

Stanfield's

INTRODUCTION TO

HEALTH PROFESSIONS

Seventh Edition



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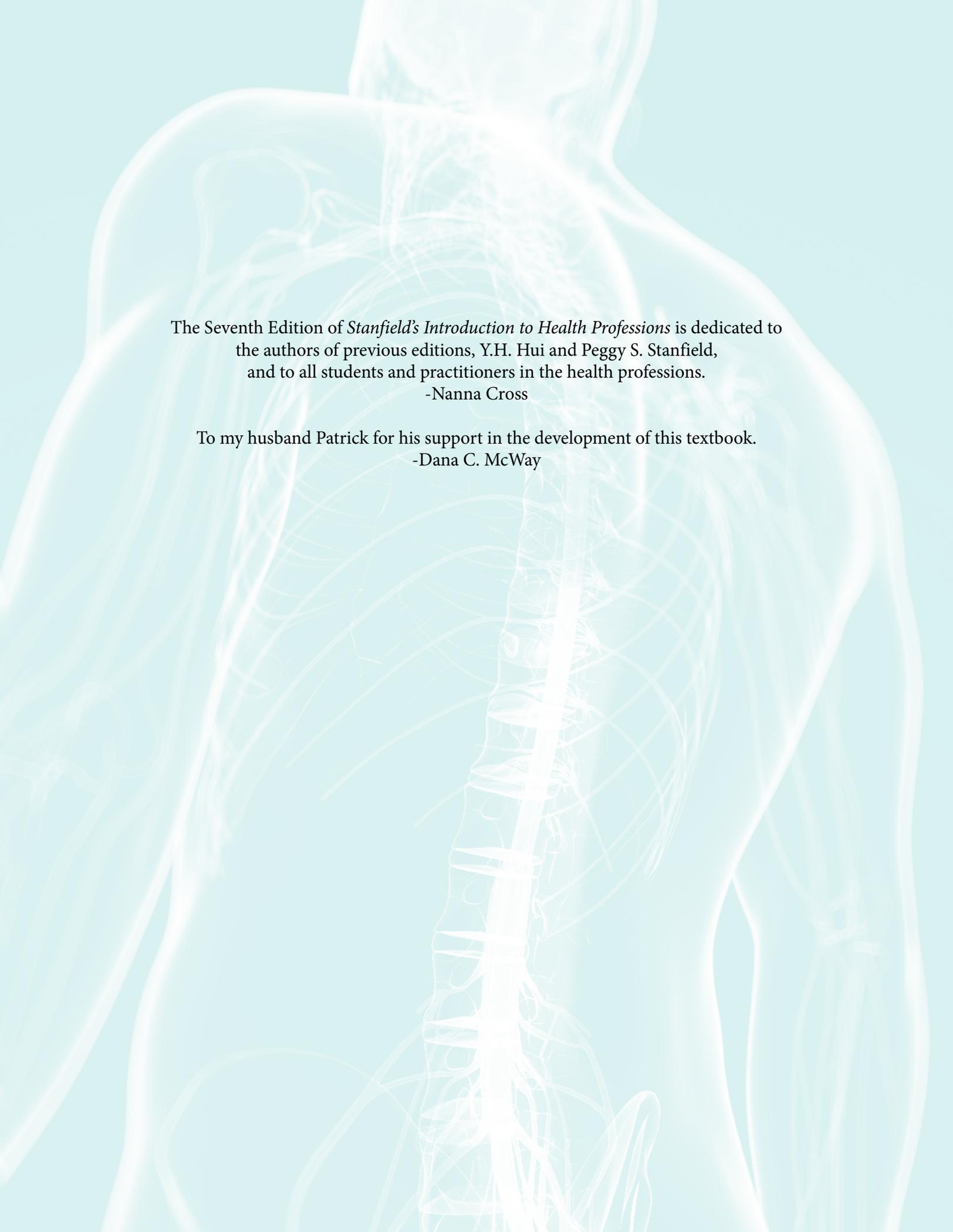
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The Seventh Edition of *Stanfield's Introduction to Health Professions* is dedicated to the authors of previous editions, Y.H. Hui and Peggy S. Stanfield, and to all students and practitioners in the health professions.
-Nanna Cross

To my husband Patrick for his support in the development of this textbook.
-Dana C. McWay

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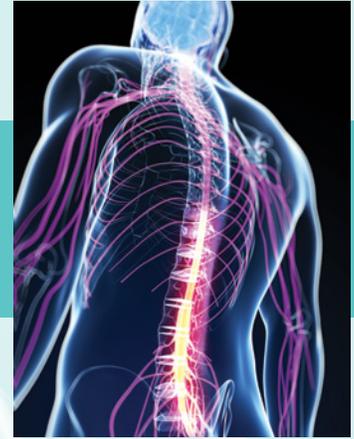
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NOTE FROM THE AUTHORS



Careers in the healthcare field are growing more rapidly than other careers because of longevity and advanced technology that has increased the number of elderly needing health care. Within health care there is a career for nearly everyone—from entry-level positions as a home health aide that require no prior training to being employed as a physician that requires 7 to 8 years of college plus an internship to enter a career.

This text is designed so that the instructor can select individual chapters for a course. Most college texts are organized to be followed from the beginning of the book through the last chapter. By contrast, instructors using this text can select only certain chapters based on the course objectives since each chapter is written to be understandable and comprehensive as a standalone. Key terms unique to health care are defined in the glossary at the end of the text and are listed at the beginning of each chapter so students can refer to the glossary as needed.

WHAT ARE THE LATEST TRENDS IN THIS MARKET?

The trend is to require a master's degree or above for entry-level professional degrees such as occupational therapy

and physical therapy, and an associate's degree for support personnel in the same field. Physical therapy and occupational therapy assistants trained at the associate's level are being used to support the work of professionals because of the lower cost for their services.

Information technology is changing the way health care is delivered as well as the way consumers manage their health. Electronic health records that are accessible by professionals regardless of physical location are cost effective and improve the quality and safety of health care. Many patients now have access to lab values and other test results through a patient portal within the electronic health record. Technology also makes it possible for patients to do more self-monitoring and to communicate results back to their physician, nurse, or caseworker. For example, blood glucose and blood pressure can be monitored by the patient and the results transmitted to the health care provider.

Nanna Cross, PhD, RDN, LDN
Dana C. McWay, JD, RHIA, FAHIMA

PREFACE



Now in full-color, the seventh edition of an *Introduction to Health Professions* provides comprehensive coverage of all the major health professions. This product is designed for students who are interested in pursuing a health-related career but are still exploring and have not yet decided on a specific career. The *Seventh Edition* outlines more than 75 careers and touches on every major facet of the field, including a description of the profession and typical work settings; educational, licensure, and certification requirements; salary and growth projections; and Internet resources on educational programs and state requirements for licensure and/or certification. In addition, this resource provides a thorough review of the U.S. healthcare delivery system, managed care, healthcare financing, reimbursement, insurance coverage, Medicare, Medicaid, and the impact of new technology on healthcare services. Information on career preparation and development are also included. All chapters are updated to reflect current demographics and new policies.

HOW IS THIS BOOK ORGANIZED?

The new edition of this text has been reorganized into five sections

- **Part I—The Healthcare System in the United States.** This section provides an overview of the healthcare system in the United States, with separate chapters on categories of health services, financing health care, the impact of aging on demands for healthcare providers, health care reform, and medical and information technology.
- **NEW! Part II—Jobs and Careers.** This section focuses on career planning and career development.
- **NEW! Parts III through V** contain chapters on individual careers that are organized so that students will be able to quickly identify a particular career of interest. Each chapter is organized to follow the same general format, making it easy for students to explore many different health careers. Each chapter follows the same format with a description of the profession and typical work setting; educational, licensure and certification requirements; salary and growth projections; and Internet resources on educational programs and requirements for licensure and/or certification. For example, in the chapter on dentistry, the career is described based on the education and training requirements from most education—dentist—to least education—dental assistant. For each career within the dentistry profession, the student has access to the usual responsibilities, work setting, salary, and expected demand for that career. Each chapter lists Internet resources to explore educational programs as well as state requirements for licensure and certification options for advancing in the profession.
- **Part III—Healthcare Practitioners and Technicians.** This section is the core of the product and contains 20 chapters directed at health careers that involve direct patient contact and care, ranging from diagnosis to treatment to education and counseling and medical or surgical interventions.
- **Part IV—Healthcare Support Personnel.** This section contains five chapters directed at health careers that support or supplement other health professionals in providing ongoing care for patients—medical and nursing assistants, personal, home, and psychiatric aides; medical information technology; and massage and recreation therapy.
- **Part V—Health-Related Professions.** This section focuses on health-related professionals who usually do not have direct contact with human patients but often have an impact on human health—veterinary medicine and occupational health and environmental sciences.

ABOUT THE AUTHORS



Nanna Cross, PhD, RDN, LDN has worked as a faculty member in dietetic and physician education programs teaching clinical nutrition courses and supervising dietetic interns in clinical practicums. Dr. Cross worked as a clinical dietitian at the University of Missouri Hospitals and Clinics and as a consulting dietitian for Home Care, Hospice, Head Start and Long-Term Care facilities.

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NEW FEATURES



Professional Profiles

Name: Amanda, RN, ADN
Job Title: Charge Nurse
Education: Associates in Nursing; enrolled for BSN



Q: Tell us about your career progression.
A: After graduating from nursing school, I hired on at a local hospital with 113 beds, and soon after found myself a charge nurse on a 31-bed high acuity telemetry unit. Diagnoses of our patients varied from congestive heart failure, myocardial infarction, cardiomyopathy, and many chest pain rule outs that resulted in other various outcomes. I recently took a position on a 40-bed medical floor as a free charge nurse. My job now allows me to focus on the hospital's quality indicators and outcomes. I get to round on patients in the morning to determine the needs of my colleagues and the floor. I love the role I am currently in because I can advocate for patients by discussing the care they are receiving and learning ways to improve our delivery.

Q: What challenges you about your profession?
A: Nursing has been a very challenging yet fulfilling career for me. It has allowed me to develop a professional skill set, build relationships with patients, and learn on a daily basis from my peers. I have recently become engaged in community events while sitting on the Young Professional Advisory Board in my county. I have had many great opportunities while working as a registered nurse and look forward to many to come.

Q: How have you demonstrated professionalism in your career?
A: Over the years, my career has presented me with many opportunities to grow as a professional. The hospital has a clinical development program that allows nurses to put together a portfolio representing their work over time. There are many requirements including service in the community, continuing education, awards or recognition from patients, and participation in committees or improvement events that take place in the hospital. Developing this portfolio and committing to the work that it entails encourages me to view my job as a nurse as something much more. Nursing is a profession and has been elevated to that over time. As a nurse, I feel it's my obligation to continue to engage myself into my community and help represent what the profession of nursing is.

Q: Without disclosing protected health information, describe an ethical challenge you've faced and how have you addressed it.
A: As a nurse I often am witness to ethical dilemmas within the acute care setting. When taking care of an elderly patient who had decided to go on hospice, I witnessed many family members who came in to visit who were not in agreement with the patient's decision. Over the course of a few days the patient had become very weak and unable to communicate. Many family members began to demand that the decision to start hospice care be reversed and that hospital staff resume treatment for the patient's cancer. When involved in caring for large families and patients with terminal illness, it is important to advocate for the patient. At times, it can be emotionally taxing, and your own beliefs may not agree with those of the patient; however, it's important to keep your own beliefs out of it. Ultimately, in this particular situation, my patient had paperwork that reflected his wants and needs for end-of-life care. He had made a decision to die peacefully, and my job was to allow him just that. We called a chaplain in to comfort the family and help them understand that the patient was clear about his wishes. In this case, the family just needed support to accept his wishes. Death is hard for all parties involved, but as a nurse, my first priority was advocacy for my patient.

Q: Describe the continuing education requirements for your profession.
A: Continuing education is mandated each year and can be different from unit to unit. My floor must participate in a skills lab that ensures that we are proficient in a number of clinical skills. We must also obtain eight hours of continuing education hours that we can do online or take classes within the hospital. Throughout the hospital, there are multiple types of equipment to safely transfer patients who need assistance with ambulation, so every year we have to demonstrate proficiency in safe patient handling. It is also mandatory to keep up to date a BLS (basic life support) card and in some areas ACLS (advanced cardiac life support).

Interviews with Professionals

Including Frequently Asked Question/Answer section.

LEARNING PORTFOLIO

Study Points

1. Career development stretches beyond what is needed initially to enter into a healthcare profession.
2. Training for healthcare students includes similarities across disciplines, referred to as a common core of knowledge.
3. Healthcare professionals who act in an accountable and ethical manner in the workplace and maintain a steady composure in the face of adversity demonstrate professionalism.
4. Codes of ethics are common across virtually every healthcare discipline.
5. Healthcare professionals who breach confidentiality not only damage their relationship with the patient, they may also violate the law and professional requirements.
6. Many healthcare practitioners contribute to the successful treatment of patients through health teams.
7. Malpractice is professional misconduct.
8. Continuing education is an integral part of career development.

Issues for Discussion

1. At one time or another, most everyone has encountered someone who has acted in a less-than-professional manner. Discuss with your instructor and classmates examples you have experienced of this phenomenon. Describe what actions you think should have been taken in these examples that could have turned the non-professional situation into a professional situation.
2. Math anxiety has played a role in discouraging persons from pursuing entry into the health professions. Brainstorm with your classmates and instructor the reasons math anxiety exists, considering whether timed tests and the risk of public embarrassment play a role. Discuss what actions can be taken to lessen or eliminate math anxiety.

Enrichment Activities

1. Safety of healthcare professionals is an important function of the job. Research the Internet for the rates of injury to registered nurses, physicians, nurse aides, dietitians, physical therapists, respiratory therapists, and housekeeping staff. Create a chart comparing the types and rates of injury among these healthcare professionals.
2. Codes of ethics exist in virtually every healthcare profession. Research the websites of any of the professional associations listed in subsequent chapters to see what they include in their code of ethics. Create a chart identifying the similarities and differences between the codes of ethics of various professional associations.
3. Continuing education is usually a central tenet of a professional association. Research the websites of any of the professional associations listed in subsequent chapters to see what types and how much continuing education activity is required over a specified period of time. Create a chart comparing this information for each profession chosen.

References

1. Material related to the common core of knowledge arises from two sources: The National Health Science Standards, National Consortium for Health Science Education (2013) available at: <http://www.healthscienceconsortium.org/wp-content/uploads/2015/07/NATIONAL-HEALTHSCIENCE-STANDARDS-May-2015-FINAL.pdf> and Health Science Alignment - Common Core Mathematics, Department of Elementary and Secondary Education, State of Missouri (2011) available at: <http://desr-mo.gov/sites/default/files/HealthSciMath.pdf>.
2. *Brainstorm*. *Register of University of California*, 529 P.2d 533 (Cal. 1974), *reargued*, 551 P.2d 334 (Cal. 1976).
3. *Care v. French*, 289 P.2d 173 (Nev. 1955).
4. *Kittano v. Nolan*, 368 A.2d 172 (Conn. 1976).

Learning Portfolio

At the end of each chapter, this review section includes: Study Points, Issues for Discussion, and Enrichment Activities.

All sections are thoroughly updated to reflect current training requirements, responsibilities, and salaries, as established in the *Occupational Outlook Handbook 2016-2017 Edition*.

New Careers

Includes nine new careers!

- Podiatrist (Chapter 9)
- Orthotics and Prosthetics (Chapter 17)
- Exercise Physiologist (Chapter 19)
- Substance Abuse and Behavioral Disorders Counselor (Chapter 20)
- Genetic Counselor (Chapter 22)
- Community Health Worker (Chapter 23)
- Board-Certified Behavior Analyst (Chapter 23)
- Phlebotomist (Chapter 29)
- Massage Therapist (Chapter 30)

THE LEARNING AND TEACHING PACKAGE

The Learning Package for the Student

Students can review the Learning Portfolios at the end of each chapter. For the first eight chapters of the text, the Learning Portfolio includes Study Points, a brief summary of the chapter content. All chapters also include Issues for Discussion and Enrichment Activities designed to be used by the student for self-study and exploration.

The Teaching Package for the Instructor

Teacher resources include the Learning Portfolios at the end of each chapter, which are designed to be used by both the student and instructor. In addition, the following items are part of the Instructor's Teaching Package:

- Test Bank for each chapter
- PowerPoint slides for each chapter
- Instructor's Manual with the following components:
 - Chapter Overview
 - Lesson Objectives
 - Resources
 - Suggested Lecture Outline
 - Discussion Questions
 - Suggested Learning Activities
 - Homework

Bloom's Taxonomy

The Learning Package for the student and the Teaching Package for the instructor are designed to incorporate Bloom's levels of learning from the lowest level of knowledge to the highest level of evaluation. The learning and teaching packages that accompany the text encourage going beyond the content of the text. The text is expected to be a starting point.

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