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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. She 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 on three campuses. She served as the Dean of Nursing at Samuel Merritt University from 2004 to 2019 and was the 2014–2016 president of the California Association of Colleges of Nursing.



Dr Berman has travelled extensively, visiting nursing and health care institutions in Australia, Botswana, Brazil, Finland, Germany, Israel, Japan, Korea, the Philippines, the Soviet Union and Spain. She is a senior director of the Bay Area Tumor Institute and served 3 years as director on the Council on Accreditation of Nurse Anesthesia Educational Programs. 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, tenth and eleventh editions of *Fundamentals of Nursing* and the fifth, sixth, seventh, eighth and ninth 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 becoming a faculty member at Samuel Merritt Hospital School of Nursing in Oakland. 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 alumnus 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 the success of students of diverse ethnic backgrounds and communities of colour.

Another career opportunity in 1998 led Dr Snyder to the Community College of Southern Nevada in Las Vegas, Nevada, where she 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 the 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. She has been a site visitor for the National League for Nursing Accrediting Commission and the Northwest Association of Schools and Colleges.

● GERALYN FRANSDEN, 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 degree 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*.

Dr Frandsen is a tenured full professor and currently serves as assistant director of the Catherine McAuley School of Nursing at Maryville. Her administrative responsibilities include the oversight of three pre-licensure tracks and the online Baccalaureate Completion program in the Robert E. and Joan Luttig Schoor Undergraduate Nursing Program. 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 the *Toward a Caring Curriculum*.

Dr Frandsen has authored textbooks in pharmacology and nursing fundamentals. In 2013, she was the fundamentals contributor for *Ready Point* and *My Nursing Lab*. These are online resources 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. 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 fifth 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.

Tracy's research interests include empathy, the scholarship of teaching and learning, clinical reasoning, interprofessional education, e-learning, simulation and patient safety. Her research is designed to inform, influence and potentially improve patient outcomes, and improve the quality of teaching and learning for health care students. Tracy is recognised as one of the top three nursing education researchers in Australia and was named by *The Australian's* 2019 Research magazine as the top researcher in health and medical sciences in the field of nursing.

Tracy leads the Empathy Initiative research group and has over 200 publications, including peer-reviewed journal papers, authored books, edited books and book chapters. She has been the recipient of nine research awards and 12 teaching awards, including an Australian Learning and Teaching Council Award for Teaching Excellence, a NSW Minister for Education and Training Quality Teaching Award and a Pearson/Australian Nurse Teacher Society Nurse Educator of the Year Award.



● **ADAM BURSTON, RN, PHD (UQ), MHSM (GU), GCERTNUR (QUT), BN(GU), MACN**

Dr Adam Burston is a lecturer in nursing and the course coordinator Master of Health Administration at the Australian Catholic University. As a Registered Nurse for the past 25 years, Adam has an extensive clinical background, including aged care and several acute surgical nursing specialties. During his Master's program, he was twice the recipient of a Griffith University Award for Academic Excellence. Adam was the inaugural recipient of the University of Queensland School of Nursing & Midwifery PRest scholarship during his PhD candidature.

As an academic, Adam has a principal interest in undergraduate nursing education. He is particularly interested in the pedagogy of first-year undergraduate student learning and transition to university, transition to clinical practice for completing students, health care ethics and interprofessional practice. Adam is heavily involved in community engagement activities with undergraduate students, providing health education, health resources and direct health care to local communities in Siem Reap and Battambang, Cambodia. Adam also leads postgraduate teaching teams in health care leadership and management.

Adam completed his PhD at The University of Queensland in 2018, exploring the incidence of moral distress in the aged care workforce. Adam has authored/co-authored multiple book chapters on many aspects of acute clinical nursing care and ethical decision making. He has published and presented research on moral distress, interprofessional education and transitional pedagogy. Current projects include an exploration of the ethical challenges experienced by undergraduate students on overseas clinical placement and the integration of digital learning into clinical simulation for first-year undergraduate students.



● **TRUDY DWYER, RN, NR CERT, ICU CERT, BHLTHSCN, GRAD CERT FLEX LEARN, MCLINEDU, PHD**



Professor Trudy Dwyer has extensive learning and teaching expertise in both undergraduate and postgraduate research higher-degree programs. She has authored numerous books, book chapters and peer-reviewed journal articles and is a principal author of the Student Survival Guide series published by Pearson Australia. Her program of research is Quality and Safety in Healthcare, with a focus on recognition and responding to clinical deterioration, nurse-led models of care, simulation and knowledge translation.

● **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, Master 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**



Associate Professor 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 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.

- **TANYA LANGTREE, RN, BNSC, PGDIPACN(NEUROSC), PGCERTNSC(INTCARE), MNST, PHD, 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 nursing history, 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 and Midwifery at James Cook University (JCU). Since then, she has held a variety of roles including subject coordinator, year level coordinator, Director of Clinical Simulation and remote site coordinator. Tanya has recently completed her PhD, which examined the progression of early nursing theory and praxis prior to nursing's professionalisation in the mid-nineteenth century.



- **LORNA MOXHAM, RN, MHN, PHD, BHSC (UWS), DAS(NSG) (MIHE), MED (UNSW), CERT OH&S (CQU), CERT QUAL MGMT (CQU), CERT IV (TRAINING & ASSESSMENT) (CQIT), FACMHN, 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.



- **KERRY REID-SEARL, AM, 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 29 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. Kerry was also awarded a Member of the Order of Australia for contribution to nursing education in 2019 for her contribution.

- **FLORA ROLF** RN, GRAD CERT (MENTAL HEALTH), GRAD CERT (IpCLIN ED), ASSOC DIP (PACU), GRAD DIP (CRIT CARE), MHSC (CLIN ED), PHD, MACN.



Flora Rolf started post-high-school life as a Bachelor of Music student, and inexplicably to everyone including herself, quite suddenly left university to pursue a nursing career. She undertook her hospital training at Box Hill Hospital between 1988 and 1991. Flora embraced the mobility of a nursing career and worked across the globe, as a street nurse in Kolkata, India, a community palliative care nurse in the United Kingdom, a perioperative nurse at The Royal London in Whitechapel, a remote area nurse in Central Australia and as a television unit nurse for 'Blue Heelers'. She also honed her clinical skills and knowledge in major metropolitan hospitals in Australia and the United Kingdom, specialising in peri-anaesthesia, intensive care and mental health nursing, completing postgraduate studies in all these areas.

Flora moved into academia in 2010 to pursue her love of teaching and learning. Working as a nursing lecturer, Flora has developed expertise in interprofessional learning, simulation, transitional pedagogy, curriculum development and digital learning technology. Flora's research interest is the othering of people experiencing mental illness in acute care environments, and she completed her PhD exploring the knowledge and power relationships in intensive care as they relate to patients with mental illness. Flora has published on space and power networks in intensive care, the ethics of organ trafficking, alcohol withdrawal in intensive care and the care of people with mental illness in intensive care contexts. Flora's passions are social justice and political and social activism in health.

- **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 United Kingdom and worked as the Coordinator of Children's Services and as a Nurse Practitioner. He completed a Master of Health Science at Birmingham University.

For a short time, David worked in Central Australia for Remote Health Services, before returning to the United Kingdom 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 as a senior lecturer at the Australian Catholic University, in the Australian Capital Territory, and as an adjunct professor at Charles Sturt University, New South Wales. David is also an avid bush poet and writer of children's books.

PREFACE

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 today's nurses must be clinically astute, empathic, agile 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, negotiation, critical thinking and clinical reasoning. They 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 fifth Australian edition of *Kozier and Erb's Fundamentals of Nursing* has once again undergone a rigorous review and writing process. Contemporary changes in the practice and regulation of nursing are reflected in the chapters, and this edition continues to focus on the 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

- A brand new chapter on disability has been added.
- The Fundamentals of Care Framework is included in this new edition. The three dimensions of this Framework are nurse–patient relationship; integration of physical, psychosocial and relational aspects of care; and the context of care. These dimensions are applied to the Case study questions in the text, showing how the Framework can be applied to each area of nursing practice.
- 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.
- The Research Notes and Real World features are updated to reflect contemporary Australian and New Zealand research and clinician stories.
- New references have been added to support inclusion of contemporary information and evidence for practice.

- The Patient Safety Competency Framework (PSCF) has been integrated throughout this text and will help students to focus on skills and knowledge that are directly relevant to safe and effective patient care.

Competency frameworks constitute a blueprint for optimal performance in a given area of practice; competency statements refer to the specific outcomes of learning. The knowledge and skill statements included in the PSCF were structured with reference to Miller's pyramid of competence (see Figure 1). In the PSCF, knowledge statements are conceptualised as the foundation for competence. To practise safely, nursing students must have a requisite level of *knowledge*. Next, they must *know how* to apply their knowledge using cognitive skills such as analysis, interpretation and evaluation. The third level of the pyramid refers to skills and behaviours, in particular *showing how* or demonstration of skills (e.g. in a simulated setting). The fourth level of the pyramid refers to what the learner *does* with their knowledge and skills in a real-life clinical setting.

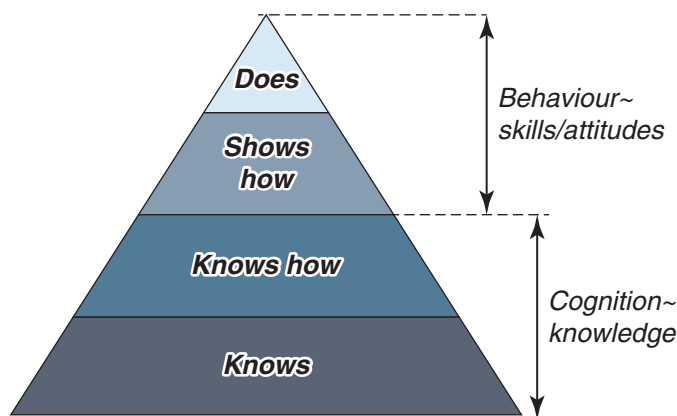


Figure 1 Miller's pyramid of competence

Source: G. Miller (1990). The assessment of clinical skills/competence/performance. *Academic Medicine*, 65(9), s63–s67.

The nine overarching domains of the PSCF are:

1. Person-centred care
2. Therapeutic communication
3. Cultural competence
4. Teamwork and collaborative practice
5. Clinical reasoning
6. Evidence-based practice
7. Preventing, minimising and responding to adverse events
8. Infection prevention and control
9. Medication safety.

The full PSCF document can be accessed at the end of the Prelims.

Source: Levett-Jones, T., Dwyer, T., Reid-Searl, K., Heaton, L., Flenady, T., Applegarth, J., Guinea, S. & Andersen, P. (2017). *Patient Safety Competency Framework (PSCF) for Nursing Students*. Sydney. Retrieved from <http://psframework.wpengine.com/>.

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