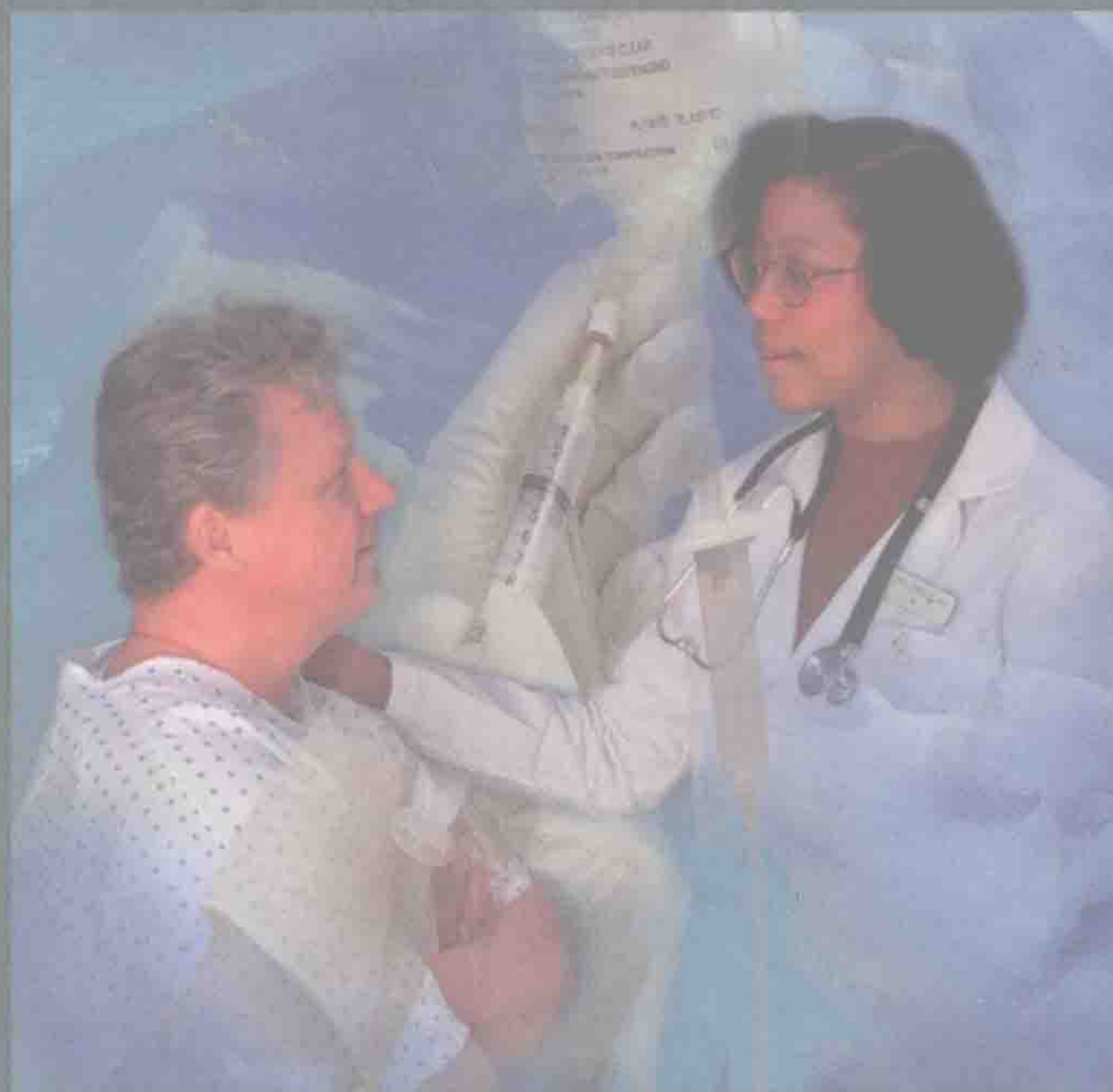


FUNDAMENTALS OF NURSING

STANDARDS & PRACTICE



Sue C. DeLaune
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FUNDAMENTALS OF NURSING

STANDARDS & PRACTICE

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Cover Design: Brucie Rosch

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Printed in the United States of America

For more information, contact:

Delmar Publishers
3 Columbia Circle, Box 15015
Albany, New York 12212-5015

International Thomson Editores
Campos Eliseos 385, Piso 7
Col Polanco
11560 Mexico D F Mexico

International Thomson Publishing Europe
Berkshire House 168-173
High Holborn
London WC1V 7AA
England

International Thomson Publishing GmbH
Konigswinterer Strasse 418
53227 Bonn
Germany

Thomas Nelson Australia
102 Dodds Street
South Melbourne, 3205
Victoria, Australia

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221 Henderson Road
#05-10 Henderson Building
Singapore 0315

Nelson Canada
1120 Birchmount Road
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Canada, M1K 5G4

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Hirakawacho Kyowa Building, 3F
2-2-1 Hirakawacho
Chiyoda-ku, Tokyo 102
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1 2 3 4 5 6 7 8 9 10 XXX 03 02 01 00 99 98 97

Library of Congress Cataloging-in-Publication Data

Fundamentals of nursing: standards & practice / Sue C. DeLaune.

Patricia K. Ladner: consulting editors, Holly Skodol Wilson, Lynn Keegan.

p. cm.

Includes bibliographical references and index.

ISBN 0-8273-6378-8

1. Nursing. I. DeLaune, Sue C. (Sue Carter) II. Ladner, Patricia K. (Patricia Kelly)

[DNLM: 1. Nursing Process. 2. Nursing. 3. Nursing Care. WY 100 F97987 1998]

RT41.F8816 1998

610.73--DC21

DNLM/DLC

for Library of Congress

97-22117

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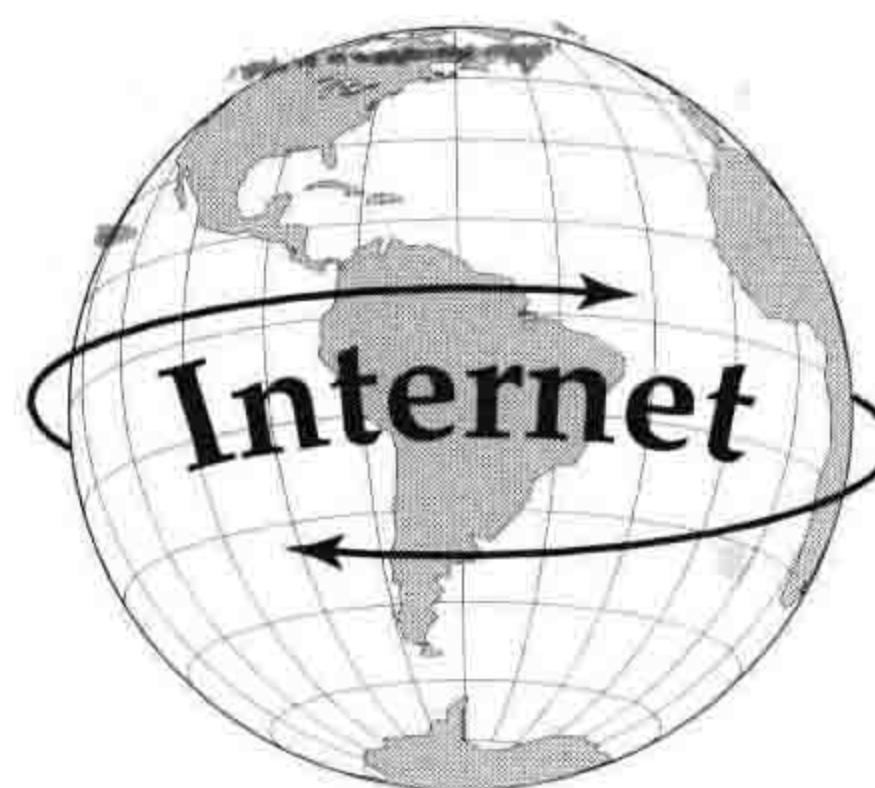
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*To Jay, Jennifer, Katie, and Sarabeth. In memory of Ruby Odom Carter
S.C.D.*

*To Wayne, Kelly, Wayne Jr., Gretchen, and Michael
P.K.L.*





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Preface

F*undamentals of Nursing* was developed during a time of major health care reform. Changes in response to social, political, and economic factors calling for reform in the delivery of health care, have greatly influenced the settings where nursing is practiced. This text addresses the changes by recognizing that students, now and in the future, will have less clinical experience in acute care settings and more exposure to alternate settings, such as skilled nursing units, home health, and outpatient clinics, for clinical learning experiences.

A holistic concept of people, health, wellness, and healing is used to avoid the fragmentation that may occur in some health care settings. A holistic perspective focuses on all dimensions of an individual, including physiological, psychological, social, cultural, cognitive, and spiritual. An individual cannot be divided into separate entities and still be viewed as a unique being. In keeping with the holistic perspective, many concepts (such as sexuality, spirituality) have been integrated throughout the text.

Special attention has been given to provide a clear, concise presentation of content that is realistic for the beginning nursing student. This text is timely in its approach to content, recognizing the inherent changes affecting the health care delivery system and the nursing curriculum. The authors recognize the student as an active participant who assumes a collaborative role in the learning process. Content is presented to challenge the student to develop critical thinking skills.

ORGANIZATION

Fundamentals of Nursing consists of 39 chapters organized into 8 units.

Unit I, Nursing's Perspective: Past, Present, and Future, explores many aspects that are essential to nursing. A historical overview of early leaders and social forces that have influenced the development of nursing is provided. Theoretical frameworks for guiding professional practice and the significance of incorporating research into nursing practice are emphasized.

Unit II, The Individual and Health, focuses on the holistic nature of individuals and nursing as a holistic discipline. Growth and development and culture are explained in terms of their impact on individuals' health-related behaviors.

Unit III, Delivery of Health Care, discusses the current health care delivery system and addresses some proposals for change. Alternative and complementary treatment modalities and quality improvement systems in health care delivery are described.

Unit IV, Professional Accountability and Empowerment, addresses accountability from three perspectives: professional, legal, and ethical. Ways in which nurses can demonstrate accountability in these three areas are explained.

Unit V, The Therapeutic Nature of Nursing, discusses the caring nature of nursing as demonstrated through therapeutic interaction. Nursing, by definition and purpose, is a therapeutic process. Knowledge and skills necessary for increasing interpersonal effectiveness with clients, families, and other members of the health care team are presented.

Unit VI, Nursing Process: The Standard of Care, explains each component of the nursing process. The nursing process is the framework for delivering holistic care in an organized scientific manner. Documenting the nursing process is also presented.

Unit VII, Nurse-Client Relationship in Specialized Situations, focuses on content areas common to every setting in which nurses practice. The following concepts are addressed: adaptation to anxiety-provoking stressors, including loss, grief, and death; learning needs of the client and family; and special needs of the elderly. The needs of the client undergoing diagnostic testing and the perioperative experience are also addressed.

Unit VIII, Nursing Management of Basic Needs, presents the basic technical skills and tools for providing nursing care. Step-by-step directions for the performance of motor skills are presented within the context of specific procedures.

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- Standard presentation packages such as Powerpoint and Freelance Graphics
- Other Delmar Image Collections

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Includes approximately 96 images from the text that provide the instructor with yet another means of promoting student understanding of skills and concepts.



Acknowledgments

This textbook is the product of many dedicated, knowledgeable, and conscientious individuals. First, we would like to thank all the contributors who persevered to produce an outstanding contribution to the nursing literature. The content for nursing fundamentals has changed greatly over the past 15 years in an effort to incorporate the advances in nursing theory and research and technology. Your clinical expertise is evident in this final product.

Likewise, we need to thank all the reviewers who critically read and commented on the manuscript. Your clinical and academic expertise provided valuable suggestions that strengthened the text.

Our friends and professional colleagues provided encouragement throughout the development of this manuscript. The kindness of many professionals at Tulane University Medical Center requires recognition; thank you for sharing so many of your resources with us.

Our families deserve recognition for their daily queries relative to the book, which often stimulated humor, easing a sometimes tedious task. Special thanks to Jay, Jennifer, Katie, and Sarabeth and Wayne, Kelly, Wayne Jr., Gretchen, and Michael for demonstrating daily understanding and support when the book had to be given priority.

Lastly, our sincerest thanks go to the entire Delmar staff, especially Cathy Esperti, Beth Williams, Tim Conners, Barbara Bullock, Judith Boyd Nelson, Pat Gillivan, Darcy Scelsi, Marah Bellegarde, Hilary Schrauf, and Jim Zayicek, who provided support and resources to make this manuscript a reality. Our special thanks go to Janet Foltin, Developmental Editor; Janet, without your guidance, knowledge, and attention to detail, there would be no book.

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Sue Carter DeLaune earned a Bachelor of Science in Nursing from Northwestern State University, Natchitoches, Louisiana and a Master's degree in Nursing from Louisiana State University Medical Center, New Orleans. She has taught nursing in diploma, associate degree, and baccalaureate schools of nursing, as well as in RN degree-completion programs. With over 25 years experience as an educator, clinician, and administrator, Sue has taught fundamentals of nursing, psychiatric/mental health nursing, and nursing leadership in a variety of programs. She also presents seminars and workshops across the country that assist nurses to maintain competency in areas of communication, leadership skills, client education, and stress management.

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How to Use This Text

The following suggests how you can use the features of this text to gain competence and confidence in your assessment and nursing skills.



Procedures

Procedure boxes are step-by-step guides to performing basic clinical nursing skills. This feature will help you gain competence in nursing skills. Use this feature as a study tool to help you understand the rationale behind the nursing interventions, as a guide for mastery of procedures, and as a review aid for future reference.

Procedure 27-1

Venipuncture (Continued)

Action

8. Select a dilated vein (Figure 27-2). If a vein is not visible, instruct client to open and close a fist; or stroke extremity from proximal to distal, tap lightly over a vein, apply warmth.

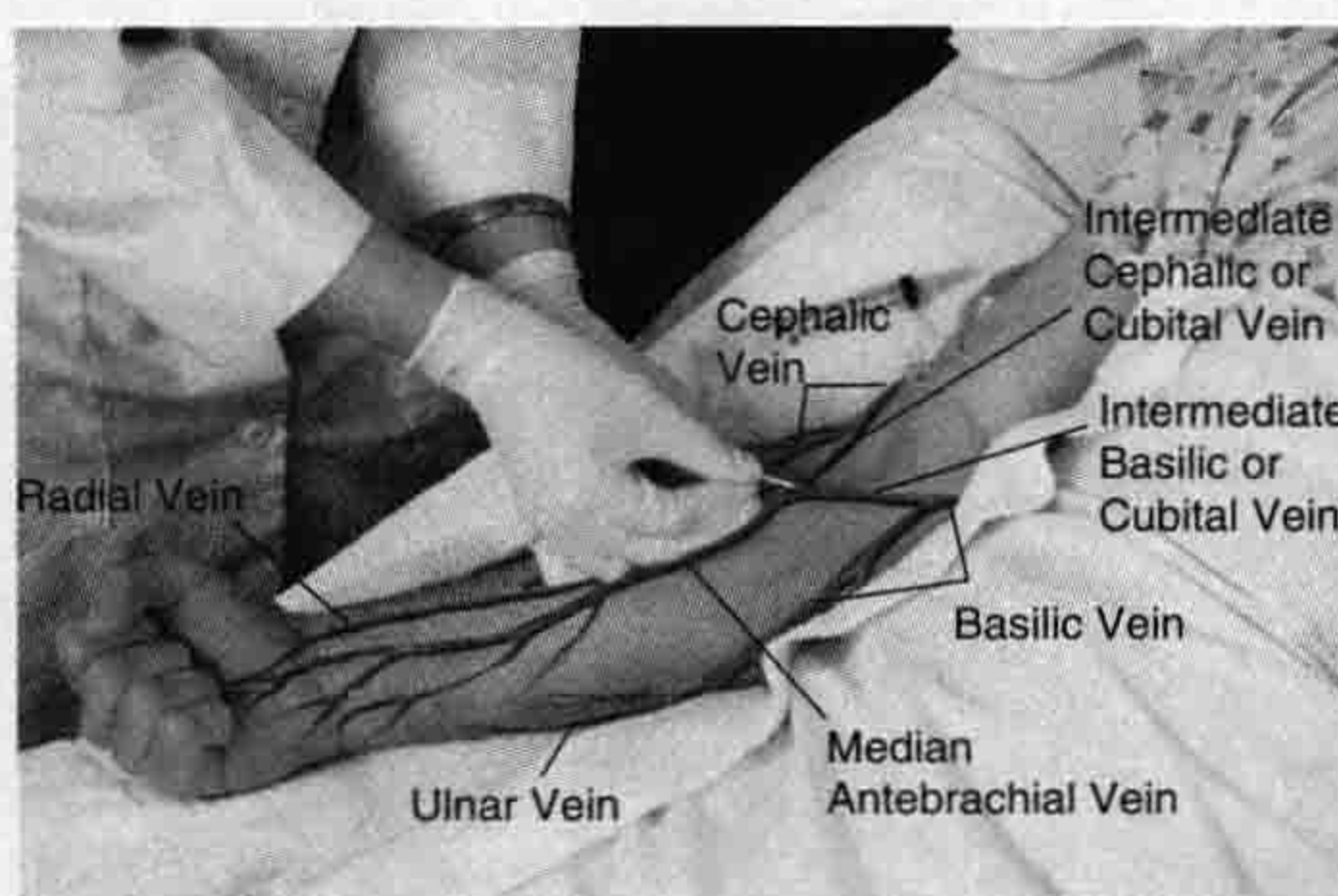


Figure 27-2 Nurse selects site for venipuncture and holds skin taut over site with needle held at 30° angle.

Rationale

8. Commonly used veins are the basilic or median cubital. Alternate sites are lower arm veins (cephalic or median antebrachial) and hand veins (basilic). Methods to increase venous dilation.

9. Palpate the vein for size and pliancy; be sure it is well seated.
10. Release the tourniquet.
11. Cleanse puncture site with isopropanol, let dry and cleanse with povidone-iodine, let dry or wipe with sterile gauze, do not touch site after cleansing. If the client is allergic to iodine, only use isopropanol and cleanse skin for 30 seconds.
12. Place equipment in easy reach and position yourself to access the puncture site.
13. Reapply the tourniquet (time should not exceed 3 minutes).
14. Don gloves.
15. Perform venipuncture:
 - Remove cap from 20- or 21-gauge needle.
 - With nondominant hand, stabilize the vein by holding the skin taut over the puncture site (apply downward tension on the forearm with your thumb).

9. Locates a well dilated vein; vein does not roll.
10. Prevents hemoconcentration.
11. Povidone-iodine reduces bacteria on the skin's surface; it must dry to be effective.
12. Promotes efficiency.
13. Restricts blood flow, distends vein.
14. Decreases exposure to blood-borne organisms.
15.
 - Large-bore needle prevents hemolysis.
 - Prevents the vein from rolling when the needle is pushed against the outer wall of the vein.

continues on following page