

Module 13. ADL: Bathing and Personal Care

Goal

The goals of this module are:

- To prepare participants, through demonstration and practice, to provide personal care for consumers, including bathing and skin care; and
- To provide an opportunity for participants to practice all the skills taught so far, and to perform return demonstrations.

Time

7 hours (including 60 minutes for warm-up and morning break, afternoon break and closing; lunch is additional time)

Activities	Methods	Time
13.1 Demonstration and Practice: Skin Care, Shower & Tub Bath, and Other Personal Care Tasks	Interactive presentation, demonstration, large-group discussion, practice triads	3 hours
13.2 Practice Lab and Return Demonstrations (for Modules 3, 4, 10, 11, and 12)	Practice triads, return demonstrations	3 hours

Supplies

- Two beds, with bedding (more than two, if you have more than 15 trainees and enough space)
- All supplies needed to demonstrate a complete bed-bath and shampoo
- Pericare models (male and female)
- Tub and shower “models” – materials or furniture arranged to simulate getting in and out of tub and shower, including shower chair and tub bench
- All supplies needed to demonstrate skin, mouth, nail care, shaving, and shampoo
- Lotions for massage
- Assistive devices for bathing and grooming
- Paper towels, antimicrobial liquid soap
- Disposable gloves in range of available sizes
- Disposable aprons, masks, eye protectors
- Plastic garbage bags
- Trash cans
- Heavy objects for practicing body mechanics
- Wheel chairs and assistive devices for practicing assisting consumers to stand or transfer

Handouts

For Activity 13.1

- Handout 13.1 Changes in the Skin
- Handout 13.2 Skin Care
- Handout 13.3 Show Your Skills – Giving a Back Rub
- Handout 13.4 Show Your Skills – Assisting a Consumer to Care for Their Hands and Fingernails
- Handout 13.5 Show Your Skills – Assisting a Consumer to Care for Their Feet and Toenails
- Handout 13.6 Show Your Skills – Assisting a Consumer to Take a Tub Bath
- Handout 13.7 Show Your Skills – Assisting a Consumer to Take a Shower
- Handout 13.8 Show Your Skills – Assisting a Consumer to Care for Their Hair
- Handout 13.9 Show Your Skills – Assisting a Consumer to Wash Their Hair
- Handout 13.10 Show Your Skills – Assisting a Consumer to Care for Their Mouth (While Sitting or in Bed)
- Handout 13.11 Show Your Skills – Assisting a Man to Shave
- Handout 13.12 Bathing and Grooming Assistive Devices

For Activity 13.2

- Handout 7.11 Show Your Skills – Washing Your Hands
- Handout 7.12 Show Your Skills – Putting on and Taking Off Gloves
- Handout 9.3 Show Your Skills – Lifting a Thing
- Handout 9.5 Show Your Skills – Raising a Consumer's Head and Shoulders
- Handout 9.6 Show Your Skills – Moving a Consumer to the Side of the Bed
- Handout 9.7 Show Your Skills – Assisting the Consumer to Move Up the Bed
- Handout 9.8 Show Your Skills – Turning a Consumer in Bed
- Handout 15.1 Show Your Skills – Assisting a Consumer to Stand from Bed
- Handout 15.2 Show Your Skills – Assisting a Consumer to Transfer from a Bed to a Wheelchair or Chair
- Handout 15.8 Show Your Skills – Making an Empty Bed
- Handout 15.9 Show Your Skills – Making a Bed with Someone in It
- Handout 12.5 Show Your Skills – Giving a Bed-Bath
- Handout 12.6 Show Your Skills – Cleaning Between the Legs (Pericare)

Advanced Preparation

Review all training and presentation materials for this module.

Copy all handouts for Activity 13.1 for participants.

Activity 13.1: Demonstration and Practice—Skin Care, Shower & Tub Bath, and Other Personal Care Tasks

Set up the following demonstration areas around the training space. Assistance with shampooing can be done with a sink, tub, shower, or in bed. Decide which of these you want to demonstrate, based on the most likely situation for your trainees.

- Back rub (in a bed)
- Shower
- Tub bath
- Hand and nail care
- Foot and nail care
- Hair care
- Shampoo
- Mouth care
- Shaving
- Assistive devices for bathing and grooming

For skills practice, the skills are grouped as follows. To maximize the use of time, it would be best if you set up enough practice stations so that every triad can be involved with some skill at all times.

- Back rub (in a bed), hand and nail care, foot and nail care
- Tub bath, shower, hair care, and shampoo

Mouth care and shaving are scheduled to be practiced in Activity 13.2. However, if you have a small group (i.e., fewer than ten participants), there may be time to do the practice in this activity.

Copy handouts for participants. For the skills checklists, make two copies for each participant: one to give to participants after the demonstration, and one for instructors to use for assessing return demonstrations.

Prepare flip chart with Module 12 “Learning Agenda” (step 1).

Activity 13.2 Practice Lab and Return Demonstrations: Infection Control, Body Mechanics, Making a Bed, Transfer, Ambulating, Bathing and Personal Care Tasks

This three-hour practice lab is intended to give participants a chance to practice bed-bathing for the first time, review and practice other skills learned up to this point, and successfully complete return demonstrations. Additional instructors will be needed to assess return demonstrations.

Setting up the space for this activity will vary widely depending on the number of participants, the number of instructors available to observe return demonstrations, and the training space and supplies available. Some options for use of time and space include:

- With limited space, divide the skills into 2 or 3 groups, and set up work stations for one group at a time. Divide the time accordingly, as well.
- With adequate space, set up two work stations for each skill. Use one station for practice and the other for return demonstrations. Participants and instructors can then move from station to station as needed, throughout the entire 3 hours.

In addition to the skills practice stations from Activity 13.1, set up additional practice stations for the following skills:

- Washing hands (the use of gloves is demonstrated in bed bath) – requires a working sink
- Body Mechanics – lifting and moving objects, and positioning a consumer in bed
- Bed Bath, with pericare
- Bed Making (occupied and unoccupied)
- Assisting consumers to stand, transfer, ambulate

If possible, set up more than two work stations with beds, since trainees will need to spend longer at that station than the others. Also, this is the first time participants will be able to practice bed-bathing with pericare. Depending on space, you may need to combine return demonstrations – for example, participants could combine bed bath with making an occupied bed *and* positioning a consumer in bed.

At each station have extra copies of checklists for skills to be practiced (from the previous modules). Make sure enough copies are available for instructors to assess return demonstrations.

ACTIVITY 13.1 Demonstration and Practice: Skin Care, Shower & Tub Bath, and Other Personal Care Tasks 3 hours

Learning Outcomes

By the end of this activity, participants will be able to:

- Describe normal skin changes during aging.
- Describe the direct-care worker's role in routine skin care and in special skin care for consumers who are in bed or sitting a lot.
- List what to observe, record, and report during skin care.
- Describe and demonstrate how to provide a back rub for a consumer in bed.
- Describe and demonstrate how to provide hand and fingernail care.
- Describe and demonstrate how to provide foot and toenail care.
- Describe and demonstrate how to assist consumers with a tub-bath and shower.
- Describe and demonstrate how to assist consumers with mouth care.
- Describe and demonstrate how to assist consumers with hair care, including shampoo.
- Describe and demonstrate how to shave the face of a male consumer.
- Describe assistive devices to help consumers bathe and do personal care more easily.
- Demonstrate infection control practices and body mechanics throughout personal care.
- Demonstrate how to use assistive devices for bathing and grooming.

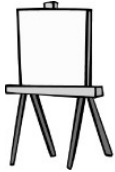
Key Content

- ❖ Each of the personal care tasks covered in this activity – tub bath and shower, skin care, mouth care, hair care, nail care, therapeutic body rubs, and shaving – has basic guidelines for when to do it, and steps to be followed. Over the next three hours, participants will see demonstrations of these skills and have a chance to practice them. In the afternoon, there will be additional practice time for these and other skills learned up to this point in the training.
- ❖ All of these personal care tasks involve contact with and care for the skin. As people age, the skin loses elasticity, it loses oil, and it becomes clearer. The skin also becomes easier to tear and takes longer to heal. These changes must be considered when caring for the skin.
- ❖ Personal care provides an opportunity for a direct-care worker to observe the skin closely. The worker should observe, record, and report the following signs of potential problems in the skin, including hair and nails:
 - Bad odors
 - Bruises, or changes in skin color
 - Dry skin, or rashes
 - Cuts and sores
 - Pus or drainage from a cut or sore
 - Swelling
 - Skin that is hot or cold to the touch
- ❖ Infection control is important in personal care, to protect consumers from exposure to germs and to protect the worker from exposure to the consumer's germs. Good body mechanics is very important to prevent falls and sprains, especially during transfer for tub bath or shower. Communication skills and respect for the consumer's dignity are key throughout personal care, since many consumers may feel embarrassed that they need help with tasks they used to do for themselves. It is especially important to respect the consumer's privacy, modesty, and dignity during bathing.

Activity Steps

Interactive presentation (5 minutes)

1. Introduce Module 12 by reviewing the Learning Agenda.



LEARNING AGENDA **MODULE 12: BATHING AND** **PERSONAL CARE**

- Aging Skin and how to take care of it
- Learning and Practicing Personal Care Skills
 - Back Rubs
 - Bathing: shower and tub
 - Hair Care and Shampoo
 - Hand and Fingernail Care
 - Toe and Fingernail Care
 - Shaving
 - Mouth Care
- Return demonstrations (assessment of skills learned up to this point)

SKIN CARE

Interactive presentation (15 minutes)

2. Ask participants:
 - *What is the largest organ of the body?*

[Answer: the skin!] Remind participants (from Module 5) of the important functions of the skin – to keep the body temperature stable, to protect the body from infections, and to provide key information to the brain about hot, cold, pain, pressure, and touch.

3. Ask participants to look down at their hands for a moment, and focus on their skin. Ask them to describe their skin—what it looks like and how it feels. Then ask how they think the skin of Mr. Feldman would look—whether it would be the same as or different from their own skin, and how. [Possible responses may include “it’s looser, wrinkled, drier, easier to see through” etc.]
4. Explain that, as they learned in Module 5, changes in the skin are a normal part of the aging process. Distribute Handout 13.1, “Changes in the Skin.” Review the first

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section, acknowledging the changes they discussed already and noting ones they did not.

5. Explain that, while these changes are normal during aging, they do result in the skin being more delicate and more prone to dryness and tearing. In addition, the skin of someone who sits or lies in bed for a long period of time, regardless of age, is also prone to problems. Ask participants if they have ever noticed bright red splotches on their calves after sitting with their legs crossed for a while; or if they have ever noticed lines or splotches on their face when they wake up?
6. Explain that this is happening when the skin is “pressured” —the skin is pressing against other skin, or bed sheets, and not getting enough oxygen or nutrition. For someone who has the ability to move around and can maintain their skin through proper nutrition, it is not a problem and skin quickly restores itself. However, for people who cannot move easily, these reddened areas can become sores if not addressed immediately, which can become a source of serious pain and infection.
7. Review the second section of Handout 13.1—Observe, Record, Report —and briefly describe the signs and why they are important to report.
8. Ask participants:
 - *How do you think you could help the consumer take care of his or her skin to avoid sores, dryness, and tearing?*

After a few responses, distribute and review Handout 13.2, “Skin Care.” Ask for volunteers to read aloud the workers’ tips under “Routine Skin Care” and then those under “Special Skin Care.”

GIVING A BACK RUB

Demonstration and discussion (10 minutes)

9. One of the recommendations for skin care is to promote circulation. This can be done by movement of that part of the body, or by rubbing it. Massage, or rubbing, of the back, shoulder, arms, hands, legs, and feet are sometimes part of the care plan, or simply a beneficial and comforting thing to do for a consumer.
10. Explain that you are going to demonstrate how to give a back rub to a consumer in bed. This is sometimes done after, or as part of, a bed bath, but it could also be done any time. Ask for a volunteer to help you demonstrate. Have the volunteer lie down on one of the beds.

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11. Demonstrate how to give a back rub, following the steps in Handout 13.3, “Show Your Skills – Giving a Back Rub.” Explain each step and answer questions from participants.
12. Distribute Handout 13.3 and allow participants a few minutes to review. Then ask:
 - *How can you avoid spreading infections when giving a back rub?*
 - *What is it important to look for when observing the consumer’s skin prior to giving the back rub?*
 - *What are the health benefits of a back rub?*
 - *Are there any other questions about giving a back rub?*

Practice (5 minutes)

13. Ask participants to quickly form pairs to practice massage styles with a shoulder massage. One partner is seated and the other is standing behind. Ask the standing partner to massage the sitting partner’s shoulders using the following techniques: *kneading with thumbs and fingers, rubbing in a circular motion with your whole hand or palm, lightly rubbing with fingertips only, lightly chopping.*

⇒ Teaching Tip

Call out each technique (with brief description, as needed) and then wait a few moments for the standing partner to practice and the seated one to experience the technique. Pace the four techniques so that you can complete them in 2 minutes.

14. Ask how these techniques felt to the sitting partners; ask which ones were their favorites. Then ask the pairs to switch roles and repeat the instructions.
15. Summarize by noting that different people like different techniques for their massage, and for different parts of the body. Emphasize the importance of talking with the consumer, asking if they are comfortable with the amount of pressure you are using, making sure you are not hurting them! Note that they should avoid areas that are red or bony.

HANDS AND FINGERNAIL CARE

Demonstration (10 minutes)

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16. Ask for another participant to volunteer to help you demonstrate how to assist Oscar Feldman to take care of his hands and fingernails. Go to the area previously set up for hand and nail care (see Advance Preparation), and ask participants to gather around so that all can see.
17. Follow the steps in Handout 13.4, “Show Your Skills – Assisting a Consumer to Care for Their Hands and Fingernails.” Explain each step and take questions. Ask participants why it is so important to check the care plan to see if nail care is part of the plan. Note that in some settings a direct-care worker must be certified before cutting a consumer’s nails.

FEET AND TOENAIL CARE

Demonstration (10 minutes)

18. Ask for yet another participant to volunteer to help you demonstrate how to assist Oscar Feldman to take care of his feet and toenails. Go to the area previously set up for foot and nail care (see Advance Preparation), and ask participants to gather around so that all can see.
19. Follow the steps in Handout 13.5, “Show Your Skills – Assisting a Consumer to Care for Their Feet and Toenails.” Explain each step and take questions. Ask participants why it is so important to check the care plan to see if toenail care is part of the plan. Note that in some settings a direct-care worker must be certified before cutting a consumer’s nails.

Discussion (5 minutes)

20. Distribute Handouts 13.4 and 13.5. Give participants a few minutes to review. Then ask participants:
 - *In nail care, how can you be sure to prevent the spread of infection?*
 - *In hand and feet care, how can you take care of the consumer’s skin?*

Practice Triads (35 minutes)

21. Assign triads to work stations prepared for practicing back rubs (consumer is in a bed), hand care, and foot care. Ask participants to practice the appropriate skill in their triads and then rotate to the next workstation. Each participant should take a turn in each role: practicing the task as a direct-care worker, experiencing what it feels like as a consumer to be assisted in these personal tasks, and observing (reviewing the steps for each task on the checklist while observing teammates and encouraging them as they perform the steps). Let the participants know you (and other instructors, if available) will be observing their practice and answering questions.

⇒ **Teaching Tip**

The time allocated for practice is an estimate. With smaller groups, you may need less time. If participants do not need the entire 35 minutes for practice, move on to the next topic as soon as they are done.

Activity 13.2 provides time for practice and demonstration of all the skills learned so far in the training. If you have a larger group that needs more than 35 minutes to practice these skills, you have two options: 1) extend the practice time now (and use time from Activity 13.2 to complete 13.1, if needed), or 2) end the practice time after 35 minutes, move on to the next skill, and come back to this practice in Activity 13.2.

TUB BATH AND SHOWER

Interactive presentation (5 minutes)

22. Discuss the general characteristics of tub-bath and shower, the similarities and differences between them and the bed-bath, including aspects of communication, infection control, safety, body mechanics, and use of assistive devices.

Demonstration and discussion (20 minutes)

23. Ask for another participant to volunteer to help you demonstrate how to assist Oscar Feldman with a tub bath. Go to the area previously set up for tub-bath demonstration (see Advance Preparation) and ask participants to gather around so that all can see.
24. Conduct the demonstration, following the steps on Handout 13.6, “Show Your Skills – Assisting a Consumer to Take a Tub Bath.” As you are conducting the demonstration, explain as needed why it is done that way. Answer any questions as they arise.
25. Do the same for shower, working with a different participant as “Oscar Feldman” and following the steps on Handout 13.7, “Show Your Skills – Assisting a Consumer to Take a Shower.”
26. Distribute Handouts 13.6 and 13.7, and give participants a few minutes to review them. Then ask:

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- *What can you do to ensure the consumer's safety when assisting with a bath or shower?*
- *What steps are most important for keeping the consumer's skin healthy?*
- *What can you do to protect your own health and safety while assisting a consumer to shower or bathe?*
- *Does anyone have additional questions on showering and bathing consumers?*

HAIR CARE AND SHAMPOO

Demonstration and discussion (15 minutes)

27. Ask for a new volunteer to help you demonstrate how to assist a consumer with hair care and shampoo. Follow the steps in Handout 13.8, "Show Your Skills – Assisting a Consumer to Care for Their Hair," and Handout 13.9, "Show Your Skills – Assisting a Consumer to Wash Their Hair." Answer questions as they arise.
28. Distribute Handouts 13.8 and 13.9 and give participants a chance to review them. Ask participants if they have any additional questions about taking care of a consumer's hair.

Practice Triads (20 minutes)

29. Assign triads to the practice stations prepared for demonstrating tub bath, shower, and hair care and shampoo. Ask participants to practice the appropriate skills in their triads. If there is time, have participants rotate to a second skill. As before, each participant should take a turn in each of the three roles – direct-care worker, consumer, and observer. Let the participants know you (and other instructors if available) will be observing their practice and answering questions. Explain that they will have time during the next activity to complete their practice .

MOUTH CARE AND SHAVING

Demonstration and discussion (20 minutes)

30. Ask for a new volunteer to help you demonstrate how to assist Mr. Feldman with tooth-brushing. Follow the steps in Handout 13.10, "Show Your Skills – Assisting a Consumer to Care for Their Mouth." Answer questions as they arise.
31. Ask for a new volunteer from the participants to help you demonstrate how to assist Mr. Feldman with shaving. Follow the steps in Handout 13.11, "Show Your Skills – Assisting a Man to Shave." Answer questions as they arise.
32. Distribute Handouts 13.11 and 13.10, and give participants a few minutes to review them. Note that they will practice these skills in the next activity. Ask participants:

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- *In providing mouth care, which steps prevent the spread of infection?*
- *Why is it important to observe, record, and report when providing mouth care?*
- *How can you reduce the risk of cutting a consumer when helping him to shave?*
- *If you do cut a consumer while shaving, how do you stop the bleeding and prevent infection?*
- *Are there any additional questions about these skills?*

ASSISTIVE DEVICES FOR BATHING AND GROOMING

Interactive presentation (5 minutes)

33. Move to the area where the assistive devices for bathing and grooming are on display. Explain how each one works. Distribute Handout 13.12, “Bathing and Grooming Assistive Devices,” and discuss any of those listed that are not on display.

ACTIVITY 13.2 Practice Lab and Return Demonstrations: Infection Control, Body Mechanics, Making a Bed, Transfer, Ambulating, Bathing and Personal Care Tasks

3 hours

Learning Outcomes

By the end of this activity, participants will be able to:

- Practice and demonstrate giving a bed-bath with pericare.
- Demonstrate giving a back rub to a consumer in bed.
- Demonstrate providing hand and fingernail care.
- Demonstrate providing foot and toenail care.
- Demonstrate assisting consumers with a tub-bath and shower.
- Demonstrate assisting consumers with hair care, including shampoo.
- Demonstrate assisting consumers with mouth care.
- Demonstrate how to shave the face of a male consumer.
- Demonstrate general infection control practices, including use of gloves, and body mechanics throughout personal care.
- Demonstrate how to wash their hands.
- Demonstrate how to properly lift and move objects.
- Demonstrate positioning a consumer in bed and transferring a consumer from bed to chair or assistive walking device.
- Demonstrate making an occupied and unoccupied bed.

Key Content

- ❖ By the end of this activity, every participant should have had the opportunity to demonstrate each of the skills for which there are skills checklists, in the modules covered so far—Modules 3 (infection control), 4 (body mechanics), 10 (bed-making), 11 (bed-bath with pericare), and 12 (personal care) – with an instructor observing and recording on the skills checklist.
- ❖ While some participants are doing their return demonstrations, other participants will continue to practice these skills, working in practice triads as before.
- ❖ This is participants' first opportunity to practice bed-bathing with pericare, so priority is placed on providing space and time for participants to do so.

Activity Steps

Return demonstrations and practice triads (180 minutes)

1. Explain the points in “Key Content” to participants, emphasizing the primary purposes of this activity – to have each participant practice bed-bathing with pericare and demonstrate their skills with an instructor observing and recording for all the skills introduced up to this point in the training.
2. Note the work stations for this activity: bed-bath (with pericare and back rub), washing hands (at a working sink), body mechanics (lifting and moving objects, and positioning a consumer in bed), bed-making, transfer and ambulation, tub bath, shower, hand and nail care, foot and nail care, mouth care, hair care and shampoo, and shaving. (See Advance Preparation for tips for setting these up.)
3. Participants will work in triads for the bed-bath practice. Each participant should take a turn in each role: practicing the task as a direct-care worker, experiencing what it feels like as a consumer to be assisted in bed-bathing, and observing (reviewing the steps for each task on the checklist while observing teammates and encouraging them as they perform the steps). Let the participants know you (and other instructors, if available) will be observing their practice and answering questions as needed.
4. Participants will remain in those triads for further skills practice, depending on the individual needs of their triad members. Ask participants to practice the needed skills in their triads and then rotate to the next workstation. Participants will use their own skills checklists from the activities when the skills were introduced.

⇒ Teaching Tip

For example, in one triad, one participant needs to practice hand-washing and the others do not. Another participant needs to practice bed-making, while the others do not. That triad would stay at the hand-washing station only as long as it takes for the first participant to practice. Then they would move on to bed-making, but only for as long as it takes for that participant to practice.

5. For return demonstrations, participants will probably remain in their triads, depending on time, space, and the number of instructors available to observe return demonstrations (see Advance Preparation).

⇒ **Teaching Tip**

Instructors should have enough copies of all the skills checklists to assess return demonstrations for all participants who did not do their return demonstrations earlier.

Module 13 Handouts

Activities of Daily Living – Bathing and Personal Care

Activity 13.1: Demonstration and Practice: Skin Care, Shower & Tub Bath, and Other Personal Care Tasks

Handout 13.1

Changes in the Skin

Handout 13.2

Skin Care

Handout 13.3

Show Your Skills: Giving a Back Rub

Handout 13.4

Show Your Skills: Assisting a Consumer to Care for Their Hands and Fingernails

Handout 13.5

Show Your Skills: Assisting a Consumer to Care for Their Feet and Toenails

Handout 13.6

Show Your Skills: Assisting a Consumer to Take a Tub Bath

Handout 13.7

Show Your Skills: Assisting a Consumer to Take a Shower

Handout 13.8

Show Your Skills: Assisting a Consumer to Care for Their Hair

Handout 13.9

Show Your Skills: Assisting a Consumer to Wash Their Hair

Handout 13.10

Show Your Skills: Assisting a Consumer to Care for Their Mouth (While Sitting or in Bed)

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Handout 13.11

Show Your Skills: Assisting a Man to Shave

Handout 13.12

Bathing and Grooming Assistive Devices

Handout 13.1—Changes in the Skin

Module 13: Activity 13.1

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It's important to understand the skin. Here's why.

- Skin covers and protects the whole body.
- Nerves in skin sense cold, heat, pain, pressure, and touch.
- Glands in skin make oil and sweat.

Our skin changes as we get older. The skin:

- Gets less stretchy
- Loses oil
- Gets more clear
- Becomes easier to hurt
- Takes longer to heal

Observe, Record, and Report:

During skin care, you can look at the skin and identify any changes that could become problems. These include:

- Bad smell
- Bruises
- Changes in skin color
- Cuts and sores
- Dry skin
- Fluid coming out of a cut
- Puffy areas
- Rashes
- Skin that is hot or cold

Handout 13.2—Skin Care

Module 13: Activity 13.1

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Routine Skin Care

It's important to take good care of the consumer's skin all the time to prevent problems. Read what these workers do.

Ari's tip – Use a light touch.

“Older people's skin can tear easily. So I use a gentle touch.”

Sue's tip – Clean skin often.

“I help people stay clean. That's the best way to get rid of germs.”

Nina's tip – Keep skin dry.

“Wet skin gets sore. So I always pat people dry after a bath.”

Ben's tip – Put on lotion.

“After helping people bathe, I rub in lotion. The lotion keeps their skin from getting too dry. And the massage gets their blood moving.”

Laura's tip – Put on sun-block.

“The sun can be pretty harsh. So I put sun-block on folks before they go outside.”

Routine Skin Care -- Review:

- Use a light touch.
- Clean skin often.
- Keep skin dry.
- Put on lotion.
- Put on sun-block.

Handout 13.2—Skin Care

Module 13: Activity 13.1

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Special Skin Care

Consumers who spend a lot of time lying or sitting down may get bedsores. In addition to routine skin care, special skin care helps prevent bedsores. Read what these workers do.

Ari's tip – Change the consumer's position.

“I move a person about every 2 hours. This keeps them from putting pressure on the same area of skin for a long time.”

Sue's tip – Get the consumer moving.

“I ask the person to move as much as they can, if it's OK with their doctor. Exercise gets their blood flowing.”

Nina's tip – Help the consumer eat and drink well.

“I tell people about foods that are good for their skin. Plus, I remind them to drink plenty of water, if it's OK with their doctor.”

Ben's tip – Give back rubs.

“Back rubs really get the blood moving – and people love them! But I make sure to avoid red or bony areas. Rubbing those places can hurt the skin.”

Laura's tip – Offer pillows and pads.

“I give people pillows, heel and elbow pads, and sheepskin. The extra padding really helps.”

Handout 13.2—Skin Care

Module 13: Activity 13.1

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Special Skin Care – Review:

- Change the consumer's position.
- Get the consumer moving.
- Help the consumer eat and drink well.
- Give back rubs.
- Offer pillows and pads.

Handout 13.3—Show Your Skills: Giving a Back Rub

Module 13: Activity 13.1

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Trainee's Name:

Date:

Trainer's name:

What to Do	Shows Skill	Trainer's Notes
Get ready.		
1. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Get the things you will need and put them near the bed. <ul style="list-style-type: none"> • Basin • Lotion 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Fill the basin with warm water. Put the bottle of lotion in the water to warm it.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Greet the consumer by name.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Give the consumer privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Talk with the consumer about back rubs. Ask how they want you to do their back rub. Keep talking with them.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Assist the consumer to turn onto their side, facing away from you.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Assist the consumer to pull their gown or clothes off their back.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Check the back for open sores and cuts. Put on gloves if you might touch body fluids.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Give the back rub.		
10. Put a small amount of lotion on the palm of one hand. Rub your hands together to warm them.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 13.3—Show Your Skills: Giving a Back Rub Module 13: Activity 13.1 Page 2 of 2		
11. Rub the consumer's back with both hands. Start from the bottom, and move up. Use long, firm strokes. Repeat several times.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. Rub across the shoulders and down the upper arms. Then move down the back toward the buttocks. Repeat several times. <ul style="list-style-type: none"> • Gently rub body areas with the palms of your hands. Move in circles to get blood flowing. • Avoid red or bony areas. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. Do the back rub for at least 3 minutes.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Make the consumer comfortable.		
14. Wipe off extra lotion with a towel.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Fix the consumer's clothes and linens. Assist them to get warm and comfortable.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
17. Write down what you did. Report any problems you saw.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 13.4—Show Your Skills: Assisting a Consumer to Care for Hands and Fingernails

Module 13: Activity 13.1

Page 1 of 3

Trainee's Name:

Date:

Trainer's Name:

What to Do	Shows Skill	Trainer's Notes
Get ready.		
1. CHECK IF FINGERNAIL CARE IS PART OF THE CONSUMER'S CARE PLAN.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Get the things you will need, and bring them to the place where you will do the care. They are: <ul style="list-style-type: none">● Basin● Cuticle cream● Lotion● Nail clippers● Nail file● Nail polish● Plastic protector● Soap● Towel and washcloth	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Greet the consumer by name.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Talk with the consumer about hand and fingernail care. Ask how they want it to be done. Keep talking with them.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Give the consumer privacy, if they want it.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 13.4—Show Your Skills: Assisting a Consumer to Care for Hands and Fingernails Module 13: Activity 13.1 Page 2 of 3		
7. Assist the consumer to sit up, either in bed or a chair. Put a table across their lap.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Cover the table with the plastic protector.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Fill the basin with warm water. Use the thermometer to check that it is about 105 degrees F. Lay a towel over the basin to keep the water warm.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Provide hand and fingernail care.		
10. Assist the consumer to wash their hands in the basin. If the water gets too cold, ask them to take their hands out of the basin. Then add warm water.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. Gently push their cuticles back with the washcloth. You may use a cream to soften the cuticles first, if needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. Pat their hands dry with the towel.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. Cut the consumer's nails straight across. Do not cut their nails shorter than the tips of their fingers. Leave the nail clippings on the protector. <i>Follow agency rules regarding cutting nails.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. Assist the consumer to shape and smooth their nails with the nail file.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Assist the consumer to put on nail polish, if they wish.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Put a small amount of lotion on the palms of your hands. Smooth in onto the consumer's hands and rub it in. Use gentle circular motions; avoid red and bony areas.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 13.4—Show Your Skills: Assisting a Consumer to Care for Hands and Fingernails

Module 13: Activity 13.1

Page 3 of 3

Clean up.		
17. Empty the basin. Clean and store the things you used.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. Assist the consumer to get comfortable. Lower the bed, if needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
19. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
20. Write down what you did. Report any problems you saw.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 13.5—Show Your Skills: Assisting a Consumer to Care for Feet and Toenails

Module 13: Activity 13.1

Page 1 of 3

Trainee's Name:

Date:

Trainer's name:

What to Do	Shows Skill	Trainer's Notes
Get ready.		
1. CHECK IF TOENAIL CARE IS PART OF THE CONSUMER'S CARE PLAN.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Get the things you will need. Bring to wherever you will provide foot care. <ul style="list-style-type: none">● Basin● Bath mat● Lotion● Nail clippers● Nail file● Nail polish● Orangewood stick● Plastic protector● Soap● Towel and washcloth	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Greet the consumer by name.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Talk with the consumer about foot and toenail care. Ask how they want it to be done. Keep talking with them.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Give the consumer privacy, if they want it.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 13.5—Show Your Skills: Assisting a Consumer to Care for Feet and Toenails Module 13: Activity 13.1 Page 1 of 3		
7. Assist the consumer, if needed, to sit in a chair.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Put the plastic protector on the floor in front of the consumer. Then put the bath mat on top.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Fill the basin with warm water. Have the consumer test water placing finger in water	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Put the basin of water on the bath mat in front of the consumer.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Provide foot and toenail care.		
11. Assist the consumer to take off their shoes or slippers and socks or stockings. Ask them to put their feet in the water. Put the towel on top to keep the water warm.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. Let the consumer soak their feet for about 10 minutes. If the water gets too cold, ask them to take their feet out. Then add warm water.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. Wash the consumer's feet with the washcloth and soap.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. Rinse the consumer's feet and pat dry. Look for any problems.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Gently clean their toenails with the orangewood stick. Tell the nurse or your supervisor if their nails need to be cut. <i>Follow your agency's rules about cutting toenails.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 13.5—Show Your Skills: Assisting a Consumer to Care for Feet and Toenails

Module 13: Activity 13.1

Page 3 of 3

16. Put a small amount of lotion on the palms of your hands. Smooth it onto the consumer's feet and rub it in. Use gentle circular motions; avoid red and bony areas.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Clean up.		
17. Assist the consumer to put on their socks or stockings and shoes or slippers.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. Assist the consumer to get comfortable.		
19. Empty the basin. Clean and store the things you used. Wipe up water on the floor.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
20. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
21. Write down what you did. Report any problems you saw.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 13.6—Show Your Skills: Assisting a Consumer to Take a Tub Bath

Module 13: Activity 13.1

Page 1 of 3

Trainee's Name:

Date:

Trainer's name:

What to Do	Shows Skill	Trainer's Notes
Get ready.		
1. Check if a tub bath is part of the consumer's care plan. NEVER GIVE A TUB BATH IF IT IS NOT PART OF THE CARE PLAN.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Wash your hands. Put on gloves.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Clean the tub and any assistive devices you will be using. Take off and throw away the gloves.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Get the things you will need. Put them in the bathing room. <ul style="list-style-type: none">• Gloves• Soap dish and soap• Washcloth• Bath towels (2)• Clean clothing• Personal care articles (comb & brush, deodorant, lotion)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Check to make sure the tub has a rubber mat or nonslip surface. Make sure the floor is dry, to prevent slipping.		
6. Greet the consumer by name.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 13.6—Show Your Skills: Assisting a Consumer to Take a Tub Bath

Module 13: Activity 13.1

Page 2 of 3

7. Talk with the consumer about taking a tub bath. Ask how they want to do it. Urge the consumer to do as much as they can. Keep talking with them.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Turn on warm water. Use a thermometer to make sure the water is no more than 105 degrees F.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assist the consumer to take a tub bath.		
9. Assist the consumer to go to the bathing room.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Assist the consumer to take off their clothes. Put on gloves, if needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. Assist the consumer to climb into the tub, using assistive devices and hand rails as needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. If the consumer can wash on their own, stay close in case they need help. The bath should not be longer than 20 minutes.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. If the consumer needs help to wash: <ul style="list-style-type: none"> • Assist the consumer to wash their face. • Assist the consumer to wash their upper body. • Assist the consumer to wash their legs and feet. • Assist the consumer to wash between their legs. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assist the consumer to get dry and dressed.		

Handout 13.6—Show Your Skills: Assisting a Consumer to Take a Tub Bath

Module 13: Activity 13.1

Page 3 of 3

14. Drain water from tub. Then assist the consumer to get out of the tub.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Drape a towel over the consumer's shoulders to keep them warm. Assist them to pat their skin dry all over.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Assist the consumer to put on lotion, especially on red or dry areas.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
17. Assist the consumer to dress.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. Assist the consumer to brush or comb their hair and put on makeup, if they wish.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
19. Assist the consumer to go back to their room.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Clean up.		
20. Clean the tub. Clean and store the things you used.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
21. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
22. Write down what you did. Report any problems you saw.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 13.7—Show Your Skills: Assisting a Consumer to Take a Shower

Module 13: Activity 13.1

Page 1 of 3

Trainee's Name:

Date:

Trainer's name:

What to Do	Shows Skill	Trainer's Notes
Get ready.		
1. CHECK IF A SHOWER IS PART OF THE CONSUMER'S CARE PLAN.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Wash your hands. Put on gloves.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Clean the shower area and the shower chair/bench, if needed. Make sure there is a rubber mat or nonskid surface in the shower. Throw away the gloves.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Get the things you will need. Put them in the bathing room.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Greet the consumer by name.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Talk with the consumer about taking a shower. Ask how they want to do it. Urge the consumer to do as much as they can. Keep talking with them.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. If the consumer will use a shower chair/bench: <ul style="list-style-type: none">● Make sure the chair/bench is in place.● Make sure the chair/bench is secure.● Assist the consumer to sit down	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 13.7—Show Your Skills: Assisting a Consumer to Take a Shower

Module 13: Activity 13.1

Page 2 of 3

8. Turn on warm water. Ask the consumer to check the temperature too.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Put on gloves.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assist the consumer to take a shower.		
10. Help consumer take off their clothes. Drape them with a bath blanket.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. If the consumer can climb into the shower, assist them to get in. If the consumer is using a shower bench or chair make sure it is securely in place.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. If the consumer can wash on their own, stay close in case they need help.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. If the consumer needs help to wash: <ul style="list-style-type: none"> • Assist the consumer to wash their face. • Assist the consumer to wash their upper body. • Assist the consumer to wash their legs and feet. • Assist the consumer to wash between their legs. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assist the consumer to get dry and dressed.		
14. Turn off the water.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 13.7—Show Your Skills: Assisting a Consumer to Take a Shower Module 13: Activity 13.1 Page 3 of 3		
15. If the consumer can climb out of the shower, assist them to get out.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Drape a towel over the consumer's shoulders to keep them warm. Assist them to pat their skin dry all over.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
17. Assist the consumer to put on lotion, especially in red or dry areas.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. Assist the consumer to dress.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
19. Assist the consumer to brush or comb their hair and put on makeup, if they wish.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
20. Assist the consumer to go back to their room and get comfortable.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Clean up.		
21. Clean the shower. Clean and store the things you used.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
22. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
23. Write down what you did. Report any problems you saw.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 13.8—Show Your Skills: Assisting a Consumer to Care for Their Hair

Module 13: Activity 13.1

Page 1 of 2

Trainee's Name:

Date:

Trainer's Name:

What to Do	Shows Skill	Trainer's Notes
Get ready.		
1. Check if hair care is in the consumer's care plan. Do not cut their hair.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Get the things you will need. Bring them to the place where you will provide the care. <ul style="list-style-type: none">• Brush• Comb• Bath towel• Other personal items – hair spray, oil, tonic (optional)• Hair pins, etc. (optional)• Mirror (optional)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Greet the consumer by name.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Give the consumer privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Talk with the consumer about caring for their hair. Ask how they want to do it. Encourage the consumer to do as much as they can. Keep talking with them during the process.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 13.7—Show Your Skills: Assisting a Consumer to Take a Shower

Module 13: Activity 13.1

Page 2 of 2

7. Make sure the consumer is sitting up straight. Place them at a good height for working, if possible.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Drape a towel around the consumer's shoulders to keep their clothes and pillow clean.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Brush the hair.		
9. Part the hair into sections.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Brush each section of hair. Work from the roots to the ends.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. Arrange the hair the way the consumer likes it.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Clean up.		
12. Take off the towel.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. Assist the consumer to be comfortable and safe.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. Clean and store the things you used.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Clean the work area. Put the dirty towel in a laundry bag.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
17. Write down what you did. Report any problems you saw. These include: <ul style="list-style-type: none"> • Changes in scalp • Large areas of missing hair • Sores on scalp 	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 13.9—Show Your Skills: Assisting a Consumer to Wash Their Hair

Module 13: Activity 13.1

Page 1 of 3

Trainee's Name:

Date:

Trainer's name:

What to Do	Shows Skill	Trainer's Notes
Get ready.		
1. Check if washing hair is in the consumer's care plan.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Get the things you will need. Bring them to the place where you will provide the care. <ul style="list-style-type: none">• Shampoo• Conditioner• Brush• Bath towel• Washcloth• Hair dryer• For shampoo in bed:<ul style="list-style-type: none">○ Waterproof bed protector○ Trough○ Basin○ Pitcher of warm water	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Greet the consumer by name.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Give the consumer privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 13.9—Show Your Skills: Assisting a Consumer to Wash Their Hair

Module 13: Activity 13.1

Page 2 of 3

6. Talk with the consumer about washing their hair. Ask how they want to do it. Urge the consumer to do as much as they can. Keep talking with them.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Assist the consumer to take off their eyeglasses and hearing aids.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Assist the consumer to brush and comb their hair.		
9. Assist the consumer to get into place. This may be at a sink, in a tub or shower, or in a bed with a trough under their head and neck.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Ask the consumer to hold a folded washcloth over their eyes to protect them.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Wash the hair.		
11. Wet the hair. Use water that is about 100 degrees F.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. Put a small amount of shampoo in the palm of your hand. Put it on the consumer's hair. Rub in the shampoo from front to back.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. Rinse their hair well with water that is about 100 degrees F.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. Wash and rinse their hair again.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Condition and rinse the hair, if the consumer wants it.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Wrap the consumer's head in a towel.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 13.9—Show Your Skills: Assisting a Consumer to Wash Their Hair

Module 13: Activity 13.1

Page 3 of 3

17. If the consumer had a bed shampoo: <ul style="list-style-type: none"> Take off the trough. Towel-dry the hair. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. Blow-dry the consumer's hair, if possible. Assist them to fix their hair the way they like.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Clean up.		
19. Assist the consumer to be comfortable and safe. Assist them to put on glasses and hearing aids, if needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
20. Lower the bed, if needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
21. Clean and store the things you used.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
22. Clean the work area. Put the dirty towel in a laundry bag.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
23. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
24. Write down what you did. Report any problems you saw. These include: <ul style="list-style-type: none"> Changes in scalp Large areas of missing hair Sores on scalp 	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 13.10—Show Your Skills: Assisting a Consumer to Care for Their Mouth (While Sitting or in Bed)

Module 13: Activity 13.1

Page 1 of 3

Trainee's Name:

Date:

Trainer's Name:

What to Do	Shows Skill	Trainer's Notes
Get ready.		
1. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Get the things you will need. Bring them to where you will provide the care. <ul style="list-style-type: none">• Toothbrush• Toothpaste• Glass of cool water• Mouthwash (optional)• Small basin or plastic bowl• Face towel• Paper towels• Gloves	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Greet the consumer by name.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Talk with the consumer about caring for their mouth. Ask how they want to do it. Encourage the consumer to do as much as they can. Keep talking with them during the process.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Give the consumer privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Make sure the consumer is sitting up straight.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 13.10—Show Your Skills: Assisting a Consumer to Care for Their Mouth (While Sitting or in Bed)

Module 13: Activity 13.1

Page 2 of 3

7. Put on gloves.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Put a towel across the consumer's chest.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assist the consumer to care for their mouth.		
9. Assist the consumer to wet the toothbrush and put on toothpaste.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Assist the consumer to gently brush all sides of their teeth and clean their tongue.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. Provide a cup with water and ask the consumer to rinse their mouth.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. Hold a basin to the consumer's chin. Ask them to spit out.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assist the consumer to finish caring for their mouth.		
13. Assist the consumer to wipe their mouth. Take off the towel.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. Put the dirty towel in a laundry bag or covered hamper.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Assist the consumer to get comfortable.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Clean and store the things you used.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
17. Throw away the gloves. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 13.10—Show Your Skills: Assisting a Consumer to Care for Their Mouth (While Sitting or in Bed)

Module 13: Activity 13.1

Page 3 of 3

<p>18. Write down what you did. Report any problems you saw. These include:</p> <ul style="list-style-type: none">• Bleeding gums• Fruity or bad breath• Loose teeth• Red or puffy areas• Sores	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
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Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 13.11—Show Your Skills: Assisting a Man to Shave

Module 13: Activity 13.1

Page 1 of 4

Trainee's Name:

Date:

Trainer's name:

What to Do	Shows Skill	Trainer's Notes
Get ready.		
1. CHECK IF SHAVING IS IN THE MAN'S CARE PLAN.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Get the things you will need. Bring them to the place where you will provide care. <ul style="list-style-type: none">• Blade or electric razor• Shaving cream or soap (for blade razor)• Shaving brush (optional)• Mirror• Aftershave lotion• Tissues• Bath towel• Face towel• Washcloth• Washbasin or sink• Warm water (for blade razor)• Gloves	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Greet the man by name.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Give the man privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 13.11—Show Your Skills: Assisting a Man to Shave

Module 13: Activity 13.1

Page 2 of 4

6. Talk with the man about shaving. Ask how he wants to do it. Urge him to do as much as he can. Keep talking with him during the shave.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Assist the man to take off his eyeglasses.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Put on gloves.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. If the man is in bed: <ul style="list-style-type: none"> Put the things you need on an over-bed table. Put one face towel across man's chest and another under his head. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Shave.		
10. Shave his face (blade razor): <ul style="list-style-type: none"> Wet the washcloth with warm water. Put it on the man's face and leave it for a few minutes. Remove. Put shaving cream on his face. Start in front of one ear. Hold his skin taut with your free hand. Bring razor down over his cheek, toward his chin. Use smooth, even strokes. Follow the way his hair grows. Rinse the razor often in warm water to keep it clean and wet. Repeat until the shaving cream is gone and his face is smooth. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 13.11—Show Your Skills: Assisting a Man to Shave

Module 13: Activity 13.1

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<p>11. Shave his neck:</p> <ul style="list-style-type: none"> • Put shaving cream on his neck. • Shave up toward his chin. • Rinse the razor. • Repeat until the shaving cream is gone and his neck is smooth. • Rinse his face and pat dry with the towel. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>12. With electric razor:</p> <ul style="list-style-type: none"> • Make sure the man's face is clean and dry (no water or shaving cream). • Turn on the razor. • Hold the skin tight and shave from ear to chin and from neck up to chin. • Turn off the razor. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>13. Assist the man to put on after-shave lotion, if he wants.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>14. If the man's skin is cut during shaving:</p> <ul style="list-style-type: none"> • Use pressure to stop the bleeding. • Put on medicine that kills germs. • Bandage the cut. • Tell the nurse or your supervisor what happened. 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>Clean up.</p>		
<p>15. Make sure the man is safe and comfortable.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>16. Clean and store the things you used. Throw away the blade razor.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

Handout 13.11—Show Your Skills: Assisting a Man to Shave

Module 13: Activity 13.1

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17. Remove and throw away the gloves. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. Write down what you did. Report any problems you saw.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 13.12—Bathing and Grooming Assistive Devices

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These devices make it easier for the consumer to bathe him or herself:

- **Long-handled sponges** make it easier for the consumer to get clean.
- **Safety strips** in the shower or tub help prevent falls and **safety bars** give the consumer a firm place to grab.
- **Shower chairs** let the consumer sit safely in the shower.
- **Toothbrush holders** allow the consumer to put toothpaste on the toothbrush with only 1 hand.
- **Single-handed nail file and clipper** make it easier for the consumer to take care of their nails.
- **Extra long handled brush and comb** make it easier for the consumer to do their own hair.
- **Extra large handled brush, comb, and toothbrush holder** are easier for the consumer to hold and use.

ILLUSTRATIONS/PHOTOS TO BE ADDED