

Appendix G: Workbook Answer Key

Chapter 1

Learning Objective 1

1. A
2. B
3. B
4. C
5. D
6. D
7. B

Learning Objective 2

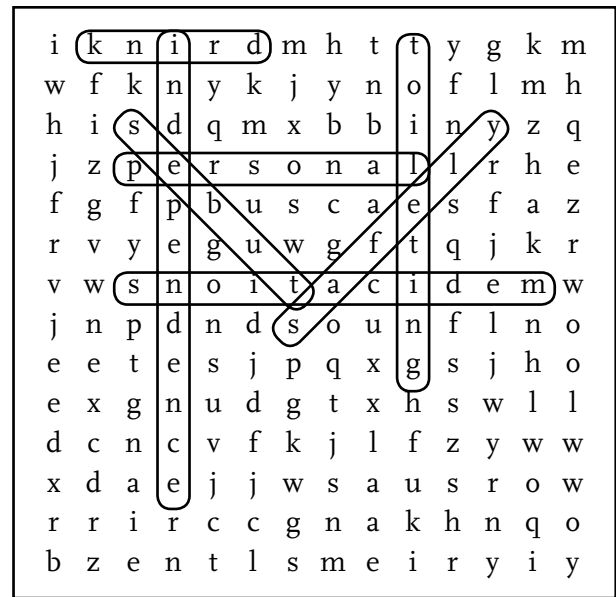
1. T
2. T
3. F
4. T

Learning Objective 3

1. People aged 65 or older and people of any age with permanent kidney failure or certain disabilities
2. Part A helps pay for care in a hospital or skilled nursing facility or for care from a home health agency or hospice. Part B helps pay for doctor services and other medical services and equipment. Part C allows private health insurance companies to provide Medicare benefits. Part D helps pay for medications prescribed for treatment.
3. Eligibility is determined by income and special circumstances.

Learning Objective 4

1. Personal
2. Toileting
3. Safely
4. Drink
5. Independence
6. Medications, tubes



Learning Objective 5

1. J
2. C
3. A
4. I
5. G
6. E
7. B
8. H
9. F
10. K
11. D
12. A
13. C
14. B
15. B

Learning Objective 6

1. T
2. T
3. F
4. T
5. T
6. P
7. P

8. U
9. P
10. U
11. P
12. U
13. P
14. P
15. U
16. P
17. G
18. H
19. C
20. F
21. B
22. D
23. A
24. I
25. E

Learning Objective 7

1. The right to make independent choices
2. The right to privacy and confidentiality
3. The right to visitations from family
4. The right to security of possessions
5. The right to be fully informed regarding rights and services
6. A
7. B
8. A
9. D
10. C
11. D
12. D
13. N
14. D
15. H

16. G
17. M
18. Q
19. I
20. E
21. A
22. P
23. O
24. L
25. J
26. C
27. B
28. K
29. F
30. Answers include the following: poisoning or traumatic injury; teeth marks; belt buckle or strap marks; old and new bruises, contusions, or welts; scars; fractures, dislocation; burns of unusual shape and in unusual locations, cigarette burns; scalding burns; scratches and puncture wounds; scalp tenderness and patches of missing hair; swelling in the face, broken teeth, nasal discharge; bruises, bleeding, or discharge from the vaginal area
31. Answers include the following: yelling obscenities; fear, apprehension, fear of being alone; poor self-control; constant pain; threatening to hurt others; withdrawal or apathy; alcohol or drug abuse; agitation or anxiety, signs of stress; low self-esteem; mood changes, confusion, disorientation; private conversations are not allowed, or the family member/caregiver is present during all conversations; resident or family reports of questionable care
32. Answers include the following: pressure sores; body not clean; body lice; unanswered call lights; soiled bedding or incontinence briefs not being changed; poorly-fitting clothing; refusal of care; unmet needs relating to hearing aids, glasses, etc.; weight loss, poor appetite; dehydration; uneaten food; fresh water or beverages not being passed each shift

33. You must help them in every way. This includes telling them of the process and their rights.
34. B
35. B
36. C
37. D
38. C

Learning Objective 8

1. A
2. B
3. 1410
4. 0430
5. 1000
6. 2025
7. 6:00 am
8. 11:20 pm
9. 7:27 pm
10. 6:00 pm

Learning Objective 9

1. The reporting NAs do on changes in residents may “trigger” a needed assessment.
2. Changes may be a sign of an illness or problem.
3. Within 14 days

Learning Objective 10

1. A
2. B
3. B
4. T
5. T
6. F
7. F
8. T
9. F

10. F
11. T

Chapter 2

Learning Objective 1

1. B
2. C
3. B
4. O
5. O
6. O
7. S
8. S
9. O
10. O
11. O
12. S
13. O
14. O
15. S
16. O
17. S
18. S
19. O
20. O
21. S

In illustration:

Smell: resident's body or breath odor

Sight: changes in resident's appearance—rashes, paleness, swelling, etc.

Hearing: resident's words, tone and breathing

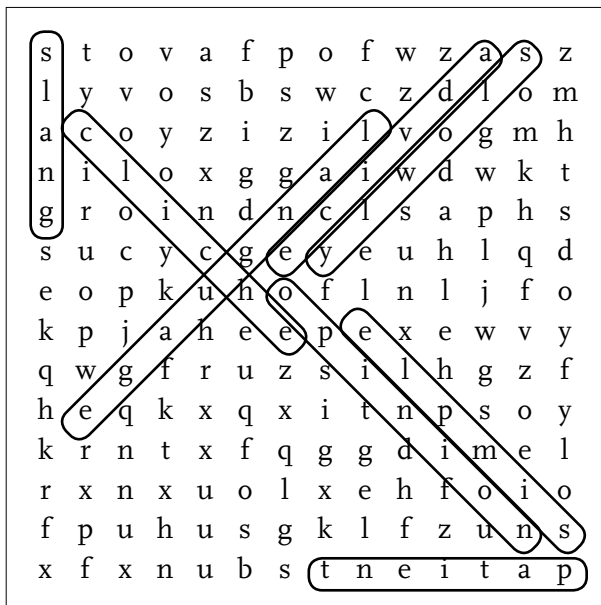
Touch: resident's skin and pulse

22. A root is a part of a word that contains its basic meaning.
23. The prefix is the word part that comes before the root to help form a new word.

24. The suffix is the word part added to the end of a root that helps form a new word.
25. Medical terms may not be understood by residents and their families and friends.
26. Call lights should be placed within residents' reach.

Learning Objective 2

1. opinion, advice
2. slang
3. clichés
4. patient
5. slowly
6. simple
7. language



Learning Objective 3

1. Answers include: Mark should have gotten the resident's attention before speaking by lightly touching her arm. He should not startle her by approaching from behind. He should try lowering the pitch of his voice instead of shouting.
2. Answers include: Virginia should have accompanied Ms. Crawford into the room and oriented her to the surroundings.
3. Answers include: Kelley should have used simple, clear statements and a normal tone of voice. She should not speak to the resident as if she were a child. Her statements should show respect and concern.

4. Answers include: Serena should not have responded to the verbal attack. She should have been reassuring. She should have reported the behavior to the nurse.
5. Answers include: Joan should have been matter-of-fact and not over-reacted. She should have tried to distract the resident and/or directed the resident to a private area.

Learning Objective 4

1. The correct answer is "B" (illustration on the right) because the person is using his legs and thighs to do the lifting.
2. It is best to arrange a signal before moving so that everyone involved moves together.
3. T
4. T
5. F
6. F
7. T
8. T
9. T
10. T
11. F
12. F
13. F
14. T
15. T
16. F
17. F
18. T
19. T
20. F
21. T
22. C
23. A
24. The PASS acronym stands for: **P**ull the pin. **A**im at the base of fire when spraying. **S**queeze the handle. **S**weep back and forth at the base of the fire.
25. The RACE acronym stands for: **R**emove residents from danger. **A**ctivate 911.

Contain fire if possible. Extinguish, or fire department will extinguish.

26. Stop running or stay still. Drop to the ground, lying down if possible. Roll on the ground to try to extinguish the flames.
27. Remain calm. Know the locations of all exits and stairways. Know where the fire alarms and extinguishers are located. Know the appropriate action to take in any situation.

Learning Objective 5

1. Assess the situation and assess the victim
2. D
3. B
4. C
5. D
6. A
7. B
8. C
9. D
10. A
11. A
12. C
13. B

Learning Objective 6

1. D
2. A
3. B
4. B
5. A
6. B
7. C
8. B
9. D
10. D
11. C
12. D

13. B
14. A
15. B
16. D
17. A

An X should be marked by answers 18, 19, 22, 25, and 26.

27. Apply gown. Apply mask. Apply goggles or face shield. Apply gloves last.
28. Remove gloves. Remove goggles or face shield. Remove gown. Remove mask.
29. Performing hand hygiene is always the final step after removing and disposing of PPE.
30. F
31. T
32. F
33. F
34. F
35. T
36. T
37. T
38. T
39. T
40. T
41. F
42. T
43. F
44. F
45. T
46. F

Chapter 3

Learning Objective 1

1. Food and water, protection and shelter, activity, sleep and rest, safety, and comfort, especially freedom from pain

2. Love and affection, acceptance by others, security, self-reliance and independence in daily living, interaction with other people, accomplishments and self-esteem
3. Answers will vary for each student.
4. F
5. T
6. T
7. F
8. T
9. T
10. F
11. T

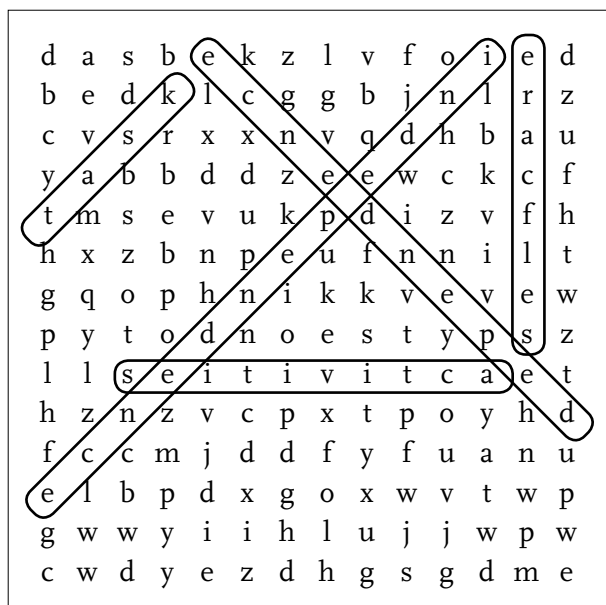
An "X" should be marked next to numbers 12, 14, 15, 17, and 19.

Learning Objective 2

Holistic care means caring for each person as a whole person, not just a collection of ailments.

Learning Objective 3

1. Independence
2. Task
3. Activities
4. Self-care
5. Dependence



6. Sarah did not knock before entering the room. Sarah interrupted Mrs. Sanchez while she was in the bathroom and insisted she "hurry up" instead of being patient. Sarah chose the clothes and dressed Mrs. Sanchez instead of allowing her to do it by herself.
7. Answers will vary for each student.
8. Answers will vary for each student.

Learning Objective 4

1. Answers will vary for each student.
2. Answers will vary but may include: asking questions about residents' lives and experiences; respecting differences; being tolerant.
3. Answers will vary for each student.

Learning Objective 5

Across

4. concentration
5. stress
8. heart
9. energy

Down

1. depression
2. obesity
3. falls
5. sleep
6. eating
7. body

Learning Objective 6

1. Answers include: Helping residents make care decisions, communicating with the care team, giving support and encouragement, connecting the resident to the outside world, and offering assurance to dying residents that family memories and traditions will be valued and carried on
2. Families are great sources of information for the resident's personal preferences, history, diet, rituals, and routines.

3. F
4. T
5. T
6. F
7. F
8. T

Learning Objective 7

1. Head
2. Speak
3. Wrong
4. Self-esteem
5. Puberty
6. Body
7. Mate
8. False
9. Ageism
10. Answers will vary for each student.
11. T
12. F
13. T
14. T
15. T
16. T
17. T
18. F
19. F
20. F
21. T
22. F
23. T

Learning Objective 8

1. Answers include: Abilities to perform ADLs, to communicate, to learn, to move, to adjust socially, and to care for oneself

2. Answers include: Treat adult residents as adults, regardless of their behavior. Praise and encourage often, especially positive behavior. Help teach ADLs by dividing a task into smaller units. Promote independence. Assist residents with activities and motor functions that are difficult. Encourage social interaction. Repeat words you use to make sure they understand. Be patient.

Learning Objective 9

1. Answers include: Isabelle should have been positive and professional. She should have encouraged Mrs. Rogers to be as independent as possible by letting Mrs. Rogers dress herself.
2. B
3. Apathy
4. Phobia
5. Obsessive compulsive
6. Anxiety
7. Major
8. Claustrophobia
9. Bipolar

Learning Objective 10

1. A
2. B
3. E
4. D
5. C
6. F
7. T
8. F
9. T
10. T
11. F
12. T
13. T

14. T
15. F
16. F
17. T
18. F
19. F
20. T
21. The right to refuse treatment. The right to have visitors. The right to privacy.
22. Answers will vary for each student.

Learning Objective 11

1. B
2. D
3. B
4. A
5. The goal of care in hospice is to provide comfort and dignity to the dying resident. The goal of long-term care is to focus on getting the resident healthier or helping the resident to care for him or herself as much as possible.

Chapter 4

Learning Objective 1

1. skin
2. injury
3. water
4. sense
5. dilate
6. constrict
7. N
8. S
9. S
10. N
11. N
12. N
13. S
14. N

15. N
16. S
17. S
18. N
19. S
20. The red spot above her buttocks and the bruise on her upper arm

Learning Objective 2

1. T
2. F
3. T
4. T
5. T
6. T
7. T
8. T
9. S
10. N
11. N
12. S
13. N
14. N
15. S
16. N
17. S
18. S
19. S
20. N
21. B
22. C
23. A
24. C
25. A
26. C
27. D

28. C
29. The distance change; the limp and that he appears to be in pain

Learning Objective 3

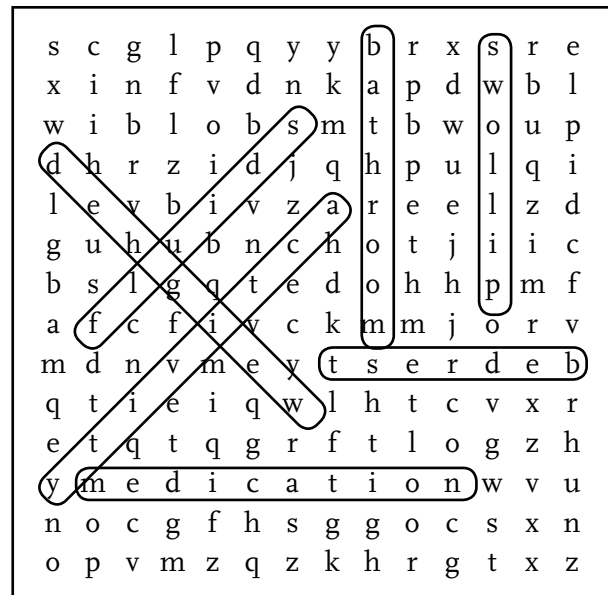
1. B
2. B
3. S
4. S
5. S
6. S
7. N
8. S
9. S
10. N
11. S
12. S
13. N
14. S
15. N
16. S
17. F
18. T
19. F
20. T
21. F
22. T
23. T
24. T
25. T
26. T
27. Answers may vary. She gives him a long and potentially confusing list of options. She expects him to communicate verbally.
28. Answers may vary. She is keeping questions simple so that they can easily be answered with a yes or no.

29. T
30. T
31. T
32. F
33. covering or sheath
34. messages
35. blurred, balance, walking
36. arms, legs
37. rest
38. communicate
39. stress
40. contractures, muscles
41. T
42. T
43. F
44. F
45. F
46. T
47. T
48. T
49. F
50. The eyes, ears, nose, tongue, and skin are the body's major sense organs.
51. The coughing while swallowing and resident's report of loss of vision

Learning Objective 4

1. Heart, vessels
2. Oxygen
3. Waste
4. S
5. N
6. S
7. S
8. S
9. S

10. S
11. S
12. When blood pressure is consistently 140/90 or higher, a person is diagnosed as having hypertension. If blood pressure is between 120/80 and 139/89, it is called prehypertension. This means that the person does not have high blood pressure now but is likely to develop it in the future.
13. Answers include: a hardening and narrowing of the blood vessels; kidney disease; tumors of the adrenal gland, and pregnancy.
14. T
15. F
16. T
17. T
18. T
19. F
20. T
21. Answers include: Generally, residents who have had an MI will be placed on a regular exercise program. Residents may be on a diet that is low in fat and cholesterol and/or a low-sodium diet. Medications may be used to regulate heart rate and blood pressure. Quitting smoking will be encouraged. A stress management program may be started to help reduce stress levels. Residents recovering from a heart attack may need to avoid exposure to cold temperatures.
22. medication
23. fluids, bathroom
24. activity, bedrest
25. weighed
26. pillows



27. C
28. D
29. Blue fingertips, swelling of feet and resident's complaint of being tired

Learning Objective 5

1. T
2. F
3. T
4. T
5. N
6. S
7. S
8. S
9. S
10. N
11. S
12. S
13. S
14. A
15. C
16. B
17. A
18. A
19. The wheezing sound, the need to rest after mild exertion, and the coughing

Learning Objective 6

1. Through urine, the system eliminates waste products created by the cells. It also maintains the water balance in the body.
2. The female urethra is shorter than the male urethra and is more likely to become infected by bacteria moving up it.
3. S
4. N
5. S
6. S
7. S
8. S
9. S
10. T
11. F
12. T
13. Urine cloudiness, foul smell, and episode of incontinence

Learning Objective 7

1. Digestion is the process of preparing food physically and chemically so that it can be absorbed into the cells. Elimination is the process of expelling solid wastes made up of the waste products of food that are not absorbed into the cells.
2. S
3. N
4. S
5. S
6. S
7. N
8. S
9. N
10. S

Across

14. BRAT

15. hemorrhoids

17. esophagus

18. emptied

Down

11. upright

12. diarrhea

13. constipation

16. fluid

19. Weight loss and loss of appetite

Learning Objective 8

1. Glands
2. Sugar, calcium
3. Stress
4. S
5. S
6. S
7. S
8. N
9. S
10. S
11. N
12. S
13. N
14. S
15. S
16. A
17. B
18. A
19. B
20. D
21. C
22. D
23. C
24. A
25. Increased fluid intake and excessive sweating

Learning Objective 9

1. F
2. F
3. T
4. T
5. F
6. S
7. N
8. S
9. N
10. N
11. S
12. S
13. S
14. N
15. S
16. S
17. F
18. T
19. Difficulty urinating and the sore area on his penis

Learning Objective 10

1. Bacteria
2. Nonspecific
3. Specific
4. Fluids, waste
5. Lymph, lymphocytes
6. S
7. S
8. N
9. N
10. C
11. B
12. B
13. C
14. A
15. C
16. A

17. D
18. B
19. Increased tiredness and episodes of diarrhea

Chapter 5

Learning Objective 1

1. Answers include:
 - Do not leave a confused resident alone.
 - Stay calm. Provide a quiet environment.
 - Speak in a lower tone of voice. Speak clearly and slowly.
 - Introduce yourself each time you see the resident.
 - Remind the resident of his or her location, name, and the date. A calendar can help.
 - Explain what you are going to do, using simple instructions.
 - Do not rush the resident.
 - Talk to confused residents about plans for the day. Keeping a routine may help.
 - Encourage the use of glasses and hearing aids. Make sure they are clean and are not damaged.
 - Promote self-care and independence.
 - Report observations to the nurse.
2. Possible causes of delirium include infections, disease, fluid imbalances, and poor nutrition. Drugs and alcohol may also cause delirium.

Learning Objective 2

1. T
2. F
3. T
4. F
5. T
6. T
7. F
8. T
9. T
10. T

Learning Objective 3

1. Tell her where she is, who she is, and identify others in the room.

2. Answer his questions using the same words each time until he stops.
3. Suggest the word if it does not upset her.
4. Use short words and sentences. Hold up the shoes while saying "Let's put on your shoes."
5. D
6. A
7. A
8. B

Learning Objective 4

1. good idea
2. bad idea
3. good idea
4. bad idea
5. good idea
6. bad idea
7. good idea
8. good idea
9. good idea
10. bad idea
11. good idea
12. good idea
13. bad idea
14. good idea
15. good idea
16. bad idea
17. good idea
18. good idea

Learning Objective 5

1. Sundowning. Answers include: Remove triggers. Give snacks or encourage rest. Avoid stressful situations during this time. Limit activities, appointments, trips, and visits. Play soft music. Set a bedtime routine and keep it. Recognize when sundowning occurs. Plan a calming activity just before. Remove caffeine from the diet.

- Give a soothing back massage. Distract the resident with a simple, calm activity. Have a daily exercise routine.
2. Violent behavior. Answers include: Block blows but never hit back. Step out of reach. Call for help if needed. Do not leave resident alone. Try to remove triggers. Focus on a soothing, familiar activity. Stay calm. Use a low, soothing voice to speak to and reassure the resident. An arm around the shoulder, patting, or stroking may soothe some residents.
3. Agitation. Answers include: Try to remove triggers. Keep routine constant. Avoid frustration. Focus on a soothing, familiar activity. Stay calm. Use a low, soothing voice to speak to and reassure the resident. An arm around the shoulder, patting, or stroking may soothe some residents.
4. Depression. Answers include: Report signs of depression to the nurse immediately. Encourage independence, self-care, and activity. Talk about moods and feelings if the resident wishes. Be a good listener. Encourage social interaction.
5. Disruptiveness. Answers include: Gain the resident's attention. Be calm and friendly. Gently direct the resident to a more private area, if possible. Find out why the behavior is occurring. Ask the resident about it, if possible. Tell the resident of any changes in schedules, routines, or the environment in advance. Involve the resident in developing routine activities and schedules, if possible. Encourage the resident to join in independent activities that are safe. Focus on positive activities he or she may still be able to do. This can provide a diversion.
6. Wandering and perseverating. Answers include: Remove causes when you can. Give nutritious snacks. Encourage an exercise routine. Maintain a toileting schedule. Let residents wander in a safe and secure (locked) area. Keep an eye on them. Suggest another activity, such as going for a walk together. Answer questions each time they are asked. Use the same words each time.

7. Pacing. Answers include: Remove causes when you can. Give nutritious snacks. Encourage an exercise routine. Maintain a toileting schedule. Let residents pace or wander in a safe and secure (locked) area. Keep an eye on them. Suggest another activity, such as going for a walk together.
8. Inappropriate sexual behavior. Answers include: Be matter-of-fact when dealing with such behavior. Do not over-react. Be sensitive to the nature of the problem. Try to distract the resident. If this does not work, gently direct him or her to a private area. Tell the nurse.
9. Pillaging. Answers include: Label all personal belongings with the resident's name and room number. Place a label, symbol, or object on the resident's door. Prepare the family so they are not upset when they find items that do not belong to their family member. Ask the family to tell staff if they notice strange items in the room. Provide a rummage drawer.
10. Delusions. Answers include: Ignore harmless delusions. Reassure a resident who seems upset or worried. Do not argue with a resident who is imagining things. Redirect resident to other activities or thoughts. Be calm. Reassure resident that you are there to help.

Learning Objective 6

1. Reminiscence therapy
2. Validation therapy
3. Activity therapy
4. Reality orientation

Chapter 6

Learning Objective 1

Across

3. covered
4. grooming
6. interrupt
7. help
9. emotional
10. privacy

Down

1. hygiene
2. breakfast
3. changes
5. independence
8. explain

Learning Objective 2

1.
 - a. cheek
 - b. collarbone
 - c. breast (women)
 - d. genitalia (men)
 - e. knees
 - f. toes
2.
 - a. back of head
 - b. shoulder blades
 - c. elbows
 - d. sacrum
 - e. heels
3.
 - a. side of head
 - b. ear
 - c. shoulder
 - d. hip
 - e. greater trochanter
 - f. knees
 - g. ankles
4. T
5. F
6. T
7. F
8. F
9. T
10. F
11. T
12. F
13. A
14. F
15. D
16. C
17. G

18. E
19. H
20. B

Learning Objective 3

1. T
2. F
3. F
4. T
5. F
6. T
7. F
8. F
9. T
10. T
11. Answers will vary for each student for the first part of the question. Possible answers for the second part include: personal care is a very private experience and privacy promotes dignity.

Learning Objective 4

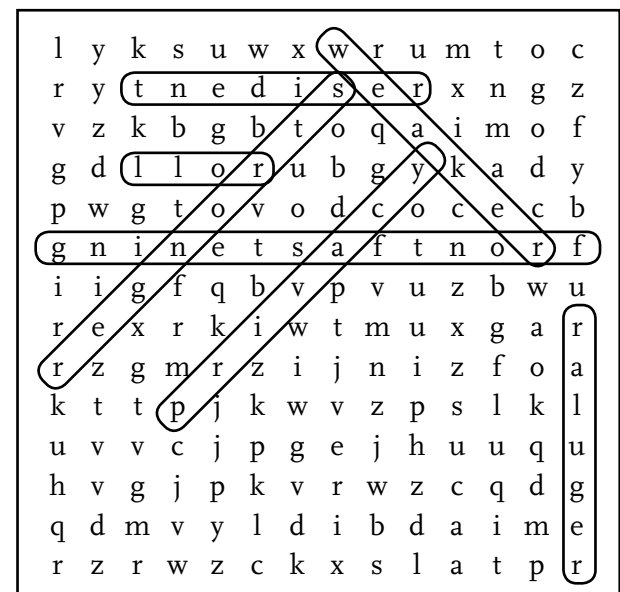
1. Answers may vary but could include: Grooming affects the way people feel about themselves and how they look to others. A well-groomed person is more likely to feel better physically and emotionally.
2. Answers about personal grooming routines will vary. Answers about why routines are important to people may include something about how a person has been doing the same routines for his or her entire life.
3. NAs should never cut residents' toenails because poor circulation can lead to infection if skin is accidentally cut while caring for nails. In a diabetic resident, such an infection can lead to a severe wound or even amputation.
4. Answers include: Dry, flaking skin; non-intact or broken skin; discoloration of the feet, such as reddened, gray, white, or black areas; blisters; bruises; blood or

drainage; long, ragged toenails; ingrown toenails; and differences in temperature of the feet

5. Answers include: There is chance you could come into contact with blood. Wearing gloves when shaving residents is a part of following Standard Precautions; it helps prevent infection.
6. Electricity near water may cause electrocution. Electricity near oxygen may cause an explosion. Electricity near some pacemakers may cause an irregular heartbeat.
7. Answers may vary but should include something about residents not being children, and that NAs should not treat them as such. Residents should be treated as adults.
8. To help prevent the spread of lice, do not share residents' combs, brushes, clothes, wigs, or hats.

Learning Objective 5

1. regular
2. privacy
3. weaker, stronger
4. resident
5. front-fastening
6. roll



Learning Objective 6

1. Oral care is performed at least twice each day. Oral care should be done after breakfast and after the last meal or snack of the day. It may also be done before a resident eats.
2. Answers include: Irritation; infection; raised areas; coated or swollen tongue; ulcers, such as canker sores or small, painful, white sores; flaky, white spots; dry, cracked, bleeding, or chapped lips; loose, chipped, broken, or decayed teeth; swollen, irritated, bleeding, or whitish gums; breath that smells bad or fruity; and resident reports of mouth pain
3. Aspiration is the inhalation of food or drink into the lungs. Aspiration can cause pneumonia or death. With unconscious residents, it is important to use as little liquid as possible when giving mouth care. Turning unconscious residents on their sides before giving oral care can also help prevent aspiration.

Learning Objective 7

1. B
2. A
3. C
4. A
5. C
6. Changes may be the first sign of a medical problem.

Learning Objective 8

1. B
2. B
3. C
4. C
5. D
6. A
7. B
8. C
9. A

10. D

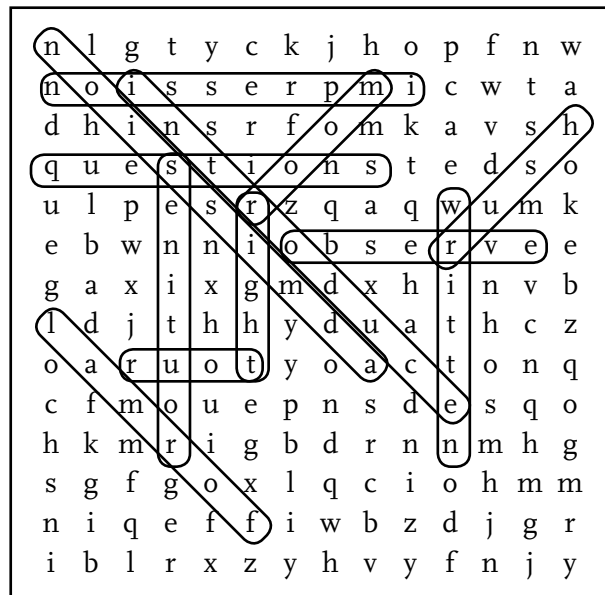
11. D

12. A

Chapter 7

Learning Objective 1

1. admission
2. impression
3. room
4. questions, routines
5. introduce
6. formal
7. rush
8. tour
9. written
10. observe
11. right



Learning Objective 2

1. Changes can indicate a resident's condition is worsening.
2. The resident has a fever (temperature is above average for the resident or outside the normal range); the resident has a respiratory or pulse rate that is too rapid or too slow; the resident's blood pressure changes; the resident's pain is worse or is not relieved by pain management

3. The mouth (oral); the rectum (rectal); the armpit (axillary); the ear (tympanic)
4. 101.6
5. 101.0
6. 102.4
7. 97.6
8. D
9. D
10. C
11. B
12. A
13. D
14. B
15. A
16. B
17. B
18. A
19. B
20. A
21. D
22. B
23. A
24. Answers include:
 - Where is the pain?
 - When did the pain start?
 - Is the pain mild, moderate, or severe?
 - Ask the resident to describe the pain.
 - Ask the resident what he or she was doing before the pain started.
 - Ask the resident how long the pain lasts and how often it occurs.
 - Ask the resident what makes the pain better and what makes the pain feel worse.
25. Answers include:
 - Increased pulse, respirations, and/or blood pressure
 - Sweating
 - Nausea
 - Vomiting
 - Tightening the jaw

- Squeezing eyes shut
- Holding a body part tightly
- Frowning
- Grinding teeth
- Increased restlessness
- Agitation or tension
- Change in behavior
- Crying
- Sighing
- Groaning
- Breathing heavily
- Difficulty moving or walking

26. Answers include: Report complaints of pain or unrelieved pain promptly to the nurse. Gently position the body in good alignment. Use pillows for support. Help in changes of position if the resident wishes. Give back rubs. See if resident would like to take a warm bath or shower. Help the resident to the bathroom or commode or offer the bedpan or urinal. Encourage slow, deep breathing. Provide a calm and quiet environment. Use soft music to distract the resident. Be patient, caring, gentle, kind and responsive.

Learning Objective 3

1. Because weight changes can be signs of illness
2. 190.5
3. 194
4. 199.5
5. 135.5

Learning Objective 4

1. C
2. D
3. A
4. B
5. B
6. B
7. C
8. Release the restraint (or discontinue use). Offer help with toileting. Check for episodes of incontinence. Provide incontinence care. Offer fluids. Check the skin

for signs of irritation. Report any red, purple, blue-tinged, gray, or pale skin or any discolored areas to the nurse. Check for swelling of the body part and report swelling to the nurse immediately. Reposition the resident. Ambulate the resident if he is able.

Learning Objective 5

1. T
2. T
3. F
4. T
5. F
6. B
7. E
8. D
9. C
10. A

Learning Objective 6

1. B
2. C
3. E
4. A
5. D
6. T
7. T
8. F
9. F
10. F
11. T
12. T
13. Answers include: the tube/needle falls out or is removed; the tubing disconnects; the dressing around the IV site is loose or not intact; blood is in the tubing or around the site of the IV; the site is swollen or discolored; the resident complains of pain; the bag is broken, or the level of fluid does not seem to decrease.

Learning Objective 7

1. T
2. F
3. F
4. T
5. F
6. F
7. T
8. T
9. F
10. C
11. D

Learning Objective 8

1. Answers include: fear, anxiety, noise, diet, medications, illness, and sharing a room with another person.
2. Answers include: decreased mental function, reduced reaction time, irritability, and decreased immune system function.
3. D
4. A
5. B
6. D
7. C
8. C

Learning Objective 9

1. open, draining
2. nurse
3. closed, infection
4. help
5. A
6. B
7. D

Chapter 8

Learning Objective 1

1. P
2. W
3. F

4. F
5. P
6. F
7. V
8. C
9. C
10. W
11. F
12. W
13. V
14. W
15. M
16. Grains
17. Vegetables
18. Fruits
19. Oils
20. Milk
21. Meat and beans
22. Activity
23. M
24. G
25. O
26. MB
27. A
28. F
29. O
30. G
31. A
32. M
33. V
34. MB

Learning Objective 2

1. Answers will vary for each student.
2. Answers will vary but may include: Residents have the legal right to choose what kind of food they want to eat and they can refuse the food and drink being offered. They can also refuse to wear a clothing protector and choose where to sit to eat.

Learning Objective 3

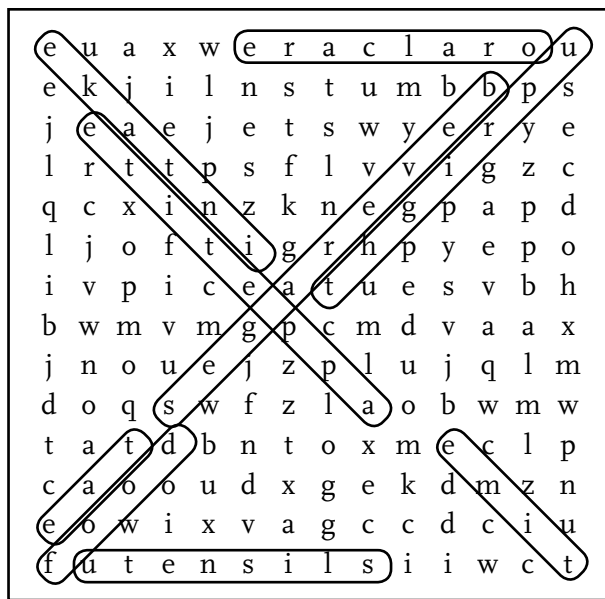
1. B
2. G
3. H
4. C
5. D
6. F
7. A
8. E
9. I

Learning Objective 4

1. F
2. F
3. T
4. F
5. T
6. T
7. T
8. T
9. T
10. F
11. T

Learning Objective 5

1. eat
2. oral care
3. food
4. beverages
5. time
6. utensils
7. upright
8. appetite
9. intake



Learning Objective 6

Across

1. Food
5. Socializing
7. Wash

Down

2. Dentures
3. Adaptive
4. Upright
6. Low
8. Answers include: having him dress in regular clothes, brushing his hair and having him wear shoes.
9. Answers include: introduce her to other residents, especially Spanish-speaking ones, find an interpreter, see if dining room is warm enough, keep noise level low.
10. Answers include: report denture problem to the nurse immediately.

Learning Objective 7

1. T
2. T
3. F
4. T
5. F
6. F

7. F
8. T
9. F
10. T
11. F
12. F
13. Answers include: bowing her head and being silent while the resident prays.
14. Answers include: take time to be friendly with resident, do not take personal problems out on residents, do not appear rushed.
15. Answers include: joking with others about a resident's eating abilities is abusive behavior; she should be positive and kind while helping him and socialize with him during the meal.
16. Answers include: NA should have checked back sooner to see if he was okay.
17. Answers include: if diet does not look correct, report it to the nurse or dietician immediately.

Learning Objective 8

1. Notify the nurse immediately.
2. Answers include:
 - Coughing during or after meals
 - Choking during meals
 - Dribbling saliva, food, or fluid from the mouth
 - Food residue inside the mouth or cheeks during and after meals
 - Gurgling sound in voice during or after meals or loss of voice
 - Slow eating
 - Avoidance of eating
 - Spitting out pieces of food
 - Several swallows needed per mouthful
 - Frequent throat clearing during and after meals
 - Watering eyes when eating or drinking
 - Food or fluid coming up into the nose
 - Visible effort to swallow
 - Shorter or more rapid breathing while eating or drinking
 - Difficulty chewing food
 - Difficulty swallowing medications

3. Answers include:
 - Position residents in a straight, upright position.
 - Offer small pieces or spoonfuls of food.
 - Feed resident slowly.
 - Place food in the unaffected, or stronger, side of the mouth.
 - Make sure mouth is empty before offering another bite of food or sip of drink.
 - Keep residents in the upright position for at least 30 minutes after eating and drinking.

An “X” should be marked by questions 5, 6, 9 and 10.

Learning Objective 9

1. assistive
2. clock
3. stronger
4. tremors
5. cue
6. clear
7. wheelchair, 90
8. open
9. swallow

Chapter 9

Learning Objective 1

1. Rehabilitation helps to restore a person to the highest possible level of functioning.
2. Restorative care helps keep the resident at the level achieved by rehabilitative services.
3. F
4. F
5. F
6. T
7. T
8. F

Learning Objective 2

1. Answers include:
 - Loss of self-esteem
 - Depression
 - Pneumonia
 - Urinary tract infection

- Constipation
 - Blood clots
 - Dulling of the senses
 - Muscle atrophy
 - Contractures
 - Increased risk for pressure sores
 - Problems with independence and self-esteem
2. Answers include:
 - Quality and health of the skin
 - Circulation
 - Strength
 - Sleep and relaxation
 - Mood
 - Self-esteem
 - Appetite
 - Elimination
 - Blood flow
 - Oxygen level

Learning Objective 3

1. C
2. A
3. B
4. A
5. B
6. B
7. D
8. Answers will vary for each student.

Learning Objective 4

1. alignment, line, pillows, blankets
2. positions, curled, bed cradles
3. hips, positions, two

Learning Objective 5

1. F
2. T
3. T
4. F
5. F
6. T

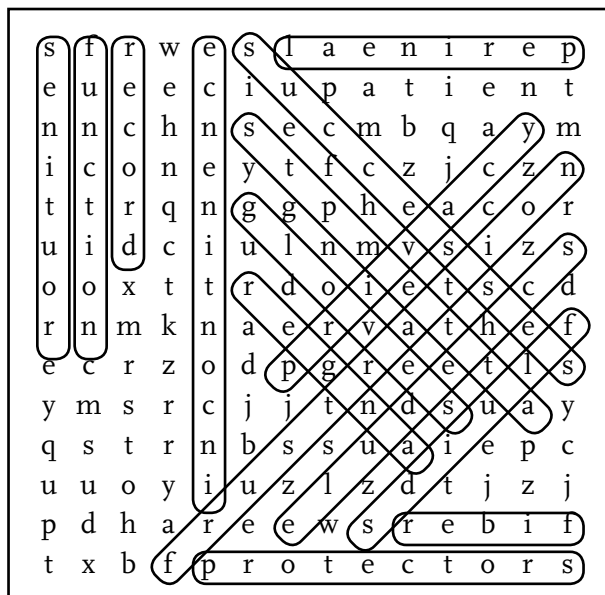
Learning Objective 6

1. supination
2. flexion

3. dorsiflexion
4. pronation
5. abduction
6. extension
7. rotation
8. adduction
9. B
10. C
11. D

Learning Objective 7

1. routines, function
2. gloves
3. schedule, record
4. fluids, fiber
5. privacy
6. perineal
7. protectors, incontinence
8. successes, attempts
9. frustration, anger



10. What the NA is doing right: remains upbeat and friendly and does not mention it
11. What the NA is doing wrong: speaking very little, not making eye contact, rushing through her job

12. What the NA is doing right: being encouraging and positive, charting schedule, available to help, responds to call lights quickly, compliments resident

Chapter 10

Learning Objective 1

1. T
2. F
3. F
4. T
5. T
6. F
7. T
8. T
9. F
10. T
11. No
12. Yes
13. No
14. Yes
15. Yes
16. No
17. No
18. Yes
19. Yes
20. Yes
21. No
22. No

Learning Objective 2

1. A job description is an agreement between the employer and the employee. It states the responsibilities and tasks of the job. It also includes the skill required for the job, to whom the employee must report, and the salary range.
2. The job description protects the employee from the facility changing duties without notifying the employee. It protects the em-

employee from being fired based on something not related to his or her job description. The employer is protected from the employee saying he or she did not know certain duties were part of the job.

Learning Objective 3

1. D
2. C
3. A
4. A

Learning Objective 4

1. H
2. H
3. C
4. H
5. C
6. H
7. H
8. C
9. C
10. H

Learning Objective 5

1. C
2. A
3. C
4. B

Learning Objective 6

1. F
2. T
3. F
4. T

Learning Objective 7

1. B
2. C

3. B
4. D
5. B
6. Answers will vary for each student.
7. Answers will vary for each student.
8. Answers will vary for each student.

Answer Key to Practice Exam in Workbook

1. D
2. B
3. A
4. C
5. C
6. A
7. A
8. B
9. D
10. A
11. B
12. B
13. C
14. A
15. B
16. B
17. C
18. B
19. C
20. D
21. A
22. B
23. D
24. A
25. B
26. B

- 27. B
- 28. A
- 29. C
- 30. C
- 31. C
- 32. A
- 33. C
- 34. D
- 35. B
- 36. C
- 37. B
- 38. A
- 39. B
- 40. C
- 41. B
- 42. D
- 43. B
- 44. C
- 45. B
- 46. A
- 47. D
- 48. D
- 49. D
- 50. A