

| Oklahoma's Introduction to Long Term Care Assistant | Corresponding pages from Nursing Assisting: A Foundation in Caregiving 5e by Diana Dugan |
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| Knowledge and Skills | |
| 1. Identify different levels of care for long-term care residents. | Ch 1, pp 5–6 |
| 2. Identify different facilities that offer long-term care. | Ch 1, pp 4–5 |
| 3. Compare acute and chronic illness. | Ch 1, pp 3, 4 |
| 4. Identify departments and describe their function in the long-term care facility | Ch 1, pp 10–13 |
| 5. Evaluate the cost of long-term care and who pays for these expenses | Ch 1, p 5 |
| Role of the Nursing Assistant in Long Term Care | |
| Knowledge and Skills | |
| 1. Identify the members of the nursing team and requirements for education and training | Ch 1, pp 10–12 |
| 2. Explain how the line of authority affects the role of the nursing assistant. | Ch 1, pp 12–13 |
| 3. Differentiate state and federal regulations (OBRA) affecting nurse assistants. | Ch 2, p 23; Ch 28, pp 498–499 |
| 4. Explain the role, responsibilities and limitations of nurse assistants working within the scope of practice. | Ch 1, pp 6–7 |
| 5. Discuss the requirements for maintaining nurse aide certifications. | Ch 28, pp 498–499 |
| Safety for Long Term Care Nursing Assistant | |
| Knowledge and Skills | |
| 1. Demonstrate safe use of LTC facility chemicals. | Ch 7, pp 118–119 |
| 2. Identifying ways to promote a safe environment for the resident in regard to preventing falls. | Ch 7, pp 114–115 |
| 3. Ensure correct identification of residents and staff. | Ch 7, p 116; listed as a beginning step in all care procedures (see p xiv) |
| 4. Check equipment for proper function and safety. | Ch 7, p 126 |
| 5. Identify unclean and unsafe conditions. | Ch 7, pp 114–118 |
| 6. Report and take appropriate action concerning unsafe/unclean conditions. | Ch 7, pp 114–118 |
| 7. Demonstrate application of ordered restraints. | Ch 7, pp 123–124 |
| 8. Demonstrate proper safety procedures for an immobilized resident. | Ch 7, pp 123–124 |
| 9. Applying principles of body mechanics and ergonomics. | Ch 7, pp 119–121; Ch 11, pp 175–176, 183 |
| 10. Identify environmental hazards. | Ch 7, pp 114–118 |
| 11. Provide patient with information on safety. | Not included |

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| 12. Reinforce patients education on safety precautions, including patients use of protective equipment to avoid injury. | Not included |
| 13. Evaluate the environment to recognize safe and unsafe working conditions. | Ch 7, pp 114–118, 127 |
| 14. Demonstrate methods of fire prevention in the healthcare setting. | Ch 7, pp 126–127 |
| 15. Use proper safety techniques to prevent accidents and to maintain a safe work environment. | Ch 7, pp 114–118, 126–127 |
| 16. Explain an evacuation plan for a healthcare setting. | Ch 7, p 126 |
| 17. Execute an emergency plan in response to a natural disaster or other emergency. | Ch 8, p 141 |
| Basic Human Needs for Residents/Clients | |
| Knowledge and Skills | |
| 1. Identify techniques to encourage resident independence, dignity, and self-esteem. | Ch 1, p 14; Ch 2, p 24–25; Ch 4, p 61; Ch 5, p 76; Ch 9, p 146; Ch 10, p 162; Ch 12, pp 197–198; Ch 25, p 455; and in special boxes throughout the textbook (see <i>Residents' Rights boxes</i> in index for complete list) |
| 2. Use techniques that promote resident independence in: | |
| • Provide choices (meals, clothing) | Ch 12, pp 222–224; Ch 14, pp 261, 262–264 |
| • Scheduling adult daily living activities (ADLs) | Ch 12, pp 196–198 |
| 3. Distinguish between types of psychosocial needs: | |
| • Emotional | Ch 1, pp 14–15; Ch 5, pp 68, 72 |
| • Mental Health | Ch 5, p 68; Ch 22, pp 424–426 |
| • Spiritual | Ch 5, pp 73–75 |
| • Cultural | Ch 5, pp 70–71 |
| 4. Respond appropriately to the psychosocial needs of the resident and family. | Ch 5, pp 68, 72 |
| 5. Identify and report symptoms of depression. | Ch 4, pp 59–60; Ch 22, p 425 |
| 6. Demonstrate techniques for responding to psychosocial needs of diverse populations. | Ch 5, pp 70–71 |
| 7. Identify factors that affect relaxation/sleep | Ch 10, pp 159–162 |
| 8. Identify action that can promote relaxation/sleep | Ch 10, pp 160–162 |
| Communication for the Nursing Assistant | |
| Knowledge and Skills | |
| 1. Identify records and files common to the healthcare setting. | Ch 3, pp 43–48, 49–50 |

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| 2. Execute data management using electronic healthcare records. | Ch 3, pp 45–46 |
| 3. Interpret information from electronic medical documents. | Not included |
| 4. Discuss the content and diverse uses of health information. | Ch 2, pp 30–31; Ch 3, pp 43–48 |
| 5. Demonstrate techniques for communicating with residents and families. | Ch 3, pp 36–41 |
| 6. Respond appropriately to resident and family behaviors. | Ch 3, pp 36–41; Ch 4, pp 60–63; Ch 22, pp 418–422 |
| 7. Utilize techniques that facilitate communication special populations. | Ch 4, pp 56–60; Ch 22, pp 411–413 |
| 8. Demonstrate techniques for communicating with interdisciplinary team members. | Ch 3, pp 40–42 |
| 9. Demonstrate appropriate behavior management techniques. | Ch 3, pp 36–41; Ch 4, pp 60–63; Ch 22, pp 418–422 |
| 10. Recognize the need for setting boundaries and limits between caregiver and resident. | Ch 5, p 72 |
| 11. Follow facility policy and procedure for reporting and documentation. | Ch 3, pp 44–48 |
| 12. Review techniques for the measurement of vital signs and documentation. | Ch 13, pp 229–244 |
| 13. Recognize document and report changes in behavior, environment and physical well-being. | Ch 3, pp 46–48; observing and reporting) lists throughout the textbook |
| 14. Explain when an incident report is required. | Ch 3, pp 49–50 |
| Consumer Rights, Ethical & Legal Issues Affecting the Nursing Assistant in Long Term Care | |
| Knowledge and Skills | |
| 1. Identify key items in the Resident’s Bill of Rights. | Ch 2, pp 23–26; and in special boxes throughout the textbook (see Residents’ Rights boxes in index for complete list) |
| 2. Identify ethical and legal situations and allegations in health care specific to Nurse Assistants. | Ch 2, pp 20–22, 29 |
| 3. Identify the legal responsibilities of a nursing assistant with regard to resident’s rights as defined in OBRA. | Ch 2, pp 23–26 |
| 4. Recognize and describing types, signs and symptoms of abuse. | Ch 2, pp 26–29 |
| 5. Provide care, respect and security. | Ch 1, pp 14–15; Ch 2, pp 23–26; and in special boxes throughout the textbook (see Residents’ Rights boxes in index for complete list) |
| 6. Implement mandated standards for Health Insurance Portability and Accountability Act (HIPAA). | Ch 2, pp 30–32 |

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| 7. Discuss regulatory and legal process when faced with allegations of abuse. | Ch 2, p 29 |
| 8. Follow facility policies and procedures for reporting and documentation. | Ch 3, pp 44–48 |
| Infection Control for Long Term Care Assistant | |
| Knowledge and Skills | |
| 1. Apply infection control procedures including standard precautions and handwashing techniques. | Ch 6, pp 84–111 |
| 2. Compare different methods of controlling the growth of microorganisms. | Ch 6, p 88 |
| 3. Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Center for Disease Control Prevention (CDC) regulations. | Ch 6, pp 92–94, 102–105, 106–107 |
| 4. Apply proper use of personal protective equipment (PPE). | Ch 6, pp 96–101 |
| 5. Use infection control techniques when collecting specimens. | Infection control techniques are incorporated in all specimen-collection procedures; Ch 15, pp 295–296; Ch 16, pp 316–319; Ch 20, p 373 |
| 6. Demonstrate isolation techniques. | Ch 6, pp 102–106 |
| 7. Define terms related to infection control. | Ch 6, pp 84–86 |
| 8. Identify isolation precautions for common microorganisms. | Ch 6, pp 102–105 |
| Resident/Client Mobility, Positioning and Transfer | |
| Knowledge and Skills | |
| 1. Discuss items found in the typical patient unit. | Ch 10, pp 162–163 |
| 2. Operate basic equipment found in the typical patient unit. | Ch 10, pp 163–166 |
| 3. Discuss ways to control the patient's environment. | Ch 10, pp 163–164 |
| 4. Using the principles of good body alignment, resident/patient positioning and supportive devices. | Ch 7, pp 119–121; Ch 11, pp 175–177; Ch 25, pp 459–460 |
| 5. Demonstrate safe techniques for transferring, moving, lifting residents/patients with and without assistive devices. | Ch 11, pp 183–193 |
| 6. Adjust a hospital bed. | Beginning and ending steps in care procedures, p xiv; Ch 10, pp 165–166; Adjusting the bed is listed as a step in all care procedures. |
| 7. Ambulate resident/patient with/without assistive devices. | Ch 11, pp 193–194; Ch 25, pp 458–459 |
| 8. Operate a wheelchair safely. | Ch 11, pp 185–186 |

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| 9. Perform assistive/active range of motion exercises. | Ch 25, pp 461–466 |
| 10. Follow a resident/patient’s exercise plan. | Ch 23, pp 434–435; Ch 25, p 456 |
| 11. Demonstrate the ability to: | |
| • Prepare a patient unit | Ch 10, pp 162–164 |
| • Place the bed in prone position | Ch 11, pp 176–177 (describes prone position for resident) |
| • Place the bed in Fowler’s position | Ch 11, pp 177 (describes Fowler’s position for resident) |
| • Place the bed in Trendelenberg position | Not included |
| • Make an occupied bed | Ch 10, pp 169–171 |
| • Make an unoccupied bed | Ch 10, pp 167–169 |
| Basic Nursing Skills | |
| Knowledge and Skills | |
| 1. Make an unoccupied and an occupied bed. | Ch 10, pp 167–171 |
| 2. Recognize the need for proper maintenance of supportive and preventive devices. | Ch 7, pp 113–119, 121–127; |
| 3. Provide assistance with ADLs: | |
| • Assist resident/client with hand washing | Handwashing procedure Ch 6, pp 95–96; washing of the hands is included in bathing procedures, Ch 12, pp 201–203 |
| • Provide full or partial bath in shower, tub, chair or bed | Ch 12, pp 201–205, 207–208 |
| • Perform shampoo in sink, tub, bed or shower | Ch 12, pp 205–206 |
| • Provide skin care | Ch 18, p 341 |
| • Provide oral hygiene and denture care | Ch 12, pp 210–216 |
| • Provide perineal care | Ch 12, pp 203–205 |
| • Provide foot care appropriate to disease process | Ch 23, pp 436–438 |
| • Assist client with dressing/undressing | Ch 12, pp 222–224 |
| • Provide nail care | Ch 12, pp 219–220 |
| • Shave client | Ch 12, pp 217–219 |
| • Brush/comb/style resident’s/client’s hair | Ch 12, pp 220–221 |
| • Assist resident/client with applying and removing TED/support stockings | Ch 19, pp 358–360 |
| 4. Provide assistance with elimination: | |
| • Provide toileting assistance utilizing incontinence products and bedside commode. | Ch 15, pp 284–285; Ch 16, pp 309–310 |
| • Provide catheter care and maintenance | Ch 16, pp 311–316 |
| • Provide ostomy care | Ch 15, pp 297–299 |

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| <ul style="list-style-type: none"> • Provide bladder and bowel retraining | Ch 15, p 300; Ch 16, pp 321–322 |
| 5. Provide assistance with nutrition and hydration: | |
| <ul style="list-style-type: none"> • Recognize the importance of proper nutrition and hydration | Ch 14, pp 248–253, 268–273 |
| <ul style="list-style-type: none"> • Demonstrate proper use of feeding devices and techniques: <ul style="list-style-type: none"> ○ Utensils ○ Serving ○ Positioning ○ Compensatory swallowing ○ Puree/mechanically altered ○ Thickening agents | Ch 14, pp 260, 262–265; Ch 22, pp 417 |
| <ul style="list-style-type: none"> ○ Utensils | Ch 14, pp 260–264; Ch 22, pp 416–417 |
| <ul style="list-style-type: none"> ○ Serving | Ch 14, pp 259, 263 |
| <ul style="list-style-type: none"> ○ Positioning | Ch 14, pp 264–267 |
| <ul style="list-style-type: none"> ○ Compensatory swallowing | Ch 14, pp 253–254 |
| <ul style="list-style-type: none"> ○ Puree/mechanically altered | Ch 14, p 257 |
| <ul style="list-style-type: none"> ○ Thickening agents | |
| <ul style="list-style-type: none"> • Prepare nutritionally appropriate and balanced meals for the client: <ul style="list-style-type: none"> ○ Special diets ○ Supplements | Ch 14, pp 248–257 |
| <ul style="list-style-type: none"> ○ Special diets | Ch 14, pp 253–257 |
| <ul style="list-style-type: none"> ○ Supplements | Ch 14, p 259 |
| <ul style="list-style-type: none"> • Understand nutritional labeling | Not included in the textbook; however, there is a handout for customers on the instructors' website. |
| <ul style="list-style-type: none"> • Purchase groceries within resident's/client's dietary restrictions | Not included |
| <ul style="list-style-type: none"> • Use sanitary practices to prepare and store meals | Not included |
| <ul style="list-style-type: none"> • Use sanitary practices to wash and clean dishes, utensils, kitchen/dining area | Not included |
| <ul style="list-style-type: none"> • Calculate intake and output | Ch 14, pp 268–270 |
| <ul style="list-style-type: none"> • Document client intake and output. | |
| 6. Gathering Data | |
| <ul style="list-style-type: none"> • Measure and record vital signs | Ch 13, pp 229–244 |
| <ul style="list-style-type: none"> • Identify and report pain | Ch 13, pp 244–245 |
| <ul style="list-style-type: none"> • Obtain a stool specimen | Ch 15, pp 295–296 |
| <ul style="list-style-type: none"> • Obtain a urine specimen | Ch 16, pp 316–319 |
| <ul style="list-style-type: none"> • Measure weight, height and length. | Ch 9, pp 148–152 |
| <ul style="list-style-type: none"> • Inspect skin for continuity and abnormalities | Ch 18, pp 340 |
| Care for the Patient with Dementia/Alzheimers Diseases | |
| Knowledge and Skills | |
| 1. Identify the types and causes of cognitive impairment | Ch 22, p 409 |
| 2. Demonstrate techniques for promoting independence with ADLs for clients with Alzheimer's/dementia | Ch 22, pp 414–418 |
| 3. Demonstrate techniques for communicating effectively with Alzheimer's/dementia residents/clients | Ch 22, pp 411–413 |

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| 4. Demonstrate techniques for managing behaviors associated with Alzheimer's/dementia | Ch 22, pp 413–414, pp 418–422 |
| 5. Identify measures to promote the safety of residents/clients with Alzheimer's/dementia | Ch 22, pp 411–423 |
| Death and Dying | |
| Knowledge and Skills | |
| 1. Identify differences in the way people handle the death and dying process. | Ch 27, pp 484–485, 488–489, 490–491 |
| 2. Identify the signs of approaching death. | Ch 27, p 489 |
| 3. Identify the spiritual preparations for death practiced in various religious denominations. | Ch 27, pp 488–489 |
| 4. Demonstrate the procedure for post-mortem care. | Ch 27, pp 491–492 |
| 5. Select descriptions of the hospice philosophy and method of care. | Ch 27, pp 483–484 |
| 6. Identify responsibilities of the NA for supportive care. | Ch 27, pp 486–487, 490 |
| 7. Identify and respond to the needs of the resident/client and his/her family during illness and stages of dying. | Ch 27, pp 486–487, 490 |
| 8. Perform post-mortem care. | Ch 27, pp 491–492 |
| Normal and Abnormal Body Structure and Function | |
| Knowledge and Skills | |
| 1. Define terms related to normal and abnormal body structure and function for residents/clients in LTC/HH. | Information on structure and function, normal changes of aging, observing and reporting, and common diseases and disorders and related care for each body system is located in Chapters 15-24 (body systems covered chapter by chapter). |
| 2. Describe common health problems. | Information on common diseases and disorders and related care is located in Chapters 15-24 (body systems covered chapter by chapter). |
| 3. Distinguish between signs and symptoms. | Ch 3, p 47 |
| 4. Describe four modes of therapy. | Ch 22, pp 424–426 |
| Supervised Clinical Experience in Long Term Care Assistant | |
| Knowledge and Skills | |
| 1. The student will demonstrate skills and knowledge learned in classroom and laboratory when in supervised clinical experience. | Oklahoma-specific information is not included, but skills are listed throughout the textbook. See table in beginning of textbook for list of all skills/care procedures. |

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| 2. Fulfill the preparatory requirements to attend the clinical site as described in the Student Handbook, and the health care clinical facility information. | Oklahoma-specific information is not included. |
| 3. Apply knowledge from the long term care nursing assistant course and successfully complete the skills checklist. | Oklahoma-specific information is not included, but there is a skills checklist at the back of the student workbook. See table in beginning of textbook for list of all skills/care procedures. |
| 4. Demonstrate beginning ability to perform nursing aide skills. | Skills are listed throughout the textbook. See table in beginning of textbook for list of all skills/care procedures. |
| 5. Provide care for the geriatric patient | |
| <ul style="list-style-type: none"> Apply procedures to protect and promote patient's rights. | Incorporated in beginning and ending steps in care procedures, outlined in detail on pp xiv-xv; Ch 2, pp 23-29; and in Residents' Rights boxes throughout the textbook (see Residents' Rights in index for a complete list) |
| <ul style="list-style-type: none"> Identify basic medical conditions and psychosocial needs. | Information on common diseases and disorders and related care is located in each of the body systems chapters, Ch 15–24; Psychosocial needs and person-centered care are emphasized throughout the textbook, and covered specifically in Ch 5, pp 68–70 (general) and Ch 27, pp 488–489 (dying residents) |
| <ul style="list-style-type: none"> Identify common signs, symptoms and treatment of disease and disorders. | Information on common diseases and disorders and related care is located in each of the body systems chapters, Ch 15–24 |
| <ul style="list-style-type: none"> Establish effective communication with patients, members of the family, and health care team. | Ch 3, pp 36–41 |
| <ul style="list-style-type: none"> Provide care based on the basic needs of the patient. | Ch 3, pp 46, 48–49; Ch 5, pp 68–70 |
| <ul style="list-style-type: none"> Demonstrate infection control and safety measures as evidenced by the completion of module exam, performance skill exam and clinical evaluation with 100% accuracy. | Ch 6, pp 84–111 |
| <ul style="list-style-type: none"> Appropriately respond to emergencies. | Ch 8, pp 129–141 |
| <ul style="list-style-type: none"> Perform transfer and ambulation skills. | Ch 11, pp 183–195; Ch 25, pp 458–459 |
| <ul style="list-style-type: none"> Measure and record vital signs, and height and weight. | Ch 9, pp 148–152; Ch 13, pp 229–244 |

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| <ul style="list-style-type: none"> • Provide patient care and comfort measures. | Pages x–xi list all care procedures; pages xiv–xv describe beginning and ending steps for all care procedures, focusing on the comfort, safety, and privacy/dignity of the resident. |
| <ul style="list-style-type: none"> • Report abnormal findings. | We have observing and reporting lists throughout the textbook. |
| <ul style="list-style-type: none"> • Support rehabilitation plans. | Ch 25, pp 453–456 |
| <ul style="list-style-type: none"> • Provide principles of nutrition by providing and recording nutritional needs. | Ch 14, pp 249–257, 271 |
| <ul style="list-style-type: none"> • Report diet modification needs. | Ch 14, pp 253–257 |
| <ul style="list-style-type: none"> • Provide hydration need and record intake and output. | Ch 15, pp 268–273 |
| <ul style="list-style-type: none"> • Perform special care procedures for patients exhibiting symptoms of impending death | Ch 27, pp 486–487 |
| <ul style="list-style-type: none"> • Perform special care procedures for patients according to OBRA. | Skills are listed throughout the textbook. See table in beginning of textbook for list of all skills/care procedures. |