

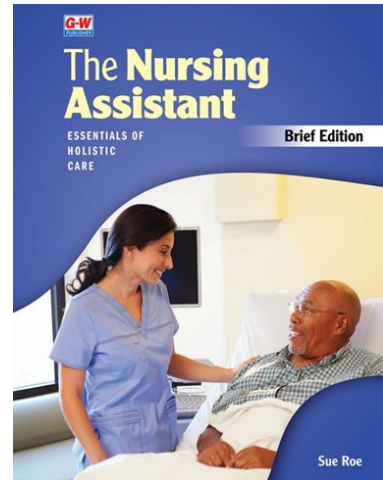


Goodheart-Willcox

Experts in Career and Technical Education

Correlation of
The Nursing Assistant: Essentials of Holistic Care, Brief Edition
 Sue Roe
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 to
State Approved Nurse Aide Training Program
 for
Georgia Department of Community Health

The Nursing Assistant: Essentials of Holistic Care, Brief Edition presents key concepts and skills students need to become nursing assistants. With a sharp focus on holistic care, students learn how to provide safe, effective, and compassionate care, while integrating and considering residents’ bodies, minds, and spirits. This concise text, **developed for classes with shorter hour requirements**, is accessible for students of all levels. Richly illustrated **step-by-step procedures** teach students how to perform the tasks required of nursing assistants and prepare them to pass the certification competency examination. The text and its supplements include **abundant reinforcement activities** and practice questions for the certification competency examination, challenging students to apply what they have learned and preparing them for success when taking the exam. Detailed **photographs, illustrations, and videos** bring concepts to life, helping students visualize and understand body positions, care procedures, and the structure of the human body.



CURRICULUM REQUIREMENTS		CORRELATING SECTIONS
Sixteen hours of training in the following areas before the nurse aide has any direct contact with a patient or resident:		
1A	Communication and interpersonal skills (to include stress management)	Section 12.1: Holistic Communication Section 12.2: Caring Skills and Interpersonal Relationships Section 12.3: Anxiety, Fear, Anger, and Conflict
1B	Infection control;	Section 9.1: Body Defenses and Infection Section 9.2: Standard and Transmission- Based Precautions Section 9.3: Wound Care

CURRICULUM REQUIREMENTS		CORRELATING SECTIONS
1C	Safety/emergency procedures/FBAO/ Body Mechanics	Section 4.1: A Culture and Environment of Safety Section 4.2: Fall Prevention Section 4.3: Restraint-Free Care Section 4.4: Fire, Electrical, Chemical, and Oxygen Safety Section 5.1: Medical Emergencies Section 5.2: Disasters, Terrorism, and Bioterrorism
1D	Promoting residents' independence;	Section 7.2: Body, Mind, and Spirit Section 8.1: Wellness and Illness Section 4.3: Restraint-Free Care Section 22.1: Disabilities and Cognitive Disorders
1E	Respecting resident's rights	Section 1.2: Professionalism and Boundaries Section 3.1: Healthcare Laws, Regulations, and Scope of Practice Section 23.1: Dying, Death, and Grief
1F	Legal/ethical behavior and scope of practice	Section 3.1: Healthcare Laws, Regulations, and Scope of Practice
Instruction in each of the following content areas:		
2A	Basic nursing skills:	
	2.a.i Taking and recording vital signs;	Section 16.1: Measuring and Recording Vital Signs
	2.a.ii Measuring and recording height and weight;	Section 16.2: Measuring and Recording Height and Weight
	2.a.iii Caring for the patients' or residents' environment;	Section 4.1: A Culture and Environment of Safety Section 18.1 The Resident's Room Section 18.2: Promoting Comfort, Relaxation, Rest, and Sleep
	2.a.iv Recognizing abnormal changes in body functioning and the importance of reporting such changes to a supervisor Some examples of abnormal changes are: • Shortness of breath • Rapid respiration • Fever • Coughs • Chills • Pains in chest • Blue	Section 1.1: Role and Responsibilities Section 6.2: The Nursing Process, Policies, and Procedures Section 8.1: Wellness and Illness Section 11.1: Common Diseases and Conditions Section 12.1: Holistic Communication and Health Literacy

CURRICULUM REQUIREMENTS		CORRELATING SECTIONS
	<ul style="list-style-type: none"> color to lips • Pain in abdomen • Nausea • Vomiting • Drowsiness • Excessive thirst • Sweating • Pus • Blood or sediment in urine • Difficulty urinating • Frequent urination in small amounts • Pain or burning on urination • Urine has dark color or strong odor • Behavioral change • Talks or communicates less • Physical appearance/mental health changes • Participated less in activities or refused to attend • Eating less • Drinking less • Weight change • Appears tired, weak, confused or drowsy • Change in skin color or condition • Requires more assistance with dressing, toileting, transfers 	<p>Section 14.2 Observing and Reporting Care</p> <p>Section 16.1: Measuring and Recording Vital Signs</p> <p>Section 19.2: Caring for the Skin</p>
	2.a.v Caring for patients or residents when death is imminent and post mortem care	<p>Section 23.1: Dying, Death, and Grief</p> <p>Section 23.2: Family Support and Postmortem Care</p>
2B	Personal care skills, including the following:	
	2.b.i Bathing;	Section 19.1: Bathing, Grooming, and Dressing
	2.b.ii Grooming, including mouth care;	Section 19.1: Bathing, Grooming, and Dressing
	2.b.iii Dressing;	Section 19.1: Bathing, Grooming, and Dressing
	2.b.iv Toileting;	Section 21.2: Assisting with Elimination
	2.b.v Assisting with eating and hydration;	<p>Section 20.2: Therapeutic Diets and Nutritional Support</p> <p>Section 21.1: Maintaining Hydration</p>
	2.b.vi Feeding techniques;	Section 20.2: Therapeutic Diets and Nutritional Support
	2.b.vii Skin care; including observation for pressure ulcers and skin tears	Section 19.2: Caring for the Skin
	2.b.viii Transfers, positioning, and turning to include the use of mechanical lift or movement devices	Section 15.1 Positioning, Turning, Transferring, and Lifting
2C	Mental health and social service needs	
	2.c.i Modifying aides' behavior in response to patients' or residents' behavior;	<p>Section 7.1: Human Needs, Growth and Development, and Behavior</p> <p>Section 12.2: Caring Skills and Interpersonal Relationships</p> <p>Section 12.3: Anxiety, Fear, Anger, and Conflict</p>

CURRICULUM REQUIREMENTS		CORRELATING SECTIONS
	2.c.ii Awareness of developmental tasks associated with the aging process;	Section 7.1: Human Needs, Growth and Development, and Behavior
	2.c.iii How to respond to patients' or residents' behavior including depression	Section 12.1: Holistic Communication Section 12.2: Caring Skills and Interpersonal Relationships Section 12.3: Anxiety, Fear, Anger, and Conflict
	2.c.iv 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 7.2: Body, Mind, and Spirit Section 8.1: Wellness and Illness Section 4.3: Restraint-Free Care Section 22.1: Disabilities and Cognitive Disorders
	2.c.v Using the patient's or resident's family as a source of emotional support	Section 6.2: The Nursing Process, Policies, and Procedures Section 12.2: Caring Skills and Interpersonal Relationships
	2.c.vi Emotional and mental health needs of the residents	Section 12.2 Caring Skills and Interpersonal Relationships Section 22.2 Emotional Health Concerns and Mental Health Conditions
	2.c.vii Spiritual and Cultural needs of the residents	Section 13.1 Diverse Cultures Section 13.2 Cultural Humility and Cross-Cultural Communication
2D	Care of cognitively impaired patients or residents, including the following:	
	2.d.i Techniques for addressing the unique needs and behaviors of individuals with dementia (Alzheimer's and Others)	Section 22.1: Disabilities and Cognitive Disorders
	2.d.ii Communicating with cognitively impaired patients or residents;	Section 22.1: Disabilities and Cognitive Disorders
	2.d.iii Understanding the behavior of cognitively impaired patients or residents;	Section 22.1: Disabilities and Cognitive Disorders
	2.d.iv Appropriate responses to the behavior of cognitively impaired patients or residents; and	Section 22.1: Disabilities and Cognitive Disorders
	2.d.v Methods of reducing the effects of cognitive impairments	Section 22.1: Disabilities and Cognitive Disorders
	2.d.vi Spiritual and cultural health	Section 13.1 Diverse Cultures

CURRICULUM REQUIREMENTS		CORRELATING SECTIONS
		Section 13.2 Cultural Humility and Cross-Cultural Communication
2E	Basic restorative nursing services, including the following:	
	2.e.i Training the patient or resident in self-care according to the patient's or resident's abilities;	Section 7.2: Body, Mind, and Spirit Section 8.1: Wellness and Illness Section 4.3: Restraint-Free Care Section 22.1: Disabilities and Cognitive Disorders
	2.e.ii Use of assistive devices in transferring, ambulation, eating, and dressing;	Section 15.2: Ambulation and Assistive Ambulatory Devices Section 19.1: Bathing, Grooming, and Dressing Section 20.2: Therapeutic Diets and Nutritional Support
	2.e.iii Maintenance of range of motion;	Section 15.3: Rehabilitation and Restorative Care
	3.e.iv Proper turning and positioning in bed and chair;	Section 15.1: Positioning, Turning, Transferring, and Lifting
	2.e.v Bowel and bladder control care training; and	Section 21.2: Assisting with Elimination
	2.e.vi Care and use of prosthetic and orthotic devices	Section 22.1: Disabilities and Cognitive Disorders
2F	Residents' rights, including the following:	
	2.f.i Providing privacy and maintaining confidentiality;	Section 3.1: Healthcare Laws, Regulations, and Scope of Practice
	2.f.ii Promoting the patients' or residents' right to make personal choices to accommodate their needs;	Section 7.2: Body, Mind, and Spirit Section 8.1: Wellness and Illness Section 4.3: Restraint-Free Care Section 22.1: Disabilities and Cognitive Disorders
	2.f.iii Giving assistance in reporting grievances and disputes;	Section 2.2: Working in Healthcare Section 12.3: Anxiety, Fear, Anger, and Conflict
	2.f.iv Providing needed assistance in getting to and participating in resident and family groups and other activities;	Section 2.2: Working in Healthcare Section 12.3: Anxiety, Fear, Anger, and Conflict Section 15.1: Positioning, Turning, Transferring, and Lifting Section 15.2: Ambulation and Assistive Ambulatory Devices

CURRICULUM REQUIREMENTS		CORRELATING SECTIONS
	2.f.v Maintaining care and security of patients' or residents' personal possessions;	Section 28.1: The Resident's Room
	2.f.vi 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
	2.f.vii Avoiding the need for restraints in accordance with current professional standard Reference: Federal Register/Vol.56, No. 187, Subpart D, Sec. 483.152, (b), (1-7) State of Georgia Nurse Aide Training Manual	Section 4.3: Restraint-Free Care