



Pearson

The Canadian Personal Care Provider, 1st Canadian Edition

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THE CANADIAN PERSONAL CARE PROVIDER



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This book is for two-semester Personal Care Provider programs offered in community and career colleges across Canada. This program can be called Personal Support Worker, Health Care Assistant/Aide, Home Support Worker, Continuing Care Assistant, Nursing Home Attendant or Home Health-Care Aide/Assistant depending on the province.

The Canadian Personal Care Provider has been developed with a client-centred theme integrated throughout. An expanded coverage of the body-systems approach describes the functions of the human body first and then how disturbances or health problems can arise. This approach ensures the future Personal Care Provider understands how the body systems work before building and executing a client care plan.

This exciting new first Canadian edition includes cultural considerations, examines ageism and other critical factors to ensure an emphasis on and promote respect for autonomy across the lifespan. Are you Client Centred? Are You Age Aware? and Are you Culture Conscious? features further support this approach.

Instructor Resources

- Image Library
- Test Bank
- Image Library
- PowerPoint Presentation

Unique Features of This Textbook

The Canadian Personal Care Provider provides a fresh approach to educating personal care provider students and presents the most up-to-date information on new and emerging health-care practices, issues, and trends. Key topic areas covered are as follows:

- Using infection prevention and control practices
- Using safe body mechanics
- Understanding development across the lifespan
- Measuring vital signs
- Assisting with medication
- Caring for clients with cognitive impairments
- Caring for clients with mental illnesses
- Caring for clients with chronic disorders or diseases using a body-systems approach

Each chapter in The Canadian Personal Care Provider includes a case study that shows how the concepts of the chapter can be adapted to meet the distinct care needs of a particular person. The case study weaves throughout the chapter, starting with a “Focus on the Person” box and ending with a “Refocus on the Person” box. The placement of these boxes is intentional. Professors, instructors, and clinical supervisors should encourage students to start and end every interaction with deliberate reflection.

■ “Focus on the Person” Box

- What do you know about this person?
- What additional information do you require?
- How can you adapt your care to meet this particular person’s needs?

■ “Refocus on the Person”

- Have you met this person’s needs to the best of your ability?
- What have you learned about this person in the course of your interaction?
- Based on this information, how can you improve your care for this particular person in the future?

To promote self-reflection and critical thinking, other special boxes relating to the case study are included throughout the chapter. These boxes include the following:

- **Put Yourself in Your Client’s Shoes** – Students are asked to consider what their own feelings, reactions, and behaviours might be if they were in a situation similar to the person featured in the case study.
- **Providing Person-Centred Care** – A person-centred approach to supporting the person featured in the case study is discussed.
- **Demonstrating Non-Ageist Attitudes** – The effect of age on the needs of the person in the case study is incorporated along with the potential for ageism when providing care.
- **Caring with Cultural Competence** – The influence of cultural differences on the care needs of the person featured in the case study is examined.
- **Organizing and Prioritizing** – Strategies for time management as they relate to the person featured in the case study are shared.
- **Working with the Team** – The importance of communication and cooperation with other members of the health-care team.

Unique Features of This Textbook

More than 100 procedures reflecting current practice are included in this textbook. When working with clients, patients, and residents, the personal care provider will generally begin and end each procedure with similar steps. To help students remember these steps, two acronyms have been developed: “S.I.M.P.L.E.” and “S.I.M.P.L.E.S.T.” Explanations appear below.

■ **Preparing for the Procedure is S.I.M.P.L.E.**

S – Seek information.

I – Immediately implement hand hygiene.

M – Meet and greet the client, introduce yourself and your designation, and check the client’s identification bracelet (if applicable) to ensure the correct procedure is done with the correct client.

P – Provide privacy and explanation.

L – Locate supplies and equipment.

E – Ensure safety.

■ **Finishing the Procedure is S.I.M.P.L.E.S.T.**

S – Smooth bed linens if necessary and applicable to the work setting.

I – Inquire about the client’s needs.

M – Move the curtain and open the door if applicable to the work setting.

P – Provide the call bell if applicable to the work setting.

L – Leave the area clean and tidy.

E – Ensure safety.

S – Sanitize or wash hands.

T – Tell the team.

Pedagogy

Each chapter includes the following pedagogical elements:

- **Learning Objectives:** Each chapter begins with a list of specific learning objectives, which states what students will achieve on successful completion of the chapter.
- **Introduction:** A paragraph at the beginning of each chapter highlights the content, issues, and concepts presented in the chapter.
- **Key Terms and Abbreviations:** Terms and their definitions appear in the margins.
- A list of the **key terms** appears at the end of each chapter. A comprehensive glossary at the end of the textbook provides a complete alphabetical listing of all the key terms used in the textbook. The chapter number in which the term is first introduced appears in parentheses after the definition.
- **Case Study:** As mentioned earlier, a case study weaves throughout each chapter, starting with a “Focus on the Person” box and ending with a “Refocus on the Person” box, to encourage students to begin and end every interaction with deliberate reflection.
- **Figures, Tables, and Illustrations:** Colour photos, tables, and illustrations appear throughout the textbook to summarize, clarify, and reinforce key topics.
- **Summary:** Each chapter ends with a bulleted list of summary points, which correlate to each of the chapter learning objectives presented at the beginning of the chapter.
- **Guidelines:** Important principles of care are found throughout the textbook to guide the personal care provider.
- **Chapter Review:** Critical thinking questions and multiple choice questions are included at the end of each chapter to reinforce learning.
- **Procedures:** Step-by-step instructions appear in each procedure throughout the textbook. These procedures include reminders about checking provincial/territorial legislation and setting-specific policies before initiating the task. Photographs are used to illustrate key steps. All procedures emphasize infection prevention and control, safety, and a person-centred approach. Each procedure comprises:
 - Rationale
 - Supplies and Equipment
 - Preparing for the Procedure is S.I.M.P.L.E.
 - Steps and Corresponding Principles
 - Finishing the Procedure is S.I.M.P.L.E.S.T.
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