<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>The Nature of Nursing</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAPTER 1</td>
<td>Historical and Contemporary Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>CHAPTER 2</td>
<td>Nurse Education, Research and Evidence-based Practice</td>
<td>23</td>
</tr>
<tr>
<td>CHAPTER 3</td>
<td>Nursing Theories and Conceptual Frameworks</td>
<td>38</td>
</tr>
<tr>
<td>CHAPTER 4</td>
<td>Legal Aspects of Nursing</td>
<td>55</td>
</tr>
<tr>
<td>CHAPTER 5</td>
<td>Values, Ethics and Advocacy</td>
<td>88</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 2</th>
<th>Contemporary Health Care</th>
<th>107</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAPTER 6</td>
<td>Health Care Delivery Systems</td>
<td>108</td>
</tr>
<tr>
<td>CHAPTER 7</td>
<td>Community Health</td>
<td>127</td>
</tr>
<tr>
<td>CHAPTER 8</td>
<td>Home Care</td>
<td>141</td>
</tr>
<tr>
<td>CHAPTER 9</td>
<td>Regional, Rural and Remote Nursing</td>
<td>157</td>
</tr>
<tr>
<td>CHAPTER 10</td>
<td>Health Informatics</td>
<td>173</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 3</th>
<th>The Nursing Process</th>
<th>191</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAPTER 11</td>
<td>Critical Thinking and the Nursing Process</td>
<td>192</td>
</tr>
<tr>
<td>CHAPTER 12</td>
<td>Assessing</td>
<td>204</td>
</tr>
<tr>
<td>CHAPTER 13</td>
<td>Diagnosing</td>
<td>221</td>
</tr>
<tr>
<td>CHAPTER 14</td>
<td>Planning</td>
<td>230</td>
</tr>
<tr>
<td>CHAPTER 15</td>
<td>Implementing and Evaluating</td>
<td>244</td>
</tr>
<tr>
<td>CHAPTER 16</td>
<td>Documenting and Reporting</td>
<td>258</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 4</th>
<th>Health Beliefs and Practices</th>
<th>279</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAPTER 17</td>
<td>Health Promotion</td>
<td>280</td>
</tr>
<tr>
<td>CHAPTER 18</td>
<td>Health, Wellness and Illness</td>
<td>306</td>
</tr>
<tr>
<td>CHAPTER 19</td>
<td>Culture, Nursing and Indigenous Health</td>
<td>323</td>
</tr>
<tr>
<td>CHAPTER 20</td>
<td>Complementary and Alternative Therapies</td>
<td>348</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 5</th>
<th>Lifespan Development</th>
<th>365</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAPTER 21</td>
<td>Concepts of Growth and Development</td>
<td>366</td>
</tr>
<tr>
<td>CHAPTER 22</td>
<td>Promoting Health from Conception through to Adolescence</td>
<td>385</td>
</tr>
<tr>
<td>CHAPTER 23</td>
<td>Promoting Health in Young and Middle-aged Adults</td>
<td>413</td>
</tr>
<tr>
<td>CHAPTER 24</td>
<td>Promoting Health in Older Adults</td>
<td>430</td>
</tr>
<tr>
<td>CHAPTER 25</td>
<td>Promoting Family Health</td>
<td>455</td>
</tr>
</tbody>
</table>
### VOLUME TWO

#### UNIT 6  **Integral Aspects of Nursing**
- **CHAPTER 26**  Caring  470
- **CHAPTER 27**  Communicating  484
- **CHAPTER 28**  Teaching and Learning  516
- **CHAPTER 29**  Leading and Managing  541

#### UNIT 7  **Assessing Health**
- **CHAPTER 30**  Vital Signs  555
- **CHAPTER 31**  Health Assessment  586

#### UNIT 8  **Integral Components of Individualised Care**
- **CHAPTER 32**  Infection Prevention and Control  669
- **CHAPTER 33**  Safety  670
- **CHAPTER 34**  Hygiene  721
- **CHAPTER 35**  Diagnostic Testing  763
- **CHAPTER 36**  Medications  815
- **CHAPTER 37**  Skin Integrity and Wound Care  849
- **CHAPTER 38**  Perioperative Nursing  926

### VOLUME THREE

#### UNIT 9  **Promoting Psychosocial Health**
- **CHAPTER 39**  Sensory Perception  1005
- **CHAPTER 40**  Self-concept  1006
- **CHAPTER 41**  Sexuality  1028
- **CHAPTER 42**  Spirituality  1044
- **CHAPTER 43**  Stress and Coping  1069
- **CHAPTER 44**  Loss, Grieving and Death  1089
- **CHAPTER 45**  Mental Health Nursing  1111

#### UNIT 10  **Promoting Physiological Health**
- **CHAPTER 46**  Activity and Exercise  1161
- **CHAPTER 47**  Sleep  1162
- **CHAPTER 48**  Pain Management  1192
- **CHAPTER 49**  Nutrition  1219
- **CHAPTER 50**  Urinary Elimination  1243
- **CHAPTER 51**  Faecal Elimination  1286
- **CHAPTER 52**  Oxygenation  1339
- **CHAPTER 53**  Circulation  1384
- **CHAPTER 54**  Fluid, Electrolyte and Acid–Base Balance  1421

Glossary  
Index
TABLE OF CONTENTS

VOLUME ONE

UNIT 1 The Nature of Nursing

1 Historical and Contemporary Nursing Practice 2
   Historical Perspectives 3
   Contemporary Nursing Practice 9
   Roles and Functions of the Nurse 13
   Criteria of a Profession 14
   Socialisation to Nursing 16
   Factors Influencing Contemporary Nursing Practice 17
   Nursing Organisations 19

2 Nurse Education, Research and Evidence-based Practice 23
   Nurse Education 25
   Types of Education Programs 26
   Nursing Research and Evidence-based Practice 29
   Critiquing Research 35

3 Nursing Theories and Conceptual Frameworks 38
   Introduction to Theories 39
   The Metaparadigm for Nursing 40
   Purposes of Nursing Theory 41
   Overview of Selected Nursing Theories 42
   Nursing Theorists in Australia 51
   Critique of Nursing Theory 51

4 Legal Aspects of Nursing 55
   Legal Aspects of Nursing 56
   General Legal Concepts 56
   Regulation of Nursing Practice 64
   Contractual Arrangements in Nursing 67
   Selected Legal Aspects of Nursing Practice 71
   Areas of Potential Liability in Nursing 77
   Legal Protections in Nursing Practice 81

5 Values, Ethics and Advocacy 88
   Attitudes 89
   Beliefs 89
   Values 89
   Morals 93
   Ethics 94
   Nursing Ethics 95
   Specific Ethical Issues 99
   Advocacy 102

UNIT 2 Contemporary Health Care 107

6 Health Care Delivery Systems 108
   Types of Health Care Services 109
   Types of Health Care Agencies and Services 110
   Providers of Health Care 115
   Factors Affecting Health Care Delivery 117
   The Australian Health System 118
   Frameworks for Care 120
   Financing Health Care 122

7 Community Health 127
   Health Care Reform 128
   Community-based Health Care 132
   Community Health 132
   Community Health and Primary Health Care 134
   Community-based Nursing 138

8 Home Care 141
   Home Health Nursing 143
   The Home Health Care System in Australia 144
   Roles of the Home Health Nurse 148
   Perspectives of Home Care 148
   Selected Dimensions of Home Health Nursing 149
   Nurse Safety 150
   The Practice of Nursing in the Home 152
   The Future of Home Health Care 153

9 Regional, Rural and Remote Nursing 157
   Overview 158
   What is Regional, Rural and Remote Nursing? 160
   The Regional, Rural and Remote Nursing Workforce 160
   Primary Health Care 162
   The Health of Regional, Rural and Remote Australia 163
   Access to Health Services in Regional, Rural and Remote Areas 164
<table>
<thead>
<tr>
<th>UNIT 3 The Nursing Process</th>
<th>191</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Health Informatics</td>
<td>165</td>
</tr>
<tr>
<td>Health Informatics</td>
<td>173</td>
</tr>
<tr>
<td>Health Information</td>
<td>174</td>
</tr>
<tr>
<td>Technology in Nursing and Midwifery Practice</td>
<td>179</td>
</tr>
<tr>
<td>Computers in Nursing and Midwifery Education</td>
<td>180</td>
</tr>
<tr>
<td>Computers in Administration</td>
<td>183</td>
</tr>
<tr>
<td>Computers in Nursing and Midwifery Research</td>
<td>185</td>
</tr>
<tr>
<td>The Future: Technology and Health Care</td>
<td>186</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 4 Health Beliefs and Practices</th>
<th>279</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 Health Promotion</td>
<td>280</td>
</tr>
<tr>
<td>Individual Health</td>
<td>281</td>
</tr>
<tr>
<td>Applying Theoretical Frameworks</td>
<td>282</td>
</tr>
<tr>
<td>Defining Health Promotion</td>
<td>285</td>
</tr>
<tr>
<td>Sites for Health Promotion Activities</td>
<td>286</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 5 Lifespan Development</th>
<th>365</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 Concepts of Growth and Development</td>
<td>287</td>
</tr>
<tr>
<td>Factors Influencing Growth and Development</td>
<td>289</td>
</tr>
<tr>
<td>Stages of Growth and Development</td>
<td>291</td>
</tr>
<tr>
<td>Growth and Development Theories</td>
<td>294</td>
</tr>
<tr>
<td>Applying Growth and Development Concepts to Nursing Practice</td>
<td>306</td>
</tr>
<tr>
<td>Conception and Prenatal Development</td>
<td>307</td>
</tr>
<tr>
<td>Neonates and Infants (Birth to 1 Year)</td>
<td>309</td>
</tr>
<tr>
<td>Toddlers (1 to 3 Years)</td>
<td>312</td>
</tr>
<tr>
<td>Preschoolers (4 and 5 Years)</td>
<td>315</td>
</tr>
<tr>
<td>School-age Children (6 to 12 Years)</td>
<td>316</td>
</tr>
<tr>
<td>Adolescents (12 to 18 Years)</td>
<td>317</td>
</tr>
<tr>
<td>Promoting Health from Conception through to Adolescence</td>
<td>323</td>
</tr>
<tr>
<td>Young Adults (20 to 40 Years)</td>
<td>324</td>
</tr>
<tr>
<td>Middle-aged Adults (40 to 65 Years)</td>
<td>326</td>
</tr>
<tr>
<td>Promoting Health in Older Adults</td>
<td>327</td>
</tr>
<tr>
<td>Characteristics of Older Adults in Australia</td>
<td>328</td>
</tr>
<tr>
<td>Attitudes Towards Ageing</td>
<td>330</td>
</tr>
<tr>
<td>Gerontological Nursing</td>
<td>335</td>
</tr>
<tr>
<td>Care Settings for Older People</td>
<td>340</td>
</tr>
<tr>
<td>Physiological Ageing</td>
<td>341</td>
</tr>
<tr>
<td>Psychosocial Ageing</td>
<td>342</td>
</tr>
<tr>
<td>Cognitive Abilities and Ageing</td>
<td>343</td>
</tr>
</tbody>
</table>
### VOLUME TWO

#### UNIT 6 Integral Aspects of Nursing

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 Caring</td>
<td>469</td>
</tr>
<tr>
<td>Professionalisation of Caring</td>
<td>470</td>
</tr>
<tr>
<td>Nursing Theories on Caring</td>
<td>471</td>
</tr>
<tr>
<td>Types of Knowledge in Nursing</td>
<td>471</td>
</tr>
<tr>
<td>Caring Encounters</td>
<td>474</td>
</tr>
<tr>
<td>Maintaining Caring Practice</td>
<td>475</td>
</tr>
<tr>
<td>27 Communicating</td>
<td>477</td>
</tr>
<tr>
<td>Communicating</td>
<td>484</td>
</tr>
<tr>
<td>Therapeutic Relationships</td>
<td>485</td>
</tr>
<tr>
<td>Communication and the Nursing Process</td>
<td>499</td>
</tr>
<tr>
<td>NURSING MANAGEMENT</td>
<td>503</td>
</tr>
<tr>
<td>Group and Team Communication</td>
<td>503</td>
</tr>
<tr>
<td>Communication with Colleagues</td>
<td>507</td>
</tr>
<tr>
<td>28 Teaching and Learning</td>
<td>508</td>
</tr>
<tr>
<td>Teaching</td>
<td>516</td>
</tr>
<tr>
<td>Learning</td>
<td>517</td>
</tr>
<tr>
<td>The Internet and Health Information</td>
<td>520</td>
</tr>
<tr>
<td>Nurse as Educator</td>
<td>525</td>
</tr>
<tr>
<td>NURSING MANAGEMENT</td>
<td>525</td>
</tr>
<tr>
<td>29 Leading and Managing</td>
<td>541</td>
</tr>
<tr>
<td>The Nurse as Leader and Manager</td>
<td>542</td>
</tr>
<tr>
<td>Global Leadership and Policy</td>
<td>542</td>
</tr>
<tr>
<td>Leadership</td>
<td>543</td>
</tr>
<tr>
<td>Management</td>
<td>546</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>546</td>
</tr>
<tr>
<td>Clinical Governance</td>
<td>549</td>
</tr>
<tr>
<td>Change and the Nurse Manager</td>
<td>549</td>
</tr>
<tr>
<td>30 Vital Signs</td>
<td>555</td>
</tr>
<tr>
<td>Respiration</td>
<td>556</td>
</tr>
<tr>
<td>Oxygen Saturation</td>
<td>559</td>
</tr>
<tr>
<td>Blood Pressure</td>
<td>562</td>
</tr>
<tr>
<td>Pulse or Heart Rate</td>
<td>563</td>
</tr>
<tr>
<td>Body Temperature</td>
<td>568</td>
</tr>
<tr>
<td>31 Health Assessment</td>
<td>572</td>
</tr>
<tr>
<td>Physical Health Assessment</td>
<td>586</td>
</tr>
<tr>
<td>General Assessment</td>
<td>587</td>
</tr>
<tr>
<td>NURSING MANAGEMENT</td>
<td>594</td>
</tr>
</tbody>
</table>

#### UNIT 7 Assessing Health

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>32 Infection Prevention and Control</td>
<td>669</td>
</tr>
<tr>
<td>Micro-organisms</td>
<td>670</td>
</tr>
<tr>
<td>Pathogens: Colonisation and Infection</td>
<td>671</td>
</tr>
<tr>
<td>Types of Infection</td>
<td>671</td>
</tr>
<tr>
<td>Chain of Infection</td>
<td>673</td>
</tr>
<tr>
<td>Body Defences Against Infection</td>
<td>673</td>
</tr>
<tr>
<td>Types of Specific Immunity</td>
<td>676</td>
</tr>
<tr>
<td>Factors Increasing Susceptibility to Infection</td>
<td>676</td>
</tr>
<tr>
<td>Infection Control and Health Care</td>
<td>678</td>
</tr>
<tr>
<td>Standard Precautions</td>
<td>678</td>
</tr>
<tr>
<td>SKILL 32.1 HAND WASHING TECHNIQUE</td>
<td>685</td>
</tr>
<tr>
<td>SKILL 32.2 DONNING AND REMOVING PERSONAL PROTECTIVE EQUIPMENT (GLOVES, GOWN, MASK, EYEWEAR)</td>
<td>685</td>
</tr>
<tr>
<td>Asepsis and Aseptic Technique</td>
<td>690</td>
</tr>
<tr>
<td>Transmission-based Precautions</td>
<td>693</td>
</tr>
<tr>
<td>Health-care-associated Infections</td>
<td>697</td>
</tr>
<tr>
<td>NURSING MANAGEMENT</td>
<td>697</td>
</tr>
<tr>
<td>SKILL 32.3 ESTABLISHING AND MAINTAINING A CRITICAL ASEPTIC FIELD</td>
<td>704</td>
</tr>
</tbody>
</table>

#### Skill 31.4 Assessing the Nails

- Assessing the skin
- Assessing the hair
- Assessing the nails

#### Skill 31.1 Assessing Appearance and Mental Status

- Assessing the head
- Assessing the skull and face
- Assessing the ear and hearing
- Assessing the neck
- Assessing the mouth and oropharynx
- Assessing the thorax and lungs
- The cardiovascular and peripheral vascular systems
- Assessing the heart and central vessels
- Assessing the peripheral vascular system
- Assessing the breasts and axillae
- Assessing the breasts and axillae
- Assessing the abdomen
- The musculoskeletal system
- The neurological system
- Assessing the neurological system
- Assessing the female genitals and inguinal area
- Assessing the female genitals and inguinal area
- Assessing the male genitals and inguinal area
- The rectum and anus
- Assessing the rectum and anus

#### Skill 32.2 Donning and Removing Personal Protective Equipment (Gloves, Gown, Mask, Eyewear)

- Asepsis and aseptic technique
- Transmission-based precautions
- Health-care-associated infections
- NURSING MANAGEMENT
- Establishing and maintaining a critical aseptic field
### 33 Safety

- National Safety and Quality Health Service
- Factors Affecting Safety
- Aboriginal and Torres Strait Islander Health
- NURSING MANAGEMENT
  - SKILL 33.1 USING A BED OR CHAIR EXIT SAFETY MONITORING DEVICE
  - SKILL 33.2 IMPLEMENTING SEIZURE PRECAUTIONS
  - SKILL 33.3 APPLYING RESTRAINTS

### 34 Hygiene

- Hygiene Care
  - Skin
    - NURSING MANAGEMENT
      - SKILL 34.1 BATHING AN ADULT, CHILD OR YOUNG PERSON
      - SKILL 34.2 PROVIDING PERINEAL–GENITAL CARE
  - Feet
    - NURSING MANAGEMENT
  - Nails
    - NURSING MANAGEMENT
  - Mouth
    - NURSING MANAGEMENT
  - SKILL 34.4 BRUSHING AND FLOSSING THE TEETH
  - SKILL 34.5 PROVIDING SPECIAL ORAL CARE FOR THE UNCONSCIOUS PERSON
  - Hair
    - NURSING MANAGEMENT
    - SKILL 34.6 PROVIDING HAIR CARE
    - SKILL 34.7 SHAMPOOING THE HAIR OF A PERSON CONFINED TO BED
  - Eyes
    - NURSING MANAGEMENT
  - Ears
    - SKILL 34.8 REMOVING, CLEANING AND INSERTING A HEARING AID
    - Supporting a Hygienic Environment
    - Making Beds
  - SKILL 34.9 CHANGING AN UNOCCUPIED BED
  - SKILL 34.10 CHANGING AN OCCUPIED BED

### 35 Diagnostic Testing

- Diagnostic Testing Phases
- Blood Tests
  - SKILL 35.1 OBTAINING A CAPILLARY BLOOD SPECIMEN TO MEASURE BLOOD GLUCOSE
  - Specimen Collection
  - SKILL 35.2 COLLECTING A URINE SAMPLE FOR CULTURE AND SENSITIVITY BY MIDSTREAM SPECIMEN OF URINE (MSU)
  - Visualisation Procedures
  - Aspiration/Biopsy

### 36 Medications

- Medications
  - Drug Standards
  - Legal Aspects of Drug Administration
  - Effects of Drugs
  - Drug Misuse
  - Actions of Drugs on the Body
  - Factors Affecting Medication Action
  - Routes of Administration
  - Medication Orders
  - Systems of Measurement
  - Administering Medications Safely
  - Oral Medications
  - SKILL 36.1 ADMINISTERING ORAL MEDICATIONS
  - Nasogastric and Gastrostomy Medications
  - Parenteral Medications
  - SKILL 36.2 PREPARING MEDICATIONS FROM AMPOULES
  - SKILL 36.3 PREPARING MEDICATIONS FROM VIALS
  - SKILL 36.4 MIXING MEDICATIONS USING ONE SYRINGE
  - SKILL 36.5 ADMINISTERING AN INTRADERMAL INJECTION FOR SKIN TESTS
  - SKILL 36.6 ADMINISTERING A SUBCUTANEOUS INJECTION
  - SKILL 36.7 ADMINISTERING AN INTRAMUSCULAR INJECTION
  - SKILL 36.8 ADDING MEDICATIONS TO INTRAVENOUS FLUID CONTAINERS
  - SKILL 36.9 ADMINISTERING INTRAVENOUS MEDICATIONS USING IV PUSH
  - Topical Medications
  - Ophthalmic Medications
  - SKILL 36.10 ADMINISTERING OPHTHALMIC INSTILLATIONS
  - Otic Medications
  - SKILL 36.11 ADMINISTERING OTIC INSTILLATIONS
  - Nasal Medications
  - Vaginal Medications
  - SKILL 36.12 ADMINISTERING VAGINAL INSTILLATIONS
  - Rectal Medications
  - Respiratory Inhalation
  - Irrigations

### 37 Skin Integrity and Wound Care

- Skin Integrity
  - Types of Wounds
  - Pressure Ulcers
  - Wound Healing
  - NURSING MANAGEMENT
    - SKILL 37.1 OBTAINING A WOUND DRAINAGE SPECIMEN FOR CULTURE
  - SKILL 37.2 IRRIGATING A WOUND

### 38 Perioperative Nursing

- The Perioperative Workforce
  - Standards and Guidelines
  - Types of Surgery
  - The Surgical Pathway
  - Preoperative Phase
  - NURSING MANAGEMENT
    - SKILL 38.1 TEACHING MOVING, LEG EXERCISES, DEEP BREATHING AND COUGHING
    - SKILL 38.2 APPLYING ANTI-EMBOLIC STOCKINGS
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altered Nutrition</td>
<td>1309</td>
</tr>
<tr>
<td>NURSING MANAGEMENT</td>
<td>1310</td>
</tr>
<tr>
<td>SKILL 49.1 INSETING A NASOGASTRIC TUBE</td>
<td>1322</td>
</tr>
<tr>
<td>SKILL 49.2 REMOVING A NASOGASTRIC TUBE</td>
<td>1325</td>
</tr>
<tr>
<td>SKILL 49.3 ADMINISTERING A TUBE FEEDING</td>
<td>1328</td>
</tr>
<tr>
<td>SKILL 49.4 ADMINISTERING A GASTROSTOMY OR JEJUNOSTOMY FEEDING</td>
<td>1330</td>
</tr>
<tr>
<td>50 Urinary Elimination</td>
<td>1339</td>
</tr>
<tr>
<td>Physiology of Urinary Elimination</td>
<td>1340</td>
</tr>
<tr>
<td>Factors Affecting Voiding</td>
<td>1343</td>
</tr>
<tr>
<td>Altered Urine Production</td>
<td>1346</td>
</tr>
<tr>
<td>Altered Urinary Elimination</td>
<td>1347</td>
</tr>
<tr>
<td>NURSING MANAGEMENT</td>
<td>1349</td>
</tr>
<tr>
<td>SKILL 50.1 DIPSTICK URINALYSIS</td>
<td>1352</td>
</tr>
<tr>
<td>SKILL 50.2 APPLYING AN EXTERNAL URINARY SHEATH</td>
<td>1361</td>
</tr>
<tr>
<td>SKILL 50.3 PERFORMING URINARY CATHETERISATION</td>
<td>1366</td>
</tr>
<tr>
<td>SKILL 50.4 PERFORMING BLADDER IRRIGATION</td>
<td>1374</td>
</tr>
<tr>
<td>51 Faecal Elimination</td>
<td>1384</td>
</tr>
<tr>
<td>The Digestive System</td>
<td>1385</td>
</tr>
<tr>
<td>Physiology of Defecation</td>
<td>1386</td>
</tr>
<tr>
<td>Factors that Affect Defecation</td>
<td>1389</td>
</tr>
<tr>
<td>Faecal Elimination Problems</td>
<td>1391</td>
</tr>
<tr>
<td>NURSING MANAGEMENT</td>
<td>1396</td>
</tr>
<tr>
<td>SKILL 51.1 ADMINISTERING AN ENEMA</td>
<td>1405</td>
</tr>
<tr>
<td>Bowel Diversion Oistroses</td>
<td>1408</td>
</tr>
<tr>
<td>SKILL 51.2 CHANGING A BOWEL DIVERSION STOMA APPLIQUE</td>
<td>1413</td>
</tr>
<tr>
<td>52 Oxygenation</td>
<td>1421</td>
</tr>
<tr>
<td>Structure and Function of the Respiratory System</td>
<td>1422</td>
</tr>
<tr>
<td>Respiratory Regulation</td>
<td>1426</td>
</tr>
<tr>
<td>Factors Affecting Respiratory Function</td>
<td>1426</td>
</tr>
<tr>
<td>Alterations in Respiratory Function</td>
<td>1428</td>
</tr>
<tr>
<td>NURSING MANAGEMENT</td>
<td>1429</td>
</tr>
<tr>
<td>SKILL 52.1 ADMINISTERING OXYGEN BY CANNULA, FACE MASK, NON-REBREATHER MASK OR FACE TENT</td>
<td>1442</td>
</tr>
<tr>
<td>SKILL 52.2 PROVIDING TRACHEOSTOMY CARE</td>
<td>1448</td>
</tr>
<tr>
<td>SKILL 52.3 OROPHARYNGEAL AND NASOPHARYNGEAL SUCTIONING</td>
<td>1452</td>
</tr>
<tr>
<td>SKILL 52.4 SUCTIONING A TRACHEOSTOMY OR ENDOTRACHEAL TUBE</td>
<td>1455</td>
</tr>
<tr>
<td>53 Circulation</td>
<td>1467</td>
</tr>
<tr>
<td>Physiology of the Cardiovascular System</td>
<td>1468</td>
</tr>
<tr>
<td>Lifespan Considerations</td>
<td>1473</td>
</tr>
<tr>
<td>Factors Affecting Cardiovascular Function</td>
<td>1474</td>
</tr>
<tr>
<td>Alterations in Cardiovascular Function</td>
<td>1477</td>
</tr>
<tr>
<td>NURSING MANAGEMENT</td>
<td>1480</td>
</tr>
<tr>
<td>SKILL 53.1 SEQUENTIAL COMPRESSION DEVICES</td>
<td>1484</td>
</tr>
<tr>
<td>54 Fluid, Electrolyte and Acid–Base Balance</td>
<td>1491</td>
</tr>
<tr>
<td>Body Fluids and Electrolytes</td>
<td>1492</td>
</tr>
<tr>
<td>Acid–Base Balance</td>
<td>1500</td>
</tr>
<tr>
<td>Factors Affecting Body Fluid, Electrolytes and Acid–Base Balance</td>
<td>1501</td>
</tr>
<tr>
<td>Disturbances in Fluid Volume, Electrolyte and Acid–Base Balances</td>
<td>1503</td>
</tr>
<tr>
<td>NURSING MANAGEMENT</td>
<td>1513</td>
</tr>
<tr>
<td>SKILL 54.1 STARTING AN INTRAVENOUS INFUSION</td>
<td>1530</td>
</tr>
<tr>
<td>SKILL 54.2 MONITORING AN INTRAVENOUS INFUSION</td>
<td>1536</td>
</tr>
<tr>
<td>SKILL 54.3 CHANGING AN INTRAVENOUS CONTAINER, TUBING AND DRESSING</td>
<td>1538</td>
</tr>
<tr>
<td>SKILL 54.4 DISCONTINUING AN INTRAVENOUS INFUSION</td>
<td>1540</td>
</tr>
<tr>
<td>SKILL 54.5 CHANGING AN INTRAVENOUS CANNULA TO AN INTERMITTENT INFUSION LOCK</td>
<td>1541</td>
</tr>
<tr>
<td>SKILL 54.6 INITIATING, MAINTAINING AND TERMINATING A BLOOD TRANSFUSION</td>
<td>1545</td>
</tr>
<tr>
<td>Glossary</td>
<td>G-1</td>
</tr>
<tr>
<td>Index</td>
<td>I-1</td>
</tr>
</tbody>
</table>
ABOUT THE AUTHORS

● AUDREY BERMAN  PhD, RN

A San Francisco Bay Area native, Audrey Berman received her BSN from the University of California–San Francisco, and later returned to that campus to obtain her MS in physiological 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 and Doctor of Nursing Practice programs. Over the years, she has taught a variety of medical-surgical nursing courses in the pre-licensure programs. She currently serves as the Dean of Nursing at Samuel Merritt University. She was the 2014–16 president of the California Association of Colleges of Nursing.

Dr Berman has travelled extensively, visiting nursing and health care institutions in Australia, Botswana, Brazil, Germany, Israel, Japan, Korea, the Philippines, the former Soviet Union and Spain. She serves on the board of directors for the Bay Area Tumor Institute and the East Bay American Heart Association. 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 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, seventh, eighth, ninth and tenth editions of Fundamentals of Nursing and the fifth, sixth, seventh and eighth editions of Skills in Clinical Nursing.

● SHIRLEE J. SNYDER  EDD, RN

Shirlee J. Snyder graduated from Columbia Hospital School of Nursing in Milwaukee, Wisconsin, and subsequently received a Bachelor of Science in nursing from the 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 her 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 alumna at Samuel Merritt College. Her interest and experiences in nursing education resulted in Shirlee obtaining a doctorate of education focused on 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 8 years. During this teaching experience, 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 5 years. During this time she co-authored 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. From 2008 to 2012, she was Dean of the School of Nursing at Nevada State College in Henderson, Nevada. She is currently retired. Dr Snyder enjoyed travelling to the Philippines (Manila and Cebu) in 2009 to present all-day seminars to approximately 5000 nursing students and 200 nursing faculty. She is a member of the American Nurses Association and Sigma Theta Tau. She has been a site visitor for the National League for Nursing Accrediting Commission and the Northwest Association of Schools and Colleges.

**GERALYN FRANDSEN, EDD, RN**

Geralyn Frandsen graduated in the last class from DePaul Hospital School of Nursing in St Louis, Missouri. She earned a Bachelor of Science in nursing from Maryville College. She attended Southern Illinois University at Edwardsville, earning a Master of Science in nursing with specialisations in community health and nursing education. Upon completion, she accepted a faculty position at her alma mater, Maryville College, which has since been renamed Maryville University. In 2003 she completed her doctorate in higher education and leadership at Saint Louis University. Her dissertation was Mentoring Nursing Faculty in Higher Education. Her review of literature was incorporated in the Maryville University Guide to Promotion and Tenure.

In service to the university, she has been a member and chair of the promotion and tenure committee for the past 10 years. She is a tenured full professor and currently serves as Assistant Director of the Catherine McCauley School of Nursing at Maryville. When educating undergraduate and graduate students, she utilises a variety of teaching strategies to engage her students. When teaching undergraduate pharmacology, she utilises a team teaching approach, placing students in groups to review content. Each student is also required to bring a completed ticket to class covering the content to be taught. The practice of bringing a ticket to class was introduced to her by Dr Em Bevis, who is famous for Toward a Caring Curriculum. Dr Frandsen has authored textbooks in pharmacology and nursing fundamentals. In the ninth edition of Kozier & Erb's Fundamentals of Nursing, she contributed the chapters on Safety, Diagnostic, Testing, Medications Perioperative Nursing and Faecal Elimination. In 2013, she was the fundamentals contributor for Ready Point and My Nursing Lab. This is an online resource to assist students in reviewing content in their nursing fundamentals course. She has authored both Nursing Fundamentals: Pearson Reviews and Rationales and, in 2007, Pharmacology Reviews and Rationales.

Dr Frandsen has completed the End-of-Life Nursing Education Consortium train-the-trainer courses for advanced practice nurses and the Doctorate of Nursing Practice. She is passionate about end-of-life care and teaches a course to her undergraduate students. She also teaches undergraduate pharmacology and advanced pharmacotherapeutics. Her advanced pharmacotherapeutics class is taught at the university and online. Dr Frandsen is a member of Sigma Theta Tau International and the American Nurses Association, and serves as a site visitor for the Commission on Collegiate Nursing Education.
ABOUT THE AUSTRALIAN AUTHORS

The authors listed below are the Unit coordinators for the fourth Australian edition of *Kozier and Erb's Fundamentals of Nursing*. For a complete list of contributors, see pages xxvii–xxx.

**TRACY LEVETT-JONES, RN, PHD, MED & WORK, BN, DIPAPPSC (NURSING)**

Professor Tracy Levett-Jones is the Professor of Nursing Education in the Faculty of Health at the University of Technology Sydney. Her research interests include the phenomenon of 'belongingness', interprofessional education, empathy, clinical reasoning, simulation, cultural competence and patient safety. Tracy's doctoral research explored the clinical learning experiences of students in Australia and the UK. She has a broad clinical background and, prior to her academic career, worked as a women's health nurse, nurse educator and nurse manager. Tracy has authored over 150 books and peer-reviewed journal publications, and she has been awarded 10 national teaching and learning awards.

**TRUDY DWYER, RN, ICUNSGCERT, BHLLTHSCN (NSG), GRAD CERT FLEXLEARN, MCLINEDU, PHD**

Associate Professor Trudy Dwyer has a PhD and is a nursing research academic at CQUniversity Australia. She has extensive experience in teaching and learning with both undergraduate and postgraduate research higher-degree students. Research interests include recognition and responding to the deteriorating patient, patient safety and quality, nurse-led models of care, simulation and knowledge translation. She has authored numerous books, book chapters and peer-reviewed journal articles, and is a principal author of five books in the Student Survival Guide series published by Pearson Australia; one has sold over 72 000 copies.

**MAJELLA HALES, RN, BN, GRAD CERT HE, MAPP SCI**

Majella Hales has taught in the tertiary education sector for many years. She is currently a casual lecturer and facilitator at Australian Catholic University in Brisbane, teaching bioscience to undergraduate health science students. She is a co-founder of Sciencopia, a company that produces novel and unique educational resources for students of health science. After completing her hospital training, she undertook a post-registration Bachelor of Nursing, Masters of Applied Science (Research), and a Graduate Certificate in Higher Education. Majella is passionate about developing print and digital, and 3D printed resources to assist teaching and learning, especially in relation to complex content. She has extensive experience in emergency and intensive care and is still clinically active, undertaking regular agency critical care shifts and clinical facilitation of undergraduate nurses. Majella’s international experience includes presentations in Japan, Brazil and the US. She has also been a member of teams providing critical care and education assistance to the Solomon Islands, Fiji and Brazil. Majella has co-authored and contributed to numerous print and digital resources, including fundamentals and medical–surgical nursing textbooks, digital case study resources, skills videos and the *Essential Aussie Drugs* pocket book.
NICHOLE HARVEY, RN, RM, CRITCARECERT, BN(POST REG), MNST, GRAD CERT ED (TERTIARY TEACHING), PHD

Nichole Harvey undertook her nursing training at the Townsville General Hospital between 1985 and 1988. Nichole has extensive clinical experience, having worked in large-city and rural and remote locations, as well as overseas. After working in a number of locations around Australia and overseas, she embarked on midwifery studies, becoming an endorsed midwife in 1995. Her main area of clinical expertise is emergency and trauma nursing, with a special interest in midwifery.

In 2000, Nichole commenced an academic role with James Cook University, School of Nursing, Midwifery and Nutrition; she then moved to the School of Medicine and Dentistry in 2011. During this time, Nichole has been involved in the development and teaching of nursing, midwifery and medical curricula. Her current role involves teaching clinical skills to Years 1–3 medical students in simulated environments. Nichole completed her PhD in 2012, which investigated the triage and management of pregnant women in emergency departments. Nichole is a group member recipient of two James Cook University Citations for Outstanding Contributions to Student Learning and a group member recipient of an Australian Award for University Teaching, Office for Learning and Teaching. Nichole sits on a number of national, state and local professional clinical reference groups and also is one of the authors of the first edition of the Australian Skills in Clinical Nursing textbook.

LORNA MOXHAM, RN, MHN, PHD, BHSC (UWS), DA(NSG) (MIHE), MED (UNSW), CERT OH&S (CQU), CERT QUAL MGMT (CQU), CERT IV (TRAINING & ASSESSMENT) (CQIT), FACMH, FCON

Dr Lorna Moxham is a 3-year specialist hospital-trained psychiatric nurse and holds the position of Professor of Mental Health Nursing in the Faculty of Science, Medicine and Health at the University of Wollongong (UOW). Lorna 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 member and/or chair and has held several leadership and governance roles, both within the tertiary education sector and in industry. Currently, Lorna is the Academic Lead for Living Well, Longer, a research stream within the UOW Global Challenges program which brings researchers from a variety of disciplines together across Australia and internationally to create larger-scale collaborative teams to solve real-world problems. Lorna’s involvement in nurse regulation enables her to actively contribute to ongoing professional integrity and development. Passionate about nursing, its past, present and future, Lorna has an extensive publication record and has both led and been a team member in many research projects. She is the principal supervisor for many postgraduate students, a journal editor and reviewer, and is passionate about mental health nursing in which she leads Recovery Camp, an Australian initiative offering innovative clinical placements (www.recoverycamp.com.au). As a fellow of the Australian College of Mental Health Nurses and also a Fellow of the Australian College of Nursing, Lorna believes this Australian text will contribute in a positive way to the future of nursing—a profession she has dedicated her life to.

TANYA LANGTREE, RN, BNSC, PGDIPACN(NEUROSC), PGCERTNOSC(INTCARE), MNST, JP(QUAL)

Tanya Langtree has been a Registered Nurse since 2000. Tanya has worked in both public and private sectors, with her main areas of clinical expertise being neurosciences and critical care nursing. She has a keen interest in psychomotor skill development and clinical simulation, and has been teaching undergraduate nursing students in the simulated environment since 2005. In 2010, Tanya joined the discipline of Nursing, Midwifery and Nutrition at James Cook University (JCU). Since then, she has held a variety of roles including subject coordinator, year level coordinator and Director of Clinical Simulation. In 2016, Tanya relocated from the Townsville campus of JCU to the Mt Isa Centre for Rural and Remote Health as the Site Coordinator for the BNSc program. Tanya is currently completing her PhD investigating the influence of a seventeenth-century Spanish nursing text on nursing knowledge, education and identity.
BARBARA PARKER, RN, BSC(HONS), GRAD CERT ED (HIGHER ED), PHD

Following a 10-year appointment as Program Director for the Bachelor of Nursing in the School of Nursing and Midwifery, Dr Barbara Parker is currently Associate Dean: Online Education in the Division of Health Sciences at the University of South Australia. Barbara has worked extensively in the clinical environment, specifically in the areas of anaesthetics and recovery, and orthopaedic and urology surgical nursing. She completed a PhD on the impact of gastrointestinal alterations in appetite regulation of older adults, and has published in gastrointestinal and nutritional physiology and diabetes. Barbara has expertise in coordinating research programs in obesity, impaired glucose tolerance and diabetes with both pharmacological and lifestyle interventions.

Her current research interests include the use of simulation in nursing and health education, and online education.

KERRY REID-SEARL, RN, RM BHSC (NSG), MCLINEDU, PHD, MRCNA, FCN

Kerry Reid-Searl is a Professor at CQUniversity. She first completed her nursing qualifications in Tasmania. Since then, she has gained experience in Queensland as a remote area nurse, a generalist nurse and a midwife and, in more recent years, she has worked in the clinical area of paediatrics. Kerry has over 22 years’ experience in undergraduate nursing education. She holds a Bachelor of Health Science, a Master's in Clinical Education and a PhD. Kerry has a strong interest in clinical education and simulation, wound care and medication safety. She is also the pioneer in an innovative simulation technique termed MASK ED (KRS Simulation), which involves the educator teaching using realistic and wearable silicone props.

Kerry has co-authored multiple textbooks and many peer-reviewed journal publications. She has been the recipient of numerous teaching and learning awards, including the 2007 CQU Vice-Chancellor’s Award for Teacher of the Year, the Pearson Australia and ANTS Nursing Educator of the Year in 2009, a Vice-Chancellor’s Award for Excellence in Learning and Teaching in 2010, a Faculty Teaching Excellence Award in 2007 and 2010, an Australian Teaching and Learning Council Citation for Outstanding Contributions to Student Learning in 2008 and 2012, an Australian Award for University Teaching in 2012, and in 2013 was awarded the Simulation Australia Achievement Award.

DAVID STANLEY, NURSD, MSC HS, BA NG, DIP HE (NURSING), RN, RM, TF, GERONTIC CERT, GRAD CERT HPE

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). After a number of years of volunteer work in Africa, he moved to the UK and worked as the Coordinator of Children’s Services and as a Nurse Practitioner. He completed a Master’s of Health Science at Birmingham University.

For a short time, David worked in Central Australia for Remote Health Services, before returning to the UK to complete his nursing doctorate, researching in the area of clinical leadership. He retains a research interest in clinical leadership, men in nursing and the role of the media in nursing. He is currently employed at The University of New England in New South Wales as Professor in Nursing, Discipline Lead for Nursing and BN and MNP Course Coordinator. David is also an avid poet and writer of children’s books.
Contemporary nursing in Australia and internationally is challenging, complex, dynamic and very rewarding. Many of the people we care for, both in the community and in hospitals, are older and sicker than they were a decade ago, often with complex health and psychosocial needs. This means that nurses today must be clinically competent, empathic, flexible and knowledgeable. They need a broad and deep understanding of physiology, pathophysiology, pharmacology, epidemiology, therapeutics, culture, ethics and law, as well as a commitment to evidence-based practice.

Today's nurses have many roles and functions—clinician, educator, leader, researcher, to name just a few. They require highly developed skills in problem solving, critical thinking and clinical reasoning. Today's nurses must be lifelong learners who are confident in the use of information and communication technology, and able to communicate effectively with their patients and with all members of the health care team. Above all, they must care for people in ways that signify respect, acceptance, empathy, connectedness, cultural sensitivity and genuine concern.

This fourth Australian edition of Kozier and Erb's Fundamentals of Nursing has once again undergone a rigorous review and writing process. Contemporary changes in the regulation of nursing are reflected in the chapters, and this edition continues to focus on the three core philosophies:

1. person-centred care
2. critical thinking and clinical reasoning
3. cultural safety.

These three philosophical foundations are interwoven in a meaningful way through each chapter. In the pages that follow, the definitions of these three philosophies, as they apply to this edition of Kozier and Erb's Fundamentals of Nursing, are outlined.

NEW TO THIS EDITION

- All references to NANDA have been removed and nursing diagnoses more clearly explained. A new feature, Links to the National Safety and Quality Health Service Standards, is displayed in each unit, along with practical examples on how the standard is applied.
- The Research Notes and Real World features are updated to reflect contemporary Australian and New Zealand research and clinician stories.
- Reference to the concept of disability has been integrated where applicable to the content and context.
- Considerable new and more contemporary references have been added to support the latest information.
- Unit 2 has been updated to ensure the statistics, health policy legislation and funding arrangements reflect current practices. In addition, Chapters 6 and 7 have been modified to accommodate the new structure of the federal government’s Primary Health Networks and National Disability Insurance Scheme (NDIS). Chapter 8 examines health care reform over a decade and Chapter 10 explores the evolution of e-health reform in Australia.
- In Unit 4, Chapter 19 has been significantly modified to encompass an Australian Indigenous focus, recognising Indigenous Australian culture and the historical
background, legislation, policies and practices that have impacted on and shaped the interrelationship between Indigenous Australians and other cultural groups, and the health, culture and wellbeing of Indigenous Australians.

- Unit 9 has further incorporated person-centred care by implementing an inclusivity philosophy. This was achieved by including further discussion regarding the health concerns of diverse population groups including the LGBTI community and those living with a disability and/or mental illness.

ACKNOWLEDGMENTS

We extend a sincere thank you to the talented team involved in the fourth Australian edition of this book: the contributors 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:

Trish Burton from Victoria University for mapping each of the learning outcomes and examples in the text to the relevant Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice, thereby linking the core concepts to contemporary Australian nursing practice.

Dr Cheryl Ross, Senior Lecturer (Nursing), School of Nursing and Midwifery, University of Southern Queensland for the development of the PowerPoints and Test Bank for each chapter and the mapping of learning outcomes to the NMBA Standards for Professional Practice within the digital learning platform, MyLab Nursing.

Our grateful thanks for this valuable contribution to these student and instructor resources.

The following people are to be acknowledged for carefully reviewing the chapters and providing a thoughtful and constructive critique.

Proposal reviewers
Mr James Bonnamy, Monash University
Sinead Barry, La Trobe University
Ms Penny Harrison, University of Sunshine Coast
Mrs Janice Layh, University of Sunshine Coast
Julie Dally, University of Notre Dame

Manuscript reviewers
Dr Georgia Clarkson, Australian Catholic University
Mrs Maryanne Podham, Charles Sturt University
Dr Doseena Fergie, Australian Catholic University
Mrs Danielle Noble, University of Newcastle
Ms Elspeth Hillman, James Cook University

Finally, we thank the editorial and production team at Pearson, including Mandy Sheppard, Senior Portfolio Manager; Anna Carter, Development Editor; Katie Millar, Lead Editor; and Emma Gaulton, Copyright and Pictures Editor.

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

Chapter 1 Historical and Contemporary Nursing Practice
4th edition: Christopher Patterson, RN, M Nurs (Mental Health) (UOW), BN (Hon) (UOW), MACMHN, MACN
University of Wollongong

3rd edition: Christopher Patterson, RN, M Nurs (Mental Health) (UOW), BN (Hon) (UOW), MACMHN, MACN
University of Wollongong

Kylie Smith, BA (Hons), PhD (UOW), University of Wollongong

Chapter 2 Nurse Education, Research and Evidence-based Practice
3rd and 4th editions: Lorna Moxham, RN, MHN, PhD, BHSc (UWS); DAS (Nsg) (MIHE), Med (UNSW), Cert OH&S (CQU), Cert Qual Mgmt (CQU), Cert IV (Training & Assessment) (CGIT), FACMHN, FACN, Professor of Mental Health Nursing, University of Wollongong

Chapter 3 Nursing Theories and Conceptual Frameworks
3rd and 4th editions: Marc Broadbent, RN, Cert Crit Care (Alfred), Grad Cert Adult Ed & Training (UNE), Grad Dip Adult Ed & Training (UNE), M Ed (UNE), PhD candidate, MACMHN, FACN, University of the Sunshine Coast

Chapter 4 Legal Aspects of Nursing
3rd and 4th editions: Leeanne Heaton, RN RM BN, BClinPrac (Paramedic), MSc (Midwifery)

Chapter 5 Values, Ethics and Advocacy
3rd and 4th editions: Dr Moira Stephens, RN, PhD, MSc, BN (Hons), Grad Cert Ed, Grad Cert Onc., Grad Cert HIV &AIDS, MRCNA, MCNSA, University of Wollongong

Ms Renee Brighten, RN, MNurs (Mental Health), BN, Cert IV Training & Assessment, MACMHN, University of Wollongong

Chapter 6 Health Care Delivery Systems
4th edition: Majella Hales, RN, BN, Grad Cert HE, MAAppSci, Australian Catholic University, McAuley Campus; Sciencopia

3rd edition: Judy Gonda, RN, RM, B App Sci Adv Nsg (Education), MN, PhD, Australian Catholic University, McAuley Campus

Chapter 7 Community Health
3rd and 4th editions: Majella Hales, RN, BN, Grad Cert HE, MAAppSci, Australian Catholic University, McAuley Campus; Sciencopia

Chapter 8 Home Care
3rd and 4th editions: Majella Hales, RN, BN, Grad Cert HE, MAAppSci, Australian Catholic University, McAuley Campus; Sciencopia

Chapter 9 Regional, Rural and Remote Nursing
3rd and 4th editions: Leeanne Heaton, RN RM BN, BClinPrac (Paramedic), MSc (Midwifery)

Chapter 10 Health Informatics
3rd and 4th editions: Majella Hales, RN, BN, Grad Cert HE, MAAppSci, Australian Catholic University, McAuley Campus; Sciencopia

Chapter 11 Critical Thinking and the Nursing Process
4th edition: Becky Ingham-Broomfield, RN, Cert Ed, DipN (Lon), BSc, MSc, University of New England

3rd edition: Natasha Scully, RN, BA, BN, Grad Dip NursSc (Critical Care), MPH (candidate), University of New England

Chapter 12 Assessing
3rd and 4th editions: Yoni Luxford, PhD, RN, RM, BSW, Grad Dip PHC, Grad Cert Tertiary Ed, University of New England

Chapter 13 Diagnosing
4th edition: Tracy Levett-Jones, RN, PhD, MEd & Work, BN, Dip AppSc (Nursing), University of Technology Sydney

3rd edition: Tracy Levett-Jones, RN, PhD, MEd & Work, BN, Dip AppSc (Nursing), University of Technology Sydney

Anthea Fagan, RN, BN, Grad Dip Neuroscience Nursing, MN, University of New England

Chapter 14 Planning
3rd and 4th editions: Becky Ingham-Broomfield, RN, Cert Ed, DipN (Lon), BSc, MSc, University of New England

Chapter 15 Implementing and Evaluating
3rd and 4th editions: Penny Paliadellis, PhD, RN, BN, MN (Hons), Federation University

Chapter 16 Documenting and Reporting
3rd and 4th editions: Helen Courtney-Pratt, PhD, BN (Hons), RN, University of Newcastle

Chapter 17 Health Promotion
3rd and 4th editions: David Stanley, NursD, MSc, BA Ng, Dip HE (Nursing), RN, RM, TF, Gerontic Cert, Grad Cert HPE, The University of New England

Chapter 18 Health, Wellness and Illness
3rd and 4th editions: David Stanley, NursD, MSc, BA Ng, Dip HE (Nursing), RN, RM, TF, Gerontic Cert, Grad Cert HPE, The University of New England

Chapter 19 Culture, Nursing and Indigenous Health
4th edition: David Stanley, NursD, MSc, BA Ng, Dip HE (Nursing), RN, RM, TF, Gerontic Cert, Grad Cert HPE, The University of New England

Faye McMillan, Doctor of Health Science (CSU), Master of Indigenous Health (UoW), B. Pharm (CSU), Grad Cert Wiradjuri Language, Culture and Heritage (CSU) and Grad Cert Indigenous Governance (Uni of Arizona)

Jessica Biles, RN, BN, MHSc (Ed), PhD, Charles Sturt University

3rd edition: Nichole Harvey, RN, RM, CritCareCert, BN (Post Reg), MNSt, Grad Cert Ed (Tertiary Teaching), PhD, James Cook University
Tanya Park, RN, RM BNSc, Grad Dip MHN, MMid, Grad Cert Ed (TT), PhD, University of Alberta

Chapter 20 Complementary and Alternative Therapies
3rd and 4th editions: David Stanley, NursD, MSc, BA Ng, Dip HE (Nursing), RN, RM, TF, Gerontic Cert, Grad Cert HPE, The University of New England

Chapter 21 Concepts of Growth and Development
4th edition: Nichole Harvey, RN, RM, CritCareCert, BN (Post Reg), MNSt, Grad Cert Ed (Tertiary Teaching), PhD, James Cook University
3rd edition: Nichole Harvey, RN, RM, CritCareCert, BN (Post Reg), MNSt, Grad Cert Ed (Tertiary Teaching), PhD, James Cook University
Tanya Park, RN, RM BNSc, Grad Dip MHN, MMid, Grad Cert Ed (TT), PhD, University of Alberta

Chapter 22 Promoting Health from Conception through to Adolescence
3rd and 4th editions: Nichole Harvey, RN, RM, CritCareCert, BN (Post Reg), MNSt, Grad Cert Ed (Tertiary Teaching), PhD, James Cook University

Chapter 23 Promoting Health in Young and Middle-aged Adults
3rd and 4th editions: Nichole Harvey, RN, RM, CritCareCert, BN (Post Reg), MNSt, Grad Cert Ed (Tertiary Teaching), PhD, James Cook University

Chapter 24 Promoting Health in Older Adults
4th edition: Nichole Harvey, RN, RM, CritCareCert, BN (Post Reg), MNSt, Grad Cert Ed (Tertiary Teaching), PhD, James Cook University
3rd edition: Kristin Wicking, RN, BSN, MSN, PhD, James Cook University

Chapter 25 Promoting Family Health
3rd and 4th editions: Tanya Langtree, RN, BNSc, PGDipACN(NeuroSc), PGCertNSc(IntCare), MNSt, JP(Qual.), James Cook University

Chapter 26 Caring
4th edition: Pamela Van der Riet, RN, PhD, Med, BA (Soc Science), Dip Ed (Nursing), ICU/CCU Cert, Dip Remedial Massage, University of Newcastle
3rd edition: Sharon Bourgeois, RN, PhD, MA, Med, BA, FRNCA, FCN, University of Wollongong
Pamela Van der Riet, RN, PhD, Med, BA (Soc Science), Dip Ed (Nursing), ICU/CCU Cert, Dip Remedial Massage, University of Newcastle

Chapter 27 Communicating
4th edition: Tracy Levett-Jones, RN, PhD, MEd & Work, BN, Dip AppSc (Nursing), University of Technology Sydney
3rd edition: Jenny Day, RN, ADCHN, BHSsc (Nursing) Med (Adult Ed), University of Newcastle
Tracy Levett-Jones, RN, PhD, MEd & Work, BN, Dip AppSc (Nursing), University of Technology Sydney
Raeiene Kenny, RN, MN, Grad Dip Nursing (Critical Care), Grad Cert Ed (Adult & Org Learning), Grad Cert TermTeach

Chapter 28 Teaching and Learning
3rd and 4th editions: Tracy Levett-Jones, RN, PhD, MEd & Work, BN, Dip AppSc (Nursing) University of Technology Sydney

Pamela Van der Riet, RN, PhD, Med, BA (Soc Science), Dip Ed (Nursing), ICU/CCU Cert, Dip Remedial Massage, University of Newcastle

Chapter 29 Leading and Managing
3rd and 4th editions: Teresa Elizabeth Stone, RN, Reg Psychiatric Nurse, BA, MA Health Management, Yamaguchi University
Sue Turale, EdD, MNSt, RN, FRN, FRCNA, FACMHN

Chapter 30 Vital Signs
4th edition: Natalie Govind, RN, BN (Hons), PhD Candidate, University of Technology Sydney
Jacqui Pich, RN, BN (Hons), PhD, University of Technology Sydney
3rd edition: Helen Bellchambers, RN, Grad Cert (Geront), RM, BN, MNurs, PhD, University of Newcastle

Chapter 31 Health Assessment
4th edition: Natalie Govind, RN, BN (Hons), PhD Candidate, University of Technology Sydney
Jacqui Pich, RN, BN (Hons), PhD, University of Technology Sydney
3rd edition: Lynne Slater, RN, RM, Grad Dip HSc (Primary Health Care), MMid, MN, MRCNA, University of Newcastle

Chapter 32 Infection Prevention and Control
4th edition: Majella Hales, RN, BN, Grad Cert HE, MAppSc, Australian Catholic University, McAuley Campus; Sciencopia
3rd edition: Tom Laws, RN, RM, Ophthalmic Nursing Dip, BSc, Grad Dip Ed, Grad Dip Public Health, PhD, University of South Australia
Elsbeth Hillman, RN, BN Master of Nursing, Grad Cert Tertiary Teaching, James Cook University

Chapter 33 Safety
3rd and 4th editions: Maria Fedoruk, Grad Cert Ed (Higher Ed), PhD, Grad Dip Mgt, MHA, BAppSc (Nsg Admin), CRN, University of South Australia

Chapter 34 Hygiene
3rd and 4th editions: Barbara Parker, RN, BSc (Hons), Grad Cert Ed (Higher Ed), PhD, University of South Australia

Chapter 35 Diagnostic Testing
3rd and 4th editions: Angela Kucia, Coronary Care Cert, Prof Cert Pharmacology for Nurses, BN, MA (Sc and Tech Studies), Grad Cert Ed (Higher Ed), PhD, University of South Australia

Chapter 36 Medications
4th edition: Maria Chivers, BSc (Nursing), PG Cert (Critical Care), PG Cert Nursing (Research Methodologies), Grad Dip Nursing (Renal), MN, University of South Australia
3rd edition: Barbara Parker, RN, BSc (Hons), Grad Cert Ed (Higher Ed), PhD, University of South Australia
Angela Kucia, Coronary Care Cert, Prof Cert Pharmacology for Nurses, BN, MA (Sc and Tech Studies), Grad Cert Ed (Higher Ed), PhD, University of South Australia
Maria Fedoruk, Grad Cert Ed (Higher Ed), PhD, Grad Dip Mgt, MHA, BAppSc (Nsg Admin), CRN, RN, University of South Australia
Tom Laws, RN, RM, Ophthalmic Nursing Dip, BSc, Grad Dip Ed, Grad Dip Public Health, PhD, University of South Australia
Craig Phillips, Dip AppSc (Nursing), BN, MN (Advanced Practice), Grad Cert HE, PhD
Chapter 37 Skin Integrity and Wound Care
4th edition: Carley Jans, RN, BN (UWS), Diploma in Paramedical Science (ASNSW), M Teach (Prim) (CSU), University of Wollongong
3rd edition: Craig Phillips, Dip AppSc (Nursing), RN, MN (Advanced Practice), Grad Cert HE, PhD candidate, University of South Australia

Chapter 38 Perioperative Nursing
4th edition: Flora Corfee, RN, MHSc (Clin Ed) Grad Dip Crit Care, Grad Cert Clin Ed, PhD Candidate, MRCNA, Australian Catholic University
Adam Burston, RN, BN, GCert(Nur), MIIHlServMgmt, MACN, Lecturer Australian Catholic University, PhD candidate The University of Queensland
3rd edition: Tom Laws, RN, RM, Ophthalmic Nursing Dip, BEc, Grad Dip Ed, Grad Dip Public Health, PhD, University of South Australia

Chapter 39 Sensory Perception
3rd and 4th editions: Nichole Harvey, RN, RM, CritCareCert, BN (Post Reg), MNst, Grad Cert Ed (Tertiary Teaching), PhD, James Cook University

Chapter 40 Self-concept
4th edition: Tanya Langtree, RN, BNSc, PGDipACN(NeuroSc), PGCertNSc(IntCare), MNst, JP(Qual.), James Cook University
3rd edition: Tanya Park, RN, RM, BNSc, Grad Dip MHN, MMid, Grad Cert Ed (TT), PhD, University of Alberta

Chapter 41 Sexuality
4th edition: Tanya Langtree, RN, BNSc, PGDipACN(NeuroSc), PGCertNSc(IntCare), MNst, JP(Qual.), James Cook University
3rd edition: Tanya Park, RN, RM, BNSc, Grad Dip MHN, MMid, Grad Cert Ed (TT), PhD, University of Alberta

Chapter 42 Spirituality
3rd and 4th editions: Kristin Wicking, RN, BSN, MSN, PhD, James Cook University

Chapter 43 Stress and Coping
4th edition: Nichole Harvey, RN, RM, CritCareCert, BN (Post Reg), MNst, Grad Cert Ed (Tertiary Teaching), PhD, James Cook University
3rd edition: Nichole Harvey, RN, RM, CritCareCert, BN (Post Reg), MNst, Grad Cert Ed (Tertiary Teaching), PhD, James Cook University
Tanya Park, RN, RM, BNSc, Grad Dip MHN, MMid, Grad Cert Ed (TT), PhD, James Cook University

Chapter 44 Loss, Grieving and Death
4th edition: Tanya Langtree, RN, BNSc, PGDipACN(NeuroSc), PGCertNSc(IntCare), MNst, JP(Qual.), James Cook University
3rd edition: Tanya Park, RN, RM, BNSc, Grad Dip MHN, MMid, Grad Cert Ed (TT), PhD, Alberta University

Chapter 45 Mental Health Nursing
3rd and 4th editions: Lorna Moxham, RN, MHN, PhD, BHSc (UWS), DAS (Nsg) (MHIE), Med (UNSW), Cert OH&S (COU), Cert Qual Mgmt (COU), Cert IV (Training & Assessment) (COIT), FAMCN; FCN, Professor of Mental Health Nursing, University of Wollongong
Paul Robson, RN, PRM, CQ Mental Health Service

Chapter 46 Activity and Exercise
3rd and 4th editions: Lorna Moxham, RN, MHN, PhD, BHSc (UWS); DAS (Nsg) (MHIE), Med (UNSW), Cert OH&S (COU), Cert Qual Mgmt (COU), Cert IV (Training & Assessment) (COIT), FAMCN; FCN, Professor of Mental Health Nursing, University of Wollongong

Peter Reabun, BHMS (Ed) Hons, PhD, Grad Cert Flex Learn, Bond University

Chapter 47 Sleep
4th edition: Judith Applegarth, RN, EM, BHSc(Nsg), Grad Cert Child & Family Health, Grad Dip Health Admin & Info Systems, M Clin Practice (Nsg), CQU University Australia
Tracy Flenady, RN, B Nursing (Distinction), CQU University Australia
3rd edition: Judith Applegarth, RN, EM, BHSc (Nsg), Grad Cert Child & Family Health, Grad Dip Health Admin & Info Systems, M Clin Practice (Nsg), CQU University Australia

Chapter 48 Pain Management
4th edition: Judith Applegarth, RN, EM, BHSc (Nsg), Grad Cert Child & Family Health, Grad Dip Health Admin & Info Systems, M Clin Practice (Nsg), CQU University Australia
Tracy Flenady, RN, B Nursing (Distinction), CQU University Australia
3rd edition: Judith Applegarth, RN, EM, BHSc (Nsg), Grad Cert Child & Family Health, Grad Dip Health Admin & Info Systems, M Clin Practice (Nsg), CQU University Australia

Chapter 49 Nutrition
4th edition: Susan Lee Williams, RN, BHSc(Nsg), Grad Cert SpNut, Grad Dip HumNut, PhD, CQU University Australia
Loretta Quirney, RN, ICU(Nsg)Cert, MidwifeNsgCert, BAAppSc (Nsg), Grad Cert Bus Mgt, PhD, CQU University Australia
3rd edition: Susan Lee Williams, RN, BHSc(Nsg), Grad Cert SpNut, Grad Dip HumNut, PhD, CQU University Australia

Chapter 50 Urinary Elimination
4th edition: Kerry Reid-Searl, RN, RM, BHSc (Nsg), M Clin Edu, PhD, MRCNA, FCN, CQU University Australia
Keryln Carville, RN, STN (Cred), PhD, Professor Primary Health Care and Community Nursing, Silver Chain Group and Curtin University
Barbara J. O'Neill, RN, BA, BSN, GCertNEd, CQU University Australia
Lydia Mainey, RN, BH (Nsg), GDip Trop Nurs, MPH (Health Promotion,'
Kate Crowley, RN, BN, MNurs Adv Prac Specialising in Child & Family Health, CQU University Australia
3rd edition: Kerry Reid-Searl, RN, RM, BHSc (Nsg), M Clin Edu, PhD, MRCNA, FCN, CQU University Australia
Julie Kahl, RN, B Nursing, Grad Diploma Paediatric, Child and Youth Health Nursing

Chapter 51 Faecal Elimination
4th edition: Kerry Reid-Searl, RN, RM, BHSc (Nsg), M Clin Edu, PhD, MRCNA, FCN, CQU University Australia
Keryln Carville, RN, STN (Cred), PhD, Professor Primary Health Care and Community Nursing, Silver Chain Group and Curtin University
Barbara J. O'Neill, RN, BA, BSN, GCertNEd, CQU University Australia
Lydia Mainey, RN, BH (Nsg), GDip Trop Nurs, MPH (Health Promotion)

Kate Crowley, RN, BN, MNurs Adv Prac Specialising in Child & Family Health, CQUUniversity Australia

3rd edition: Keryln Carville, RN, STN (Cred), PhD, Professor Primary Health Care and Community Nursing, Silver Chain Group and Curtin University

Julie Kahl, RN, B Nursing, Grad Diploma Paediatric, Child and Youth Health Nursing

Chapter 52 Oxygenation
3rd and 4th editions: Trudy Dwyer, RN, ICU (Nsg), BHlthScn (Nsg), Grad Cert FlexLearn, MClinEdu, PhD, CQUUniversity Australia

Loretto Quinney, RN, ICUNsgCert, MidwifeNsgCert, BAppScn (Nsg), Grad Cert Bus Mgt, PhD, CQUUniversity Australia

Chapter 53 Circulation
3rd and 4th editions: Trudy Dwyer, RN, ICU (Nsg), BHlthScn (Nsg), Grad Cert FlexLearn, MClinEdu, PhD, CQUUniversity Australia

Deborah Friel, RN, BHScn, GCert Crit Care, GCert Clin Nurs, GCert Mgt

Chapter 54 Fluid, Electrolyte and Acid–Base Balance
3rd and 4th editions Sandra Walker, RN, RM Neonatal Intensive Care Cert, BN Bed, MNS, PhD CQUUniversity Australia