

# TABLE OF CONTENTS

Features	xiii	Morals	93
Educator Resources	xvi	Ethics	94
Mapping to the NMBA <i>Registered Nurse Standards for Practice</i>	xviii	Nursing Ethics	95
		Specific Ethical Issues	99
		Advocacy	102
<hr/>			
 <b>VOLUME ONE</b>		<b>UNIT 2 Contemporary Health Care 107</b>	
<b>UNIT 1 The Nature of Nursing 1</b>		<b>6 Health Care Delivery Systems 108</b>	
1 Historical and Contemporary Nursing Practice	2	Types of Health Care Services	109
Historical Perspectives	3	Types of Health Care Agencies and Services	110
Contemporary Nursing Practice	9	Providers of Health Care	115
Roles and Functions of the Nurse	13	Factors Affecting Health Care Delivery	117
Criteria of a Profession	14	The Australian Health System	118
Socialisation to Nursing	16	Frameworks for Care	120
Factors Influencing Contemporary Nursing Practice	17	Financing Health Care	122
Nursing Organisations	19		
2 Nurse Education, Research and Evidence-based Practice	23	<b>7 Community Health 127</b>	
Nurse Education	25	Health Care Reform	128
Types of Education Programs	26	Community-based Health Care	132
Nursing Research and Evidence-based Practice	29	Community Health	132
Critiquing Research	35	Community Health and Primary Health Care	134
3 Nursing Theories and Conceptual Frameworks	38	Community-based Nursing	138
Introduction to Theories	39		
The Metaparadigm for Nursing	40	<b>8 Home Care 141</b>	
Purposes of Nursing Theory	41	Home Health Nursing	143
Overview of Selected Nursing Theories	42	The Home Health Care System in Australia	144
Nursing Theorists in Australia	51	Roles of the Home Health Nurse	148
Critique of Nursing Theory	51	Perspectives of Home Care	148
4 Legal Aspects of Nursing	55	Selected Dimensions of Home Health Nursing	149
Legal Aspects of Nursing	56	Nurse Safety	150
General Legal Concepts	56	The Practice of Nursing in the Home	152
Regulation of Nursing Practice	64	The Future of Home Health Care	153
Contractual Arrangements in Nursing	67		
Selected Legal Aspects of Nursing Practice	71	<b>9 Regional, Rural and Remote Nursing 157</b>	
Areas of Potential Liability in Nursing	77	Overview	158
Legal Protections in Nursing Practice	81	What is Regional, Rural and Remote Nursing?	160
Reporting Crimes, Torts and Unsafe Practices	83	The Regional, Rural and Remote Nursing Workforce	160
Legal Responsibilities of Students	83	Primary Health Care	162
5 Values, Ethics and Advocacy	88	The Health of Regional, Rural and Remote Australia	163
Attitudes	89	Access to Health Services in Regional, Rural and Remote Areas	164
Beliefs	89	Indigenous Health and Indigenous Communities in Regional, Rural and Remote Australia	165
Values	89	Challenges of Distance in Health	166
		<b>10 Health Informatics 173</b>	
		Health Informatics	174
		Health Information	179

Technology in Nursing and Midwifery Practice	180	Models of Health and Wellness	309
Computers in Nursing and Midwifery Education	183	Variables Influencing Health Status, Beliefs and Practices	312
Computers in Administration	185	Health Belief Models	315
Computers in Nursing and Midwifery Research	186	Health Care Concordance	316
The Future: Technology and Health Care	186	Illness and Disease	317
<b>UNIT 3 The Nursing Process</b>	<b>191</b>	<b>19 Culture, Nursing and Indigenous Health</b>	<b>323</b>
11 Critical Thinking and the Nursing Process	192	National Organisations and Trends	324
Critical Thinking Uses	193	Cultural Nursing Care	326
Skills in Critical Thinking	194	Concepts Related to Cultural Nursing Care	327
Attitudes for Critical Thinking	195	Heritage Consistency	328
Applying Critical Thinking to Nursing Practice	196	Selected Parameters for Cultural Nursing Care	330
Developing Critical-thinking Skills	200	Indigenous Australian Health Issues	335
12 Assessing	204	Providing Cultural Nursing Care	340
Overview of the Nursing Process	205	NURSING MANAGEMENT	340
Assessing	209	<b>20 Complementary and Alternative Therapies</b>	<b>348</b>
13 Diagnosing	221	Basic Concepts	349
Nursing Diagnoses	222	Ethnocentrism	350
The Diagnostic Process	224	<b>UNIT 5 Lifespan Development</b>	<b>365</b>
14 Planning	230	21 Concepts of Growth and Development	366
Introduction to Care Planning	231	Factors Influencing Growth and Development	367
Types of Care Planning	231	Stages of Growth and Development	369
Developing Nursing Care Plans	232	Growth and Development Theories	370
The Planning Process	235	Applying Growth and Development Concepts to Nursing Practice	382
Concept Map: Amanda Szirom	240	<b>22 Promoting Health from Conception through to Adolescence</b>	<b>385</b>
15 Implementing and Evaluating	244	Conception and Prenatal Development	386
Implementing	245	Neonates and Infants (Birth to 1 Year)	387
Evaluating	248	Toddlers (1 to 3 Years)	393
16 Documenting and Reporting	258	Preschoolers (4 and 5 Years)	398
Ethical and Legal Considerations	259	School-age Children (6 to 12 Years)	401
Purposes of Patient Records	259	Adolescents (12 to 18 Years)	404
Documentation Systems	260	<b>23 Promoting Health in Young and Middle-aged Adults</b>	<b>413</b>
Documenting Nursing Activities	268	Young Adults (20 to 40 Years)	414
Documentation in Residential Aged Care Facilities	270	Middle-aged Adults (40 to 65 Years)	421
Home Care Documentation	270	<b>24 Promoting Health in Older Adults</b>	<b>430</b>
General Guidelines for Recording Reporting	271	Characteristics of Older Adults in Australia	431
	274	Attitudes Towards Ageing	432
<b>UNIT 4 Health Beliefs and Practices</b>	<b>279</b>	Gerontological Nursing	433
17 Health Promotion	280	Care Settings for Older People	435
Individual Health	281	Physiological Ageing	437
Applying Theoretical Frameworks	282	Psychosocial Ageing	443
Defining Health Promotion	285	Cognitive Abilities and Ageing	445
Sites for Health Promotion Activities	286	Moral Reasoning	445
Health Promotion Model	287	Spirituality and Ageing	446
Stages of Health Behaviour Change	289	Health Problems	446
The Nurse's Role in Health Promotion	291	Health Assessment and Promotion	449
NURSING MANAGEMENT	294	<b>25 Promoting Family Health</b>	<b>455</b>
18 Health, Wellness and Illness	306	Family Health	456
Concepts of Health, Wellness and Wellbeing	307		



Applying Theoretical Frameworks to Families	459	SKILL 31.6 ASSESSING THE EYE STRUCTURES AND VISUAL ACUITY	610
NURSING MANAGEMENT	460	SKILL 31.7 ASSESSING THE EARS AND HEARING	615
<b>VOLUME TWO</b>		Upper Airways	617
<b>UNIT 6 Integral Aspects of Nursing</b>		SKILL 31.8 ASSESSING THE NOSE AND SINUSES	618
<b>26 Caring</b>	<b>470</b>	SKILL 31.9 ASSESSING THE MOUTH AND OROPHARYNX	620
Professionalisation of Caring	471	The Neck	622
Nursing Theories on Caring	471	SKILL 31.10 ASSESSING THE NECK	624
Types of Knowledge in Nursing	474	Lower Airways	625
Caring Encounters	475	SKILL 31.11 ASSESSING THE THORAX AND LUNGS	629
Maintaining Caring Practice	477	The Cardiovascular and Peripheral Vascular Systems	631
<b>27 Communicating</b>	<b>484</b>	SKILL 31.12 ASSESSING THE HEART AND CENTRAL VESSELS	634
Communicating	485	SKILL 31.13 ASSESSING THE PERIPHERAL VASCULAR SYSTEM	636
Therapeutic Relationships	499	The Breasts and Axillae	638
Communication and the Nursing Process	503	SKILL 31.14 ASSESSING THE BREASTS AND AXILLAE	639
NURSING MANAGEMENT	503	The Abdomen	642
Group and Team Communication	507	SKILL 31.15 ASSESSING THE ABDOMEN	643
Communication with Colleagues	508	The Musculoskeletal System	647
<b>28 Teaching and Learning</b>	<b>516</b>	SKILL 31.16 ASSESSING THE MUSCULOSKELETAL SYSTEM	647
Teaching	517	The Neurological System	651
Learning	520	SKILL 31.17 ASSESSING THE NEUROLOGICAL SYSTEM	654
The Internet and Health Information	525	The Female Genitals and Inguinal Area	659
Nurse as Educator	525	SKILL 31.18 ASSESSING THE FEMALE GENITALS AND INGUINAL AREA	659
NURSING MANAGEMENT	525	The Male Genitals and Inguinal Area	662
<b>29 Leading and Managing</b>	<b>541</b>	SKILL 31.19 ASSESSING THE MALE GENITALS AND INGUINAL AREA	662
The Nurse as Leader and Manager	542	The Rectum and Anus	665
Global Leadership and Policy	542	SKILL 31.20 ASSESSING THE RECTUM AND ANUS	665
Leadership	543	<b>UNIT 8 Integral Components of Individualised Care 669</b>	
Management	546	<b>32 Infection Prevention and Control</b>	<b>670</b>
Cultural Diversity	549	Micro-organisms	671
Clinical Governance	549	Pathogens: Colonisation and Infection	671
Change and the Nurse Manager	549	Types of Infection	673
<b>UNIT 7 Assessing Health</b>		Chain of Infection	673
<b>30 Vital Signs</b>	<b>556</b>	Body Defences Against Infection	676
Respiration	559	Types of Specific Immunity	678
Oxygen Saturation	562	Factors Increasing Susceptibility to Infection	678
Blood Pressure	563	Infection Control and Health Care	684
Pulse or Heart Rate	568	Standard Precautions	685
Body Temperature	572	SKILL 32.1 HAND WASHING TECHNIQUE	687
<b>31 Health Assessment</b>	<b>586</b>	SKILL 32.2 DONNING AND REMOVING PERSONAL PROTECTIVE EQUIPMENT (GLOVES, GOWN, MASK, EYEWEAR)	690
Physical Health Assessment	587	Asepsis and Aseptic Technique	693
General Assessment	594	Transmission-based Precautions	697
SKILL 31.1 ASSESSING APPEARANCE AND MENTAL STATUS	595	Health-care-associated Infections	697
The Integumentary System	599	NURSING MANAGEMENT	704
SKILL 31.2 ASSESSING THE SKIN	602	SKILL 32.3 ESTABLISHING AND MAINTAINING A CRITICAL ASEPTIC FIELD	706
SKILL 31.3 ASSESSING THE HAIR	604	SKILL 32.4 DONNING AND REMOVING STERILE GLOVES (OPEN METHOD)	711
SKILL 31.4 ASSESSING THE NAILS	606	SKILL 32.5 DONNING A STERILE GOWN AND GLOVES (CLOSED METHOD)	712
The Head	607	Infection Control for Health Care Workers	715
SKILL 31.5 ASSESSING THE SKULL AND FACE	608	Role of the Infection-control Nurse	715



<b>33 Safety</b>	<b>721</b>	Actions of Drugs on the Body	854
National Safety and Quality Health Service	722	Factors Affecting Medication Action	856
Factors Affecting Safety	723	Routes of Administration	858
Aboriginal and Torres Strait Islander Health	729	Medication Orders	860
NURSING MANAGEMENT	730	Systems of Measurement	865
SKILL 33.1 USING A BED OR CHAIR EXIT SAFETY MONITORING DEVICE	741	Administering Medications Safely	869
SKILL 33.2 IMPLEMENTING SEIZURE PRECAUTIONS	743	Oral Medications	875
SKILL 33.3 APPLYING RESTRAINTS	756	SKILL 36.1 ADMINISTERING ORAL MEDICATIONS	875
		Nasogastric and Gastrostomy Medications	879
<b>34 Hygiene</b>	<b>763</b>	Parenteral Medications	880
Hygiene Care	764	SKILL 36.2 PREPARING MEDICATIONS FROM AMPOULES	886
Skin	764	SKILL 36.3 PREPARING MEDICATIONS FROM VIALS	887
NURSING MANAGEMENT	765	SKILL 36.4 MIXING MEDICATIONS USING ONE SYRINGE	888
SKILL 34.1 BATHING AN ADULT, CHILD OR YOUNG PERSON	769	SKILL 36.5 ADMINISTERING AN INTRADERMAL INJECTION FOR SKIN TESTS	890
SKILL 34.2 PROVIDING PERINEAL-GENITAL CARE	776	SKILL 36.6 ADMINISTERING A SUBCUTANEOUS INJECTION	893
Feet	778	SKILL 36.7 ADMINISTERING AN INTRAMUSCULAR INJECTION	899
NURSING MANAGEMENT	779	SKILL 36.8 ADDING MEDICATIONS TO INTRAVENOUS FLUID CONTAINERS	902
SKILL 34.3 PROVIDING FOOT CARE	782	SKILL 36.9 ADMINISTERING INTRAVENOUS MEDICATIONS USING IV PUSH	906
Nails	783	Topical Medications	910
NURSING MANAGEMENT	783	Ophthalmic Medications	911
Mouth	784	SKILL 36.10 ADMINISTERING OPHTHALMIC INSTILLATIONS	911
NURSING MANAGEMENT	785	Otic Medications	914
SKILL 34.4 BRUSHING AND FLOSSING THE TEETH	788	SKILL 36.11 ADMINISTERING OTIC INSTILLATIONS	914
SKILL 34.5 PROVIDING SPECIAL ORAL CARE FOR THE UNCONSCIOUS PERSON	792	Nasal Medications	916
Hair	794	Vaginal Medications	917
NURSING MANAGEMENT	794	SKILL 36.12 ADMINISTERING VAGINAL INSTILLATIONS	917
SKILL 34.6 PROVIDING HAIR CARE	796	Rectal Medications	919
SKILL 34.7 SHAMPOOING THE HAIR OF A PERSON CONFINED TO BED	798	Respiratory Inhalation	920
Eyes	800	Irrigations	922
NURSING MANAGEMENT	800		
Ears	802	<b>37 Skin Integrity and Wound Care</b>	<b>926</b>
SKILL 34.8 REMOVING, CLEANING AND INSERTING A HEARING AID	803	Skin Integrity	927
Nose	804	Types of Wounds	927
Supporting a Hygienic Environment	804	Pressure Ulcers	928
Making Beds	806	Wound Healing	932
SKILL 34.9 CHANGING AN UNOCCUPIED BED	807	NURSING MANAGEMENT	935
SKILL 34.10 CHANGING AN OCCUPIED BED	810	SKILL 37.1 OBTAINING A WOUND DRAINAGE SPECIMEN FOR CULTURE	938
		SKILL 37.2 IRRIGATING A WOUND	949
<b>35 Diagnostic Testing</b>	<b>815</b>	<b>38 Perioperative Nursing</b>	<b>963</b>
Diagnostic Testing Phases	816	The Perioperative Workforce	964
Blood Tests	816	Standards and Guidelines	964
SKILL 35.1 OBTAINING A CAPILLARY BLOOD SPECIMEN TO MEASURE BLOOD GLUCOSE	825	Types of Surgery	965
Specimen Collection	828	The Surgical Pathway	967
SKILL 35.2 COLLECTING A URINE SAMPLE FOR CULTURE AND SENSITIVITY BY MIDSTREAM SPECIMEN OF URINE (MSU)	831	Preoperative Phase	967
Visualisation Procedures	836	NURSING MANAGEMENT	968
Aspiration/Biopsy	839	SKILL 38.1 TEACHING MOVING, LEG EXERCISES, DEEP BREATHING AND COUGHING	970
		SKILL 38.2 APPLYING ANTI-EMBOLIC STOCKINGS	977
<b>36 Medications</b>	<b>849</b>	Intraoperative Phase	978
Drug Standards	850	NURSING MANAGEMENT	980
Legal Aspects of Drug Administration	850	Postoperative Phase	980
Effects of Drugs	852	NURSING MANAGEMENT	982
Drug Misuse	854	SKILL 38.3 MANAGING GASTROINTESTINAL SUCTION	989

SKILL 38.4 CLEANING A SUTURED WOUND AND APPLYING A STERILE DRESSING	994
--	-----

## VOLUME THREE

### UNIT 9 Promoting Psychosocial Health 1005

<b>39 Sensory Perception</b>	<b>1006</b>
Components of the Sensory Experience	1007
Factors Affecting Sensory Function	1008
Sensory Alterations	1009
NURSING MANAGEMENT	1010
<b>40 Self-concept</b>	<b>1028</b>
Self-concept	1029
Formation of Self-concept	1030
Components of Self-concept	1031
Factors that Affect Self-concept	1033
NURSING MANAGEMENT	1034
<b>41 Sexuality</b>	<b>1044</b>
Development of Sexuality	1045
Sexual Health	1049
Varieties of Sexuality	1050
Factors Influencing Sexuality	1052
Sexual Response Cycle	1053
Altered Sexual Function	1054
NURSING MANAGEMENT	1058
<b>42 Spirituality</b>	<b>1069</b>
Spirituality and Religion Contrasted	1070
Spiritual Needs	1071
Spiritual Wellbeing	1072
Spiritual Distress	1072
Related Concepts	1073
Spiritual Development	1073
Spiritual Self-awareness for the Nurse	1073
Spiritual Practices Affecting Nursing Care	1073
Spiritual Health and the Nursing Process	1077
NURSING MANAGEMENT	1078
<b>43 Stress and Coping</b>	<b>1089</b>
Concept of Stress	1090
Sources of Stress	1090
Effects of Stress	1090
Models of Stress	1091
Indicators of Stress	1093
Coping	1097
NURSING MANAGEMENT	1099
<b>44 Loss, Grieving and Death</b>	<b>1111</b>
Loss and Grief	1112
NURSING MANAGEMENT	1118
Dying and Death	1121
NURSING MANAGEMENT	1125
<b>45 Mental Health Nursing</b>	<b>1135</b>
Holistic Mental Health Care	1136

Mental Health and Mental Illness	1136
The Role of the Mental Health Nurse	1142
Mental Health Nursing in Practice	1142
Mental Health Legislation	1143
Mental State Assessment (MSA)	1145
Types of Mental Illness	1147
Suicide	1151
Treatments in Mental Health	1153
Mental Health Care Models	1155
Mental Health Care Policy	1157
Recovery vs Rehabilitation	1158

### UNIT 10 Promoting Physiological Health 1161

<b>46 Activity and Exercise</b>	<b>1162</b>
Normal Movement	1165
Exercise	1171
Factors Affecting Body Alignment and Activity	1175
Effects of Immobility	1178
NURSING MANAGEMENT	1182
SKILL 46.1 PERSON-ASSISTED BED SLIDE: ONE NURSE	1197
SKILL 46.2 PERSON-ASSISTED BED SLIDE: TWO NURSES	1198
SKILL 46.3 PERSON-ASSISTED LATERAL SHIFT AND ROLL: TWO NURSES	1198
SKILL 46.4 LOGROLLING: TWO TO FOUR NURSES	1199
SKILL 46.5 PERSON-ASSISTED BED TO CHAIR SLIDE: ONE OR TWO NURSES	1199
SKILL 46.6 BED TO CHAIR (4-POINT FRAME): TWO NURSES	1200
SKILL 46.7 ASSISTING THE PERSON TO SIT ON THE SIDE OF THE BED	1200
SKILL 46.8 ASSISTING THE PERSON TO AMBULATE	1205
<b>47 Sleep</b>	<b>1219</b>
Physiology of Sleep	1220
Functions of Sleep	1222
Normal Sleep Patterns and Requirements	1222
Factors Affecting Sleep	1226
Common Sleep Disorders	1228
NURSING MANAGEMENT	1230
<b>48 Pain Management</b>	<b>1243</b>
The Nature of Pain	1244
Physiology of Pain	1247
NURSING MANAGEMENT	1253
SKILL 48.1 PROVIDING A BACK MASSAGE	1276
<b>49 Nutrition</b>	<b>1286</b>
Essential Nutrients	1287
Energy Balance	1290
Body Weight and Body Mass Standards	1292
Factors Affecting Nutrition	1293
Nutritional Variations Throughout the Life Cycle	1299
Standards for a Healthy Diet	1303
Altered Nutrition	1309
NURSING MANAGEMENT	1310
SKILL 49.1 INSERTING A NASOGASTRIC TUBE	1322
SKILL 49.2 REMOVING A NASOGASTRIC TUBE	1325
SKILL 49.3 ADMINISTERING A TUBE FEEDING	1328





SKILL 49.4 ADMINISTERING A GASTROSTOMY OR JEJUNOSTOMY FEEDING	1330	SKILL 52.3 OROPHARYNGEAL AND NASOPHARYNGEAL SUCTIONING	1452
<b>50 Urinary Elimination</b>	<b>1339</b>	SKILL 52.4 SUCTIONING A TRACHEOSTOMY OR ENDOTRACHEAL TUBE	1455
Physiology of Urinary Elimination	1340	<b>53 Circulation</b>	<b>1467</b>
Factors Affecting Voiding	1343	Physiology of the Cardiovascular System	1468
Altered Urine Production	1346	Lifespan Considerations	1473
Altered Urinary Elimination	1347	Factors Affecting Cardiovascular Function	1474
NURSING MANAGEMENT	1349	Alterations in Cardiovascular Function	1477
SKILL 50.1 DIPSTICK URINALYSIS	1352	NURSING MANAGEMENT	1480
SKILL 50.2 APPLYING AN EXTERNAL URINARY SHEATH	1361	SKILL 53.1 SEQUENTIAL COMPRESSION DEVICES	1484
SKILL 50.3 PERFORMING URINARY CATHETERISATION	1366	<b>54 Fluid, Electrolyte and Acid–Base Balance</b>	<b>1491</b>
SKILL 50.4 PERFORMING BLADDER IRRIGATION	1374	Body Fluids and Electrolytes	1492
<b>51 Faecal Elimination</b>	<b>1384</b>	Acid–Base Balance	1500
The Digestive System	1385	Factors Affecting Body Fluid, Electrolytes and Acid–Base Balance	1501
Physiology of Defecation	1386	Disturbances in Fluid Volume, Electrolyte and Acid–Base Balances	1503
Factors that Affect Defecation	1389	NURSING MANAGEMENT	1513
Faecal Elimination Problems	1391	SKILL 54.1 STARTING AN INTRAVENOUS INFUSION	1530
NURSING MANAGEMENT	1396	SKILL 54.2 MONITORING AN INTRAVENOUS INFUSION	1536
SKILL 51.1 ADMINISTERING AN ENEMA	1405	SKILL 54.3 CHANGING AN INTRAVENOUS CONTAINER, TUBING AND DRESSING	1538
Bowel Diversion Ostomies	1408	SKILL 54.4 DISCONTINUING AN INTRAVENOUS INFUSION	1540
SKILL 51.2 CHANGING A BOWEL DIVERSION STOMA APPLIANCE	1413	SKILL 54.5 CHANGING AN INTRAVENOUS CANNULA TO AN INTERMITTENT INFUSION LOCK	1541
<b>52 Oxygenation</b>	<b>1421</b>	SKILL 54.6 INITIATING, MAINTAINING AND TERMINATING A BLOOD TRANSFUSION	1545
Structure and Function of the Respiratory System	1422	.....	
Respiratory Regulation	1426	Glossary	G-1
Factors Affecting Respiratory Function	1426	Index	I-1
Alterations in Respiratory Function	1428		
NURSING MANAGEMENT	1429		
SKILL 52.1 ADMINISTERING OXYGEN BY CANNULA, FACE MASK, NON-REBREATHER MASK OR FACE TENT	1442		
SKILL 52.2 PROVIDING TRACHEOSTOMY CARE	1448		



194 Unit 8 Integral Components of Individualized Care

### Lifespan considerations

**Preparative teaching**

**Objectives**

- Discuss why a person has life-spanning considerations, such as prevention, behavior change, and health promotion.
- Assess personal preparative needs of the client. Arrange for the client to be prepared to address necessary items related to health and health care.
- Use the client's self-rated readiness to be involved in a particular life-spanning activity. It is the time to take time to assess the person's readiness to be involved in a particular life-spanning activity.
- Assess the person's life of primary injury prevention and health promotion in the case of emergency and support to prevent injury during planning and development in the case of emergency.
- Assess the person's ability to assess the older adult's health and health promotion.
- Assess the person's ability to assess the older adult's health and health promotion.
- Assess the person's ability to assess the older adult's health and health promotion.

**HOME CARE CONSIDERATIONS**

**INDICATORS OF INTEREST**

- A client who is unable to do activities of daily living (ADLs) in the absence of their necessary assistance. This is a red flag for the nurse to assess the client's safety and health.
- A client who is unable to do activities of daily living (ADLs) in the absence of their necessary assistance. This is a red flag for the nurse to assess the client's safety and health.
- A client who is unable to do activities of daily living (ADLs) in the absence of their necessary assistance. This is a red flag for the nurse to assess the client's safety and health.

**Home care considerations instruct students to consider adaptation for performing the skill in the home.**

Chapter 17 Health Promotion 207

### Lifespan considerations

**INDICATORS OF INTEREST**

- A client who is unable to do activities of daily living (ADLs) in the absence of their necessary assistance. This is a red flag for the nurse to assess the client's safety and health.
- A client who is unable to do activities of daily living (ADLs) in the absence of their necessary assistance. This is a red flag for the nurse to assess the client's safety and health.
- A client who is unable to do activities of daily living (ADLs) in the absence of their necessary assistance. This is a red flag for the nurse to assess the client's safety and health.

**INDIGENOUS HEALTH CONSIDERATIONS**

**Falls in Indigenous Inuit mortality rates, but wide disparity still exists**

A joint report released by the Australian Bureau of Statistics (ABS) and the Australian Institute of Health and Welfare (AIHW) in 2018 shows that falls are the leading cause of injury and hospitalization for Indigenous people aged 15 years and over. The report found that falls are the leading cause of injury and hospitalization for Indigenous people aged 15 years and over. The report found that falls are the leading cause of injury and hospitalization for Indigenous people aged 15 years and over.

**Lifespan considerations alert students to the needs of people of different ages.**

302 Unit 8 Health Beliefs and Practices

### PRACTICE GUIDELINES

**Exchange information and reduce resistance**

- These tests are performed throughout the various stages of behavior change.
- Ask people if they would like information and what they want to know.
- Provide information in a way that is easy to understand and use.
- After providing the information, ask for the person's input and feedback.
- These tests that increase resistance and engage to add the topic to the person's agenda.
- 1. taking control away—emphasize personal choice and control
- 2. involving someone, confident or well-known—often the family or friends who are not involved in the person's health
- 3. meeting face-to-face—often involving an influence or a role model
- 4. involving someone who is not involved in the person's health
- 5. involving someone who is not involved in the person's health

**Case Study**

Mr. A, a 50-year-old professional man, has hypertension and is currently being treated with medication. He notices two levels of health beliefs and practices. He notices two levels of health beliefs and practices. He notices two levels of health beliefs and practices.

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

Chapter 20 Promoting Family Health 459

### REAL-WORLD PRACTICE

**Family centered care involves recognizing the active role of the family in providing care, especially for children and adolescents. It provides an opportunity for both parties to be seen in a collaborative way to meet the patient's needs. It is a collaborative way to meet the patient's needs. It is a collaborative way to meet the patient's needs.**

**APPLYING THEORETICAL FRAMEWORKS TO FAMILIES**

**Systems theory**

A system is a set of interacting identifiable parts or components. The basic concept of general systems theory was proposed in the 1930s. One of the major proponents was Ludwig von Bertalanffy (1901), an Austrian biologist who was an early proponent of the idea of systems theory. He was an early proponent of the idea of systems theory. He was an early proponent of the idea of systems theory.

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

436 Unit 8 Lifespan Development

### RESEARCH NOTE

**Research Note: Caring for the caregiver is necessary?**

K. G. Palmer & C. Taylor (2013). Caregiver distress in dementia in rural Victoria. *Australian Journal of Ageing*, 30(2), 203-210. doi:10.1111/ajag.12011

The purpose of this study was to explore the levels of stress, anxiety and depression experienced by caregivers who provide care for people with dementia in a rural setting. They provide care for people with dementia in a rural setting. They provide care for people with dementia in a rural setting.

**Research notes introduce students to the concept of evidence-based nursing practice by reviewing relevant nursing research and discussing the implications for nursing practice.**

886 Unit 8 Integral Components of Individualized Care

### Skill 36.2. Preparing medications from ampoules

**PLANNING**

**Delegation**

Preparing medications from ampoules and vials involves knowledge and skills of the nurse. The nurse must have the knowledge and skills of the nurse. The nurse must have the knowledge and skills of the nurse.

**IMPLEMENTATION**

**Preparation**

1. Check the medication administration record (MAR).
2. Check the label on the ampoule carefully against the MAR to ensure that the correct medication is being prepared.
3. Wash hands and wear gloves.
4. Disinfect the top of the ampoule in the aseptic container and allow it to dry.
5. Place the ampoule in a clean surface.
6. Withdraw the medication.
7. If using a filter needle, insert the tip of the syringe at the angle of the ampoule. Withdraw the medication. Withdraw the medication.
8. Remove the cap from the syringe and insert the needle into the ampoule. Withdraw the medication. Withdraw the medication.
9. If using a filter needle, insert the tip of the syringe at the angle of the ampoule. Withdraw the medication. Withdraw the medication.
10. Dispose of the ampoule in the aseptic container and allow it to dry.

**Step-by-step Skills help students understand techniques and practice steps. They include a complete equipment list and full-color photos and illustrations for critical steps.**





# MyLab Nursing Kozier and Erb's Fundamentals of Nursing, 4th edition

## A guided tour for students and educators

**1.2 Summarise the parameters of the scope of nursing practice** Close

1 of 2 (0 complete) ▶ 0 correct

**Exercise 1.2.1** Question Help ⚙️

A nurse is using the term 'person-centred care' in a presentation. Which of the following statements describes the use of this term? 📄

- A. It refers to an emphasis on promoting recovery when people are dealing with illness.
- B. It refers to the holistic nature of current nursing practice.
- C. It refers to a location that provides comfort and caring for people who are dying.
- D. It refers to the need to focus on nursing care in community settings.

Click to select your answer and then click Check Answer. ?

All parts showing Clear All Check Answer ◀ ▶

**Auto-generated tests and assignments**  
Each MyLab™ comes with pre-loaded assignments, all of which are automatically graded.

**New Test** Legend 📄 ?

1 Start   2 Add/Remove Content   3 Choose Settings

**Chapter View** Standard View

**Name** Week 1 test

**Chapter** 1. Introduction

**Section** All Sections

**Availability** All questions

**Question Source**

- Show publisher questions
- Show additional test bank questions
- Show custom questions (+) for this book
- Show other custom questions [Refine Selection ...](#)
- (+) Create my own questions

**Available Questions (9)**

Question ID	Selection Status
Question 1	<input type="checkbox"/>
Question 2	<input type="checkbox"/>
Question 3	<input type="checkbox"/>
Question 5	<input type="checkbox"/>
Question 6	<input type="checkbox"/>
Question 7	<input type="checkbox"/>
Question 8	<input type="checkbox"/>
Problem 10	<input type="checkbox"/>
Problem 12	<input type="checkbox"/>

**My Selections (0)** Pooling options View question details Questions on test: 0 Points on test: 0

# Question ID Section

Choose questions on the left and click Add to include them in this assignment.

Or, you can pool multiple questions into one question, so that students see one question randomly selected from the pool. You must go to Pooling options and enable pooling to use this feature.

Add ▶ ◀ Remove

Preview & Add Preview & Remove View student test Sort All ▲ ▼ ☰

**Assignable content**  
Educators can select content from the Study Plan and/or Test Bank and assign to students as homework or quizzes.



# MyLab Nursing [www.mylabsandmastering.com](http://www.mylabsandmastering.com)

## Skill 30.6: Blood Pressure



### Learning resources

To further reinforce understanding, Study Plan problems link to additional learning resources. Videos and Flashcards are also available for students.

### Study Plan

[Legend](#)

You have earned 0 of 103 mastery points (MP).

[View progress](#)

Practice these sections and then take a Quiz Me to prove mastery and earn more points.

#### Sections to practice and master

[View all chapters](#)

7.1 Discuss primary health care reform in Australia	<a href="#">Practice</a>	<a href="#">Quiz Me</a>	0 of 1 MP
7.2 Identify various types of communities	<a href="#">Practice</a>	<a href="#">Quiz Me</a>	0 of 1 MP
7.3 Describe various community-based primary health initiatives	<a href="#">Practice</a>	<a href="#">Quiz Me</a>	0 of 1 MP
7.4 Explain essential aspects of collaborative health care	<a href="#">Practice</a>	<a href="#">Quiz Me</a>	0 of 1 MP
7.5 Describe the role of the nurse in providing continuity of care	<a href="#">Practice</a>	<a href="#">Quiz Me</a>	0 of 1 MP

### Study plan

A personalised Study Plan is generated from each student's results on assignments or sample tests. The Study Plan indicates Learning objectives where they need more practice, and helps them work towards mastery.