# Providing Home Care A Textbook for Home Health Aides





#### **Credits**

#### **Managing Editor**

Susan Alvare Hedman

#### Designer

Kirsten Browne

#### **Cover Illustrator**

Jo Tronc

#### **Production Manager**

Thad Castillo

#### **Photography**

Matt Pence

Pat Berrett

Art Clifton

Dick Ruddy

#### **Proofreaders**

Kristin Calderon

Kristin Cartwright

Joanna Owusu

#### Sales/Marketing

Deborah Rinker

Kendra Robertson

Erika Walker

Belinda Midyette

Carol Castillo

#### **Customer Service**

Fran Desmond

Thomas Noble

Angela Storey Eliza Martin

Col Foley

#### **Copyright Information**

© 2017 by Hartman Publishing, Inc. 1313 Iron Ave SW

Albuquerque, New Mexico 87102

(505) 291-1274

web: hartmanonline.com

email: orders@hartmanonline.com

Twitter: @HartmanPub

All rights reserved. No part of this book may be reproduced, in any form or by any means, without permission in writing from the publisher.

ISBN 978-1-60425-067-1

PRINTED IN CANADA

#### **Notice to Readers**

Though the guidelines and procedures contained in this text are based on consultations with healthcare professionals, they should not be considered absolute recommendations. The instructor and readers should follow employer, local, state, and federal guidelines concerning healthcare practices. These guidelines change, and it is the reader's responsibility to be aware of these changes and of the policies and procedures of his or her healthcare facility.

The publisher, author, editors, and reviewers cannot accept any responsibility for errors or omissions or for any consequences from application of the information in this book and make no warranty, express or implied, with respect to the contents of the book. The publisher does not warrant or guarantee any of the products described herein or perform any analysis in connection with any of the product information contained herein.

#### **Gender Usage**

This textbook utilizes the pronouns he, his, she, and hers interchangeably to denote healthcare team members and clients.

#### Acknowledgments

All books need an author. Finding one who is passionate and knowledgeable is a publisher's most important work. William Leahy, MD became involved with home health aide education both out of an interest in the care that his patients received and to give direction and meaning to the lives of young people in his community. After teaching the home health aide program at Bladensburg High School in suburban Maryland, he undertook the project of writing a better book. To his credit, he hired a registered nurse, working as a professional health journalist, to help craft the project. His vision was to produce learning and teaching materials that could be used by the program he founded and subsequently, to use the royalties from the project to ensure the program's continuance. All royalties from sales of this book fund a foundation formed to support young people studying for health-care careers.

Developing educational material for unlicensed healthcare workers demands the guidance of nurses who understand both educational theory and the practice of home health aide services. We found both in our experienced consulting editors, Jetta Fuzy, RN, MS, and Julie Grafe, RN, BSN.

During the years of creating and revising this text, many reviewers and customers guided us. A sincere thanks to each of them who helped us with this most recent edition:

Theresa J. DeBon, RN, BS Tulsa, OK

Brenda L. Howe, MSN-NEd, RN Bend, OR

Charles Illian, BSN, RN Orlando, FL

Nelson Wood, BSN, RN New Hartford, NY

We are very appreciative of the many sources who shared their informative photos with us:

- Briggs Corporation
- Dreamstime
- Exergen Corporation
- Harrisburg Area Community College
- Hollister Incorporated
- Invacare Corporation
- Medline Industries
- National Pressure Ulcer Advisory Panel
- North Coast Medical, Inc.
- Nova Medical Products
- RG Medical Diagnostics of Wixom, MI
- · Vancare, Inc.
- Welch Allyn

Contents	Page	Learning Objective P	Page
Section I UNDERSTANDING HOME HEALTH AIDE SERVICES		<ul><li>11. Demonstrate proper personal grooming habits</li><li>12. Identify personal qualities a home health aide must have</li><li>13. Identify an employer's responsibilities</li></ul>	19 19 20
<ol> <li>Home Care and the Healthcare System</li> <li>Describe the structure of the healthcare system and describe ways it is changing</li> </ol>	1	3 Legal and Ethical Issues  1. Define the terms <i>ethics</i> and <i>laws</i> and list examples of legal and ethical behavior	22
Explain Medicare and Medicaid, and list when Medicare recipients may receive home care     Explain the purpose of and need for home	3	Explain clients' rights and discuss why they are important     List ways to recognize and report elder abuse	23
health care  4. List key events in the history of home care services	3	and neglect  4. List examples of behavior supporting and promoting clients' rights	26 27
<ul><li>5. Identify the basic methods of payment for home health services</li><li>6. Describe a typical home health agency</li></ul>	5	<ul><li>5. Explain HIPAA and list ways to protect clients' confidentiality</li><li>6. Discuss and give examples of advance directives</li></ul>	28 30
7. Explain how working for a home health agency is different from working in other types of facilities	••••••	7. Identify community resources available to help the elderly	30
2 The Home Health Aide and the Care Team		Section II BUILDING A FOUNDATION:	
Identify the role of each care team member     Describe the role of the home health aide and explain typical tasks performed	9	BEFORE CLIENT CARE	
Identify tasks outside the scope of practice for home health aides	12	4 Communication and Cultural Diversity	
4. Define the client care plan and explain its purpose	12	Define communication     Explain verbal and nonverbal communication	32
5. Describe how each team member contributes to the care plan	13	3. Identify barriers to communication	34
6. List the federal regulations that apply to home health aides	15	<ol> <li>List ways to make communication accurate and complete and explain how to develop effective interpersonal relationships</li> </ol>	35
<ul><li>7. Describe the purpose of the chain of command</li><li>8. Define policies and procedures and explain why</li></ul>	15	<ol><li>Describe the difference between facts and opinions</li></ol>	37
they are important  9. List examples of a professional relationship with		6. Describe basic medical terminology and approved abbreviations	38
a client and an employer  10. Demonstrate how to organize care assignment:	17 s 18	7. Explain how to give and receive an accurate oral report of a client's status	39

Learning Objective	Page	Learning Objective	
8. Explain objective and subjective information an describe how to observe and report accurately	d 40	14. Explain the importance of reporting a possible exposure to an airborne or bloodborne disease	66
9. Explain why documentation is important and describe how to document visit records and incident reports	41	15. Discuss MRSA, VRE, and <i>C. difficile</i> 16. List employer and employee responsibilities for	
10. Demonstrate the ability to use verbal and writinformation to assist with the care plan	ten 43	6 Safety and Body Mechanics	68
11. Demonstrate effective communication on the telephone	44	Explain the principles of body mechanics	70
12. Describe cultural diversity and religious differences	44	Apply principles of body mechanics to daily activities	71
13. List examples of cultural and religious differences	47	<ol><li>List ways to adapt the home to principles of proper body mechanics</li></ol>	72
14. List ways of coping with combative behavior	47	<ol> <li>Identify five common types of accidents in the home</li> </ol>	73
15. List ways of coping with inappropriate behavio	r 48	5. List home fire safety guidelines and describe what to do in case of fire	78
5 Infection Prevention and Standard Precautions		6. Identify ways to reduce the risk of automobile accidents	80
1. Define <i>infection prevention</i> and explain the chain of infection	50	7. Identify guidelines for using a car on the job	80
2. Explain Standard Precautions	51	8. Identify guidelines for working in high-crime areas	81
3. Define hand hygiene and identify when to wash hands	53	7 Emergency Care and	
4. Identify when to use personal protective equipment (PPE)	55	Disaster Preparation	
5. Explain how to handle spills	59	<ol> <li>Demonstrate how to recognize and respond to medical emergencies</li> </ol>	83
6. Explain Transmission-Based Precautions	59	2. Demonstrate knowledge of first aid procedures	84
7. Explain sterilization and disinfection	61	3. Identify emergency evacuation procedures	91
8. Explain how bloodborne diseases are transmitted	62	4. Demonstrate knowledge of disaster procedures	92
<ol><li>Explain the basic facts regarding HIV and hepatitis infection</li></ol>	63	Section III	
10. Identify high-risk behaviors that allow the spread of HIV	64	A HOLISTIC APPROACH TO UNDERSTANDING CLIENTS	
11. Demonstrate knowledge of the legal aspects o HIV, including testing	f 65		
12. Identify community resources and services available to clients with HIV or AIDS	65	8 Physical, Psychological, and Social Health	
13. Explain tuberculosis and list infection prevention guidelines	65	Identify basic human needs     Define holistic care	95 97

Learning Objective	Page	Learning Objective				
3. Identify ways to help clients meet their spiritual needs	98	4. Identify personal attitudes helpful in caring for clients with Alzheimer's disease	150			
4. Discuss family roles and their significance in health care	99	5. List strategies for better communication with clients with Alzheimer's disease	152			
5. Describe personal adjustments of the individual and family to illness and disability	100	6. Explain general principles that will help assist clients with personal care				
6. Identify community resources for individual and family health	100	<ol><li>List and describe interventions for problems with common activities of daily living (ADLs)</li></ol>	154			
7. List ways to respond to emotional needs of clients and their families	101	8. List and describe interventions for common difficult behaviors related to Alzheimer's disease	157			
9 Body Systems and Related		<ol><li>Describe creative therapies for clients with Alzheimer's disease</li></ol>	161			
Conditions  1. Describe the integumentary system and		<ol><li>Discuss how Alzheimer's disease may affect the family</li></ol>	162			
related conditions  2. Describe the musculoskeletal system and	103	11 Human Development and Agir	ıg			
related conditions	106	1. Describe the stages of human development and	364			
3. Describe the nervous system and related conditions	109	identify common disorders for each group  2. Distinguish between fact (what is true) and	164			
4. Describe the circulatory system and related conditions	120	fallacy (what is not true) about the aging process  3. Discuss normal changes of aging and list	168			
5. Describe the respiratory system and related conditions	124	care guidelines  4. Identify attitudes and habits that promote health	169 175			
6. Describe the urinary system and related conditions	127					
7. Describe the gastrointestinal system and related conditions	129	Section IV  DEVELOPING PERSONAL CARE				
8. Describe the endocrine system and related conditions	131	AND BASIC HEALTHCARE SKILL	.S			
9. Describe the reproductive system and related conditions	137	12 Positioning, Transfers, and Ambulation				
10. Describe the immune and lymphatic systems and related conditions	139	<ol> <li>Explain positioning and describe how to safely position clients</li> </ol>	177			
10 Confusion, Dementia, and		2. Describe how to safely transfer clients	184			
Alzheimer's Disease		3. Discuss how to safely ambulate a client	190			
Discuss confusion and delirium	148	4. List ways to make clients more comfortable	194			
2. Describe dementia	149	13 Personal Care Skills				
3. Describe Alzheimer's disease and identify its stages	149	Describe the home health aide's role in assisting clients with personal care	199			

Learning Objective	Page Learning Objective		Page	
Explain guidelines for assisting with bathing	201	9. Explain care guidelines for intravenous (IV)		
Describe guidelines for assisting with	201	therapy	277	
grooming	210			
4. Identify guidelines for oral care	216	Section V		
5. Explain care guidelines for prosthetic devices	221	SPECIAL CLIENTS, SPECIAL NEE	DS	
6. Explain guidelines for assisting with toileting	223			
7. Describe how to dispose of body wastes	228	16 Rehabilitation and		
	•	Restorative Care		
14 Core Healthcare Skills		1. Discuss rehabilitation and restorative care	280	
Explain the importance of monitoring     with signs.	229	Explain the home care rehabilitation model	280	
vital signs  2. List three types of specimens that may be collected from a client	245	Describe guidelines for assisting with rehabilitati and restorative care	on 281	
3. Describe the importance of fluid balance and explain intake and output (I&O)	250	4. Describe how to assist with range of motion exercises	282	
4. Describe the guidelines for catheter care	254	5. Explain guidelines for maintaining proper	207	
5. Explain the benefits of warm and cold		body alignment	287	
applications	257	<ol><li>6. List guidelines for providing basic skin care and preventing pressure injuries</li></ol>	287	
6. Explain how to apply non-sterile dressings	262	7. Describe the guidelines for caring for clients		
7. Describe the purpose of elastic stockings and how to apply them	263	who have fractures or casts	289	
8. Define ostomy and list care guidelines	264	<ol><li>List the guidelines for caring for clients who have had a hip replacement</li></ol>	289	
9. Describe how to assist with an elastic bandage	266	9. List ways to adapt the environment for people		
		with physical limitations	291	
15 Medications and Technology in Home Care	n	<ol> <li>Identify reasons clients lose bowel or bladder control</li> </ol>	291	
1. List four guidelines for safe and proper use of medications	269	<ol> <li>Explain the guidelines for assisting with bowel or bladder retraining</li> </ol>	292	
2. Identify the five "rights" of medications	270	12. Describe the benefits of deep breathing		
3. Explain how to assist a client with self-administered medications	270	exercises	293	
4. Identify observations about medications that should be reported right away	272	<ul><li>17 Clients with Disabilities</li><li>1. Identify common causes of disabilities</li></ul>	297	
5. Describe what to do in an emergency involving medications	273	<ol><li>Describe daily challenges a person with a disability may face</li></ol>	297	
6. Identify methods of medication storage	273	3. Define terms related to disabilities and explain		
7. Identify signs of drug misuse and abuse and know how to report these	273	why they are important  4. Identify social and emotional needs of persons	297	
8. Demonstrate an understanding of oxygen		with disabilities	298	
equipment	274			

Learning Objective	Page	Learning Objective	Page
5. Explain how a disability may affect sexuality		5. Explain guidelines for safely handling a baby	315
and intimacy	298	6. Describe guidelines for assisting with feeding	
6. Identify skills that can be applied to clients with disabilities	299	a baby  7. Explain guidelines for bathing and changing	317
7. List five goals to work toward when assisting	200	a baby	321
clients who have disabilities	299	8. Identify how to measure weight and length of	224
8. Identify five qualities of excellent service needed by clients with disabilities	300	a baby	324
9. Explain how to adapt personal care procedures	•••••	9. Explain guidelines for special care	325
to meet the needs of clients with disabilities	300	10. Identify special needs of children and describe how children respond to stress	327
10. List important changes to report and documer for a client with disabilities	nt 303	11. List symptoms of common childhood illnesses and the required care	328
18 Mental Health and		12. Identify guidelines for working with children	329
Mental Illness		13. List the signs of child abuse and neglect and	
	305	know how to report them	330
Identify seven characteristics of mental health		20 Daine Death and Hearing	
Identify four causes of mental illness     Distinguish between fact and fallesy concerning	305	20 Dying, Death, and Hospice	
<ol> <li>Distinguish between fact and fallacy concerning mental illness</li> </ol>	306	1. Discuss the stages of grief	332
4. Explain the connection between mental and		2. Describe the grief process	333
physical wellness	306	<ol><li>Discuss how feelings and attitudes about death differ</li></ol>	333
5. List guidelines for communicating with clients v		4. Discuss how to care for a client who is dying	334
are mentally ill	306	5. Explain legal rights for clients who are dying and	
6. Identify and define common defense mechanisms	307	describe ways to promote dignity	335
7. Describe anxiety, depression, and schizophrenia	307	6. Define the goals of a hospice program and ident	-
8. Explain common treatments for mental illness	309	guidelines for hospice work	
9. Explain the home health aide's role in caring for		7. Explain common signs of approaching death	339
clients who are mentally ill	310	8. Describe postmortem care	340
10. Identify important observations that should be made and reported	310	Understand and respect different postmortem     practices	340
11. List the signs of substance abuse	311		
		Section VI	
19 New Mothers, Infants,		PRACTICAL KNOWLEDGE AND	
and Children		SKILLS IN HOME MANAGEMEN	1T
1. Explain the growth of home care for new	212		
mothers and infants	313	21 Clean, Safe, and	
2. Identify common neonatal disorders	313	<b>Healthy Environments</b>	
3. Explain how to provide postpartum care	314	Describe how housekeeping affects physical and	ł
4. List important observations to report and document	315	psychological well-being	343
•••••			

arning Objective Page Learning Objective		Learning Objective	Page
2. List qualities needed to manage a home and		List guidelines for safe food preparation	385
describe general housekeeping guidelines	343	3. Identify methods of food preparation	386
3. Describe cleaning products and equipment	345	4. Identify four methods of low-fat food	••••••
4. Describe proper cleaning methods for living	2.15	preparation	389
areas, kitchens, bathrooms, and storage areas	346	5. List four guidelines for safe food storage	389
5. Describe how to prepare a cleaning schedule	350	24 N : T' F	
6. List special housekeeping procedures to use when infection is present	351	24 Managing Time, Energy, and Money	
7. Explain how to do laundry and care for clothes	351	1. Explain three ways to work more efficiently	392
8. List special laundry precautions to use when infection is present	354	Describe how to follow an established work     plan with the client and family	393
9. List guidelines for teaching housekeeping skills		3. Discuss ways to handle inappropriate requests	393
to clients' family members	354	4. List five money-saving homemaking tips	394
10. Discuss the importance of sleep and explain why careful bedmaking is important	355	5. List guidelines for handling a client's money	394
11. Identify hazardous household materials	359		
<ul><li>22 Clients' Nutritional Needs</li><li>1. Describe the importance of proper nutrition and list the six basic nutrients</li></ul>	d 361	WHERE DO I GO FROM HERE?  25 Caring for Yourself and	
2. Describe the USDA's MyPlate	362	Your Career	
3. Identify ways to assist clients in maintaining fluid balance	366	Discuss different types of careers in the healthcare field	396
4. Identify nutritional problems of the elderly or ill	368	2. Explain how to find a job	397
5. Demonstrate awareness of regional, cultural, and religious food preferences	370	3. Identify documents that may be required when applying for a job and explain how to write	200
6. List and define common health claims on food labels	371	a résumé  4. Demonstrate completing an effective job	398
7. Explain the information on the FDA-required Nutrition Facts label	372	5. Demonstrate competence in job interview	399
8. Explain special diets	373	techniques	399
9. Describe guidelines for assisting with eating	377	6. Discuss appropriate responses to feedback	402
10. Describe eating and swallowing problems a client may have	379	<ol> <li>Identify effective ways to make a complaint to an employer or supervisor and discuss how to manage conflict</li> </ol>	403
23 Meal Planning, Shopping,		8. Identify guidelines for making job changes	404
Preparation, and Storage		Dist your state's requirements for maintaining certification	404
Explain how to prepare a basic food plan and list food shopping guidelines	382	10. Describe continuing education for home health aides	405

Learning Objective	Page
11. Define stress and stressors and list examples	405
12. Explain ways to manage stress	406
13. Demonstrate two effective relaxation	
techniques	407
14. Describe how to develop a personal	
stress management plan	407
15. List five guidelines for managing time	408
16. Demonstrate an understanding of the basics of	of
money management	409
17. Demonstrate an understanding that money	
matters are emotional	410
18. List ways to remind yourself that your work is	
important, valuable, and meaningful	411
Appendix	413
Glossary	421
Index	439

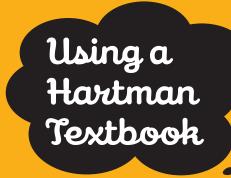
Procedure	Page
FIOLEGUIE	ruge

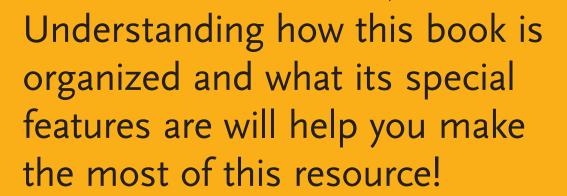
### Procedures

Washing hands (hand hygiene)	54
Putting on (donning) and removing (doffing) gown	55
Putting on (donning) mask and goggles	56
Putting on (donning) gloves	57
Removing (doffing) gloves	58
Disinfecting using wet heat	62
Disinfecting using dry heat	62
Performing abdominal thrusts for the conscious person	85
Clearing an obstructed airway in a conscious infant	85
Responding to shock	86
Responding to a myocardial infarction	87
Controlling bleeding	88
Treating burns	88
Responding to seizures	89
Responding to fainting	90
Responding to a nosebleed	91
Helping a client who has fallen	91
Providing foot care for a client with diabetes	136
Moving a client up in bed	179
Moving a client to the side of the bed	180
Positioning a client on left side	181
Logrolling a client	182
Assisting a client to sit up on side of bed: dangling	183
Transferring a client from bed to wheelchair	186
Helping a client transfer using a slide board	187
Transferring a client using a mechanical lift	189
Assisting a client to ambulate	190
Assisting with ambulation for a client using a cane, walker, or crutches	193
Giving a back rub	194
Helping the client transfer to the bathtub	202
Helping the ambulatory client take a shower or cub bath	203

Procedure	Page	Procedure		
Giving a complete bed bath	204	Emptying the catheter drainage bag	256	
Shampooing hair	208	Changing a condom catheter	256	
Providing fingernail care		Applying warm compresses	259	
Providing foot care	211	Administering warm soaks	259	
Shaving a client	212	Using a hot water bottle	260	
Combing or brushing hair	214	Assisting with a sitz bath	261	
Dressing a client	216	Applying ice packs	261	
Providing oral care	217	Applying cold compresses	262	
Providing oral care for the unconscious client	218	Changing a dry dressing using non-sterile		
Flossing teeth	219	technique	262	
Cleaning and storing dentures	220	Putting elastic stockings on a client	263	
Reinserting dentures	221	Caring for an ostomy	266	
Assisting a client with use of a bedpan	224	Assisting in changing clothes for a client who has an IV	277	
Assisting a male client with a urinal	226	Assisting with passive range of motion exercises	283	
Helping a client use a portable commode or toile	t 227	Assisting with deep breathing exercises	294	
Measuring and recording an oral temperature	232	Picking up and holding a baby	316	
Measuring and recording a rectal temperature	234	Sterilizing bottles	319	
Measuring and recording a tympanic temperature	235	••••••		
Measuring and recording an axillary temperature	235	Assisting with bottle feeding  Burping a baby	320	
Counting and recording apical pulse	237	Giving an infant sponge bath	321	
Counting and recording radial pulse and		Giving an infant tub bath	322	
counting and recording respirations	238	•••••••••••	• • • • • • • • • • • • • • • • • • • •	
Measuring and recording blood pressure (one-step method)	240	Changing cloth or disposable diapers  Measuring a baby's weight		
<u></u>		Magazzina a babiza langth	324	
Measuring and recording weight of an ambulatory client	243	Measuring a baby's length	325	
Measuring and recording height of a client	244	Taking an infant's axillary, tympanic, or temporal artery temperature	326	
Collecting a sputum specimen	246	Cleaning a bathroom	3.40	
Collecting a stool specimen	247	Doing the laundry	353	
Collecting a routine urine specimen		Making an occupied bed		
Collecting a clean-catch (mid-stream) urine		Making an unoccupied bed	358	
specimen	249	Assisting a client with eating		
Collecting a 24-hour urine specimen	249		••••••	
Measuring and recording intake and output	252			
Observing, reporting, and documenting emesis	253			
Providing catheter care	255			

We have divided this book into seven sections. Each colored tab contains the chapter number and title, and it is located on the side of every page.





1. List	exampl	les of	legal	and
ethical	behavi	or		

Everything in this book, the student workbook, and the instructor's teaching material is organized around learning objectives. A learning objective is a very specific piece of knowledge or a very specific skill. After reading the text, if you can do what the learning objective says, you know you have mastered the material.

#### bloodborne pathogens

Bold key terms are located throughout the text, followed by their definitions. They are also listed in the glossary at the back of this book.

#### Making an occupied bed

All care procedures are highlighted by the same black bar for easy recognition.

#### **Guidelines:** Handwashing

Guidelines, Common Disorders, and Observing and Reporting lists are colored green for easy reference.

#### **Chapter Review**

Chapter-ending questions test your knowledge of the information found in the chapter. If you have trouble answering a question, you can return to the text and reread the material.

#### intravenous (in-trah-VEE-nus)

Need help pronouncing a word? With each new word introduced in the text, the pronunciation is included.

Here are our rules for using the pronunciations:

Long vowels	Short vowels
A = AY	a = a as in "above"
E = EE	e = e as in "bet"
I = EYE	i = i as in "sip"
O = Oh or O	o = o as in "not"
U = oo or yoo	u = u as in "bud"
	oo = oo as in "Sue"
	yoo = as in "cute"
	oy = as in "oil"

#### Environmentally Friendly Care

Take vous time when feeding residents

There is an increasing trend throughout healthcare settings to be more environmentally friendly. In general, this term means that practices, policies, goods, products, and services do not cause harm to the environment (or cause minimal harm). You may have also heard this trend referred to as "going green" or being "eco-friendly." Throughout this textbook, you'll see these green boxes when there is a need to explain something about the environment and ways to be greener.

# Beginning and ending steps in care procedures

For most care procedures, these steps should be performed. Understanding why they are important will help you remember to perform each step every time care is provided.

Beginning Steps	
Wash your hands.	Handwashing provides for infection prevention. Nothing fights infection like performing consistent, proper hand hygiene. Handwashing may need to be done more than once during a procedure. Practice Standard Precautions with every client.
Explain procedure to client, speaking clearly, slowly, and directly. Maintain face-to-face contact whenever possible.	Clients have a legal right to know exactly what care you will provide. It promotes understanding, cooperation, and independence. Clients are able to do more for themselves if they know what needs to happen.
Provide for the client's privacy if the client desires it.	Doing this maintains clients' right to privacy and dignity. Providing for privacy is not simply a courtesy; it is a legal right.
If the bed is adjustable, adjust bed to a safe working level, usually waist high. If the bed is movable, lock the bed wheels.	Locking the bed wheels is an important safety measure. It ensures that the bed will not move while you are performing care. Raising the bed helps you to remember to use proper body mechanics. This helps prevent injury to you and to clients.

Ending Steps	
If you raised an adjustable bed, return it to its lowest position.	Lowering the bed provides for clients' safety.
Wash your hands.	Handwashing is the most important thing you can do to prevent the spread of infection.
Document the procedure and any observations.	You will often be the person who spends the most time with a client, so you are in the best position to note any changes in a client's condition. Every time you provide care, observe the client's physical and mental capabilities, as well as the condition of his or her body. For example, a change in a client's ability to dress himself may signal a greater problem. After you have finished giving care, document the care using your agency's guidelines. Do not record care before it is given. If you do not document the care you gave, legally it did not happen.



In addition to the beginning and ending steps listed above, remember to follow infection prevention guidelines. Even if a procedure in this book does not tell you to wear gloves or other PPE, there may be times when it is appropriate.

For example, the procedure for giving a back rub does not include gloves. Gloves are usually not required for a back rub. However, if the client has open sores on his back, gloves are necessary.



### **Home Care and the Healthcare System**

#### 1. Describe the structure of the healthcare system and describe ways it is changing

Health care is a growing field. The healthcare system refers to the different kinds of providers, facilities, and payers involved in delivering medical care. **Providers** are people or organizations that provide health care, including doctors, nurses, clinics, and agencies. Facilities are places where care is delivered or administered, including hospitals, long-term care facilities (nursing homes), and treatment centers. Payers are people or organizations paying for healthcare services. These include insurance companies, government programs like Medicare and Medicaid, and the individual patients or clients. Together, these people, places, and organizations make up the healthcare system.

When a person needs health care, he probably goes to a doctor's office, a clinic, or an emergency room. Most of the time, he will be seen and treated by a physician (medical doctor, or MD), a physician's assistant (PA), an advanced practice nurse (APRN) or nurse practitioner (NP), or a registered nurse (RN). If the person needs further care or treatment, it may be provided by a specialist (MD), a physical therapist (PT or DPT), a speech-language pathologist (SLP), or another healthcare worker. People who need continuing care may spend time in a hospital, rehabilitation center, or a long-term care facility. Some people who need continuing

care will be cared for in their homes by a home health aide (HHA) or other home care professional (Fig. 1-1). This type of care is called home health care.



Fig. 1-1. Home health care takes place in a person's home.

#### **Healthcare Settings**

In addition to the home, health care is performed in many different settings, such as the following:

- Long-term care is given in long-term care facilities, also called nursing homes, skilled nursing facilities, and extended care facilities, for people who need 24-hour skilled care. Skilled care is medically necessary care given by a skilled nurse or therapist. Long-term care is given to those who need a high level of care for ongoing conditions.
- **Assisted living** facilities are residences for people who need some help with daily care, such as showers, meals, and dressing. Help with medications may also be given. People who live in these facilities do not need 24-hour skilled care.

- Adult day services are for people who need some help and supervision during certain hours, but who do not live in the facility where care is provided.
- Acute care is 24-hour skilled care given in hospitals and ambulatory surgical centers for people who require short-term, immediate care for illnesses or injuries. People are also admitted for short stays for surgery.
- Subacute care is care given in hospitals or long-term care facilities. It is used for people who need less care than for an acute (sudden onset, short-term) illness, but more care than for a chronic (long-term) illness.
- Rehabilitation is care given by specialists.
   Physical, occupational, and speech therapists help restore or improve function after an illness or injury. Chapter 16 has more information.
- Hospice care is given in homes or facilities for people who have approximately six months or less to live. Hospice workers give physical and emotional care and comfort, while also supporting families. Chapter 20 has more information.

Often payers control the amount and types of healthcare services people receive. The kind of care a person receives and where he receives it may depend, in part, on who is paying for it.

In 2010, the Patient Protection and Affordable Care Act (PPACA) was signed into law by President Barack Obama. This law is commonly referred to as the Affordable Care Act. Its goals include increasing the quality of health insurance, expanding insurance coverage (both public and private), and reducing healthcare costs. The Affordable Care Act and other federal healthcare laws are likely to be changed in the wake of the 2016 elections.

Public health insurance programs include Medicare and Medicaid, the Children's Health Insurance Program (CHIP), military health benefits from TRICARE and the Veterans Health Administration, and the Indian Health Service.

Private health insurance plans may be purchased by a person's employer, and costs are paid for by the employer, the employee, or shared by both. An individual may also purchase private health insurance directly. Coverage of medical services varies from plan to plan.

The healthcare system is constantly changing and with these changes come new costs. New technologies and medications are being created, and better ways of caring for people in a wide variety of healthcare settings are being developed. Better health care helps people live longer, which leads to a larger elderly population that may need additional health care. New discoveries and expensive equipment have also increased healthcare costs (Fig. 1-2).



**Fig. 1-2.** Technology makes it possible to offer better health care, but equipment can be expensive.

Many health insurance plans employ cost-control strategies called **managed care**. **Health maintenance organizations** (**HMOs**) and **preferred provider organizations** (**PPOs**) are examples of managed care. Managed care seeks to control costs by limiting plan members' choice of healthcare providers and facilities. There is an increasing emphasis within managed care on promoting wellness as a means of reducing the need for healthcare services (and, as a result, reducing costs). Some managed care plans may encourage use of home care, as it can be both less expensive and more effective than care in a healthcare facility.

In the past, the goal of health care was simply to make sick people well. Today things are more complicated. Cost control is a consideration, as is the coordination of the many types of care a person might receive. While in many cases a person who is seriously ill will still be admitted to a hospital, hospital stays are often shorter now due to cost-controlling measures. After release from the hospital, many people need continuing care. This care may be provided in a long-term care facility, a rehabilitation hospital, or by a home health agency, depending on the needs of the patient or client. Home care plays an important role in this evolving healthcare system. More information about the role of home care may be found in Learning Objective 3 of this chapter.

#### 2. Explain Medicare and Medicaid, and list when Medicare recipients may receive home care

The Centers for Medicare & Medicaid Services (CMS) is a federal agency within the U.S. Department of Health and Human Services. CMS runs two national healthcare programs—Medicare and Medicaid. They both help pay for health care and health insurance for millions of Americans. CMS has many other responsibilities as well.

Medicare (medicare.gov) is a federal health insurance program that was established in 1965 for people aged 65 or older. It also covers people of any age with permanent kidney failure or certain disabilities. The Kaiser Family Foundation (kff.org) estimates that Medicare currently covers more than 55 million people. The National Association for Home Care & Hospice (nahc.org) estimates that Medicare pays for approximately 41% of all home care.

Medicare has four parts. Part A (hospital insurance) helps pay for care in a hospital or skilled nursing facility or for care from a home health agency or hospice. Part B (medical insurance) helps pay for doctor services and other medical services and equipment. Part C (Medicare Advantage Plans) allows private health insurance companies to provide Medicare benefits. Part D (prescription drug coverage) helps pay for medications prescribed for treatment. Medicare will only pay for services it determines to be medically necessary.

**Medicaid** (medicaid.gov), which pays for 24% of all home care, is a medical assistance program for people who have a low income, as well as for people with disabilities. It is funded by both the federal government and each state. Eligibility is determined by income and special circumstances. People must qualify for this program.

Medicare pays for intermittent, not continuous, services provided by a certified home health agency. The agency must meet specific guidelines established by Medicare. To qualify for home health care, Medicare recipients usually must be homebound, and their doctors must determine that they need home health care. Medicare will pay the full cost of most covered home healthcare services. However, Medicare will not pay for 24-hour-a-day home health care. Home health care plays an important role when skilled care is needed on a part-time basis.

#### **Medicare Application**

Applying for Medicare coverage can be a complicated process. If a client wants to sign up for Medicare coverage and asks for help in completing his application or has general questions about Medicare, the home health aide should inform her supervisor.

#### 3. Explain the purpose of and need for home health care

As mentioned earlier, health care delivered in hospitals and care facilities is expensive. To reduce costs, hospitals discharge patients earlier. Many people who are discharged have not fully recovered their strength and stamina. Many require skilled assistance or monitoring. Others need only short-term assistance at home. Most insurance companies are willing to pay for a part of this care because it is less expensive than a long stay at a hospital or extended care facility.

The growing numbers of older people and chronically ill people are also creating a demand for home care services. Family members who in the past would care for aging or ill relatives

frequently live in distant areas. In addition, they often have other responsibilities or problems that interfere with their ability to provide care. For example, family members who work or who care for young children may be unable to look after aging relatives as they become frail and less functional.

Most people who need some medical care prefer the familiar surroundings of home to an institution (Fig. 1-3). They choose to live alone or receive care from a relative or friend. Home health aides can provide assistance to the chronically ill, the elderly, and family caregivers who need relief from the physical and emotional stress of caregiving. Many home health aides also work in assisted living facilities. Assisted living facilities allow independent living in a home-like environment, with professional care available as needed. Home health aides may be former nursing assistants who decided to make a change from working in facilities or hospitals to working in the home.



Fig. 1-3. People who are ill or disabled often feel more comfortable being cared for in their homes, where everything is familiar.

As advances in medicine and technology extend the lives of people with chronic illnesses, the number of people needing health care will increase. Home services will be needed to provide continued care and assistance as chronic illnesses progress.

Healthcare professionals are becoming more and more aware of the importance of providing **person-centered care**. This means providing

care that takes each client's individual preferences, choices, dignity, interests, and capabilities into consideration. One of the most important reasons for health care in the home is that most people who are ill or disabled feel more comfortable at home. Home health care lends itself very well to person-centered care. Health care in familiar surroundings improves mental and physical well-being. It has proven to be a major factor in the healing process.

### 4. List key events in the history of home care services

The first home health aides were women hired to care for the homes and children of mothers who were sick or hospitalized in the early 1900s. During the Great Depression in the 1930s, women were hired as "housekeeping aides." They were paid by the government. When this government program was discontinued, some aides continued to work for local family and children's services agencies, which provided aid to families in need.

In 1959, a national conference on homemaker services was held. It was clear that there was a great need not only for homemaker or house-keeping services, but for personal, in-home care for sick people. Thus, the aide's role expanded to include personal care of the sick as well as care of the home and family.

In 1965, the Medicare program was created. Because many Medicare recipients need home care, home health services have been growing ever since. Medicare first began referring to homemakers as "home health aides."

#### **Growth of Certified Home Health Agencies**

Medicare-Certified Home Health Agencies

Mid-1980s 5,900 2012 12,200

**Medicare-Certified Hospices** 

Mid-1980s 31 2012 3,700

Source: CDC.gov

Interest in home health care has increased for several reasons. Increased healthcare costs. along with advances in capabilities, have created a need for the affordable, continuing care that home care provides. The growing population of the elderly and people with chronic diseases, such as heart disease and Alzheimer's disease, have also created greater demand for home care.

Another reason home health care has grown is the use of diagnosis-related groups (DRGs) by Medicare and Medicaid. A DRG specifies the treatment cost Medicare or Medicaid will pay for various **diagnoses** (*dye-ag-NOH-seez*), or physicians' determinations of an illness. Because a flat fee is assigned for each diagnosis, hospitals lose money if a person's stay is longer than what is allotted in the DRG. Hospitals generally make money if a person's treatment is completed more quickly than specified in the DRG. Home health care has grown to address the needs of people who are discharged from the hospital earlier than they would have been in the past.

In addition, the Patient Protection and Affordable Care Act (PPACA) encourages home care as an effective and cost-efficient way to promote the health of people with high levels of healthcare needs. Under PPACA, home care is promoted as one way to prevent a costly and dangerous cycle of frequent hospital admissions for these very vulnerable members of society.

As the home health industry has grown, the process of training and monitoring home health aides has evolved. Many states have certification standards for programs that train aides. The Centers for Medicare & Medicaid Services (CMS) requires that home health aides working in a Medicare-certified home health agency complete at least 75 hours of training, as well as a competency evaluation program (test) before being able to work. Home health aides must also receive at least 12 hours of in-service training annually. Rules also state that certified nursing assistants can work as home health aides after receiving training and taking a competency evaluation.

#### 5. Identify the basic methods of payment for home health services

Any of the following may pay for home health services (Fig. 1-4):

- Medicare
- Medicaid
- State and local governments
- Private insurance
- Individual client or family

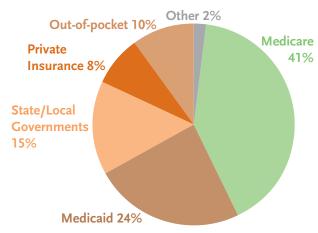


Fig. 1-4. Sources of payment for home health care. (SOURCE: CENTERS FOR MEDICARE & MEDICAID SERVICES, OFFICE OF THE ACTUARY, national health care expenditures, www.cms.gov, [march 2010] via the national ASSOCIATION FOR HOME CARE & HOSPICE BASIC STATISTICS ABOUT HOME CARE,

Medicare pays agencies a fixed fee for a 60-day period of care based on a client's condition. If the cost of providing care exceeds the payment, the agency loses money. If the care provided costs less than the payment, it makes money. For these reasons, home health agencies must pay close attention to costs. Because all payers monitor the quality of care provided, how work is documented or recorded is very important.

CMS's payment system for home care is called the home health prospective payment system (HH PPS). It works very much like the DRG system described earlier for hospitals.

When clients want regular (rather than intermittent) care, both the clients themselves and/or their insurance companies may pay for this cost.

#### 6. Describe a typical home health agency

Many home health aides are employed by home health agencies. **Home health agencies** are businesses that provide health care and personal services in the home. Healthcare services provided by home health agencies may include nursing care, specialized therapy, specific medical equipment, pharmacy and intravenous (IV) products, and personal care. Personal care services may include helping with activities of daily living (ADLs), housekeeping, shopping, and cooking.

Clients who need home care are referred to a home health agency by their doctors. They can also be referred by a hospital discharge planner, a social services agency, the state or local department of public health, a local agency on aging, or a senior center. Clients and family members may also choose an agency that meets their needs.

Once an agency is chosen and the doctor has made a referral, a staff member performs an assessment of the client. This determines how the care needs can best be met. The home environment will also be evaluated to determine whether it is safe for the client.

The services that home health agencies provide depend on the size of the agency. Small agencies may provide basic nursing care, personal care, and housekeeping services. Larger agencies may provide speech, physical, and occupational therapies, and medical social work. Some common services include the following:

- Physical, occupational, and speech therapy
- Medical-surgical nursing care, including medication management; wound care; care of different types of tubes; catheterization (kath-eh-ter-eye-ZAY-shun); and management of clients with HIV, diabetes (dye-ah-BEEteez), chronic obstructive pulmonary disease (COPD), and congestive heart failure (CHF)
- Intravenous (*in-trah-VEE-nus*) infusion therapy

- Maternal, pediatric (pee-dee-A-trik), and newborn nursing care
- Nutrition therapy/dietary counseling
- Medical social work
- Personal care, including bathing; measuring vital signs; skin, nail, and hair care; meal preparation; light housekeeping; ambulation; and range of motion exercises
- Homemaker/companion services
- Medical equipment rental and service
- Pharmacy (FAHR-mah-see) services
- Hospice (HAH-spiss) services

All home health agencies have professional staff who make decisions about what services are needed. These professionals, who may be doctors, nurses, or other licensed professionals, also reassess clients' needs for service, write care plans, and schedule services.

Once staff members determine the amount and types of care needed, assignments are given. A home health aide may be assigned to spend a certain number of hours each day or week with a client providing care and services. While the care plan and the assignments are developed by the supervisor or case manager, input from all members of the care team is needed. All home health aides are under the supervision of a skilled professional. It may be a nurse, a physical therapist, a speech-language pathologist, or an occupational therapist. Figure 1-5 shows a typical home health agency organization chart. More information about the care team and how the members work together is located in Chapter 2.

## 7. Explain how working for a home health agency is different from working in other types of facilities

In some ways, working as a home health aide is similar to working as a nursing assistant. Most of the basic medical procedures and many of the

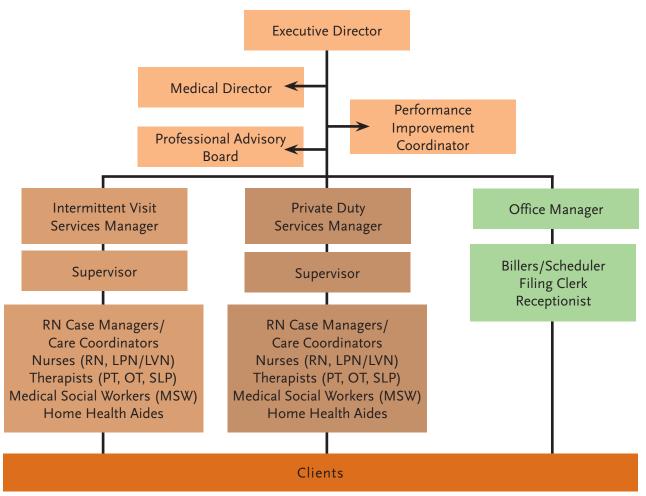


Fig. 1-5. A typical home health agency organization chart.

personal care procedures will be the same. However, some aspects of working in the home are very different from working in care facilities.

Housekeeping: An HHA may have light housekeeping responsibilities, including cooking, cleaning, laundry, and grocery shopping, for at least some clients.

Family contact: An HHA may have a lot more contact with clients' families in the home than in a facility.

Independence: An HHA will work independently. A supervisor will monitor her work, but most hours working with clients will be spent without direct supervision. Thus, the HHA must be a responsible and independent worker.

Communication: Careful written and verbal communication skills are important. An HHA must stay informed of changes in the client care plan. She must keep others informed of changes observed in the client and the client's environment.

**Transportation**: Traveling from one client's home to another is a necessity. An HHA needs to have a dependable car or know how to use public transportation. She may face bad weather conditions, but clients need care, regardless of rain, sleet, or snow.

Safety: An HHA needs to be aware of personal safety when traveling alone to visit clients. She may be visiting clients in high-crime areas. It is important that she remain aware of her surroundings, walk confidently, and avoid dangerous situations. She should make sure others know her travel plans/schedule for the day.

Flexibility: Each client's home will be different. An HHA will need to adapt to the changes in environment. In a care facility, certain supplies will be available, and working conditions will be clean and organized. In home care, an HHA may not know what is available at a client's home until she gets there.

Working environment: Long-term care facilities are built to make caregiving easier and safer. They have wide doors, large bathing facilities, and special equipment for transferring clients. If needed, other caregivers are close by and can help move a resident or answer questions. In home care, lack of equipment, stairs, cramped bathrooms, rugs, clutter, the layout of rooms, and even pets can complicate caregiving.

Client's home: In a client's home, the HHA is a guest (Fig. 1-6). She needs to be respectful of the client's property and customs. The client is in control most of the time. If there are any customs that seem unsafe, the HHA should talk to her supervisor.



**Fig. 1-6.** In a client's home, the HHA is a guest and must respect the client's personal items and customs.

Client's comfort: One of the best things about home care is that it allows clients to stay in the familiar and comfortable surroundings of their own homes. This can help most clients recover or adapt to their condition more quickly.

#### **Chapter Review**

- 1. What type of care is performed in a person's home?
- 2. What type of care is given to a person who has approximately six months or less to live?
- 3. How do Medicare recipients qualify for home health care?
- 4. What is one of the most important reasons for providing health care in the home?
- 5. Why are the following years important: 1959 and 1965?
- 6. What is the most common source of payment for home health services?
- 7. Once a person is referred to home health care and a home health agency is chosen, what happens next?
- 8. How may the working environment differ in a home as opposed to a long-term care facility?