

Welcome to the Chapter

This chapter will help you understand what motivates people, how to recognize human needs, and how people grow. This will help you feel empathy for others, which can help you build understanding and openness. You will also learn how behavioral and generational differences can make it difficult to develop positive, productive communication and relationships. As a holistic nursing assistant, you can learn to respond to and overcome differences using the skills and knowledge in this chapter.

You will also learn how your *body*, *mind*, and *spirit* affect how you feel and behave. You will find out that each is important to understanding yourself, achieving a healthy lifestyle, and helping others do the same. With this understanding, you will be able to grow and strengthen your relationships. Developing holistic relationships will directly influence the way you communicate with others and the quality of care you deliver.

In this chapter you will also learn about the power of stress and ways to manage stressful situations. You will identify ways to set personal and professional priorities. Setting these priorities will help you to better manage your time and energy and establish a positive work-life balance.

What you learn in this chapter will help you develop your knowledge and skills to become a holistic nursing assistant. The topics discussed in the chapter are highlighted on the Providing Holistic Care Framework.



Tyler Olson/Shutterstock.com

Chapter Outline

Section 7.1

Human Needs, Growth and Development, and Behavior

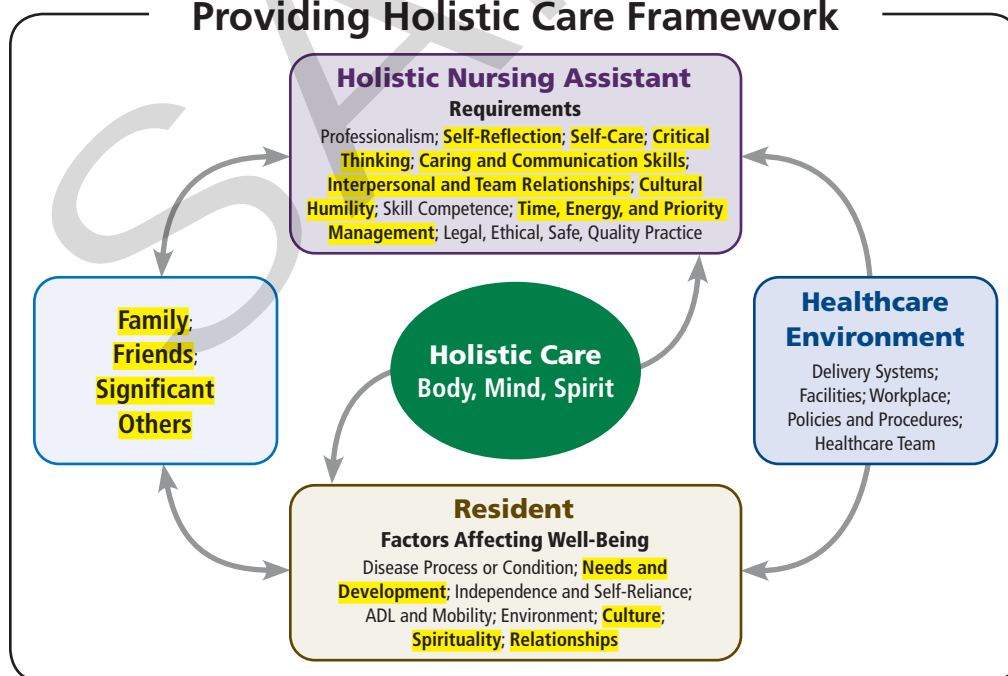
Section 7.2

Body, Mind, and Spirit

Section 7.3

Work-Life Balance

Providing Holistic Care Framework



Goodheart-Willcox Publisher

Objectives

To achieve the objectives for this section, you must successfully:

- **discuss** the types, components, and theories of motivation.
- **list** the human needs that impact the attitudes, feelings, and behaviors of others.
- **explain** why human needs must be satisfied to achieve well-being.
- **describe** the stages of human growth and development.

Key Terms

Learn these key terms to better understand the information presented in the section.

behavior	overt
covert	rapprochement
empathy	respect
generation	self-actualization
generation gap	self-esteem
genuine	self-respect
homeostasis	stereotypes
motivation	

Questions to Consider

- What needs do you have in your life? For example, you may need to live in a safe environment, get good grades to reach your career goal, or feel appreciated by your friends.
- How important are your needs? What can you do to better meet your needs? What do you think would happen if your needs were not met? How would you feel?

How Are People Motivated?

When people have **motivation**, they choose to act on something they want. These actions are often related to personal or professional goals. For example, a person may be motivated to go back to school because he or she wants to learn new skills to find a better job.

There are two types of motivation. The first is **extrinsic** (or external). Extrinsic motivation comes from outside influences, such as receiving awards, getting a raise in salary, or avoiding punishment. **Intrinsic** (or internal) motivation comes from within a person. It is often called **self-motivation**. Intrinsic motivations are determined by your values, beliefs, and emotions, or by a desire to complete an important challenge or achieve personal satisfaction. Intrinsic factors that create motivation include curiosity, a challenge, or a need to help others.

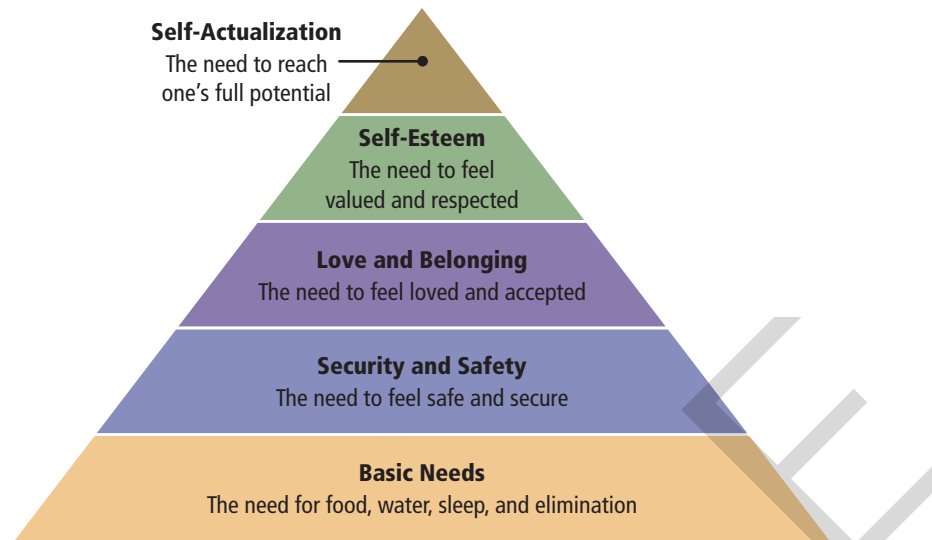
The two types of motivation can work together or conflict with each other. For example, a person may be offered a challenging new job (intrinsic motivation) with an increased salary (extrinsic motivation). The same person can, however, turn it down (extrinsic motivation) because it conflicts with being able to spend time with his or her children (intrinsic motivation).

There are several theories (ideas) of motivation. One of these theories suggests that people have strong reasons for performing various actions. This theory is best represented by Maslow's hierarchy of needs, which shows that people have different levels of needs and are motivated by both extrinsic and intrinsic factors.

What Are Human Needs?

All people have needs. A person's needs change throughout his or her life. In the 1940s, psychologist Abraham Maslow developed a hierarchy (method of ordering or ranking) to help people understand human needs. This hierarchy, called *Maslow's hierarchy of needs*, is still used to explain human needs and how these needs affect a person's motivation to act or to behave in certain ways. Maslow believed that human needs are ordered (or ranked) from lowest to highest. The lowest needs are **basic needs** (the need for food, water, sleep, and elimination). The highest level of needs was called **self-actualization**. Self-actualization happens when people believe they have fully developed their creative, educational, or social potential. Maslow's hierarchy of needs is shown as a pyramid, with basic needs at the bottom and high-level needs at the top (**Figure 7.1**). Maslow believed that needs influence a person's actions, behaviors, and feelings. He also believed that people must meet needs at the bottom of the hierarchy (basic needs) before meeting needs at the next level.

1. **Basic needs:** includes the need for food, water, sleep, and elimination (urination and bowel movements). Consuming adequate amounts of water, eating a nutritious diet, and getting sufficient sleep will help your body achieve **homeostasis** (an internal balance). When basic needs at the lowest level of Maslow's hierarchy are met, needs at the next level for security and safety are important.
2. **Security and safety:** includes the need to feel as though you have a safe and secure place to live; enough money; and are happy with your health,



Goodheart-Willcox Publisher

Figure 7.1 Maslow's hierarchy of needs contains five levels of needs: basic needs, security and safety, love and belonging, self-esteem, and self-actualization.

property, and home. As a holistic nursing assistant, you will have to listen carefully to what residents are saying to understand their levels of safety or security. Demonstrating *empathy* (understanding for another person's feelings and emotions) can help you form a deeper relationship with residents without violating professional boundaries (**Figure 7.2**).

3. **Love and belonging:** Needs related to love and belonging can only be achieved after safety and security needs have been met. People may express a lack of love or feeling that they belong. Drooping shoulders, crossed arms, or staring off into space may show that someone is lonely. Comments such as "I feel lost" or "I wish I could join those ladies over there" can also help identify loneliness. You may not be able to change residents' feelings of loneliness, but you can empathize and try to find ways to overcome the loneliness such as talking with them or having them participate in activities.
4. **Self-esteem:** a person's confidence and regard (positive opinion) of him or herself describes his or her *self-esteem*. You can show *respect* (admiration and appreciation) and acknowledge residents' feelings, needs, and knowledge. You can help strengthen resident self-esteem by showing interest in what residents have done in their lives and the experiences they have had. For example, you might ask a resident if he or she has a story about helping a family member or doing something special for a friend. Recognizing personal value and self-worth is one way to strengthen resident self-esteem and help fulfill needs at this level.

5. **Self-actualization:** the highest level is achieved when a person becomes everything he or she hoped to be and has fully developed his or her potential. Self-actualization is different for each person and does not stop at a particular age. Meaningful life events can bring new awareness that can potentially lead to greater self-actualization. Respect that residents have the ability to solve their own problems and are special because of their knowledge and experiences. As a holistic nursing assistant, your support should bring out residents' very best qualities. Achieving self-actualization can make the difference between an impersonal, ordinary relationship and one that is *genuine* (honest, open, and sincere).



JPC-PROD/Shutterstock.com

Figure 7.2 With the resident's permission, you can hold her hand while talking to express your empathy. This will help form a deeper relationship.

Your knowledge and awareness of Maslow's hierarchy of needs can affect your relationships with coworkers and residents. Be sure to determine where your residents fall on the hierarchy of needs by observing and communicating with them about their needs so you can provide safe, quality care.

How Do People Grow and Develop?

People grow physically. They become taller and increase their weight, and their appearance and body functions also change. People also develop mentally, emotionally, and socially based on their special characteristics. Change happens throughout life. Genetics (heredity), family history, and the environment in which a person lives can influence growth and development.

Growth can be discussed in several ways. Doctors use *growth charts*, which show average growth patterns (for example, how much an average toddler weighs at two years of age). As people grow physically, they are also developing critical thinking and problem-solving skills, learning language, and building skills to communicate with others.

Growth and development usually happen in steps or stages. For example, children must learn to walk before they can run. Simple skills are developed first and build to skills that are more difficult. Each stage of development has a specific purpose, or task, that must be completed before the next stage can take place. Growth and development are different for every person. They can happen unevenly, or in *spurts*. For example, a person may grow faster physically than he or she develops emotionally.

Physical Development

Physical growth charts track the growth of infants, children, and adolescents by comparing physical growth with specific measurements that are expected at certain ages. These charts are available for both girls and boys. Growth charts might measure body length or height from birth to three years of age or track the weight of a child over time. There are several different age categories for periods of physical growth, including infancy (birth to 1 year), toddlerhood (1–3 years), the preschool years (4–5 years), the school-age years (6–12 years), and adolescence (13–18 years).

Psychosocial Development

Psychosocial development refers to mental, social, and emotional changes. Psychosocial development occurs in a series of stages, sometimes called *life stages*. Jean

Piaget's theory of cognitive (mental) development, published in the early 1900s, states that, as children develop, they become able to perform increasingly more difficult daily functions and activities. For example, children ages 7–11 can pay attention to more than one situation at a time. This is something they were not able to do when they were younger.

Another popular approach to growth and development is Erik Erikson's theory of psychosocial development, which was developed in the 1950s. Erikson believed that certain conflicts (physiological or social issues) occur at different stages of growth in a person's life. If these issues and conflicts are resolved, people grow to be successful human beings.

Erikson's model is thought to be one of the best ways to understand human growth and development. The model includes eight stages of growth: infancy, toddlerhood, preschool years, school-age years, adolescence, early adulthood, adulthood, and aging years. Erikson believed that every person passes through these stages. When each stage is successfully completed and conflicts are resolved, a person reaches the potential for his or her age group.

For example, according to Erikson, when you resolve the central conflict of the adolescent stage, you will achieve **self-respect** (appreciation and acceptance of yourself). This is important because respecting one's self is the basis for respecting others, no matter what age you are. Erikson also believed that during the aging years people reflect or think back on their lives. In this stage, older adults may view their experiences as failures, and feel a sense of despair. They may fear death and struggle to find their purpose. However, older adults who successfully pass through this stage will look back on life with contentment and fulfillment.

What Is Behavior?

When people talk about **behavior**, they are referring to actions that are responses to a stimulus (something that causes the action). Behavior differs from attitude. In Chapter 1, you learned that an *attitude* is a way of feeling or thinking about a person, object, or situation. When these feelings and thoughts are acted on, they become behaviors.

Most behaviors are **overt**, or open to view. Examples of overt behaviors are smiling or opening a door. Behaviors can also be **covert**, or internal and not shown openly. An example is a resident saying he is afraid of a procedure but there are no observable physical signs of fear. The fear is real for the resident, however.

Behaviors change throughout a person's life. Some behaviors are a result of a person's developmental stage. Behavioral differences can also occur as people learn or their goals change, or as a result of generational differences. Research shows that each **generation**, or group of people who are born during the same time, has its own special attitudes, behaviors, expectations, and habits. Each member of a generation experiences similar important events within his or her lifetime. Specific ideas and experiences motivate the members of a generation. Because members of a generation are around the same age, each generation's members seem to have similar ideas, problems, and attitudes.

Culture may also affect behavior. As you learned in Chapter 1, *culture* is the traditions, beliefs, rituals, customs, and values that are specific to a group of people. Cultural differences that impact behavior affect how people communicate, eat, dress, and carry out their traditions.

How Do Generational Differences Affect Behavior and Attitudes?

A **generation gap** occurs when people from different generations have trouble communicating because of differences in traditions, attitudes, or beliefs. For example, older generations may talk more formally than your generation does.

Understanding the behaviors of other generations is helpful, but do not focus too much attention on differences. Doing so might cause you to believe **stereotypes** (simplifications or biases) about a particular generation. Believing stereotypes can prevent you from getting to know a resident. Rather, talk openly with people to learn about generational differences and value the qualities of each generation.

Understanding residents' generations will help you build **rapport** (mutual understanding in relationships) and communicate more effectively (**Figure 7.3**):

- **The silent generation (1928–1945):** having lived through World War II and the Great Depression, this generation tends to have strong feelings of patriotism (love for their country), are often hard workers, prefer to save their money, and value security and comfort.
- **The baby boomers (1946–1964):** this generation enjoyed a strong economy when they first entered the workforce (began working as adults). They tend to value hard work; are motivated to achieve professional goals; and are often independent, optimistic (having a positive attitude), confident, and patriotic.
- **Generation X (1965–1976):** as children of working parents, this generation is often defined by its independence. People of this generation tend to be well educated and feel comfortable starting their own businesses.



MBI/Shutterstock.com

Figure 7.3 Positive intergenerational relationships are built on understanding and good communication.

CULTURE CUES

Practicing Cultural Awareness

Being aware of cultural values, beliefs, and practices gives you the opportunity to build trusting relationships. *Cultural awareness* promotes positive interactions and helps you provide care that is culturally sensitive and acceptable. Always remember to ask if you are in doubt about a cultural belief or practice. This gives a resident an opportunity to share what is acceptable and preferred.

This strategy promotes wellness, harmony, a safe environment, and good communication. Recognizing that residents may have diverse cultural backgrounds will help you develop holistic relationships and deliver holistic care.

Apply It

1. What cultural beliefs and practices do you follow that may influence your ability to develop holistic relationships and provide holistic care?
2. Think about a recent conversation you had. Did you consider the other person's cultural beliefs and practices while you talked? If you did not, would considering them have changed the way you interacted with him or her?

- **Millennials (1977–1995):** this generation is very comfortable using technology, having experienced its rapid growth during their youth. They are often comfortable with changing fashion, are flexible, and value exercise and travel. Many also volunteer or give to causes (charities) in which they believe.

- **Generation Z (1996–2004):** advancements in technology have greatly impacted this generation, causing them to have high expectations of technology and strong multitasking abilities (can perform more than one task at a time). This generation may be independent, less focused, and will take more risks than others.

SECTION 7.1 Review and Assessment

Key Terms Mini Glossary

behavior a manner of acting; the way a person responds to stimulation.

covert not shown openly; hidden.

empathy understanding for another person's feelings and emotions.

generation a group of people who are born and who live during the same time.

generation gap a lack of communication between one generation and another; often due to differences in customs, attitudes, and beliefs.

genuine honest, open, and sincere in communication and relationships.

homeostasis an internal balance in the human body.

motivation choosing to act on something a person wants.

overt open to view; observable.

rapprochement mutual understanding in a relationship.

respect a feeling of appreciation and admiration for another person.

self-actualization a person's belief that he or she has developed to full potential.

self-esteem a person's confidence and regard for himself or herself.

self-respect a person's appreciation and acceptance of himself or herself.

stereotypes simplifications or biases about a group that shape the treatment of all group members.

Apply the Key Terms

Write a sentence using each key term properly.

1. behavior
2. empathy
3. generation gap
4. motivation
5. stereotype

4. Give one example of a situation in which you could communicate more effectively with residents of a different generation.

Know and Understand the Facts

1. Explain the differences between extrinsic and intrinsic motivation.
2. Describe the five levels in Maslow's hierarchy of needs.
3. What is the difference between an attitude and a behavior?
4. Describe three similarities and three differences between two of the generations discussed in this section.

Analyze and Apply Concepts

1. Why is it helpful for holistic nursing assistants to understand Maslow's hierarchy of needs?
2. Explain how you can assist residents in meeting a particular need, such as safety and security.
3. Name two reasons why there are differences in people's behavior.

Think Critically

Read the following care situation. Then answer the questions that follow.

When you enter Mrs. D's room in your community's assisted living facility, you find Mrs. D sitting in a chair. Mrs. D is still in her pajamas and is looking out the window. You ask if Mrs. D would like to go to breakfast and you offer to assist her to the dining room. Mrs. D doesn't smile and shakes her head saying "no." This is not her usual behavior—Mrs. D is always ready to go for meals and seems to enjoy eating with her friends. You know that yesterday Mrs. D's daughter visited and was crying. After the visit, Mrs. D also cried and did not sleep well.

1. What do you think might have caused the change in Mrs. D's behavior?
2. In your opinion, what level of Maslow's hierarchy of needs has Mrs. D achieved?
3. What can you do to respect Mrs. D's not wanting to go to the dining room while still being sure her needs are met?

Objectives

To achieve the objectives for this section, you must successfully:

- **explain** the body, mind, and spirit and how they relate to holistic relationships and care.
- **examine** the impact the body, mind, and spirit have on your self-image, health, and wellness.
- **describe** how recognizing and being aware of the connection between body, mind, and spirit can influence caregiving.

Key Terms

Learn these key terms to better understand the information presented in the section.

autonomy	self-image
conscious	subconscious
parasympathetic nervous system (PNS)	sympathetic nervous system (SNS)

Questions to Consider

- Were you aware that the body, mind, and spirit are all connected?
- Have you noticed this connection in your own life? For example, when you feel stressed (this comes from the mind), do you also get a headache (the body's reaction)? When you no longer want to do something (influenced by the spirit), do you find reasons not to (this comes from the mind)?

What Is the Relationship among Body, Mind, and Spirit?

A person's body, mind, and spirit are constantly interacting with each other. These three elements are connected. This means that people live their lives with all three influencing what they do (Figure 7.4).

Body

You already know that the body requires food and water, which are basic needs. The human body is a highly complex system. Each person's body performs the same functions, but each body is also unique. How the body responds to its basic needs and how the body's needs affect a person's mind can be different. These interactions are what make each of us a special, interconnected system.

Mind

Your *mind* is constantly thinking, questioning, and directing your behavior based on your perception of the world. Your mind becomes aware of situations through your senses of hearing, sight, taste, smell, and touch. Your thoughts can be either **conscious** (aware) or **subconscious** (unaware).

The connection between the mind and body is demonstrated when a thought prompts a physical reaction in the body. For example, it is possible to lessen feelings of anxiety by using deep breathing to calm yourself. When you stop thinking about your anxiety and focus instead on your breathing, your body begins to relax. This relaxation is felt especially in the abdominal region where tension and anxiety are held. Breathing also has the ability to relax the nervous system. Once you begin deep-breathing exercises, the **parasympathetic nervous system (PNS)** (a part of the body's nervous system that controls the automatic daily functions of the cardiovascular, respiratory, and gastrointestinal systems) takes over and returns your body to a homeostatic (balanced) state. You begin to feel calm and more open to problem solving and decision-making.



Anson0618/Shutterstock.com

Figure 7.4 The body, mind, and spirit interact, creating a connection so that people can live their lives with all three influencing what they do.

The opposite happens when the **sympathetic nervous system (SNS)**, (another part of the body's nervous system) sets off the fight-or-flight response. In the *fight-or-flight response*, increased blood flow to the lungs and heart prepare a person to react to the situation by either running or fighting. At this time, the brain is not functioning at its best. It is hard for the mind to be optimistic and see possibilities, and it is difficult to make decisions (**Figure 7.5**).

Spirit

The spirit is also connected to the body and mind. Your *spirit* consists of your inner qualities. When a person is said to have *spirituality*, he or she is typically seen as honest, loving, caring, wise, imaginative, and compassionate (kind).

Sometimes, when spirit is discussed, only a person's religion is considered, but the spirit is more than this. The spirit is a person's *higher self*, or the inner qualities that help a person feel whole and achieve inner peace and harmony (balance). Some ways to get to know your spirit are through meditation, prayer, poetry, music, and talks with friends. These activities are proven to calm the body and mind. This feeling of calm can create a connection between the body and



Africa Studio/Shutterstock.com



Elnur/Shutterstock.com

Figure 7.5 Look at the two images in this figure. Which part of the nervous system (sympathetic or parasympathetic) is set off in each image?

mind. As the body and mind influence each other, many have a better sense of well-being and peace.

Positive connections between the body, mind, and spirit help create a healthy lifestyle. Some exercises and activities you can do to strengthen these connections include walking, participating in yoga or tai chi, weight lifting, and hiking (**Figure 7.6**). Eating a nutritious diet (including four or five cups of fruits and vegetables a day), spending time with friends and family, writing in a journal, or doing some creative activity will also help promote positive connections between your body, mind, and spirit.

How Does the Body-Mind-Spirit Connection Influence Caregiving?

Connections between the body, mind, and spirit greatly influence the quality of care you give to others. Not only is it important to understand your own body-mind-spirit connection, but it is also important that you are aware of how these connections affect others.

Your Body-Mind-Spirit Connection

When your body, mind, and spirit are connected, your body is as healthy as it can be, your mind is clear, and your spirit is in harmony with your body and mind. This connection will help you feel strong and confident. It will also help you develop a positive *self-image* (view of yourself).

When you have a strong body-mind-spirit connection, you will have a positive presence and will have the ability to be gentle and caring. You will be able to sense when others are stressed and help them use calming breaths. You will understand the importance of a healthy lifestyle.



misfire_studio/Shutterstock.com

Figure 7.6 Many people find yoga to have both mental and physical health benefits.

The Body-Mind-Spirit Connection and Caregiving

The body-mind-spirit connection not only affects you personally, but also impacts your caregiving. When you understand your own body-mind-spirit connection, your approach to residents will be helpful, you will use supportive communication, and you will be better able to build mutual respect. You will also be able to focus on the unique needs and desires of those in your care and promote resident **autonomy** (personal independence). Encouraging residents to be as independent as possible will help them maintain strong body-mind-spirit connections.

Remember that the way you deliver holistic care is an extension of who you are as an individual. Only you can build a strong connection between yourself and those in your care.

Holistic care begins when you first meet a resident. This is the resident's first impression of you, and you only get one first impression. Pay close attention to the way you walk into the room, the tone of your voice, and the way you make contact. Remember that the resident's room is his or her personal space. Create trust by looking directly at the resident, being attentive (interested), and showing appropriate concern. Be respectful and use the resident's title and last name, such as *Mr. Antar*.

It is important to always explain what care you will provide. Create rapport with residents by taking time

to listen to them (**Figure 7.7**). Avoid interrupting or making judgmental statements, such as "You don't look well today." Listening helps develop positive regard, trust, and mutual respect between the nursing assistant and resident. When you listen well, your communication will be caring and sincere. In addition to listening, always try to answer any



Photographie/Shutterstock.com

Figure 7.7 With the resident's permission, you can use touch to communicate that you are listening.

BECOMING A HOLISTIC NURSING ASSISTANT

Assessing Your Own Body, Mind, and Spirit

How does a person learn more about connections between the body, mind, and spirit? One important way to learn more about this is to become aware of your own body, mind, and spirit. Gaining this awareness can strengthen your body-mind-spirit connection.

The following statements represent qualities of strong connections between the body, mind, and spirit. Consider which statements are true for you. The more statements that are true for you, the stronger your connections are in that area.

Are you aware of your body? Which statements are true for you?

- I eat between four and five cups of fruits and vegetables daily.
- I exercise regularly.
- I sleep between seven and nine hours every night.

Are you aware of your mind? Which statements are true for you?

- I find time during the day to relax, even if only for a few minutes at a time.

- I communicate well with all types of people and am a good listener.
- I have written goals that will help me achieve my life and career goals.

Are you aware of your spirit? Which statements are true for you?

- I enjoy the environment and regularly walk or play outside.
- I would describe myself as a happy person.
- I have positive relationships with my family and friends.
- I like what I am currently doing—for example, going to school or a job.

Apply It

1. How many statements were true for you in each category?
2. If there were some statements that were not true for you, what can you do to change this?

questions residents have. You may also want to use touch, if appropriate, such as a handshake or pat on the arm, when communicating.

The holistic nursing assistant's role in giving care is always to build rapport, positive regard, and trust through the use of empathy, respect, being

genuine (real), and effective communication. Relationships are built on respect and trust. Respect and trust are choices people make. When you give respect and build trust, you will get them in return. The saying "Treat others how you want to be treated" applies to holistic nursing care.

SECTION 7.2 Review and Assessment

Key Terms Mini Glossary

autonomy the personal independence and freedom to determine one's own actions and behavior.

conscious aware of feelings, actions, and outside surroundings.

parasympathetic nervous system (PNS)

a part of the body's nervous system that controls the automatic daily functions of the cardiovascular, respiratory, and gastrointestinal systems; helps the body return to a homeostatic state after experiencing pain or stress.

self-image the way a person thinks about himself or herself, abilities, and appearance.

subconscious not fully aware of feelings, actions, and outside surroundings.

sympathetic nervous system (SNS)

a part of the body's nervous system; sets off the fight-or-flight response.

Apply the Key Terms

An incorrect key term is used in each of the following statements. Identify the incorrect key term and then replace it with the correct term.

1. Self-image is personal independence and freedom to determine one's own actions and behavior.
2. The subconscious is awareness of feelings, actions, and outside surroundings.
3. The sympathetic nervous system (SNS) is a part of the body's nervous system that controls the automatic daily functions of the cardiovascular, respiratory, and gastrointestinal systems. It also helps the body return to a homeostatic state after experiencing pain or stress.
4. Autonomy is the way a person thinks about his or her self, abilities, and appearance.
5. The subconscious sets off the fight-or-flight response.

Know and Understand the Facts

1. In your own words, explain the connection between the body, mind, and spirit.
2. What is the difference between conscious and subconscious thoughts?
3. Describe two ways you can develop holistic relationships that connect the body, mind, and spirit.

Analyze and Apply Concepts

1. Describe three ways you can strengthen your spirit.
2. How can understanding the body, mind, and spirit help you deliver resident-centered care?

Think Critically

Read the following care situation. Then answer the questions that follow.

Mr. B is a retired army officer. He has been in a nursing home for the past month due to complications (problems) from an ulcer. Although Mr. B is in a lot of pain, he is very outspoken about wanting to go home. When Mr. B communicates with staff, his responses are very short and sometimes rude. This morning, Sarah, a nursing assistant, is assigned to help him wash, clean his dentures (artificial teeth), and get dressed.

1. What can Sarah do to help make the connection between her body, mind, and spirit strong so she can best care for Mr. B?
2. What can Sarah do to build a strong holistic relationship with Mr. B?

Objectives

To achieve the objectives for this section, you must successfully:

- **identify** stressors.
- **describe** ways to manage stress.
- **discuss** ways to improve your work-life balance.

Key Terms

Learn these key terms to better understand the information presented in the section.

distress	prioritizing
energy	stress management
eustress	work-life balance
hormones	

Questions to Consider

- Have you ever felt stressed because of a situation or person? What do you think caused the stress?
- How do you experience stress? Do you get a headache or stomachache? Does your heart beat faster or do you feel short of breath? Do you feel that you are running out of time and can't get anything done? What effect does your stress have on others in your life?
- How do you manage the stress in your life? Does the way you manage stress help you balance school, work, and other parts of your life?

What Is Stress?

Stress is a physical or mental response to a situation that causes worry or tension. Everyone experiences stress. It is considered normal and it affects each person differently. Some people get headaches, have trouble sleeping, experience sore muscles, or may even become depressed.

There are many possible sources of stress. Stress can come from external (outside) factors, such as the environment or social situations. Stress can also be the result of an illness or medical procedure.

Eustress vs. Distress

Some stress can be good. **Eustress**, or good stress, can motivate you to do new or challenging tasks such as studying hard to do well on an upcoming test or to apply for a job you have been wanting. Stress that remains at a high level, lasts for a long time, or gets out of control can turn into bad stress, or **distress**.

When someone is in distress, his or her body may not function properly, and he or she may have unhealthy feelings and emotions. When people are stressed, they release **hormones**, which are chemical substances that regulate (control) body processes. Hormones help protect the body and prepare the body for the challenges of stress. At this time, the sympathetic nervous system (SNS) also sets off the fight-or-flight response. During the fight-or-flight response, the heart may beat faster, the person may start to sweat, the stomach may stop digesting food, and sometimes the immune system fails. This response helps people focus and be alert in case they need to defend themselves. If this response continues over time, it can harm physical and emotional health.

Signs and Symptoms of Stress

There are several signs and symptoms of stress. These signs and symptoms can affect mental, emotional, physical, and behavioral health:

- **Mental symptoms:** inability to concentrate, constant worry, or seeing only the negative
- **Emotional symptoms:** moodiness, short temper, agitation, loneliness, or depression
- **Physical symptoms:** aches and pains, dizziness, nausea, rapid heartbeat, or frequent colds
- **Behavioral symptoms:** procrastination (putting things off), isolation, nervous habits, or the use of alcohol or drugs to relax

It is not possible to completely eliminate all stress from your life. Typically, people have their own unique reactions to stressors. For example, some people may get headaches, others may need more sleep, and some may become tense and angry. Recognizing stressors is the first step to getting them under control and being able to recognize them in others. Stress can also interfere with residents' abilities to achieve wellness. Be sure to report any signs or symptoms of stress in residents to the licensed nursing staff. This is very important information.

How Can Stress Be Managed?

Stress management includes strategies to handle and control stress. These strategies are important not only for yourself, but also for your work as a holistic nursing assistant. Understanding how to manage

stress will improve how you work with others and care for residents. When you manage stress, you will also find your work environment more enjoyable and productive.

Identifying Stressors

The first way to manage stress is to identify stressors before they cause strong reactions. To do this, take a breath to relax your body and begin to identify any sources of stress. Focus on relaxing so you can identify any stressors that are making you feel tight or tense.

Identifying each stressor will help you decide if your stressors are important. You may feel stressed about something that has not happened yet, or you may feel stress from external pressures. If you practice identifying your important stressors, you may be able to stop strong stress responses before you and your body react to them.

As a holistic nursing assistant, you should also try to identify stressors that affect residents in your care. Residents may feel worried and stressed about not having any visitors, becoming forgetful, or losing people they love. You can help residents identify these stressors and determine if stressors are important to them. For example, you may care for a resident who is worried that he will not have visitors. Explore the reality of this situation with the resident by asking when he last had visitors and who those visitors were. Ask when these visitors said they would return. You may find that the resident is concerned only about who is visiting today, not about never having visitors.

Changing Focus

Another stress-management strategy is to shift focus away from a stressor and onto something that is not stressful—for example, a sport, book, candle, deep breathing, a saying, or a game. Focusing on something that is not stressful will give you and your body a break. For example, if you are feeling stressed, you may want to take a walk to release tension. As you walk, focus on your surroundings

or your breathing. Humor is another way to relieve stress. Even just smiling creates a relaxation response in the body. Laughing is very good for the body and spirit as well. By doing this, you and your body will learn how it feels to be relaxed and not stressed. Once you experience not being stressed, you will want more of this feeling, and so will those in your care (**Figure 7.8**).

Using Support from Others

Relying on strong support from family and friends is another stress-management strategy. Often, family and friends can provide the assistance needed during difficult times and can help you feel more positive and optimistic (hopeful). Studies have shown that when people are supported by caring family and friends, recovery time is reduced.

Managing Time and Energy

Using your time and **energy** (power and drive) wisely is another important strategy for managing stress. Being aware of time and planning your day will allow you to get your work done more easily. The same is true for energy. If you are aware of your energy levels and understand how you can increase them, you will not only get your work done, but you will also feel good about what you are doing. One of the first steps in properly managing your time is analyzing how you spend it. One way to do this is to write down what you did last week, including specific details about how each day was spent. Make sure the week you analyze is representative of a typical week in your routine schedule.

THINK ABOUT THIS

In a recent survey, 89 percent of people interviewed said they had experienced serious stress in their lives. According to the American Academy of Family Physicians, two-thirds of office visits to family doctors are for stress-related symptoms.



© Tori Soper Photography

Figure 7.8 Laughter and humor can help you reduce and manage stress.

Once you have written down exactly how you spend your time, you can decide what changes, if any, you would like to make. Maybe you would like to spend less time watching television or playing on your phone, and more time reading. Once you decide what changes you want to make, you can list them from most to least important. Then make the changes by taking action. Other time-management strategies you can use include:

- Use your time effectively. Be aware of whether you are wasting time or checking your phone too often (**Figure 7.9**).
- Break large projects up into small tasks. For example, when you work on a paper, first create an outline of the paper's topics. Then use the outline to begin your draft.
- Say *no* or ask for more time when you do not have the necessary time to complete a task properly. This is a way to respect yourself and others.

Be aware of how you use your personal energy during the day. If you are a morning person and have more energy in the morning, complete difficult or time-consuming work during the morning hours. If you have more energy during the evening hours, use that time to complete more challenging tasks. Also, pay attention to other people's energy levels and the effect they have on you. If another person's energy is low, this may lower your energy level. Understand that those in your care may have low energy levels due to illness. You may have to lessen your energy level to match that of others. Protect yourself against distracting or negative energy, such as another person's negative attitude. Try not to let this attitude affect you. Stressful or difficult events may leave you feeling tired. When this happens, you can restore your energy by relaxing or by refocusing on your responsibilities and the tasks required of you.



lenetstan/Shutterstock.com

Figure 7.9 In today's world, your smartphone can be a distraction, preventing you from effectively managing your time.

The key to effective time and energy management is to be mindful of what needs to be done and how it can be done. This can make your day and what you do satisfying and nurturing for yourself and, if possible, for others.

Establishing Priorities

One stress management strategy that is especially helpful to keep work challenges under control is **prioritizing**, or organizing responsibilities or tasks so that the most important tasks are completed first. Prioritizing is also an important time-management strategy, especially when you need to complete many routine tasks for residents.

When you set priorities, you determine which tasks are most important and should come before others. Some people are comfortable using *to-do lists* to prioritize. You can even create a quick written to-do list at work once you are given an assignment. The best way to set priorities is to use either your personal to-do list or an assignment sheet. On the list or sheet, write an *A* next to tasks that are high-priority and that need to be done that day. Write a *B* next to items that can wait until after *A*-level tasks are completed. Write a *C* next to tasks that you would like to get done, but can complete after *A* and *B* tasks are completed (**Figure 7.10**).

As you prioritize, think about how much time each task might take. Always allow extra time to solve any problems that may occur. Be flexible, when possible.

You may finish a task early. If you do, then just move on to the next item on your list. Be sure to leave time for routine breaks where you can relax and take time for yourself. Also figure in time-outs if you are at a computer or are sitting for long periods of time. When using a to-do list at work, be sure to review your priorities with the licensed nursing staff. You will need to complete all of the *A*-level tasks on your list. Check the list often to make sure you are on track. Feel free to reprioritize tasks if there is a change in a resident's condition or in your assignments. Remember to mark any tasks completed. This will give you a sense of accomplishment.

Prioritizing is meant to decrease stress, not to cause it. Therefore, be sure your priorities are organized and realistic. Understanding how to set priorities can be a very valuable skill for holistic nursing assistants. Prioritizing will help you get more done than you usually would in the same time period.

Priority	Mr. D	Mrs. S	Ms. D	Mr. F	Mrs. G
A	Assist with ambulation with new cane two times for 20 minutes	Measure intake and output	Apply warm compress to right foot for 20 minutes	Fall risk; remind him to ask for help to the bathroom	Turn and position every two hours
B	Assist with dressing change	Assist with shower	Frequently check pain levels during shift	Assist with eating breakfast and lunch	Give a partial bed bath and pay special attention to perineal care
C	Assist with shaving	Urinary leg bag change	Keep fresh water available to encourage fluids	Take him to afternoon facility activities	Provide snacks two times during shift

Goodheart-Willcox Publisher

Figure 7.10 This is an example of a priority list for a nursing assistant for one shift.

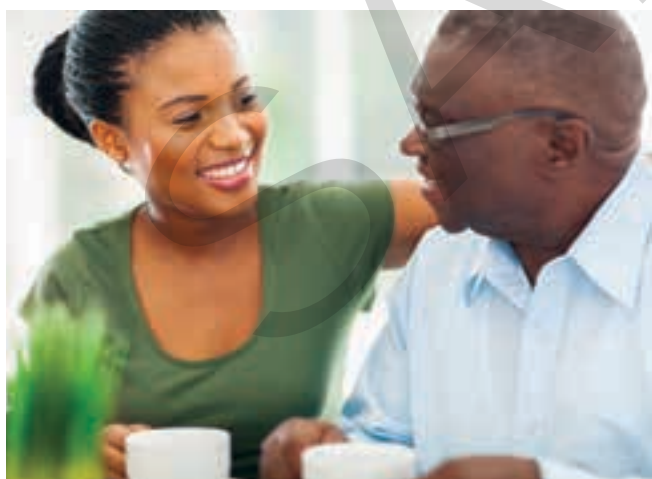
What Is the Best Way to Create a Work-Life Balance?

When you begin working as a holistic nursing assistant, you will find that achieving a positive **work-life balance** is another way to manage stress. Work-life balance describes the state of a person's time and energy contributions to career, work, and family commitments (Figure 7.11). When you are stressed at work, that stress may interfere with your ability to provide quality care to residents. Work-related stress can also affect your home life. A positive work-life balance allows you to be mentally present at home when you are home and to focus

on your work responsibilities when you are at work. Doing this can help you feel more in control, which can reduce stress levels.

The best way to determine whether you have a positive work-life balance is to think about how you would answer the following questions:

- Do you think of yourself as healthy?
- Are your relationships strong, supportive, and caring?
- Are you aware and respectful of your environment?
- Are you able to rest and relax?
- Do you spend time on your own personal development?



michaeljung/Shutterstock.com

Figure 7.11 Spending time with family can be a positive way to relieve stress, improving your ability to provide quality care while at work.

- Do you have enough money for your current and future needs?
- Are you happy with your career? If you are not, do you have a plan to get more education and training?
- Do you have passion or enthusiasm for what you are currently doing?

If your answer to each of these questions is *yes*, this shows that you have the potential for an outstanding work-life balance. This is not realistic, however. Everyone has one or more areas that need work. Identify those areas and determine how you will strengthen them. In each area that is strengthened, your work and life will become more balanced. This will make each day less stressful as you work.

SECTION 7.3 Review and Assessment

Key Terms Mini Glossary

distress bad stress; causes bodily symptoms that can lead to disease and poor coping and decision making.

energy the power and drive to make decisions and complete tasks.

eustress good stress; helps people become motivated and productive.

hormones chemical substances that are produced in the body and that control and regulate specific body processes.

prioritizing organizing responsibilities or tasks so that the most important tasks are completed first.

stress management the process of taking actions to lessen or remove reactions to stress and stressful events.

work-life balance the state of a person's time and energy contributions to career, work, and family commitments.

Apply the Key Terms

Use the appropriate key term to complete each sentence.

1. A holistic nursing assistant was able to use _____ to lessen or remove reactions to stress and stressful events she experienced at work.
2. There are two types of stress. One type is _____, or good stress, which helps people become motivated and productive.
3. Another type of stress is _____, or bad stress, which causes physical symptoms that can lead to disease and poor coping and decision making.
4. One way to manage time is _____, in which responsibilities or tasks are organized so that the most important tasks are completed first.
5. _____ is the state of a person's time and energy contributions to career, work, and family commitments.

Know and Understand the Facts

1. Name one physical and one mental effect of stress.
2. Identify two sources of stress.
3. What are three possible symptoms of stress in residents?

Analyze and Apply Concepts

1. What are two ways holistic nursing assistants can manage their stress?
2. What can holistic nursing assistants do to help reduce the stress of residents in their care?
3. Describe how to prioritize work tasks and responsibilities.
4. What might cause a negative work-life balance, and what can you do to fix this balance?

Think Critically

Read the following care situation. Then answer the questions that follow.

Mrs. P, one of the residents on your unit, is sweating and appears anxious. She is trying to find her glasses but cannot. Mrs. P seems to be upset with herself for losing her glasses. She wants to be independent, so she doesn't feel she should ask for help. When you come into Mrs. P's room to help her with morning care, you hear her quietly repeating that she cannot find her glasses.

1. What signs do you observe that might show that Mrs. P is stressed?
2. What can you do to help Mrs. P manage her stress?

Key Points

Reviewing the key points for this chapter will help you practice more safely and competently as a holistic nursing assistant and will help you prepare for the certification competency examination.

- When people are motivated, they are more likely to choose to act on something they want.
- When delivering care, you must understand the basic human needs all people have. According to Maslow's hierarchy of needs, needs go from low-level needs (basic needs such as food, water, sleep, and elimination) to the highest-level needs (self-actualization).
- People develop physically, mentally, emotionally, and socially based on their unique characteristics (traits).
- Caring for different generations is an opportunity to learn and grow. Understanding generational differences can help you better communicate with residents and provide quality holistic care.
- A strong body-mind-spirit connection will help you see yourself more effectively and build a strong connection between yourself and those in your care.
- Stress is something we all experience. We sometimes have bad stress (distress) and good stress (eustress). Stress can often be lessened by identifying stressors, changing focus, relying on a support system, managing time and energy, and establishing priorities.

Action Steps to Holistic Care

Review the information in this chapter. Complete the following activities.

1. With a partner, prepare a poster that shows two challenges people of different generations face.
2. Find pictures in a magazine, in a newspaper, or online that best demonstrate providing holistic care to a resident. Describe each image and explain why it was selected.
3. Research one growth and development model not discussed in this chapter. Write a brief report that summarizes the theory or model.
4. With a partner, prepare a poster or digital presentation that shows how the body, mind, and spirit interact with each other when a person is happy, sad, stressed, fearful, and tired.

Building Math Skill

Kate planned her tasks and meals for her 7 a.m. to 3 p.m. shift at the long-term care center so she would not feel stressed. She planned 3 hours for hygiene care, 50 minutes for lunch, and 10 minutes for one break. She also knew she would need 1 hour to assist in feeding two residents, 2 hours for special procedures, and 1 hour for shift report and charting. What percent of the shift did she assign to each task and meals?

Preparing for the Certification Competency Examination

To prepare for the nursing assistant certification competency examination, you will need to know content found in this chapter. This content may be tested in the knowledge (written or oral) and skills (hands-on demonstration) portions of the exam. The following areas will be emphasized:

- basic human needs across the life span
- human growth and development
- supportive communication
- behavior that is positive and nonthreatening
- the nursing assistant's role in accommodating spiritual differences
- sources of stress
- appropriate stress-relieving techniques
- signs and symptoms of stress
- time-management skills

These sample test questions are similar to ones you will find on the certification competency exam. See how well you can answer them. Be sure to select the *best* answer.

1. Which of the following is *not* an intrinsic motivational factor?
 - A. a desire to help others
 - B. a desire for recognition
 - C. an award
 - D. a challenge
2. What qualities are needed to develop a positive relationship?
 - A. being in control
 - B. knowing all the answers
 - C. being caring and professional
 - D. showing sympathy
3. A resident sometimes gets mad and yells at the nursing staff. He is very proud and does not want to be in the facility. What would be the best approach to use when you first meet him?
 - A. go inside and introduce yourself, and then sit down for a moment and listen to him
 - B. tell the resident that no one wants to take care of him
 - C. observe the resident in a nonjudgmental way and slowly start taking care of him
 - D. go into the room smiling and begin to prepare him for his morning meal

4. As you approach Mrs. S's room, you hear her crying. What should you do?
 - A. don't go in; ask someone else to go in and check on her
 - B. take a breath, knock, go in, approach Mrs. S, gently touch her shoulder, and ask if you can help
 - C. go away, wait for an hour, and then come back to see Mrs. S
 - D. go in and tell Mrs. S to stop crying, reminding her that things could be worse
 5. Mr. C shares with you that no one cares about him anymore. You've noticed that he has not had visitors this past month. What need is Mr. C expressing?
 - A. self-esteem
 - B. self-actualization
 - C. basic and physiological
 - D. love and belonging
 6. Mrs. M recently had a hip fracture (break) that required surgery. When you encourage Mrs. M to get up and use her walker to go to the restroom, she refuses. What question should you be asking yourself?
 - A. Is Mrs. M having pain or discomfort?
 - B. Is Mrs. M angry about her hip surgery?
 - C. Is Mrs. M giving you trouble because she doesn't like you?
 - D. Is Mrs. M just being difficult because she wants sympathy?
 7. Which of the following is one way to create a healing environment that is aware of the body, mind, and spirit?
 - A. use behaviors that communicate that residents will get better soon
 - B. be present and listen to residents whenever it is appropriate and helpful
 - C. talk about ways residents will be able to take care of themselves when they get home
 - D. keep busy in residents' rooms and get as much done as you possibly can
 8. Which of the following generations is most likely to work very hard?
 - A. the baby boomers
 - B. millennials
 - C. the silent generation
 - D. generation Z
 9. Mr. E is a 73-year-old man who recently had one leg amputated (surgically removed). He appears very nervous. Which of the following would be the best way to approach him?
 - A. feel sorry for Mr. E
 - B. encourage Mr. E to try taking deep calming breaths, if he agrees
 - C. tell Mr. E to try to think about happy things in his life
 - D. reassure Mr. E that there are people who have it worse
 10. A nursing assistant wants to help a resident having difficulty with his physical therapy. Which of the following should she do?
 - A. observe the resident and talk about what his job was in the service
 - B. tell the resident he does not have a good self-image and needs to focus
 - C. ask the resident if there is an exercise he used to do that could be changed
 - D. get upset and tell the resident he needs to exercise to feel better
 11. Which need is fulfilled when a person feels satisfied with his or her state of health, property, and home?
 - A. basic needs
 - B. love and belonging
 - C. self-esteem
 - D. safety and security
 12. Which part of the nervous system sets off the fight-or-flight response?
 - A. central
 - B. sympathetic
 - C. parasympathetic
 - D. subconscious
 13. Which of the following would help you achieve a positive work-life balance?
 - A. achieving harmony in your life by using stress-management tools
 - B. letting your work affect your emotions and home life
 - C. ignoring your emotions because they won't affect your work
 - D. identifying that work is stressful and realizing that is just the way it is
 14. Which of the following statements about stress is *true*?
 - A. Everyone reacts to stress in the same way.
 - B. Stress management is easy to include in your life.
 - C. Stress cannot be managed; instead, it manages you.
 - D. Stress is different for everyone.
 15. A nursing assistant in an assisted living facility is responsible for 20 residents. He cannot find enough time to care for all of the residents. He is feeling frustrated and doesn't know what to do. Which of the following should you do to help him?
 - A. tell him to complain that he has too much work
 - B. agree that it is just too much work for the time he has left on the shift
 - C. tell him to quit his job since this is just unfair and it is not the right job for him
 - D. ask him if he has set the right priorities for his work
- Did you have difficulty with any of the questions? If you did, review the chapter to find the correct answer(s).*