

Module 12. Supporting Consumers' Dignity While Providing Personal Care

Goal

The goal of this module is twofold:

- To introduce participants to the unique aspects of working in a nursing home environment.
- To provide an overview of personal care tasks and the importance of maintaining the dignity of the consumer at all times.

Time

3.5 hours (including 30 minutes for break *and* warm-up or closing)

Activities	Methods	Time
12.1 Introduction to an Elder Consumer in a Nursing Home	Interactive presentation, small-group work, discussion	45 minutes
12.2 Overview: Personal Care and Supporting Consumers' Dignity	Large-group exercise, discussion	35 minutes
12.3 Bathing with Dignity	Interactive presentation, individual exercise, discussion, pairs work	45 minutes
12.3 Demonstration: Bed Bath with Pericare	Demonstration, discussion	55 minutes

Supplies

- Flip chart, markers, and tape
- Paper and pencils
- Index cards
- Two beds, with bedding
- All supplies needed to demonstrate a complete bed-bath
- Pericare models (male and female)
- *Instructor's Guide*: "Mr. Oscar Feldman"

Handouts

- Handout 12.1 Care Plan for Mr. Oscar Feldman, Nursing Home
- Handout 12.2 Assisting Mr. Feldman while Maintaining His Dignity

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- Handout 12.3 Bathing – Why It Matters
- Handout 12.4 Assisting Mr. Feldman to Bathe
- Handout 12.5 Show Your Skills – Giving a Bed-Bath
- Handout 12.6 Show Your Skills – Cleaning Between the Legs (Pericare)

Advance Preparation

Review all training and presentation materials for this module.

Copy all handouts for participants. Before photocopying the “Sample Care Plan” (Handout 12.1), fill it in for Mr. Feldman, checking bed-bath and all the personal care tasks that are taught in Modules 11 and 12.

Activity 12.1: Introduction to an Elder Consumer in a Nursing Home

Prepare a flip chart page with the “Learning Agenda” for this module shown in step 1.

Prepare a flip chart with the discussion questions concerning Oscar Feldman shown in step 4.

Prepare a flip chart page for “Observe, Record, Report” as shown in step 10.

Activity 12.2 Overview: Personal Care and Supporting Consumers' Dignity

Prepare a flip chart page with the definition of “dignity” shown in step 4.

Activity 12.3 Bathing with Dignity

Prepare a flip chart page with the purposes of bathing as shown in step 1.

Prepare a flip chart on “Tips for Assisting with Bathing” as shown in step 14.

Have the flip chart pages on body mechanics and infection control (from Modules 3 and 4) ready to post *after* the review. You want participants to be able to see them throughout the demonstration, but not during the review, so that participants will be challenged to remember them. (Cover them up if they are already posted.)

Activity 12.4 Demonstration: Bed-Bath with Pericare

Gather all the bathing supplies that you will need for the bed-bath demonstration. Set up a work station to demonstrate bed-bathing. This should be as similar to an actual work setting as possible.

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The day before, identify a participant to be the “consumer” in your demonstration, so that he/she can bring a change of comfortable clothes for the demonstration. The participant should be aware ahead of time of all the actual washing that will be done, including foot-washing, because some people have reservations about having their feet washed. Washing the genitals and private areas is simulated with genital models.

ACTIVITY 12.1 Introduction to an Elder Consumer in a Nursing Home

45

minutes

Learning Outcomes

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

- Identify similarities and differences between themselves and a profiled consumer.
- Identify open-ended questions to begin building a relationship with that consumer.
- Describe needs of the profiled consumer in a nursing home.

Key Content

- ❖ Participants will be introduced to the third consumer profiled in this training, Mr. Oscar Feldman. In keeping with the principles of person-centered care, participants will begin building a relationship with Mr. Feldman, first by identifying how their lives are similar to or different from his. They will also identify his needs, and how their approach to meeting those needs might be different in the nursing home setting than if Mr. Feldman were being cared for at home.

Activity Steps

Interactive presentation (10 minutes)

1. Note that for this module and the next, the consumer is Mr. Oscar Feldman, an 84-year-old man who is in the rehabilitation wing of a nursing home. Post the flip chart page with “Learning Agenda” Module 11 and review. Note that personal care tasks, especially bathing, require that they use all the skills and knowledge they have gained thus far – infection control, body mechanics, body systems, working with elders, respect, and communication skills. Also, the information, attitudes, and skills addressed in this module do not apply only to nursing home care, but will be applied later on in the training and in other settings in which they may work.



LEARNING AGENDA: MODULE 12

- Individual needs of a consumer in a nursing home setting
- Maintaining the consumer's dignity while providing personal care
- Bed-bathing, with pericare

2. Explain that, as before, you will read Mr. Feldman's story aloud. Again, they should be working on their listening skills! While participants are listening, they should imagine that they are meeting Mr. Feldman for the first time. Ask them to imagine the look on his face and tone of his voice; picture the room where he is staying. After that they will talk with other participants about working with Mr. Feldman.
3. Read *Instructor's Guide*: "Mr. Oscar Feldman" out loud to participants.

⇒ **Teaching Tip**

Again, do not distribute the *Instructor's Guide* for "Mr. Oscar Feldman." It is more realistic for participants to *hear* a consumer's story than to read it. Also, they will be developing their listening skills, to be better able to learn what they need to know from listening to consumers.

Small-group work (10 minutes)

4. Ask participants to form groups of three. Post the prepared flip chart page with discussion questions. Ask the groups to answer the questions, with one of the group members making notes on blank paper, so they can share their answers in the large group afterwards. Tell them they will have 10 minutes.



MR. OSCAR FELDMAN

- What do you remember from what Mr. Feldman said?
- How is Mr. Feldman different from you? How is he similar?
- What do you think he will need from you?
- How are his needs different, living in the nursing home, than if he were at home?

⇒ **Teaching Tip**

Give a “time-check” after 5 minutes, so they make sure they get through all four questions.

Discussion (25 minutes)

5. Ask each group to share their answers for the first question. Write their responses on a flip chart page—this will serve as a “profile” for Mr. Feldman. Post the flip chart page for the first question where it can be seen throughout this module and the next.



WHAT DO YOU REMEMBER FROM
WHAT MR. FELDMAN SAID?

6. Ask participants to share their responses to the rest of the questions, with brief discussion—do not write on flip chart pages.
7. Reiterate that this training will repeat the themes of relationship and communication. They are inseparable in everything we do when working with consumers, their families, and co-workers. Ask participants:
 - *Based on what you know about Mr. Feldman, your similarities and differences, what questions could you ask him, to begin building a relationship?*



Note these questions at the bottom of the flip chart page, “What do you remember...” or on a new page.

8. Distribute Handout 12.1, “Care Plan for Mr. Oscar Feldman, Nursing Home,” and ask participants to identify what tasks they are expected to carry out with Mr. Feldman. [These include skin care, hair care, nail care, and bathing.] Ask:
 - *How do you think it will be different providing these services in a nursing home, instead of in the consumer’s home?*

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9. Remind participants that the care plan specifies *what* they are supposed to do. The principle of person-directed care means that, as much as possible, we respect the consumer's preferences in *how* their care is provided. Ask participants:
- *How do we learn about the consumer's preferences?*

[Answer: Ask open-ended questions!] Note that they will practice asking open-ended questions in the up-coming activities.

10. Post the prepared flip chart page—Observe, Record, Report. Ask participants:

- *From what you know so far, what would you need to observe, record, and report for Mr. Feldman?*

Note their answers on the flip chart page. Explain that, every so often throughout the activities, you will stop and ask participants what they need to observe, record, and/or report, based on what they have learned so far. Their ideas will be listed on the flip chart pages, as reminders throughout the training.



OBSERVE, RECORD, REPORT

11. Thank participants for their listening and sharing. Ask them to keep Mr. Feldman and his needs in mind as they learn about maintaining dignity while providing personal care to consumers.

ACTIVITY 12.2 Overview: Personal Care and Supporting Consumers' Dignity

35

minutes

Learning Outcomes

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

- Define “dignity.”
- List ways a direct-care worker can help to maintain the consumer’s dignity while providing personal care.

Key Content

- ❖ Maintaining the consumer’s dignity is a key element of person-centered care. Dignity is a sense of pride and self-respect, and feeling worthy of respect from others.
- ❖ When someone is in a position of needing assistance, he or she may feel inferior, weak, inadequate, helpless, dependent, depressed, powerless, or useless – any of which could lead to a person feeling a loss of dignity—i.e., not worthy of respect.
- ❖ Ways that a direct-care worker can help to maintain the dignity of their consumers and the consumer’s family include:
 - Treat people how they wish to be treated
 - Appreciate their individuality
 - Honor their choices and preferences
 - Maintain privacy
 - Engage them in activities as much as possible
 - Encourage independence and help them to do things on their own as much as possible
 - See them as adults with a lot of life experience

Activity Steps

Large-group exercise: Brainstorm (5 minutes)

1. Ask participants to brainstorm:

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- *What are things that you do for your body every day—normal, routine things that make you feel ready to start the day?*
2. List all answers on a flip chart page. If applicable, identify which tasks are related to other Activities of Daily Living (toileting, eating, dressing) and note that they will be covered in other modules. Explain that the rest of the items on the list (bathing, hair care, mouth care, nail care) are considered “personal care.”



TAKING CARE OF OUR BODIES

Discussion (30 minutes)

3. Ask participants:
- *How would you feel if you couldn't do these things for yourself—if someone had to do them for you?*

⇒ **Teaching Tip**

Responses might include: *helpless, embarrassed, powerless, frustrated, or useless*. Do not save these words on flip chart paper because we want to emphasize the positive aspects of dignity from this point on.

4. Thank participants for their responses and note that you have another question for them. Ask participants:
- *What does “dignity” mean to you?*

After a few responses, post the prepared flip chart page with the definition and read it aloud.



DIGNITY

- A sense of pride and self-respect, and
- Feeling worthy of respect from others.

5. Ask participants:

- *How does this definition compare to your feelings about NOT being able to do your own personal care? The same? Different?*

[Expected answer: The opposite! Not being able to do your own personal care feels UN-dignified.]

6. After a few responses, note that “dignity” is an important principle of person-centered care, closely linked to respect. Explain that when consumers need assistance with basic tasks that they used to do on their own—such as bathing, preparing meals, shampooing their hair, cleaning the house—they may feel inferior, weak, inadequate, helpless, dependent, powerless, or useless. These are all feelings that can leave a person feeling a loss of dignity.
7. Ask participants to think about Mr. Feldman for a moment, and imagine that they will need to give him a bath. Ask:
- *What could you do to help maintain Mr. Feldman's dignity in this situation?*
8. After a couple of responses, distribute Handout 12.2, “Assisting Mr. Feldman while Maintaining His Dignity.” Ask participants to take turns reading aloud the tips from direct-care workers.
9. Note that participants will now explore further how to maintain dignity in one of the most intimate personal care tasks—bathing.

ACTIVITY 12.3 Bathing with Dignity

45 minutes

Learning Outcomes

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

- Explain the purposes of bathing in personal care.
- List the principles of bathing clients.
- List things to observe, record, and report during bathing.
- Explain personal and cultural reasons why some people may be resistant to or embarrassed about being bathed.
- Explain the importance of communicating with the consumer and respecting dignity, privacy, and the consumer's preferences during bathing.

Key Content

- ❖ Bathing has many purposes in terms of health and well-being of consumers. However, it also plays a different role in different cultures, and is one of the most personal tasks that direct-care workers can assist a consumer to perform. Therefore, this activity focuses on reaching an understanding with a consumer about how he or she would like to be bathed and encouraging the consumer to do as many of the steps as he or she is able.

Activity Steps

Interactive presentation (10 minutes)

1. Ask participants: *Why do you think bathing is important in personal care?* After a couple of responses, post and review the prepared flip chart page, "Purposes of Bathing." Note that participants will get a handout with this information, so they can listen fully now.



PURPOSES OF BATHING

- Clean the skin
- Remove bacteria
- Prevent body odor
- Stimulate circulation
- Observe skin
- Prevent pressure ulcers
- Comfort & well-being

2. Note that, per the discussion they just had, being bathed by another person is often an area where consumers feel a loss of dignity. Ask participants: *Since bathing has so many important purposes —both physical and emotional— why do you think some people dislike or resist being bathed by someone else?*

⇒ **Teaching Tip**

Responses should cover the following points.

Consumers may feel:

- Embarrassed about being seen naked by a stranger
- Ashamed of having to be bathed by another person
- Embarrassed about their body
- Vulnerable, unprotected
- Unsafe because he or she is not as steady on their feet as they used to be (shower)
- Unaccustomed to a particular kind of bathing (e.g., never used a shower, or always did a sponge bath)

3. There are many very understandable reasons why a consumer, like Mr. Feldman, might not want you to help him with bathing. In addition, there may be cultural

issues. For example, some cultures see bathing as a time when the body can become chilled and, therefore, sicker. Thus, it is very important for workers to discuss with the consumer how she or he feels about being bathed, what his or her normal routine was before, and how you could assist in a way that would help to overcome their discomfort. Once again – communication is the first step!

Individual exercise (5 minutes)

4. Explain to participants that, in order to respect their consumer's concerns and preferences about bathing, it may be helpful to think about their own unique bathing habits. Ask participants to close their eyes and think about the following questions. They will not answer these questions out loud – just think to themselves.
5. Slowly read the guided meditation below (about three bullets per minute), allowing a few moments after each question for participants to think about what you asked.

Think about a satisfying bathing experience for you – tub, shower, Jacuzzi, lake, whatever.

- *Where are you? What does the room around you look like?*
- *What odors can you smell? What sounds can you hear?*
- *What is your favorite soap or other skin cleanser? Do you have bubbles in the bath?*
- *How long do you spend bathing? What would be the ideal length of time to spend bathing?*
- *What is your favorite kind of towel? How does the towel feel against your skin?*
- *What do you put on your skin after you are dry?*
- *What is it about this experience that makes it the perfect bathing experience for you?*

Discussion (20 minutes)

6. Ask participants to open their eyes, and share their answers to the following questions with a show of hands.
 - *How many people imagined themselves in a tub? Shower? Somewhere else?*
7. Ask if a few volunteers want to share what made the experience satisfying for them.

8. Ask participants:

- *What choices (or decisions) did you make in your imaginary bathing experience?*

Write responses on a flip chart page; shorten responses before adding them to the list —e.g., “when,” “where,” “for how long,” etc.



CHOICES
ABOUT BATHING

9. Ask participants to imagine now that they are NOT able to bathe themselves. Ask:

- *How would that make their “ideal” experience different?*

[Expected responses: there is a lot about their ideal bathing experience that they wouldn't be able to do if someone had to help them, or it would be more awkward...]

10. Emphasize that consumers like Mr. Feldman made their own “decisions” and “choices” about bathing before they became frail. Part of respecting a consumer's dignity is to find out how that person would like to be bathed and to do as much as you can to honor their preferences, within the guidelines of the facility where you are working.

11. Ask participants:

- *What questions could you ask Mr. Feldman to find out how he feels about bathing and what his preferences would be?*

Remind participants that they can create questions around the list of “Choices about Bathing.” Also note the importance of respecting the consumer's dignity while asking the questions.

⇒ **Teaching Tip**

Participants may feel awkward imagining asking a consumer how they like to bathe. Acknowledge the awkwardness and gently prompt a few questions, if necessary. You can take the role of Mr. Feldman in this discussion, answering the questions as they are asked. Or, if participants seem stuck, you can ask them to put themselves in the role of the consumer, while you ask some questions.

12. Summarize this section by noting that, if they were embarrassed to think about asking questions about bathing, imagine how the consumer feels about being bathed! This is why sensitivity and respect for the consumer's dignity are so important when assisting with bathing.

Interactive presentation (10 minutes)

13. Ask participants:

How can you help to make the bathing experience more pleasant for Mr. Feldman?

14. After a few responses, distribute and review Handout 12.4, "Assisting Mr. Feldman to Bathe." Post the prepared flip chart page with summary points and review any that were not brought up by participants. Place flip chart page where participants can see it throughout the remainder of this module and the next.
15. Distribute Handout 12.3, "Bathing—Why It Matters," for participants' binders.



TIPS FOR ASSISTING WITH BATHING

- Get everything you need before you start
- Treat Mr. Feldman with respect
- Let Mr. Feldman do as much as he can for himself
- Keep yourself and Mr. Feldman safe
- Keep Mr. Feldman from getting cold
- Follow cleaning tips
- Pat dry and put on lotion (if okay)

Activity 12.4: Demonstration: Bed Bath & Pericare

55 minutes

Learning Outcomes

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

- Explain the importance of body mechanics during bathing.
- List the steps of infection control during bathing.
- List the steps of bed-bathing and shampooing, including perineal care (pericare).

Key Content

- ❖ The goal of this activity is to prepare participants to provide a complete bed-bath, using proper body mechanics and infection control practices, and respecting the dignity and personal preferences of the consumer.

Activity Steps

Large-group exercise: Go-round (10 minutes)

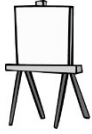
1. Explain that Mr. Feldman is not doing well and hasn't been able to get out of bed this week. As a result, he needs a bed-bath. When giving a bed-bath, maintaining dignity is very important. So is infection control and using proper body mechanics—which keep the consumer and the direct-care worker safe.
2. Note that infection control and body mechanics were addressed in Modules 3 and 9, so a quick review would be good. Explain that you will ask each participant to name one of the rules of infection control and body mechanics in a quick pass around the room (this is called a “go-round”). A volunteer starts the go-round by stating one of the rules for body mechanics. The participant next to that person states another rule, and so on until all the rules have been named. Explain the “pass rule”: if someone can't think of an answer when it is their turn, they can “pass,” but you will come back to them later.
3. Ask for one participant to volunteer to start the go-round, by naming one rule of body mechanics. Repeat the process with infection control.

⇒ **Teaching Tip**

Prompt participants as necessary to fill in any missing information. For example, you could ask:

- *When should they use gloves?*

- *When should they wash their hands?*
- *What part of bathing would require good body mechanics?*



4. Ask participants how these rules might apply when giving a consumer a bed-bath.
5. After the review, post the flip chart pages from Modules 3 and 4 with rules of infection control and body mechanics, for participants to refer to throughout this activity and the next module.

Demonstration (45 minutes)

6. Explain that you are now going to demonstrate giving a bed-bath. Ask the participant-volunteer to go change into the comfortable clothes that he or she brought (see Advance Preparation). Ask participants to gather around the demonstration area that you set up earlier (see Advance Preparation), standing where they can see. Ask the volunteer to assume the role of Mr. Feldman and get into the bed.

⇒ **Teaching Tip**

Participants may want to take notes while you are doing the demonstration. However, writing can distract people from observing what you are doing and listening to your explanations – especially since they will be standing and will not have a hard surface to write on. Encourage them instead to focus on watching and listening. Explain that they will be given their own copies of the checklists to review at the end of the demonstration.

7. Begin the demonstration with a conversation with “Mr. Feldman” about having a bed-bath. Encourage “Mr. Feldman” to do as much as he can, letting you know if he wants to do something for himself.
8. Demonstrate the bed-bath, following the steps in Handout 12.5, “Show Your Skills – Giving a Bed-Bath.” Explain why each step is done a particular way. Reinforce the importance of the following:
 - Communicating with the consumer, especially using open-ended questions
 - Respecting privacy and dignity
 - Body mechanics
 - Infection control
 - Encouraging the consumer to do as much as he/she can

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- Observing the consumer's skin condition and sensitivity, noting sores, discoloration, or pain that should be recorded and reported
9. Demonstrate cleaning the genitals using rubber models for BOTH the vulva and the penis/scrotum. Emphasize the importance of being professional and keeping one's reactions, including facial expressions, neutral. Note that erections for men during bathing are fairly common, and are probably more embarrassing for the consumer than for the direct-care worker. Different people will have different ways of responding to this situation. Discuss some of the ways a worker can deal with a male consumer getting an erection during bathing.
 10. Distribute Handout 12.5, "Show Your Skills – Giving a Bed-Bath," and Handout 12.6, "Show Your Skills – Cleaning Between the Legs (Pericare)." Give participants a few minutes to review them. Then ask:
 - *What steps are important to remember to ensure the consumer's privacy and dignity when giving a bed-bath?*
 - *What are the most important steps for infection control?*
 - *What steps are important to remember to ensure the consumer's safety and your own safety?*
 11. Ask participants what they should add to their "Observe, Record, Report" flip chart page for this module. Write appropriate responses on the flip chart page.
 12. Thank the volunteer for his or her patience and good humor! Ask if participants have any questions. Explain that they will have a chance to practice in Module 12.

Instructor's Guide: Mr. Oscar Feldman

Hello, my name is Oscar Feldman. You can call me Mr. Feldman.

My parents came to America from Germany and I was born in Pittsburgh in 1923. I got married young. I joined up to go fight in World War II, and marrying my girlfriend seemed like the right thing to do, you know, just in case. . . . But I loved her and never regretted it. Needless to say, I survived the war. We had one daughter by the time I got home and the second one came soon thereafter.

Now I have eight grandchildren and four great-grandchildren! My daughters always stayed close to home, and I have enjoyed seeing the grandchildren grow up. That's especially important because both of my parents had a lot of family still in Germany during the war, and many of them died in concentration camps. My parents never made a big deal about going to synagogue, but we always lit the candles on Friday nights and did special things with the whole family on the high holidays. My wife always took care of those things, but, since she died, that's kind of gone from my life, too.

With all that family around, I never thought I'd be in a nursing home. My problems started when I got arthritis, and it got harder and harder to walk, and then 5 years ago I had both knees replaced. Then, a while ago—I can't even remember when exactly—I had a very bad lung infection and they had to put me on a machine to help me breathe. I was in the hospital for almost a month, and hardly got out of bed. After that, I could barely walk at all. So the hospital sent me to this nursing home so I can get my strength back and walk on my own again. But sometimes I get so discouraged, and I wonder if I will ever leave. I think I've been here over a month now, I'm not sure. I find what I miss the most, after seeing the children, of course, is the little things, like lighting the Sabbath candles.