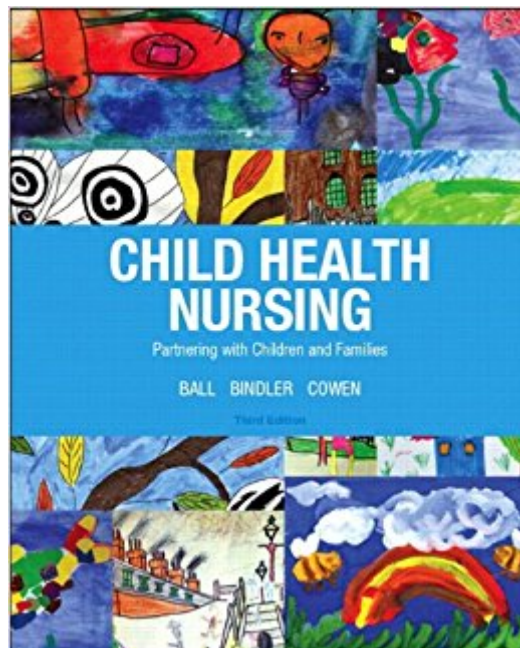




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Child Health Nursing (3rd Edition) (Child Health Nursing: Partnering With Children & Families)



Synopsis

This extensively-updated text is designed to promote excellence in pediatric nursing care, in both acute care settings and in the community. **CHILD HEALTH NURSING, 3/e** focuses on helping students synthesize new knowledge, apply evidence-based findings, collaborate with children, families, and other healthcare professionals, and use clinical reasoning to plan superior care. It views families as integral participants in all care, and recognizes that all children need health promotion and maintenance interventions, wherever they seek care or whatever conditions they are experiencing. This edition uses current NANDA International diagnoses, Nursing Intervention Classifications (NIC), Nursing Outcomes Classifications (NOC), and Healthy People 2020 recommendations. Sample nursing care plans help students apply developmental, psychosocial, and physiologic concepts to the care of children with specific conditions. Research, clinical reasoning, and evidence-based practice are emphasized and integrated throughout, and coverage of contemporary topics ranges from genomics to new pharmacological treatment options.

Book Information

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Customer Reviews

A comprehensive survey of family-centered pediatric nursing care [Child Health Nursing: Partnering with Children & Families](#) promotes excellence in nursing care for infants, children, and adolescents in hospitals and in the community. It focuses on the importance of partnering with families to adapt care plans for children based on their age, health status, and social and

cultural influences. The text considers the impact of contemporary care environments on nursing practice, both in health promotion and in the care of children with acute or chronic health conditions. By offering industry best practices and practical applications, the book encourages students to apply evidence-based findings and clinical reasoning to planning superior care. The updated 3rd edition explains how modern nursing practice is affected by reforms to healthcare and its delivery—such as electronic health records, new approaches to chronic and acute condition management, and a focus on prevention. To support safe, effective, and innovative care, this edition draws on the latest recommendations of NANDA International diagnoses, Nursing Intervention Classifications (NIC), Nursing Outcomes Classifications (NOC), and Healthy People 2020. Also available with MyLab Nursing—MyLab Nursing is an online self-study and class preparation program designed to engage students and improve results. Its personalized learning path helps students think like nurses as they move beyond memorization to true understanding through application.

Jane W. Ball graduated from the Johns Hopkins Hospital School of Nursing, and subsequently received a BS 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, beginning her career as a pediatric nurse and advocate for children's health needs. Jane obtained both a master of public health and a 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 BSN. During this time she became involved in writing her first textbook, Mosby's Guide to Physical Examination, which is currently in its seventh edition. After relocating to the Washington, DC, 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 15 years she managed the federally funded Emergency Medical Services for Children's National Resource Center. As executive director, Dr. Ball directed 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. Having left that position, she devotes more time to writing and serves as a consultant to the American College of Surgeons, supporting state trauma system development. In 2010, Dr. Ball received the Distinguished Alumna Award from the Johns Hopkins University.

Ruth C. Bindler received her BSN from Cornell University's New York Hospital School of Nursing. She worked in oncology nursing at Memorial-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 MS 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. Dr. Bindler has been fortunate to be involved for over 35 years in the growth of this nursing education consortium, which is a combination of public and private universities and colleges and is now the Washington State University (WSU) College of Nursing. Ruth obtained a PhD in human nutrition at WSU. She has taught theory and clinical courses in child health nursing, cultural diversity and health, graduate research, pharmacology, and assessment, as well as serving as lead faculty for child health nursing and Associate Dean for Graduate Programs. She is now a professor emeritus at Washington State University. 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. Research efforts are focused in the area of childhood obesity, type 2 diabetes, metabolic syndrome, and cardiometabolic risk factors in children. Ethnic diversity and interprofessional collaboration have been additional themes in her work. Dr. Bindler believes that her role as a faculty member has enabled her to learn continually, foster the development of students in nursing, lead and mentor junior faculty into the teaching role, and participate fully in the profession of nursing. In addition to teaching, research, publication, and leadership, she enhances her life by professional and community service, and by activities with her family.

Kay J. Cowen received her BSN from East Carolina University in Greenville, North Carolina, and began her career as a staff nurse on the pediatric unit of North Carolina Baptist Hospital in Winston-Salem. She

developed a special interest in the psychosocial needs of hospitalized children and preparing them for hospitalization. This led to the focus of her master's thesis at the University of North Carolina at Greensboro (UNCG), where she received a master of science in nursing education degree with a focus in maternal child nursing. Mrs. Cowen began her teaching career in 1984 at UNCG, where she continues today as clinical professor in the Parent Child Department. Her primary responsibilities include coordinating the pediatric nursing course, teaching classroom content, and supervising a clinical group of students. Mrs. Cowen shared her passion for the psychosocial care of children and the needs of their families through her first experience as an author in the chapter "Hospital Care for Children" in Jackson & Saunders' Child Health Nursing: A Comprehensive Approach to the Care of Children and Their Families, published in 1993. In the classroom, Mrs. Cowen realized that students learn through a variety of teaching strategies and became especially interested in the strategy of gaming. She led a research study to evaluate the effectiveness of gaming in the classroom and subsequently continues to incorporate gaming in her teaching. In the clinical setting, Mrs. Cowen teaches her students the skills needed to care for patients and the importance of family-centered care, focusing on not only the physical needs of the child but also the psychosocial needs of the child and family. During her teaching career, Mrs. Cowen has continued to work part time as a staff nurse: first on the pediatric unit of Moses Cone Hospital in Greensboro and then at Brenner Children's Hospital in Winston-Salem. In 2006 she became the part-time pediatric nurse educator in Brenner's Family Resource Center. Through this role she is able to extend her love of teaching to children and families. Through her role as an author, Mrs. Cowen is able to extend her dedication to pediatric nursing and nursing education. She is married and the mother of twin sons. Michele R. Shaw received her BSN from Pacific Lutheran University in Tacoma, Washington. She began her career as a nurse at a long-term care facility and then as a home healthcare nurse in Spokane, Washington. While making home visits, she became interested in the nursing care needs of children and families. She realized the importance of educating the family about their child's condition and to include family members while planning and carrying out the nursing care plan. This interest in family nursing led her into the area of maternal-child nursing, where she served as a postpartum nurse for nearly 18 years. Her experience with providing nursing care to families in various settings has highlighted her belief in the need of a family-centered approach in order to provide optimal nursing care. Dr. Shaw began her teaching career as a teaching assistant in 2001 at the Washington State University (WSU) College of Nursing, where she continues today as an associate professor. It was during those early years as a teaching assistant that she began to realize her passion for educating

nursing students. This interest led to her completing a master's degree in nursing with an emphasis on education at WSU. Knowing that she wanted to continue working in nursing academia, Dr. Shaw went on to receive her PhD in nursing from the University of Arizona in Tucson. She has taught theory, seminar, and clinical courses in maternal-child nursing, family health, evidence-based practice, ethical decision making, physical assessment, and professional practice. Dr. Shaw recently assisted in the development of the Bachelor of Science-to-PhD in Nursing program at WSU. This fast-track program will enable students with an earned bachelor's degree to complete a PhD in nursing in four years. Dr. Shaw enjoys working with undergraduate and graduate students and encourages active participation in research. Her research interests include children with asthma and their families, childbearing women and their families, and substance use among youth and childbearing women. She is particularly interested in children's and families' unique perspectives, and thus much of her research uses qualitative approaches. She continues to publish articles in the areas of pediatric asthma and substance use among childbearing women. Dr. Shaw believes her active role in nursing academia and research allows her to stay current in various pedagogical approaches to enhance nursing students' learning experiences, as well as continuous learning about evidence-based interventions to provide nursing care to children and families.

This review isn't about the content of the book. It is about the Kindle digital copy of this book. The first thing you should know before purchasing is that this book is only available on the Kindle app (i.e. your computer, phone, tablet) and not on the actual Kindle. I absolutely love it when my school textbooks are formatted for the Kindle, so the format was not ideal. However, I saw this before purchasing, so I knew what type of reading experience to expect and was willing to settle for the ease of reading on my phone rather than lugging around the big, heavy print version. The layout exactly the same as the print book. The benefit of reading it on my phone/computer is that pictures, tables, ect. are in color and look great. This is nice but not of great importance to me. The downside of this format is that I have to zoom in and scroll around on the page while reading. The text is too small to read when I'm looking at the entire page. It is a similar experience to reading .pdf files on a Kindle; it's not the best reading experience, but it works. The second thing you should know before purchasing is that it is only allowed on two devices. I didn't know this before purchase and had to contact customer service via live chat for help. They guided me through this process and were very helpful. To change devices you have to deregister the device you want to remove the book from (simply deleting it will not work), and then you can load it onto the new device. After I had everything

worked out, I asked how I would know for future renting or buying how many devices I would be able to see a book on. told me "I am really sorry but there is not any way to find that book before renting a book,." I was shocked. You should be able to find out the restrictions of the digital copy before renting! Even with the complications, I am glad that I got the digital copy of this book because I love having digital textbooks. I am taking away two stars because of the rental experience. It's not right that there was no "two device only" warning. I'm mostly bothered that there was no way for me to know this before renting this book and that there is no way for me to learn the restrictions placed on other digital texts before I pay.

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This book has a lot of detailed information that was not in my Essentials of Pediatric Nursing. This book was not required but I bought it any way after using the library's copy. Easy to use and good priority nursing diagnosis. If your school does not have the Pearson's work site, you can still use the NCLEX review and watch the videos that go with each chapter.

As described ! This was required for school.

This text is huge, verbose, and most of the concepts are repeated ad nauseam.

I was intimidated by how big this book was at first but it really helped me in peds! It was easy to read and gave great explanations. I would recommend this book for any peds nursing course!

Very similar to a med-surg book, but with specifics for the peds population. The info layout is fun as there are a lot of boxes that summarize the info in the lengthier paragraphs. It's a good textbook to keep if you're wanting to go in pediatric nursing.

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