

# Nursing Assisting A Foundation in Caregiving

Diana L. Dugan, RN

SIXTH EDITION



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Hartman Publishing, Inc.  
1313 Iron Ave SW  
Albuquerque, New Mexico 87102  
(505) 291-1274  
web: hartmanonline.com  
email: orders@hartmanonline.com  
Twitter: @HartmanPub

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ISBN 978-1-60425-154-8  
ISBN 978-1-60425-157-9 (Hardcover)

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 her or his healthcare facility.

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## Special Thanks

A heartfelt thank you to our insightful and wonderful reviewers, listed in alphabetical order:

Jeni Frank, BSN, CNE, RN  
Shelby, MT

Katherine Howard, MS, RN-BC, CNE  
Edison, NJ

Charles A. Illian, BSN, RN  
Orlando, FL

Michelle Myers, LPN  
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## Gender Usage

This textbook uses gender pronouns interchangeably to denote healthcare team members and residents.

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## Dedication

This book is dedicated to our cherished children—Mark, Marissa, Carrie, and Jon. Words cannot express how proud we are of all of your accomplishments. You are a credit to your field; you outshine them all. Your little ones are blessed to have such loving and devoted parents.

To the love of my life, John: I am rich in admiration for your superhuman efforts on behalf of our family. A heartfelt thank you for everything. You are truly the finest husband, bar none.

“The heart, like the mind, has a memory. And in it are kept the most precious keepsakes.”

—Henry Wadsworth Longfellow, 1807–1882

To our darling grandchildren—Ava, Jack, and Grace: What a joy it is being your grandparents! We treasure every moment with you.

“Grandparents sort of sprinkle stardust over the lives of little children.”

—Alex Haley, 1921–1992

To our loving family: Thank you for your encouragement and unwavering support.

To our forever friends: Thank you for your faithful friendship.

Thank you to my publisher, Mark T. Hartman: You are bold, brilliant, dynamic, inventive, prescient, responsive, steadfast, and a true visionary leader. Wishing you and your family the very best in life always. Cheers and great success to the talented Elliott and Warren.

Thank you to my editor, Susan Alvare Hedman: You are dedicated, diligent, enterprising, patient, persevering, resolute, tireless, and wise. You are truly invaluable and a joy to work with. Thank you to Mark Hedman for his constant support, as well as to smart, lovely Isa.

Thank you to those affiliated with Hartman Publishing, including Deborah Rinker-Willey, Fran Desmond, Tom Noble, Angela Storey, Kendra Robertson, Erika Walker, Eliza Martin, Chris Midyette, Col Foley, Brian Fejer, Hank Bullis, Kristin Calderon, Della Torres, Caroyl Scott, Erin Kleymann, and Kirsten Browne: I appreciate all of your efforts on behalf of my book. To our hardworking reviewers: Thank you for your generous help with this edition. To the students and instructors: Thank you for your compassion and commitment to excellence.

“The love of learning, the sequestered nooks, And all the sweet serenity of books.”

—Henry Wadsworth Longfellow, 1807–1882

Warm regards and with wishes for the brightest future to all,



Diana L. Dugan



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# Using a Hartman Textbook



Understanding how this book is organized and what its special features are will help you make the most of this resource!



## look!

Carefully chosen quotes begin each chapter and may be used for discussion. Additional information highlights how health care has changed over the years by detailing interesting events in medicine from the past.

We have assigned each chapter its own colored tab. Located on the side of every page, each colored tab contains the chapter number and title.



## 1. Explain HIPAA and related terms

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 at the beginning of each chapter and then again throughout the text. These terms are defined in the text and 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.



This icon indicates that Hartman Publishing offers a corresponding video for this skill.

### Guidelines: Accurate Documentation

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

### Residents’ Rights

Be patient when feeding residents

dangerous

Blue Residents’ Rights boxes teach important information about how to support and promote legal rights and person-centered care. Tip and Trivia boxes provide interesting and educational tidbits that you can use inside and outside of work.

## Chapter Review

Chapter-ending questions test your knowledge of the information found in the chapter. When you see this notation after a question—(LO 3)—it refers to the particular learning objective number in the chapter on which you are working. If you have trouble answering a question, you can return to the text and reread the material.

See the Appendix at the end of the book for additional information.

# Beginning and ending steps in care procedures

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

## Beginning Steps



**Identify yourself by name. Identify the resident. Greet the resident by name.**

A resident's room is his home. Residents have a legal right to privacy. Before any procedure, knock and wait for permission to enter the resident's room. Upon entering his room, identify yourself and state your title. Residents have the right to know who is providing their care. Identify and greet the resident. This shows courtesy and respect. It also establishes correct identification. This prevents care from being performed on the wrong person.

**Wash your hands.**

Handwashing provides for infection prevention. Nothing fights infection in facilities like performing consistent, proper hand hygiene. Handwashing may need to be done more than once during a procedure. Practice Standard Precautions with every resident.

**Explain the procedure to the resident. Speak clearly, slowly, and directly. Maintain face-to-face contact whenever possible.**

Residents have a legal right to know exactly what care you will provide. It promotes understanding, cooperation, and independence. Residents are able to do more for themselves if they know what needs to happen.

**Provide for the resident's privacy with a curtain, screen, or door.**

Doing this maintains residents' rights to privacy and dignity. Providing for privacy in a facility is not simply a courtesy; privacy is a legal right.

**Adjust the bed to a safe level, usually waist high. Lock the bed wheels.**

Locking the bed wheels is an important safety measure. It ensures that the bed will not move as you are performing care. Raising the bed helps you to remember to use proper body mechanics. This helps prevent injury to you and to residents.

## Ending Steps



<b>Make the resident comfortable.</b>	Make sure sheets are wrinkle-free and lie flat under the resident's body. This helps prevent pressure injuries. Replace bedding and pillows. Check that the resident's body is in proper alignment. This promotes comfort and health after you leave the room.
<b>Return the bed to its lowest position.</b> <b>Remove privacy measures.</b>	Lowering the bed provides for residents' safety. Remove extra privacy measures added during the procedure. This includes anything you may have draped over and around the resident, as well as privacy screens.
<b>Leave the call light within the resident's reach.</b>	A call light allows the resident to communicate with staff as necessary. It must always be left within reach of the resident's stronger hand. You must respond to call lights promptly.
<b>Wash your hands.</b>	Handwashing is the most important thing you can do to prevent the spread of infection.
<b>Be courteous and respectful at all times.</b>	Say "thank you" before you leave. It is the polite and proper thing to do. Ask residents if they need anything else. Let them know that you are leaving. This promotes respect.
<b>Report any changes in the resident to the nurse. Document the procedure using facility guidelines.</b>	You will often be the person who spends the most time with a resident, so you are in the best position to note any changes in a resident's condition. Every time you provide care, observe the resident's physical and mental capabilities, as well as the condition of the resident's body. For example, a change in a resident's ability to dress himself may signal a greater problem. After you have finished giving care, document the care using facility 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 resident has open sores on his back, gloves are necessary.