AOHS Health Careers Exploration

Lesson 10

Providing Patient Care

Teacher Resources

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| Resource | Description |
| Teacher Resource 10.1 | Answer Key: Changing a Wound Dressing |
| Teacher Resource 10.2 | Presentation and Notes: Infection Control in a Hospital (includes separate PowerPoint file) |
| Teacher Resource 10.3 | Assessment Criteria: Training Patients in Wound Care |
| Teacher Resource 10.4 | Assessment Criteria: Professional Profile Sheets |
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| Teacher Resource 10.6 | Bibliography: Providing Patient Care |
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Teacher Resource 10.1

Answer Key: Changing a Wound Dressing

8 Observe the exposed wound and make sure that it shows signs of healing. If you observe anything unusual, report it to your supervisor or the patient’s doctor when you have completed all steps in the procedure.

1 Begin by reading the doctor’s orders.

4 Screen the area the patient is in to create privacy for the patient. Expose the patient’s body part that has the wound dressing.

9 It’s time to clean the wound. Remove your gloves and discard them. Wash your hands. Then put on a new pair of disposable gloves. Pick up the gauze sponge. Cleanse the wound with it using a circular motion.

5 Tear off the tape you will need later to secure the clean dressing. Place the tape in an area where you will have easy access to it. Then put on disposable gloves.

10 Next, apply a clean dressing. Take the sterile dressing and place it lightly on the wound. The dressing should be centered on the wound. Place the tape over the dressing at the proper angle. Make sure that the dressing is secure and the ends are closed. Check to make sure the patient is comfortable.

3 Introduce yourself to the patient and explain the procedure.

11 After you have completed applying the clean dressing, remove your gloves and thoroughly wash your hands.

12 Finally, record on the patient’s chart the date, time, dressing change, amount and type of drainage, and any other important information.

2 Thoroughly wash your hands, and then on a sterile tray assemble the sterile equipment you will need to change the dressing.

6 Gently but firmly remove the tape from the soiled dressing. Discard it in the waste bag. Lift the dressing carefully. Note any drainage on the dressing, including the type, color, and amount.

7 Discard the soiled dressing in the waste bag.

Teacher Resource 10.2

Presentation Notes:   
Infection Control in a Hospital

Before you show this presentation, use the text accompanying each slide to develop presentation notes. Writing the notes yourself enables you to approach the subject matter in a way that is comfortable to you and engaging for your students. Make this presentation as interactive as possible by stopping frequently to ask questions and encourage class discussion.

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| C:\Users\Mika\Documents\Pearson\2015\June\2\HealthCareers_Lesson10_Presentation_ROOT_053015\Slide1.JPG  The chain of infection refers to the conditions that must be met for disease to spread from one person to another. In this presentation we’re going to look at the different parts of the chain of infection and explore the ways that health care professionals in a hospital setting work to break the chain. | Presentation notes |
| C:\Users\Mika\Documents\Pearson\2015\June\2\HealthCareers_Lesson10_Presentation_ROOT_053015\Slide2.JPG  The spread of disease doesn’t just spontaneously happen. There is a process of events that enables infection to spread from one person to another. This process is called the chain of infection. There are six parts of the chain: an agent, a reservoir, a portal of exit, a mode of transmission, a portal of entry, and a susceptible host. If the chain is broken at any one of these links, infection will not occur.  A very important responsibility of all health care workers in a hospital is to understand each link in the chain and to take measures to break the chain. Breaking the chain of infection protects hospital workers, patients, and visitors. | Presentation notes |
| C:\Users\Mika\Documents\Pearson\2015\June\2\HealthCareers_Lesson10_Presentation_ROOT_053015\Slide3.JPG  An agent is a pathogen that has the capability of causing disease or infection. Infectious agents (or pathogens) are bacteria, viruses, fungi, and parasites. Infectious agents can cause many types of disease and infection. For example, fungi can cause tinea, or ringworm, which is a skin infection. Bacteria can cause gastroenteritis, which causes inflammation of the stomach and intestines. Viruses are smaller than bacteria. Viruses can cause the common cold. Parasites can cause tapeworm infections. | Presentation notes |
| C:\Users\Mika\Documents\Pearson\2015\June\2\HealthCareers_Lesson10_Presentation_ROOT_053015\Slide4.JPG  A reservoir is the place where pathogens live. Agents thrive and reproduce in humans, animals, birds, and insects. For example, the influenza virus can live in humans, and typhus can live in the fleas of rodents. Agents can also live on inanimate objects, like water, food, table tops, linens, and doorknobs. Hospital equipment, like bedpans and needles, can also be a reservoir. | Presentation notes |
| C:\Users\Mika\Documents\Pearson\2015\June\2\HealthCareers_Lesson10_Presentation_ROOT_053015\Slide5.JPG  The portal of exit is where the agent leaves the reservoir. In the human body there are many ways for an agent to leave, including through blood, urine, vomit, saliva, and draining wounds. Pathogens frequently escape the human body through the nose or mouth when people sneeze or cough. This is called droplet transmission. | Presentation notes |
| C:\Users\Mika\Documents\Pearson\2015\June\2\HealthCareers_Lesson10_Presentation_ROOT_053015\Slide6.JPG  Once the agent has exited the reservoir, it needs a way to move. This is called the mode of transmission. The mode of transmission is the way that the pathogen is moved from one place to another.  Imagine another reservoir: a contained body of water. Water leaves the reservoir through canals. The mode of transmission is like the canals. It is the way that the pathogen leaves the reservoir and moves to another place.  Contaminated hands are one of the most common means by which pathogens move. Air is another mode of transmission. If a person sneezes, air serves as the mode of transmission, carrying the contaminated droplets. Other modes of transmission include the clothing of health care workers, used tissues, and contaminated surgical equipment. Insects are also a mode of transmission. For example, mosquitoes can carry malaria and West Nile virus. | Presentation notes |
| C:\Users\Mika\Documents\Pearson\2015\June\2\HealthCareers_Lesson10_Presentation_ROOT_053015\Slide7.JPG  The portal of entry is where the agent enters the susceptible host. It is often the same place from which the agent exited the reservoir. For example, if a pathogen leaves one person’s body when he sneezes, it may enter another person’s body as she breathes through her nose. Portals include body orifices, or openings, like the nose and mouth; mucous membranes found at places like the nostrils, eyelids, and lips; breaks in the skin, such as through a needle; the respiratory tract; and the digestive tract. | Presentation notes |
| C:\Users\Mika\Documents\Pearson\2015\June\2\HealthCareers_Lesson10_Presentation_ROOT_053015\Slide8.JPG  The susceptible host is the person who is at risk for getting infected by the agent. Just because an agent enters a new host doesn’t mean that person is going to get sick. If the person is healthy and has a strong immune system, he may be able to fight off the agent. Whether or not a person gets sick depends on his immune system and the pathogen. It also depends on the environment. For example, if the susceptible host is in an environment where he is breathing contaminated air and is exposed to more than one agent, his body may have a harder time fighting off the agent. | Presentation notes |
| C:\Users\Mika\Documents\Pearson\2015\June\2\HealthCareers_Lesson10_Presentation_ROOT_053015\Slide9.JPG  Health care workers in hospitals use a practice called asepsis to break the chain of infection. By practicing asepsis, health care workers protect both themselves and patients from getting infected. This practice includes techniques such as wearing gowns and facial masks, hand washing, and providing patients with information about basic hygiene. Techniques also include using a detailed process for changing linens on hospital beds, using disposable gloves when contacting body secretions, and properly cleaning and sterilizing equipment. Asepsis also involves appropriate handling and discarding of contaminated items. | Presentation notes |
| C:\Users\Mika\Documents\Pearson\2015\June\2\HealthCareers_Lesson10_Presentation_ROOT_053015\Slide10.JPG  Hand washing by both health care workers and patients is the most important basic asepsis technique in preventing infections from spreading. Health care workers should wash their hands frequently. There are many times in the daily routine of a health care worker when hand washing is necessary, which include before and after every patient contact, when arriving and before leaving the hospital, before applying and after removing gloves, after any contact with a soiled item, and any time that gloves are torn or removed. | Presentation notes |
| C:\Users\Mika\Documents\Pearson\2015\June\2\HealthCareers_Lesson10_Presentation_ROOT_053015\Slide11.JPG  Mario, an LPN, was changing the dressing of a wound on Tara’s leg. He used the proper asepsis technique to change the dressing. After he was finished, he removed his gloves and then washed his hands. Then he noticed that he had left a piece of the soiled dressing outside of the waste bag. He picked it up and deposited it into the waste bag, and then he left to visit his next patient, Amanda. The RN asked Mario if he could help change Amanda’s catheter, a tube that drains urine from the bladder, and he got right to work.  In this scenario the agent is a bacteria living in Tara, who is the reservoir. The portal of exit for the agent is the wound on Tara’s arm. After Mario changed the dressing, he picked up the soiled dressing with his bare hands and didn’t clean them after. At that point, Mario’s hands became the mode of transmission. His hands became the way that that the bacteria would move from Tara to the host. In the scenario, Amanda is the susceptible host. The portal of entry for the pathogen entering Amanda’s body is the end of the catheter that Mario is handling with contaminated hands.  If Mario had washed his hands after touching the soiled dressing or used gloved hands to pick up the dressing, he could have broken the chain of infection. He had another opportunity to break the chain of infection. He could have washed his hands before he began the procedure in Amanda’s room. | Presentation notes |
| C:\Users\Mika\Documents\Pearson\2015\June\2\HealthCareers_Lesson10_Presentation_ROOT_053015\Slide12.JPG  All professionals who work in hospitals are trained to understand and break the chain of infection. It is one of the most important hospital procedures. By breaking the chain of infection they protect patients, their colleagues, and themselves. | Presentation notes |

Teacher Resource 10.3

Assessment Criteria: Training Patients in Wound Care

Student Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Using the following criteria, assess whether students met each one.

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|  |  | Met | Partially Met | Didn’t Meet |
| The presentation uses language and graphics geared toward the target audience of patients and caregivers. |  | □ | □ | □ |
| The information presented is organized in a logical order. |  | □ | □ | □ |
| The presentation gives clear, accurate instructions, explanations, and demonstrations that will be easy for patients to follow. |  | □ | □ | □ |
| The presentation is visually engaging, with effective use of diagrams, charts, illustrations, photographs, and demonstrations. |  | □ | □ | □ |
| The presentation uses proper spelling and grammar. |  | □ | □ | □ |
| The presenters communicate information clearly; they make eye contact with the audience and avoid reading the slides word for word. |  | □ | □ | □ |

Additional Comments:

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Teacher Resource 10.4

Assessment Criteria: Professional Profile Sheets

Student Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Using the following criteria, assess whether students met each one.

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| --- | --- | --- | --- | --- |
|  |  | Met | Partially Met | Didn’t Meet |
| The information on the professional profile sheet reflects an in-depth understanding of the professional’s roles, responsibilities, skills, education, and training. |  | □ | □ | □ |
| The interactions the patient will have with this professional are clearly described. |  | □ | □ | □ |
| The information is accurate and comes from reliable sources. |  | □ | □ | □ |
| The information has been compiled from multiple sources, such as interviews, readings, reliable Internet sites, and guest speakers. |  | □ | □ | □ |
| The professional profile sheet is neat and uses proper spelling and grammar. |  | □ | □ | □ |

Additional Comments:

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Teacher Resource 10.5

Key Vocabulary: Providing Patient Care

| Term | Definition |
| --- | --- |
| agent | A part of the chain of infection; the pathogen that causes disease. |
| asepsis | Being free of infection. Asepsis techniques are used in a hospital to break the chain of infection. |
| catheter | A tube that drains urine from the body. |
| chain of infection | A process of events that allows infection to spread. |
| charting | Documenting; recording. |
| dressing | A bandage. |
| electronic health record (EHR) | A digital file of a patient’s medical history, including procedures performed and so on. |
| immune system | A system of processes that protects the body from disease. |
| mode of transmission | A part of the chain of infection; the way that an agent moves from one place to another. |
| objective observation | An observation that can be measured or seen. |
| portal of entry | A part of the chain of infection; the site through which an agent enters a new reservoir or host. |
| portal of exit | A part of the chain of infection; the site from which an agent leaves the reservoir. |
| reservoir | A part of the chain of infection; the place where a pathogen lives. Reservoirs can be humans, animals, birds, and insects. They can also be inanimate objects such as water, food, table tops, linens, and doorknobs. |
| soiled | Dirty; contaminated. |
| subjective observation | An observation that cannot be measured or seen; often it is a statement that a patient makes about the way he or she feels; a symptom. |
| susceptible host | A part of the chain of infection; the person who is at risk for infection. |

Teacher Resource 10.6

Bibliography: Providing Patient Care

The following sources were used in the preparation of this lesson and may be useful for your reference or as classroom resources. We check and update the URLs annually to ensure that they continue to be useful.

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