

*Lippincott Textbook for*

# Nursing FIFTH EDITION Assistants

*A Humanistic Approach to Caregiving*



**Pamela J. Carter**



# Getting Ready and Finishing Up

## Getting Ready

Pre-procedure actions (“Getting Ready” steps) are taken before every patient or resident care procedure. These actions promote efficiency, safety, and respect of the patient’s or resident’s rights. You can remember the steps by thinking of the word **“WEAVERS”**



ASH – Hand hygiene



QUIPMENT – Assemble needed supplies



NNOUNCE – Knock and introduce yourself



ERIFY – Identify the person and check the person’s care plan



XPLAIN – Explain the procedure



ESPECT – Respect the person’s privacy



AFETY – See to safety

## Finishing Up

Post-procedure actions (“Finishing Up” steps) are taken after every patient or resident care procedure. These actions promote comfort, safety, and communication among members of the health care team. You can remember the steps by thinking of the term **“ALSO Wash & Document.”**



LIGNMENT – Confirm comfort and body alignment



IGHT – Leave the call light within the person’s reach



AFETY – See to safety



PEN – Open the curtain and door



ASH – Hand hygiene &



OCUMENT – Report and record

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*Lippincott Textbook for*  
**Nursing**  
FIFTH EDITION  
**Assistants**

**A Humanistic Approach to Caregiving**

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Some drugs and medical devices presented in this publication have Food and Drug Administration (FDA) clearance for limited use in restricted research settings. It is the responsibility of the health care provider to ascertain the FDA status of each drug or device planned for use in his or her clinical practice.

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## About the Author



**Pamela J. Carter** is a registered nurse and an award-winning teacher. After receiving her bachelor's degree in nursing from the University of Alabama in Huntsville, Pamela immediately began a career as a perioperative nurse. Over the course of her nursing career, she also worked in a physician's office and as a staff nurse in an intensive care unit.

Pamela started teaching informally while serving as an officer in the United States Air Force Nurse Corps. She formally entered the field of health care education by accepting a position at the Athens Area Technical Institute in Athens, Georgia, where she taught surgical technology. After obtaining a master's degree in adult vocational education from the University of Georgia, Pamela moved to Florida and took a position teaching nursing assisting students. She continued teaching nursing assisting after accepting a position at Davis Technical College in Kaysville, Utah. During her first year at Davis Tech, Pamela piloted a new "open-entry/open-exit" method of curriculum delivery for the nursing assistant program at the college and was awarded the Superintendent's Award for Outstanding Faculty for her work. She then opened a surgical technology program at the college and has obtained national accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for delivery of this program using the "open-entry/open-exit" method. In 2002, and again in 2014, 2015, 2016, and 2017, Pamela received a National Merit Award for having her program rank in the top 10% in the nation for students passing their national certification exam.

In addition to authoring this textbook, Pamela has also authored "Lippincott Essentials for Nursing Assistants," Lippincott Advanced Skills for Nursing Assistants," and "Lippincott Textbook for Long-Term Care Nursing Assistants."

Pamela's writing style reflects her love of teaching, and of nursing. She is grateful for the opportunity teaching and writing have afforded her to share her experience and knowledge with

those just entering the health care profession, and to help those who are new to the profession to see how they can have a profound effect on the lives of others.

## DEDICATION

*This book is dedicated to my colleagues, both past and present, who have worked with me and who share my passion for leading students forward to their future careers. I have learned so much from your commitment to education, your professionalism, and your friendships.  
You continue to lift me up.*

Pam

# Preface

Nursing assistant education is changing. Indeed, it must change if we are to keep pace with the needs of the health care industry. Today, the numbers of nursing assistants employed by hospitals, acute and extended-care facilities, hospice agencies, and home health care agencies are growing rapidly. In addition, the composition of the long-term care population (the population most frequently cared for by nursing assistants) is changing. Shorter hospital stays and advances in medicine and technology mean that today's long-term care resident tends to be older, sicker, and in need of more assistance with activities of daily living than the resident of 15 years ago. As educators, we must seek to provide our students with the skills and knowledge that they will need to meet the changing needs of their patients, residents, and clients, and to advance in their own careers. In the past, the focus of nursing assistant education was on skill competency. However, that focus is shifting now toward graduating nursing assistants who not only possess the technical skills they need to provide competent care, but also the compassion and the communication and critical thinking skills they need to function effectively in the health care setting. It is no longer enough for nursing assistants to be competent at changing bed linens and measuring vital signs. Today's nursing assistants must also be able to recognize the person within the patient, resident, or client, and to understand that each person they are responsible for providing care for is unique and special, with individual needs that are very different from those of the person in the next bed. This textbook, *Lippincott Textbook for Nursing Assistants, 5th edition*, has been written not only to help students develop the skills they need to become nursing assistants, but also to introduce them to a very humanistic approach to caregiving. Because so many students use a Nursing Assisting course as the starting point for other endeavors in the health care profession, developing that sense of humanistic care early on assures its use throughout a person's career.

## THEMES

Three key beliefs informed the writing of this textbook:

- . Students need a textbook that captures their interest and increases their desire to learn.
- . Graduates of nursing assistant training programs must be able to provide competent, skilled care in a compassionate way.
- . The nursing assistant is a vital member of the health care team.

These beliefs form the basis for the textbook you hold in your hands.

## ***Lippincott Textbook for Nursing Assistants, 5e, Is Written With the Student in Mind***

One of the primary goals in writing this textbook was to make the information it contains interesting and accessible to the student. Great care has been taken to present the student with a textbook that is easy and enjoyable to read, with a well-developed art program and proven learning aids.

### ***A Student-Focused Writing Style***

Educators know that a student can easily understand complex information if it is explained in a way that the student can understand. *Lippincott Textbook for Nursing Assistants* uses a conversational, yet professional, writing style that respects the student's intelligence. Concepts are presented in a straightforward, accessible way, and the text is enlivened through the frequent use of examples and anecdotes from the author's own experience with patients and residents. Recognizing that many students entering nursing assistant training programs speak English as a second language or are resource students, each chapter has been thoroughly reviewed by a special needs consultant to ensure an appropriate reading level.

### ***An Art Program Developed Alongside the Text***

The purpose of an art program is to reinforce and expand on concepts discussed in the text. To do this effectively, the art must be planned and developed alongside the manuscript. Numerous photographs, both alone and in combination with line art that has been created specifically for this textbook, help students to visualize and remember important concepts.

### ***Proven Learning Aids in Every Chapter***

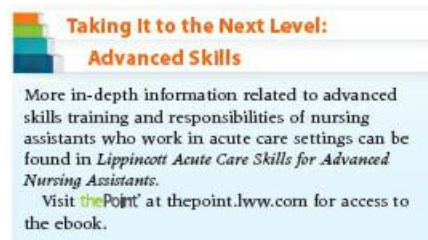
Learning and remembering new information is challenging for many students. To help them meet the challenge of mastering the information in the textbook, we have developed features to assist students with studying and internalizing information:

- **What Will You Learn?** Each chapter begins with a *What Will You Learn?* section, which previews the chapter and helps to focus the student's reading. Each *What Will You Learn?* section begins with a paragraph that introduces the topic of the chapter to the student and explains why the topic is important. This introductory paragraph is then followed by a list of learning objectives and vocabulary words.
- **Summary.** Each chapter ends with a summary in a unique narrative outline format. This summary helps students to review the key, "take home" concepts of the chapter.
- **What Did You Learn?** Multiple-choice and matching exercises at the end of each chapter provide students with the opportunity to evaluate their understanding of the material they have just studied. Answers to these exercises are given in Appendix A.
- **Highlighted figure, table, and box call-outs.** The references to figures, tables, and boxes are highlighted with color in the narrative, helping students to quickly find their place in the text after stopping to look at a figure, table, or box.

### ***New to This Edition!***

Health care is always evolving with new discoveries and advances in treatment occurring constantly. It seems that the more we learn, the more there is to know. We strive to ensure that

the material found in our textbook is based on the latest information and is current at the time of publication.




With this 5th edition, we wish to focus on the evolving role of the nursing assistant in the advanced care setting. We have introduced a new feature, *Taking It to the Next Level: Advanced Skills*, which plainly calls-out skills and situations in the text that may require additional training as the nursing assistant advances their career. The feature then links those skills to the updated companion ebook, *Lippincott Acute Care Skills for Advanced Nursing Assistants*, where they are further explained.

Other updates specific to this edition are summarized as follows:

- Terminology has been updated where needed throughout the text.
- BLS information and obstructed airway procedures have been updated in accordance to the 2015 American Heart Association guidelines.
- Updated information related to nutrition and new dietary recommendations from the 2015–2020 *Dietary Guidelines for Americans* has been included, along with the related art and descriptions of MyPlate and MyPlate for Older Adults.

## Lippincott Textbook for Nursing Assistants, 5e, is Designed to Prepare Students for Clinical Practice

It is the author's desire to help prepare students to enter the health care profession with the knowledge, skills, and confidence that education and training can provide. Several of the textbook's features were designed specifically to help prepare the student for clinical practice:

- **Procedures.** Certainly, a major objective of any nursing assistant training course is to ensure that graduates are able to provide care in a safe and correct manner. Each procedure in this text has been revised and updated in accordance to new infection control standards, current practice, and the current NNAAP skills. Seventy-nine core procedures are presented in this text. The procedures for each chapter are grouped at the end of the chapter, to avoid breaking up the text with lengthy boxes. Each procedure box begins with a "Why You Do It" statement, to help students understand the "why behind the what," an understanding that is the foundation for the development of critical thinking skills. The concepts of privacy, safety, infection control, comfort, and communication are emphasized consistently in every procedure. "Getting Ready" and "Finishing Up" steps are included in every procedure box to help students remember these very important pre- and post-procedure actions. Easy-to-remember mnemonics for the pre- and post-procedure actions help students remember. The steps of the procedure are given using clear and concise language, and photographs and illustrations are provided as necessary. A "What You Document" section at the end of each procedure reminds the student to document the care given and what important observations should be noted. An icon  identifies procedures that are demonstrated in *Lippincott Video Series for Nursing Assistants*.

## CHAPTER 22 PROCEDURES

### Procedure 22-1

#### Assisting With Hand Care

**WHY YOU DO IT** Soft, smooth skin and trimmed, filed fingernails are important for overall health and comfort.

#### Getting Ready

1. Complete the "Getting Ready" steps.

#### Supplies

- gloves (if contact with broken skin is likely)
- paper towels
- orange stick
- nail clippers
- emery board (nail file)
- bath thermometer
- emesis basin
- soap
- lotion
- nail polish remover (optional)
- nail polish (optional)
- cotton balls (optional)
- washcloth
- towel

#### Procedure

2. Make sure that the bed is lowered to its lowest position and that the wheels are locked.
3. Clean the top of the over-bed table and cover it with paper towels. Pour some liquid soap into the emesis basin and fill the basin with warm water (100°F [37.7°C] to 115°F [46.1°C] on the bath thermometer). Place the emesis basin on the over-bed table, along with the nail care supplies and clean linens.
4. If the side rails are in use, lower the side rail on the working side of the bed. The side rail on the opposite side of the bed should remain up.
5. Help the person to transfer from the bed to a bedside chair, assist the person to sit on the edge of the bed, or raise the head of the bed as tolerated.
6. Perform hand hygiene and put on the gloves if contact with broken skin is likely.
7. If the person is wearing nail polish and wants it removed, remove the nail polish by putting a small amount of nail polish remover on a cotton ball and gently rubbing each nail.
8. Help the person to position the tips of his or her fingers in the basin to soak. Let the person soak his or her fingers for about 5 minutes.
9. Working with one hand at a time, lift the person's hand out of the basin and wash the entire hand, including between the fingers, with the soapy washcloth. Use the orange stick to gently clean underneath the person's fingernails. Rinse thoroughly and pat the person's hand dry with a towel. Be sure to dry between the fingers. Repeat with the other hand.
10. Remove the emesis basin and dry the person's hands thoroughly. If facility policy allows it, gently push the cuticles back with the orange stick.



**STEP 8** Soak the nails to soften them.



**STEP 9** Clean under the person's nails using the orange stick.

- **Guidelines Boxes.** These boxes summarize general guidelines for various aspects of the nursing assistant's job. The unique "What You Do/Why You Do It" format helps students to understand why things are done a certain way. Rather than just presenting students with an endless list of guidelines to memorize, these boxes help them to remember why these guidelines are important to follow.

### Guidelines Box 2-1 Guidelines for Accepting or Declining an Assignment

#### WHAT YOU DO

Always ask the nurse for clarification if there is something you do not understand.

Never perform a task that you have not been taught to do or that you feel uncomfortable doing, unless you are supervised by a nurse.

Never ignore an assignment because you do not know how to perform the task or the task is beyond your scope of practice.

#### WHY YOU DO IT

It is your responsibility to make sure you know what is to be done and how it is to be done before going to the patient or resident.

The nurse is ultimately responsible for ensuring the patient's or resident's safety. This means that it is the nurse's responsibility to ensure that whoever is performing the task on her behalf is qualified to do so and capable. It is irresponsible for you to misrepresent your abilities or to proceed unsupervised with a task that you are not fully capable of doing well.

The patient's or resident's needs must be attended to, either by you or by someone else. If you feel that you cannot perform the task that you are being asked to do, explain your concerns to the nurse so that she can either help you with the task or reassign it.

- **Tell the Nurse! Notes.** A recurrent theme throughout the book is the important role the nursing assistant plays in making observations about a patient's or resident's condition and reporting these observations to the nurse. The *Tell the Nurse!* notes highlight and summarize signs and symptoms that a nursing assistant may observe that should be reported to the nurse.

#### ***Tell the Nurse!***

Each time you attend to a person who is wearing a restraint, you should be alert to signs and symptoms related to the use of the restraint. Tell the nurse immediately if:

- The restrained person complains of, or shows any signs of, shortness of breath or difficulty breathing
- The hand or foot beyond the restraint is pale, blue, or cold
- The restrained person complains of pain, numbness, or tingling at or below a restrained body part
- The skin beneath a restraint device is red, blistered, broken, or bruised
- The restrained person has become more confused, disoriented, or agitated

- **Stop and Think! Scenarios.** Each chapter concludes with one or more *Stop and Think!* scenarios. These scenarios, which are excellent tools for initiating classroom discussion, encourage students to think critically to solve problems, and help them to see that many situations they will encounter in the workplace do not have cut-and-dried answers.

STOP

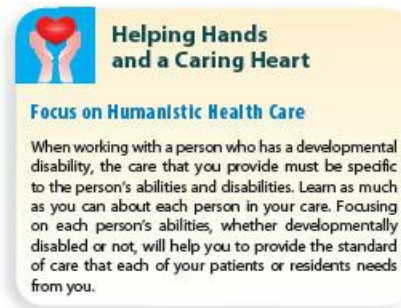
*and* **THINK!**

- You are caring for Mr. Thompson today and notice that he seems distracted and is having difficulty speaking clearly. You know that you should report this to the nurse immediately. What other subjective and objective data should you gather to report to the nurse? How can you make sure that the nurse receives the information from you?
- You work in the rehabilitation unit of a long-term care facility and have become quite comfortable with the electronic health record computer system that they have recently started using. You like that you can use the bedside computer terminals to

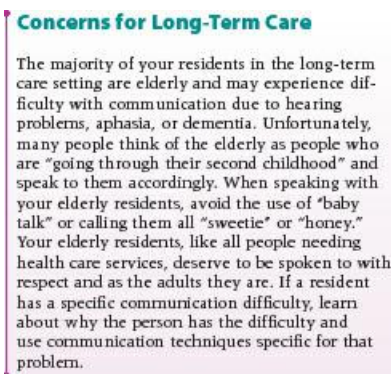
record your resident's vital signs and other information on the nurse's progress notes. One of your coworkers has struggled with the new computerized charting system and keeps telling you that she would rather keep using the "old-fashioned" method of writing her notes in the person's records.

Today, your coworker comes to you asking to use your username and password because she cannot remember hers and she really needs to get her vital signs and care procedures recorded. What should you do?

- **Helping Hands and a Caring Heart: Focus on Humanistic Health Care Boxes.** These boxes, found throughout the text, encourage students to empathize with those in their care, and emphasize the importance of meeting patients' and residents' emotional and spiritual needs, as well as their physical needs.



- **Concerns for Long-Term Care.** This feature is found throughout the textbook and focuses on specific information that is important to remember when providing care for elderly residents in the long-term care setting.



- **Taking It to the Next Level: Advanced Skills.** This feature is found throughout the textbook where related information on advanced skills that nursing assistants may be providing in an advanced care setting can be accessed through the new ebook.

## ***Lippincott Textbook for Nursing Assistants, 5e, Seeks to Instill in Students Pride in Themselves and Their Chosen Profession***

It is important to impress upon students entering the health care profession that no one is “just” a nursing assistant. Nursing assistants are often the members of the health care team with the most day-to-day contact with patients, residents, and clients. As such, they bear a large part of the responsibility for the well-being of those in their care. To highlight the contributions that nursing assistants make, each unit in the textbook concludes with a patient’s, resident’s, client’s, or family member’s first-person account of how a nursing assistant had a positive impact on their lives or the lives of their loved ones. The goal of these *Nursing Assistants Make a Difference!* stories is to help students to see that nursing assistants are vital members of the health care team. Nursing assistants who feel that they can and do make a difference in the lives of others will go the “extra mile” to ensure that the care they provide is humanistic.

## AN OVERVIEW OF LIPPINCOTT TEXTBOOK FOR NURSING ASSISTANTS

*Lippincott Textbook for Nursing Assistants* is a comprehensive textbook, designed to prepare students to work as nursing assistants in any health care setting, as well as to open their eyes to the many career opportunities that exist within the health care field and to entice them to further their learning. The United States is in the midst of a health care crisis—profound demographic changes have led to an ever-widening gap between the number of people who need care and the number of people who are qualified to provide that care. Educators of future health care professionals are charged with providing the community with competent, dedicated, and compassionate caregivers. In recognition of this need, this textbook has been designed to be in accordance with standards for curriculum development established by organizations such as the National Consortium on Health Science and Technology Education (NCHSTE) and Health Occupations Students of America (HOSA). The 11 national health care skill standards, as put forth by NCHSTE, represent the basic skills and knowledge that a student needs to pursue a full range of career opportunities within the health care field. Each instructional objective for approved nursing assistant training, as mandated by the Omnibus Budget Reconciliation Act (OBRA), is also covered in-depth.

A lifelong interest in learning new information is an important quality for any health care professional to have, as the body of information related to medicine and health care is constantly evolving. A lifelong interest in learning benefits the recipients of care as well as the caregivers themselves. Awareness of career pathways allows those just entering the health care profession to set goals for career advancement and reach them, over time receiving higher levels of compensation for higher levels of experience, skills, and responsibilities.

This textbook consists of nine units. The following is a brief survey of these units and the information they contain.

### Unit 1: Introduction to Health Care

The six chapters that make up Unit 1 provide the student with basic background knowledge. [Chapter 1](#) begins with an overview of how health care has evolved, and continues to evolve, in the United States. It then provides the student with a basic understanding of how the governmental regulations that control health care standards and payment came into existence. The nursing home survey process is introduced so that students become better informed of how regulatory organizations determine a facility's ability to provide quality care to the residents. [Chapter 1](#) also provides an overview of the many different types of health care facilities, and introduces the idea of holistic, humanistic health care and the "health care team." [Chapter 2](#) focuses on the nursing assistant's roles and responsibilities as a member of the health care team, and on the concept of delegation. Professionalism, the concept of work ethic, and job-seeking skills are thoroughly discussed in [Chapter 3](#), introducing students to the idea that a professional attitude promotes respect and is necessary for career advancement. Legal and ethical issues, including patient and resident rights and the Health Insurance Portability and Accountability Act (HIPAA), are covered in [Chapter 4](#). Information specific to abuse and defining "vulnerable adults" who are often victims of abuse, is included. Communication, one of the most essential responsibilities of the nursing assistant, is discussed in [Chapter 5](#). This unit concludes with [Chapter 6](#), which focuses on the central member of the health care team—the patient, resident, or

client. Information has been included to stress the importance of the person's family members and how they should be included in the health care plan of care. This final chapter introduces the concept of human needs and explains how the person being cared for in a health care setting has many needs other than those specifically associated with illness or disability.

## Unit 2: Long-Term Care

This unit is comprised of three chapters that focus on the long-term care setting and the care of residents. [Chapter 7](#), Overview of Long-Term Care, introduces the student to the long-term care setting and includes a discussion about the past, present, and future of long-term care. [Chapter 8](#), The Long-Term Care Resident, helps students understand the factors that can lead to admission to a long-term care facility, and the special needs that residents of long-term care facilities, and their families, may have. [Chapter 9](#) continues the discussion by providing information about dementia, a condition that affects many long-term care residents.

## Unit 3: Safety

The six chapters that compose Unit 3 are concerned with the measures taken to ensure safety. [Chapters 10](#) and [11](#) cover communicable disease, and how the spread of communicable disease is prevented in the health care setting. Information regarding specific infection concerns in the health care setting and current recommendations to the CDC's Standard Precautions and hand hygiene has been included. [Chapter 12](#) deals with workplace safety, and includes an extensive discussion about the importance of using proper body mechanics and ergonomics to prevent work-related injuries. Also in [Chapter 12](#), the student is introduced to the "Getting Ready" and "Finishing Up" steps that are taken before and after each procedure. Colorful and descriptive mnemonics help students to easily remember each of these important pre- and post-procedure steps. [Chapter 13](#) explores some of the conditions that put patients, residents, or clients at risk for injury, followed by a discussion about methods used to prevent accidents from occurring. Restraints, with a focus on methods that can be used as an alternative to a restraint, are discussed in-depth. In [Chapter 14](#), the techniques used to safely assist patients, residents, and clients with repositioning and transferring are covered. This unit concludes with [Chapter 15](#), which contains information related to recognizing emergencies and responding to them. Included in [Chapter 15](#) are the updated 2015 AHA BLS guidelines.

## Unit 4: Basic Patient and Resident Care

The nine chapters in this unit focus on the skills and equipment used to provide basic daily care to patients, residents, and clients. [Chapters 16](#) and [17](#) introduce the student to the health care environment and explain the processes for admitting, transferring, or discharging patients, residents, and clients. [Chapter 18](#) covers bedmaking. [Chapter 19](#) covers vital signs, with an emphasis on exactly what function of the body is being measured and situations that may alter these measurements. Also included are practical tips to take the mystery out of taking vital sign measurements, procedures that many students find intimidating and difficult to master at first. [Chapter 20](#) discusses the importance of rest and sleep and how the nursing assistant can help to promote a person's comfort in the health care setting. Pain, and information on pain relief measures are also included here. [Chapters 21](#) and [22](#) cover bathing and grooming, with a focus on empathizing with the person receiving the care. In [Chapter 23](#), New dietary recommendations from the *2015–2020 Dietary Guidelines for Americans* discusses MyPlate and MyPlate for Older

Adults, along with basic information about nutrition and the nursing assistant's role in assisting patients or residents with meeting their nutritional needs. We conclude Unit 4 with [Chapter 24](#), a discussion about assisting with elimination. Again, much emphasis is placed on empathizing with the patient, resident, or client who requires assistance with this most intimate of activities.

## Unit 5: Death and Dying

This unit has been written as two separate chapters to emphasize that a person may cope with a terminal illness and the stages of grief for a long period of time before the actual physical process of dying takes place. [Chapter 25](#) introduces the student to the stages of grief within the context of a discussion about terminal illness. Important concepts such as advance directives, wills, and palliative care are also discussed in this chapter. [Chapter 26](#) focuses on the care a nursing assistant provides to the dying person and his or her family members in the hours immediately leading up to, and following, death. Both chapters in this unit include discussions about the grief a nursing assistant can expect to feel when a patient, resident, or client dies or receives a diagnosis of a terminal illness.

## Unit 6: Structure and Function of the Human Body

Having a basic understanding of how each of the body's organ systems functions in health is essential to understanding how failure of an organ system to work properly leads to disease and disability. This unit begins with [Chapter 27](#), which provides an overview of the body's organization and introduces the student to different types of disease processes that can affect each body system. Chapters 28 through 37 each cover one of the organ systems. A basic explanation of the normal structure and function of the organ system is given, with an emphasis on homeostasis. Next, the normal effects of aging are discussed and differentiated from the effects of disease and disability. Key disorders specific to that particular body system are then discussed. Diagnostic tests and treatments are also covered. Throughout these chapters, the nursing assistant's role in recognizing problems and providing care is emphasized.

## Unit 7: Special Care Concerns

This unit, which consists of five chapters, introduces the student to the special needs of certain groups of people.

The unit opens with a chapter on rehabilitation and restorative care. [Chapter 38](#) introduces the student to the different phases of the rehabilitation process and discusses rehabilitation measures specific for different types of disability. In [Chapter 39](#), some of the major types of developmental disabilities are reviewed, along with updated information related to each disability. [Chapter 40](#) is dedicated to a discussion about mental illness, including the importance of recognizing depression in elderly patients, residents, and clients. Information that discusses posttraumatic stress disorder and substance abuse is also included. [Chapter 41](#) discusses the diagnosis and treatment of cancer, as well as the special needs of people with cancer. The final chapter in this unit, [Chapter 42](#), discusses the special needs of the person who is HIV-positive or has AIDS.

## Unit 8: Acute Care

Nursing assistants provide care in many different types of health care settings. Many work in hospitals and clinics and assist nurses in caring for patients with acute conditions. The focus of

the three chapters in Unit 8 is on special populations of patients that the nursing assistant may encounter in the acute care setting. [Chapter 43](#) is dedicated to the surgical patient, [Chapter 44](#) to obstetrical patients and newborns, and [Chapter 45](#) to the pediatric patient.

## Unit 9: Home Health Care

The two chapters in this final unit introduce the student to the home health care setting. These two chapters have been revised in accordance to suggestions and recommendations from experts who currently work in the home health care field. Building on the basic knowledge and skills presented in previous units, this unit explores some of the concerns and issues that are unique to the home health care setting. [Chapter 46](#) provides the student with an overview of what home health care is, who might require it, and how it is paid for, and explores some of the qualities that a person must have to succeed as a home health care aide. [Chapter 47](#) covers specific issues related to safety and infection control within the home.

## Appendices and Glossary

The textbook concludes with two appendices and a comprehensive glossary. Appendix A contains the answers to the *What Did You Learn?* exercises that appear at the end of each chapter. Appendix B introduces the student to the language of health care. We chose to include this discussion about medical terminology as an appendix so that it could be introduced at any point during the training course, and referred to frequently. The tables containing common roots, prefixes, suffixes, and updated abbreviations are in close physical proximity to the glossary for easy and quick reference. The glossary is the most comprehensive found in any nursing assistant textbook. A precise definition of each vocabulary word is given. The number in parentheses at the end of each entry indicates the chapter where the term is introduced as a vocabulary word. Extensive cross-references remind students of synonyms and antonyms, and help them to differentiate related words. All of the terms in the glossary are included on the audio glossary found in the student resources on [thePoint<sup>®</sup>](#), enabling students to hear the words pronounced, defined, and used in a sentence.

## A COMPREHENSIVE PACKAGE FOR TEACHING AND LEARNING

To further facilitate teaching and learning, a carefully designed ancillary package is available. In addition to the usual print resources, we are pleased to present multimedia tools that have been developed in conjunction with the text.

## Resources for Instructors

- **New! Lippincott Acute Care Skills for Advanced Nursing Assistants first edition ebook.**  
Depending on the needs of the different types of facilities that hire nursing assistants, the skills required and the daily duties of the nursing assistant varies greatly. As a nursing assistant advances within his or her career, the need for additional training increases.  
Because of this, we are providing an updated ebook addition, titled *Lippincott Acute Care Skills for Advanced Nursing Assistants*, as a companion to this textbook. We feel that the ebook companion will be a useful tool for nursing assisting instructors who teach advanced skills in their programs. It has also been developed for use by nursing assistants who have

completed their basic nursing assisting training and have obtained employment in an acute care setting where they are required to perform advanced skills.

- **Lippincott Video Series for Nursing Assistants.** Procedure-based modules provide step-by-step demonstrations of the core skills that form the basis of the daily care the nursing assistant provides. As in the textbook, all procedures have been reviewed and updated in accordance to current practice, infection control, and the NNAAP 2012 skill revisions. *Getting Ready and Finishing Up* actions are reviewed on every procedure-based module, and the concepts of privacy, safety, infection control, comfort, and communication are emphasized throughout. Four non-procedure-based modules, on the topics of preparing for entry into the workforce, caring for people with dementia, death and dying, and communication and patient and resident rights, are also available.

Tools to assist you with teaching your course are available upon adoption of this text on **thePoint**® at <https://thePoint.lww.com/Carter5e>.

- **New! Stop and Think! Scenario Discussion Points** outline the main concepts of the text's *Stop and Think!* feature.
- A **Test Generator** lets you put together exclusive new tests from a bank containing hundreds of questions to help you in assessing your students' understanding of the material. Test questions link to chapter learning objectives.
- **PowerPoint Presentations** provide an easy way for you to integrate the textbook with your students' classroom experience, either via slideshows or handouts. Multiple-choice and true/false questions are integrated into the presentations to promote class participation and allow you to use i-clicker technology.
- An **Image Bank** lets you use the photographs and illustrations from this textbook in your PowerPoint slides or as you see fit in your course.
- **Guided Lecture Notes** include Learning Objectives and references to PowerPoint presentation slides.
- **Sample Syllabi** for long and short courses
- **Answers and Rationales to Workbook for Lippincott Textbook for Nursing Assistants**, Assignments, Pre-Lecture Quizzes, and Discussion Topics
- Plus **Strategies for Effective Teaching, Discussion Topics, Assignments, and Pre-Lecture Quizzes.**

## Resources for Students

An exciting set of free resources is available on **thePoint**® to help students review material and become even more familiar with vital concepts. Students can access all these resources at <https://thePoint.lww.com/Carter5e> using the codes printed in the front of their textbooks.

- **Watch and Learn!**, a series of video clips that support information given in the text
- **Listen and Learn!**, an interactive glossary that enables students to hear the vocabulary words pronounced, defined, and used in a sentence, and then quiz themselves using the flashcard feature
- **Audio Clips for Nursing Assistants Make a Difference!** allow the student to listen to first-person accounts of how nursing assistants have made a difference in the lives of patients, residents, clients, and family members

- **Certification-Style Review Questions** for each chapter help students review important concepts and practice for certification exams
- Plus **Procedures** from the text and a **Spanish-English Audio Glossary**.

**Workbook to Accompany *Lippincott Textbook for Nursing Assistants, 5e*.** Developed by an instructional design team, this workbook provides the student with a fun and engaging way of reviewing important concepts and vocabulary. Each part of the student workbook has been updated and revised alongside the changes made in the fifth edition of the textbook. Multiple-choice questions, matching exercises, true/false exercises, word finds, crossword puzzles, labeling exercises, and other types of active learning tools are provided to appeal to many different learning styles. The workbook also contains procedure checklists for each procedure in the textbook.

It is with great pleasure that the author and publisher introduce these resources—the textbook, the ancillary package, the videos, and the companion ebook—to you. One of my primary goals in creating these resources has been to share with those just entering the health care field my sense of excitement about the health care profession, and my commitment to the idea that being a nursing assistant involves much more than just “bedpans and blood pressures.” I hope I have succeeded in that goal, and I welcome your feedback.

*Pamela J. Carter*

# To the Students



Welcome! By enrolling in this nursing assistant training course, you have taken a big first step. You may be taking this course for any number of different reasons. For example, you may be taking this course to “test the waters”—to see if working in health care is something you really want to do. Or, you may already know that you want to work in health care, and you are taking this course because it is the first step toward reaching your goal. Health care is an exciting, yet demanding, field. During your training course, you will be expected to learn and apply a lot of new information. You will even have to learn a new language, the language of health care! My name is Pam Carter, and I am the author of the book you hold in your hands. It is my pleasure and my honor to assist you on your journey toward becoming a health care professional.

## HOW TO USE THE BOOK TO PREPARE FOR CLASS AND STUDY

Learning is an active process. You need to read, make notes, and ask questions about anything you are having trouble understanding. Most students who are successful learners take a three-step approach to learning:

### Preview

During the *preview* stage of learning, you focus on preparing yourself for class. Most likely, your instructor will give you reading assignments that must be completed before each class. The course *syllabus* that you will receive at the beginning of the course will tell you when each reading assignment must be completed. The reading assignments give you the chance to get a general idea of what is going to be discussed in the next class.

To prepare for class, just read the assignment as if you were reading a novel or a newspaper for enjoyment. As you read the chapter, look for the *Watch and Learn!* Banner  too. This symbol lets you know that you can go to [thepoint.lww.com](http://thepoint.lww.com) to watch a video clip that supports the information you are reading about. During the preview, you do not need to take notes or try to memorize facts—just read through the material to get the “big picture” of the information you are about to learn. Some people find it helpful to read the chapter out loud to themselves (or into an audio recorder, so that they can listen to the chapter again later). Others like to highlight parts of the chapter using a highlighting pen, or make notes in the margin. Learning becomes much easier when you discover what methods work best for you. To assist you with previewing, each chapter in the book begins with a *What Will You Learn?* section. This section contains a list of specific goals for the chapter, called *learning objectives*. Learning objectives tell you what you will be expected to know or be able to do to demonstrate complete understanding of the material in the chapter. During the preview stage, the learning objectives are useful for giving you an overview of the key goals of the chapter. The *What Will You Learn?* section also contains a list of the new vocabulary words you will need to learn. The vocabulary words, which appear in **bold type** throughout the chapter, are listed in the order that they appear. The *Listen and Learn!* banner  lets you know that you can go to [thepoint.lww.com](http://thepoint.lww.com) to hear the words in the vocabulary list pronounced, defined, and used in a sentence. This is an effective and fun way to preview vocabulary words! Or you can look each word up in the glossary at the back of the book to find a complete definition. Familiarizing yourself with the chapter’s vocabulary words before class puts you one step ahead, because when you hear those words in class, they will not sound strange to you, and you may already know what they mean.

## WHAT WILL YOU LEARN?

As a health care professional, you will be part of the health care system. In this chapter, you will learn about the many different types of organizations that make up the health care system. You will also learn about some of the government regulations that affect the health care system. Finally, we will discuss some of the ways that health care is paid for in the United States. When you are finished with this chapter, you will be able to:

1. Identify changes that have occurred in how health care is delivered.
2. Describe the different types of health care organizations.
3. Briefly explain the structure of a health care organization.
4. List some of the government and private agencies that provide oversight of the health care system.
5. Describe how the survey process is used to monitor the quality of care given by health care organizations.
6. Discuss how health care is paid for.

If you are a nursing assistant who is working or planning to work in an acute care setting, look for the *Taking It to the Next Level: Advanced Skills* feature. The feature calls out information that is further explained in the updated companion ebook, *Lippincott Acute Care Skills for Advanced Nursing Assistants*. This ebook is available on [thePoint®](#) and is written in mind for the nursing assistant who is already progressing to the next level in their nursing assistant careers.

## View

The *viewing* stage is when you get down to business and really work to understand the material. During the classroom lecture or discussion, highlight important points and take notes as you need to. Ask questions about any of the material that you do not fully understand. Remember, there are no “stupid” questions! If you do not fully understand something, you need to speak up so that the instructor can help you. This is your instructor’s job.

## Review

After class, go back over the notes you took in class, and review the chapter in your book. Some students like to read the entire chapter over again. Others just skim the chapter, paying close attention to the topics they still have questions about. Read the chapter summary, which reviews the key concepts of the chapter. If you are using the student workbook in your class, complete the exercises by looking the answers up in the textbook chapter. Looking for the answers is another way of reviewing the information in the chapter, and many students find that the act of writing the answers down helps them to remember the information. When you feel comfortable with your understanding of the material, test yourself! Go back to the learning objectives in the *What Will You Learn?* section at the beginning of the chapter and pretend they are questions. Try to answer them. If you have trouble answering them, then you know that you need to review certain parts of the chapter again. You can also test yourself using the *What Did You Learn?* section, at the end of each chapter. The answers to the questions in the *What Did You Learn?* section are in Appendix A in the back of the book so that you can see how well you understood the material you just studied. Again, if you have trouble answering these questions, then you will know that your studying is not quite finished! You may need to read certain parts of the chapter again, or ask your instructor for help. Try to set aside short periods of time for studying each day. For example, you might study for 30 to 45 minutes, take a break to attend to other activities or

chores, and then come back and study for another 30 to 45 minutes. After 30 to 45 minutes of studying, most people become tired and lose their ability to concentrate. Studying in short bursts will help keep you focused on the material you are trying to learn.

## SUMMARY

- The health care industry relies on all types of professionals to provide quality care to patients and residents.
- Professionals, such as doctors, nurses, and nursing assistants, have certain credentials that are obtained through education and training.
- Being a professional also means having a professional attitude.
- You must exhibit a strong work ethic in order to be successful and grow professionally.
- A nursing assistant with a strong work ethic possesses qualities that make her both pleasant to work with and dependable.
- A nursing assistant with a strong work ethic demonstrates compassion and respect for his patients or residents.
- A nursing assistant with a strong work ethic continues to learn so that his or her patients or residents receive the best possible care.
- In order to care for your patients or residents to the best of your ability, you must first care for yourself.
- Taking care of the body's physical needs helps keep your body strong, healthy, and able to handle the physical demands of being a nursing assistant.
- Taking steps to maintain your emotional health helps to prevent emotional "burnout" and helps you to keep your emotions in check, both at work and at home.
- Good personal hygiene helps to prevent the spread of infection and promotes a professional appearance.

## WHAT DID YOU LEARN?

### Multiple Choice

Select the single best answer for each of the following questions.

1. A person with experience and skill in a specified role who is engaged in a specific occupation for pay or as a means of livelihood is referred to as a(n):
  - a. Apprentice
  - b. Professional
  - c. Graduate
  - d. Novice
2. In many states, nursing assistants can be employed at all of the following except:
  - a. Hospitals
  - b. Long-term care facilities
  - c. Research centers
  - d. Rehabilitation centers
3. A short, precise document with information about you, your work experience, and your education is called a:
  - a. Minimum Data Set (MDS)
  - b. Résumé
  - c. Reference
  - d. Cover letter
6. Which one of the following is a standardized form that is also a legal document used when applying for a job?
  - a. Résumé
  - b. Cover letter
  - c. Reference list
  - d. Application
7. The chance for a potential employer to meet you personally occurs during the:
  - a. Application process
  - b. Interview process
  - c. Job posting process
  - d. Reference checking process
8. A nursing assistant can promote his or her own physical health by doing all of the following except:
  - a. Eating well-balanced meals
  - b. Getting plenty of rest
  - c. Smoking and drinking socially
  - d. Attending aerobics classes

## HOW TO PREPARE FOR TESTS

Did you learn the material or not? This is what instructors want to know when they give tests, quizzes, and exams. Not doing well on a test does not mean that you are a failure. It just means that you need to figure out what went wrong, and make an effort to improve the next time. Perhaps you did not study as well as you could have for the test. Or maybe you got so nervous, you forgot everything you learned when it came time to take the test!

The course syllabus will tell you when a test is scheduled to be given, and what material it will cover. Mark these dates on your calendar, so you are not surprised! Preparing for a test should not be a major event. If you use the preview-view-review approach and study each day, when it comes time to prepare for the test, you will be very well prepared. In the days leading up to the

test, all you will need to do is review the material that will be covered on the test one more time, by skimming the chapters in the book and reviewing the notes you took in class. When it comes time to actually take the test, remember the following tips:

- Relax! You have prepared for this test, and you know the answers to these questions!
- Take a deep breath and make sure you read the directions carefully. The directions will tell you whether there is only one correct answer for each question, or whether it is possible for a question to have more than one correct answer
- Read each question completely and carefully. Many students answer questions incorrectly simply because they are in a hurry and miss important words, like “except” or “not.”
- If the question is a multiple-choice question, try to state the answer in your head before looking at the answer choices. Then read each answer choice before choosing the one that best matches the answer you have in your head. This will increase your confidence that the answer you have selected is the correct one
- After selecting an answer, avoid second-guessing yourself. Research has shown that your first choice is most likely to be correct, if you studied the material well. Sometimes, however, you will come across a question later in the test that makes you realize that you answered an earlier question incorrectly. In this case, when you are sure that you have made a mistake, it is all right to go back and change your answer. But if you do not have a clear idea of what the correct answer is, doubting your first choice will most likely result in changing a correct answer to an incorrect one!
- If you cannot answer a question, go on to the next. Often, another question on the test will jog your memory and help you to remember the answer to the question you skipped earlier. Just remember to go back over your answer sheet before you hand in your test to make sure you have answered all of the questions.

Many people think that the goal of studying is to pass a test. It is true that as you work through your training course, you will have to pass many tests. And most states require people who want to be nursing assistants to pass a certification exam at the end of the training course. But passing the test is a short-term goal. It is more important for you to be able to remember and use the information that you learned during your training course long after you complete the course and pass the certification exam. The people you will be caring for are depending on you to be knowledgeable and good at what you do. They are trusting you with their health and well-being. Study hard, ask questions, and remember that each and every person you care for throughout your career deserves the same type of competent, compassionate care that you would expect to be given to your own mother, father, spouse, sibling, or child. As a nursing assistant, you will have the chance to have a positive effect on the lives of many people. Caring for those in need is very important work. Let me be among the first to thank you for your interest in pursuing a career in health care, and to wish you luck on your journey.

*Sincerely,*  
**PAM**

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*It is hard for me to believe that we are now preparing the fifth edition of this textbook! Each new edition creates new challenges for me as I strive to keep up with the many changes that occur in the Nursing Assisting profession. Because it is impossible for one person to keep track of these changes and challenges alone, I owe so much to the input and suggestions that I receive from faculty and students who use these textbooks. Thank you for your interest in helping me provide teaching material that is current, complete, and relevant to the students who are the future of health care.*

*I would also like to thank Rebecca “Beck” Rist, Associate Development Editor and Jeremiah Kiely, Editorial Coordinator. Their assistance, insight, and vision for the future of this textbook have been instrumental in moving it forward. Beck and Jeremiah are also a pleasure to work with and make my part in this project so much less stressful.*

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# 1

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