



Goodheart-Willcox

Experts in Career and Technical Education

Correlation of
The Nursing Assistant: Essentials of Holistic Care,
Sue Roe

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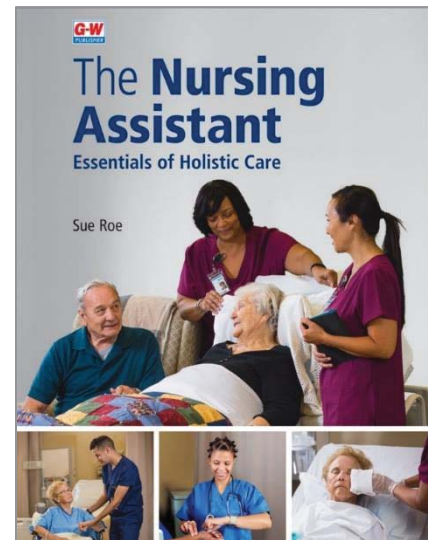
Chapter I: Department of Public Health

Subchapter c: Long-Term Care Facilities

Part 395 Long-Term Care Assistants and Aides Training Programs Code

Section 395.300 Basic Nursing Assistant Training Program

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.



Standards		G-W Content
Module I: Introduction to Health Care		
1	Functions of Health Care Organizations Objectives: upon completion of this unit, the student will be able to:	Chapter 2
1A	Describe the purposes and services of health care facilities/agencies; and	22 – 30
1B	Person-Directed Care Across All Settings.	35 – 38
2	The Interdisciplinary Team Objectives: upon completion of this unit, the student will be able to:	Chapter 1, Chapter 4
2A	Discuss the purpose of the Interdisciplinary Team;	61 – 66
2B	Describe ways to enhance the ability of the Interdisciplinary Team to accomplish its purpose;	67 – 68
2C	Describe the role of each member of the Interdisciplinary Team;	62 – 65

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Standards		G-W Content
Module I: Introduction to Health Care, cont.		
2D	Examine ways in which a CNA can become an effective team member; and	68
2E	Discuss the crucial role of the CNA with the health care team.	2, 3, 63
3	The CNA Role Across Health Care Settings. Objectives: upon completion of this unit, the student will be able to:	Chapter 1, Chapter 3
3A	Demonstrate professional behaviors expected of a CNA in appearance and behaviors;	12 – 17
3B	Describe work ethics for CNAs, including qualities, legal implications and ethical behaviors;	43 – 57
3C	Identify competency standards in CNA practice, which include standardized testing and maintaining safety;	44
3D	Discuss person-directed qualities by describing the attributes of a CNA;	53
3E	Discuss the importance of the scope of practice for a CNA;	57
3F	Examine the legal limits of the CNA role;	45
3G	Explain the importance of a job description for a CNA;	7 – 10
3H	Explore the components of a CNA job description; and	7 – 10
3I	Discuss the importance of delegation and list the five rights of delegation.	82 – 83
4	Nursing Assistant as a Para-professional Objective: upon completion of this unit, the student will be able to:	
4A	Discuss current state and federal regulations related to CNA certification;	43 – 44
4B	Explain the requirements for maintaining CNA certification on the Health Care Worker Registry, which include accessing, updating information and maintaining certification;	4 – 5
4C	Discuss the purpose of and disqualifying convictions for the Health Care Worker Background Check; and	5
4D	Develop awareness of resources to enhance career development for CNAs through CNA organizations, continuing education and career ladders.	5
5	Information Sharing Objectives: upon completion of this unit, the student will be able to:	Chapter 8, Chapter 12, Chapter 13

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Standards		G-W Content
Module I: Introduction to Health Care, cont.		
5A	Know frequently-used medical terminology and abbreviations;	141 – 143, 200, 425, 440
5B	Describe the purpose and list components of the health care record;	305 – 308
5C	Discuss pertinent information that should be reported to the nurse and give examples of observations that need to be reported immediately;	298 – 301, 314
5D	Know the legal aspects of recording in the health care record;	308 – 309
5E	Discuss the requirements for recording in the health care record; and	305 – 308
5F	Describe how the Interdisciplinary Team works together to develop an individualized plan of care.	291 – 297
Module II: Rights and Relationships		
1	Rights. Objectives: upon completion of this unit, the student will be able to:	Chapter 1, Chapter 3
1A	Identify basic human rights;	46 – 50
1B	Discuss the importance of state and federal regulations in promoting resident rights;	46 – 50
1C	Identify key concepts for person-directed care and discuss ways to apply the concepts for person-directed care;	6, 81
1D	Discuss the importance and describe the principles of culture competence;	6 – 7
1E	Discuss abuse, neglect and theft.	50
2	Holistic Care. Objectives: upon completion of this unit, the student will be able to:	Chapter 1, Chapter 5, Chapter 6
2A	Explain the importance and describe the components of holistic care, which include, but are not limited to Physical, Social, Psychosocial and Spiritual;	5 – 7
2B	Discuss the culture of aging; and	187
2C	Describe ways in which the CNA can meet basic human needs of the elder and implement evidence-based practices to provide holistic care.	113 – 115
3	Communication. Objectives: upon completion of this unit, the student will be able to:	Chapter 10
3A	List the components of communication;	256
3B	Describe the principles of communication;	256 – 258
3C	Identify the types of communication;	257

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Standards		G-W Content
Module II: Rights and Relationships, cont.		
3D	Identify effective techniques for enhancing communication;	74 – 75; 262
3E	Discuss barriers to the communication process, which include, but are not limited to language, culture, perception, and situation; and	258 – 261
3F	Discuss the CNA's responsibility for effective communication.	15 – 16, 262
4	Interpersonal Relationships Objectives: upon completion of this unit, the student will be able to:	
4A	Describe professional boundaries in relationships with residents;	17
4B	Discuss the importance of developing therapeutic relationships;	13
4C	Discuss the importance of building relationships within the health care team; and	67 – 68
4D	Describe appropriate relationship boundaries for a CNA as a member of the health care team.	73 – 75
Module III: Infection Control in the Health Care Setting		
1	Infection Control Issues Objectives: upon completion of this unit, the student will be able to explain the following:	
1A	Microorganisms;	320, 325 – 329
1B	Chain of infection;	331
1C	Signs and symptoms of infection;	333
1D	Asepsis in health care ;	338
1E	State and federal regulations. Discuss the role of the CNA in meeting current State and federal regulations related to infection control in health care settings;	339
1F	Skills in hand hygiene; and	331 – 348
1G	Skills in isolation techniques.	352 – 355
2	Equipment and Supplies Objectives: upon completion of this unit, the student will be able to:	
2A	Discuss methods of disinfection;	356 – 357
2B	Discuss methods of sterilization; and	350 – 352
2C	Explain the role of the CNA in properly caring for equipment and supplies.	
Module IV: Emergency Procedures		
1	Fire Safety Objectives: upon completion of this unit, the student will be able to:	389 – 396

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Standards		G-W Content
Module IV: Emergency Procedures, cont.		
1A	List the three main types of fire;	389
1B	List the three elements necessary for a fire;	389
1C	Describe risk factors for a fire, which include, but are not limited to oxygen, impaired cognition, electrical hazards, and smoking;	392
1D	Explain safety precautions when oxygen is in use;	395
1E	Describe the responsibility of the CNA in fire prevention; and	391
1F	Describe the actions a CNA should take in the event of a fire, including initial response, proper use of fire extinguisher, other methods to extinguish a fire.	391
2	Disasters Objectives: upon completion of this unit, the student will be able to:	
2A	Describe appropriate actions of the CNA in response to natural disasters, which include, but are not limited to storm, tornado, severe weather, floods, earthquake;	772 – 774
2B	Describe appropriate actions of the CNA in response to man-made disasters, which include, but are not limited to bomb threats and terrorist attacks; and	772 – 774
2C	Explain the role of the CNA in relation to emergency preparedness.	772 – 774
3	Foreign Body Airway Obstruction Objectives: upon completion of this unit, the student will be able to:	764 – 765
3A	Differentiate between partial airway obstruction and complete airway obstruction; and	764 – 765
3B	Demonstrate the procedures for dislodging a foreign body in a conscious and unconscious victim.	729 – 730
4	Incidents Objectives: upon completion of this unit, the student will be able to:	
4A	Identify the responsibility of the CNA when a resident has fallen, eloped, sustained a thermal injury, has a skin tear or bruise, and ingested a harmful substance; and	376 – 380, 760 – 763

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Standards		G-W Content
Module IV: Emergency Procedures, cont.		
4B	Identify the role of the CNA in providing psychosocial support after an incident/emergency.	773
5	State and Federal Regulations Objective: upon completion of this unit, the student will be able to review current state and federal regulations pertaining to resident rights during an emergency.	772 – 773
Module V: Injury Prevention in the Health Care Environment		
1	Risk Management Objectives: upon completion of this unit, the student will be able to:	
1A	Explain and discuss state and federal regulations pertaining to injury, Occupational Safety and Health Administration (OSHA) and its role to injury prevention, the purpose of Material Safety Data Sheets; and	332, 353 – 354, 356, 374, 392 – 393, 816
1B	Explain and discuss ergonomics.	
2	Resident Safety Objectives: upon completion of this unit, the student will be able to:	
2A	Discuss the importance of maintaining safety for the resident;	370 – 376
2B	Identify factors in the elderly that contribute to an increased risk for injury;	370 – 376
2C	Determine the CNA responsibility regarding each of the following safety issues: falls, elopement, resident identification, thermal injury, skin tears, choking, and poisoning;	370 – 376
2D	Explain and discuss restraint safety; and	385 – 386
2E	Examine the responsibilities of the CNA in maintaining resident safety in regard to Person-directed strategy, Observation of actual risk and potential risk, Documentation; and Reporting.	370 – 376
3	Personal Safety Objectives: upon completion of this unit, the student will be able to:	
3A	Describe environmental factors that have an impact on personal safety in the workplace; and	816
3B	Explain and discuss workplace violence.	816

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Standards		G-W Content
Module V: Injury Prevention in the Health Care Environment, cont.		
4	Equipment Safety Objectives: upon completion of this unit, the student will be able to:	
4A	Discuss the responsibility of the CNA for assuring safe use of equipment; and	371 – 373
4B	Examine the importance of proper reporting of unsafe equipment.	371 – 373
5	Documentation Objectives: upon completion of this unit, the student will be able to:	
5A	Describe various types of documentation required when safety infractions have occurred; and	373
5B	Discuss the responsibility of the CNA for documenting problems related to safety.	373
Module VI: Care of the Resident		
1	Resident Living Space Objectives: upon completion of this unit, the student will be able to:	
1A	Explain why a comfortable environment is important to a person's well-being;	516
1B	Identify and discuss factors related to residential living space;	516 – 517
1C	Explain and discuss the role of furniture and equipment in residential living space;	516 – 520
1D	Explain the rules for proper maintenance of the resident's living space;	516 – 519
1E	Explain and discuss call system devices;	521
1F	Explain and discuss bed making;	
1G	Examine the importance of frequent observations of the resident in his/her living space, including, but not limited to side rails, bed position, call light, safety alarms, personal items, linens and personal preferences; and	525 – 533
1H	Demonstrate consistent maintenance of resident's comfort and safety.	516 – 540
2	Admission, Transfer, Discharge Objectives: upon completion of this unit, the student will be able to:	
2A	Discuss admission procedures;	89 – 93
2B	Discuss room transfers;	93 – 95
2C	Discuss discharge procedures; and	95 – 97
2D	Demonstrate skills: height, weight.	480 – 485

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Standards		G-W Content
Module VI: Care of the Resident, cont.		
3	Psychosocial Concerns Objectives: upon completion of this unit, the student will be able to:	
3A	Explain the importance of recognizing psychosocial concerns;	106 – 107
3B	Discuss psychosocial concerns common to residents;	265 – 274
3C	Describe common behaviors associated with how a person is feeling; and	287
3D	Recognize the CNA's role in meeting the resident's psychosocial needs, which include person-directed strategies, observations, documentation and reporting.	290 – 300
4	Promoting Resident Comfort and Managing Pain Objectives: upon completion of this unit, the student will be able to:	
4A	Recognize indicators that a resident is not comfortable and the CNA's role in maintaining a person's comfort, which include person-directed strategies, observations, documentation and reporting; and	85, 246 – 260
4B	Discuss the importance of identifying when a person is experiencing pain.	246 – 250
5	Body Structure Objectives: upon completion of this unit, the student will be able to explain the organization of the human body, including cells, tissue, organs and systems.	
6	Integumentary System Objectives: upon completion of this unit, the student will be able to:	153
6A	Identify the structures of the integumentary system;	153
6B	Identify the functions of the integumentary system;	153
6C	Discuss how changes in the skin may affect a person's life physically, psychologically, and socially;	201 – 203
6D	Discuss healthy skin;	201 – 203, 578
6E	Discuss common health concerns;	201 – 203
6F	Discuss pressure ulcers;	202 – 203

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Module VI: Care of the Resident, cont.		
6G	Recognize the CNA's role in preventing pressure ulcers, which includes person directed strategies, observations, documentation, and reporting;	204
6H	Explain and demonstrate oral hygiene skills;	559
6I	Discuss bathing skills;	549 – 554
6J	Discuss and identify back massage skills;	540
6K	Explain and discuss perineal care skills;	569
6L	Identify and demonstrate hair care skills;	554
6M	Explain and demonstrate shaving skills;	557
6N	Explain and demonstrate nail care skills;	554
6O	Explain and demonstrate dressing and undressing skills; and	572 – 574
6P	Discuss therapeutic applications.	578 – 590
7	Musculoskeletal System Objectives: upon completion of this unit, the student will be able to:	
7A	Describe the structures of the musculoskeletal system, including the following types of bones, function and types of joints, types of muscles;	155 – 160
7B	Describe the functions of the musculoskeletal system;	155 – 160
7C	Discuss how age-related changes in the musculoskeletal system may affect a person's life physically, psychologically, and socially;	188
7D	Identify the complications of immobility, including, but not limited to contractures and atrophy;	188
7E	Explain the importance of preventing complications of immobility and identify interventions to prevent these complications;	399 – 439
7F	Identify common health concerns: arthritis, fractures, amputations;	206 – 208
7G	Discuss range of motion exercise skills;	440 – 450
7H	Discuss prosthetic and orthotic devices skills;	449 – 450
7J	Discuss repositioning skills;	409 – 411
7K	Discuss transfer skills;	418 – 422
7L	Discuss ambulating skills; and	424 – 436
7M	Discuss transporting skills.	424

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Standards		G-W Content
Module VI: Care of the Resident, cont.		
8	Gastrointestinal System Objectives: upon completion of this unit, the student will be able to:	
8A	Identify the structures of the gastrointestinal system;	176 – 180
8B	Identify the functions of the gastrointestinal system;	176 – 180
8C	Discuss how age-related changes in the gastrointestinal system may affect a person's life physically, psychologically, and socially;	189
8D	Discuss basic nutrition;	594 – 607
8E	Discuss hydration;	
8F	Discuss therapeutic diets/nourishments;	609
8G	Discuss dining experience;	610
8H	Discuss assistance with the dining experience; and	610 – 611
8I	Discuss bowel elimination.	652 – 667
9	Urinary System Objectives: upon completion of this unit, the student will be able to:	
9A	Identify the structures of the urinary system;	180 – 182
9B	Identify the functions of the urinary system;	180 – 182
9C	Discuss how age-related changes in the urinary system may affect a person's life physically, psychologically and socially;	189
9D	Describe common health concerns associated with urinary elimination, including urinary tract infection and incontinence;	235 – 238
9E	Discuss intake and output; and	618 – 619, 630 – 634
9F	Discuss urinary elimination;	636 – 649
10	The Reproductive System Objectives: upon completion of this unit, the student will be able to:	
10A	Identify the structures of the reproductive system;	182 – 186
10B	Identify the functions of the reproductive system;	182 – 186
10C	Discuss how age-related changes in the reproductive system may affect a person's life physically, psychologically and socially;	189

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Standards		G-W Content
Module VI: Care of the Resident, cont.		
10D	Differentiate between sex and sexuality, promoting sexuality, the importance of sensitivity related to a person's sexuality, and inappropriate expression of sexuality and appropriate interventions; and	281 – 282
10E	Discuss common health concerns of sexually transmitted diseases.	230 – 232, 822 – 824
11	The Cardiovascular System Objectives: upon completion of this unit, the student will be able to:	
11A	Identify the structures of the cardiovascular system;	170 – 172
11B	Identify the functions of the cardiovascular system;	170 – 172
11C	Discuss how age-related changes in the cardiovascular system may affect a person's life physically, psychologically and socially;	189
11D	Identify the signs/symptoms of various cardiovascular diseases, which include, but are not limited to hypertension, coronary artery disease, angina pectoris, myocardial infarction and congestive heart failure;	220 – 226
11E	Recognize the CNA's role in caring for a person with a cardiovascular disease;	220 – 226
11F	Discuss dietary modification related to cardiovascular diseases; and	612 – 615
11G	Describe the role of the CNA in the application and removal of anti-embolism stockings (TED hose).	745 – 746
12	The Respiratory System Objectives: upon completion of this unit, the student will be able to:	
12A	Identify the structures of the respiratory system;	172 – 174
12B	Identify the functions of the respiratory system;	172 – 174
12C	Discuss how age-related changes in the respiratory system may affect a person's life physically, psychologically and socially;	189
12D	Discuss common health concerns COPD, asthma, pneumonia, and tuberculosis;	226 – 229
12E	Discuss oxygen therapy;	394 – 396

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Standards		G-W Content
Module VI: Care of the Resident, cont.		
12F	Identify the purposes of sputum collection and explain the procedure used when collecting a sputum specimen;	503 – 504
12G	Discuss vital signs: temperature, pulse, respiration, blood pressure; and	454 – 478
12H	Discuss CPR.	753 – 756
13	The Nervous System Objectives: upon completion of this unit, the student will be able to:	
13A	Identify the structures of the nervous system;	160 – 164
13B	Identify the functions of the nervous system;	160 – 164
13C	Discuss how age-related changes in the nervous system may affect a person's life physically, psychologically and socially;	189
13D	Discuss common health concerns: cerebrovascular accident, Parkinson's disease, multiple sclerosis and types of traumatic injuries, hearing disorders, visual disorders;	210 – 213
13E	Discuss hearing instrument skills; and	677 – 679
13F	Discuss visual aids skills.	673 – 678
Module VII: Fundamentals of Rehabilitation/Restorative Care		
1	Philosophy Objectives: upon completion of this unit, the student will be able to:	
1A	Explain the philosophy of rehabilitation;	439 – 448
1B	Review basic human needs;	102 – 104
1C	Identify individual motivations for a person participating in rehabilitation; and	439
1D	Apply holism to the philosophy of rehabilitation.	439
2	Objective: upon completion of this unit, the student will be able to discuss principles of rehabilitation.	
3	Objective: upon completion of this unit, the student will be able to compare and contrast rehabilitation and restorative nursing.	439
4	Objective: upon completion of this unit, the student will be able to identify the members of the rehabilitation team.	439

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Standards		G-W Content
Module VII: Fundamentals of Rehabilitation/Restorative Care, cont.		
5	Objective: upon completion of this unit, the student will be able to identify State and federal regulations that have an impact on rehabilitation/restorative care.	
6	Objective: upon completion of this unit, the student will be able to recognize the CNA's role in providing rehabilitation/restorative care, which includes:	
6A	Importance;	439
6B	Care-giving modifications;	115 – 116
6C	Observations;	298 – 300
6D	Reporting; and	300 – 301
6E	Documentation.	305 – 316
7	ADL Programs Objectives: upon completion of this unit, the student will be able to:	
7A	Describe the types of ADL programs available for persons needing rehabilitation/restorative care, which include, but are not limited to eating, dressing/grooming, mobility, and communication;	424 – 438, 547 – 553, 725 – 727, 572 – 576, 617 – 618, 620 – 622, 676, 635 – 667, 546 – 576, 578 – 590
7B	Explain the purpose of ADL programs; and	
7C	Discuss adaptive devices.	48 – 438
Module VIII: End-of-Life Care		
1	End-of-Life Issues Objectives: upon completion of this unit, the student will be able to:	
1A	Discuss attitudes; and	779 – 780
1B	Explore legal issues associated with end-of-life care, which include, but are not limited to self-determination, guardianship, advanced directives, DNR, and POLST.	783 – 784
2	State and Federal Regulations Objectives: upon completion of this unit, the student will be able to discuss current state and federal regulations related to end-of-life issues, such as:	
2A	Resident rights;	785
2B	Resident behaviors and facility practices;	779 – 782, 788
2C	Quality of life; and	784 – 787
2D	Quality of care.	786 – 787

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Standards		G-W Content
Module VIII: End-of-Life Care, cont.		
3	Care of a Dying Person Objectives: upon completion of this unit, the student will be able to:	
3A	Discuss physical aspects;	790 – 792
3B	Discuss psychosocial aspects; and	787 – 788
3C	Discuss hospice care and palliative care.	785
4	Post-mortem Care Objectives: upon completion of this unit, the student will be able to:	
4A	Explain the principles involved in caring for the body after death; and	794 – 797
4B	Perform post-mortem care according to established facility practices.	794 – 797
Module IX: Alzheimer's and Other Dementias		
1	Cognitive Impairment Objectives: upon completion of this unit, the student will be able to:	
1A	Differentiate between normal aging and dementias;	688 – 693
1B	Describe how dementias are diagnosed;	689 – 690
1C	List types of reversible dementia; and	689 – 691
1D	List types of non-reversible dementia.	689 – 691
2	Alzheimer's Disease Objectives: upon completion of this unit, the student will be able to:	
2A	Describe the physical changes that occur as the person progresses through Alzheimer's Disease; and	688 – 693
2B	List the signs and symptoms of Alzheimer's Disease.	688 – 693
3	Impacts of Cognitive Impairments. Objectives: upon completion of this unit, the student will be able to describe the impact of cognitive impairment on society, the family and the individual.	260 – 261, 672 – 673, 688 – 693
4	State and Federal Regulations Objectives: upon completion of this unit, the student will be able to discuss current State and federal regulations related to the care of the person with dementia.	691 – 693
5	Ability Centered Care	
5A	Overview Objectives: upon completion of this unit, the student will be able to:	

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Standards		G-W Content
Module IX: Alzheimer's and Other Dementias, cont.		
5A i	Discuss the philosophy of person-directed, ability-centered care;	691 – 693
5A ii	Describe the goals of ability-centered care;	691 – 693
5A iii	Discuss the importance of a team approach in caring for a person with dementia; and	693
5 iv	Discuss the role of the CNA in providing ability-centered care.	691 – 693
5B	Therapeutic Environment Objectives: upon completion of this unit, the student will be able to:	
5B i	Discuss elements of a therapeutic environment; and	692
5B ii	Discuss creative strategies to promote a therapeutic environment.	692
5C	Communication Objectives: upon completion of this unit, the student will be able to:	
5C i	Describe how challenges in communication change as the person progresses through the stages of dementia;	691 – 692
5C ii	Discuss creative strategies to enhance communication; and	691 – 692
5C iii	Discuss appropriate techniques for physical touch with someone with dementia.	692
5D	Relationships Objectives: upon completion of this unit, the student will be able to:	
5D i	Examine the importance of relationships between care givers and the person who has dementia; and	692
5D ii	Describe ways that the CNA can enhance his/her relationship with the person with dementia.	692
5E	Activities. Objectives: upon completion of this unit, the student will be able to:	
5E i	Discuss examples of activities appropriate for persons in different stages of dementia;	693
5E ii	Discuss approaches the CNA can use to engage residents in activities;	693
5E iii	Compare and contrast traditional versus non-traditional activities; and	693

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Standards		G-W Content
Module IX: Alzheimer's and Other Dementias, cont.		
5E iv	Compare and contrast structured versus spontaneous activities.	693
5F	Activities of Daily Living (ADL) Objectives: upon completion of this unit, the student will be able to:	
5F i	Discuss the purpose of restorative goals, including improving performance, maintaining abilities, and preventing complications; and	
5F ii	Explore physical challenges, psycho-social challenges, environmental challenges, and approaches to support resident's independence related to each ADL, which include, but are not limited to dressing, bathing, grooming, oral hygiene, toileting, and eating/nutritional issues.	547 – 553, 725 – 727, 572 – 576, 61 – 618, 620 – 622, 676, 635 – 667, 546 – 576, 578 - 590
6	Understanding Behaviors as Unmet Needs. Objectives: upon completion of this unit, the student will be able to:	
6A	Explain the difference between symptoms and behaviors;	124, 691
6B	Describe defense mechanism/coping behaviors used to compensate for cognitive impairment;	692
6C	Examine ways in which the CNA can diminish behavioral challenges; and	692
6D	Explore creative strategies to manage common behavioral challenges.	692
7	Safety Objectives: upon completion of this unit, the student will be able to:	
7A	Describe challenges in maintaining the safety of the resident while supporting the resident's need to remain active. These include physical, psychosocial and environmental challenges; and	692
7B	Investigate creative strategies to provide for the safety of the person with dementia.	692
8	Psychosocial Needs Objectives: upon completion of this unit, the student will be able to:	
8A	Discuss the Person with Dementia;	689 – 691
8B	Discuss Family and Loved Ones; and	693
8C	Discuss Caregivers and Staff.	693

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Standards		G-W Content
Module IX: Alzheimer's and Other Dementias, cont.		
9	Resources. Objectives: upon completion of this unit, the student will be able to identify community resources available to the following:	
9A	Persons with dementia;	689 – 691
9B	Families and loved ones; and	693
9C	Caregivers and staff.	693