

Stanfield's Introduction to

# Health Professions

**Eighth Edition**

**Nanna Cross, PhD**

**Dana McWay, JD, RHIA, FAHIMA**



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# NOTE FROM THE AUTHORS

Careers in the healthcare field are growing more rapidly than other careers because of longevity and greater numbers of the elderly needing health care as well as advanced technology with more treatment options. Within health care, there is a career for nearly everyone—from entry-level positions as home health or personal care aides, which require no prior training, to being employed as a physician, which requires 7 to 8 years of college plus an internship to enter a career.

Although the COVID-19 pandemic dramatically impacted the demand for many healthcare professionals, the authors did not attempt to predict how the pandemic might change future job opportunities for individual health professions. The pandemic increased the demand and appreciation for respiratory therapists—the health professional who manages patients on ventilators—and critical care physicians and nurses. The high number of residents in nursing homes ill from the virus demonstrated the importance of infection control in healthcare settings and the need for skilled nursing assistants. The virus also demonstrated the value of public health workers who monitored the pandemic on the local, state, and federal levels and communicated changing recommendations to prevent the public from becoming ill from the virus. It is hoped that living through the pandemic has expanded our knowledge and appreciation for the many healthcare workers who have the responsibility for protecting our health.

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 certain chapters based on their 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 current trend is to require more education for entry-level health professionals. Educational programs for registered

nurses are moving to a bachelor's degree, while programs for dietitians and occupational therapists are moving to a master's degree. The profession of physical therapy now requires a Doctor of Physical Therapy to practice. Educational requirements for support personnel are typically an associate's degree—for example, occupational therapy assistants and physical therapy assistants.

The health inequities in the United States were exacerbated by the COVID-19 pandemic. The health system was not prepared, and disparities in access to health care became more evident with the pandemic. Advances in healthcare treatment are not readily available to low-income communities and minorities. Historically, our healthcare system has not addressed social needs and social determinants of health (SDOH). The future of health care for all requires that the system address SDOH (safe and affordable education, housing, transportation, food, and mental health services). Unless these needs are addressed, there will continue to be disparities in access to health care and health outcomes. The entire health community—hospitals and primary care providers—will be expected to address these unmet needs of the population.

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  
Dana C. McWay, JD, RHIA, FAHIMA

# PREFACE

The eighth edition of *Stanfield's 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 eighth 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 is 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.
- **Part II—Jobs and Careers.** This section focuses on career planning and career development.
- **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—Health Practitioners and Technicians.** This section is the core of the product and contains 21 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 alternative therapies including massage, recreation, art, dance, and music therapists.
- **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**, 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.

**Dana C. McWay, JD, RHIA, FAHIMA**, is both a lawyer and a health information management professional. She works as an adjunct faculty member at Saint Louis University in the Health Informatics and Pre-Law Studies programs. She

serves as the Clerk of Court for the U.S. Bankruptcy Court for the Eastern District of Missouri, an executive position responsible for all operational, administrative, financial, and technological matters of the court. She has worked as both a director and assistant director of medical records in a large teaching hospital and a for-profit psychiatric and substance abuse facility. She is a past Director on the Board of Directors of the American Health Information Management Association and serves as a voting member of the Institutional Review Board at Washington University School of Medicine, from 1992 to the present.

# NEW FEATURES

## Professional Profiles

**Name:** Amanda, RN  
**Job Title:** Charge Nurse  
**Education:** ADN, 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 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 maintain a current BLS (basic life support) card to keep up to date a BLS (basic life support) card and in some areas a ACLS (advanced cardiac life support) card.

## Professional Profiles

Interviews with professionals, including frequently asked questions and answer sections.

120 CHAPTER 8 Career Development

## 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 nonprofessional situation into a professional situation.
2. Math anxiety has played a role in discouraging students from pursuing entry into the health professions.

### CASE STUDY PROFESSIONALISM

Montez is a medical assistant at a physician's office whose role is to greet patients, collect information from them, make patients comfortable, and answer questions about their appointment at the physician's office. Montez is particularly fond of video games that he plays on his phone when there is downtime in the office. One afternoon, Montez was so engrossed in the video game new players that he ignored a patient when the patient approached Montez's desk and only acknowledged the patient after the patient got loud and demanded Montez's attention. When he did speak with the patient, Montez acted preoccupied, as though he was still thinking of his video game instead of the patient before him. Montez failed to collect any information from the patient beyond the patient's name and asked the patient to sit in the waiting room until being called.

1. Did Montez act as a professional in this situation? Why or why not?
2. Did Montez use effective communication skills in this situation? Why or why not?
3. Did Montez act in an ethical manner? Why or why not?
4. Was any conflict of interest present? Why or why not?

## Learning Portfolio

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

All sections are thoroughly updated to reflect current training requirements, responsibilities, and salaries, as established in the *Occupational Outlook Handbook 2020–2021 Edition*.



FIGURE D4 The proper sequence of putting on personal protective equipment (PPE).

## New Appendix

Appendix D, “Infection Control,” has been added. This appendix reviews standard precautions for all patient care to prevent the spread of infectious diseases in healthcare settings. Included is a brief overview of the key elements needed for the transmission of infections: a source of the infectious organism, a susceptible person, and a method of transmitting the infection to the susceptible person. There is a review of the proper use of personal protective equipment (PPE), hand washing, sources of viruses and bacteria in a healthcare setting, and a glossary. The appendix also includes posters and infographics that illustrate the concepts of infection control in a way that is easy to understand.

## New Careers

Includes seven new careers!

- Dietary Manager (Chapter 13)
- Speech-Language Pathology and Audiology Assistants (Chapter 16)
- Kinesiotherapists (Chapter 19)
- Chiropractor (Chapter 20)
- Art Therapists (Chapter 31)
- Dance Therapists (Chapter 31)
- Music Therapists (Chapter 31)

## 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 and a brief summary of the chapter content. All chapters also include Issues for Discussion, Enrichment Activities, and Case

Studies 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
- Slides in PowerPoint format for each chapter
- Instructor’s Manual
- Lecture Outline

## 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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