

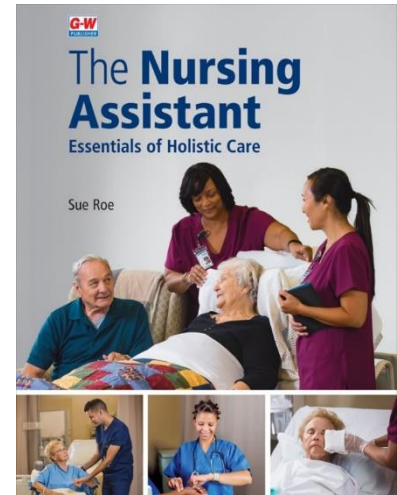


# Goodheart-Willcox

Experts in Career and Technical Education

*Correlation of*  
***The Nursing Assistant: Essentials of Holistic Care,***  
***Sue Roe***  
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to  
**Missouri Curricula Requirements**

**The Nursing Assistant: Essentials of Holistic Care** provides the knowledge and skills needed to become a certified nursing assistant. With the text's sharp focus on holistic care, students will learn how to perform the procedures required of nursing assistants while integrating and considering patients' and residents' bodies, minds, and spirits. The rich, visual, **step-by-step procedures** in this book illustrate techniques necessary to work in a variety of healthcare settings, including long-term and acute care. **Professional videos** help students visualize the steps they must master for the certification competency examination. **Practice test questions** are accompanied by numerous reinforcement, **critical thinking**, and application activities and provide an opportunity for students to prepare for the certification competency examination.



CURRICULUM REQUIREMENTS		CORRELATING SECTIONS
At least a total of 16 hours of training in the following areas prior to any direct contact with a resident:		
1A	Communication and interpersonal skills;	Section 4.2: Engagement, Critical Thinking, and Communication Section 10.1: Holistic Communication and Health Literacy Section 10.2: Caring Skills and Interpersonal Relationships Section 10.3: Anxiety, Fear, Anger, and Conflict
1B	Infection control;	Section 15.1: Standard and Transmission-Based Precautions Section 15.2: Wound Care
1C	Safety/emergency procedures, including the Heimlich maneuver;	Section 16.1: A Culture and Environment of Safety Section 16.2: Fall Prevention Section 16.3: Restraint-Free Care Section 16.4: Fire, Electrical, Chemical, and Oxygen Safety Section 26.1: Medical Emergencies Section 26.2: Disasters, Terrorism, and Bioterrorism
1D	Promoting patients' and residents' independence;	Section 6.3: Body, Mind, and Spirit Section 7.1: Wellness and Illness

CURRICULUM REQUIREMENTS		CORRELATING SECTIONS
		Section 16.3: Restraint-Free Care Section 24.1: Disabilities and Cognitive Disorders
1E	Respecting patients' and residents' rights; and	Section 3.1: Healthcare Laws, Regulations, and Scope of Practice Section 27.1: Dying, Death, and Grief
<b>Basic Nursing Skills</b>		
2A	Taking and recording vital signs;	Section 18.1: Measuring and Recording Vital Signs
2B	Measuring and recording height and weight;	Section 18.2: Measuring and Recording Height and Weight
2C	Caring for the patients' or residents' environment;	Section 16.1: A Culture and Environment of Safety Section 20.2: Making Beds Section 20.3: Promoting Comfort, Relaxation, Rest, and Sleep
2D	Recognizing abnormal changes in body functioning and the importance of reporting such changes to a supervisor; and	Section 1.1: Role and Responsibilities Section 5.2: The Nursing Process, Policies, and Procedures Section 10.1: Holistic Communication and Health Literacy Section 18.1: Measuring and Recording Vital Signs Section 21.2: Caring for the Skin
2E	Caring for patients or residents when death is imminent	Section 17.1: Dying, Death, and Grief Section 17.2: Family Support and Postmortem Care
<b>Personal care skills, including but not limited to the following:</b>		
3A	Bathing;	Section 21.1: Bathing, Grooming, and Dressing
3B	Grooming, including mouth care;	Section 21.1: Bathing, Grooming, and Dressing
3C	Dressing;	Section 21.1: Bathing, Grooming, and Dressing
3D	Toileting;	Section 23.2: Assisting with Elimination
3F	Assisting with eating and hydration;	Section 22.2: Therapeutic Diets and Nutritional Support Section 23.1: Maintaining Hydration
3G	Feeding techniques;	Section 22.2: Therapeutic Diets and Nutritional Support
3H	Skin care; and	Section 21.2: Caring for the Skin
3G	Transfers, positioning, and turning to include the use of mechanical lift or movement devices	Section 17.2: Positioning, Turning, Transferring, and Lifting
<b>Mental health and social service needs:</b>		
4A	Modifying aides' behavior in response to patients' or residents' behavior;	Section 6.2: Human Behavior Section 10.2: Caring Skills and Interpersonal Relationships Section 10.3: Anxiety, Fear, Anger, and Conflict
4B	Awareness of developmental tasks associated with the aging process;	Section 16.1: Human Needs and Growth
4C	How to respond to patients' or residents' behavior;	Section 10.1: Holistic Communication and Health Literacy

CURRICULUM REQUIREMENTS		CORRELATING SECTIONS
		Section 10.2: Caring Skills and Interpersonal Relationships Section 10.3: Anxiety, Fear, Anger, and Conflict
4D	Allowing the patient or resident to make personal choices, providing and reinforcing other behavior consistent with the patient's or resident's dignity; and	Section 6.3: Body, Mind, and Spirit Section 7.1: Wellness and Illness Section 16.3: Restraint-Free Care Section 24.1: Disabilities and Cognitive Disorders
4E	Using the patient's or resident's family as a source of emotional support	Section 5.2: The Nursing Process, Policies, and Procedures Section 10.2: Caring Skills and Interpersonal Relationships
<b>Care of cognitively impaired patients or residents:</b>		
5A	Techniques for addressing the unique needs and behaviors of individuals with dementia;	Section 24.1: Disabilities and Cognitive Disorders
5B	Communicating with cognitively impaired patients or residents;	Section 24.1: Disabilities and Cognitive Disorders
5C	Understanding the behavior of cognitively impaired patients or residents;	Section 24.1: Disabilities and Cognitive Disorders
5D	Appropriate responses to the behavior of cognitively impaired patients or residents; and	Section 24.1: Disabilities and Cognitive Disorders
5E	Methods of reducing the effects of cognitive impairments	Section 24.1: Disabilities and Cognitive Disorders
<b>Basic restorative services:</b>		
6A	Training the patient or resident in self-care according to the patient's or resident's abilities;	Section 6.3: Body, Mind, and Spirit Section 7.1: Wellness and Illness Section 16.3: Restraint-Free Care Section 24.1: Disabilities and Cognitive Disorders
6B	Use of assistive devices in transferring, ambulation, eating, and dressing;	Section 17.3: Ambulation and Assistive Ambulatory Devices Section 21.1: Bathing, Grooming, and Dressing Section 22.2: Therapeutic Diets and Nutritional Support
6C	Maintenance of range of motion;	Section 17.4: Rehabilitation and Restorative Care
6D	Proper turning and positioning in bed and chair;	Section 17.2: Positioning, Turning, Transferring, and Lifting
6E	Bowel and bladder control care training; and	Section 23.2: Assisting with Elimination
6F	Care and use of prosthetic and orthotic devices	Section 24.1: Disabilities and Cognitive Disorders
<b>Residents' rights:</b>		
7A	Providing privacy and maintaining confidentiality;	Section 3.1: Healthcare Laws, Regulations, and Scope of Practice

CURRICULUM REQUIREMENTS		CORRELATING SECTIONS
7B	Promoting the patients' or residents' right to make personal choices to accommodate their needs;	Section 6.3: Body, Mind, and Spirit Section 7.1: Wellness and Illness Section 16.3: Restraint-Free Care Section 24.1: Disabilities and Cognitive Disorders
7C	Giving assistance in reporting grievances and disputes;	Section 2.2: Structure and Culture in Healthcare Facilities Section 10.3: Anxiety, Fear, Anger, and Conflict
7D	Providing needed assistance in getting to and participating in resident and family groups and other activities;	Section 4.2: Engagement, Critical Thinking, and Communication Section 10.3: Anxiety, Fear, Anger, and Conflict Section 17.2: Positioning, Turning, Transferring, and Lifting Section 17.3: Ambulation and Assistive Ambulatory Devices
7E	Maintaining care and security of patients' or residents' personal possessions;	Section 20.1: The Call System and Respecting Personal Items
7F	Promoting the patient's or resident's right to be free from abuse, mistreatment, and neglect and understanding the need to report any instances of such treatment to appropriate facility staff; and	Section 3.1: Healthcare Laws, Regulations, and Scope of Practice
7G	Avoiding the need for restraints in accordance with current professional standards	Section 16.3: Restraint-Free Care