

This text encourages students to *think critically*. New to this edition is a change in the format and content for nursing care plans throughout the book. We have developed case studies that discuss clinical scenarios allowing the student to visualize how the care plan develops as a clinical situation evolves over time. The Critical Thinking Case Studies ask the nurse to examine the evidence, consider the assumptions, establish priorities, and evaluate alternative perspectives regarding each patient situation. The Critical Thinking Case Studies support our belief that the science of nursing and related health professions is not black and white. In many instances, it includes shades of gray, such as in the areas of genetic testing, resuscitation, cultural issues, end-of-life care, and quality of life. Revised evidence-based practice boxes include the latest knowledge crucial for nurses to practice using quality and safety competencies. Competencies included in the evidence-based practice boxes are designed specifically for prelicensed nurses and are from the Quality and Safety Education for Nurses website.

This text also serves as a reference manual for practicing nurses. The latest recommendations have been included from authoritative organizations such as the American Academy of Pediatrics, the Centers for Disease Control and Prevention (CDC), the Institute of Medicine, the Agency for Healthcare Research and Quality, the American Pain Society, the American Nurses Association, and the National Association of Pediatric Nurse Associates and Practitioners. To expand the universe of available information, websites and e-mail addresses have been included for hundreds of organizations and other educational resources.

Organization of the Book

The same general approach to the presentation of content has been preserved from the first edition, although some content has been added, condensed, and rearranged within this framework to improve the flow; minimize duplication; and emphasize health care trends, such as home and community care. The book is divided into two broad parts. The first part of the book, [Chapters 1 through 16](#), follow what is sometimes called the “age and stage” approach, considering infancy, childhood, and adolescence from a