

FOURTH EDITION

Lippincott Essentials for Nursing Assistants

A HUMANISTIC APPROACH
TO CAREGIVING

PAMELA J. CARTER


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PAMELA J. CARTER, RN, BSN, MEd, CNOR

Program Coordinator/Instructor
School of Health Professions
Davis Applied Technology College
Kaysville, Utah

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This book is dedicated to Granny's little buddies,
Carter and Kaysen, the loves of my life.

—Pam

ABOUT THE AUTHOR

Pamela 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 her 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 Applied Technology College in Kaysville, Utah. During her first year at Davis Applied Technology College, 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 and 2015, 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 Textbook for Nursing Assistants*, *Lippincott Textbook for Long-Term Care Nursing Assistants*, as well as *Lippincott Advanced Skills for 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.



Nursing assistants are increasingly being hired by health care facilities of all types as these facilities seek ways to provide top-quality nursing care in the most efficient manner. As a result, the need for qualified, well-trained nursing assistants is growing rapidly. Programs that train nursing assistants are tasked with preparing competent workers to meet this growing need as quickly as possible. Different regions of the United States have different requirements that govern the training of nursing assistants. Although different in the depth of training and the number of hours required, all nursing assistant educational programs must meet the minimum requirements established by the Omnibus Budget Reconciliation Act (OBRA) for the number of hours and specific areas of curriculum taught. Many nursing assistant educational programs focus on providing the student with the foundational concepts and facts that he or she will need to function competently in the workplace, whether that workplace is a long-term care facility, hospital, acute or extended care facility, hospice agency, or home health care agency. These *essential* requirements are the focus of this book.

Nursing assistant education is required to focus on skill competency. However, instilling in a new nursing assistant the confidence that he or she can perform the required skills properly is hardly enough. To function effectively in the health care setting, 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 Essentials for Nursing Assistants*, has been written not only to help students become competent in performing the skills that are the basis of the daily care they provide, but also to teach students to provide that care with compassion and humanism.

Guiding Principles

Three key beliefs guided the writing of this textbook:

1. Students need a textbook that provides foundational concepts and facts in a manner that is easy to comprehend and interesting to read.
2. Graduates of nursing assistant training programs must be able to provide competent, skilled care in a compassionate way.
3. 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 Essentials for Nursing Assistants, 4e, **Is Written With the Student in Mind**

Educators know that a student can easily understand complex information if it is explained in a way that the student can understand. I have worked hard to develop a conversational, yet professional, writing style that respects the student's

intelligence. Concepts are presented in a straightforward, accessible way. Only the most basic, essential information is included, with the understanding that this foundational knowledge will be supplemented by classroom instruction and on-the-job training.

The structure of each chapter helps students in fast-paced, shorter nursing assistant programs learn and retain the information in the chapter. Each chapter is broken down into major sections, each with its own learning objectives (“**What Will You Learn?**”), vocabulary, and summary (“**Putting It All Together!**”). This approach allows the student to break up the reading assignment into smaller, more manageable parts.

Vocabulary words are highlighted in the text and defined in the margin. Illustrations are used as necessary to enhance and support the definitions.

Numerous photographs, both alone and in combination with line art, help the student to visualize and remember important concepts. Graphic elements, such as boxes and tables (many of which are illustrated), add visual interest and help to break up the monotony of large expanses of text.

Although the page count makes one think that this text is not short or concise, pages are set up in a “one-column” writing format so that information is spread out. The rationale behind this format style is to make the printed information look less intimidating to the student and easier to read and absorb.

New to This Edition!

We are excited to announce a major revision of this textbook! Not only have we updated the information contained in each chapter according to the changes that are constantly occurring in the health care industry, we have updated the look of the textbook and added new chapters, photos, and features. Updated information new to this edition is summarized as follows:

- All procedures have been reviewed and updated in accordance to current practice, infection control standards, and the NNAAP® Skills List for 2013. Updated photos showing the steps of procedures have been included. New procedures for tub and shower bathing and monitoring blood glucose have been added.
- Mnemonics for the “Getting Ready” (WEAVERS) and “Finishing Up” (ALSO Wash & Document) steps for procedures have been developed, along with new art to make it easier for students to remember these important steps.
- Photos and art have been updated throughout the text to show more modern equipment and techniques.
- A new unit, specific to long-term care and the people who reside in long-term care facilities has been added. Since dementia is so common in the LTC facilities, this chapter has been moved to this new unit.
- An exciting new feature, known as “Concerns for Long-Term Care,” will appear throughout the text. This feature is intended to supply additional information specific to care of elderly residents in the LTC setting.
- Information specific to the use of electronic health records and computerized charting has been included in Chapter 4.
- Updated information related to nutrition and new dietary recommendations from the *2010 Dietary Guidelines for Americans* has been included, along with the related art and descriptions of MyPlate and MyPlate for Older Adults.

- Information related to developmental disabilities has been updated.
- Appendix B, Introduction to the Language of Health Care, has been revised to contain many new abbreviations that are currently in use in the health care setting.
- The instructor's test bank, power point slides, and lesson plans have been updated and revised.
- Along with the revision of this textbook all of the videos that accompany it have been updated and revised.

Lippincott Essentials for Nursing Assistants, 4e, **Helps Prepare Students for Clinical Practice**

It is my desire to help prepare students to enter the health care profession with the knowledge, skills, and confidence that education and training can provide. In addition, I want to help students develop the compassion and the critical thinking and communication skills they need to function effectively in the health care setting. Several of the textbook's features were designed specifically with these goals in mind:

- **Procedure boxes.** 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 National Nurse Aide Assessment Program (NNAAP®) Skills List for 2013. Those particular skills can be found in the following chapters:

- **Hand Hygiene (Hand Washing):** Chapter 13
- **Applies One Knee-High Elastic Stocking:** Chapter 32
- **Assists to Ambulate Using Transfer Belt:** Chapter 18
- **Assists with Use of Bedpan:** Chapter 25
- **Cleans Upper of Lower Denture:** Chapter 21
- **Counts and Records Radial Pulse/Respirations/Blood Pressure:** Chapter 20
- **Donning and Removing PPE (Gown and Gloves):** Chapter 13
- **Dresses Client with Affected (Weak) Right Arm:** Chapter 23
- **Feeds Client Who Cannot Feed Self:** Chapter 24
- **Gives Modified Bed Bath:** Chapter 21
- **Measures and Records Urinary Output:** Chapter 25
- **Measures and Records Weight of Ambulatory Client:** Chapter 20
- **Performs Modified PROM for Knee and Ankle/Shoulder:** Chapter 18
- **Positions on Side:** Chapter 17
- **Provides Catheter Care for Female:** Chapter 25
- **Provides Foot Care:** Chapter 23
- **Provides Mouth Care:** Chapter 21
- **Provides Perineal Care for Female:** Chapter 21
- **Transfers from Bed to Wheelchair Using Transfer Belt:** Chapter 17

Seventy-three 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 postprocedure actions. New, easy-to-remember mnemonics for the pre- and postprocedure actions have been developed to help students remember. The steps of the procedure are given using clear and concise language, and photograph and illustrations are provided as necessary. A “What You Document” section at the end of each procedure reminds students to document care given and what important observations should be noted. An icon (📺) identifies procedures that are demonstrated in *Lippincott Video Series for Nursing Assistants, 2nd edition*.

Procedure Box: Step-by-step instructions for key nursing assistant actions.



PROCEDURE 23-6

Combing a Person's Hair

Why you do it: Combing the hair helps to prevent tangles and gives the hair a neat appearance.

GETTING READY



1. Complete the “Getting Ready” steps.

SUPPLIES

- paper towels
- wide-toothed comb or pick
- brush
- mirror
- hair accessories (optional)
- detangler or leave-in conditioner (optional)
- towels

PROCEDURE

2. Make sure that the bed is positioned at a comfortable working height (to promote good body mechanics) and that the wheels are locked.
3. Clean the top of the over-bed table and cover it with paper towels. Place the hair care supplies and clean linens on the over-bed table.
4. Raise the head of the bed as tolerated. Gently lift the person's head and shoulders and cover the pillow with a towel. Drape another towel across the person's back and shoulders.
5. 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.
6. If the hair is tangled, work on the tangles first. Put a small amount of detangler or leave-in conditioner on the tangled hair. Begin at the ends of the hair and work toward the scalp. Hold the lock of hair just above the tangle (closest to the scalp) and use the wide-tooth comb to gently work through the tangle.
7. Using the brush and working with one 2-inch section at a time, gently brush the hair, moving from the roots of the hair toward the ends.



STEP 7 ■ Hold the lock of hair just above the tangle.

8. Secure the hair using barrettes, clips, or pins or braid the hair, as the person requests. Offer the person the mirror to check her appearance when you are finished. Remove the towels from the person's shoulders and the pillow.
9. Reposition the pillow under the person's head and straighten the bed linens. If the side rails are in use, return the side rails to the raised position. Lower the head of the bed as the person requests.
10. Gather the soiled linens and place them in the linen hamper or linen bag. Dispose of disposable items in a facility-approved waste container. Clean equipment and return it to the storage area.

FINISHING UP



11. Complete the “Finishing Up” steps.

WHAT YOU DOCUMENT

- Date and time
- Type of care provided
- Presence of excessive tangling or any unusual observations of the hair or scalp

- **Guidelines (“What You Do/Why You Do It”) boxes.** These boxes summarize guidelines for carrying out key nursing assistant actions. The unique “What You Do/Why You Do It” format helps students to understand why things are done a certain way. I believe that if students understand why something is done a certain way, they will be more likely to remember to do it that way.
- **Tell the Nurse! notes.** A recurrent theme throughout the book is the important role the nursing assistant plays in making observations about the 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. This information is presented within a context to help students remember and apply the information.

GUIDELINES BOX 13-1 Guidelines for Maintaining a Clean Environment

What you do	Why you do it
Wash your hands, instead of using an alcohol-based hand rub, after contact with any body fluid, whether it is your own or another person’s. Examples of body fluids include blood, saliva, vomitus, urine, feces, vaginal discharge, semen, wound drainage, pus, mucus, and respiratory secretions.	<i>Pathogens often leave the body through the gastrointestinal tract, reproductive or urinary tract, respiratory tract, or breaks in the skin. In addition, some pathogens are transmitted in blood and other body secretions, such as breast milk.</i>
Handwashing, instead of hand hygiene with an alcohol-based rub, should be used when caring for a person who may have certain infections, such as <i>C. diff</i> .	<i>Alcohol-based hand rubs may not be effective against certain microorganisms.</i>
Wash your hands frequently, especially after using the bathroom, and before handling food, drink, or eating utensils. Perform hand hygiene before and after any contact with a patient or resident.	<i>Frequent hand hygiene eliminates a method of transmission for pathogens.</i>
Cough or sneeze into a tissue or into your sleeve at the elbow, and teach your patients and residents to do the same. Dispose of tissues properly by placing them in a waste container.	<i>Some pathogens are transmitted in particles of saliva or sputum. Coughing or sneezing into your sleeve or a tissue contains these particles and helps to prevent the spread of infection.</i>
Provide each patient or resident with individual personal care items, such as toothbrushes, drinking glasses, towels, washcloths, and soap. Disposable items are preferred when possible.	<i>If not properly cleaned after use, these items can spread pathogens. Therefore, it is better to limit their use to one person.</i>
Keep contaminated or dirty items, such as soiled linens, away from your uniform.	<i>Pathogens can be transferred from the dirty item to your uniform, which can then act as a fomite.</i>
When cleaning, take care not to stir up dust. For example, wiping dusty surfaces with a damp cloth or mop helps to prevent the movement of dust and lint into the air. Do not shake linens when making beds.	<i>Dust can carry pathogens from one area to another.</i>
Dispose of trash properly. Follow established procedures for preparing dirty linens and clothing for the laundry.	<i>If not disposed of properly, trash can provide an ideal environment for pathogens to grow, especially if the trash contains food or other materials that can rot. Soiled items and clothing can spread pathogens and must be handled in a way that will lessen the chance of someone else coming in contact with the dirty item.</i>
Maintain good personal hygiene, and help your patients or residents to do the same. Bathing, washing hair, brushing teeth, and wearing clean clothing are all grooming practices that help to prevent the spread of infection.	<i>Personal grooming practices help to reduce the number of pathogens present on the skin.</i>

Guidelines Box (“What You Do/Why You Do It”): Guidelines and rationales for key nursing assistant actions.

Tell the Nurse!

Signs of infection

- Fever (elderly people may only have a slight increase in body temperature, or even no increase at all)
- A rapid pulse, a rapid respiratory rate, or changes in blood pressure
- Pain or difficulty breathing
- Redness, swelling, or pain
- Foul-smelling or cloudy urine
- Pain or difficulty urinating
- Diarrhea or foul-smelling feces
- Nausea or vomiting
- Lack of appetite
- Skin rashes
- Fatigue
- Increased confusion or disorientation
- Any unusual discharge or drainage from the body

Tell the Nurse! Note:

Observations that need to be reported to the nurse.

- **Stop and Think!** scenarios. Each chapter concludes with one or more *Stop and Think!* scenarios. These scenarios encourage students to critically 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! Scenario:

Situations to promote critical thinking.



Stop and Think!

Mr. Lovell, one of the residents with dementia at the long-term care facility where you work, has become very agitated. He is prone to falling, and should not get up without help. However, today he is refusing to stay in his bed or his wheelchair. You get him situated, and then as soon as you leave the room, he tries to get up again. This has happened twice, and you are only in the first hour of your shift. You are very concerned that Mr. Lovell will fall and hurt himself, but you cannot stay with him all day because you have other residents to attend to. Describe some things that you could do to help protect Mr. Lovell.

- **Nurse Pam.** Nurse Pam, modeled and named after the author of this book, appears throughout the text in various scenarios to help students empathize with their patients or residents. Nurse Pam has been updated (because she is older now) and the information has been revised to remain consistent with current practice.

Nurse Pam: Highlights humanistic, holistic care.

Having to help another person with perineal care may seem unpleasant or embarrassing to you. But think of it this way—what if you were sick or injured to the point that you had wet yourself or had a bowel movement in the bed? Think of how wonderful it would feel to have someone clean you up, help you change your clothes, and give you fresh bed linens. You would feel clean and cared for.



Lippincott Essentials for Nursing Assistants, 4e, Promotes Pride in the Profession

It is my desire 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. 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 holistic.

An Overview of *Lippincott Essentials for Nursing Assistants, 4e*

This textbook consists of six 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 introduces the student to the health care setting and the governmental regulations that play a role in establishing standards and funding for health care. 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 introduces the holistic approach to health care. Chapter 2 focuses on the nursing assistant’s responsibilities as a member of the health care team. The concepts of delegation and the nursing process are introduced. In addition, Chapter 2 explores legal and ethical issues related to the nursing assistant’s job, including patient and resident rights, the Health Insurance Portability and Accountability Act (HIPAA), advance directives, and abuse. New information, specific to abuse and defining “vulnerable adults” who are often victims of abuse, has been added. Professionalism, job-seeking skills, and the concept of work ethic are thoroughly discussed in Chapter 3, introducing students to the idea that a professional attitude promotes respect and is necessary for career advancement. Communication, one of the most essential responsibilities of the nursing assistant, is discussed in Chapter 4. Chapter 5 focuses on the central member of the health care team—the patient, resident, or client. This chapter introduces the concept of human needs and explains how the person being cared for in a health setting has many needs other than those specifically associated with illness or disability. The impact that illness and disability have on a patient’s or resident’s family members and their need to be involved in the person’s plan of care are also addressed. The unit concludes with Chapter 6, which focuses on the person’s environment in a health care setting. OBRA requirements related to the physical environment of a long-term care setting are listed and explained.

Unit 2: The Human Body in Health and Disease

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. Chapter 7 gives a basic description of the structure and function of each of the body’s organ systems. In addition, for each organ system, the effects of the normal aging process on that organ system’s function are described. Chapter 8 discusses disorders that frequently create the need for a person to be cared for in a health care setting. Rehabilitation and restorative care are discussed in Chapter 9, with an emphasis on the role that the nursing assistant plays in this important aspect of patient and resident care.

Unit 3: Long-Term Care

This is a new unit for this textbook, comprised of two new chapters and an additional chapter that was moved here to accompany this information. Chapter 10, Overview of Long-Term Care, introduces the students to the long-term care setting and includes a discussion about the past, present, and future of long-term care. Chapter 11, 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 12 continues the discussion by providing information about dementia, a condition that affects many long-term care residents.

Unit 4: Safety

The four chapters in this unit are concerned with measures taken to ensure safety, both for the patient or resident and for the nursing assistant. Chapter 13 covers communicable disease and how the spread of communicable disease is prevented in the health care setting. Updated guidelines related to hand hygiene from the CDC have been included. Chapter 14 deals with workplace safety, and includes an extensive discussion about the importance of using proper body mechanics and ergonomics to prevent work-related injuries. Information related to workplace violence and tips on how to avoid and remain safe at the workplace has been included. Also in Chapter 13, the student is introduced to the “Getting Ready” and “Finishing Up” steps that are taken before and after each procedure. New mnemonics help students to easily remember each of these important pre- and postprocedure steps. Chapter 15 explores some of the conditions that put patients and residents 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 alternatives to restraints, are discussed in-depth. Information and guidelines to help prevent “entrapment” has been included in this chapter. This unit concludes with Chapter 16, which contains information related to recognizing emergencies and responding to them. Chapter 16 also includes the updated 2010 AHA Guidelines for BLS and updated procedures for clearing an obstructed airway.

Unit 5: Basic Patient and Resident Care

The eleven chapters in this unit focus on the skills and equipment used to provide basic daily care to people in a health care setting. In Chapter 17, the techniques used to safely assist patients and residents with repositioning and transferring are explained. Chapter 18 discusses the complications that can result from immobility and explains how to safely assist a person in a health care setting with ambulation and exercise. Chapter 19 describes bedmaking skills. Chapter 20 covers vital signs, height, and weight. Because many students find the procedures related to taking vital signs intimidating and difficult to master at first, encouragement and practical tips are included throughout. Chapter 21 covers bathing and routine skin care. Chapter 22 focuses on the prevention and treatment of pressure ulcers and other types of wound care. Updated information about the staging of pressure ulcers has been added. Chapter 23 covers routine grooming. In Chapter 24, New dietary recommendations from the *2010 Dietary Guidelines for Americans* introduces MyPlate and MyPlate for Older

Adults, along with basic nutrition is presented in a factual, useful manner without undue emphasis on specific diets, as these continue to change as research dictates. Information about preparing and serving thickened liquids is included. Chapters 25 and 26 cover urinary and bowel elimination, respectively. Unit 5 concludes with Chapter 27, which discusses how the nursing assistant helps to promote comfort, including a discussion about the importance of recognizing and reporting signs of pain.

Unit 6: Special Care Concerns

The final unit in this text contains five chapters that cover special care situations that the nursing assistant will most likely encounter during a career in health care. Chapter 28 describes how a person and his or her loved ones cope with a terminal illness and impending death. The care provided to the dying person in the hours leading up to, and following, death is also discussed. In Chapter 29, some of the major types of developmental disabilities are reviewed, along with updated information related to each disability. Chapters 30 and 31 cover the special care needs of people who have cancer and HIV/AIDS, respectively. Chapter 32 discusses the special care required by patients and residents before and after a surgical procedure.

Chapter 33 introduces the student to the home health care setting. Building on basic knowledge and skills presented in previous units, this chapter explores some of the concerns and issues that are unique to the home health care setting. Chapter 33 provides students with an overview of what home health care is and who might require it, and explores some of the qualities that a person must have to succeed as a home health aide. Specific issues related to safety and infection control within the home are also covered.

Appendices and Glossary



The textbook concludes with two appendices and a comprehensive glossary.

- Appendix A consists of 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. This discussion about medical terminology is included as an appendix so that it can be introduced at any point during the training course, and referred to frequently. The tables containing common roots, prefixes and suffixes, and abbreviations are in close physical proximity to the glossary for easy and quick reference. Also included in Appendix B is the Joint Commission's "Do Not Use" abbreviations list.
- The glossary is an alphabetical compilation of the vocabulary words from each chapter.

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, multimedia tools have been developed in conjunction with the text.

Resources for Students

- Student Resources at <http://thePoint.lww.com/CarterEssentials4e> include *Watch and Learn!*  (a series of video clips that support information given in the text) and *Listen and Learn!*  (an interactive glossary that enables students to hear the vocabulary words pronounced, defined, and used in a sentence, and then to quiz themselves using the flashcard feature). In addition, the *Nursing Assistants Make A Difference!* feature allows 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 help students prepare to face exams armed with confidence and knowledge.
- **Workbook to Accompany *Lippincott Essentials for Nursing Assistants, 4e*.** This illustrated 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 fourth edition of the textbook. Its multiple-choice questions, matching exercises, true-false exercises, word finds, crossword puzzles, coloring and labeling exercises, and other types of active-learning tools will appeal to many different learning styles. The workbook also contains procedure checklists for each procedure in the textbook.

Resources for Instructors

This fourth edition comes with an updated collection of ancillary materials designed to help you organize your class, effectively teach the material, and evaluate your students' progress and comprehension. Resources that can be found online at *thePoint*—<http://thePoint.lww.com/CarterEssentials4e>—include:

- PowerPoint Presentations and Guided Lecture Notes
- Sample Syllabus
- Test Generator with more than 700 multiple-choice questions
- Pre-Lecture Quizzes
- Assignments, Discussion Topics, and Case Studies
- Image Bank

Additional Resources

- ***Lippincott Video Series for Nursing Assistants*, 2nd edition.** 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 Skills List for 2013. *Getting Ready and Finishing Up* actions are reviewed on every procedure-based module, and the themes 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.
- **Copper Ridge Dementia Care Modules.** Developed by the esteemed Copper Ridge Institute in affiliation with Johns Hopkins University School of Medicine,

this two-CD set consists of nine interactive modules designed to teach students how to care for people with dementia. The causes and types of dementia are reviewed, along with dementia-related behaviors and the best way to manage them. Communication and compassion are emphasized throughout. Learning is enhanced through video clips, interactive exercises, and short multiple-choice quizzes at the conclusion of each module.

It is with great pleasure that my colleagues and I introduce these resources to you. One of our primary goals in creating these resources has been to share with those just entering the health care field our sense of excitement about the health care profession, and our commitment to the idea that being a nursing assistant involves much more than just “bedpans and blood pressures.” I hope we have succeeded in that goal, and I welcome feedback from our readers.

PAMELA J. CARTER

TO THE STUDENT

How to Use This 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:



Welcome! 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. 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. Let me begin by explaining to you a little bit about how you can use this book to prepare for class and study.

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. 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 a tape 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 section in each chapter begins with a *What Will You Learn?* section. This section contains a list of specific goals for

What will you learn?

When you are finished with this section, you will be able to:

1. List changes that occur in a person's feet as a result of aging or illness.
2. State observations that you may make when assisting a patient or resident with foot care that should be reported to the nurse.
3. Demonstrate proper technique for assisting with foot care.
4. Define the word **podiatrist**.



What Will You Learn?: Specific goals for the section.