# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>xi</td>
</tr>
<tr>
<td>Contributors</td>
<td>xiv</td>
</tr>
</tbody>
</table>

## UNIT I  THE NURSING PROFESSION

1. **History of Nursing**  
   *Karen J. Egenes*  
   - Introduction  
   - Nursing in Antiquity  
   - Nursing in Early Modern Europe  
   - Florence Nightingale and the Origin of Professional Nursing  
   - Origins of Professional Nursing in the United States  
   - The Origins of Public Health Nursing  
   - The Origins of Nursing Associations  
   - Licensure for Nurses  
   - Effects of the Great Depression on Nursing  
   - Nursing and Times of War  
   - Collective Bargaining in Nursing  
   - Advances in Nursing Education  
   - Advances in Nursing Practice  
   - Nursing History and Health Policy  
   - Summary  
   - Reflective Practice Questions  
   - References  

2. **Nursing Education: Past, Present, and Future**  
   *Martha Scheckel*  
   - Introduction  
   - Understanding Nursing Education Programs  
   - Curriculum and Instruction in Nursing Education  
   - The Future of Nursing Education  
   - Summary  
   - Reflective Practice Questions  
   - References
## Nursing Licensure and Certification

*Wendy Stoelting-Gettelfinger*

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>63</td>
</tr>
<tr>
<td>The Regulation of Nursing Practice</td>
<td>64</td>
</tr>
<tr>
<td>Accessing Your State’s Nurse Practice Act and Administrative Rules</td>
<td>66</td>
</tr>
<tr>
<td>The History of State Boards and Their Regulatory Functions</td>
<td>67</td>
</tr>
<tr>
<td>The Nurse Licensure Compact and Advance Practice Registered Nurse Compact</td>
<td>69</td>
</tr>
<tr>
<td>Nursing Licensure</td>
<td>72</td>
</tr>
<tr>
<td>Certification</td>
<td>74</td>
</tr>
<tr>
<td>The Regulation of Advanced Practice Registered Nurses</td>
<td>76</td>
</tr>
<tr>
<td>Standard of Care</td>
<td>77</td>
</tr>
<tr>
<td>Summary</td>
<td>80</td>
</tr>
<tr>
<td>Reflective Practice Questions</td>
<td>81</td>
</tr>
<tr>
<td>References</td>
<td>81</td>
</tr>
</tbody>
</table>

## Understanding the NCLEX-RN

*Judith A. Halstead*

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>85</td>
</tr>
<tr>
<td>Purpose of the NCLEX-RN</td>
<td>86</td>
</tr>
<tr>
<td>Components of the NCLEX-RN Test Plan</td>
<td>90</td>
</tr>
<tr>
<td>Framework of Client Needs</td>
<td>91</td>
</tr>
<tr>
<td>Computer Adaptive Testing</td>
<td>94</td>
</tr>
<tr>
<td>The Passing Standard</td>
<td>95</td>
</tr>
<tr>
<td>Types of Questions on the NCLEX-RN Examination</td>
<td>96</td>
</tr>
<tr>
<td>Preparing for the NCLEX-RN</td>
<td>99</td>
</tr>
<tr>
<td>Taking the NCLEX-RN</td>
<td>103</td>
</tr>
<tr>
<td>Summary</td>
<td>104</td>
</tr>
<tr>
<td>Reflective Practice Questions</td>
<td>104</td>
</tr>
<tr>
<td>References</td>
<td>105</td>
</tr>
</tbody>
</table>

## Professional Nursing Organizations

*Judith A. Halstead*

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>107</td>
</tr>
<tr>
<td>The Nature of Professional Nursing Organizations</td>
<td>108</td>
</tr>
<tr>
<td>The Mission and Impact of Professional Nursing Organizations</td>
<td>108</td>
</tr>
<tr>
<td>Professional Nursing Organizations with Clinical, Political, and Regulatory Focus</td>
<td>109</td>
</tr>
<tr>
<td>Professional Organization Membership and Involvement</td>
<td>111</td>
</tr>
<tr>
<td>Summary</td>
<td>115</td>
</tr>
</tbody>
</table>

© Jones & Bartlett Learning, LLC. NOT FOR SALE OR DISTRIBUTION
6  Transitions in Nursing: Future of Nursing and Transition to Practice 119
Monique Ridosh

Introduction 120
Future Pathway for Nursing Practice 120
Key Trends Influencing Nursing Practice, Education, and Research 120
Standards for Practice 122
Changes in the Nursing Role 126
Transition from Education to Practice 127
Role Transition 129
Preparing for Transition into Practice 131
Guiding Principles for Future Patient Care Delivery 135
Guiding Principles for Patient Care Delivery 140
Summary 145
Reflective Practice Questions 146
References 146

UNIT II  THE ENVIRONMENT AND NURSING PRACTICE

7  Interprofessional Issues: Collaboration and Collegiality 151
Deanna L. Reising and Rebecca A. Feather

Introduction 152
Professional Collaboration and Collegiality 152
Historical Context of Collaboration 153
Core Competencies for Interprofessional Collaborative Practice 155
Interprofessional Education 156
Healthcare Outcomes Related to Interprofessional Collaboration 157
Collaborative Practice Models 161
The Nurse as a Collaborator and Team Leader 163
Summary 164
Reflective Practice Questions 165
References 165

8  The Culture of Safety 169
Patricia Ebright

History of the Patient Safety Movement 169
Core Concepts in the Post IOM Report Approach to Patient Safety 173
Patient Safety Culture 180
CONTENTS

Research on Nursing Work Complexity 181
Implications of the Post IOM Report Approach to Patient Safety 185
Summary 189
Reflective Practice Questions 189
References 190

9 Quality and Performance Outcomes in Healthcare Systems 193
Catherine Dingley

Introduction 194
Performance Outcomes 194
Defining Quality 195
The History of Quality Measures in Health Care 197
Regulatory and Accrediting Agencies 198
Nursing Performance Measures 206
Summary 214
Reflective Practice Questions 215
References 215

10 Evidence-Based Nursing Practice 217
Susan Sheriff and Gayle Roux

Introduction 217
What Are Evidence-Based Health Care, Evidence-Based Practice, and Evidence-Based Nursing? 218
History and Background of Evidence-Based Practice 221
The Process of Evidence-Based Practice 221
Evidence-Based Nursing 222
Applying Research Findings to Practice 226
Implications for Education, Research, and Practice 229
Summary 231
Reflective Practice Questions 232
References 232

11 Nursing and Disaster Preparedness 235
Janice Springer

Introduction 235
Definitions Within Disaster 237
Incident Command System 238
Outbreaks and Emerging Infections 248
Disasters Caused by Humans 250
Biological and Chemical Agent Overview 250
Bioterrorism Events 251
Chemical Emergencies 256
Radiation 257

© Jones & Bartlett Learning, LLC. NOT FOR SALE OR DISTRIBUTION
The Healthy Nurse: Finding the Balance
Jo-Ann Stankus, Paula Clutter, and Peggy Mancuso

Introduction
The Biopsychosocial Health Perspective
Health and the Individual Nurse
The Nursing Workplace and Environment
Summary
Reflective Practice Questions
References

Addressing Primary Prevention and Education in Vulnerable Populations
Brian W. Higgerson

Introduction
Defining Vulnerable Population
Individual Health Behaviors: Primary Prevention
Client Education to Improve Health Behaviors
Summary
Reflective Practice Questions
References

Cultural Diversity and Care
G. Elaine Patterson

Introduction
Cultural Diversity and Practices
Development of Cultural Patterns and Behaviors
Ethnic Groups in North America
Impact of Culture on Health Care
Developing Cultural Competence in Students
Summary
Reflective Practice Questions
References

Ethical Decision Making and Moral Choices: A Foundation for Nursing Practice
Phyllis Ann Solari-Twadell

Nursing’s Contract with Society
Code of Ethics
## Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td><strong>Legal Issues in Nursing</strong></td>
<td>359</td>
</tr>
<tr>
<td></td>
<td><em>Eileen K. Fry-Bowers</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Introduction</strong></td>
<td>359</td>
</tr>
<tr>
<td></td>
<td><strong>Sources of Law</strong></td>
<td>361</td>
</tr>
<tr>
<td></td>
<td><strong>Judicial System</strong></td>
<td>363</td>
</tr>
<tr>
<td></td>
<td><strong>Legal Issues in Nursing Practice</strong></td>
<td>364</td>
</tr>
<tr>
<td></td>
<td><strong>Legal Issues in the Nurse–Patient Relationship</strong></td>
<td>378</td>
</tr>
<tr>
<td></td>
<td><strong>Legal Issues in Nursing Practice, Policy, and Legislation</strong></td>
<td>387</td>
</tr>
<tr>
<td></td>
<td><strong>Summary</strong></td>
<td>388</td>
</tr>
<tr>
<td></td>
<td><strong>Reflective Practice Questions</strong></td>
<td>388</td>
</tr>
<tr>
<td></td>
<td><strong>References</strong></td>
<td>389</td>
</tr>
<tr>
<td>17</td>
<td><strong>Healthcare Policy and Advocacy</strong></td>
<td>393</td>
</tr>
<tr>
<td></td>
<td><em>Joan L. Frey and Christine K. Murphy</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Introduction</strong></td>
<td>394</td>
</tr>
<tr>
<td></td>
<td><strong>Evolutionary Changes to Nursing’s Role in Health Policy</strong></td>
<td>394</td>
</tr>
<tr>
<td></td>
<td><strong>Defining Politics and Policy</strong></td>
<td>399</td>
</tr>
<tr>
<td></td>
<td><strong>Why Political Competence Is Needed in Nursing</strong></td>
<td>403</td>
</tr>
<tr>
<td></td>
<td><strong>The Power of Nurses and Partnerships</strong></td>
<td>407</td>
</tr>
<tr>
<td></td>
<td><strong>Incorporating Policy and Politics into Daily Practice</strong></td>
<td>408</td>
</tr>
<tr>
<td></td>
<td><strong>Making a Difference Through Political Activism</strong></td>
<td>411</td>
</tr>
<tr>
<td></td>
<td><strong>Summary</strong></td>
<td>417</td>
</tr>
<tr>
<td></td>
<td><strong>Reflective Practice Questions</strong></td>
<td>418</td>
</tr>
<tr>
<td></td>
<td><strong>References</strong></td>
<td>418</td>
</tr>
</tbody>
</table>

**Unit IV  Health and Nursing Issues**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td><strong>Rural and Urban Healthcare Issues</strong></td>
<td>425</td>
</tr>
<tr>
<td></td>
<td><em>Darla Adams</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Introduction</strong></td>
<td>425</td>
</tr>
<tr>
<td></td>
<td><strong>Rural Healthcare Issues</strong></td>
<td>427</td>
</tr>
<tr>
<td></td>
<td><strong>Healthcare Roles in Rural Settings</strong></td>
<td>428</td>
</tr>
</tbody>
</table>

© Jones & Bartlett Learning, LLC. NOT FOR SALE OR DISTRIBUTION
Common Rural Health Problems and Health Disparities 432
Care Resources and Access to Care 437
Collaboration Among Community Providers 438
Evidence-Based Practice and Quality
  Improvement in Rural Nursing 442
Implications for Rural Nursing Practice and Education 443
Urban Healthcare Issues 445
Public Health Nursing in Urban Settings: A History of
  Prevention and Health Promotion 445
The Urban Environment: An Overview of Selected Risk Factors 448
The Role of the Nurse in Improving Health
  Outcomes in Urban Settings 455
Summary 456
Reflective Practice Questions 457
References 457

19 Nursing in the Global Health Community 461
Mary E. Riner and Barbara deRose
Introduction 462
Globalization 462
Global Health, Illness, and Injury 463
Women's, Children's, and Adolescents' Health 465
Communicable Diseases 470
Noncommunicable Diseases 472
A Call for Universal Healthcare Coverage 473
Global Health Security 478
Global Nursing Workforce 479
Nursing Education 482
Global Nursing Organizations 485
Summary 486
Reflective Practice Questions 487
References 487

20 Informatics, Healthcare Technology, and Nursing Practice 491
Josette Jones and Cathy R. Fulton
Introduction 492
Health Information Technology for Economic
  and Clinical Health Act 493
Communication Platforms for Healthcare
  Providers and Consumers 496
Health Information Exchange 500
Impact of Health Information Technology on Nursing 502
<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Informatics: What Is It?</td>
<td>505</td>
</tr>
<tr>
<td>Summary</td>
<td>509</td>
</tr>
<tr>
<td>Reflective Practice Questions</td>
<td>510</td>
</tr>
<tr>
<td>References</td>
<td>510</td>
</tr>
<tr>
<td><strong>21</strong> Understanding Genetics and Genomics Nursing Competencies</td>
<td>513</td>
</tr>
<tr>
<td><em>Donna Zucker</em></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>514</td>
</tr>
<tr>
<td>Growing Influence of Genetics and Genomics on Nursing</td>
<td>514</td>
</tr>
<tr>
<td>Precision Medicine, Consumer Protection, and Ethics</td>
<td>518</td>
</tr>
<tr>
<td>Theory Applicable to Genetics and Genomics</td>
<td>522</td>
</tr>
<tr>
<td>Nursing Process Applied to Genetics</td>
<td>523</td>
</tr>
<tr>
<td>Summary</td>
<td>527</td>
</tr>
<tr>
<td>Reflective Practice Questions</td>
<td>527</td>
</tr>
<tr>
<td>References</td>
<td>527</td>
</tr>
<tr>
<td><strong>Glossary</strong></td>
<td>529</td>
</tr>
<tr>
<td><strong>Index</strong></td>
<td>541</td>
</tr>
</tbody>
</table>
Preface

From its origins, nursing was described by Florence Nightingale as a distinct discipline concerned with the relationship between the patient, nurse, and environment. Nightingale defined nursing as having “charge of the personal health of somebody...and what nursing has to do...is to put the patient in the best condition for nature to act upon him” (1859/1992, p. 75). Nursing has advanced as a scientific discipline, with a wide scope of responsibility as a goal-directed and evidence-based practice within a complex healthcare system. The goal of health and “putting the patient in the best condition for nature to act” require the nurse to address a constantly expanding body of knowledge, technology, and sociocultural change. It is with this challenge in mind that the first edition of this textbook was originally created. This second edition continues to address the challenges facing nurses with updated and newly added chapters on contemporary nursing and healthcare topics. The graduating nurse must understand the complicated context of the issues that affect the nurse–patient relationship including political policy, professional organizations, safety and other performance outcomes, emergency preparedness, and global health issues, to name a few.

Although many different viewpoints of nursing theory have been debated, there is general agreement on the domains of nursing. Fawcett concluded there is a consensus about the central concepts of the discipline—person, environment, health, and nursing. These concepts constitute nursing’s metaparadigm (Fawcett, 1989). Therefore, the concepts of nursing, environment, person, and health were selected to form the organizational units of this textbook. The chapter topics do indeed aggregate into these four concepts, lending validity to the umbrella of the metaparadigm to describe the essence of nursing.

Unit I addresses The Nursing Profession, beginning with a discussion of the historical origins of nursing with emphasis on the history and development of the nursing profession in the United States. Nursing education is also addressed with a description of the various educational nursing programs that exist within the profession and a focused discussion on contemporary issues impacting nursing education curricula. Other chapter topics in Unit I identify the essential information a graduating nurse needs to know to be socialized into the profession including preparing for the NCLEX-RN examination, understanding professional licensure and regulation, developing professionally through membership in professional nursing organizations, and transitioning into practice as a new registered nurse.
Unit II focuses on *The Environment and Nursing Practice*. To be safe and effective practitioners, nurses must fully understand and appreciate the complexity of the healthcare environment within which they practice. Having systematized knowledge about safety, research, and the regulatory mechanisms in health care is essential for nurses to produce safe, cost-effective, and evidence-based patient health outcomes. The chapters within Unit II address current trends and issues existing within the healthcare environment including the movement toward a culture of interprofessional practice; safety, quality, and performance outcomes in the workplace; disaster preparedness; and evidence-based practice. Acknowledging the importance of achieving a healthy work–life balance, the personal responsibility of the nurse in maintaining a balanced and healthy lifestyle across one's career is also addressed in a chapter to this edition of the text.

In Unit III, *The Person in Health Care*, the patient becomes the focus of discussion. Maintaining a caring relationship with the patient that facilitates health and healing requires the nurse to be socially conscious. Sociocultural changes in the United States, increasing numbers of clients without insurance, bioethical dilemmas, legal directives, the Affordable Care Act, and federal and state policy embody an infrastructure for the person seeking health care. The increasing cultural diversity of the United States’ population and rising numbers of vulnerable patients requiring access to health care has multiple implications for nurses in their role as patient advocates. The legal and ethical issues related to nursing care are discussed with an emphasis on the nurse's advocacy role in ensuring attention to the legal and ethical rights of clients.

Unit IV addresses *Health and Nursing Issues*. Risk factors and health issues related to care of individuals in rural, urban, and global settings are important considerations for nurses. Informatics and health information technology are increasingly influential in delivering effective, high-quality health care, thus requiring nurses to be knowledgeable and competent in understanding how technology affects their daily practice. Nurses are also personally accountable for increasing their understanding of emerging disciplines, an example of which is genomics. All nurses need to incorporate nursing genomic competencies into their practice regardless of practice setting and this text edition has added a chapter addressing this topic that will only continue to grow in importance in coming years.

The four units provide a wealth of information that prepare the graduate to transition into nursing and confidently face the challenges of the future of the nursing profession. The essentials of information given in each chapter are intended to provide the undergraduate nursing student with the necessary details to think critically about issues and trends in nursing, engage in relationships with patients within an informed context of the issues and their environment, and create therapeutic plans to improve health outcomes. The editors and authors are sensitive to
the fact that this text is one of a multitude of resources that is needed to achieve excellence in nursing.

The editors, authors, and Jones & Bartlett Learning staff have shared their expertise as a commitment to nursing education. We hope the contributions of this textbook are a valuable component of your knowledge development, making a significant difference in how you think about and practice nursing.

Gayle Roux, PhD, NP-C, FAAN
Judith A. Halstead, PhD, RN, ANEF, FAAN

References
Contributors

Darla Adams, CRNA, PhD  
Clinical Associate Professor and  
Associate Dean  
College of Nursing & Professional  
Disciplines  
University of North Dakota  
Grand Forks, North Dakota

Paula Clutter, PhD, RN, CNL, CNE,  
CENP, CMSRN  
Associate Professor  
College of Nursing  
Texas Woman’s University  
Houston, Texas

Barbara deRose, PhD, NP-C  
Clinical Assistant Professor  
School of Nursing  
Indiana University  
Indianapolis, Indiana

Catherine Dingley, PhD, RN, FNP  
Associate Professor  
School of Nursing  
University of Nevada, Las Vegas  
Las Vegas, Nevada

Patricia Ebright, PhD, RN, FAAN  
Associate Professor Emerita  
School of Nursing  
Indiana University  
Indianapolis, Indiana

Karen J. Egenes, EdD, RN  
Associate Professor  
Marcella Niehoff School of Nursing  
Loyola University Chicago  
Chicago, Illinois

Rebecca A. Feather, PhD, RN,  
NE-BC, FNAP  
Faculty, Course Mentor, Nursing  
College of Health Professions  
Western Governors University  
Indianapolis, Indiana

Joan L. Frey, EdD, MSN, BS  
Professor  
Interim Academic President and Dean  
Galen College of Nursing  
Louisville, Kentucky

Eileen K. Fry-Bowers, PhD, JD,  
RN, CPNP  
Associate Professor  
Hahn School of Nursing and Health Science  
Betty and Bob Beyster Institute for Nursing  
Research, Advanced Practice, and  
Simulation  
University of San Diego  
San Diego, California

Cathy R. Fulton, DNP, RN, ANP-BC,  
FNP-BC  
Clinical Assistant Professor  
School of Nursing  
Indiana University  
Indianapolis, Indiana

Judith A. Halstead, PhD, RN, ANEF,  
FAAN  
Executive Director  
NLN Commission for Nursing Education  
Accreditation  
Washington, DC  
Professor Emerita  
School of Nursing  
Indiana University  
Indianapolis, Indiana

xv

© Jones & Bartlett Learning, LLC. NOT FOR SALE OR DISTRIBUTION
Brian W. Higgerson, DNSc, RN, FNP-BC, CNE
Clinical Associate Professor
College of Nursing & Professional Disciplines
University of North Dakota
Grand Forks, North Dakota

Josette Jones, PhD, RN
Associate Professor, Health Informatics and Nursing
Director, Health Informatics
School of Informatics and Computing
School of Nursing
Indiana University
Indianapolis, Indiana

Peggy Mancuso, PhD, RN, CNM, CNE
Professor and Associate Dean for Research and Clinical Scholarship
College of Nursing
Texas Woman’s University
Denton, Texas

Christine K. Murphy, MA
Director of Public Policy and Advocacy
National League for Nursing
Washington, DC

G. Elaine Patterson, EdD, RNC, NP-C, CNE
Professor of Nursing
Nursing Programs
Ramapo College of New Jersey
Mahwah, New Jersey

Deanna L. Reising, PhD, RN, ACNS-BC, FNAP, ANEF
Associate Professor
School of Nursing
Indiana University
Bloomington, Indiana
Magnet Program Co-Director/System Magnet Coordinator
Bloomington Hospital
Indiana University Health
Bloomington/Indianapolis, Indiana

Monique Ridosh, PhD, RN
Assistant Professor
Marcella Niehoff School of Nursing
Loyola University Chicago
Maywood, Illinois

Mary E. Riner, PhD, RN, CNE, FAAN
Professor
Associate Dean for Global Affairs
School of Nursing
Indiana University
Indianapolis, Indiana

Gayle Roux, PhD, NP-C, FAAN
Dean and Professor
College of Nursing and Professional Disciplines
University of North Dakota
Grand Forks, North Dakota

Martha Scheckel, PhD, RN
Professor and Chair
College of Nursing and Health Sciences
Department of Nursing
Winona State University
Winona and Rochester, Minnesota

Susan Sheriff, PhD, RN, CNE
Professor
College of Nursing
Texas Woman’s University
Denton, Texas

Phyllis Ann Solari-Twadell, PhD, RN, MPA, FAAN
Associate Professor
Marcella Niehoff School of Nursing
Loyola University Chicago
Chicago, Illinois

Janice Springer, DNP, MA, RN
Public Health Nursing Consultant
Disability Integration Advisor
Disaster Health Services Volunteer
American Red Cross
Washington, DC
Contributors

Jo-Ann Stankus, PhD, RN
Assistant Professor
College of Nursing
Texas Woman’s University
Denton, Texas

Wendy Stoelting-Gettelfinger, PhD, JD, FNP, APN, NP-C
Associate Professor
FNP Program Coordinator
School of Nursing
University of Indianapolis
Indianapolis, Indiana

Donna Zucker, PhD, RN, FAAN
Professor
Associate Dean for Academic Affairs and Graduate Program Director
College of Nursing
University of Massachusetts, Amherst
Amherst, Massachusetts