

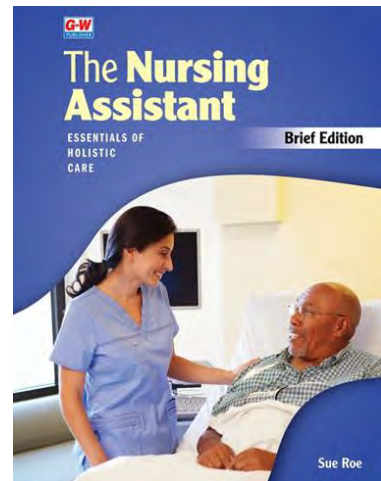


Goodheart-Willcox

Experts in Career and Technical Education

Correlation of
The Nursing Assistant: Essentials of Holistic Care, Brief Edition
 Sue Roe
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 to
 TITLE 77: PUBLIC HEALTH
 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, 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	Correlates to
	Module I – Introduction to Health Care	
1	Functions of Health Care Organizations Objectives: upon completion of this unit, the student will be able to:	Ch. 2
A	Describe the purposes and services of health care facilities/agencies.	
B	Person-Directed Care Across All Settings.	
2	The Interdisciplinary Team Objectives: upon completion of this unit, the student will be able to:	Ch. 2
A	Discuss the purpose of the Interdisciplinary Team;	
B	Describe ways to enhance the ability of the Interdisciplinary Team to accomplish its purpose;	
C	Describe the role of each member of the Interdisciplinary Team;	
D	Examine ways in which a CNA can become an effective team member; and	

	Curriculum Requirements	Correlates to
E	Discuss the crucial role of the CNA with the health care team.	
3	The CNA Role Across Health Care Settings Objectives: upon completion of this unit, the student will be able to:	Ch. 1, Ch. 3
A	Demonstrate professional behaviors expected of a CNA in appearance and behaviors;	
B	Describe work ethics for CNAs, including qualities, legal implications and ethical behaviors;	
C	Identify competency standards in CNA practice, which include standardized testing and maintaining safety;	
D	Discuss person-directed qualities by describing the attributes of a CNA	
E	Discuss the importance of the scope of practice for a CNA;	
F	Examine the legal limits of the CNA role;	
G	Explain the importance of a job description for a CNA;	
H	Explore the components of a CNA job description; and	
I	Discuss the importance of delegation and list the five rights of delegation:	
4	Nursing Assistant as a Para-professional. Objective: upon completion of this unit, the student will be able to:	
A	Discuss current State and federal regulations related to CNA certification;	
B	Explain the requirements for maintaining CNA certification on the Health Care Worker Registry, which include accessing, updating information and maintaining certification;	
C	Discuss the purpose of and disqualifying convictions for the Health Care Worker Background Check; and	
D	Develop awareness of resources to enhance career development for CNAs through CNA organizations, continuing education and career ladders.	
5	Information Sharing. Objectives: upon completion of this unit, the student will be able to:	Ch. 10, Ch. 14
A	Know frequently used medical terminology and abbreviations;	
B	Describe the purpose and list components of the health care record;	
C	Discuss pertinent information that should be reported to the nurse and give examples of observations that need to be reported immediately;	
D	Know the legal aspects of recording in the health care record;	
E	Discuss the requirements for recording in the health care record; and	
F	Describe how the Interdisciplinary Team works together to develop an individualized plan of care:	
	Module II – Rights and Relationships	
1	Rights. Objectives: upon completion of this unit, the student will be able to:	Ch. 1, Ch. 3
A	Identify basic human rights;	
B	Discuss the importance of State and federal regulations in promoting resident rights:	
C	Identify key concepts for person-directed care and discuss ways to apply the concepts for person-directed care:	
D	Discuss the importance and describe the principles of culture competence:	
E	Discuss abuse, neglect and theft:	
2	Holistic Care.	

	Curriculum Requirements	Correlates to
	Objectives: upon completion of this unit, the student will be able to:	Chs. 1 – 24 (All chapters include holistic care)
A	Explain the importance and describe the components of holistic care, which include, but are not limited to Physical, Social, Psychosocial and Spiritual.	
B	Discuss the culture of aging:	
C	Describe ways in which the CNA can meet basic human needs of the elder and implement evidence-based practices to provide holistic care.	
3	Communication. Objectives: upon completion of this unit, the student will be able to:	Ch. 12
A	List the components of communication;	
B	Describe the principles of communication;	
C	Identify the types of communication:	
D	Identify effective techniques for enhancing communication	
E	Discuss barriers to the communication process, which include, but are not limited to language, culture, perception and situation.	
F	Discuss the CNA's responsibility for effective communication.	
4	Interpersonal Relationships. Objectives: upon completion of this unit, the student will be able to:	Ch. 12
A	Describe professional boundaries in relationships with residents;	
B	Discuss the importance of developing therapeutic relationships;	
C	Discuss the importance of building relationships within the health care team; and	
D	Describe appropriate relationship boundaries for a CNA as a member of the health care team.	
	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:	Ch. 9
A	Microorganisms	
B	Chain of infection	
C	Signs and symptoms of infection	
D	Asepsis in health care	
E	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;	
F	Skills in hand hygiene	
G	Skills in isolation techniques	
2	Equipment and Supplies. Objectives: upon completion of this unit, the student will be able to:	Ch. 9
A	Discuss methods of disinfection;	
B	Discuss methods of sterilization; and	
C	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:	Ch. 5
A	List the three main types of fire:	

	Curriculum Requirements	Correlates to
B	List the three elements necessary for a fire;	
C	Describe risk factors for a fire, which include, but are not limited to oxygen, impaired cognition, electrical hazards, and smoking.	
D	Explain safety precautions when oxygen is in use;	
E	Describe the responsibility of the CNA in fire prevention;	
F	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.	
2	Disasters. Objectives: upon completion of this unit, the student will be able to:	
A	Describe appropriate actions of the CNA in response to natural disasters, which include, but are not limited to storm, tornado severe weather, floods, earthquake.	
B	Describe appropriate actions of the CNA in response to man-made disasters, which include, but are not limited to bomb threats and terrorist attacks.	
C	Explain the role of the CNA in relation to emergency preparedness.	
3	Foreign Body Airway Obstruction. Objectives: upon completion of this unit, the student will be able to:	Ch. 5
A	Differentiate between partial airway obstruction and complete airway obstruction;	
B	Demonstrate the procedures for dislodging a foreign body in a conscious and unconscious victim.	
4	Incidents. Objectives: upon completion of this unit, the student will be able to:	Ch. 4, Ch. 5
A	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.	
B	Identify the role of the CNA in providing psychosocial support after an incident/emergency.	
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.	Ch. 4, Ch. 5
	Module V – Injury Prevention in the Health Care Environment	
1	Risk Management. Objectives: upon completion of this unit, the student will be able to:	Ch. 4
A	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.	
B	Explain and discuss ergonomics:	
2	Resident Safety. Objectives: upon completion of this unit, the student will be able to:	Ch. 4
A	Discuss the importance of maintaining safety for the resident;	
B	Identify factors in the elderly that contribute to an increased risk for injury;	
C	Determine the CNA responsibility regarding each of the following safety issues falls, elopement, resident identification, thermal injury, skin tears, choking, and poisoning.	
D	Explain and discuss restraint safety:	
E	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	
3	Personal Safety.	Ch. 4

	Curriculum Requirements	Correlates to
	Objectives: upon completion of this unit, the student will be able to:	
A	Describe environmental factors that have an impact on personal safety in the workplace;	
B	Explain and discuss workplace violence:	
4	Equipment Safety. Objectives: upon completion of this unit, the student will be able to:	
A	Discuss the responsibility of the CNA for assuring safe use of equipment; and	Ch. 4
B	Examine the importance of proper reporting of unsafe equipment.	
5	Documentation. Objectives: upon completion of this unit, the student will be able to:	
A	Describe various types of documentation required when safety infractions have occurred; and	Ch. 14
B	Discuss the responsibility of the CNA for documenting problems related to safety.	
	Module VI – Care of the Resident	
1	Resident Living Space. Objectives: upon completion of this unit, the student will be able to:	
A	Explain why a comfortable environment is important to a person's well-being;	
B	Identify and discuss factors related to residential living space:	
C	Explain and discuss the role of furniture and equipment in residential living space:	
D	Explain the rules for proper maintenance of the resident's living space;	Ch. 18
E	Explain and discuss call system devices:	
F	Explain and discuss bed making:	
G	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.	
H	Demonstrate consistent maintenance of resident's comfort and safety.	
2	Admission, Transfer, Discharge. Objectives: upon completion of this unit, the student will be able to:	
A	Discuss admission procedures:	Ch. 6
B	Discuss room transfers:	
C	Discuss discharge procedures:	
D	Demonstrate skills: height, weight:	
3	Psychosocial Concerns. Objectives: upon completion of this unit, the student will be able to:	
A	Explain the importance of recognizing psychosocial concerns;	Ch. 7
B	Discuss psychosocial concerns common to residents;	
C	Describe common behaviors associated with how a person is feeling;	
D	Recognize the CNA's role in meeting the resident's psychosocial needs, which include person directed strategies, observations, documentation and reporting.	
4	Promoting Resident Comfort and Managing Pain. Objectives: upon completion of this unit, the student will be able to:	Ch. 11, Ch. 18

	Curriculum Requirements	Correlates to
A	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.	
B	Discuss the importance of identifying when a person is experiencing pain:	
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.	Ch. 10
6	Integumentary System. Objectives: upon completion of this unit, the student will be able to:	Ch. 10, Ch. 11, Ch. 19
A	Identify the structures of the integumentary system;	
B	Identify the functions of the integumentary system;	
C	Discuss how changes in the skin may affect a person's life physically, psychologically and socially;	
D	Discuss healthy skin:	
E	Discuss common health concerns:	
F	Discuss pressure ulcers:	
G	Recognize the CNA's role in preventing pressure ulcers, which includes person directed strategies, observations, documentation and reporting.	
H	Explain and demonstrate oral hygiene skills:	
I	Discuss bathing skills:	
J	Discuss and identify back massage skills:	
K	Explain and discuss perineal care skills:	
L	Identify and demonstrate hair care skills:	
M	Explain and demonstrate shaving skills:	
N	Explain and demonstrate nail care skills:	
O	Explain and demonstrate dressing and undressing skills:	
P	Discuss therapeutic applications:	
7	Musculoskeletal System. Objectives: upon completion of this unit, the student will be able to:	Ch. 10, Ch. 11, Ch. 15
A	Describe the structures of the musculoskeletal system, including the following types of bones, function and types of joints, types of muscles.	
B	Describe the functions of the musculoskeletal system;	
C	Discuss how age-related changes in the musculoskeletal system may affect a person's life physically, psychologically and socially;	
D	Identify the complications of immobility, including, but not limited to, contractures and atrophy;	
E	Explain the importance of preventing complications of immobility and identify interventions to prevent these complications;	
F	Identify common health concerns: arthritis, fractures, amputations.	
G	Discuss range of motion exercise skills:	
H	Discuss prosthetic and orthotic devices skills:	
J	Discuss repositioning skills:	

	Curriculum Requirements	Correlates to
K	Discuss transfer skills:	
L	Discuss ambulating skills:	
M	Discuss transporting skills:	
8	Gastrointestinal System. Objectives: upon completion of this unit, the student will be able to:	Ch. 10, Ch. 11, Ch. 20, Ch. 21
A	Identify the structures of the gastrointestinal system;	
B	Identify the functions of the gastrointestinal system;	
C	Discuss how age-related changes in the gastrointestinal system may affect a person's life physically, psychologically and socially;	
D	Discuss basic nutrition:	
E	Discuss hydration:	
F	Discuss therapeutic diets/nourishments:	
G	Discuss dining experience:	
H	Discuss assistance with the dining experience:	
I	Discuss bowel elimination:	
9	Urinary System. Objectives: upon completion of this unit, the student will be able to:	Ch. 10, Ch. 11, Ch. 21
A	Identify the structures of the urinary system;	
B	Identify the functions of the urinary system;	
C	Discuss how age-related changes in the urinary system may affect a person's life physically, psychologically and socially;	
D	Describe common health concerns associated with urinary elimination, including urinary tract infection and incontinence;	
E	Discuss intake and output:	
F	Discuss urinary elimination:	
10	The Reproductive System. Objectives: upon completion of this unit, the student will be able to:	Ch. 10, Ch. 11, Ch. 13, Appendix C
A	Identify the structures of the reproductive system;	
B	Identify the functions of the reproductive system;	
C	Discuss how age-related changes in the reproductive system may affect a person's life physically, psychologically and socially;	
D	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.	
E	Discuss common health concerns of sexually transmitted diseases:	
11	The Cardiovascular System. Objectives: upon completion of this unit, the student will be able to:	Ch. 10, Ch. 11, Ch. 15
A	Identify the structures of the cardiovascular system;	
B	Identify the functions of the cardiovascular system;	
C	Discuss how age-related changes in the cardiovascular system may affect a person's life physically, psychologically and socially;	

	Curriculum Requirements	Correlates to
D	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.	
E	Recognize the CNA's role in caring for a person with a cardiovascular disease;	
F	Discuss dietary modification related to cardiovascular diseases; and	
G	Describe the role of the CNA in the application and removal of anti-embolism stockings (TED hose).	
12	The Respiratory System. Objectives: upon completion of this unit, the student will be able to:	Ch. 10, Ch. 11, Ch. 16. Ch. 17
A	Identify the structures of the respiratory system;	
B	Identify the functions of the respiratory system;	
C	Discuss how age-related changes in the respiratory system may affect a person's life physically, psychologically and socially;	
D	Discuss common health concerns COPD, asthma, pneumonia, tuberculosis.	
E	Discuss oxygen therapy:	
F	Identify the purposes of sputum collection and explain the procedure used when collecting a sputum specimen;	
G	Discuss vital signs: temperature, pulse, respiration, blood pressure,	
H	Discuss CPR:	
13	The Nervous System. Objectives: upon completion of this unit, the student will be able to:	Ch. 10, Ch. 11, Ch. 22
A	Identify the structures of the nervous system;	
B	Identify the functions of the nervous system;	
C	Discuss how age-related changes in the nervous system may affect a person's life physically, psychologically and socially;	
D	Discuss common health concerns: cerebrovascular accident, Parkinson's disease, multiple sclerosis and types of traumatic injuries, hearing disorders, visual disorders.	
E	Discuss hearing instrument skills:	
F	Discuss visual aids skills:	
	Module VII – Fundamentals of Rehabilitation/Restorative Care	
1	Philosophy. Objectives: upon completion of this unit, the student will be able to:	Ch. 7, Ch. 15
A	Explain the philosophy of rehabilitation;	
B	Review basic human needs;	
C	Identify individual motivations for a person participating in rehabilitation; and	
D	Apply holism to the philosophy of rehabilitation.	
2	Objective: upon completion of this unit, the student will be able to discuss principles of rehabilitation.	Ch. 15
3	Objective: upon completion of this unit, the student will be able to compare and contrast rehabilitation and restorative nursing.	Ch. 15
4	Objective: upon completion of this unit, the student will be able to identify the members of the rehabilitation team.	Ch. 15

	Curriculum Requirements	Correlates to
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.	Ch. 15
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:	Ch. 15
A	Importance;	
B	Care-giving modifications;	
C	Observations;	
D	Reporting; and	
E	Documentation.	
7	ADL Programs. Objectives: upon completion of this unit, the student will be able to:	Ch. 1, Ch. 4, Ch. 6
A	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.	
B	Explain the purpose of ADL programs;	
C	Discuss adaptive devices:	
	Module VIII – End-of-Life Care	
1	End-of-Life Issues. Objectives: upon completion of this unit, the student will be able to:	Ch. 23
A	Discuss attitudes:	
B	Explore legal issues associated with end-of-life care, which include, but are not limited to self-determination, guardianship, advanced directives, DNR and POLST.	
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:	Ch. 23
A	Resident rights;	
B	Resident behaviors and facility practices;	
C	Quality of life; and	
D	Quality of care.	
3	Care of a Dying Person. Objectives: upon completion of this unit, the student will be able to:	Ch. 23
A	Discuss physical aspects:	
B	Discuss psychosocial aspects:	
C	Discuss hospice care and palliative care:	
4	Post-mortem Care. Objectives: upon completion of this unit, the student will be able to:	Ch. 23
A	Explain the principles involved in caring for the body after death; and	
B	Perform post-mortem care according to established facility practices.	
	Module IX – Alzheimer's and Other Dementias	
1	Cognitive Impairment. Objectives: upon completion of this unit, the student will be able to:	Ch. 22
A	Differentiate between normal aging and dementias;	

	Curriculum Requirements	Correlates to
B	Describe how dementias are diagnosed;	
C	List types of reversible dementia; and	
D	List types of non-reversible dementia.	
2	Alzheimer's Disease. Objectives: upon completion of this unit, the student will be able to:	Ch. 22
A	Describe the physical changes that occur as the person progresses through Alzheimer's Disease; and	
B	List the signs and symptoms of Alzheimer's Disease.	
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.	Ch. 22
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.	Ch. 22
5	Ability Centered Care:	Ch. 22
A	Overview. Objectives: upon completion of this unit, the student will be able to:	
i	Discuss the philosophy of person-directed, ability-centered care;	
ii	Describe the goals of ability-centered care;	
iii	Discuss the importance of a team approach in caring for a person with dementia; and	
iv	Discuss the role of the CNA in providing ability-centered care;	
B	Therapeutic Environment. Objectives: upon completion of this unit, the student will be able to:	Ch. 22
i	Discuss elements of a therapeutic environment; and	
ii	Discuss creative strategies to promote a therapeutic environment;	
C	Communication. Objectives: upon completion of this unit, the student will be able to:	Ch. 22
i	Describe how challenges in communication change as the person progresses through the stages of dementia;	
ii	Discuss creative strategies to enhance communication; and	
iii	Discuss appropriate techniques for physical touch with someone with dementia;	
D	Relationships. Objectives: upon completion of this unit, the student will be able to:	
i	Examine the importance of relationships between care givers and the person who has dementia; and	
ii	Describe ways that the CNA can enhance his/her relationship with the person with dementia;	
E	Activities. Objectives: upon completion of this unit, the student will be able to:	
i	Discuss examples of activities appropriate for persons in different stages of dementia;	
ii	Discuss approaches the CNA can use to engage residents in activities;	
iii	Compare and contrast traditional versus non-traditional activities; and	
iv	Compare and contrast structured versus spontaneous activities;	
F	Activities of Daily Living (ADL). Objectives: upon completion of this unit, the student will be able to:	

	Curriculum Requirements	Correlates to
i	Discuss the purpose of restorative goals, including improving performance, maintaining abilities and preventing complications;	
ii	Explore physical challenges, psychosocial 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.	
6	Understanding Behaviors as Unmet Needs. Objectives: upon completion of this unit, the student will be able to:	Ch. 7, Ch. 22
A	Explain the difference between symptoms and behaviors;	
B	Describe defense mechanism/coping behaviors used to compensate for cognitive impairment;	
C	Examine ways in which the CNA can diminish behavioral challenges;	
D	Explore creative strategies to manage common behavioral challenges;	
7	Safety. Objectives: upon completion of this unit, the student will be able to:	Ch. 4, Ch. 22
A	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	
B	Investigate creative strategies to provide for the safety of the person with dementia.	
8	Psychosocial Needs. Objectives: upon completion of this unit, the student will be able to:	Ch. 22
A	Discuss the Person with Dementia:	
B	Discuss Family and Loved Ones:	
C	Discuss Caregivers and Staff:	
9	Resources. Objectives: upon completion of this unit, the student will be able to identify community resources available to the following:	Ch. 22
A	Persons with dementia;	
B	Families and loved ones; and	
C	Caregivers and staff.	