



HEALTHCARE SCIENCE

COURSE: 25.561 Nursing Essentials

UNIT: 26.1 Basic Nursing Skills –Environmental Care



INTRODUCTION

Annotation:

In this unit students will continue development of basic nursing skills as it relates to resident/patient/client care. The unit focuses on caring for the environment including bed making. Additionally, admission, transfer, and discharge of a resident/patient/client are included. Students will be expected to orient a new resident to their environment including providing for their safety, while maintaining their rights. Performance tasks include bed making-unoccupied and occupied, opening a closed bed, setting up a residents unit and admitting a resident. Students will apply vital signs and height and weight measurement as well as documentation skills in the performance task.

Grade(s):

| | |
|---|------------------|
| X | 9 th |
| X | 10 th |
| X | 11 th |
| X | 12 th |

Time:

Eight 50 minute periods

Author:

- Phyllis Dumas, RN
- Admitting a Resident Rubric is a modification of a rubric from Libbye Sills, RN

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

HS-NE-12:

The student will perform basic nursing assistant skills within the scope of practice for a nursing assistant while maintaining resident rights. Beginning and ending procedures actions will be performed with all resident care.

- c. Care for the resident's environment

HS-NE-8:

The student will practice safety measures in providing resident/patient/client care.

- c. Maintain a safe environment for the resident/patient/client
- h. Communicate to the client the location and function of staff/emergency contact devices (call light, restroom emergency button) and position within easy reach for the resident/patient/client

HS-NE-3:

The student will demonstrate behavior which maintains residents'/patients'/rights. Practice resident/patient/client privacy according to OBRA and HIPAA guidelines.

- a. Provide privacy and maintain confidentiality.
- e. Maintain care and security of residents'/patients'/clients' personal possessions according to facility's policy and procedure.

HS-NE 4:

The student will communicate effectively with residents/patients/clients, healthcare team members and resident/patient/client family or visitors using appropriate customer service skills.

- a. Demonstrate basic use of correct medical terminology and acronyms according to regulating agency.
- b. Demonstrate use of communicating devices.
- c. Demonstrate the use of senses to make appropriate observations; record and report pertinent observations related to resident/patient/client procedures and condition.
- d. Record and report nursing assistant care procedures correctly.
- e. Treat the resident's/patient's/client's family and friends courteously.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- How the resident's unit affects his/her overall well-being
- What measures may be taken to ensure the safety and comfort of the resident's unit
- The role of the nursing assistant in admitting, transferring, and discharging a resident/patient/client
- The necessity of orienting resident/patient/client to emergency contact devices within the facility/room
- The importance of good customer service for residents/patients/clients and their families/visitors

Essential Questions:

- How does the state of the resident's unit affect his/her well-being?
- What is the NA's role in providing and maintaining a safe, comfortable environment?
- How does the nursing assistant help in admitting, transferring, and discharging a resident/patient/client?
- How does the nursing assistant provide good customer service while interacting residents/patients/clients and their families/visitors.

Knowledge from this Unit:

- What equipment and furniture is found in the resident's unit
- How to implement infection control practices in the resident's unit
- Control factors affecting a resident's comfort
- The two types of beds commonly used in long-term care facilities
- The reasons bed making is important
- Factors in the environment that affect rest and sleep
- How to admit and orient a resident to a facility/unit
- How to provide good customer service to residents/patients/clients and their families/visitors

Skills from this Unit:

- Make an occupied bed (closed)
- Make an unoccupied bed
- Open a closed bed
- Make a surgical bed
- Admit a resident to a unit in a facility including VS and height and weight.
- Demonstrate orientation techniques for resident/patient/client to emergency contact devices within the facility
- Communicate to the client the location and function of staff/emergency contact devices (call light, restroom emergency button) and position within easy reach for the resident/patient/client
- Provide good customer service to residents/patients/clients and their families/visitors



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☒ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Environmental Care, Bed making and Admitting a Resident Quiz

Assessment(s) Description/Directions:

Give quiz at end of unit, consists of 20 questions, feel free to modify and add more questions, key included

Attachments for Assessment(s):



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

HS-NE-12: The student will perform basic nursing assistant skills within the scope of practice for a nursing assistant while maintaining resident rights. Beginning and ending procedures actions will be performed with all resident care.

- c. Care for the resident's environment

HS-NE-8: The student will practice safety measures in providing resident/patient/client care.

- d. Maintain a safe environment for the resident/patient/client
- i. Communicate to the client the location and function of staff/emergency contact devices (call light, restroom emergency button) and position within easy reach for the resident/patient/client

HS-NE-3: The student will demonstrate behavior which maintains residents'/patients'/rights. Practice resident/patient/client privacy according to OBRA and HIPAA guidelines.

- b. Provide privacy and maintain confidentiality.
- f. Maintain care and security of residents'/patients'/clients' personal possessions according to facility's policy and procedure.

HS-NE 4: The student will communicate effectively with residents/patients/clients, healthcare team members and resident/patient/client family or visitors using appropriate customer service skills.

- f. Demonstrate basic use of correct medical terminology and acronyms according to regulating agency.
- g. Demonstrate use of communicating devices.
- h. Demonstrate the use of senses to make appropriate observations; record and report pertinent observations related to resident/patient/client procedures and condition.
- i. Record and report nursing assistant care procedures correctly.
- j. Treat the resident's/patients/client's family and friends courteously.

2. Review Essential Questions.

- How does the state of the resident's unit affect his/her well-being?
- What is the NA's role in providing and maintaining a safe, comfortable environment?
- How does the nursing assistant help in admitting, transferring, and discharging a resident/patient/client?

- How does the nursing assistant provide good customer service while interacting residents/patients/clients and their families/visitors.

3. Identify and review the unit vocabulary.

- BEDSIDE TABLE
- OVERBED TABLE
- ADMISSION KIT
- CLOSED BED
- OPEN BED
- SURGICAL BED
- UNOCCUPIED BED
- OCCUPIED BED
- DRAW SHEET
- INCONTINENCE
- CLEAN SURFACE
- MITERED CORNERS
- BED CRADLE
- FANFOLDING
- TOE PLEAT

4. Lesson Plan

- I. Introduce the lesson by placing several pieces of equipment in the residents unit, loosen the lines on the bed and have the bottom lines wrinkled and place dirty towels and overly filled waste basket
- II. Have students observe the unit, write down what they think about the unit. Ask one student to get in the bed and describe how they felt. Discuss their responses and from that point introduce the importance of a therapeutic environment
- III. Discuss the importance of resident comfort
 - a. Affected by age, illness, and degree of activity
 - b. Discuss importance of sleep and symptoms of sleep deprivation
 - c. Important to control lighting, ventilation, odors, noise based on resident's needs
 - i) Older persons may require higher temperature whereas average person is comfortable at temperature between 68° to 74° F, they are sensitive to cold
 - ii) OBRA requires that long-term care centers maintain a temperature between 71° and 81°
 - iii) Residents should be protected from drafts placing them in low draft areas, by wearing enough clothing, covering them with blankets or wraps

- iv)** Sensitivity to odors may occur for various reasons, make sure there is adequate ventilation, and good nursing care to help control odor, change and dispose of soiled items promptly, empty and clean bedpans and urinals promptly after use, secure odorous items in closed containers , use room deodorizers as needed
- v)** For noise control encourage staff and visitors to keep noise to a minimum because some are very sensitive to noise
- vi)** Lighting should always be good with provisions for brighter lights for visually impaired, light control should be in reach of resident so residents can choose how much light they want

IV. Describe how to use furniture and equipment in the persons unit

- a.** Beds may be operated manually or be electric, can be raised to give care and lowered for safety after care, head of bed can be adjusted to resident's preference unless contraindicated -show difference in manual and electric beds
- b.** Bedside table is used to store personal items, top shelf or drawer used for bath basin and some personal care items, bedpan stored on lower shelf or lower drawer.
- c.** Privacy curtains used to provide physical privacy, make sure completely screen resident, from others view conversations can still be heard by others
- d.** Discuss use of overbed table, often used as a work area such as for baths, also for serving trays to residents-should only put clean and sterile items on the table
- e.** Make sure the call system is available to the resident and is working properly
- f.** Each resident has space to store resident clothing such as clothes that need to be hung and shelves for folded items. This should be treated like the resident's home closet and only accessed with permission of resident. If you think the resident may be hoarding items, let the nurse know so that the proper procedure can be followed for inspecting

V. Explain how to maintain a person's unit-care for personal belongings of resident, offer them choices of where they would like their items placed as long as it is not a safety issue

VI. Describe the OBRA requirements for a resident 's room-homelike environment, resident can have some personal belongings to promote dignity and self esteem

VII. Handle linens following the rules of medical asepsis

VIII. Explain how to use draw sheets appropriately

IX. Discuss the key points of bedmaking including safety issues, infection control principles, when linen should be changed, making an unoccupied bed

X. Demonstrate correct procedure for unoccupied bedmaking

XI. Allow students to practice in small groups (teams) and complete peer check off

XII. Set deadline for check-off on unoccupied bedmaking with instructor

XIII. Demonstrate occupied bedmaking

- XIV.** Allow students to practice in small groups (teams) and complete peer check-off
- XV.** If bedmaking video is available alternate groups watching the video then practicing
- XVI.** Set deadline for check-off on occupied bedmaking with instructor
- XVII.** Demonstrate how to set up the room for a new admission
- XVIII.** Demonstrate opening the closed bed
- XIX.** Discuss importance of finding out if the resident will be coming by stretcher or wheelchair to determine height position for the bed
- XX.** Demonstrate how to greet resident and family and how to ask family to wait in waiting room courteously
- XXI.** Demonstrate screening the resident for privacy
- XXII.** Demonstrate how to help the resident change clothes if needed.
- XXIII.** Demonstrate positioning the resident for comfort in bed or chair
- XXIV.** Demonstrate steps in the admission process
 - a. Observe, record and report information about the resident
 - b. Take vital signs, height and weight
 - c. Follow steps on admitting rubric to complete the admitting process
- XXV.** Orient resident and family to facility/unit by the following:
 - a. Explain and demonstrate how the nurse call system works, have resident practice using the system
 - b. Explain and demonstrate bed controls, emphasize the importance of the bed in the low position and the use of side rails
 - c. Explain the bathroom facility and how the safety call system in the bathroom
 - d. If a television is in the room explain how to operate the remote
 - e. Discuss visiting hours
 - f. Discuss mealtime and how food choices are made
 - g. If resident allowed food and beverages, set up fresh water at bedside in easy reach
- XXVI.** Complete ending procedure actions
- XXVII.** Report and document according to facility procedures
- XXVIII.** Allow students to practice these steps and encourage to practice at home for homework using the rubric.
- XXIX.** Discuss key points of transferring and discharging a resident
 - a. Check with the nurse for instructions about the transfer.
 - b. Verify that the receiving unit is ready for the resident
 - c. Gather all personal belongings and equipment that is to be transferred with the resident
 - d. Follow facility procedure for handling valuables
 - e. Transfer by wheel chair, stretcher or bed according to instructions from the nurse, get assistance as needed and make sure to provide for the resident's safety

- f. Performing ending procedure actions before leaving resident, check personal inventory with receiving healthcare worker
- g. Document according to facility protocol,
- h. Make sure all personal belongings and valuables are transferred

XXX. Describe how to prepare resident for discharge. Refer to facility procedure.

Resources:

Hospital bed(s)

Two sets of linen per bed

Overbed table(s)

Bedside table(s)

Chair

Nurse Call cord(1per bed)

Admission kit

Bedside scales with height bar

Rubrics for bedmaking, admitting

Graphic sheet

Nursing Assistant Note sheets

You might choose to use the form students will use for state testing available through Promissor

Use positioning skills in making occupied bed

Attachments for Learning Experiences:

Notes & Reflections:

- In this unit rubrics will be used for bed making- unoccupied and occupied (from HOSA website) <http://www.hosa.org/natorg/sectb/cat-ii/na.pdf> , pages 7-10. Also a “Admitting a Resident” rubric (attached) as a sample. The students can use the (HOSA) graphic chart rubric on page 19 to record vital signs, height and weight measurements. For state approved CNA programs use rubrics approved for your program. This unit should involve a great deal of practice. To help students increase speed in making beds, a good technique is to use relay teams. Once students have mastered the technique of bed making, have the teams compete in bed making. If you have more than one bed, place groups at each bed. Have the group gather all the items needed to make the bed and stack the items near the bed, the bed must be in the lowest position, use a timer to start. Set the time for completion of the bed at 10 minutes or less. Have the groups decide which order they will use for team members. There can be no verbal exchange between team members once you call start. At one minute intervals, call SWITCH, the next team member

starts where the previous team member left off. They have the option of correcting any mistakes made by the previous team member. This process is repeated until the bed making is complete. If you see that they may finish before the allocated time, reduce the time. Tell them the goal is 5 minutes for an unoccupied bed. As you observe the teams, note the use of good body mechanics. This can also be used with occupied bed making, which is more difficult. Allow more time. This is a good way to use a few minutes of class time. Groups who are not competing can refold the linen removed from the beds by the relay teams.

- For homework, students can be assigned to practice making both types of beds at home and have parent/guardian sign off on check list or students could be given an assignment to make a shoebox bed-see Design-a-Bed activity and rubric. This activity can also be used for students who are not practicing the bed making skills
- Students can also define vocabulary associated with this unit during this time
- You may want to use the vital signs documentation record students will be using for the state test
- A general outline of key points to emphasize has been provided in the learning sequence section; however you may want to add more detailed information especially in the area of bed making.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

1. Make an Unoccupied Bed
2. Make an Occupied Bed
3. Admitting a Resident/Patient/Client

Culminating Unit Performance Task Description/Directions/Differentiated

Obtain rubrics for bed making and admitting a resident, allow students to watch then practice the skills before final check off with instructor. Students will demonstrate mastery of skills for making an unoccupied and occupied bed, prepare a unit for admitting a resident, admit a resident to a facility. Promissor Website has bed making procedure in handbook for nursing assistant candidates at <http://www.asisvcs.com/publications/pdf/071100.pdf> which can be downloaded

Attachments for Culminating Performance Task

Making an Unoccupied Bed
Making an Occupied Bed
Admitting a Resident



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit:

| | |
|-------------------------------------|-------------------------|
| <input checked="" type="checkbox"/> | Slide Show Software |
| <input type="checkbox"/> | Interactive Whiteboard |
| <input type="checkbox"/> | Student Response System |
| <input type="checkbox"/> | Web Design Software |
| <input type="checkbox"/> | Animation Software |
| <input type="checkbox"/> | Email |

| | |
|-------------------------------------|--------------------|
| <input type="checkbox"/> | Graphing Software |
| <input type="checkbox"/> | Calculator |
| <input type="checkbox"/> | Desktop Publishing |
| <input type="checkbox"/> | Blog |
| <input type="checkbox"/> | Wiki |
| <input checked="" type="checkbox"/> | Website |

| | |
|--------------------------|---------------------------------|
| <input type="checkbox"/> | Audio File(s) |
| <input type="checkbox"/> | Graphic Organizer |
| <input type="checkbox"/> | Image File(s) |
| <input type="checkbox"/> | Video |
| <input type="checkbox"/> | Electronic Game or Puzzle Maker |