



Clinical Skills Manual for Maternal & Child Nursing Care (2nd Edition)

By Marcia L. London, Patricia A. Ladewig, Jane W. Ball, Ruth C. Bindler

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This colorful skills atlas serves as a portable, quick-reference to the step-by-step nursing procedures nurses need to know. The manual guides you through more than 85 skills using full-color photographs and rationales. It also includes chapters on physical assessment, special pain management techniques, cardiorespiratory care, administration of medications, including intravenous access, and other information useful to nurses in the clinical setting. Margin boxes and tables with important safety issues, growth and development considerations, teaching for families, and clinical tips are throughout. Appendices provide information on growth grids and calculation of body surface area for medication administration.

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Editorial Review

From the Back Cover

This text offers complete preparation for meeting the needs of families across the continuum - from conception through adolescence. Using a consistent nursing process framework, *Maternal-Newborn and Child Nursing* provides the essential information for providing accurate, safe nursing care. Special focus is given to cultural influences, community settings, communication, nutrition, pain management, and fostering critical thinking skills essential for adapting to an ever-changing health care environment.

- Thinking Critically boxes that provide brief real-life scenarios.
- Developing Cultural Competence provides information about the potential responses of different ethnic groups to health conditions or health care interventions.
- As They Grow boxes illustrate the anatomic and physiologic differences in infants and children from adults.
- Pathophysiology Illustrated boxes illustrate the disease process.
- Drug Guides for selected medications commonly used in maternal-newborn and child nursing.
- Complementary Care presents information about commonly used alternative therapies.
- Growth and Development Considerations detail the different responses of children at various ages to health conditions.
- Student CD-ROM - Packaged FREE with each text includes an audio glossary, a step-by-step breakdown of maternity and pediatric skills, NCLEX review questions, and animations to illustrate difficult concepts.
- Clinical Skills Manual for Maternal-Newborn and Pediatric Nursing - serves as a portable, quick-reference to step-by-step procedures for more than 85 pediatric and maternity skills using full-color photographs and rationales.
- Companion Website www.prenhall.com/london - Available FREE includes modules for objectives, chapter outlines, audio glossary, NCLEX review questions, critical thinking and case studies, links to other sites for student research and essay responses, additional nursing care map activities and more.
- Online Course Management Systems - Ask your Prentice Hall Representative or go to www.prenhall.com/demo for more information about the online course management systems that accompany this text.

About the Author

Marcia L. London has been able to combine her two greatest passions by being both a nurse caring for children and families and a teacher for almost 31 years. She received her B.S.N. and school nurse certificate from Plattsburgh State University in Plattsburgh, New York. After graduation, she began her nursing career as a pediatric nurse at St. Luke's Hospital in New York City, then moved to Pittsburgh, where she began her teaching career. Mrs. London accepted a faculty position at Pittsburgh's Children's Hospital Affiliate Program and received her M.S.N. in pediatrics as a clinical nurse specialist from the University of Pittsburgh. Mrs. London began teaching at Beth-El School of Nursing and Health Science in 1974 after opening the first intensive care nursery at Memorial Hospital of Colorado Springs. She has served in many administrative and faculty positions at Beth-El, including coordinator for nursing care of children for 28 years. Mrs. London maintains her clinical skills working in a pediatric after-hours clinic and doing undergraduate pediatric clinical supervision. She obtained her postmaster's neonatal nurse practitioner

certificate in 1983 and subsequently developed the neonatal nurse practitioner (NNP) program and the master's NNP program at Beth-El. She is active nationally in neonatal nursing and was involved in the development of the *Neonatal Nurse Practitioner Educational Program Guidelines*. Mrs. London is active in nurse practitioner education in general. She is involved in the revision of the *Core Competency for Nurse Practitioners and Curriculum Guidelines for Nurse Practitioner Education*, as a member of the Education Committee of the National Organization of Nurse Practitioner Faculties. Mrs. London is currently completing her Ph.D. in higher education administration and adult studies at the University of Denver in Colorado. She feels fortunate to be involved in the education of her future colleagues. Her teaching philosophy is that, with support, students can achieve more than they may initially believe they are capable of achieving. Mrs. London and her husband have two sons and two dogs (Samantha and Betsy, daughters by proxy). Her two sons Craig and Matthew, are studying computers and computer animation in college and are more than willing to give Mom helpful hints.

Patricia A. Wieland Ladewig received her B.S. from the College of Saint Teresa in Winona, Minnesota. After graduation, she worked as a pediatric nurse before joining the U.S. Air Force. After completing her tour of duty, Dr. Ladewig relocated to Florida, where she accepted a faculty position at Florida State University. There she embraced teaching as her calling. Over the years, she taught at several schools of nursing while earning her M.S.N. in maternal-newborn nursing from Catholic University of America in Washington, D.C., and her Ph.D. in higher education administration from the University of Denver in Colorado. In addition, she became a women's health nurse practitioner and maintained a part-time clinical practice. In 1988 Dr. Ladewig became the first director of the nursing program at Regis College in Denver and, in 1991, when the college became Regis University, she became dean of the School for Health Care Professions. Under her guidance, the Department of Nursing has added a graduate program and the School for Health Care Professions has added two departments: the Department of Physical Therapy and the Department of Health Services Administration and Management. Dr. Ladewig feels that teaching others to be excellent, caring nurses gives her the best of all worlds because it keeps her in touch with the profession she loves and enables her to help shape the future of the nursing profession. When not at work or writing textbooks, Pat and her husband, Tim, enjoy skiing, climbing Colorado's 14'ers (14,000-foot mountains, 15 of which she has climbed to date), and traveling. They are the parents of two sons, Ryan, a computer scientist who works in Denver, and Erik, a student at Regis University. Pat is especially pleased to announce that Ryan recently became engaged to a lovely young woman—Amanda—who is also a nurse!

Jane W. Ball graduated from the Johns Hopkins Hospital School of Nursing, and subsequently received a B.S. from the Johns Hopkins University. She worked in the surgical, emergency, and outpatient units of the Johns Hopkins Children's Medical and Surgical Center, first as a staff nurse and then as a pediatric nurse practitioner. This began her career as a pediatric nurse and advocate for children's health needs. Jane obtained both a master of public health and doctor of public health degree from the Johns Hopkins University Bloomberg School of Public Health with a focus on maternal and child health. After graduation she became the chief of child health services for the Commonwealth of Pennsylvania Department of Health. In this capacity she oversaw the state-funded well-child clinics and explored ways to improve education for the state's community health nurses. After relocating to Texas, she joined the faculty at the University of Texas at Arlington School of Nursing to teach community pediatrics to registered nurses returning to school for a B.S.N. During this time she became involved in writing her first textbook, *Mosby's Guide to Physical Examination*, which is currently in its fifth edition. After relocating to the Washington, D.C., area, she joined Children's National Medical Center to manage a federal project to teach instructors of emergency medical technicians from all states about the special care children need during an emergency. Exposure to the shortcomings of the emergency medical services system in the late 1980s with regard to pediatric care was a career-changing event. With federal funding, she developed educational curricula for emergency medical technicians and emergency nurses to help them provide improved care for children. A textbook entitled *Pediatric Emergencies, A Manual for Prehospital Providers* was developed from these educational

ventures. For the past 10 years she has managed the federally funded Emergency Medical Services for Children National Resource Center. As executive director, Dr. Ball directs the provision of consultation and resource development for state health agencies, health professionals, families, and advocates about successful methods to improve the health care system so that children get optimal emergency care in all health care settings.

Ruth C. McGillis Bindler. Ruth Bindler received her B.S.N. from Cornell University-New York Hospital School of Nursing in New York. She worked in oncology nursing at Sloan Kettering Cancer Center in New York, and then moved to Wisconsin and became a public health nurse in Dane County, Wisconsin. Thus began her commitment to work with children as she visited children and their families at home, and served as a school nurse for several elementary, middle, and high schools. Due to this interest in child health care needs, she earned her M.S. in child development from the University of Wisconsin. A move to Washington State was accompanied by a new job as a faculty member at the Intercollegiate Center for Nursing Education in Spokane, Washington. Dr. Bindler has been fortunate to be involved for 28 years in the growth of this nursing education consortium, which is a combination of public and private universities and colleges and is now the Intercollegiate College of Nursing/Washington State University College of Nursing. Presently she teaches the theory course in child health and a course on cultural diversity and health, as well as serving as lead faculty for the theory and clinical components of child health nursing. Her first professional book, *Pediatric Medications*, was published in 1981, and she has continued to publish articles and books in the areas of pediatric medications and pediatric health. Special research interests are in the area of cardiovascular risk factors in children, a topic that was the focus of her recent Ph.D. work in human nutrition at Washington State University. Ethnic diversity has been another theme in her work. She facilitates international and other diversity experiences for students and performs research with culturally diverse children. Dr. Bindler believes that her role as a faculty member has enabled her to learn continually, to foster the development of students in nursing, and to participate fully in the profession of nursing. In addition to teaching, research, publication, and leadership, she enhances her life by service in several professional and community activities, and by activities with her family.

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Today, more than ever before, nurses play a significant role in the care of families during pregnancy and the experience of birth, and then with the child's care through all stages of growth. Nurses working with childbearing and childrearing families are challenged by a variety of forces that effect the provision of nursing care. Our goal is a text that is accurate and readable, and one that helps students develop the skills and abilities they need now and in the future in an ever-changing health care environment. The underlying philosophy of *Maternal-Newborn and Child Nursing: Family-Centered Care* is that the family members are coparticipants in care, whether this is related to pregnancy and childbirth or to care of the infant or child at any age of development.

Families experience the excitement and exhilaration of adding a healthy infant to the family, but they also experience sorrow and concern when a health problem occurs. Nurses play a vital role in helping families celebrate the normal life processes associated with birth and then foster the child's growth and development from infancy through adolescence. Infants and children are dependent upon their families for the care they need. Nursing care for pregnant women and children is a family-centered process. We are committed to providing a text that integrates the needs of families across the continuum from conception through adolescence.

NURSING CARE IN THE COMMUNITY

Most maternity and pediatric nursing care occurs in the community setting, especially since most pregnant women and children are healthy and have only episodic acute health conditions. Although pregnancy, birth, and the postpartal period cover a timeframe of many months, in reality most women spend only two to three days in an acute care facility. Thus, by its very nature, maternal-newborn nursing is primarily community-based nursing. Moreover, because of the changes resulting from managed care, even women with high-risk pregnancies are receiving more care in their homes and in the community and are spending less time in hospital settings.

Dramatic health care system changes have resulted in community and home care for children with serious chronic health conditions, including children needing care with advanced technology. Short-stay surgical units and short-term observation units have replaced hospitalization for many acute conditions. The nurse's role in preparing a family for their child's discharge from an acute care facility is often the transitional step to nursing care in the home and community. Information on long-term management of complex health conditions is included as these problems are especially challenging to manage in community settings. Selected ambulatory pediatric conditions are also included because students will see them in everyday life and in the hospital where these conditions are secondary to the presenting problem.

Because many graduating nurses practice in acute care facilities, this text emphasizes the information necessary to prepare students to work in that setting. Students who understand how to care for families effectively in an acute care setting can readily transfer these skills to other nursing situations and environments. However, there is a strong emphasis on helping pregnant women, parents and families care for themselves and their children in community settings.

As educators and nurses, we have organized this text to flow logically and to integrate maternity and pediatric nursing concepts carefully. For example, Chapter 1 begins with introductory concepts important for maternal, newborn, and child nursing. Later chapters focus on reproductive issues and women's health, pregnancy, birth processes, postpartum care, newborn management, and then transition into the pediatric care chapters. The pediatric chapters first address general pediatric health care concepts, and then the nursing care of children with various disorders, organized by body system. We have made efforts to reduce duplication and potentially conflicting information throughout the text.

Throughout this text, several core elements have been emphasized.

- **Assessment** is an essential and core role in the nursing process. Several chapters are dedicated to helping the student perform an assessment, at each stage along the pregnancy continuum, of the fetus and newborn, and then later of children.
- **Communication** is one of the most important skills that students need to learn. Effective communication is the very fiber of nursing practice. This book integrates communication skills in an applied manner where students can most benefit.
- We feel a strong commitment as nurses and educators to the importance of recognizing and honoring diversity and multiculturalism. The influence of the family's **culture** on health beliefs and health care practices cannot be underestimated. A brief introduction to cultural issues relevant to maternity and child nursing care is provided in Chapter 1. Content about specific cultural issues and their application to nursing care is integrated throughout the text, often made visible in **Developing Cultural Competence** boxes. We believe this integration of issues affecting maternal-newborn and pediatric nursing care—beyond the emphasis on ethnicity alone—provides the most accessible format.
- Nursing care in **community settings** forms a dominant theme in this text. Two separate chapters, *Home Care of the Postpartal Family*, and *Nursing Considerations for the Child in the Community* provide a

theoretical perspective and important tools in caring for childbearing and childrearing families in the community setting. We have also addressed this topic in focused, user-friendly features. **Nursing Care in the Community** is a special heading used throughout this text and indicated by an icon to help students recognize this content. Because we consider home care to be one form of community-based care, it often has a separate heading under Nursing Care in the Community.

- Assuring appropriate **nutrition** during pregnancy and during infancy and childhood is important to promote growth and development, as well as the health of the pregnant woman, fetus, newborn, infant, child, and adolescent. Three chapters address nutrition for the pregnant woman, the newborn, and children.
- **Pain** is now considered the fifth vital sign, and pain management is a priority in health care settings. Two chapters address pain assessment and management. Applicable pain management is discussed when appropriate in other chapters.

USE OF THE NURSING PROCESS

The nursing process is emphasized throughout the nursing care chapters. We use the heading **Nursing Management** to highlight nursing actions. Selected health issues or conditions have an expanded section on nursing management to help students understand and apply the nursing process more completely. We present sections on *Nursing Assessment and Diagnosis, Planning and Implementation, and Evaluation*. The health issues and conditions in this comprehensive presentation were chosen because they are seen frequently or because of their high-risk nature.

In keeping with the changing approaches to nursing care management, **Nursing Care Plans** and **Clinical Pathways** are featured throughout the text. The *nursing care plans* are designed to help students approach care from the nursing process perspective. They have integrated the new nursing diagnosis features of Nursing Intervention Classifications (NIC) and Nursing Outcome Classifications (NOC). The *clinical pathways* are designed to help students plan and manage care within normally anticipated time frames. The plans and pathways help students become familiar with these two approaches to managing care so that they are better equipped for variations in clinical settings.

Client education remains a critical element of effective nursing care, one that is emphasized and highlighted in this text. Our focus is on the teaching that nurses do at all stages of pregnancy and the childbearing process, and during the child's health visits and care for specific conditions. There is a significant emphasis on helping pregnant women, parents, and family members care for themselves and their children after leaving the hospital and also the various community settings. A special patient education feature is integrated into many chapters of the text—**Teaching About** a special health care issue or problem includes the key teaching points for care by the family.

CRITICAL THINKING

Nurses today must be able to think critically and problem solve effectively. To support the development of critical thinking skills, **Thinking Critically** boxes provide brief scenarios that ask students to determine the appropriate response. Suggested answers to the scenarios are provided on the Student CD-ROM and the Instructor's Resource Manual so that students have feedback on their decision-making skills. Additionally, students can access a variety of critical thinking exercises and case studies on the textbook's companion website at www.prenhall.com/london.

RESEARCH AND EVIDENCE-BASED PRACTICE

Additionally, health care professionals are increasingly aware of the importance of using reliable information as the basis for planning and providing effective care. This approach, called **evidence-based practice**, draws

on information from a variety of sources including nursing research. To help nurses become more comfortable integrating new knowledge into their nursing practice, we have included a brief discussion of evidence-based practice in Chapter 1. While the text uses current literature and research findings, we have chosen to present our research features on the text's website. This allows the information to be updated easily and makes it possible to provide links for further research so studen...

Users Review

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Angela Caves:

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