

Meets National Health Care
Skill Standards

Introduction to

HEALTH OCCUPATIONS

Today's Health
Care Worker

Fifth Edition

Shirley A. Badasch
Doreen S. Chesebro





**FIFTH
EDITION**

Introduction to
HEALTH OCCUPATIONS
TODAY'S HEALTH CARE WORKER

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This revision is dedicated:

*In Loving Memory of Jerry Badasch
and*

To Our Children

*DeeAnn, Todd Chesebro, and Candice
Verhoeven*

*Mark Badasch, Jerry, Tim, Kevin,
Shaun, Erin Gallagher, and Kelly
White*

*Who have taught us, throughout the
years, the value of education.*

NOTICE

The procedures described in this textbook are based on consultation with nursing authorities. The author and publisher have taken care to make certain that these procedures reflect currently accepted clinical practice; however, they cannot be considered absolute recommendations.

The material in this textbook contains the most current information available at the time of publication. However, federal, state, and local guidelines concerning clinical practices, including without limitation, those governing infection control and standard precautions, change rapidly. The reader should note, therefore, that new regulations may require changes in some procedures.

It is the responsibility of the reader to familiarize himself or herself with the policies and procedures set by federal, state, and local agencies as well as the institution or agency where the reader is employed. The authors and the publishers of this textbook, and the supplements written to accompany it, disclaim any liability, loss, or risk resulting directly or indirectly from the suggested procedures and theory, from any undetected errors, or from the reader's misunderstanding of the text. It is the reader's responsibility to stay informed of any new changes or recommendations made by any federal, state, and local agency as well as by his or her employing health care institution or agency.

Introduction to

HEALTH OCCUPATIONS

TODAY'S HEALTH CARE WORKER

PREFACE

The increase in longevity and changes in the health care system create an increased need for educated and skilled health care workers. This need for health care workers is expected to continue its growth well into the twenty-first century. Gerontology, rehabilitation, ambulatory care, outpatient services, and managed care are expected to show the greatest growth. The occupations that service these high growth areas include: dental assistants, long-term care nursing assistants, nursing assistants with advanced skills, assistive personnel, home health care aides, medical assistants, laboratory assistants/phlebotomists, physical therapy aides, food service workers, environmental service workers, electrocardiogram technicians, and central supply/central processing workers. Demand for multidisciplinary health care workers is high due to the increasing need to provide appropriate care and customer service that meet patient/client needs and new budgetary restraints. These multiskilled workers may work under a variety of job titles ranging from Unlicensed Assistive Personnel, Assistive Caregivers to Patient Care Partners.

Because preventive health is a key component in twenty-first century health care, preventive health care and patient teaching are emphasized throughout the text. The qualities and values required to become an outstanding health care worker are also interwoven throughout the text and learning system materials. All of the information in this textbook has been carefully reviewed and updated. New areas of emphasis address the continuing changes in healthcare, such as subacute care and assistive caregiving for acute care.

A unique **learning system** divides the text into two parts. The first part, chapters one through fourteen, includes the basic information all health care workers must have to work in any department within the health care environment. The second part, Multidisciplinary Skills, chapters fifteen through twenty-four, span a variety of entry-level occupations. Students can select one occupational area or several occupational areas in Part Two, allowing them an opportunity to become a multiskilled health worker. This **learning system** also provides all areas of training required by the 1987 Omnibus Budget Reconciliation Act (OBRA), it addresses the National Standards, and allows for state differences in curriculum and JACHO Standards such as age-specific communication.

The changing requirements for health care presents educators and students alike with ever-changing challenges. *Introduction to Health Occupations, Fifth Edition*, helps meet the needs of not only the health care system, but all levels of students, from secondary and postsecondary to English as a second language (ESL) students with the following:

- **Easy readability** meets the learning needs of all students.
- **Margin Glossary** provides immediate feedback and understanding of vocabulary.
- **Student Workbook** provides additional reinforcement to help in the retention of content and works in tandem with **Steps to Success** activities at the beginning of each unit to help guide students through new material.
- **Skills Check-off Sheets** are designed for both practice and competency assessment. These check-off sheets provide step-by-step instructions to help students perform procedures correctly and competently.
- **Portfolio Connection** helps students develop a vocational portfolio to demonstrate job or higher education readiness.

- ***Your Link to Success*** encourages students to think critically and apply unit concepts to real life situations.
- ***Age-Specific Communication Skills*** are addressed throughout.
- ***Medical Math Chapter*** reviews the basic math concepts which students will need to succeed, such as multiplication, division, percentages, and fractions.
- ***Medical Terminology*** is addressed throughout the text and workbook.
- ***Standard Precautions*** are highlighted throughout to safeguard the health of both students and patients.

Instructors and students alike will benefit from our complete learning package that includes:

■ **Instructor's Guide**

Our instructor's guide is loaded with content, teaching hints, and resources to help make your job as instructor easier. It contains presentation content, suggested activities, points of interest, advance preparation hints, examples, additional discussion topics, and guidelines, as well as resources for program enhancement. These resources include transparency masters to add interest and facilitate learning, worksheet keys, evaluations with keys, and detailed activities and instructions that promote critical thinking. Additional chapters and skills are included for Radiology Aide/Darkroom Attendant, Nursing Assistant–Acute Care Specialists, Assistive Caregiver, and Food Service Worker. In addition, a Test Item File (printed test questions) is also available as part of our complete learning package.

■ **Student Workbook**

Our student workbook provides students with a variety of practice activities that include worksheets, scenarios, activities, and selected check-off sheets designed for both practice and competency assessment. These check-off sheets provide step-by-step instructions to help students perform procedures correctly and competently. A complete set of check-off sheets can be obtained through the Companion Website described below. All of these Workbook activities will help students successfully learn the skills required for their respective career choices.

■ **Companion Website www.prenhall.com/badasch**

The Companion Website, tied chapter-by-chapter to the text, gives students an on-line study guide that provides immediate feedback, guides them step-by-step through procedures with skill check-off sheets, and provides links to interesting and relevant sites on the World Wide Web. The Companion Website shell also enables instructors to create a customized syllabus and download Powerpoint slides and transparency masters.

Health care workers provide a valuable service to society. They are responsible for people of all ages and cultures who require a wide array of services. Today's health care worker must fill a variety of roles from caregiver to patient educator and beyond. *Introduction to Health Occupations, Fifth Edition*, prepares students for all these roles by providing the skills information they need to be effective health care workers.

■ 1987 OMNIBUS BUDGET RECONCILIATION ACT (OBRA)

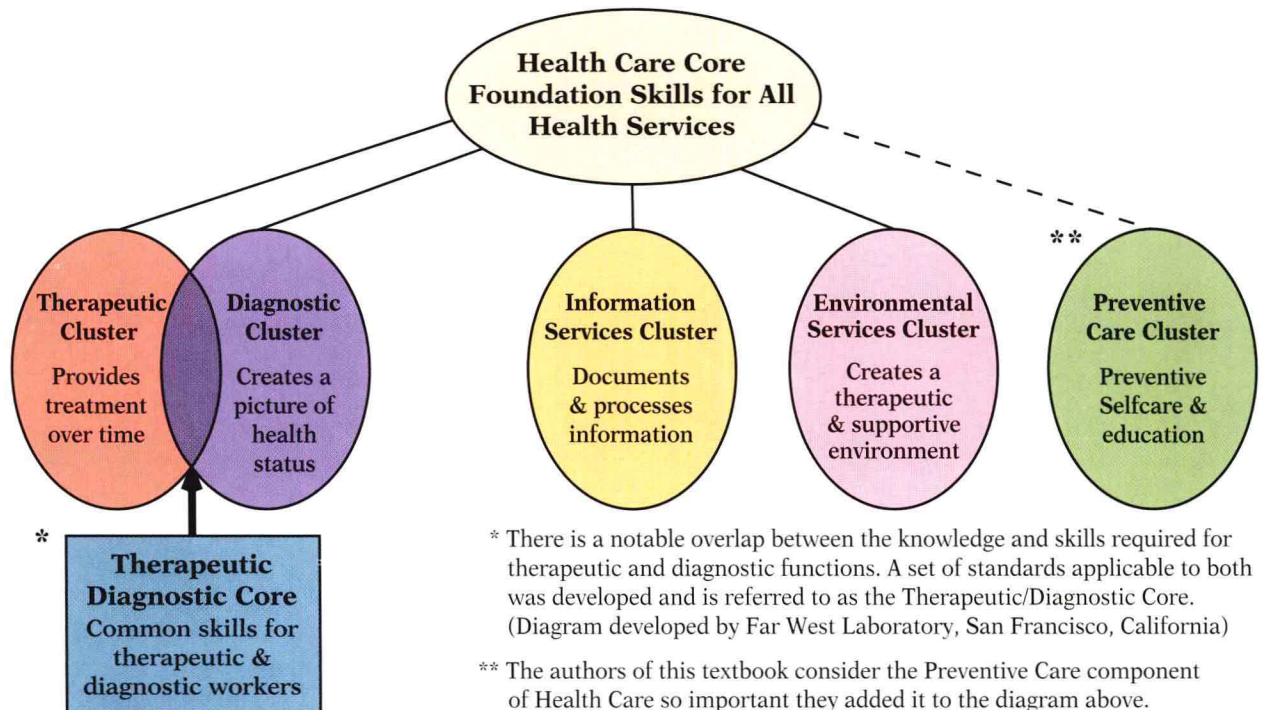
To ensure quality care in long-term care (Skilled Nursing) facilities new guidelines were adopted by the Federal Government. These guidelines are known as OBRA. The OBRA Act of 1987 requires that individuals employed in skilled nursing facilities receive training and be evaluated on their skills. OBRA requires a minimum of 16 hours of instruction before resident contact. These are classroom hours and are identified on the following table with an asterisk.

| Omnibus Budget Reconciliation Act of 1987 Requirements Health Care Worker Subject Areas That Satisfy All OBRA Requirements | | |
|---|--|--|
| 1. Communication and Interpersonal Communications | Chapter 4: | Meeting Your Needs and the Needs of Others |
| | Unit 2: | Understanding Human Needs |
| | Topic: | Meeting the Needs of Co-workers and Other Staff |
| | Unit 3: | Cultural Competency |
| | Topics: | Culture and Behavior Gestures and Body Language Communicating Effectively with Other Cultures Folk Medicine |
| | Chapter 5: | Effective Communications |
| | Unit 1: | Interpersonal Communication for All Ages |
| | Topics: | Elements That Influence Your Relationships with Others Barriers to Communication Elements of Communication Good Listening Skills Verbal Communication Nonverbal Communication |
| 2. Infection Control* | Chapter 12: | Controlling Infection |
| | Unit 1: | The Nature of Microorganisms |
| | Topics: | Introduction to Microorganisms How Microorganisms Affect the Body How Microorganisms Spread Signs and Symptoms of Infection |
| | Unit 2: | Asepsis |
| | Topics: | Standard Precautions Controlling the Spread of Infection |
| | Unit 3 | Standard Precautions |
| | Topics: | Introduction to Standard Precautions Transmission-Based Precaution Rooms |
| 3. Safety and Emergency Procedures* | Chapter 13 | Patient and Employee Safety |
| | Unit 1: | General Safety and Injury and Illness Prevention |
| | Topics: | OSHA Standards General Safety |
| | Unit 2: | Patient Safety |
| | Topics: | Identifying the Patient Ambulation Devices Transporting Devices Postural Supports Side Rails |
| | Unit 3: | Disaster Preparedness |
| | Topics: | Disaster Plan Fire Causes and Prevention |
| | Unit 4: | Principles of Body Mechanics |
| | Topic: | Body Mechanics |
| | Unit 5: | First Aid |
| Topics: | General Principles of First Aid Life-Threatening Situations | |

**Omnibus Budget Reconciliation Act of 1987 Requirements Health Care Worker
Subject Areas That Satisfy All OBRA Requirements (continued)**

| | | |
|---|--|--|
| 4. Promoting Residents' Independence* | Chapter 9: Unit 3: Topics: | Human Growth and Development Disabilities and Role Changes Importance of Independence Physical Disabilities Roles Changes in the Disabled |
| 5. Respecting Resident Rights* | Chapter 3: Unit 2: Topics: | Medical Ethics and Law Legal Roles and Responsibilities of a Health Care Worker Legal Responsibilities Confidentiality |
| 6. Basic Nursing Skills | Chapter 11: Unit 1: Unit 2: Chapter 15: Unit 1: Topics: | Measuring Vital Signs Temperature, Pulse, and Respiration Blood Pressure Abnormal signs (integrated into chapter when indicated) Nurse Assistant/Patient Caregiver Basic Care Skills/OBRA Standards/Long-Term Care Height and Weight Measuring Intake and Output Abnormal signs (integrated into chapter where appropriate) |
| 7. Personal Care Skills | Chapter 15: Unit 1: Topics: | Nurse Assistant/Patient Caregiver Basic Care Skills/OBRA Standards/Long-Term Care Morning and Evening Care (AM and PM Care) Skin Management Oral Hygiene Offering the Urinal and/or Bedpan Movement and Ambulation of the Resident Positioning and Body Alignment Range of Motion Bathing the Resident Care of Hair and Nails Shaving the Resident Dressing and Undressing the Resident Bedmaking Feeding the Resident Incontinent Resident |
| 8. Mental Health and Social Service Needs | Chapter 3: Unit 2: Topic: Chapter 4: Unit 2: Topics: Chapter 9: Unit 1: Topic: Unit 2: Topic: Unit 3: Topic: | Medical Ethics and Law Legal Roles and Responsibilities of a Health Care Worker Legal Responsibilities Meeting Your Needs and the Needs of Others Understanding Human Needs Meeting the Needs of Patients/Clients Defense Mechanisms Human Growth and Development Development and Behavior Development and Behavior Aging and Role Change Role Changes in the Aging Disabilities and Role Changes Importance of Independence |
| 9. Basic Restorative Services: | Chapter 15: Topics: Chapter 19: Topics: | Nurse Assistant/Patient Caregiver Positioning and Body Alignment Range of Motion Incontinent Resident Prosthetic Devices Special Care Devices Physical Therapy Aide Guarding Techniques Rehabilitation Equipment |

Health Care Core and Occupational Cluster



We reviewed the National Health Care Skill Standards to guide us in determining what information meets the needs of future health care workers: "Health care skill standards are statements which answer the question, 'What does a worker need to know and be able to do to contribute to the safe and effective delivery of health care?' The standards will inform current and future health care workers, employers, and educators what skills and knowledge workers need to succeed—in a job and in a career. It is envisioned that these standards will help provide the foundation for better worker preparation, both in school and on the job" (*Quality & Excellence Health Care Skill Standards*). We continued to ask the question: What does a worker need to know and be able to do to contribute to the safe and effective delivery of health care? When the authors ask this question about each topic in the text, it focuses the information on key material needed by an entry-level health care worker and eliminates unnecessary material.

Note: State standards/guidelines may divide the health care services differently than the National Standards. For example, Preventive Health Care may be a state cluster (see figure).

THE PARTS OF THIS BOOK

Part One of this book is the core knowledge that all health care workers must learn before entering a health care occupation. Part Two provides you with the knowledge, tasks, and skills for the health care area of your choice. The step-by-step procedures enhance the text's content and reinforce student learning. The procedures prepare you to perform the skills necessary in your chosen health career area. If you cannot complete the objectives or demonstrate the procedures successfully, you are not adequately prepared for work, internship, or the community classroom. When you successfully complete the objectives in Part One and the Objectives for the health career chosen in Part Two, you are prepared for an entry-level position in a health care setting. You may choose to complete one area and then move into another area. Many of the skills are transferable. The emphasis in the workplace today is on multidisciplinary trained workers. The more areas in which you are proficient, the more marketable you are.

■ LIST OF OCCUPATIONS IN PART TWO

- Nurse Assistant/Patient Caregiver
- Home Health Aide
- Electrocardiogram Technician
- Laboratory Assistant/Medical Assistant Laboratory Skills; Phlebotomist
- Physical Therapy Aide
- Central Supply/Central Processing Worker
- Environmental Services Technician/Housekeeper
- Health Information Technician
- Clinical Medical Assistant
- Dental Assistant

Note: Nurse Assistant—Acute Care Specialties/Assistive Personnel, Food Service Worker, and Radiology Aide/Darkroom Attendant chapters are located in the Instructor's Guide. If you are interested in one of these areas, ask your teacher for the chapter.

Start of Unit and Career Basics

STEPS TO SUCCESS

Designed to ensure your success, these exercises guide you through each unit using activities from the student workbook and end-of-chapter Links to Success. These activities can be completed independently or with instructor supervision.

INTRODUCTION TO BEING A HEALTH CARE WORKER

1

UNIT 1 History of Health Care

Steps to success

1. Complete Vocabulary Worksheet 1 in the Student Workbook.
2. Read this unit.
3. Complete Unit 1 Worksheets 2 through 6 as assigned.
4. When you are confident that you can meet each objective for this unit, ask your instructor for the unit evaluation.

Rationale

Health care has developed and changed throughout history. Knowing the history of health care helps you understand current procedures, practices, and philosophies. The experiences and discoveries of the past led to the advances of today. Today's achievements could not have occurred without the trials and errors of the past. When you understand the primitive beginnings of medicine, you appreciate the advances made during the past 5,000 years.

Objectives

When you have completed this unit, you will be able to do the following:

- ✓ Match vocabulary words with their correct meanings.
- ✓ Identify nine scientists and explain what they contributed to medicine.
- ✓ Choose one **era** in the history of health care and write a paper to explain how health care technology changed.
- ✓ Discuss advances in medicine in the twentieth century.

era Period of time.

1

UNIT 2 • Overview of Careers 41

CAREER BASICS

NURSING SERVICE WORKERS

| | Education and/or Experience Required | Average Income |
|--|--|--|
| NURSE ASSISTANT/ GERIATRIC AIDE | <ul style="list-style-type: none"> ✓ High school diploma or equivalent (preferred) ✓ Hospital-conducted on-the-job training | ✓ Annual: \$12,500–20,800 |
| UNLICENSED ASSISTIVE PERSONNEL HOME HEALTH AIDE | <ul style="list-style-type: none"> ✓ Completion of an OBRA-approved nurse assistant program ✓ Additional training in specialty (e.g., EKG, phlebotomy) ✓ High school diploma or equivalent (preferred) ✓ Preservice training (40–120 hours) provided by an employing agency ✓ Completion of a vocational education program as a home health aide ✓ State certification may be required | <ul style="list-style-type: none"> ✓ Annual: \$13,500–21,200 ✓ Annual: \$10,900–17,200 |
| LICENSED VOCATIONAL NURSE (LVN)/LICENSED PRACTICAL NURSE (LPN) | <ul style="list-style-type: none"> ✓ High school diploma or equivalent ✓ Graduation from a recognized one-year program ✓ License for the state of employment | ✓ Annual: \$20,200–35,000 |
| REGISTERED NURSE | <ul style="list-style-type: none"> ✓ High school diploma or equivalent ✓ Graduation from a two-year community college ✓ Graduation from a four-year college or university ✓ Graduation from an accredited school of nursing ✓ Graduation from a diploma school (three-year hospital schools are being phased out) ✓ License for the state of employment | ✓ Annual: \$24,500–63,000 |
| NURSE PRACTITIONER | <ul style="list-style-type: none"> ✓ All requirements for becoming a registered nurse ✓ Completion of an accredited course in nurse practitioner training ✓ License for the state of employment | ✓ Annual: \$57,000–76,800 |

CAREER BASICS

What does it take to become a health care professional? Career Basics helps answer this question with an overview of the education/experience requirements for a variety of health careers from all four National Health Care Skill Standards career clusters. This book also covers skills and procedures of ten representative careers to give you a sense of what health care professionals do in the real world.

Chapter Review and Procedures

YOUR LINK TO SUCCESS

These activities will challenge you to think critically and apply chapter concepts to real life situations in areas such as medical math, computers, law and ethics, patient education, communication, cultural competency, medical terminology, and case studies.

PORTFOLIO CONNECTION

How do you plan and prepare for a career? Portfolio Connection will help you by encouraging you to create a vocational portfolio that shows your job and/or higher education readiness.

CHAPTER REVIEW *Your link to success*



Thinking Critically: Check Your Understanding

- 1. Legal and Ethical** The field of medical ethics is affected by new technology every day. Explain how the legal system is involved in medical matters today. Think about recent medical cases that lawyers have tried.
- 2. Cultural Competency** There are many caregivers from different cultures working in our country today. They come from all over the world. You have a co-worker who does not understand the chain of command because it is a new concept for her. Your co-worker also has difficulty understanding English. Why is it important for her to understand how the chain of command works? What can you do to help her understand?
- 3. Communication** You are asked to give a talk to a class of sixth graders about the history and future of medicine. What will you tell the class about how early medical advances influenced today's medical practice? What do you think will happen in medicine in the future? How will you explain your ideas?
- 4. Case Study** A new patient is telling you how upset he is about a change in his insurance. His company changed from private insurance to an HMO. The patient is very agitated and worried because the system is new to him. Why do you think the patient is so agitated? What can you do to reassure him?



Portfolio Connection

The history of medicine shows that experience, and evaluation of that experience, helps people plan and develop future health care. The same is true for you. Planning and preparing for a career is a process that allows you to look back on your experiences and learn from them. You can evaluate the things in your past that worked for you and those that did not.

You now have an opportunity to create a file that reflects what you learn. This file is called a *vocational portfolio*. Your portfolio will contain documents that show what you have learned during your vocational preparation. Your work will show the abilities and skills you gain throughout your training. You will also create a job search packet that helps you identify ways to share your portfolio with schools or potential employers. Developing your portfolio provides a chance to express the positive results of your learning experiences in a professional manner.

Think about a time when you surprised yourself by accomplishing something that you were not sure you could do. What caused you to try it when you were unsure about it? What went well in that experience? What would you do differently? Explain your answers in a short paper. Your explanation must clearly identify your self-evaluation and show how you would approach uncertain experiences in the future.

This assignment helps you review and evaluate your past experience. Some of the future assignments for your portfolio will require a similar process, with a focus on your vocational training. Turn this assignment in to your instructor. When you create your portfolio in Chapter 2 your teacher will return it to you. Put it in your portfolio in Section Four, "Written Samples."

334

CHAPTER 15 • Nurse Assistant/Patient Caregiver

Procedure

Denture Care

1. Wash hands.
2. Assemble equipment.
 - a. Tissues
 - b. Paper towel or gauze squares
 - c. Mouthwash
 - d. Disposable denture cup
 - e. Toothbrush or denture brush
 - f. Denture paste or toothpowder
 - g. Towel
 - h. Disposable nonsterile gloves

ALERT: Follow Standard Precautions.

3. Identify resident.
4. Explain what you are going to do.
5. Pull privacy curtain.
6. Lower side rails.
7. Raise head of bed if allowed.
8. Place towel across resident's chest.
9. Prepare emesis basin by placing tissue or paper towel in bottom of basin.
10. Put on gloves.
11. Have resident remove his or her dentures.
12. Remove dentures if resident cannot.

Upper Denture

- a. Explain what you are going to do.
- b. Use a gauze square to grip upper denture.
- c. Place your index finger between top ridge of denture and cheek.
- d. Gently pull on denture to release suction.
- e. Remove upper denture.

Lower Denture

- a. Use a gauze square to grip lower denture.
 - b. Place your index finger between lower ridge and cheek.
 - c. Gently pull on denture to release suction.
 - d. Remove lower denture.
13. Place dentures in lined emesis basin and take to sink or utility room.
 14. Hold dentures firmly in palm of hand.
 15. Put toothpowder or toothpaste on toothbrush.
 16. Hold dentures under cold running water and brush dentures until clean.



17. Rinse dentures under cold running water.



18. Place in denture cup.
19. Place a solution of mouthwash and cool water in cup.
20. Help resident rinse mouth with mouthwash; if food particles are between cheek and gumline, gently swab away with gauze.
21. Have resident replace dentures.
22. Place dentures in labeled denture cup next to bed, if dentures are to be left out.
23. Rinse equipment and put away.
24. Remove gloves; dispose of in hazardous waste.
25. Wash hands.
26. Position resident.
27. Raise side rails if required.
28. Secure call bell within resident's reach.
29. Chart procedure and how it was tolerated.

Note: The resident may want to soak dentures overnight after PM care has been given. Place dentures in a solution in a denture cup and store in a safe place.

PROCEDURES

When performing procedures, it's important to do every step correctly. Brightly colored procedure boxes throughout the text clearly outline each procedure, from beginning to end, step by step. When appropriate, procedures are supported with photos and illustrations.

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Introduction to
HEALTH OCCUPATIONS
TODAY'S HEALTH CARE WORKER

CONTENTS

| | |
|------------------------|--------|
| Procedures | xx |
| Preface | xxvii |
| The Parts of This Book | xxxiii |
| Acknowledgments | xxxvii |
| About the Authors | xxxix |

Part One

Basic Knowledge and Skills

CHAPTER 1

INTRODUCTION TO BEING A HEALTH CARE WORKER 1

UNIT 1 History of Health Care 1

| | |
|--|---|
| Early Beginnings | 2 |
| Medicine in Ancient Times | 2 |
| The Dark Ages (A.D. 400–800) and the Middle Ages (A.D. 800–1400) | 3 |
| The Renaissance (A.D. 1350–1650) | 3 |
| The Sixteenth and Seventeenth Centuries | 3 |
| The Eighteenth Century | 4 |
| The Nineteenth and Twentieth Centuries | 4 |
| The Advancement of Nursing | 6 |
| Patient Care Today | 7 |
| A Look Back and an Overview of the Future | 7 |
| Medical Ethics | 8 |
| Summary | 8 |

UNIT 2 Health Care Providers 9

| | |
|--|----|
| Types of Health Care Providers | 9 |
| Government Agencies | 10 |
| Volunteer Agencies | 11 |
| Managed Care: Quality Care and Managed Costs | 11 |
| Ambulatory Care | 12 |
| Quality Health Care Costs and Payments | 13 |
| Organization | 14 |
| Major Services in Health Care | 15 |

