

Oklahoma's Introduction to Long Term Care Assistant	Corresponding pages from Hartman's Nursing Assisting: Long-Term Care and Home Care 4e: by Alvare Hedman, Fuzy, and Howard
Knowledge and Skills	
1. Identify different levels of care for long-term care residents.	Ch 1, pp 1–5; Ch 2, pp 9–12
2. Identify different facilities that offer long-term care.	Ch 1, pp 1–5
3. Compare acute and chronic illness.	Ch 1, pp 1–2
4. Identify departments and describe their function in the long-term care facility	Ch 1, pp 1–5; Ch 2, pp 9–12
5. Evaluate the cost of long-term care and who pays for these expenses	Ch 1, pp 1–7
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 2, pp 9–19; Ch 31, pp 510–511
2. Explain how the line of authority affects the role of the nursing assistant.	Ch 2, pp 15–19
3. Differentiate state and federal regulations (OBRA) affecting nurse assistants.	Ch 3, pp 21–23
4. Explain the role, responsibilities and limitations of nurse assistants working within the scope of practice.	Ch 2, pp 15–19
5. Discuss the requirements for maintaining nurse aide certifications.	Ch 3, p 22; Ch 31, pp 510–511
Safety for Long Term Care Nursing Assistant	
Knowledge and Skills	
1. Demonstrate safe use of LTC facility chemicals.	Ch 5, pp 70–71; Ch 6, p 85, 87–88; Ch 25, p 436; Ch 29, p 487
2. Identifying ways to promote a safe environment for the resident in regard to preventing falls.	Ch 6, pp 83–85, 92; Ch 7, pp 107–108; Ch 25, pp 439, 442–444
3. Ensure correct identification of residents and staff.	Ch 6, p 85; identifying resident and self listed as a beginning step in all care procedures (see p xvi).
4. Check equipment for proper function and safety.	Ch 5, pp 69–70; Ch 12, pp 189–194; Ch 14, p 259; Ch 21, pp 393–394; Ch 22, pp 407–412
5. Identify unclean and unsafe conditions.	Ch 6, pp 83–88, 93–95; Ch 12, pp 189–193; Ch 25, pp 439–444
6. Report and take appropriate action concerning unsafe/unclean conditions.	Ch 6, pp 83–88, 93–95; Ch 12, pp 189–193; Ch 25, pp 439–444
7. Demonstrate application of ordered restraints.	Ch 6, pp 88–90
8. Demonstrate proper safety procedures for an immobilized resident.	Ch 6, pp 88–90

9. Applying principles of body mechanics and ergonomics.	Ch 6, pp 90–93; Ch 10, pp 153–154; Ch 25, pp 438–439
10. Identify environmental hazards.	Ch 5, pp 75–76; Ch 6, pp 83–88, 92–95; Ch 7, pp 97–99, 107–110; Ch 25, pp 439, 442–444
11. Provide patient with information on safety.	Not included
12. Reinforce patient's education on safety precautions, including patient's use of protective equipment to avoid injury.	Not included
13. Evaluate the environment to recognize safe and unsafe working conditions.	Ch 5, pp 75–76; Ch 6, pp 83–88, 92–95; Ch 7, pp 97–99, 107–110; Ch 25, pp 439, 442–444
14. Demonstrate methods of fire prevention in the healthcare setting.	Ch 6, pp 93–95
15. Use proper safety techniques to prevent accidents and to maintain a safe work environment.	Ch 5, pp 75–76; Ch 6, pp 83–88, 92–95; Ch 7, pp 97–99, 107–110; Ch 25, pp 439, 442–444
16. Explain an evacuation plan for a healthcare setting.	Ch 7, pp 108–110
17. Execute an emergency plan in response to a natural disaster or other emergency.	Ch 7, pp 108–110
Basic Human Needs for Residents/Clients	
Knowledge and Skills	
1. Identify techniques to encourage resident independence, dignity, and self-esteem.	Ch 1, pp 7–8; Ch 3, pp 23–24; Ch 8, p 115
2. Use techniques that promote resident independence in:	
• Provide choices (meals, clothing)	Ch 13, p 223; Ch 15, pp 268–369
• Scheduling adult daily living activities (ADLs)	Ch 13, pp 200–202
3. Distinguish between types of psychosocial needs:	
• Emotional	Ch 8, pp 112–115; Ch 11, pp 177–178
• Mental Health	Ch 20, pp 381–382
• Spiritual	Ch 8, pp 117–121
• Cultural	Ch 4, pp 36–40; Ch 8, pp 118–121
4. Respond appropriately to the psychosocial needs of the resident and family.	Ch 8, pp 123–124
5. Identify and report symptoms of depression.	Ch 8, pp 114–115; Ch 20, pp 384–386, 387
6. Demonstrate techniques for responding to psychosocial needs of diverse populations.	Ch 8, pp 112–122
7. Identify factors that affect relaxation/sleep	Ch 12, p 193
8. Identify action that can promote relaxation/sleep	Ch 12, pp 189–190, 193

Communication for the Nursing Assistant	
Knowledge and Skills	
1. Identify records and files common to the healthcare setting.	Ch 4, pp 44–49
2. Execute data management using electronic healthcare records.	Ch 4, pp 30, 46–47
3. Interpret information from electronic medical documents.	Ch 4, pp 46–47
4. Discuss the content and diverse uses of health information.	Ch 3, p 31; Ch 4, pp 30, 46–47
5. Demonstrate techniques for communicating with residents and families.	Ch 4, pp 34–40
6. Respond appropriately to resident and family behaviors.	Ch 4, pp 54–56; Ch 8, pp 122–124; Ch 19, pp 365–377; Ch 20, p 383
7. Utilize techniques that facilitate communication special populations.	Ch 4, pp 50–56; Ch 19, pp 367–369
8. Demonstrate techniques for communicating with interdisciplinary team members.	Ch 4, pp 41–50
9. Demonstrate appropriate behavior management techniques.	Ch 4, pp 54–56; Ch 19, pp 365–377; Ch 20, p 383
10. Recognize the need for setting boundaries and limits between caregiver and resident.	Ch 2, pp 12–14, Ch 3, pp 21, 28; Ch 23, p 422; Ch 24, p 430
11. Follow facility policy and procedure for reporting and documentation.	Ch 1, pp 5–6; Ch 4, pp 44–47
12. Review techniques for the measurement of vital signs and documentation.	Ch 114, pp 232–245
13. Recognize document and report changes in behavior, environment and physical well-being.	Ch 4, pp 40–41, 44–47; also see O/R (Observing and Reporting) lists throughout the textbook
14. Explain when an incident report is required.	Ch 4, pp 47–49
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 3, pp 23–25, 28–29; and in special boxes throughout the textbook (see <i>Residents' Rights boxes</i> in index for complete list)
2. Identify ethical and legal situations and allegations in health care specific to Nurse Assistants.	Ch 3, pp 20–33
3. Identify the legal responsibilities of a nursing assistant with regard to resident's rights as defined in OBRA.	Ch 3, pp 21–25, 28–31; Ch 6, p 90; and in special boxes throughout the textbook (see <i>Residents' Rights boxes</i> in index for complete list); and in special boxes throughout the textbook (see <i>Residents' Rights boxes</i> in index for complete list)

4. Recognize and describing types, signs and symptoms of abuse.	Ch 3, pp 25–28
5. Provide care, respect and security.	Ch 2, pp 11–14; Ch 3, pp 23–25, 28–29; and in special boxes throughout the textbook (see <i>Residents' Rights boxes</i> in index for complete list)
6. Implement mandated standards for Health Insurance Portability and Accountability Act (HIPAA).	Ch 3, pp 30–31
7. Discuss regulatory and legal process when faced with allegations of abuse.	Ch 3, p 29
8. Follow facility policies and procedures for reporting and documentation.	Ch 1, pp 5–6; Ch 4, pp 44–47
Infection Control for Long Term Care Assistant	
Knowledge and Skills	
1. Apply infection control procedures including standard precautions and handwashing techniques.	Ch 5, pp 58–82
2. Compare different methods of controlling the growth of microorganisms.	Ch 5, pp 58–60
3. Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Center for Disease Control Prevention (CDC) regulations.	Ch 5, pp 61–70, 71–76, 81–82
4. Apply proper use of personal protective equipment (PPE).	Ch 5, pp 64–69
5. Use infection control techniques when collecting specimens.	Ch 5, p 74, Ch 16, pp 303–306; Ch 17, pp 318–320; Ch 18, pp 346–347
6. Demonstrate isolation techniques.	Ch 5, pp 72–74, 77; Ch 25, pp 437–438
7. Define terms related to infection control.	Ch 5, pp 58–82; key terms located throughout the textbook and in the glossary, pp 518–539
8. Identify isolation precautions for common microorganisms.	Ch 5, pp 76–80
Resident/Client Mobility, Positioning and Transfer	
Knowledge and Skills	
1. Discuss items found in the typical patient unit.	Ch 12, pp 190–193
2. Operate basic equipment found in the typical patient unit.	Ch 12, pp 190–193
3. Discuss ways to control the patient's environment.	Ch 12, pp 189–193
4. Using the principles of good body alignment, resident/patient positioning and supportive devices.	Ch 10, pp 154–155, 163–164; Ch 14, p 247; Ch 18, p 335; Ch 21, p 394; checking the resident for proper alignment is emphasized throughout the textbook

5. Demonstrate safe techniques for transferring, moving, lifting residents/patients with and without assistive devices.	Ch 10, pp 154–175
6. Adjust a hospital bed.	Ch 12, pp 190–191; instructions for adjusting the level of the bed for resident safety and caregiver ergonomics emphasized in procedures throughout the textbook
7. Ambulate resident/patient with/without assistive devices.	Ch 10, pp 172–175
8. Operate a wheelchair safely.	Ch 10, pp 163–164
9. Perform assistive/active range of motion exercises.	Ch 21, pp 396–401
10. Follow a resident/patient's exercise plan.	Ch 21, pp 390–393, 396–401
11. Demonstrate the ability to:	
• Prepare a patient unit	Ch 111, pp 177–180; Ch 12, pp 189–193
• Place the bed in prone position	Ch 10, pp 154–155
• Place the bed in Fowler's position	Ch 10, p 155
• Place the bed in Trendelenburg position	Not included; information on this bed position available on request
• Make an occupied bed	Ch 12, pp 194–197
• Make an unoccupied bed	Ch 12, pp 197–198
Basic Nursing Skills	
Knowledge and Skills	
1. Make an unoccupied and an occupied bed.	Ch 12, pp 194–198
2. Recognize the need for proper maintenance of supportive and preventive devices.	Ch 13, pp 205–206, Ch 18, p 358; Ch 21, p 394
3. Provide assistance with ADLs:	
• Assist resident/client with hand washing	Ch 13, pp 209, 217–218
• Provide full or partial bath in shower, tub, chair or bed	Ch 13, pp 206–216
• Perform shampoo in sink, tub, bed or shower	Ch 13, pp 213–215
• Provide skin care	Ch 13, pp 202–206
• Provide oral hygiene and denture care	Ch 13, pp 225–231
• Provide perineal care	Ch 13, pp 210–212
• Provide foot care appropriate to disease process	Ch 13, pp 218–220; Ch 18, pp 349–351
• Assist client with dressing/undressing	Ch 13, pp 223–225; Ch 14, pp 256–257
• Provide nail care	Ch 13, pp 217–218
• Shave client	Ch 13, pp 220–221
• Brush/comb/style resident's/client's hair	Ch 13, pp 221–223

<ul style="list-style-type: none"> Assist resident/client with applying and removing TED/support stockings 	Ch 18, pp 343–344
4. Provide assistance with elimination:	
<ul style="list-style-type: none"> Provide toileting assistance utilizing incontinence products and bedside commode. 	Ch 16, pp 294–295, 296
<ul style="list-style-type: none"> Provide catheter care and maintenance 	Ch 166, pp 298–302
<ul style="list-style-type: none"> Provide ostomy care 	Ch 17, pp 320–322
<ul style="list-style-type: none"> Provide bladder and bowel retraining 	Ch 16, pp 307–308; Ch 17, p 323
5. Provide assistance with nutrition and hydration:	
<ul style="list-style-type: none"> Recognize the importance of proper nutrition and hydration 	Ch 15, pp 261–287
<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 	
<ul style="list-style-type: none"> Utensils 	Ch 15, pp 275, 279
<ul style="list-style-type: none"> Serving 	Ch 15, pp 275–277
<ul style="list-style-type: none"> Positioning 	Ch 15, pp 275, 277, 280
<ul style="list-style-type: none"> Compensatory swallowing 	Ch 15, pp 281–282
<ul style="list-style-type: none"> Puree/mechanically altered 	Ch 15, p 273; Ch 28, p 481
<ul style="list-style-type: none"> Thickening agents 	Ch 15, pp 273–274
<ul style="list-style-type: none"> Prepare nutritionally appropriate and balanced meals for the client: <ul style="list-style-type: none"> Special diets Supplements 	
<ul style="list-style-type: none"> Special diets 	Ch 15, pp 269–273
<ul style="list-style-type: none"> Supplements 	Ch 15, p 270–272; Ch 28, p 482
<ul style="list-style-type: none"> Understand nutritional labeling 	Ch 28, pp 477–478
<ul style="list-style-type: none"> Purchase groceries within resident's/client's dietary restrictions 	Ch 28, pp 473–476
<ul style="list-style-type: none"> Use sanitary practices to prepare and store meals 	Ch 28, pp 478–483
<ul style="list-style-type: none"> Use sanitary practices to wash and clean dishes, utensils, kitchen/dining area 	Ch 28, pp 478–479
<ul style="list-style-type: none"> Calculate intake and output 	Ch 15, pp 282–284
<ul style="list-style-type: none"> Document client intake and output. 	Ch 15, pp 282–284
6. Gathering Data	
<ul style="list-style-type: none"> Measure and record vital signs 	Ch 14, pp 232–247; Ch 27, pp 466–467
<ul style="list-style-type: none"> Identify and report pain 	Ch 14, pp 245–247
<ul style="list-style-type: none"> Obtain a stool specimen 	Ch 17, pp 318–319
<ul style="list-style-type: none"> Obtain a urine specimen 	Ch 16, pp 302–306
<ul style="list-style-type: none"> Measure weight, height and length. 	Ch 11, pp 181–183; Ch 27, pp 465–466
<ul style="list-style-type: none"> Inspect skin for continuity and abnormalities 	Ch 13, pp 201–206

Care for the Patient with Dementia/Alzheimer's Diseases	
Knowledge and Skills	
1. Identify the types and causes of cognitive impairment	Ch 19, pp 362–365
2. Demonstrate techniques for promoting independence with ADLs for clients with Alzheimer's/dementia	Ch 19, pp 369–372
3. Demonstrate techniques for communicating effectively with Alzheimer's/dementia residents/clients	Ch 19, pp 367–369
4. Demonstrate techniques for managing behaviors associated with Alzheimer's/dementia	Ch 19, pp 372–377
5. Identify measures to promote the safety of residents/clients with Alzheimer's/dementia	Ch 19, pp 372–377
Death and Dying	
Knowledge and Skills	
1. Identify differences in the way people handle the death and dying process.	Ch 23, pp 413–415
2. Identify the signs of approaching death.	Ch 23, p 420
3. Identify the spiritual preparations for death practiced in various religious denominations.	Ch 23, pp 416, 417
4. Demonstrate the procedure for post-mortem care.	Ch 23, pp 422–423
5. Select descriptions of the hospice philosophy and method of care.	Ch 23, pp 418–420
6. Identify responsibilities of the NA for supportive care.	Ch 23, pp 415–420
7. Identify and respond to the needs of the resident/client and his/her family during illness and stages of dying.	Ch 23, pp 412–420
8. Perform post-mortem care.	Ch 23, pp 420–423
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 is located in Chapters 9, 16–19.
2. Describe common health problems.	Information on common diseases and disorders and related care is located in Chapters 16–19.
3. Distinguish between signs and symptoms.	Ch 4, pp 40–41

4. Describe four modes of therapy.	Not included. Information on care of common diseases and disorders and related care is located in Chapters 16–19.
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.
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. 	
<ul style="list-style-type: none"> Identify basic medical conditions and psychosocial needs. 	Information on structure and function, normal changes of aging, observing and reporting, and common diseases and disorders and related care is located in Chapters 9, 16–19.
<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 Chapters 16–19.
<ul style="list-style-type: none"> Establish effective communication with patients, members of the family, and health care team. 	Ch 3, pp 23–25, 28–29; and in special boxes throughout the textbook (see <i>Residents' Rights boxes</i> in index for complete list)
<ul style="list-style-type: none"> Provide care based on the basic needs of the patient. 	Ch 8, pp 112–113
<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. 	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. Infection prevention is covered in Chapter 5 and safety in Chapter 6.

<ul style="list-style-type: none"> • Appropriately respond to emergencies. 	Ch 6, pp 93–95; Ch 7, pp 96–110
<ul style="list-style-type: none"> • Perform transfer and ambulation skills. 	Ch 10, pp 162–175
<ul style="list-style-type: none"> • Measure and record vital signs, and height and weight. 	Ch 11, pp 181–183; Ch 14, pp 232–247
<ul style="list-style-type: none"> • Provide patient care and comfort measures. 	Ch 10, pp 154–155; Ch 13, pp 211–213; Ch 14, pp 245–253
<ul style="list-style-type: none"> • Report abnormal findings. 	Ch 4, pp 40–41, 44–47; also see O/R (Observing and Reporting) lists throughout the textbook disorders and diseases chapters, Chapters 16–19
<ul style="list-style-type: none"> • Support rehabilitation plans. 	Ch 21, pp 390–401
<ul style="list-style-type: none"> • Provide principles of nutrition by providing and recording nutritional needs. 	Ch 15, pp 265–267 285
<ul style="list-style-type: none"> • Report diet modification needs. 	Ch 15, pp 268–269
<ul style="list-style-type: none"> • Provide hydration need and record intake and output. 	Ch 15, pp 282–287
<ul style="list-style-type: none"> • Perform special care procedures for patients exhibiting symptoms of impending death 	Ch 23, pp 412–420
<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 (pp xi–xii) for list of all skills/care procedures.