teach the reader how to safely position and move the person. The next skills chapter discusses how to help the client to get up and move (with

and without ambulation aids) and includes methods to help the client regain full vigor with the use of strenuous exercise. The following chapter covers special cases in which clients or their body tissues require special protection and support measures, including the use of restraints. Having mastered the care of clients at all levels of physical ability and mobility, the student is ready to provide nursing care to clients at all these levels. Hygiene care is presented, followed by skills that promote rest and sleep; relieve pain; and meet needs for nutrition, fluid and electrolytes, bowel and urinary elimination, and respiration.

Following these general chapters, specific interventions are reviewed, including those in chapters on administering medications and administering IV therapy. Many of the skills discussed earlier are needed for an understanding of the two chapters that discuss care of persons with wounds and perioperative nursing care. Finally, five chapters present skills that help meet higher level, psychosocial needs.

Features

Readers will appreciate the continued use of the highlight boxes that were first used by Sorensen and Luckmann to signal especially important information. Highlighted material now appears in color. Readers will also be able to rely on the continued inclusion of scientific principles to help in understanding and to guide practice.

What were called *Interventions* in earlier editions are now termed *Procedures* as a means of signaling that these nursing behaviors are only a few of the interventions that nurses provide. Included among the book's *Procedures* are 36 step-by-step, numbered Procedures, with a scientific rationale or comment included for each step. Approximately 35 variations in these procedures are also provided. More than 120 additional procedures are described in the text narrative, and over 20 additional procedures are depicted in Figures and Boxes.

Newly added features include:

- ▶ The use of color to highlight important information in illustrations.
- ▶ A glossary.
- ▶ A set of broadly worded objectives that serve to provide a brief overview of the content in each chapter.
- ▶ A list of **Key Terms** for each chapter, with the use of boldface print to highlight these terms when they are defined in the text and to indicate that they are also defined in the new glossary.
- ▶ Detailed discussion of nursing diagnoses in special **Nursing Diagnosis Profiles** throughout the text to assist the reader in making a differential diagnosis.
- ▶ Ten new **Scientific Principles and Related Nursing Interventions** tables that appear in selected clinically oriented chapters.
- ▶ **Case Studies** in each clinically oriented chapter to show application of the nursing process to the material in the chapter.

- **Applying Research to Nursing Practice** boxes in selected chapters.
- Summaries of the main points in all chapters.

Terminology

In keeping with the original authors' abiding respect for the person, this edition has continued to refer to the individual served by the nurse as a person, individual, or client except where historical references or citations from other sources demanded use of the term "patient." Likewise, use of sexist terminology has been avoided, even when doing so has led to the awkward "his/her" construction. When extensive use of "he/she" would have made the material too difficult to follow, such as in certain procedures, the nurse was sometimes referred to as "he" and the client as "she," and at other times these pronouns were reversed.

Teaching and Learning Package

With this Third Edition, *Basic Nursing: A Psychophysiologic Approach* is accompanied for the first time with a full ancillary package to assist students and instructors.

- **Instructor's Manual.** To help instructors use a variety of teaching methods, a brand new Instructor's Manual includes both direct and indirect teaching strategies, the latter intended to develop student's critical thinking skills. Group activities, paper assignments, suggestions for clinical assignments, and resource referrals are also included in the Instructor's Manual. In addition, the Instructor's Manual contains a testbank of over 700 items (with correct answers and rationale) and the answers, with discussion, to the case studies from the Student Study Guide.
- **Student Study Guide.** More than just a workbook, the Student Study Guide (making its debut with this edition of *Basic Nursing*) helps engage the student in learning more than just the "facts" about nursing. A variety of learning exercises will help the student not only to absorb and prioritize the appropriate information but also to begin to apply it to different situations. In particular, client case studies are included for each clinical chapter of the textbook. Answers for the case studies are given in the Instructor's Manual; all other answers are provided in the Student Study Guide itself, so students can quickly check their responses. The Student Study Guide begins with an extremely helpful discussion of study skills and test-taking strategies. Critical thinking, focused relaxation, and sample test questions with explanatory strategies will help students improve their learning for this and all their other course work in nursing.
- **Performance Checklists.** Checklists for over 150 skills that are presented in this edition of *Basic Nursing* are provided in a separate book for sale to students. These checklists do not simply repeat the steps of a skill but identify the critical behaviors that would be evaluated to determine safe and proficient execution of the skill.
- **Transparencies.** The transparency set includes 100 color and black-and-white acetate transparencies for classroom projection. These were selected by practicing fundamentals instructors for the usefulness of their content in classroom teaching. The set also includes over 50 masters ready for you to create transparencies at your own discretion. The Transparencies for *Basic Nursing, 3rd Edition* are available to adopters of the textbook.
- **Computerized Testbank.** The testbank printed in the Instructor's Manual is also available on W. B. Saunders Company's propriety software, ExaMaster. As with the transparencies, the computerized testbank is available only to adopters of the textbook.

VEROLYN BARNES BOLANDER

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▼ ***Basic Nursing***

▼ ***A Psychophysiologic Approach***

▼ ***Third Edition***