**Assignments, Chapter 17, The Patient or Resident Environment**

| Assignments | Learning Objectives |
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| Assignment #1. Complete Chapter 17 of *Lippincott Workbook for Nursing Assistants.* | 1–6 |
| Assignment #2. Write a short essay about how it must feel for a person to have to leave their home and reside in a long-term care facility. Include in your essay things you feel a nursing assistant could do to make that transition easier for the new resident. | 3, 4, 6 |

| Group Assignments | Learning Objective(s) |
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| Assignment #1. Discuss how noise affects us. Suggest sources of noise in the health care setting. Discuss what steps you would take to control the amount of noise patients and residents are subjected to. | 4, 5, 6 |
| Assignment #2. Discuss as a class, the various activities that take place in a patient’s or resident’s room. Identify the type of lighting needed for each activity, stressing that in health care settings, people need different types of lighting to perform different tasks. | 4, 5, 6 |
| Assignment #3. Go to the skills lab. Divide into groups. Each group will be assigned one or more of the following tasks, and then demonstrate them to the rest of the class.   1. Adjust the bed into Fowler’s position 2. Adjust the bed into Trendelenburg position 3. Adjust the bed into reverse Trendelenburg position 4. Raise and lower the bed 5. Raise and lower the overbed table 6. Demonstrate the working of a call system | 5 |

| Clinical Assignment | Learning Objectives |
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| Your instructor will arrange field trips for you to visit a hospital, a long-term care facility, and an assisted-living facility, making sure the tour representative for each type of facility shows you the different types of units, work areas, furniture and equipment specific to each one. | 1, 5 |

| Web Assignment | Learning Objectives |
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| Research the various furniture and equipment that would be found in an orthopedic unit; bariatric equipment; or other equipment that have been modified to meet individual patient’s or resident’s needs. | 5, 6 |