Cover art

Robert Stuurman is a Noongar from Western Australia who does Aboriginal art as a result of meeting his birth mother in 1994. He is from the Stolen Generations.

The cover of this book is adapted from one of his paintings called *Pathways through the Sea*. This painting shows that knowing one’s ability in an environment reflects knowing what to do in situations and circumstances—in this case knowing the seasons and cycles of the sea.

Starfish indicate a form of tenaciousness, because when one of their arms is cut off it grows back again. This tenaciousness for life is also reflected in the amount of dot work that is indicative of this story.

Tenacity and persistence is also reflected in the field of nursing. Due to nurses’ willingness to make a difference to promote life, in many respects they are the unsung heroes that stay true to their pathway. Much like the pathways of the sea, they are always there.

This book cover is dedicated to would-be nurses who read this book and to the ones out in remote places that have had to make do with little.

Robert Stuurman, artist
KOZIER AND ERB'S FUNDAMENTALS OF NURSING

FIRST AUSTRALIAN EDITION

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# Brief Contents

## VOLUME 1

### UNIT 1

**THE NATURE OF NURSING**

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Historical and Contemporary Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Nurse Education, Research and Evidence-Based Practice</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>Nursing Theories and Conceptual Frameworks</td>
<td>38</td>
</tr>
<tr>
<td>4</td>
<td>Legal Aspects of Nursing</td>
<td>55</td>
</tr>
<tr>
<td>5</td>
<td>Values, Ethics and Advocacy</td>
<td>86</td>
</tr>
</tbody>
</table>

### UNIT 2

**CONTEMPORARY HEALTH CARE**

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Health Care Delivery Systems</td>
<td>106</td>
</tr>
<tr>
<td>7</td>
<td>Community Health Nursing</td>
<td>122</td>
</tr>
<tr>
<td>8</td>
<td>Home Care</td>
<td>133</td>
</tr>
<tr>
<td>9</td>
<td>Nursing Informatics</td>
<td>147</td>
</tr>
</tbody>
</table>

### UNIT 3

**THE NURSING PROCESS**

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Critical Thinking and the Nursing Process</td>
<td>168</td>
</tr>
<tr>
<td>11</td>
<td>Assessing</td>
<td>181</td>
</tr>
<tr>
<td>12</td>
<td>Diagnosing</td>
<td>202</td>
</tr>
<tr>
<td>13</td>
<td>Planning</td>
<td>218</td>
</tr>
<tr>
<td>14</td>
<td>Implementing and Evaluating</td>
<td>241</td>
</tr>
<tr>
<td>15</td>
<td>Documenting and Reporting</td>
<td>254</td>
</tr>
</tbody>
</table>

### UNIT 4

**HEALTH BELIEFS AND PRACTICES**

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Health Promotion</td>
<td>278</td>
</tr>
<tr>
<td>17</td>
<td>Health, Wellness and Illness</td>
<td>305</td>
</tr>
<tr>
<td>18</td>
<td>Cultures and Nursing</td>
<td>323</td>
</tr>
<tr>
<td>19</td>
<td>Complementary and Alternative Therapies</td>
<td>343</td>
</tr>
</tbody>
</table>

### UNIT 5

**LIFESPAN DEVELOPMENT**

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Concepts of Growth and Development</td>
<td>362</td>
</tr>
<tr>
<td>21</td>
<td>Promoting Health from Conception through to Adolescence</td>
<td>381</td>
</tr>
<tr>
<td>22</td>
<td>Promoting Health in Young and Middle-Aged Adults</td>
<td>409</td>
</tr>
<tr>
<td>23</td>
<td>Promoting Health in Older Adults</td>
<td>423</td>
</tr>
<tr>
<td>24</td>
<td>Promoting Family Health</td>
<td>448</td>
</tr>
</tbody>
</table>

## VOLUME 2

### UNIT 6

**INTEGRAL ASPECTS OF NURSING**

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Caring</td>
<td>464</td>
</tr>
<tr>
<td>26</td>
<td>Communicating</td>
<td>482</td>
</tr>
<tr>
<td>27</td>
<td>Teaching</td>
<td>517</td>
</tr>
<tr>
<td>28</td>
<td>Leading, Managing and Delegating</td>
<td>546</td>
</tr>
</tbody>
</table>

### UNIT 7

**ASSESSING HEALTH**

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Vital Signs</td>
<td>562</td>
</tr>
<tr>
<td>30</td>
<td>Health Assessment</td>
<td>607</td>
</tr>
</tbody>
</table>

### UNIT 8

**INTEGRAL COMPONENTS OF CLIENT CARE**

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Asepsis</td>
<td>700</td>
</tr>
<tr>
<td>32</td>
<td>Safety</td>
<td>744</td>
</tr>
<tr>
<td>33</td>
<td>Hygiene</td>
<td>780</td>
</tr>
<tr>
<td>34</td>
<td>Diagnostic Testing</td>
<td>839</td>
</tr>
<tr>
<td>35</td>
<td>Medications</td>
<td>875</td>
</tr>
<tr>
<td>36</td>
<td>Skin Integrity and Wound Care</td>
<td>949</td>
</tr>
<tr>
<td>37</td>
<td>Perioperative Nursing</td>
<td>987</td>
</tr>
</tbody>
</table>

## VOLUME 3

### UNIT 9

**PROMOTING PSYCHOSOCIAL HEALTH**

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>Sensory Perception</td>
<td>1032</td>
</tr>
<tr>
<td>39</td>
<td>Self-Concept</td>
<td>1056</td>
</tr>
<tr>
<td>40</td>
<td>Sexuality</td>
<td>1073</td>
</tr>
<tr>
<td>41</td>
<td>Spirituality</td>
<td>1098</td>
</tr>
<tr>
<td>42</td>
<td>Stress and Coping</td>
<td>1118</td>
</tr>
<tr>
<td>43</td>
<td>Loss, Grieving and Death</td>
<td>1139</td>
</tr>
</tbody>
</table>

### UNIT 10

**PROMOTING PHYSIOLOGIC HEALTH**

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>Activity and Exercise</td>
<td>1164</td>
</tr>
<tr>
<td>45</td>
<td>Sleep</td>
<td>1220</td>
</tr>
<tr>
<td>46</td>
<td>Pain Management</td>
<td>1246</td>
</tr>
<tr>
<td>47</td>
<td>Nutrition</td>
<td>1292</td>
</tr>
<tr>
<td>48</td>
<td>Urinary Elimination</td>
<td>1345</td>
</tr>
<tr>
<td>49</td>
<td>Faecal Elimination</td>
<td>1386</td>
</tr>
<tr>
<td>50</td>
<td>Oxygenation</td>
<td>1422</td>
</tr>
<tr>
<td>51</td>
<td>Circulation</td>
<td>1467</td>
</tr>
<tr>
<td>52</td>
<td>Fluid, Electrolyte and Acid-Base Balance</td>
<td>1492</td>
</tr>
</tbody>
</table>

Glossary

Index
VOLUME 1

UNIT 1
THE NATURE OF NURSING

CHAPTER 1
HISTORICAL AND CONTEMPORARY NURSING PRACTICE

Historical Perspectives
Contemporary Nursing Practice
Roles and Functions of the Nurse
Criteria of a Profession
Socialisation to Nursing
Factors Influencing Contemporary Nursing Practice
Nursing Organisations

CHAPTER 2
NURSE EDUCATION, RESEARCH AND EVIDENCE-BASED PRACTICE

Nurse Education
Types of Educational Programs
Nursing Research and Evidence-Based Practice
Critiquing Research Reports

CHAPTER 3
NURSING THEORIES AND CONCEPTUAL FRAMEWORKS

Introduction to Theories
The Metaparadigm for Nursing
Purposes of Nursing Theory
Overview of Selected Nursing Theories
Nursing Theorists in Australia
Critique of Nursing Theory

CHAPTER 4
LEGAL ASPECTS OF NURSING

Legal Aspects of Nursing
Regulation of Nursing Practice

CHAPTER 5
VALUES, ETHICS AND ADVOCACY

Values
Morality and Ethics
Nursing Ethics
Specific Ethical Issues
Advocacy

CHAPTER 6
HEALTH CARE DELIVERY SYSTEMS

Types of Health Care Services
Types of Health Care Agencies and Services
Providers of Health Care
Factors Affecting Health Care Delivery
The Australian Health System
Frameworks for Care
Financing Health Care

CHAPTER 7
COMMUNITY HEALTH NURSING

Health Care Reform
Community-Based Health Care
Community Health
Community Health and Primary Care
Community-Based Nursing

CHAPTER 8
HOME CARE

Home Health Nursing
The Home Health Care System in Australia
Roles of the Home Health Nurse
Perspectives of Home Care Clients
Selected Dimensions of Home Health Nursing
The Practice of Nursing in the Home
The Future of Home Health Care
<table>
<thead>
<tr>
<th>CHAPTER 9</th>
<th>NURSING INFORMATICS 147</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Concepts 148</td>
<td></td>
</tr>
<tr>
<td>Computers in Nursing and Midwifery Practice 153</td>
<td></td>
</tr>
<tr>
<td>Computers in Nursing and Midwifery Education 159</td>
<td></td>
</tr>
<tr>
<td>Computers in Nursing Administration 161</td>
<td></td>
</tr>
<tr>
<td>Computers in Nursing and Midwifery Research 162</td>
<td></td>
</tr>
<tr>
<td>UNIT 3</td>
<td>THE NURSING PROCESS 167</td>
</tr>
<tr>
<td>CHAPTER 10</td>
<td>CRITICAL THINKING AND THE NURSING PROCESS 168</td>
</tr>
<tr>
<td>Critical Thinking 169</td>
<td></td>
</tr>
<tr>
<td>Skills in Critical Thinking 170</td>
<td></td>
</tr>
<tr>
<td>Attitudes that Foster Critical Thinking 171</td>
<td></td>
</tr>
<tr>
<td>Standards of Critical Thinking 173</td>
<td></td>
</tr>
<tr>
<td>Applying Critical Thinking to Nursing Practice 173</td>
<td></td>
</tr>
<tr>
<td>Developing Critical-Thinking Attitudes and Skills 176</td>
<td></td>
</tr>
<tr>
<td>CHAPTER 11</td>
<td>ASSESSING 181</td>
</tr>
<tr>
<td>Overview of the Nursing Process 182</td>
<td></td>
</tr>
<tr>
<td>Assessing 186</td>
<td></td>
</tr>
<tr>
<td>Collecting Data 186</td>
<td></td>
</tr>
<tr>
<td>Organising Data 195</td>
<td></td>
</tr>
<tr>
<td>Validating Data 198</td>
<td></td>
</tr>
<tr>
<td>Documenting Data 199</td>
<td></td>
</tr>
<tr>
<td>CHAPTER 12</td>
<td>DIAGNOSING 202</td>
</tr>
<tr>
<td>NANDA-I: The Australian Context 203</td>
<td></td>
</tr>
<tr>
<td>NANDA-I Nursing Diagnoses 203</td>
<td></td>
</tr>
<tr>
<td>The Diagnostic Process 206</td>
<td></td>
</tr>
<tr>
<td>Ongoing Development of Nursing Diagnoses 213</td>
<td></td>
</tr>
<tr>
<td>CHAPTER 13</td>
<td>PLANNING 218</td>
</tr>
<tr>
<td>The Classification System in Australia 219</td>
<td></td>
</tr>
<tr>
<td>Types of Planning 219</td>
<td></td>
</tr>
<tr>
<td>Developing Nursing Care Plans 220</td>
<td></td>
</tr>
<tr>
<td>The Planning Process 225</td>
<td></td>
</tr>
<tr>
<td>The Nursing Interventions Classification 233</td>
<td></td>
</tr>
<tr>
<td>CHAPTER 14</td>
<td>IMPLEMENTING AND EVALUATING 241</td>
</tr>
<tr>
<td>Implementing 242</td>
<td></td>
</tr>
<tr>
<td>Evaluating 245</td>
<td></td>
</tr>
<tr>
<td>CHAPTER 15</td>
<td>DOCUMENTING AND REPORTING 254</td>
</tr>
<tr>
<td>Ethical and Legal Considerations 255</td>
<td></td>
</tr>
<tr>
<td>Purposes of Patient Records 255</td>
<td></td>
</tr>
<tr>
<td>Documentation Systems 256</td>
<td></td>
</tr>
<tr>
<td>Documenting Nursing Activities 264</td>
<td></td>
</tr>
<tr>
<td>Documentation in Residential Aged Care Facilities 266</td>
<td></td>
</tr>
<tr>
<td>Home Care Documentation 267</td>
<td></td>
</tr>
<tr>
<td>General Guidelines for Recording 267</td>
<td></td>
</tr>
<tr>
<td>Reporting 270</td>
<td></td>
</tr>
<tr>
<td>UNIT 4</td>
<td>HEALTH BELIEFS AND PRACTICES 277</td>
</tr>
<tr>
<td>CHAPTER 16</td>
<td>HEALTH PROMOTION 278</td>
</tr>
<tr>
<td>Individual Health 279</td>
<td></td>
</tr>
<tr>
<td>Applying Theoretical Frameworks 280</td>
<td></td>
</tr>
<tr>
<td>Defining Health Promotion 285</td>
<td></td>
</tr>
<tr>
<td>Sites for Health Promotion Activities 285</td>
<td></td>
</tr>
<tr>
<td>Health Promotion Model 287</td>
<td></td>
</tr>
<tr>
<td>Stages of Health Behaviour Change 289</td>
<td></td>
</tr>
<tr>
<td>The Nurse's Role in Health Promotion 291</td>
<td></td>
</tr>
<tr>
<td>NURSING MANAGEMENT 292</td>
<td></td>
</tr>
<tr>
<td>CHAPTER 17</td>
<td>HEALTH, WELLNESS AND ILLNESS 305</td>
</tr>
<tr>
<td>Concepts of Health, Wellness and Wellbeing 306</td>
<td></td>
</tr>
<tr>
<td>Models of Health and Wellness 308</td>
<td></td>
</tr>
<tr>
<td>Variables Influencing Health Status, Beliefs and Practices 311</td>
<td></td>
</tr>
<tr>
<td>Health Belief Models 313</td>
<td></td>
</tr>
<tr>
<td>Health Care Concordance 316</td>
<td></td>
</tr>
<tr>
<td>Illness and Disease 317</td>
<td></td>
</tr>
<tr>
<td>CHAPTER 18</td>
<td>CULTURES AND NURSING 322</td>
</tr>
<tr>
<td>National Organisations and Trends 324</td>
<td></td>
</tr>
<tr>
<td>Cultural Nursing Care 325</td>
<td></td>
</tr>
<tr>
<td>Concepts Related to Cultural Nursing Care 326</td>
<td></td>
</tr>
<tr>
<td>Heritage Consistency 328</td>
<td></td>
</tr>
<tr>
<td>Selected Parameters for Cultural Nursing Care 329</td>
<td></td>
</tr>
<tr>
<td>Providing Cultural Nursing Care 334</td>
<td></td>
</tr>
<tr>
<td>NURSING MANAGEMENT 334</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER 19
COMPLEMENTARY AND ALTERNATIVE THERAPIES 343
Basic Concepts 344
Ethnocentrism and Medical Intransigence 346

UNIT 5
LIFESPAN DEVELOPMENT 361

CHAPTER 20
CONCEPTS OF GROWTH AND DEVELOPMENT 362
Factors Influencing Growth and Development 363
Stages of Growth and Development 364
Growth and Development Theories 364
Applying Growth and Development Concepts to Nursing Practice 376

CHAPTER 21
PROMOTING HEALTH FROM CONCEPTION THROUGH TO ADOLESCENCE 381
Conception and Prenatal Development 382
Neonates and Infants (Birth to 1 Year) 384
Toddlers (1 to 3 Years) 390
Preschoolers (4 and 5 Years) 393
School-Age Children (6 to 12 Years) 396
Adolescents (12 to 18 Years) 399

CHAPTER 22
PROMOTING HEALTH IN YOUNG AND MIDDLE-AGED ADULTS 409
Young Adults (20 to 40 Years) 410
Middle-Aged Adults (40 to 65 Years) 415

CHAPTER 23
PROMOTING HEALTH IN OLDER ADULTS 423
Characteristics of Older Adults in Australia 424
Attitudes Toward Ageing 425
Gerontological Nursing 426
Care Settings for Older Adults 427
Physiological Ageing 429
Psychosocial Ageing 435
Cognitive Abilities and Ageing 438
Moral Reasoning 438
Spirituality and Ageing 439
Health Problems 439
Health Assessment and Promotion 442

CHAPTER 24
PROMOTING FAMILY HEALTH 448
Family Health 449
Applying Theoretical Frameworks to Families 451
NURSING MANAGEMENT 453

VOLUME 2

CHAPTER 25
CARING 464
Professionalisation of Caring 465
Nursing Theories on Caring 465
Types of Knowledge in Nursing 470
Caring Encounters 471
Maintaining Caring Practice 473

CHAPTER 26
COMMUNICATING 482
Communicating 483
Therapeutic Relationships 497
Group and Team Communication 502
Communication and the Nursing Process 504
NURSING MANAGEMENT 505
Communication Among Health Professionals 508

CHAPTER 27
TEACHING 517
Teaching 518
Learning 521
The Internet and Health Information 526
Nurse as Educator 527
NURSING MANAGEMENT 527

CHAPTER 28
LEADING, MANAGING AND DELEGATING 546
The Nurse as Leader and Manager 547
Leadership 547
Management 550
Clinical Governance 554
The Nurse as Delegator 554
Change 555
Types of Change 556
UNIT 7
ASSESSING HEALTH 561

CHAPTER 29
VITAL SIGNS 562
Body Temperature 563
SKILL 29.1 Assessing Body Temperature 573
Pulse 575
SKILL 29.2 Assessing a Peripheral Pulse 580
SKILL 29.3 Assessing an Apical Pulse 582
SKILL 29.4 Assessing an Apical-Radial Pulse 584
Respirations 586
SKILL 29.5 Assessing Respirations 589
Blood Pressure 591
SKILL 29.6 Assessing Blood Pressure 596
Oxygen Saturation 599
SKILL 29.7 Measuring Oxygen Saturation 601

CHAPTER 30
HEALTH ASSESSMENT 607
Physical Health Assessment 608
General Assessment 615
SKILL 30.1 Assessing Appearance and Mental Status 616
The Integument 619
SKILL 30.2 Assessing the Skin 623
SKILL 30.3 Assessing the Hair 625
SKILL 30.4 Assessing the Nails 629
The Head 630
SKILL 30.5 Assessing the Skull and Face 630
SKILL 30.6 Assessing the Eye Structures and Visual Acuity 633
SKILL 30.7 Assessing the Ears and Hearing 638
SKILL 30.8 Assessing the Nose and Sinuses 641
SKILL 30.9 Assessing the Mouth and Oropharynx 643
The Neck 646
SKILL 30.10 Assessing the Neck 647
The Thorax and Lungs 649
SKILL 30.11 Assessing the Thorax and Lungs 652
The Cardiovascular and Peripheral Vascular Systems 656
SKILL 30.12 Assessing the Heart and Central Vessels 658
SKILL 30.13 Assessing the Peripheral Vascular System 661
The Breasts and Axillae 663
SKILL 30.14 Assessing the Breasts and Axillae 664
The Abdomen 667
SKILL 30.15 Assessing the Abdomen 668
The Musculoskeletal System 672
SKILL 30.16 Assessing the Musculoskeletal System 673

UNIT 8
INTEGRAL COMPONENTS OF CLIENT CARE 699

CHAPTER 31
ASEPSIS 700
Types of Infections 702
Hospital-Acquired Infections 702
Chain of Infection 703
Body Defences Against Infection 705
Factors Increasing Susceptibility to Infection 707
NURSING MANAGEMENT 711
SKILL 31.1 Hand Washing 716
Isolation Precautions 720
Isolation Practices 723
SKILL 31.2 Donning and Removing Personal Protective Equipment (Gloves, Gown, Mask, Eyewear) 724
Sterile Technique 728
SKILL 31.3 Establishing and Maintaining a Sterile Field 730
SKILL 31.4 Donning and Removing Sterile Gloves (Open Method) 734
SKILL 31.5 Donning a Sterile Gown and Gloves (Closed Method) 736
Infection Control for Health Care Workers 737
Role of the Infection Control Nurse 738
Evaluating 738

CHAPTER 32
SAFETY 744
Factors Affecting Safety 745
NURSING MANAGEMENT 748
SKILL 32.1 Using a Bed or Chair Exit Safety Monitoring Device 761
SKILL 32.2 Implementing Seizure Precautions 763
SKILL 32.3 Applying Restraints 771
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>NUTRITION</td>
<td>1292</td>
</tr>
<tr>
<td></td>
<td>Essential Nutrients</td>
<td>1293</td>
</tr>
<tr>
<td></td>
<td>Energy Balance</td>
<td>1296</td>
</tr>
<tr>
<td></td>
<td>Body Weight and Body Mass Standards</td>
<td>1297</td>
</tr>
<tr>
<td></td>
<td>Factors Affecting Nutrition</td>
<td>1299</td>
</tr>
<tr>
<td></td>
<td>Nutritional Variations Throughout the Life Cycle</td>
<td>1303</td>
</tr>
<tr>
<td></td>
<td>Standards for a Healthy Diet</td>
<td>1307</td>
</tr>
<tr>
<td></td>
<td>Altered Nutrition</td>
<td>1313</td>
</tr>
<tr>
<td></td>
<td>NURSING MANAGEMENT</td>
<td>1313</td>
</tr>
<tr>
<td></td>
<td>SKILL 47.1 Inserting a Nasogastric Tube</td>
<td>1327</td>
</tr>
<tr>
<td></td>
<td>SKILL 47.2 Removing a Nasogastric Tube</td>
<td>1329</td>
</tr>
<tr>
<td></td>
<td>SKILL 47.3 Administering a Tube Feeding</td>
<td>1333</td>
</tr>
<tr>
<td></td>
<td>SKILL 47.4 Administering a Gastrostomy or Jejunostomy Feeding</td>
<td>1335</td>
</tr>
<tr>
<td>48</td>
<td>URINARY ELIMINATION</td>
<td>1345</td>
</tr>
<tr>
<td></td>
<td>Physiology of Urinary Elimination</td>
<td>1346</td>
</tr>
<tr>
<td></td>
<td>Factors Affecting Voiding</td>
<td>1348</td>
</tr>
<tr>
<td></td>
<td>Altered Urine Production</td>
<td>1351</td>
</tr>
<tr>
<td></td>
<td>Altered Urinary Elimination</td>
<td>1352</td>
</tr>
<tr>
<td></td>
<td>NURSING MANAGEMENT</td>
<td>1354</td>
</tr>
<tr>
<td></td>
<td>SKILL 48.1 Applying a Uridome (Urish Maver) Catheter</td>
<td>1364</td>
</tr>
<tr>
<td></td>
<td>SKILL 48.2 Performing Urinary Catheterisation</td>
<td>1367</td>
</tr>
<tr>
<td></td>
<td>SKILL 48.3 Performing Bladder Irrigation</td>
<td>1375</td>
</tr>
<tr>
<td>49</td>
<td>FAECAL ELIMINATION</td>
<td>1386</td>
</tr>
<tr>
<td></td>
<td>Physiology of Defecation</td>
<td>1387</td>
</tr>
<tr>
<td></td>
<td>Factors that Affect Defecation</td>
<td>1389</td>
</tr>
<tr>
<td></td>
<td>Faecal Elimination Problems</td>
<td>1391</td>
</tr>
<tr>
<td></td>
<td>Bowel Diversion Ostomies</td>
<td>1395</td>
</tr>
<tr>
<td></td>
<td>NURSING MANAGEMENT</td>
<td>1398</td>
</tr>
<tr>
<td></td>
<td>SKILL 49.1 Administering an Enema</td>
<td>1406</td>
</tr>
<tr>
<td></td>
<td>SKILL 49.2 Changing a Bowel Diversion Stoma Appliance</td>
<td>1411</td>
</tr>
<tr>
<td>50</td>
<td>OXYGENATION</td>
<td>1422</td>
</tr>
<tr>
<td></td>
<td>Structure and Function of the Respiratory System</td>
<td>1422</td>
</tr>
<tr>
<td></td>
<td>Respiratory Regulation</td>
<td>1426</td>
</tr>
<tr>
<td></td>
<td>Factors Affecting Respiratory Function</td>
<td>1426</td>
</tr>
<tr>
<td></td>
<td>Alterations in Respiratory Function</td>
<td>1428</td>
</tr>
<tr>
<td></td>
<td>NURSING MANAGEMENT</td>
<td>1429</td>
</tr>
<tr>
<td></td>
<td>SKILL 50.1 Administering Oxygen by Cannula, Face Mask, Non-rebreather Mask or Face Tent</td>
<td>1441</td>
</tr>
<tr>
<td></td>
<td>SKILL 50.2 Oropharyngeal and Nasopharyngeal Suctioning</td>
<td>1448</td>
</tr>
<tr>
<td></td>
<td>SKILL 50.3 Suctioning a Tracheostomy or Endotracheal Tube</td>
<td>1452</td>
</tr>
<tr>
<td></td>
<td>SKILL 50.4 Providing Tracheostomy Care</td>
<td>1455</td>
</tr>
<tr>
<td>51</td>
<td>CIRCULATION</td>
<td>1467</td>
</tr>
<tr>
<td></td>
<td>Physiology of the Cardiovascular System</td>
<td>1468</td>
</tr>
<tr>
<td></td>
<td>Lifespan Considerations</td>
<td>1473</td>
</tr>
<tr>
<td></td>
<td>Factors Affecting Cardiovascular Function</td>
<td>1474</td>
</tr>
<tr>
<td></td>
<td>Alterations in Cardiovascular Function</td>
<td>1477</td>
</tr>
<tr>
<td></td>
<td>NURSING MANAGEMENT</td>
<td>1479</td>
</tr>
<tr>
<td></td>
<td>SKILL 51.1 Sequential Compression Devices</td>
<td>1484</td>
</tr>
<tr>
<td>52</td>
<td>FLUID, ELECTROLYTE AND ACID-BASE BALANCE</td>
<td>1492</td>
</tr>
<tr>
<td></td>
<td>Body Fluids and Electrolytes</td>
<td>1493</td>
</tr>
<tr>
<td></td>
<td>Acid–Base Balance</td>
<td>1501</td>
</tr>
<tr>
<td></td>
<td>Factors Affecting Body Fluid, Electrolytes and Acid–Base Balance</td>
<td>1502</td>
</tr>
<tr>
<td></td>
<td>Disturbances in Fluid Volume, Electrolyte and Acid–Base Balances</td>
<td>1503</td>
</tr>
<tr>
<td></td>
<td>NURSING MANAGEMENT</td>
<td>1511</td>
</tr>
<tr>
<td></td>
<td>SKILL 52.1 Starting an Intravenous Infusion</td>
<td>1530</td>
</tr>
<tr>
<td></td>
<td>SKILL 52.2 Monitoring an Intravenous Infusion</td>
<td>1537</td>
</tr>
<tr>
<td></td>
<td>SKILL 52.3 Changing an Intravenous Container, Tubing and Dressing</td>
<td>1539</td>
</tr>
<tr>
<td></td>
<td>SKILL 52.4 Discontinuing an Intravenous Infusion</td>
<td>1540</td>
</tr>
<tr>
<td></td>
<td>SKILL 52.5 Changing an Intravenous Cannula to an Intermittent Infusion Lock</td>
<td>1541</td>
</tr>
<tr>
<td></td>
<td>SKILL 52.6 Initiating, Maintaining and Terminating a Blood Transfusion</td>
<td>1545</td>
</tr>
<tr>
<td>GLOSSARY</td>
<td>G1</td>
<td></td>
</tr>
<tr>
<td>INDEX</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>
Audrey Berman received her BSN from the University of California, San Francisco, and later returned to that campus to obtain her MS in physiologic nursing and her PhD in nursing. Her dissertation was entitled *Sailing a course through chemotherapy: The experience of women with breast cancer*. She worked in oncology at Samuel Merritt Hospital prior to beginning her teaching career in the diploma program at Samuel Merritt Hospital School of Nursing in 1976. As a faculty member, she participated in the transition of that program into a baccalaureate degree and in the development of the master of science in nursing program. Over the years, she has taught a variety of medical-surgical nursing courses in the prelicensure programs. She currently serves as the dean of nursing at Samuel Merritt College (an affiliate of Sutter Health).

Dr. Berman has travelled extensively, visiting nursing and health care institutions in Germany, Israel, Spain, Korea, Botswana, Australia, Japan and Brazil. She serves on the board of directors for the Bay Area Tumor Institute. She is a member of the American Nurses Association and Sigma Theta Tau and is a site visitor for the Commission on Collegiate Nursing Education. She has twice participated as an NCLEX-RN item writer for the National Council of State Boards of Nursing. She is certified as an advanced oncology nurse and as an AIDS educator and has presented locally, nationally and internationally on topics related to nursing education, breast cancer and technology in health care.

Dr. Berman authored the scripts for more than 35 nursing skills videotapes in the 1990s. She was a co-author of the sixth and seventh editions of *Fundamentals of nursing* and, with Shirlee Snyder, co-author of the fifth edition of *Kozier & Erb's techniques in clinical nursing*.

Shirlee J. Snyder graduated from Columbia Hospital School of Nursing in Milwaukee, Wisconsin, and subsequently received a bachelor of science in nursing from University of Wisconsin-Milwaukee. Because of an interest in cardiac nursing and teaching, she earned a master of science in nursing with a minor in cardiovascular clinical specialist and teaching from the University of Alabama in Birmingham. A move to California resulted in becoming a faculty member at Samuel Merritt Hospital School of Nursing in Oakland, California. Shirlee was fortunate to be involved in the phasing out of the diploma and ADN programs and development of a baccalaureate intercollegiate nursing program. She held numerous positions during her 15-year tenure at Samuel Merritt College, including curriculum coordinator, assistant director-instruction, dean of instruction and associate dean of the Intercollegiate Nursing Program. She is an associate professor alumnus at Samuel Merritt College. Her interest and experiences in nursing education resulted in Shirlee obtaining a doctorate of education focused in curriculum and instruction from the University of San Francisco.

Dr. Snyder moved to Portland, Oregon, in 1990 and taught in the ADN program at Portland Community College for eight years. During this teaching experience she became interested in computer-assisted instruction (CAI) and initiated web-based assessment testing for student learning. She presented locally and nationally on topics related to using multimedia in the classroom and promoting ethnic and minority student success.

Another career opportunity in 1998 led her to the Community College of Southern Nevada in Las Vegas, Nevada, where Dr. Snyder was the nursing program director with responsibilities for the associate degree and practical nursing programs for five years. During this time she became involved in co-authoring the fifth edition of *Kozier & Erb's techniques in clinical nursing* with Audrey Berman.

In 2003, Dr. Snyder returned to baccalaureate nursing education. She embraced the opportunity to be one of the nursing faculty teaching the first nursing class in the baccalaureate nursing program at the first state college in Nevada, which opened in 2002. She is currently the Associate Dean of the School of Nursing at Nevada State College in Henderson, Nevada.

Dr. Snyder is an advisory board member for the Nevada Geriatric Education Center and a member of the American Nurses Association, Sigma Theta Tau, and a variety of task groups addressing the Southern Nevada nursing shortage. She has been a site visitor for the National League for Nursing Accrediting Commission and the Northwest Association of Schools and Colleges.

Dr. Snyder’s experiences in nursing education and teaching keep her current in nursing and nursing education. She appreciates all she has learnt from the students she has taught and her past and present faculty colleagues.
Barbara Koziier was educated in Vancouver, British Columbia, Canada. After obtaining a bachelor of arts degree from the University of British Columbia, she entered the nursing program at that institution. After four years of study she graduated with a bachelor’s degree in nursing. She obtained a position at Bella Bella, an aboriginal settlement on the northern coast of British Columbia. She then nursed with the Victorian Order of Nurses providing home care. Following a position with a large general hospital as an acute care nurse in a medical–surgical unit, she taught medical and surgical nursing, pediatric nursing, psychiatric nursing and community nursing courses at the Vancouver General Hospital School of Nursing. Ms Koziier then enrolled at the University of Washington where she studied for two years, taught part time and obtained her master of nursing title.

Barbara is a member of three honour societies: Sigma Theta Tau (nursing), Pi Lambda Theta (education) and Delta Sigma Pi (Canadian Honor Society for University Women). Barbara was a member and a chair of many nursing and government committees. She wrote a number of texts and collaborated with Glenora Erb on four books: Techniques of clinical nursing, Fundamentals of nursing, Concepts and issues in nursing practice and Essentials of nursing practice.

Glenora Lea Erb was born in Calgary, Alberta, Canada. All her schooling took place in Calgary and, with her identical twin sister, she attended the Nursing School of Calgary General Hospital. She was awarded a gold medal when she graduated and was recognised as an outstanding bedside nurse.

Following two years travelling in Asia, Europe, India, Australia and New Zealand, Ms Erb returned to Vancouver and taught nursing at St Paul’s Hospital School of Nursing, and later at a 2-year program at the British Columbia Institute of Technology. At this time she also coauthored textbooks on Fundamentals of nursing, Techniques of clinical nursing, Concepts and issues in nursing practice and Essentials of nursing practice.

Glen died at home on 24 December 2001 of breast cancer. Her death has meant that nursing has lost a highly skilled clinical nurse and her friends and family have lost a sensitive and giving person.
About the Australian Authors

The authors listed below are the Unit coordinators for the first Australian edition of Fundamentals of Nursing. For a complete list of contributors, see page xxiv.

**Tracy Levett-Jones** is the Deputy Head of School (Teaching and Learning) at the School of Nursing and Midwifery at the University of Newcastle. Her research interests include the phenomenon of ‘belonging’, clinical education, information and communicating technology (ICT) in health care, clinical reasoning and simulation.

Tracy’s doctoral research explored the clinical learning experiences of students in Australia and the United Kingdom. She has a broad clinical background and prior to her academic career worked as a women’s health nurse, nurse educator and new graduate program coordinator. She is a co-author of the book *The clinical placement: An essential guide for nursing students*, the 2007 recipient of the NSW Minister for Education Quality Teaching Award and a 2008 recipient of an Australian Teaching and Learning Council Citation for Outstanding Contributions to Student Learning.

**Trudy Dwyer** completed a hospital-based nursing program at the Rockhampton Hospital, Queensland, where she developed a passion for critical care nursing and travel. Working her way around Australia she completed a Post-Basic Intensive Care course and a Bachelor of Health Science degree. After seven years travelling, she returned to Rockhampton to work as a nurse academic with Central Queensland University (CQU) and nurse clinician at the Rockhampton Hospital in intensive care. She then completed a Graduate Certificate of Flexible Learning, a Master’s of Clinical Education from the University of New South Wales and a PhD. For the past 20 years she has been an active member of the Australian College of Critical Care Nurses and was the foundation president of the Central Queensland sub-branch of the ACCCN.

Trudy is currently a Senior Lecturer of Nursing in the Faculty of Sciences, Engineering and Health at CQU. Trudy has a long career as a nurse academic, coordinating undergraduate and postgraduate nursing courses and the Honours program. She is also a supervisor of Master’s and PhD research students. Her research interests include resuscitation, clinical education and population health. She has published in international refereed scholarly journals, book chapters and is the co-author of the highly successful *Student nurse: Clinical survival guide*.

**Majella Holes** works at the Australian Catholic University in Brisbane. Originally hospital trained, she completed a post-registration Bachelor of Nursing, Master’s of Applied Science (Research), and a Graduate Certificate in Higher Education. She is currently enrolled in a PhD investigating simulation in nursing education. Majella lectures primarily in the science and nursing units of the undergraduate nursing degree. She is passionate about teaching and learning and also offers critical care electives and online education for postgraduate students enrolled in cardiothoracic and emergency specialties.

With a long history in emergency and cardiothoracic intensive care, she has also been a member of teams providing critical care and education assistance to Solomon Islands, Fiji and Brazil.

**Nichole Harvey** has been a registered nurse since 1988 and an endorsed midwife since 1995. Nichole’s qualifications include a Critical Care Certificate, Trauma Nursing Certificate, Non-Medical Vaccinator’s Certificate, Bachelor of Nursing, Master of Nursing Studies and a Graduate Certificate in Education (Tertiary Teaching). Nichole has extensive clinical experience, having worked in both large city and rural and remote locations, as well as overseas. Her main area of clinical expertise is emergency and trauma nursing with a special interest in midwifery.

Nichole has held an academic role with the School of Nursing, Midwifery and Nutrition, James Cook University, since 2000. Since that time Nichole has been involved in the development and teaching of both nursing and midwifery curricula. Nichole is a reviewer for the *Australian Journal of Rural and Remote Health*, a past panel member for the Queensland Nursing Council’s Midwifery Review Panel and a member of a number of local and state nursing and midwifery committees/organisations. Nichole is undertaking her PhD to investigate the triage and management of pregnant women in emergency departments.
Yoni Luxford is a Senior Lecturer in Nursing in the School of Health at the University of New England, Armidale, NSW. Yoni has written a number of publications, and is co-author (with Anderson) of Women growing older: A health and wellness manual for working with woman around 60 years & over, published by the Southern Women’s Health and Community Centre.

Lorna Moxham actively contributes to the nursing profession at state, national and international levels as well as to the broader community in numerous ways. Lorna has served on numerous ministerial committees as a member and chair and has held several leadership and governance roles both within the tertiary education sector and in industry. These currently include Chair of the CQU University HKEC and Chair of the Rockhampton and District Health Community Council (HCC). As the current chair of the mental health peer review panel and a member of the education committee, Lorna’s involvement in nurse regulation and licensure via the QNC enables her to actively contribute to on-going professional integrity and development.

Passionate about nursing, its past, present and future, Lorna has an extensive publication record and has led and been an investigator in many research projects. A fellow of the Australian College of Mental Health Nurses identifies her discipline expertise and passion.

Tonya Pork is a registered nurse, an endorsed mental health nurse, an endorsed midwife and a creden­tialed mental health nurse. Her nursing experience includes private and public settings (in rural, remote and urban centres) including crisis, community and emergency mental health services. She joined the School of Nursing, Midwifery & Nutrition at James Cook University in 2005 and has had the opportunity to teach both undergraduate and postgraduate students. She is currently undertaking her PhD to investigate the ‘Prevention of weight gain with second generation antipsychotics: a nurse-led intervention’. She is a Member of the Australian College of Mental Health Nurses and reviewer for the International Journal of Mental Health Nursing.

Barbara Parker has worked extensively in the clinical environment, specifically in the areas of anaesthetics and recovery and orthopaedic and urology surgical nursing. She has published in the area of obesity and diabetes and has expertise in gastrointestinal and nutritional physiology as well as expertise in programs in obesity, impaired glucose tolerance and diabetes in both pharmacological and lifestyle interventions. Dr Parker is a Program Director in the School of Nursing and Midwifery and teaches within the undergraduate nursing program at the University of South Australia.

Kerry Reid-Searl is a Senior Lecturer at Central Queensland University. Kerry first completed her nursing qualifications in Tasmania. Since then she has gained experience in Queensland as a remote area nurse, a generalist nurse, a midwife and in more recent years she has worked in the clinical area of paediatrics. Kerry has over 17 years experience in undergraduate nursing education. She holds a Bachelor of Health Science degree, a Master’s qualification in Clinical Education and a PhD. Kerry has a strong interest in clinical education, wound care and medication safety.

David Stanley began his nursing career in the days when nurses wore huge belt buckles and funny hats. He ‘trained’ as a registered nurse and midwife in South Australia and worked through his formative career in a number of hospitals and clinical environments in Australia. In 1993 he completed a Bachelor of Nursing at Flinders University, Adelaide (for which he was awarded the University Medal) and after a number of years of volunteer work in Africa he moved to the United Kingdom and worked as the Coordinator of Children’s Services and as a nurse practitioner. He completed a Master’s of Health Science degree at Birmingham University. For a short time he worked in Central Australia for Remote Health Services, before returning to the United Kingdom to complete his nursing doctorate, researching in the area of clinical leadership. He is currently teaching undergraduate and postgraduate nursing at Curtin University of Technology, Western Australia.
Contemporary nursing in Australia and internationally is challenging, complex, dynamic and very rewarding. Many of our clients are older and sicker that they were a decade ago, often with complex health and psychosocial needs. This means that nurses today must be clinically competent, flexible and knowledgeable. They must have a broad and deep knowledge of physiology, pathophysiology, pharmacology, epidemiology, therapeutics, culture, ethics and law, as well as an understanding of evidence-based practice. Today’s nurses have many roles and functions—clinician, educator, manager, researcher, to name just a few. They must be highly skilled with the ability to problem solve and they must possess sophisticated critical thinking skills. They must be life-long learners and confident in the use of information and communication technology. Nurses must be able to communicate effectively, with their clients, with each other and with other members of the health care team. Above all, they must care for their patients in ways that signify respect, acceptance, empathy, connectedness, cultural sensitivity and genuine concern.

Against this background, the first Australian edition of *Kozier and Erb's fundamentals of nursing* will be of immense benefit to both beginning students and those who are more advanced. This comprehensive textbook, with its unique Australian perspective, introduces the reader to vitally important nursing issues, concepts, practices and theories. The book will prepare students for practice in a range of diverse clinical settings and help them understand what it means to be a competent professional nurse in the twenty-first century.

**LANGUAGE AND TERMINOLOGY**

**Patient, clients and health care consumers**

In developing this text we have used terminology that is familiar and applicable to most Australians. To achieve this, we have used the terms ‘client’, ‘patient’ and ‘health care consumer’ throughout the text, applying each according to its context. This remains consistent with the terminology set out in the *Code of ethics for nurses in Australia*, published by the Australian Nursing and Midwifery Council (ANMC 2005).

**Indigenous Australians**

Throughout the text we have integrated issues relevant to the Indigenous Australian population. In covering the issues we have acknowledged the importance of using non-discriminatory and appropriate language to describe groups of people, policies and events, and have thus followed the guidelines as set out by NSW Health in its publication *Communicating positively: A guide to appropriate Aboriginal terminology.*

**Nursing Diagnoses**

In 2002, the North American Nursing Diagnosis Association (NANDA) was changed to NANDA-International (NANDA-I), in recognition of the broadening global scope of its membership. The NANDA-I taxonomy provides nurses with a shared language of diagnostic terminology and is particularly useful for the beginning nurse, and thus we have incorporated it into our text. We do acknowledge, however, that Australian nurses often adapt the NANDA-I terminology to meet their own context and specific client needs.

**ORGANISATION OF THE BOOK**

The detailed table of contents at the beginning of the book provides a clear structural map to the content included in the 10 units and 54 chapters.

- **Unit 1, The Nature of Nursing**, clusters five chapters that provide comprehensive coverage of introductory concepts of nursing. The history of nursing in Australia and the Australian legal system provide a contextual backdrop to the chapters that follow.

- **Unit 2, Contemporary Health Care**, four chapters focus on contemporary health care topics such as health care delivery systems, community-based care, home care and the use of information and communication technology in health care.

- **Unit 3 is The Nursing Process**. Six chapters introduce students to this important framework, with each chapter dedicated to a specific step of the nursing process. Chapter 10 outlines critical thinking and the nursing process. A Nursing in Action case study is used as the frame of reference for applying content in all phases of the nursing process in Chapter 11, Assessing, Chapter 12, Diagnosing, Chapter 13, Planning, and Chapter 14, Implementing and Evaluating. Chapter 15 covers documenting and reporting.

Starting in this unit and incorporated throughout the book, we refer to the new NANDA International (NANDA-I) nursing diagnoses.

- **Unit 4, Health Beliefs and Practices**, four chapters cover health-related beliefs and practices for individuals and families from a variety of different cultural backgrounds. This Unit emphasises the importance of cultural sensitivity when caring for clients from different backgrounds and it has a particular focus on Indigenous Australian people—a focus that continues throughout the book. Practical issues related to nursing management is an additional strength of this unit.

- **Unit 5, Lifespan Development**, consists of five chapters that discuss development from conception to old age. Chapter 23 is a new chapter devoted specifically to the care of the older adult.

- **Unit 6, Integral Aspects of Nursing**, discusses topics such as caring, communicating, teaching, leading, managing and delegating. These topics are all crucial elements for providing competent nursing care.

- **Unit 7, Assessing Health**, covers vital signs and health assessment in two separate chapters, so beginning students can understand normal assessment techniques and findings.
Chapter 29, Vital Signs, introduces students to the health assessment skills that are crucial to competent professional practice.

In Unit 8, Integral Components of Client Care, the focus shifts to those issues of relevance to all clients: asepsis, safety, hygiene, diagnostic testing, medications, wound care and preoperative care.

Unit 9, Promoting Psychosocial Health, includes six chapters that cover a wide range of areas that affect one’s health. Sensory perception, self-concept, sexuality, spirituality, stress and loss are all things that a nurse needs to consider to properly care for a client.

Unit 10, Promoting Physiologic Health, discusses a variety of physiologic concepts that provide the foundations for nursing care. These include activity and exercise; sleep; pain; nutrition; elimination; oxygenation; circulation; and fluid, electrolyte and acid-base balance.
For years, the American edition of *Kozier & Erb's Fundamentals of Nursing* has been a gold standard that helps students embark on their careers in nursing. This first Australian edition retains many of the features that have made this textbook the number-one choice of nursing students and lecturers. To further enhance this popular fundamentals textbook and ensure its appropriate application for Australian students, nursing academics from across Australia were invited to review and comments on each of the 52 chapters. Their detailed feedback has ensured that *Kozier & Erb's Fundamentals of Nursing: First Australian edition* is a current, engaging and uniquely Australian textbook that will help students succeed in their nursing studies.

**Anatomy & Physiology Reviews** provides students with a quick review of the human bioscience that is fundamental to competent practice.

**Assessment Interviews** show students how to ask appropriate questions in their clinical encounters.

**Client Teaching** gives students a guide for what to say when educating clients.

**Clinical Alerts** highlight special information such as safety issues.
Drug Capsules boxes help students learn the implications of certain medications that they may see in their clinical encounters.

Home Care Considerations instruct students to consider adaptation for performing the skill in the home.

Practice Guidelines provide instant summaries of clinical dos and don'ts.

Critical Thinking Checkpoints provide brief case studies followed by questions that encourage students to analyse, compare, contemplate, interpret and evaluate information.

Concept Maps reinforce the steps of the nursing process by using different colours and by mapping difficult concepts diagrammatically.

Step-by-step Skills help students understand techniques and practice sequence. They include a complete equipment list and full-colour photos and illustrations for critical steps.
Lifespan Considerations alert students to the needs of clients of different ages.

Real-World Practice provides students with a real-world perspective of practice.

Research Notes introduce students to the concept of evidence-based nursing practice by reviewing relevant nursing research and discussing the implications for nursing practice.
SUPPLEMENTS FOR STUDENTS AND EDUCATORS

To supplement the textbook and facilitate active student learning, we include a variety of teaching and learning aids in our comprehensive supplements package.

**MynursingKit <www.pearson.com.au/mynursingkit>**

MynursingKit is designed to help students apply concepts in the book. Each chapter contains learning outcomes, a glossary, case studies, care plan activities and application activities, as well as a full eBook. Instructors can use grade tracker to monitor student progress.

**Nursing Skills Videos** offer students the essential foundation for competency in performing clinical nursing skills. The volumes in this series consist of comprehensive procedures, demonstrated in hundreds of realistic video clips, animations, illustrations and photographs. Throughout the videos, students will experience the real-life aspects of therapeutic communication between the nurse and the patient, patients' reaction to invasive skills, and issues related to culture, gender and age.

**Instructors' Manual.** This manual contains a wealth of material to help instructors with the planning of curricula, particularly for first-year nursing programs. It includes chapter overviews, detailed lecture suggestions and outlines, learning outcomes, teaching tips, and more, for each chapter.

**PowerPoint Slides and Digital Image Library.** To facilitate classroom presentation, this dynamic, multimedia resource pairs key points covered in the chapters with images from the textbook to encourage effective lectures and classroom discussions.

**Computerised Test Bank.** The test bank allows educators to customise the bank of questions to meet specific teaching needs and add/revise questions as needed. It consists of more than 2,000 true–false, multiple-choice, short-answer, essay and matching questions complete with solutions. Using Pearson’s TestGen software, educators can create professional-looking exams in just minutes by building tests from the existing database of questions, editing questions, or adding their own. TestGen also allows instructors to prepare printed, network and online tests.
ACKNOWLEDGMENTS

We extend a sincere thank-you to the talented team involved in the first Australian edition of this book: the contributors and reviewers who provided content and very helpful feedback; the nursing students, for their questioning minds and motivation; and the nursing academics, who provided many valuable suggestions for this edition. We also thank the editorial team at Pearson, including Michelle Aarons, acquisitions editor, for commissioning this project and putting a stellar team of authors together; Michael Stone, development editor, for keeping our noses to the grindstone; Katie Millar, senior project editor, for producing this book with precision; and the copyright and pictures team including Louise Burke and Emma Gaulton. Many of the new photos in the 1st edition were photographed by Beau Lark and overseen by Clara Williams, director of photography for Corbis, on site at Central Queensland University, and ably hosted by our terrific authors Dr Lorna Moxham and Dr Trudy Dwyer.

Tracy Levett-Jones, Trudy Dwyer, Majella Hales, Nichole Harvey, Yoni Luxford, Lorna Moxham, Tanya Park, Barbara Parker, Kerry Reid-Searl and David Stanley

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