Maternity and Neonatal Care

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Foreword to the series

This is a new series of textbooks offering a fresh approach to the study of nursing—it aims to give entrants to training, and those already qualified, an opportunity both to reflect on and to develop their own studies, and to identify their own nursing values. The text covers the material currently required by those preparing for qualification as a nurse, but it should also assist qualified nurses returning to nursing, and those wishing to gain further insight into the nursing curriculum.

The authors of each book in the series are from widely differing nursing backgrounds, and, as experienced teachers of nursing or midwifery, they are well aware of the difficulties faced by nursing students searching for meaning from a mass of factual information. The nurse has to practice in the real world, and in reality nursing students need to learn to practice with confidence and understanding. The authors have therefore collaborated to illustrate this new perspective by making full use of individual nursing care plans to present the knowledge required by the nursing student in the most appropriate and relevant way. These textbooks can therefore be used in a wide variety of nursing programmes.

Nursing training and education, and the practice of nursing—as a profession and as a career—are both affected by national and international trends. The Nurses, Midwives and Health Visitors Act 1979 in the United Kingdom, the Treaty of Rome and The European Community Nursing Directives 1977, as well as the deliberations and publications of the International Council of Nurses and the World Health Organization, all make an impact upon the preparation and the practice of the nurse throughout the world.

Nursing values may not have changed over the past one hundred years, but society and both the patterns of life and of care *have* changed, and are constantly changing. It is particularly important, therefore, to restate the essentials of nursing in the light of current practice and future trends.

The focus throughout this series is on nursing models of care, and on the need for continuity of care at home and in hospital. The authors place their emphasis on the *whole* person, and nursing care studies and care plans are used to promote understanding of the clinical, social, psychological and spiritual aspects of care for the individual.

Each book introduces the various aspects of the curriculum for general nursing: the special needs of (1) those requiring acute care; (2) of the elderly; (3) of children; and (4) of the mentally ill. The text on maternity and neonatal care, written by a midwifery teacher, provides the material for nursing students and would be helpful to those undertaking preparation for further health visiting education.

The authors wish to acknowledge their gratitude for the assistance they have received from members of the Editorial Board, and from all those who have contributed to their work—patients and their relatives, student and pupil nurses, qualified nurses and colleagues—too numerous to mention by name. To all those nurse teachers who have read some of the texts, offering constructive criticism and comment from their special knowledge, we offer our grateful thanks. Lastly but by no means least, we thank Elizabeth Horne, Senior Editor of nursing books at The Macmillan Press, for her contribution to the psychology material in the text and for her perseverance and forbearance, without which the series might never have been published.

1983

Sheila Collins

Preface

This textbook is intended to give nursing students an understanding and perspective towards their studies in maternal and neonatal care. These basic subjects are fundamental to the nurses' understanding of 'the whole woman'.

The anatomy and physiology are presented in words and pictures. Care plans illustrate, in human terms, the clinical management prescribed and evaluated by mothers and midwives.

Many clues are given and questions posed which, it is hoped, may tempt the students to follow up their studies of these fascinating subjects by reference to the reading lists that are included.

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A note on the series style

Throughout this book, in keeping with the other titles in this series, the term *nursing student* has been used to mean *both* student or pupil nurses *and* trained nurses who are undertaking post-basic training or who are keeping up to date with the recent literature. For clarity and consistency throughout the series the nurse is described as *she*; this is done without prejudice to men who are nurses or nursing students. Similarly, the patient is sometimes referred to as *he*, when the gender is not specifically mentioned.

Care plans, which are used throughout the books in this series, are indicated by a coloured corner flash to distinguish them from the rest of the text.