

## PSYCHIATRIC NURSING

(2nd ed)

Holly Skodol Wilson and Carol Kneisl, 1983

Addison-Wesley, London,  
pp 913, illus, £23.15

THIS IS THE second edition of a text which views psychiatric nursing using a framework other than the traditional medical model. It is best described as a compendium of alternatives, and has the potential to provide the foundation for psychiatric nursing care in a variety of clinical settings.

Following an examination of theoretical bases for psychiatric nursing, the process and framework of nursing practice are discussed. The book then describes those people in need of such care by explaining distressed and dysfunctional coping patterns and lifestyles.

The next section of the book presents a variety of intervention models that may be employed with groups, children, adolescents, families and the elderly. It is in this section that the strength of the book lies, since it demonstrates the application of theory in practice in a comprehensible way by examining a spectrum of problems, and describing the nursing action and the rationale for such action.

The authors then discuss the nurse's role in physical treatments, including drug therapy, examine the application of the intervention models in the general hospital, and conclude with a chapter on social, political, cultural and economic issues.

Each chapter ends with a statement of the relevant key nursing concepts, and this format, together with the thought-provoking style, could provide the basis of ongoing discussion between those concerned with caring for patients, those involved in the training of nurses, and learners. The reader is encouraged to examine everything critically, including themselves.

The framework of the book is humanistic and holistic, and this is applied to the nurse as well as the patient. It is refreshing and exciting to read, and contains none of the platitudes and generalisations sometimes found in such texts. On the first inspection the book appears rather daunting, but familiarity develops quickly and it is worth the investment of effort in promoting this familiarity. *Psychiatric Nursing* is recommended for anyone—teachers and students—involved in basic and post-basic psychiatric nursing courses and care.

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## PAEDIATRIC NURSING PROCEDURES

E M King, L Wieck and M Dyer (1983)

Lippincott, Philadelphia,  
pp 329, illus, £11.25

THE AUTHORS intend this book to be used as a pocket manual of practical procedures to complement and supplement the basic Lippincott paediatric textbook. Although I doubt whether it will fit into a pocket, it is an attractively presented book with clear print and could be used in the ward or classroom. Unlike the basic textbook it has not been adapted for the UK market and this is a considerable disadvantage.

The book is divided into three units relating to the newborn, infants and children, and intensive care. Fifty-five basic practical techniques are described, using subheadings appropriate to the nursing process. For each procedure new words are defined and the rationale for actions is explained. I particularly liked the emphasis of two of the subheadings, 'parent teaching' and 'evaluation of care' given. Examples of charting are given, though not always satisfactorily because abbreviations are used and there is no clue to their meaning which is not always obvious. The procedures are well indexed alphabetically and also under content at the front of the book. The illustrations are line drawings and photographs; on the whole I preferred the former as they were clearer.

The disadvantage of the book is that students would have difficulty knowing what was, or was not, relevant in the United Kingdom. Obviously, circumcision of a neonate in the nursery treatment room would not be required here, but other differences would be more difficult to pick out. Two examples are: instilling silver nitrate drops into the neonate's eyes, and taking temperatures rectally in all children under 6 years of age unless there is good reason to do otherwise. Calculation of drug dosages could also be confusing, and mixing of measurements generally—for instance, drams, ounces and millilitres are all used on one page. In spite of the problems it raises for the British reader, this manual with its good practical ideas on nursing care would be useful to clinical and tutorial staff; it could also help towards implementing the nursing process since reasons for care are given. I would hesitate to recommend this book for purchase by students unless (until?) it is adapted for this country.

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## THE NEW GOOD BIRTH GUIDE

Sheila Kitzinger (1983)

Penguin Books, Harmondsworth  
pp 445, £3.95

A READABLE, informative and useful book for all who work in the field of midwifery. It is helpful to learn what the recipients of the service feel about what they are given.

The book was written for the lay person who could decide, with her partner, when and how she has her child. But is this possible? Also, much of the terminology could perhaps have been explained in simpler language, so that the book would be read by the less 'educated' person we should be aiming for.

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## TAVERNER'S PHYSIOLOGY

(4th ed)

Deryk Taverne (1983)

Hodder and Stoughton, London  
pp 238, illus, £3.95

ANY TEXTBOOK which can take complex phenomena and present them in a simple, logical and easy to understand format is always welcome, irrespective of whatever level of understanding one aspires to attain eventually. This book fulfils these criteria admirably.

For the reader, the emphasis throughout is on understanding rather than factual recall of the subject. Repeatedly there is explanation and clarification of the basic concepts and processes involved in human physiology before dealing with the application of these to the body as a whole. For instance, two detailed chapters of background material precede explanation of the functioning of the central nervous system. Careful integration of abnormal body function with the normal is included in the text where relevant.

In addition to covering all the major body systems chapter by chapter, the book has introductory sections that elaborate on physiology as scientific discipline. The final chapter on the physiology of ageing is particularly useful.

The text is backed up with simple and clear illustrations, all of which have been redrawn for this edition. Each chapter is concluded with a boxed summary of the key facts presented in the text.

This is an excellent text, to be especially recommended to student nurses, and an essential addition to any school of nursing library.

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Continued Page 142