

The **Nursing Assistant**

ESSENTIALS OF HOLISTIC CARE

Second Edition

BRIEF EDITION



Sue Roe, DPA, MS, BSN, RN
Tucson, Arizona

Publisher
The Goodheart-Willcox Company, Inc.
Tinley Park, IL
www.g-w.com

Copyright © 2023
by
The Goodheart-Willcox Company, Inc.

Previous edition copyright 2021

All rights reserved. No part of this work may be reproduced, stored, or transmitted in any form or by any electronic or mechanical means, including information storage and retrieval systems, without the prior written permission of
The Goodheart-Willcox Company, Inc.

Library of Congress Control Number: 2021934546

ISBN 978-1-64925-888-5

1 2 3 4 5 6 7 8 9 – 23 – 26 25 24 23 22 21

The Goodheart-Willcox Company, Inc. Brand Disclaimer: Brand names, company names, and illustrations for products and services included in this text are provided for educational purposes only and do not represent or imply endorsement or recommendation by the author or the publisher.

The Goodheart-Willcox Company, Inc. Safety Notice: The reader is expressly advised to carefully read, understand, and apply all safety precautions and warnings described in this book or that might also be indicated in undertaking the activities and exercises described herein to minimize risk of personal injury or injury to others. Common sense and good judgment should also be exercised and applied to help avoid all potential hazards. The reader should always refer to the appropriate manufacturer's technical information, directions, and recommendations; then proceed with care to follow specific equipment operating instructions. The reader should understand these notices and cautions are not exhaustive.

The publisher makes no warranty or representation whatsoever, either expressed or implied, including but not limited to equipment, procedures, and applications described or referred to herein, their quality, performance, merchantability, or fitness for a particular purpose. The publisher assumes no responsibility for any changes, errors, or omissions in this book. The publisher specifically disclaims any liability whatsoever, including any direct, indirect, incidental, consequential, special, or exemplary damages resulting, in whole or in part, from the reader's use or reliance upon the information, instructions, procedures, warnings, cautions, applications, or other matter contained in this book. The publisher assumes no responsibility for the activities of the reader.

The Goodheart-Willcox Company, Inc. Internet Disclaimer: The Internet resources and listings in this Goodheart-Willcox Publisher product are provided solely as a convenience to you. These resources and listings were reviewed at the time of publication to provide you with accurate, safe, and appropriate information. Goodheart-Willcox Publisher has no control over the referenced websites and, due to the dynamic nature of the Internet, is not responsible or liable for content, products, or performance of links to other websites or resources. Goodheart-Willcox Publisher makes no representation, either expressed or implied, regarding the content of these websites, and such references do not constitute an endorsement or recommendation of the information or content presented. It is your responsibility to take all protective measures to guard against inappropriate content, viruses, or other destructive elements.

Front Cover Image: SDI Productions/E+ via Getty Images

About the Author

Dr. Sue Roe has extensive experience in healthcare, nursing, and education. She has worked in and has been an administrator of several clinical and educational settings. Dr. Roe has taught and designed academic courses and training programs in nursing, allied health, holistic health and wellness, leadership, and administration and has been consulting as The Roe Group Enterprises, LLC, for over 25 years.

Dr. Roe is the author of *The Nursing Assistant: Essentials of Holistic Care*, coauthor of *Health Science: Concepts and Applications*, and *Life by Personal Design: Realizing Your Dream*. She is the executive editor of *Wholistic NOW!*, an online briefing whose focus is holistic/integrative nursing, health and wellness, and caring for self and others, and she is also the leader of the Arizona chapter of the American Holistic Nurses Association.

Dr. Roe has a doctorate in public administration, with an emphasis in administration and health policy. She completed graduate-level work in educational administration and instructional development and holds a master of science degree and a bachelor of science degree in nursing.

New to This Edition

The second edition of *The Nursing Assistant, Brief Edition* has been revised and updated to reflect current practice. Information formerly included in Chapter 8 has been absorbed into other chapters to provide a more streamlined learning experience. Also, a new Building Math Skill problem has been added at the end of every chapter. In addition, content in individual chapters has been updated as follows:

- **Chapter 1 The Holistic Nursing Assistant** includes more information about professionalism and honoring resident rights.
- **Chapter 3 Legal and Ethical Practice** emphasizes resident rights and includes information about confidentiality in social media.
- **Chapter 4 Safe Practice** has been revised to increase clarity on the use of gloves in various situations.
- **Chapter 5 Emergencies and Disasters** includes information about climate change and pandemics.
- **Chapter 7 Human Behavior, Needs, and Work-Life Balance** includes information about stress and the importance of work-life balance.
- **Chapter 8 Infection Prevention and Control** includes SARS-COV-2, the virus that causes COVID-19, and includes expanded coverage of PPE.
- **Chapter 15 Vital Signs, Height, and Weight** includes updated information on CPR techniques.
- **Chapter 20 Hydration and Elimination** includes information about NPO status.

Reviewers

Goodheart-Willcox Publisher would like to thank the following instructors who reviewed selected chapters and provided valuable input into the development of this textbook program.

Shelia Adams

Program Coordinator, Department Chair
Richmond Community College
Hamlet, NC

Beth Batturs Martin

Assistant Dean
Anne Arundel Community College
Arnold, MD

Janette Beckley

Instructor
Columbus State Community College
Columbus, OH

Lynne Brodeur

Professor
Bristol Community College
Fall River, MA

Heather Brown

Nurse Aide Program Chair
Aims Community College
Greeley, CO

Kimberly Byron-Barnes

Program Chair/Clinical Coordinator
Edgecombe Community College
Rocky Mount, NC

Diane Cardamone

Department Head
Wake Technical Community College
Raleigh, NC

Lisa Cork

Director Nurse Assistant Program
San Diego Continuing Education
San Diego, CA

Dana E. Craven

Nurse Aide Program Coordinator
Stanly Community College
Peachland, NC

Victoria DeGuia

CNA Instructor
Harper College
Palatine, IL

Donna Dickson

Associate Professor
Oakton Community College
Skokie, IL

Jane Fritz

Professor and Nurse Aid Program Director
Trinity Valley Community College
Athens, TX

Shari Gould

Director, Allied Health CE
Victoria College
Victoria, TX

Jo Hart

Nursing Assistant Instructor
Gateway Technical College
Elkhorn, WI

Mia Jones

Nurse LVN
Lone Star College
Tomball, TX

Elaine Kafle

CNA/HHA Program Director/Faculty
Evergreen Valley College
San Jose, CA

Sharon Logsdon

Instructor CNA/GNA
Allegany College of Maryland
Cumberland, MD

Deborah Lord

Lead Nursing Instructor
Delaware Technical Community College
Dover, DE

Beverly Marquez

Director of Health Information Technology/Medical
Coding Program, Health Occupations Certificate
Programs and Medical Laboratory
State Fair Community College
Sedalia, MO

Alisa Montgomery

Dean, Health Sciences
Piedmont Community College
Roxboro, NC

Jamie O'Connor Florez

Professor CNA Program
Southwestern College
San Diego, CA

Kristi Shultz

Director of Nursing Home Training
Paris Junior College
Paris, TX

Jill Stonecliffe

Instructor
McHenry County College
Crystal Lake, IL

Linda Sulkowski

Program Director, Nurse Aide Training
Lorain County Community College
Elyria, OH

Candice Williams

Assistant Professor/Program Coordinator
Salt Lake Community College
West Jordan, UT

Rosa Wilson

Associate Professor/Nurse Aide Program Director
Danville Community College
Danville, VA

Dan Wojnicki

CNA Instructor
College of DuPage
Glen Ellyn, IL

Kristen Woods

Nursing Assistant Program Coordinator
Gateway Community College
Phoenix, AZ

Acknowledgments

Goodheart-Willcox Publisher and the author would like to thank Bev Riege and Emily Kroemer of Kirkwood Community College for class testing the materials with their students. We would also like to thank Rasmussen University for the use of their simulation lab for a photoshoot. The author would also like to thank Dina J. Capek, RN, MSN, LNHA, Director of Health Services, Royal Oaks Retirement Community, in Sun City, Arizona, who generously shared her expertise and experience with long-term care and at-risk geriatric populations and provided some needed supplies for the photoshoot. The author is also grateful to Sherry Zumbrunnen, BSN, MN, RN, HNBC, Certified Yoga Instructor, and Reiki Master, for her helpful insights and perspectives about holistic nursing care.


Guided Tour

The second edition of *The Nursing Assistant: Essentials of Holistic Care, Brief Edition* presents all of the key knowledge and skills you need to succeed when taking the certification competency exam in your state and begin your nursing assistant career. The text and its supplements also include abundant reinforcement opportunities and practice questions for the certification competency examination, challenging you to apply what you have learned and preparing you for success when taking the exam.

Emphasis on Holistic Care

The Nursing Assistant: Essentials of Holistic Care, Brief Edition takes a holistic approach to nursing assistant information, skills, and procedures. At the beginning of each chapter, a *Providing Holistic Care Framework* helps you visualize the aspects of holistic care and identify the concepts described in the chapter. *Becoming a Holistic Nursing Assistant* features also introduce important skills and knowledge needed to deliver holistic care. These features cover topics such as providing care in isolation, answering call lights, and the effects of aging.

4 Safe Practice



Welcome to the Chapter

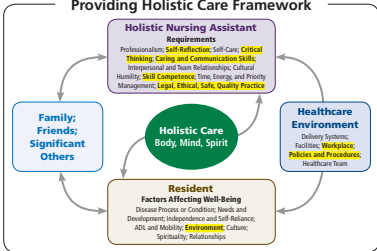
This chapter provides information you will need to maintain a safe culture and environment for yourself and those in your care. It focuses on identifying potential hazards, the importance of proper body mechanics, preventing common accidents and injuries, properly reporting safety issues, and keeping residents free from harm. The chapter also explains best practice and quality measures to promote and maintain a safe culture, the need for safety plans, safety awareness, and the importance of safety checks.

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.

Chapter Outline

- Section 4.1 A Culture and Environment of Safety
- Section 4.2 Fall Prevention
- Section 4.3 Restraint-Free Care
- Section 4.4 Fire, Electrical, Chemical, and Oxygen Safety

Providing Holistic Care Framework



Copyright Goodheart-Willcox Publisher

BECOMING A HOLISTIC NURSING ASSISTANT

Caring for Residents with Infections

When caring for residents with infections, holistic nursing assistants must remember several important things. Often, the focus of care is stopping the infection as quickly as possible. It is also important, however, to consider the psychosocial aspects of care.

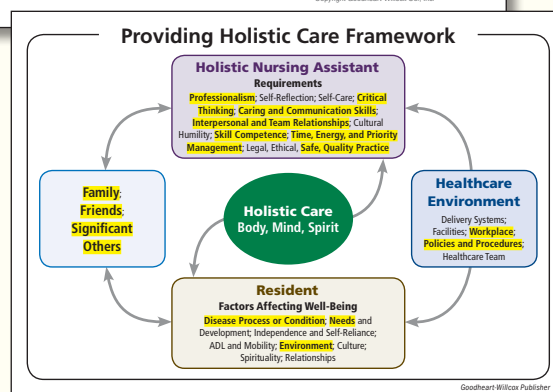
When providing holistic care, be aware of and sensitive to the resident's fear or guilt surrounding an infection. Perhaps the resident knew someone who died from an infection; perhaps the resident did not keep a wound clean enough. It is important to recognize pain that can occur with an infection. Being sensitive to, observing, and reporting levels of pain will help relieve pain and promote healing.

Some people may be embarrassed by the odor associated from wound seepage (discharge) or rashes. As a holistic nursing assistant, help maintain good hygiene and keep any dressings clean and fresh. This will help eliminate the smell and any embarrassment.

Finally, realize that personal protective equipment (PPE) and the processes used in infection control may be frightening to residents. The sight of a mask and gown can be upsetting for older adults. Provide advance notice about the use of PPE and explain why PPE is necessary. You will learn more about PPE in the next section.

Apply It

1. Think back to a time when you were sick with an infection. Did you find your symptoms embarrassing or painful? What made you feel more at ease?
2. Some people find caring for a resident with an infection difficult, fearful, or unpleasant. What actions might a holistic nursing assistant take to be sure he or she feels able to provide this care?



SECTION 5.1 Review and Assessment

Key Terms Mini Glossary

abdominal thrusts an emergency procedure in which a person places his or her fist just above the navel of a choking person, covers his or her fist with the other hand, and performs quick inward and upward thrusts.

allergen any substance that the body perceives as a threat, causing an allergic reaction.

anaphylaxis a severe allergic reaction that can affect the whole body; may cause skin reactions, swelling, trouble breathing, rapid pulse, nausea, and dizziness.

angina chest pain or discomfort; there may be a sensation of squeezing, pressure, heaviness, or tightness in the center of the chest.

apnea a lack of oxygen in the body; may be caused when breathing stops due to a blockage or swelling in the trachea.

automated external defibrillator (AED) a medical device that gives an electric shock to the heart to stop irregular heart rhythm and allow normal heart rhythm to begin.

basic life support (BLS) care given to a person experiencing respiratory arrest, cardiac arrest, or airway blockage;

includes giving cardiopulmonary resuscitation (CPR), using an automated external defibrillator (AED), and relieving a blocked airway.

cardiopulmonary resuscitation (CPR) an emergency procedure in which air is breathed into a person's mouth or nose to provide ventilation; external chest compressions help oxygenated blood flow to the brain and heart.

diabetes mellitus a disorder in which there are excessive amounts of glucose (sugar) in a person's blood due to insufficient production of insulin (the hormone that regulates glucose) or insulin resistance; commonly referred to as diabetes.

bradycardia an irregular heart rhythm.

grand mal seizure a generalized seizure in which a person may experience loss of consciousness and violent muscle contractions; caused by abnormal electrical activity in the brain.

Hands-Only™ CPR an emergency procedure in which uninterrupted chest compressions restore heartbeat and promote blood circulation; is a procedure for those not trained in conventional CPR.

hemorrhage the excessive loss of blood over a short period of time due to internal or external injury.

myocardial infarction a sudden medical emergency that occurs when blood flow to part of the heart muscle is blocked, causing the heart muscle to become severely damaged and die; can cause loss of heart function, or cardiac arrest; also known as a heart attack.

petit mal seizure a generalized seizure in which a person has no or lessened awareness and responsiveness and may lose consciousness; caused by abnormal electrical activity in the brain.

pulse the beat of the heart measured through the walls of a peripheral artery.

rule of nines a method of determining the surface area of the body affected by burns.

seizures sudden changes in the brain's normal electrical activity; cause a change in or loss of consciousness.

shock a condition in which the organs and tissues of the body do not have sufficient oxygen.

stroke a sudden blockage or rupture of a blood vessel in the brain; can cause a loss of consciousness, partial loss of movement, and speech impairment; also called a cerebrovascular accident (CVA).

Apply the Key Terms

Write a sentence using each key term properly.

1. anaphylaxis
2. angina
3. hemorrhage
4. seizure
5. shock

Know and Understand the Facts

1. What are three responsibilities nursing assistants have during medical emergencies?
2. Describe the role of the first responder.
3. What specific actions should you take to help someone who is in anaphylaxis?
4. How can you tell if someone has been poisoned?
5. What should you do if a person has a second-degree burn?

Analyze and Apply Concepts

1. Explain the importance of following Hands-Only™ CPR guidelines.
2. List the steps required to effectively use an AED.

3. Explain the procedures for responding to choking in adults and children over one year of age.
4. Describe the actions a nursing assistant should take if a resident has a seizure.

Think Critically

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

Jean, your best friend's grandmother, became very pale, clutched her chest, and started to collapse like she was fainting while she was making you and your friend lunch. You know that Jean had been sick last month and that she takes medication. She had been fine just a few minutes before and had been laughing and telling a great story. You are sitting closest to Jean.

1. What signs should you look for to tell if Jean might be having a heart attack?
2. What is the first action you should take?
3. What should you do to keep Jean safe?

7 Summary and Review

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 meal?

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

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

Assessment and Practice Questions for the Certification Competency Examination

After studying this text, you will be prepared to take the certification competency examination in your state. At the end of each section, reinforcement, application, and critical thinking questions, as well as math problems, help solidify your learning of critical skills and knowledge. Each chapter assessment includes practice test questions similar to those found on certification competency examinations across the United States. These tests provide an opportunity to practice answering exam questions and apply test-taking skills. Exam questions are presented in a multiple-choice format and assess your understanding of the topics covered in each chapter. Two full practice exams are also provided in the Study Guide that accompanies this text.

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).

Guided Tour

Procedures

Throughout *The Nursing Assistant: Essentials of Holistic Care, Brief Edition*, detailed procedures outline the steps you need to follow to pass the certification competency examination in your state and practice in healthcare. Each procedure contains a rationale, preparation instructions, procedure steps, follow-up actions, and information for reporting and documentation of the care provided. Procedures are easy to follow and are richly illustrated with numerous, professional photographs and drawings. **Best Practice** notes advise you about safety precautions and ways to provide holistic care.

Best Practice: It is important to provide privacy during the admission process. If a resident's family members or friends are present, determine whether they will stay during admission.

Best Practice: When washing your hands, keep your hands and forearms below your elbows. Water should flow down off your fingertips, never up your arms.

Best Practice: Do not turn your back on the sterile field or leave the sterile field unattended. Do not cough, sneeze, talk, or laugh during this procedure. Airborne microorganisms can contaminate sterile items or the sterile field.



Alcohol-based hand sanitizers can be purchased easily and are often found in dispensers in healthcare facilities, grocery stores, and other public places. Effective hand sanitizers usually contain at least 60–95 percent alcohol.

While hand washing or using hand sanitizer, **friction** (resistance produced by rubbing two surfaces) helps remove microorganisms. Remember that wearing gloves is not a substitute for proper hand hygiene. Knowing how to effectively perform hand hygiene procedures is important for infection prevention and control.

Procedure

Hand Washing

Rationale

Standard precautions require routine and proper hand washing to remove and prevent the spread of microorganisms.

Preparation

1. Locate a sink near the place you will give care. There must be:
 - a sufficient supply of antimicrobial soap
 - a sink with warm, running water
 - clean paper towels in a dispenser
 - an appropriate waste container nearby
2. If your sleeves are long, use a clean, dry paper towel to push them up your arms until they are close to your elbows.
3. Remove any watches or rings. If you cannot remove a watch, use a clean, dry paper towel to push it up your arm away from your hand. If you cannot remove your rings, you will have to lather (spread) soap underneath them.

Best Practice: The sink is always contaminated. Stand far enough away from the sink that your clothing does not touch it (Figure 8.8). Do not touch the inside of the sink at any time. Always rewash your hands if they touch the sink at any time.



Figure 8.8

The Procedure

4. Using a clean, dry paper towel, turn on the faucet. Do not turn on the faucet with your bare hands. Adjust the water temperature until the water is warm. Be sure the water does not splash on your scrubs.
5. Thoroughly wet your hands, wrists, and the skin 1–2 inches above your wrists.
6. Remove your hands from the water. Apply enough soap and work it into a thick lather over your hands, wrists, and the skin at least 1–2 inches above your wrists (Figure 8.9). If you have not removed your rings, lather soap underneath them.
7. Rub your palms together in a circular, counterclockwise motion.
8. Push the fingers of the right hand between the fingers of the left hand and rub up and down.
9. Push the fingers of the left hand between the fingers of the right hand and rub up and down.
10. With fingers interlaced, rub the palms together from side to side.

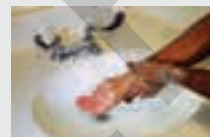


Figure 8.9

Best Practice: When washing your hands, keep your hands and forearms below your elbows. Water should flow down off your fingertips, never up your arms.

(continued)

156 Chapter 8

Hand Washing (continued)

11. Bend your fingers and interlock them. The backs of your fingers should touch the opposite palm. Rub from side to side (Figure 8.10). Clean under your fingernails by rubbing them against the other palm and forcing soap underneath them. Continue rubbing to clean around the tops of your nails. Reverse hands and repeat this step.



Figure 8.10

12. Hold the left thumb in the palm of the right hand. Rub in a circular, counterclockwise motion.
13. Hold the right thumb in the palm of the left hand. Rub in a circular, counterclockwise motion.
14. Hold the fingers of the right hand together and place them in the middle of the left palm. Rub in a circular, counterclockwise motion.
15. Hold the fingers of the left hand together and place them in the middle of the right palm. Rub in a circular, counterclockwise motion.

Best Practice: Work up a good foam as you wash over every part of your hands and wrists.

16. Wash your hands for a minimum of 20 seconds. You can use different methods to be sure you reach the 20-second minimum. For example, you could sing the "Happy Birthday" song twice from beginning to end.
17. Hold your hands under the running water with your fingers pointing downward (Figure 8.11). Rinse your wrists and hands thoroughly.



Figure 8.11

18. Using a clean, dry paper towel, dry your hands and then your wrists, moving from your clean hand up toward the dirty forearm. Grab only one paper towel from the dispenser. Do not touch the dispenser and do not shake water from your hands.
19. Drop the used paper towel into the waste container. If another paper towel is needed, use the same procedure. Never touch the waste container.

Follow-Up

20. Use a clean, dry paper towel to turn off the sink faucet (Figure 8.12). Your bare hand should not touch the sink faucet. The faucet is always considered contaminated.

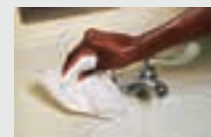


Figure 8.12

21. Discard the paper towel into the waste container. Never touch the waste container.

Reporting and Documentation

This is an accepted, standard procedure. It does not need to be reported or documented.

Copyright Goodheart-Willcox Co., Inc.

BECOMING A HOLISTIC NURSING ASSISTANT

Contributing to a Positive Culture

Being a holistic nursing assistant means you are a major contributor to your healthcare facility's culture. Your positive attitude and passion for delivering safe, quality care will make a difference in residents' lives and in the facility where you work. The following guidelines can help you contribute to a positive culture:

- Be aware of your feelings and behaviors and how you express them. People will notice if you are approaching them in a positive and supportive way.
- Be sure to take care of yourself. Take your breaks.

CULTURE CUES

Culture in Resident-Centered Care

When providing resident-centered care, you must be sensitive to and aware of a resident's cultural traditions and practices and their impact on care. Some residents who are strongly devoted to their cultural traditions and practices will find this comforting and may want to follow their traditions even more strongly. While these traditions and practices may provide comfort, they can

cultural traditions balance the of providing

Apply It

1. Have you or someone you know ever experienced conflict between cultural traditions and the actions

THINK ABOUT THIS

The location of blood flow blockage to the brain determines the effects of a stroke. For example, when a stroke occurs in the brain's right side, the opposite or left side of the body is affected and may become paralyzed. Someone who has suffered a stroke in the right side of the brain may also have vision problems or memory loss. If the left side of the brain is affected, speech or language problems may occur. A stroke in the brain stem can affect both sides of the body and may leave someone in a locked-in state. In a locked-in state, a person is usually unable to speak or move below the neck.

Apply It

1. If asked, would you be able to help someone who is paralyzed by being their position?
2. Are you mentally able to help someone who is paralyzed by being their position?

HEALTHCARE SCENARIO

Oxygen Safety

Joy, a nursing assistant in a long-term care center, found Mr. A, a 75-year-old resident, on the floor near his bed. Oxygen tubing and an electrical cord were wrapped around Mr. A's neck, and the electrical cord was tied to the call light cord hanging over his bed. Joy immediately called the licensed nursing staff for help. The nurse removed Mr. A's restraints and administered CPR. Unfortunately, Mr. A was pronounced dead at 12:15 a.m.

The coroner stated that it appeared as though Mr. A was trying to get out of bed and got tangled in the cords and tubing.

Apply It

1. Why did Mr. A get tangled in the tubing and cords?
2. Could Joy have done any more than she did? Explain your answer.

Features

In addition to the *Becoming a Holistic Nursing Assistant* boxes, the text contains other features that address topics of interest in nurse assisting. *Culture Cues* prompt you to examine cultural considerations for improved care. *Healthcare Scenarios* introduce concepts using lifelike situations and ask you to analyze and apply knowledge to dilemmas. *Think About This* features throughout each chapter provide additional information about healthcare topics of interest.



Numerous colorful photographs demonstrate important care guidelines. These images will help you visually understand the concepts being presented. **Detailed illustrations** bring anatomical concepts to life, helping you comprehend body positions and the complex structure of the human body.

EMR

Client: **Julio Sanchez** 74 yrs, 6 mos 3/28/1943 M

Chief Complaint: **3 weeks malaise, confusion**

Medical Summary: **3 weeks malaise, confusion**

Demographics: **3 weeks malaise, confusion**

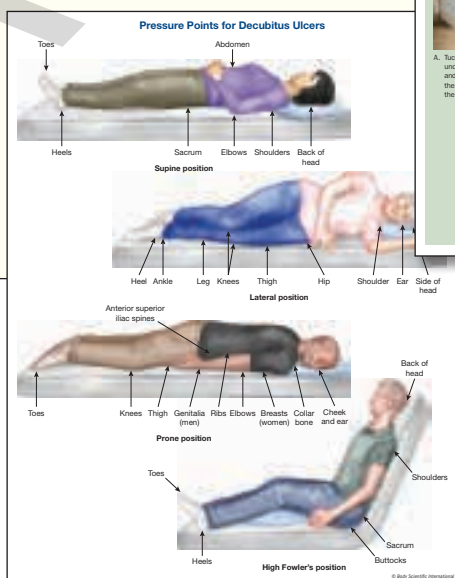
History: **3 weeks malaise, confusion**

Prescriptions: **3 weeks malaise, confusion**

Actions: **3 weeks malaise, confusion**

Next Steps: **3 weeks malaise, confusion**

Medications: **3 weeks malaise, confusion**



TOOLS FOR STUDENT AND INSTRUCTOR SUCCESS

Student Tools

Student Text

The Nursing Assistant: Essentials of Holistic Care, Brief Edition introduces the field of nurse assisting and outlines the procedures needed to deliver safe, quality care that meets residents' needs. This text focuses on the holistic care of residents—that is, care that attends to all of a resident's needs. The topics covered prepare students for certification and include nursing assistant responsibilities, legal and ethical standards, healthcare teamwork, cultural humility, ways to promote mobility, and ways to assist with hydration and elimination. Infection control, anatomy and disease, personal hygiene procedures, and care for people with disabilities are also covered in this text. At the end of each chapter, practice questions for the certification competency examination assess knowledge and skills gained.



Study Guide

The Study Guide that accompanies *The Nursing Assistant: Essentials of Holistic Care, Brief Edition* includes instructor-created activities to help students recall, review, and apply concepts introduced in the book. The Study Guide also includes procedural checklists and two full practice tests for the certification competency examination.

Instructor Tools

LMS Integration

Integrate Goodheart-Willcox content within your Learning Management System for a seamless user experience for both you and your students. LMS-ready content in Common Cartridge® format facilitates single sign-on integration and gives you control of student enrollment and data. With a Common Cartridge integration, you can access the LMS features and tools you are accustomed to using and G-W course resources in one convenient location—your LMS.

G-W Common Cartridge provides a complete learning package for you and your students. The included digital resources help your students remain engaged and learn effectively:



- **eBook content.** The eBook Reflowable is an enriched digital textbook that works well on all devices and is compatible with screen readers. The eBook also offers complimentary access to digital drill and practice activities.
- **Study Guide content.** Students can have access to a digital version of the Study Guide.
- **Narrated animations.** Ideal for visual learners, these short animations effectively illustrate key concepts from the book.
- **Procedural videos.** These step-by-step videos help students see the tasks required to complete procedures required to pass the certification competency examination.
- **Drill and Practice.** Learning new vocabulary is critical to student success. These vocabulary activities, which are provided for all key terms in each chapter, provide an active, engaging, and effective way for students to learn the required terminology.

When you incorporate G-W content into your courses via Common Cartridge, you have the flexibility to customize and structure the content to meet the educational needs of your students. You may also choose to add your own content to the course.

For instructors, the Common Cartridge includes the Online Instructor Resources. QTI® question banks are available within the Online Instructor Resources for import into your LMS. These prebuilt assessments help you measure student knowledge and track results in your LMS gradebook. Questions and tests can be customized to meet your assessment needs.

Instructor Resources

Online Instructor Resources provide all the support needed to make preparation and classroom instruction easier than ever. Available in one accessible location, the OIR includes Instructor Resources, Instructor's Presentations for PowerPoint®, and Assessment Software with Question Banks. The OIR is available as a subscription and can be accessed at school, at home, or on the go.

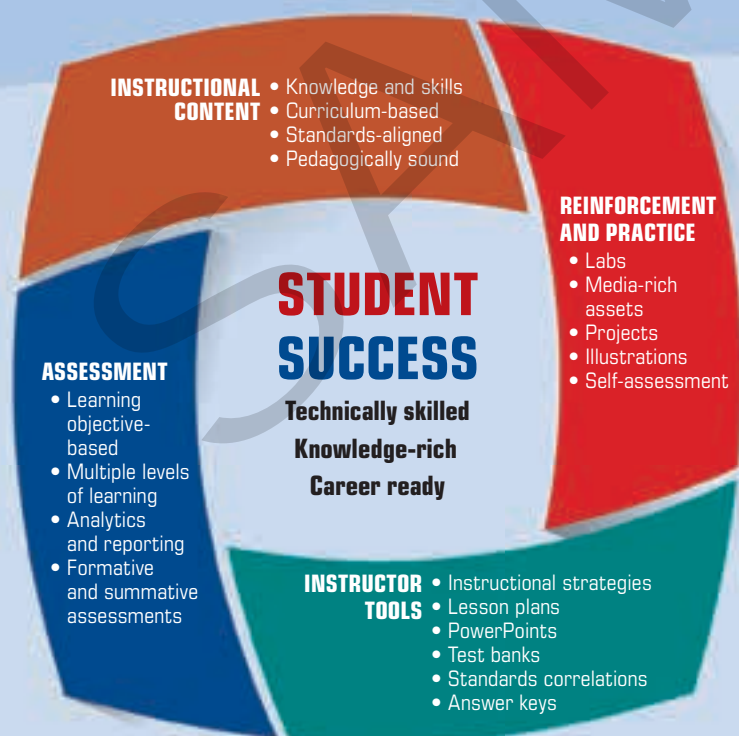
Instructor Resources One resource provides instructors with time-saving preparation tools such as answer keys, editable lesson plans, a quick-reference guide, and other teaching aids.

Instructor's Presentations for PowerPoint® These fully customizable, richly illustrated slides help you teach and visually reinforce the key concepts from each chapter.

Assessment Software with Question Banks Administer and manage assessments to meet your classroom needs. The question banks that accompany this textbook include hundreds of matching, completion, multiple choice, and short answer questions to assess student knowledge of the content in each chapter. Using the assessment software simplifies the process of creating, managing, administering, and grading tests. You can have the software generate a test for you with randomly selected questions. You may also choose specific questions from the question banks and, if you wish, add your own questions to create customized tests to meet your classroom needs.



G-W Integrated Learning Solution



The G-W Integrated Learning Solution offers easy-to-use resources that help students and instructors achieve success.

- ▶ **EXPERT AUTHORS**
- ▶ **TRUSTED REVIEWERS**
- ▶ **100 YEARS OF EXPERIENCE**

Brief Contents

| | | |
|------------|--|-----|
| Chapter 1 | The Holistic Nursing Assistant | 2 |
| Chapter 2 | Understanding Healthcare | 19 |
| Chapter 3 | Legal and Ethical Practice | 40 |
| Chapter 4 | Safe Practice | 56 |
| Chapter 5 | Emergencies and Disasters | 85 |
| Chapter 6 | Holistic Care | 110 |
| Chapter 7 | Human Behavior, Needs, and Work-Life Balance | 127 |
| Chapter 8 | Infection Prevention and Control | 144 |
| Chapter 9 | The Body's Anatomy and Physiology | 179 |
| Chapter 10 | Diseases, Conditions, and Pain | 215 |
| Chapter 11 | Communication and Caring | 254 |
| Chapter 12 | Appreciating Diversity | 274 |
| Chapter 13 | Planning, Observing, and Documenting Care | 285 |
| Chapter 14 | Mobility | 302 |
| Chapter 15 | Vital Signs, Height, and Weight | 342 |
| Chapter 16 | Physical Examination and Specimen Collection | 372 |
| Chapter 17 | Restful Environment | 391 |
| Chapter 18 | Personal Hygiene | 413 |
| Chapter 19 | Healthy Eating and Nutritional Challenges | 451 |
| Chapter 20 | Hydration and Elimination | 475 |
| Chapter 21 | Mental and Emotional Health, Disabilities, and Cognitive Disorders | 512 |
| Chapter 22 | End-of-Life Care | 537 |
| Chapter 23 | Certification, Employment, the Workplace, and Lifelong Learning | 556 |

Contents

| | | |
|---|---|-----|
| Chapter 1 | | |
| The Holistic Nursing Assistant | | 2 |
| Section 1.1 | Role and Responsibilities | 3 |
| Section 1.2 | Professionalism and Boundaries | 11 |
| Chapter 2 | | |
| Understanding Healthcare | | 19 |
| Section 2.1 | Healthcare Facilities and Teams | 20 |
| Section 2.2 | Engagement, Critical Thinking, and Communication | 31 |
| Chapter 3 | | |
| Legal and Ethical Practice | | 40 |
| Section 3.1 | Healthcare Laws, Regulations, and Scope of Practice | 41 |
| Section 3.2 | Ethics, Problem Solving, and Decision Making | 49 |
| Chapter 4 | | |
| Safe Practice | | 56 |
| Section 4.1 | A Culture and Environment of Safety | 57 |
| Section 4.2 | Fall Prevention | 65 |
| Section 4.3 | Restraint-Free Care | 69 |
| Section 4.4 | Fire, Chemical, Electrical, and Oxygen Safety | 76 |
| Chapter 5 | | |
| Emergencies and Disasters | | 85 |
| Section 5.1 | Medical Emergencies | 86 |
| Procedure | Responding to Choking Using Abdominal Thrusts | 98 |
| Procedure | Responding to Fainting | 99 |
| Procedure | Responding to a Seizure | 101 |
| Procedure | Responding to and Controlling Bleeding | 103 |
| Section 5.2 | Disasters, Pandemics, and Terrorism | 105 |
| Chapter 6 | | |
| Holistic Care | | 110 |
| Section 6.1 | Levels and Types of Nursing Care | 111 |
| Section 6.2 | The Nursing Process, Policies, and Procedures | 115 |
| Section 6.3 | Admission, Transfer, and Discharge | 118 |
| Procedure | Admission to a Healthcare Facility | 119 |
| Procedure | Discharge from a Healthcare Facility | 123 |
| Chapter 7 | | |
| Human Behavior, Needs, and Work-Life Balance | | 127 |
| Section 7.1 | Human Needs, Growth and Development, and Behavior | 128 |
| Section 7.2 | Body, Mind, and Spirit | 133 |
| Section 7.3 | Work-Life Balance | 137 |
| Chapter 8 | | |
| Infection Prevention and Control | | 144 |
| Section 8.1 | Body Defenses and Infection | 145 |
| Section 8.2 | Standard and Transmission-Based Precautions | 153 |
| Procedure | Hand Washing | 155 |
| Procedure | Using Hand Sanitizer | 157 |
| Procedure | Putting On and Removing Disposable Gloves | 159 |
| Procedure | Putting On and Removing Gowns | 161 |
| Procedure | Wearing Face Protection | 162 |
| Procedure | Double-Bagging | 164 |
| Procedure | Transporting to and from Isolation | 167 |
| Section 8.3 | Wound Care | 170 |
| Procedure | Assisting with Nonsterile Dressing Changes | 172 |
| Procedure | Putting On and Removing Sterile Gloves | 174 |
| Chapter 9 | | |
| The Body's Anatomy and Physiology | | 179 |
| Section 9.1 | Medical Terminology and Body Structures | 180 |
| Section 9.2 | Body Systems | 187 |
| Chapter 10 | | |
| Diseases, Conditions, and Pain | | 215 |
| Section 10.1 | Wellness, Illness, Diseases, and Conditions | 216 |
| Section 10.2 | Pain Relief | 247 |
| Chapter 11 | | |
| Communication and Caring | | 254 |
| Section 11.1 | Holistic Communication | 255 |
| Section 11.2 | Caring Skills and Interpersonal Relationships | 263 |
| Section 11.3 | Anxiety, Fear, Anger, and Conflict | 267 |

Chapter 12

| | |
|---|-----|
| Appreciating Diversity | 274 |
| Section 12.1 Diverse Cultures | 275 |
| Section 12.2 Cultural Humility and Cross-Cultural Communication | 279 |

Chapter 13

| | |
|--|-----|
| Planning, Observing, and Documenting Care | 285 |
| Section 13.1 Planning and Organizing Care | 286 |
| Section 13.2 Observing and Reporting Care | 291 |
| Section 13.3 Documentation | 294 |

Chapter 14

| | |
|--|-----|
| Mobility | 302 |
| Section 14.1 Positioning, Turning, Transferring, and Lifting | 303 |
| Procedure Positioning in Bed | 306 |
| Procedure Turning a Resident in Bed | 308 |
| Procedure Logrolling | 310 |
| Procedure Dangling at the Edge of the Bed | 311 |
| Procedure Transferring a Resident from a Bed to a Chair or Wheelchair | 313 |
| Procedure Transferring a Resident to a Chair or Wheelchair Using a Lift | 315 |
| Procedure Transferring a Resident from a Bed to a Stretcher | 316 |
| Section 14.2 Ambulation and Assistive Ambulatory Devices | 319 |
| Procedure Helping a Resident Ambulate | 320 |
| Procedure Providing Assistance with a Cane | 323 |
| Procedure Providing Assistance with a Walker | 325 |
| Section 14.3 Rehabilitation and Restorative Care | 328 |
| Procedure Applying Antiembolism Stockings | 329 |
| Procedure Performing Range-of-Motion Exercises | 332 |

Chapter 15

| | |
|--|-----|
| Vital Signs, Height, and Weight | 342 |
| Section 15.1 Measuring and Recording Vital Signs | 343 |
| Procedure Using a Digital Oral Thermometer | 345 |
| Procedure Using a Digital Rectal Thermometer | 347 |
| Procedure Using a Digital Axillary Thermometer | 348 |
| Procedure Using a Digital Tympanic Thermometer | 350 |
| Procedure Using a Digital Temporal Artery Thermometer | 351 |
| Procedure Measuring a Radial Pulse | 353 |
| Procedure Measuring an Apical Pulse | 355 |
| Procedure Counting Respirations | 356 |
| Procedure Taking a Blood Pressure | 360 |
| Section 15.2 Measuring and Recording Height and Weight | 364 |
| Procedure Measuring the Height and Weight of Ambulatory Residents | 365 |

| | |
|---|-----|
| Procedure Measuring the Height of Bedridden Residents | 367 |
| Procedure Weighing Bedridden Residents Using a Hydraulic Digital Lift or Sling Bed Scale | 367 |

Chapter 16

| | |
|---|-----|
| Physical Examination and Specimen Collection | 372 |
| Section 16.1 Physical Examination | 373 |
| Section 16.2 Specimen Collection | 378 |
| Procedure Collecting a Sputum Specimen | 379 |
| Procedure Collecting Urine Specimens | 382 |
| Procedure Collecting a Stool Specimen | 385 |

Chapter 17

| | |
|---|-----|
| Restful Environment | 391 |
| Section 17.1 The Resident's Room | 392 |
| Procedure Making an Occupied Bed | 398 |
| Procedure Making an Unoccupied Bed | 400 |
| Procedure Making a Surgical Bed | 402 |
| Section 17.2 Promoting Comfort, Relaxation, Rest, and Sleep | 405 |
| Procedure Giving a Back Rub | 408 |

Chapter 18

| | |
|--|-----|
| Personal Hygiene | 413 |
| Section 18.1 Bathing, Grooming, and Dressing | 414 |
| Procedure Giving a Total or Partial Bed Bath | 416 |
| Procedure Providing Assistance with Hair Care | 420 |
| Procedure Providing Oral Care | 424 |
| Procedure Cleaning and Storing Dentures | 426 |
| Procedure Providing Foot Care | 430 |
| Procedure Providing Female and Male Perineal Care | 431 |
| Procedure Dressing and Undressing | 434 |
| Procedure Changing a Gown or Clothing with an IV | 437 |
| Section 18.2 Caring for the Skin | 440 |
| Procedure Using Warm, Moist Compresses | 442 |
| Procedure Using Warm Soaks | 444 |
| Procedure Using Cold Applications | 446 |

Chapter 19

| | |
|---|-----|
| Healthy Eating and Nutritional Challenges | 451 |
| Section 19.1 Food Preferences, Nutrition, and Eating Challenges | 452 |
| Section 19.2 Therapeutic Diets and Nutritional Support | 460 |
| Procedure Assisting with Meals in the Resident's Room | 469 |

| | |
|--|-----|
| Chapter 20 | |
| Hydration and Elimination | 475 |
| Section 20.1 Maintaining Hydration | 476 |
| Procedure Measuring and Documenting Fluid Intake and Urinary Output | 480 |
| Section 20.2 Assisting with Elimination | 483 |
| Procedure Assisting a Resident to a Toilet or Bedside Commode | 484 |
| Procedure Assisting with a Standard or Fracture Bedpan | 486 |
| Procedure Assisting with a Urinal | 488 |
| Procedure Providing Catheter Care | 490 |
| Procedure Changing a Urinary Drainage Bag | 493 |
| Procedure Giving an Enema | 501 |
| Procedure Providing Ostomy Care | 505 |

| | |
|---|-----|
| Chapter 21 | |
| Mental and Emotional Health, Disabilities, and Cognitive Disorders | 512 |
| Section 21.1 Mental and Emotional Health and Related Health Concerns | 513 |
| Section 21.2 Disabilities, Delirium, and Dementia | 520 |

| | |
|---|-----|
| Chapter 22 | |
| End-of-Life Care | 537 |
| Section 22.1 Dying, Death, and Grief | 538 |
| Section 22.2 Family Support and Postmortem Care | 548 |
| Procedure Providing Postmortem Care | 551 |

| | |
|--|-----|
| Chapter 23 | |
| Certification, Employment, the Workplace, and Lifelong Learning | 556 |
| Section 23.1 The Certification Competency Examination | 557 |
| Section 23.2 Your Nursing Career | 563 |
| Appendix A Word Parts | 575 |
| Appendix B Metric Conversion Table | 579 |
| Appendix C Sexually Transmitted Infections (STIs) | 580 |
| Glossary | 583 |
| Index | 595 |

Feature Contents

Culture Cues

| | |
|---|-----|
| A Culture of Lifelong Learning | 572 |
| Anxiety About Vital Signs | 344 |
| Bathing Traditions | 420 |
| Contributing to a Positive Culture | 28 |
| Cultural Aspects of Infection Control | 148 |
| Cultural Beliefs About Healthcare | 288 |
| Culture and Care | 45 |
| Culture in Resident-Centered Care | 113 |
| Differing Views of Mental Health Conditions | 514 |
| Diversity in the Healthcare Team | 36 |
| Expressions of Grief | 541 |
| Expressions of Pain | 249 |
| Food Traditions | 453 |
| Perceptions of the Body | 184 |
| Personal Space | 257 |
| Personal Space and Possessions | 396 |
| Practicing Cultural Awareness | 131 |
| Reasons People Avoid Physical Examinations | 374 |
| Risk Factors for Heart Disease and Stroke | 93 |
| Toileting Practices | 498 |
| Understanding Culture | 14 |
| Understanding Directions | 306 |
| Valuing Diversity | 277 |

Healthcare Scenario

| | |
|---------------------------------------|-----|
| A Diverse Population | 280 |
| Admission Concerns | 121 |
| An Ethical Dilemma | 52 |
| Bed Scales | 369 |
| Career Development Opportunities | 570 |
| Colorectal Screening | 387 |
| Conflict Management | 270 |
| Constipation Remedies | 500 |
| Degrees of Burns | 95 |
| Digital ROM Exercise | 339 |
| Effects of Exercise on Cancer | 244 |
| Employee of the Year | 13 |
| Facility Design | 403 |
| HAIs in Long-Term Care | 150 |
| Obesity | 458 |
| Objective and Subjective Observations | 292 |
| Organ Donation | 551 |
| Oxygen Safety | 81 |
| Pharmacogenomics | 208 |
| Surgically Implantable Hearing Aids | 523 |
| The Impact of Medicaid | 24 |
| Using Critical Thinking | 34 |
| Warm Soak Safety | 445 |

Becoming a Holistic Nursing Assistant

| | |
|--|-----|
| A Nursing Assistant's Code of Ethics | 51 |
| Admission and Anxiety | 121 |
| Answering Call Lights | 394 |
| Assessing Your Own Body, Mind, and Spirit | 135 |
| Assisting with Elimination Needs | 507 |
| Caring for a Resident in a Coma | 528 |
| Caring for Immobile Residents | 317 |
| Caring for Residents with Infections | 151 |
| Caring for Residents with Restraints | 74 |
| Caring for the Family of the Deceased | 549 |
| Contributing to a Positive Culture | 28 |
| Cultural Humility and Cross-Cultural Communication | 281 |
| Developing Observation Skills | 292 |
| Documentation | 298 |
| Helping Residents with Diseases or Conditions | 219 |
| Holistic Communication | 261 |
| Lifelong Learning | 571 |
| Mindful Eating | 461 |
| Practicing Mindfulness | 33 |
| Precautions for Preventing Falls | 67 |
| Qualities of a Nursing Assistant | 12 |
| Responding to Medical Emergencies | 96 |
| Taking Vital Signs | 358 |
| The Effects of Aging | 208 |
| The Personal Experience of Hygiene Care | 415 |
| The Physical Examination | 376 |

Procedures

| | |
|---|-----|
| Admission to a Healthcare Facility | 119 |
| Applying Antiembolism Stockings | 329 |
| Assisting a Resident to a Toilet or Bedside Commode | 484 |
| Assisting with a Standard or Fracture Bedpan | 486 |
| Assisting with a Urinal | 488 |
| Assisting with Meals in the Resident's Room | 469 |
| Assisting with Nonsterile Dressing Changes | 172 |
| Changing a Gown or Clothing with an IV | 437 |
| Changing a Urinary Drainage Bag | 493 |
| Cleaning and Storing Dentures | 426 |
| Collecting a Sputum Specimen | 379 |
| Collecting a Stool Specimen | 385 |
| Collecting Urine Specimens | 382 |
| Counting Respirations | 356 |
| Dangling at the Edge of the Bed | 311 |
| Discharge from a Healthcare Facility | 123 |
| Double-Bagging | 164 |
| Dressing and Undressing | 434 |
| Giving a Back Rub | 408 |
| Giving a Total or Partial Bed Bath | 416 |

| | |
|--|-----|
| Giving an Enema | 501 |
| Hand Washing | 155 |
| Helping a Resident Ambulate | 320 |
| Logrolling | 310 |
| Making a Surgical Bed | 402 |
| Making an Occupied Bed | 398 |
| Making an Unoccupied Bed | 400 |
| Measuring an Apical Pulse | 355 |
| Measuring a Radial Pulse | 353 |
| Measuring and Documenting Fluid Intake and Urinary Output | 480 |
| Measuring the Height and Weight of Ambulatory Residents | 365 |
| Measuring the Height of Bedridden Residents | 367 |
| Performing Range-of-Motion Exercises | 332 |
| Positioning in Bed | 306 |
| Providing Assistance with a Cane | 323 |
| Providing Assistance with a Walker | 325 |
| Providing Assistance with Hair Care | 420 |
| Providing Catheter Care | 490 |
| Providing Female and Male Perineal Care | 431 |
| Providing Foot Care | 430 |
| Providing Oral Care | 424 |
| Providing Ostomy Care | 505 |
| Providing Postmortem Care | 551 |
| Putting On and Removing Disposable Gloves | 159 |
| Putting On and Removing Gowns | 161 |
| Putting On and Removing Sterile Gloves | 174 |
| Responding to a Seizure | 101 |
| Responding to and Controlling Bleeding | 103 |
| Responding to Choking Using Abdominal Thrusts | 98 |
| Responding to Fainting | 99 |
| Taking a Blood Pressure | 360 |
| Transferring a Resident from a Bed to a Chair or Wheelchair | 313 |
| Transferring a Resident from a Bed to a Stretcher | 316 |
| Transferring a Resident to a Chair or Wheelchair Using a Lift | 315 |
| Transporting to and from Isolation | 167 |
| Turning a Resident in Bed | 308 |
| Using a Digital Axillary Thermometer | 348 |
| Using a Digital Oral Thermometer | 345 |
| Using a Digital Rectal Thermometer | 347 |
| Using a Digital Temporal Artery Thermometer | 351 |
| Using a Digital Tympanic Thermometer | 350 |
| Using Cold Applications | 446 |
| Using Hand Sanitizer | 157 |
| Using Warm Soaks | 444 |
| Using Warm, Moist Compresses | 442 |
| Wearing Face Protection | 162 |
| Weighing Bedridden Residents Using a Hydraulic Digital Lift or Sling Bed Scale | 367 |

Introduction

How exciting to think about becoming a nursing assistant and starting a career in nursing! Maybe you have been thinking about this career choice for as long as you can remember because you have always wanted to help others. Maybe you know someone who is a nurse and would like to be like him or her. Or, maybe you had a nurse take care of you when you were ill, and you knew that was the kind of work you wanted to do someday. Whatever your reason for taking this career path, this textbook will provide you with the knowledge and skills you need to be successful.

In this textbook, you will learn fundamental and important content and procedures to help you deliver safe, quality care. You will also learn about the importance of holistic care; or how understanding the interactions among the body, mind, and spirit can have an effect on the way people maintain wellness and respond to illness. These interactions among the body, mind, and spirit create a connection and harmony that can help people live their lives fully and independently.

As a holistic nursing assistant, you will make a difference in the lives of others by:

- being sensitive to and respectful of yourself and fully understanding your own body, mind, and spirit so you can do the same for others
- being strong, gentle, and caring
- focusing on the unique needs and desires of others to help them be as independent as possible
- being positive and using supportive communication
- paying close attention to the way you walk into a room, the tone of your voice, and the way you communicate with others
- being aware of when others are stressed and helping them understand the importance of maintaining their health and wellness
- creating trust, paying attention and being focused, and showing appropriate concern and respect

The goal of this textbook is to assist you in becoming an effective and successful nursing assistant. As you study the information and detailed procedures in this text, you will learn how to provide holistic care that is appreciated and valued by residents and their families. Be aware that the procedures in this book describe the best general practices. The exact guidelines for procedures in your state may vary, and new knowledge is always shaping the field of nursing, so always check your state's or facility's regulations and policies. Remember:

*When you touch a body, you touch the whole person,
the intellect, the spirit, and the emotions.*

Jane Harrington, American author

I wish you the best as you begin this life-changing journey.

Sue Roe