# **Guided Lecture Notes, Chapter 6, Those We Care For**

Learning Objective 1. Discuss why people need health care intervention. (Refer to **PowerPoint slides 2 to 3**.)

### Ask the students, “As a nursing assistant, whom do you care for?” Note the students’ responses and make the following point: People need the services that the health care industry offers because they are sick, injured, or unable to care for themselves. At the most basic level, patients, residents, and clients are “those we care for.”

### Define the terms “patient,” “resident,” and “client.”

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 2. Differentiate between acute, chronic, and terminal conditions, and give an example of each. (Refer to PowerPoint slides 4 to 7, 19 and 20.)

### Describe the three types of illnesses: acute illness, chronic illness, and terminal illness.

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 3. Describe how the health care industry groups people together for the provision of care, and list the types of people they might have the opportunity to work with. (Refer to **PowerPoint slides 8 to 18**)

### Describe that to make the provision of care more efficient, the health care industry groups people according to their ages, illnesses, or medical conditions, or special health care needs (Refer to Figure 6-1). These groupings include surgical patients, medical patients, obstetrical patients, pediatric patients, geriatric patients, psychiatric patients, rehabilitation patients, subacute or extended-care patients, intensive care patients, and bariatric patients.

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 4. List and briefly describe the stages of human growth and development. (Refer to **PowerPoint slides 21 to 32**.)

### Define the terms “growth” and “development.”

### Explain why growth and development occur continuously throughout a person’s life span, from conception until the time of death.

### Explain why growth and development occur in an orderly fashion and progress from the simple to the complex . A person cannot progress to the next stage without successfully completing the tasks, or growth and development milestones, associated with the stage they are currently in.

### Explain why growth and development occur at variable rates for each individual and may occur unevenly or in spurts.

### Discuss the physiologic and psychological changes that occur during the following stages of growth and development (Refer to Box 6-1 and Figure 6-2):

* + Infancy (birth to 1 year) (Refer to Figure 6-3)
  + Toddlerhood (1 to 3 years) (Refer to Figure 6-4)
  + Preschool (3 to 5 years) (Refer to Figure 6-5)
  + School-age (5 to 12 years) (Refer to Figure 6-6)
  + Adolescence (12 to 20 years) (Refer to Figure 6-7)
  + Young adulthood (20 to 40 years) (Refer to Figure 6-8)
  + Middle adulthood (40 to 65 years) (Refer to Figure 6-9)
  + Older adulthood (75 years and beyond) (Refer to Figure 6-11)

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 5. Illustrate each level of Maslow’s hierarchy of basic human needs and ways that a nursing assistant helps patients and residents to meet them (Refer to **PowerPoint slides 33 to 44**.)

### Explain Maslow’s hierarchy of human needs using Maslow’s pyramid (Refer to Figure 6-12).

### A “hierarchy” shows the relationship of one idea to another. Describe how Maslow created a visual representation of the idea that basic needs must be fulfilled before more complex ones, by arranging the basic human needs in a pyramid shape.

### Explain Maslow’s belief that the more basic, lower-level needs must be met, at least to some degree, before the higher-level needs can be met. Many people can meet their needs with little or no outside help. But people who have illness, injury, or disability must rely on the help of the health care team to make sure that their needs are met. Some of the basic human needs that nursing assistants help their patients and residents to meet are physiologic needs (Refer to Figure 6-13), safety and security needs (Refer to Figure 6-14), love and belonging needs (Refer to Figure 6-15), self-esteem needs (Refer to Figure 6-16), and self-actualization needs (Refer to Figure 6-17).

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 6. Explain the difference between sex, and sexuality and discuss how a person’s sexuality can be affected by illness. (Refer to **PowerPoint slides 45 to 48.**)

### Define the terms sexuality, intimacy, and sex.

### Define the terms heterosexual, gay, lesbian, bisexual, transgender.

### Avoid being judgmental.

### Older people do not lose their need to feel attractive and loved by another person.

### Allow for privacy.

### Refer to Box 5 and Figure 6-18.

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 7. Explain the concept of diversity, and why it is important for health care workers to recognize their patients’ and residents’ diversity. (Refer to **PowerPoint slides 49 to 51**.)

### Explain the concept of diversity in terms of culture and religion by defining the terms culture, race, and religion. (Refer to Figure 6-19, 6-20)

### To provide holistic care for patients or residents, nursing assistants must respect their patients’ or residents’ decisions related to maintaining their quality of life.

**Situation 1**: As a nursing assistant, one encounters patients who have diabetes and must control their diet carefully. But what if the patients or residents do not comply with the recommendations of the health care team? Should these patients still receive the same level of health care if they truly love sweets and do not want to give them up? Ask the students if they would have difficulty giving up sweets or another favorite habit or food.

**Situation 2**: How does a nursing assistant feel towards patients with heart disease if they cannot bear to give up their daily breakfast of eggs and bacon at the diner?

**Situation 3**: What if patients refuse a treatment or surgery that may prolong their life? Should the health care worker simply write these patients off and focus only on those willing to follow medical advice? For example, during a career as a health care worker, one will care for people with terminal illness who want every treatment available to help them fight for life, even if the procedures are dangerous or painful. How does the nursing assistant feel about those people? You will also care for people with terminal illness who decline painful or risky treatments because they feel that their ability to enjoy life and derive pleasure from living will be too compromised by the treatments.

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 8. Explain the concept of quality of life, and describe ways that nursing assistants help to support a patient’s or resident’s quality of life. (Refer to **PowerPoint slides 52 to 54.)**

### Discuss the importance of remembering that caring for individuals involves more than just addressing physical needs, but also includes emotional, social, and spiritual needs.

### Each individual must determine what quality of life means to them.

### Discuss the importance of providing the proper information about the illness or condition which the patient or resident has and allowing that individual to make a conscientious decision concerning their own health..

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 9. Discuss how family members may be affected by a person’s illness or disability. (Refer to **PowerPoint slides 55 to 57.)**

### Families can be diverse and may include friends as well.

### A “significant other” may be a same-sex partner.

### Care must be taken to address the stress and sense of helplessness family/friends may experience when a loved one is hospitalized or admitted to a care facility.

### Have learners refer to learning activities located at the end of the chapter.