

<b>Oklahoma's Introduction to Long Term Care Assistant</b>	<b>Corresponding pages from Nursing Assisting: A Foundation in Caregiving 5e by Diana Dugan</b>
<b>Knowledge and Skills</b>	
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
<b>Role of the Nursing Assistant in Long Term Care</b>	
<b>Knowledge and Skills</b>	
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
<b>Safety for Long Term Care Nursing Assistant</b>	
<b>Knowledge and Skills</b>	
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

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
<b>Basic Human Needs for Residents/Clients</b>	
<b>Knowledge and Skills</b>	
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
<b>Communication for the Nursing Assistant</b>	
<b>Knowledge and Skills</b>	
1. Identify records and files common to the healthcare setting.	Ch 3, pp 43–48, 49–50

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
<b>Consumer Rights, Ethical &amp; Legal Issues Affecting the Nursing Assistant in Long Term Care</b>	
<b>Knowledge and Skills</b>	
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

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
<b>Infection Control for Long Term Care Assistant</b>	
<b>Knowledge and Skills</b>	
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
<b>Resident/Client Mobility, Positioning and Transfer</b>	
<b>Knowledge and Skills</b>	
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

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
<b>Basic Nursing Skills</b>	
<b>Knowledge and Skills</b>	
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

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

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
<b>Death and Dying</b>	
<b>Knowledge and Skills</b>	
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
<b>Normal and Abnormal Body Structure and Function</b>	
<b>Knowledge and Skills</b>	
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
<b>Supervised Clinical Experience in Long Term Care Assistant</b>	
<b>Knowledge and Skills</b>	
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.

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"> <li>• Apply procedures to protect and promote patient's rights.</li> </ul>	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"> <li>• Identify basic medical conditions and psychosocial needs.</li> </ul>	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"> <li>• Identify common signs, symptoms and treatment of disease and disorders.</li> </ul>	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"> <li>• Establish effective communication with patients, members of the family, and health care team.</li> </ul>	Ch 3, pp 36–41
<ul style="list-style-type: none"> <li>• Provide care based on the basic needs of the patient.</li> </ul>	Ch 3, pp 46, 48–49; Ch 5, pp 68–70
<ul style="list-style-type: none"> <li>• Demonstrate infection control and safety measures as evidenced by the completion of module exam, performance skill exam and clinical evaluation with 100% accuracy.</li> </ul>	Ch 6, pp 84–111
<ul style="list-style-type: none"> <li>• Appropriately respond to emergencies.</li> </ul>	Ch 8, pp 129–141
<ul style="list-style-type: none"> <li>• Perform transfer and ambulation skills.</li> </ul>	Ch 11, pp 183–195; Ch 25, pp 458–459
<ul style="list-style-type: none"> <li>• Measure and record vital signs, and height and weight.</li> </ul>	Ch 9, pp 148–152; Ch 13, pp 229–244

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