



BASIC NURSING

THEORY AND PRACTICE

POTTER
PERRY

SECOND EDITION

BASIC NURSING THEORY AND PRACTICE

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To William N. Potter, my father,
for his courage, wisdom, and unfailing love.

PATRICIA A. POTTER

To my husband Bob
for his humor, support, and love.

ANNE G. PERRY

PREFACE

Today's nursing student can look forward to a career in professional nursing that may extend to the middle of the twenty-first century. Ahead lies a time of dynamic change and challenge for nursing and of technologies as yet undreamed. The role of the nurse as care giver, teacher, and advocate will continue to broaden in scope, reflecting the changing needs of society and the evolution of innovative health care delivery.

We believe that whatever advances the future holds, the heart of nursing practice will, and must, remain the same—humans caring for other humans with sensitivity, knowledge, and compassion.

To begin the journey toward practice, the nursing student must first master the basic theories and skills on which professional nursing practice is built. When providing quality care, he or she must strive to achieve standards of nursing excellence while recognizing the client as a unique individual with specialized needs. The student must also develop and refine the ability to apply analytical thinking to each clinical situation.

To that end, the first edition of *Basic Nursing: Theory and Practice* was conceived as a concise, logically organized textbook to provide students with a solid foundation of knowledge and an understanding of essential nursing principles. You, the nursing instructors and students, have responded to *Basic Nursing's* educational philosophy with enthusiasm and have shared your thoughts and ideas with us. In developing this second edition, we have endeavored to respond to the ever-changing nature of nursing practice and to incorporate the most accurate, current, and clinically relevant information available.

The Approach of *Basic Nursing*

Basic Nursing is designed as a textbook of fundamental nursing principles for beginning students. It concisely, clearly, and consistently presents topics that encompass the scope of professional nursing practice. We have given much thought to the nursing student as learner, and complex theoretical concepts are presented in language that is readily understandable to students in all types of nursing programs.

The unique organizing framework of the text embodies a **building-block approach**: First, theoretical

concepts are fully developed and explored; then the student is guided to an understanding of the clinical applications of these concepts. Chapter by chapter, the student builds on and reinforces knowledge already mastered and is prepared to understand additional principles and clinical skills. The **simple-to-complex organization** also governs the order of presentation of chapters, from theoretical models and the nurse's role in the health care system to the implementation of nursing process in addressing the psychosocial, developmental, and physiological needs of all clients.

Through a **five-step nursing process framework**, the student is introduced to the means by which professional nurses make the clinical decisions necessary for appropriate nursing interventions. Familiarity with the nursing process model at an early stage of professional development facilitates a more creative and confident use of the process as the nurse becomes more experienced.

Through a **basic human needs approach**, the student learns to assist clients in restoring, promoting, and maintaining a high level of wellness. The client's developmental needs throughout the life span are addressed to emphasize the specialized care of clients of various age groups.

The book's **visual appeal** has been carefully planned as an integral and functional part of the text to make *Basic Nursing* the best possible teaching and learning instrument for nursing students. Hundreds of large, clear, full-color photographs and drawings illustrate the text and visually depict important steps in procedures. Far more than merely adding color impact to each page, each accented special element is consistently color-keyed so that students can immediately identify important information that supports the narrative.

Thus each aspect of *Basic Nursing's* educational approach combines to provide learners with a clear perception of the many interrelated principles and tasks of nursing and a recognition of the effects of health and illness on a client's self-concept and ability to function. With a firm grasp of the multiple responsibilities of nursing and the diversity of client needs, students are prepared to provide care in a truly holistic manner.

Chapter Format

Each chapter begins with learning objectives to focus students' attention on essential content to be mastered. By using objectives, learners begin to assess the clinical relevance of new concepts. Key terms familiarize students with new terminology; these terms are then bold-faced and defined within the chapter. Boxes and tables are generously interspersed in text to support and amplify content. Through realistic case studies, readers readily identify the application of principles in client care. Sample nursing care plans reinforce the focal role of the nursing process in developing individualized plans of care based on client needs. Boxes listing examples of nursing diagnoses demonstrate client problems within the nurse's scope of practice. Because students preparing for their first clinical rotations must master basic cognitive, interpersonal, and psychomotor skills, procedures are presented throughout clinical chapters to provide practical preparation for direct client care. Client teaching boxes provide guidelines for instructing clients about self-care. Key concepts boxes at the end of each chapter summarize essential chapter content and provide students with a basis for assessing mastery of the text. Study questions and activities offer students opportunities to implement their knowledge and to practice new skills. Current, relevant references and suggested readings provide a springboard for additional study and research in related topics.

Organization

The textbook is organized into seven units that emphasize a logical progression topically and an effective learning process. After the first three units on basic concepts and skills, a human-needs approach is used to organize clinical concepts and skills.

Unit I, Concepts Basic to Nursing Practice, introduces the student to the nursing role in the context of the contemporary health care system, then addresses concepts of health and illness and stress and adaptation, with the focus on nursing roles. Chapters on values and ethics and legal issues related to nursing practice are included to familiarize the beginning student with these important principles.

New to this edition, Unit II, Implementing the Nursing Process, introduces the nursing process with a special section that provides a history of nursing process and an overview of concepts. Five separate chapters emphasize each step and the interrelated nature of the nursing process. The meaning and application of the five-step process are underscored by the use of sample care plans while providing the foundation for subsequent use of the process through later chapters.

Unit III, Skills Basic to Nursing Practice, details nursing actions and skills applicable to all health care settings for a wide variety of clients. Realistic clinical examples enhance the chapter on recording and reporting throughout the nursing process, with emphasis on written and verbal communication among health care professionals. Separate chapters on communication skills and teaching and learning provide students with skills for establishing a therapeutic nurse-client rela-

tionship and assisting clients in maintaining or improving their level of health. The chapters on vital signs and physical assessment teach essential skills for obtaining physiological data about clients' health status during assessment and evaluation.

Unit IV, Psychosocial and Developmental Needs, begins the human needs organization of the remainder of the text by exploring the often-complex relationships between the client's health and multiple psychosocial and developmental factors. The client's self-concept, sexuality, and spirituality are included as psychosocial factors. Cultural factors, particularly those related to interactions between nurses and clients from different cultural or ethnic backgrounds, are explored in relation to planning nursing care. A cultural assessment tool is provided to assist the nurse in identifying the cultural origins and orientation of each individual. The chapter on the family considers the health needs of a family and the family's influence on individual health. The chapter on growth and development details physiological, cognitive, and psychosocial changes throughout the life span and discusses major theoretical perspectives; developmental factors are then integrated into later chapters in relation to specific aspects of care. The health care needs of the dying or grieving client are discussed in a separate chapter, with specific nursing interventions to assist the client and family in coping.

Unit V, Protection, Safety, and Comfort Needs, contains eight chapters considering these basic needs. Nursing measures to promote good body mechanics, reduce the risks of immobilization, and maintain asepsis and prevent infection are presented in the early chapters. The chapter on administering medications prepares the student, with detailed procedures and rationales, to safely administer all medications. Nursing measures to therapeutically restore and promote comfort are discussed in chapters on sleep and pain. The final two chapters focus on safety and hygiene needs of all clients in the home and health care setting.

In the five chapters of Unit VI, Basic Physiological Needs, the nutrition, urinary and bowel elimination, oxygenation, and fluid, electrolyte, and acid-base needs of the client are addressed. The nursing process is emphasized to promote the most effective method of planning client-centered nursing care.

Unit VII, Special Needs, concludes the text by focusing on nursing care for clients with special needs. The chapter on the surgical client covers all needs from pre-surgical planning and teaching to postoperative care. The wound care chapter discusses the wound healing process and nursing measures for protecting wounds and promoting healing. In the final chapter, clients with sensory alterations are discussed in terms of how the nurse designs a care plan to address their needs.

The text concludes with quick-reference appendixes of relevant data, a glossary of important terms introduced in text, and a detailed, cross-referenced index.

We recognize that no one text organization can meet the needs of all instructors and all students and that sometimes the order of chapters learned varies from the order used here. For this reason each chapter was

made as independently understandable as possible, such as through the use of extensive cross-referencing and chapter introductions that provide background.

New to This Edition

While retaining the essential approach and format of the first edition, important new content and special features have been selectively added throughout. These reflect nursing's growing knowledge base and the current research and trends of contemporary practice.

NEW CONTENT

- **A new five-chapter nursing process unit** introduces the five steps of the process, not simply as an educational organizing framework but as a flexible problem-solving tool for analyzing client needs, planning interventions, and evaluating outcomes. The unit emphasizes the interrelated nature of each step.
- **A completely rewritten chapter on cultural factors** in health considers the client's needs and the nurse's frame of reference when dealing with ethnocultural diversity.
- **Separate chapters on urinary and bowel elimination** expand on client needs and the special skills related to these distinct functions.
- **A thoroughly revised chapter on immobility** features care of clients with pressure ulcers.
- **Coverage is expanded** in key areas: physical assessment; pediatric and geriatric considerations of growth and development; sexual, spiritual, and self-concept components of psychosocial health; and the latest information on asepsis and infection control, with current CDC guidelines. NANDA-approved nursing diagnoses through the Ninth Conference are used throughout. Every chapter has been carefully scrutinized, reviewed, and updated.

NEW FEATURES

- **Sample nursing care plans** clearly demonstrate how individualized care plans are developed. Based on nursing diagnoses, the sample plans feature defining characteristics, client goals and expected outcomes, and rationales for nursing actions.
- **Client teaching boxes** highlight what—and how—to teach clients about self-care, enhancing nurse-client interactions.
- **Large color photographs** in procedures provide visual reference for learning basic skills.

Teaching and Learning Package

A number of ancillaries to this textbook have been developed to assist instructors and students in the teaching and learning process. The Instructor's Resource Manual includes learning objectives, key terms, topical outlines, sample nursing care plan exercises, suggestions for classroom and clinical activities, skill performance checklists for all chapters in the textbook, and test bank with questions formulated to prepare students for NCLEX-formatted questions. The answer key provides coding of responses according to the NCLEX blueprint categories of nursing process and client needs. The manual is perforated so that pages can

be removed by the instructor for lesson planning and test construction.

A computerized test bank of approximately 700 multiple-choice questions, carefully developed in direct relationship to the distribution of content in the text, aids instructors using the IBM PC and Apple IIe and IIc microcomputers in test construction. All questions on the floppy disks are also printed in the Instructor's Resource Manual test bank.

A set of 50 color overhead transparencies completes the ancillary package for instructors. These illustrations were selected for effective use in classroom discussions and for instructional value.

Acknowledgments

The development of this textbook resulted from the combined efforts of many talented professionals. Assisting us in its creation and completion, many nurse colleagues have contributed their knowledge and expertise. We are thankful to the entire team for providing support, guidance, and a professional commitment to making the text a reality. We especially wish to thank

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- **Vicki Friedman**, surgical illustrator, whose talent and skill have brought grace and meaning to the text's images.
- **Pat Watson**, photographer, whose unique and skillful work bring visual life to the page.
- Our **contributors and reviewers**, whose ideas, concerns, and critiques combine to assist us in developing a comprehensive, current, and concise text.
- **Mosby-Year Book, Inc.**, whose resources and energy have enabled us to develop, write, and publish this second edition of *Basic Nursing*.

We also thank the nursing staff of Barnes Hospital and St. Louis University Hospital and the faculty and students of St. Louis University School of Nursing for their ideas, expertise, and help during the writing and photographic sessions.

To all, we are thankful for a friendship that contributes joy, humor, and honesty to the experience that we feel has become an integral part of the book.

PATRICIA A. POTTER
ANNE G. PERRY

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