**Guided Lecture Notes, Chapter 17, The Patient or Resident Environment**

Learning Objective 1. Describe the types of rooms and areas that are commonly found in different health care settings. (Refer to **PowerPoint slides 2 to 13**.)

* Review different types of health care facilities, such as hospitals, long-term care facilities, and assisted-living facilities. Explain that some people receive health care in their homes, from home health care agencies, or from hospice organizations.
* Explain that a patient’s or resident’s room, also referred to as a patient’s or resident’s unit, will vary in the way it is set up according to the type of facility and the needs of the person. However, no matter what form the person’s room takes, whether it is a single room, a room shared with a roommate, or an apartment-like suite of rooms, the room is considered the person’s home.
* Discuss (and give examples of) the types of facilities or rooms that are usually found in a hospital in light of a patient’s needs.
* Discuss the various setups for bathrooms in a hospital (e.g., full bath attached to room; partial bath attached to room, with communal bathing area down the hall).
* Discuss the modifications to hospital bathrooms that are designed to provide for safety and minimize the risk of accidents:
* Handrails and a toilet that is higher than a regular toilet to help people who may be unsteady or have limited mobility.
* More “open space,” to accommodate a wheelchair.
* A call light or an intercom system to ensure that a person can obtain help if necessary.
* Explain how a resident unit in a long-term care facility is usually set up. Mention that bathrooms in long-term care facilities are often similar to those in hospitals in terms of setup and safety modifications. Point out that residents are often permitted to bring furniture and decorative items from home to make the space more “home-like.”
* Explain how an assisted-living facility is different from a long-term facility.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 2. List the Omnibus Budget Reconciliation Act (OBRA) regulations related to the physical environment in long-term care facilities. (Refer to **PowerPoint slides 16-26**.)

* Explain that long-term care facilities that receive federal funding must follow OBRA regulations concerning the physical environment of the resident’s room. List the aspects of the resident’s environment that are regulated by OBRA.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 3. Discuss the importance of allowing a person to have and display personal items. (Refer to **PowerPoint slide 11**.)

* Discuss how people entering a health care facility may want to bring personal items to add a “touch of home.” Personal items may express a person’s hobbies, ancestry, culture, religion, or career. Asking a patient or resident about the significance of these items shows that person that the nursing assistant is interested in “who” that person really is. Stress that health care workers must always show as much care for the patients’ or residents’ personal items as they would for their own most treasured belongings.
* Discuss how many items we use to decorate our homes and rooms reflect our own individual diversity. Ask students what types of items they have that express their diversity.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 4. Explain your role in helping to keep the patient’s or resident’s environment clean and comfortable. (Refer to **PowerPoint slides 18 to 23**.)

* Explain that the physical environment of a health care facility contributes to a person’s overall comfort, health, and well-being.
* Ask the class the following questions, and write their responses down on the whiteboard or flipchart. Use the students’ responses as a basis for developing each point:
* Have you ever formed a judgment about a place (e.g., a person’s home, a store, or a restaurant) on the basis of its level of cleanliness?
* How is cleanliness important in controlling odors and infection?
* Why is providing a clean and comfortable environment for patients and residents a responsibility of all members of the health care team?
* How are nursing assistants responsible for helping patients and residents keep their rooms neat and clean?
* Explain the sources of odors in a health care setting and observe that odor control is achieved through personal hygiene and basic sanitation measures. Ask students to suggest measures they could take to help control odors in the health care setting.
* Explain how good ventilation helps carry away unpleasant odors and prevents the formation of stale air. Mention that it is important to protect patients and residents from becoming chilled as a result of the drafts created by the ventilation system.
* Explain general lighting and task lighting and their uses.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 5. Describe the standard equipment and furniture found in a person’s room in a health care facility. (Refer to **PowerPoint slides 27 to 36**.)

* Explain that the furniture and equipment that is considered “standard” for a patient’s or resident’s room will differ according to the facility and to the specific needs of the patient or resident.
* Describe the standard furniture and equipment found in a person’s room in a health care facility.
* Describe other equipment which might be found in a patient’s or resident’s unit depending on specific needs: hanging IV poles, outlets for oxygen and suction, and PPEs.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 6. Explain the importance of adapting the environment to meet the individual needs of a patient or resident and how to make modifications. (Refer to **PowerPoint slide** **37 to 39**.)

* Describe adaptations that can be made to the standard furniture and equipment found in a person’s room to suit the individual’s needs.
* Discuss adaptations that can promote safety, independence, and comfort for patients and residents.