

Module 15. ADL: Ambulating; Making a Bed

Goal

This module has two goals:

- To have participants observe, practice, and demonstrate assisting consumers to use assistive devices for walking, including assisting them to sit at the edge of the bed and stand prior to ambulating, and transferring them from bed to wheelchair.
- To have trainees observe, practice, and demonstrate how to properly make a bed, both occupied and unoccupied.

Time

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

Activities	Methods	Time
15.1 Assisting a Consumer to Stand, Transfer, and Use Assistive Devices for Ambulation	Interactive presentation, demonstration	45 minutes
15.2 Making a Bed	Interactive presentation, demonstration	1 hour
15.3 Practice Lab: Assisting to Stand, Transfer, and Ambulate; Plus, Making a Bed	Practice triads	1 hour & 15 minutes

Supplies

- Samples of assistive devices for ambulation – canes, walkers, crutches, wheelchairs
- One or two single beds
- Each bed needs two (2) sets of sheets, pillows and pillowcases, draw sheet and bed protector, mattress pad, blanket, and cover

Handouts

- Handout 15.1 Show Your Skills – Assisting a Consumer to Stand from Bed
- Handout 15.2 Show Your Skills – Assisting the Consumer to Transfer from a Bed to a Wheelchair or Chair
- Handout 15.3 Guidelines for Assisting Consumers to Get Around with a Walker, Cane, Crutches, or Wheelchair
- Handout 15.4 Kinds of Walkers
- Handout 15.5 Kinds of Canes and Crutches
- Handout 15.6 Making a Bed – Why It Matters
- Handout 15.7 Making a Bed Safely
- Handout 15.8 Show Your Skills – Making an Empty Bed
- Handout 15.9 Show Your Skills – Making a Bed with Someone in It

Advanced Preparation

Activity 15.1 Assisting the Consumer to Stand, Transfer, and Use Assistive Devices for Ambulation

Prepare a flip chart page with the Module 10 “Learning Agenda” shown in step 1.

Set up work stations around the training space for the following: stand and transfer (from to bed to wheelchair); stand and transfer from chair to walkers, canes, crutches; and bed-making. Work stations will be used for both demonstration and practice.

Activity 15.2 Making a Bed

Set up the demonstration area for making an unoccupied bed, including all the bedding, sheets, and pillows. Remove all bedding prior to starting the demonstration.

Have a second set of all the bedding ready to demonstrate how to change an occupied bed.

Activity 15.3: Practice Lab: Ambulation & Making a Bed

Copy performance checklists or guidelines for each station (one per participant).

Make an additional set of performance checklists for instructors to use in assessing return demonstrations.

ACTIVITY 15.1 Assisting a Consumer to Stand, Transfer, and Use Assistive Devices for Ambulation

45 minutes

Learning Outcomes

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

- Define assistive devices.
- List the types of assistive devices available to assist consumer's mobility and explain how they are used.

Key Content

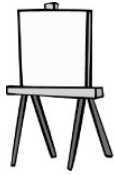
- ❖ “Assistive device” is the term for any piece of equipment that helps the consumer to do routine tasks more easily and independently. The purposes of assistive devices are to enable the consumer to:
 - Do tasks more easily and quickly
 - Remain or become independent
 - Maintain their chosen lifestyle
- ❖ Walkers, canes, crutches, and wheelchairs are examples of assistive devices that consumers commonly use to get around more safely and easily, whether inside or outside the home.
- ❖ Medical personnel determine what type of assistive devices a consumer needs. A physical therapist determines the right size for the device and teaches the consumer how to use it properly. The direct-care worker's role is to assist the consumer in following the proper steps for use, and to observe, record, and report key information about the consumer's walking experiences.
- ❖ In order to use assistive devices for ambulation, many consumers need assistance getting out of bed and/or positioning themselves. Assisting a consumer to get into a standing position from the bed and transferring the consumer from the bed to a chair or wheelchair are two important procedures that support the consumer's ability to use assistive devices and to stay mobile.

Activity Steps

Interactive presentation (5 minutes)

1. Explain that this module is a companion to Module 9, in which participants “met” Carmen Garcia, a consumer living at home. Post the prepared flip chart page with the Module 10 “Learning Agenda” and review. In this module, participants will learn about one of the activities of daily living – ambulation – and the use of assistive devices to help consumers move around. They will also learn about making a bed –

both when it is empty and while someone is still in it. Note that these are key skills that will be used wherever they work, not just in home care.



LEARNING AGENDA:
MODULE 10

- Assisting a consumer to stand from bed
- Assisting a consumer to transfer from bed to a chair or wheelchair
- Assistive devices for ambulation
- Making a bed – empty and with someone in it

2. “Ambulation” is the activity of daily living that means being able to move from one place to another. Much of our independence and self-esteem are based on being able to get around, especially within our own homes. That mobility allows us to do other things for ourselves, such as cooking, cleaning, or going to the bathroom.
3. “Assistive device” is the term for any piece of equipment that helps the consumer to do routine tasks more easily and independently. The purposes of assistive devices are to enable the consumer to:
 - Do tasks more easily and quickly
 - Remain or become independent
 - Maintain their chosen lifestyle
4. Assistive devices for ambulation include walkers, canes, crutches, and wheelchairs. These will be discussed in detail a bit later. It is important to note that the consumer must be standing up and steady *before* starting to use a walker, cane, or crutches. So the first step in assisting a consumer to use these devices may be assisting them to get into a standing position from a chair or a bed. Similarly, before using a wheelchair, the consumer may need assistance in transferring from a chair or bed into the wheelchair.

Demonstration (20 minutes)

5. Therefore, the first skills participants will learn in this module are: how to assist a consumer to stand up from bed and how to transfer a consumer from a bed to a chair or wheelchair. Ask for a volunteer to help you demonstrate by playing the role of Carmen Garcia and lying down in the bed, under the covers. Bring a chair next to the bed (for support when the consumer is standing) and place the walker within reach. Demonstrate each step as described in Handout 15.1, “Show Your Skill – Assisting a Consumer to Stand from Bed.” Explain each step and answer any questions as you demonstrate.
6. With the volunteer holding onto the chair for support, reach for the walker and bring it to the volunteer. Note the importance of having the consumer standing and steady before you reach for the assistive devices. (You will show how to use the walker later.)
7. Thank the volunteer and ask him or her to go back to his or her seat. Distribute Handout 15.1, “Show Your Skill – Assisting a Consumer to Stand from Bed.” Give participants a few minutes to review the checklist. Then ask:

What steps are most important to ensure the consumer’s safety?

How are proper body mechanics used to ensure that the direct-care worker doesn’t get hurt?

Are there any additional questions?

8. Ask for a new volunteer to assist you. Ask the volunteer to sit back down on the edge of the bed. Demonstrate transferring the volunteer to a wheelchair, following the steps in Handout 15.2, “Show Your Skills – Assisting the Consumer to Transfer from a Bed to a Wheelchair or Chair.” Prompt the volunteer to resist some of your transfer efforts to demonstrate how to handle such situations. Ask for and answer questions as you go. Thank your volunteer at the end.
9. Distribute Handout 15.2, “Show Your Skills – Assisting the Consumer to Transfer from Bed to Wheelchair.” Give participants a few minutes to review the handout. Then ask:

What are the most important steps to remember to ensure the consumer’s safety?
How are proper body mechanics used to ensure that the direct-care worker doesn’t get hurt?
Are there any additional questions?
10. Note that participants will each get a chance to practice these procedures during the practice lab at the end of the module.

Demonstration (20 minutes)

11. Ask for a new volunteer to be “Carmen Garcia” for your demonstrations. Ask participants to assume that you have already helped “Carmen” into a steady standing position. (Ask the volunteer to stand near you, and hold onto the chair back for support.) Using Handout 15.3, “Guidelines for Assisting Consumers to Get Around with a Walker, Cane, Crutches or Wheelchair” as a guide, demonstrate how to:

- Assist a consumer to use a walker
- Assist a consumer to use a cane
- Assist a consumer to use crutches
- Assist a consumer to use a wheelchair

12. Distribute Handout 15.3, “Guidelines for Assisting Consumers to Get Around with a Walker, Cane, Crutches, or Wheelchair.” Give participants a few minutes to review the handout. Ask:

What are some important safety tips when assisting a consumer to use a walker, cane or crutches?

What are some important safety tips when assisting a consumer to use a wheelchair?

13. Distribute Handout 15.4, “Kinds of Walkers,” and Handout 15.5, “Kinds of Canes and Crutches.” Show the examples of walkers, canes, and crutches that you have available. Note that there are many different types of walkers, canes, and crutches, but that the steps for using them are basically the same.

14. Refer to the “Observe, Record, Report” flip chart sheet from Module 9. Ask what they would add to the list for Mrs. Garcia, based on what they learned from this activity.

15. Conclude this section by noting that each consumer is unique in how they would prefer to be assisted in using a walker, cane, or crutches. Communication is key to providing consumers with the assistance they need in the way that makes them most comfortable and respects their dignity.

ACTIVITY 15.2 Making a Bed

1 hour

Learning Outcomes

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

- Explain the importance of keeping a clean and comfortable bed for the consumer.
- List key points of infection control during bed-making.
- Describe how to make a bed, both occupied and unoccupied.

Key Content

- ❖ Some consumers will spend much of their time in bed, due to illness or a disabling condition. Having a clean, neat bed is important for both health and comfort. Wrinkled sheets or food crumbs can irritate the skin, causing pressure ulcers. Soiled sheets can spread infection.
- ❖ Good body mechanics is important in making a bed, especially when making an occupied bed. Infection control is important when bed covers have body fluids on them.
- ❖ The schedule for changing the bed with clean sheets would be worked out with the care plan and the consumer's preference. Consumers who are in bed most of the time should have their sheets changed daily. Consumers who are rarely in bed may only need to have their sheets straightened and smoothed each day and changed weekly.

Activity Steps

Interactive presentation (10 minutes)

1. Ask participants:

*What are your first memories of making a bed?
Who first uttered the words "make your bed"?*

And then ask:

What reasons were you given to make your bed?

Note that they were probably told to make their beds early on in life by their mother or another authority figure. It is also likely that they were not told why "bed-making" was important—other than "because I said so!"

2. Distribute and review Handout 15.6, "Making a Bed – Why It Matters."

Module 15: ADL: Ambulating

3. Distribute and review Handout 15.7, “Making a Bed Safely.”

Demonstration (30 minutes)

4. Starting with a bare bed, demonstrate making a bed by following the steps in Handout 15.8, “Show Your Skills – Making an Empty bed.” Explain why each step is important. Answer any questions.
5. Ask a volunteer to help you by getting into the bed. Demonstrate how to change the bedding while the consumer is still in the bed, following the steps in Handout 15.9, “Show Your Skills – Making a Bed with Someone in It.” Explain each step as you do it. Don’t forget to communicate with the consumer! Answer any questions.
6. Thank the volunteers for their help with the demonstrations.

Small-group work (10 minutes)

7. Distribute Handout 15.8, “Show Your Skills – Making an Empty Bed” and Handout 15.9, “Show Your Skills – Making a Bed with Someone in It.” Give participants a few minutes to review the handouts.

Large-group discussion (10 minutes)

8. To review both skills, ask the groups:

How is making a bed for a consumer different from making your own bed?

What steps are most important to ensure proper infection control?

What steps protect a consumer from having skin problems?

Any other questions?

ACTIVITY 15.3 Practice Lab: Assisting to Stand, Transfer, and Ambulate; Plus, Making a Bed

1 hour 15 minutes

Learning Outcomes

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

- Demonstrate how to assist a consumer to stand from bed.
- Demonstrate how to assist a consumer to transfer from bed to chair or wheelchair .
- Demonstrate how to assist the consumer to use key assistive devices, including cane, walker, crutches and wheelchair.
- Demonstrate how to make an occupied and unoccupied bed.

Key Content

- ❖ Assisting a consumer to stand and transferring a consumer are key skills that form the basis of many tasks of a direct-care worker. It is important to use good body mechanics and communication skills to do these tasks effectively and without injuring either the worker or the consumer.
- ❖ Knowing how to use an assistive device is different from knowing how to *help someone else* to use it. In this practice lab, participants will practice the necessary communication skills to enable them to find out *what* assistance the consumer needs and *how* the consumer wants that assistance to be provided.

Activity Steps

Practice triads (75 minutes)

1. Explain to participants that most of the practice labs will be conducted through “practice triads.” Participants will form teams of three. Work stations are set up around the training space. Each team will start at a different work station, but will move around the room until they have completed their skills practice at each work station.
2. *Instructions for practice triads:*
 - In their groups of three (“triads”), participants will take turns playing different roles. One person will be the direct-care worker, one person will be the consumer, and the third person will be the observer.
 - When performance checklists are available for a particular task or skill, the observer will use the checklist to provide guidance to the trainee who is practicing and to give feedback afterwards. This is also a tool to help the “observers” informally reinforce their knowledge of the steps involved in performing the task.

Module 15: ADL: Ambulating

- If a checklist is not available, they will follow whatever guidelines have been provided for that task.
- After one participant has completed the task, they switch roles, so that the second participant can practice being the direct-care worker, the third can be the consumer, and the first can be the observer. After one more switch, all three participants will have performed in all three roles.
 - Then the team moves on the next available work station.
3. Explain that the instructor(s) will be moving around the room, to monitor how participants are doing, to answer questions, and to provide additional instruction as necessary.
 4. Work stations for this practice lab include: assisting to stand and transfer from bed to wheelchair; assisting to stand from chair to walker, cane, crutches; and bed-making (unoccupied and occupied).

⇒ Teaching Tips

- Ideally, you will set up as many work stations as the number of triads in your group. Sometimes you may have more than one station for walkers or canes; other times you may combine cleaning hearing aids and prostheses.
 - Encourage participants in the “consumer” role to incorporate as much of the profiled consumer as possible (in this case, Carmen Garcia). At times you may want to develop new consumer roles for a particular work station — be creative!
 - Some trainees will be ready to do their “return demonstration” during this practice lab. Have extra performance checklists on hand to record these demonstrations, as this is part of each participant’s formal evaluation. Give feedback following the return demonstration. If a participant’s performance is not satisfactory, encourage him or her to practice more and do another return demonstration at a later date.
5. When all the triads have rotated through all the work stations, bring participants back to the large group for the closing activity. If there is not enough time for all participants to complete all the work stations, keep the equipment and materials available for the next practice lab.

Module 15 Handouts

Assisting With Activities of Daily Living – Ambulating; Plus, Making a Bed

Activity 15.1: Assisting a Consumer to Stand, Transfer, and Use Assistive Devices for Ambulation

Handout 15.1

Show Your Skills: Assisting a Consumer to Stand from Bed

Handout 15.2

**Show Your Skills: Assisting the Consumer to Transfer from a Bed to a
Wheelchair or Chair**

Handout 15.3

**Guidelines for Assisting Consumers to Get Around with a Walker, Cane,
Crutches, or Wheelchair**

Handout 15.4

Kinds of Walkers

Handout 15.5

Kinds of Canes and Crutches

Activity 15.2: Making a Bed

Handout 15.6

Making a Bed: Why It Matters

Handout 15.7

Making a Bed Safely

Handout 15.8

Show Your Skills: Making an Empty Bed

Handout 15.9

Show Your Skills: Making a Bed with Someone in It

Handout 15.1—Show Your Skills: Assist the Consumer to Stand from Bed

Page 1 of 2

Trainee's Name:

Date:

Trainer's Name:

What to do	Shows Skills: YES/NO	Trainer's Notes
Prepare yourself and the consumer		
1. Wash your hands.		
2. Greet the consumer by name. Tell your name if they don't know you.		
3. Provide for privacy.		
4. Tell the consumer that you are ready to assist them to get out of bed, and stand up. Explain what you are going to do.		
Position bed and chair or assistive device		
5. If a hospital bed is being used, lock the wheels of the bed.		
6. A) If preparing for transfer to a chair, bring the wheelchair or chair close to the bed (or the walker or cane), with the arm of the chair almost touching the bed. Lock the wheels or make sure the chair won't move. B) If preparing to use a walker, cane, or crutches, bring those within reach.		
7. If transferring to a wheelchair, place a pillow, folded blanket, towel, or cushion on the seat of the wheelchair or chair. Fold the footrests out of the way.		
8. Raise or lower the bed to a level where the consumer can sit on the side with feet flat on the floor (Step 11).		
Assist consumer to sitting position on edge of bed		
9. Ask the consumer to move to the side of the bed. Assist as needed.		

Handout 15.1—Show Your Skills: Assist the Consumer to Stand from Bed

Page 2 of 2

10. Raise the head of the bed and allow the consumer to lie on their side, with their head raised, for a couple of minutes.		
11. Put one arm around the consumer's shoulders. Put the other arm around the consumer's knees. Bend your knees; spread your feet apart. Count 1-2-3 and rock back. While you do this, slowly swing the consumer's legs over the side of the bed and help them to sit up. Their feet should be flat on the floor.		
12. Allow the consumer to sit for a couple of minutes. Put a chair in front of the consumer for support, if needed.		
13. Put non-skid shoes on the consumer's feet.		
Assist consumer to stand		
14. Explain again what the next steps will be -- what the consumer will do and what you will do.		
15. Stand in front of the consumer, with your feet apart and back straight. Bend your knees so that your shoulders are at about the same level as the consumer's. Put your knees against the consumer's knees to help keep their legs steady.		
16. Put your arms under the consumer's arms. Lock your fingers behind them, or grasp one of your wrists with your other hand. Ask the consumer to put their arms around your neck or shoulders, like a hug.		
17. Count 1-2-3, rocking slightly. On "3" you and the consumer both begin to slowly straighten your legs and stand up.		
18. Wait a moment and make sure the consumer is steady before continuing.		
19. Bring assistive device to consumer and assist as needed while they use it (Handout 15.3). Or, continue with for transfer to chair or wheelchair.		

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 15.2—Show Your Skills: Assisting the Consumer to Transfer from a Bed to a Wheelchair or Chair

Page 1 of 2

Trainee's Name:

Date:

Trainer's Name:

What to do	Shows Skills: YES/NO	Trainer's Notes
Assist consumer to stand		
1. Follow the steps in Handout 15.1 to assist the consumer to stand up. Bringing the chair next to the bed (and locking the wheels) is part of those steps.		
2. Bring the chair next to the bed with the arm of the chair almost touching the bed. Make sure the chair won't move (for a wheelchair, lock the wheels.)		
3. Place a pillow, folded blanket, towel, or cushion on the seat of the chair. For a wheelchair, fold the footrests out of the way.		
Assist consumer to pivot and sit in chair		
4. Still holding on to each other, both you and the consumer take small steps, and gradually turn your whole body toward the chair. Stop when the consumer's back is toward the chair and legs are against the seat.		
5. Ask the consumer to take their arms away from your shoulders and reach back for the chair arms, to help steady themselves.		
6. Count 1-2-3, and slowly bend your knees and hips (together) to lower the consumer into the chair.		
Make sure the consumer is safe and comfortable		
7. Ask the consumer to move their hips against the back of the chair. Assist if needed.		
8. If using a wheelchair, put the footrests down and position the consumer's feet on them.		

Handout 15.2—Show Your Skills: Assisting the Consumer to Transfer from a Bed to a Wheelchair or Chair

Page 2 of 2

9. Assist the consumer to get comfortable. Bring a blanket, if requested. If using a wheelchair, assist them to go where they want to go.		
10. Wash your hands. 11. Record any unusual observations during the transfer.		

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 15.3—Guidelines for Assisting Consumers to Getting Around with a Walker, Cane, Crutches, or Wheelchair

Page 1 of 5

Assistive devices are types of equipment or gadgets that make it easier for consumers to do Activities of Daily Living (ADLs).

These assistive devices make it easier for the consumer to get around (ambulate):

- Canes and walkers make it easier to keep their balance while walking.
- Crutches make it easier to get around when one leg is weak.
- Wheelchairs let the consumer roll along when both legs are weak.

Sometimes, consumers want or need your assistance to use a cane, walker, crutches, or wheelchair. Always ask if they want you to assist them. If they say yes, make sure you are clear about what they want you to do.

Here are some guidelines for assisting the consumer with assistive devices for ambulating.

Handout 15.3—Guidelines for Assisting Consumers to Getting Around with a Walker, Cane, Crutches, or Wheelchair

Page 2 of 5

WALKER

To assist a consumer to use a walker:

1. Make sure the consumer is wearing shoes that won't slip.
2. Make sure the rubber tips on the walker are in good shape. Take off any items that are hanging from the walker.
3. Put the walker about 1 foot in front of the consumer. Make sure all 4 wheels or legs are on the ground.
4. Assist the consumer to stand (if needed/requested).
5. Ask the consumer if they want tips on using the walker.

If they say yes, tell them:

- Grasp the bar with both hands, one on each side.
 - Stand still and move the walker forward.
 - Then move one foot at a time toward the walker.
6. Walk beside the consumer as they use the walker.

Handout 15.3—Guidelines for Assisting Consumers to Getting Around with a Walker, Cane, Crutches, or Wheelchair

Page 3 of 5

CANE

To assist a consumer to use a cane:

1. Make sure the consumer is wearing shoes that won't slip.
2. Make sure the rubber tip on the cane is in good shape.
3. Put the cane where the consumer can reach it.
4. Assist the consumer to stand (if needed/requested).
5. Ask the consumer if they need tips on how to use the cane.

If they say yes, tell them:

- Move in this order – cane, weaker leg, stronger leg.
 - If your right leg is weak, hold the cane in your left hand.
 - If your left leg is weak, hold the cane in your right hand.
6. Walk by the consumer's weaker side as they use the cane.

Handout 15.3—Guidelines for Assisting Consumers to Getting Around with a Walker, Cane, Crutches, or Wheelchair

Page 4 of 5

CRUTCHES

To assist a consumer to use crutches:

1. Make sure the consumer is wearing shoes that won't slip.
2. Make sure the rubber tips on the crutches are in good shape.
3. Put the crutches where the consumer can reach them.
4. Assist the consumer to stand (if needed/requested).
5. Ask the consumer if they need tips on how to use crutches.

If they say yes, tell them:

- Lean on the hand bars. Do **not** lean on the armpit rests.
 - Move the crutch forward; then bring your legs forward.
6. Walk next to the consumer as they use the crutches.

Handout 15.3—Guidelines for Assisting Consumers to Getting Around with a Walker, Cane, Crutches, or Wheelchair

Page 5 of 5

WHEELCHAIR

To assist a consumer to use a wheelchair:

1. Ask the consumer if they want you to assist them. (Not all consumers need to be transferred, but most will need some assistance.) If they say yes, ask what they want you to do.
2. Make sure both wheel brakes are locked before the consumer gets into or out of the chair.
3. Follow the steps in Handout 15.2 to transfer the consumer to the wheelchair.
4. Assist the consumer to use the foot and calf rests.
5. Make sure the consumer is comfortable and safe before releasing the brakes.
6. Make sure that the consumer's clothing or blanket does not trail behind or get caught in the wheels.
7. Back up the wheelchair when going:
 - Over bumps
 - Down a hill

Handout 15.4—Kinds of Walkers

Page 1 of 1

Here are some different kinds of walkers.

- Folding walker
- Walker with wheels and hand brakes
- One-button foldaway
- Walker with wheels

[insert photos]

Handout 15.5—Kinds of Canes and Crutches

Page 1 of 2

Here are some different kinds of canes and crutches.

CANES

- Single tipped cane
- Trip-pod cane
- Four point or quad cane
- Ortho cane with handle

[insert photos]

Handout 15.5—Kinds of Canes and Crutches

Page 2 of 2

Here are some different kinds of canes and crutches.

CRUTCHES

- Forearm crutches with release handles keep arms in place.
- For most older adults, standard crutches are seldom used.
- For stability, platform crutches allow for weight bearing in the forearms.

[insert photos]

Handout 15.6—Making a Bed – Why It Matters

Page 1 of 1

Making the bed is an important job. Read why it matters to these workers.

Don’s tip – Making the bed is good for the consumer's skin.

“Wrinkled sheets can hurt the skin. They can even cause bed sores! So I try to keep the sheets smooth.”

Abdul’s tip – Making the bed makes the consumer happy.

“People here spend a lot of their day in bed. I think they should have a clean place to rest.”

Pat’s tip – Making the bed gets rid of germs.

“Sheets can have body fluids on them. That means germs. I don't want those germs on me, or anyone else!”

Jamie’s tip – Making the bed keeps bugs away.

“Quite a few of the folks here eat in bed. Food can bring bugs. And who needs that?”

To review:

- Making the bed is good for the consumer's skin.
- Making the bed makes the consumer happy.
- Making the bed gets rid of germs.
- Making the bed keeps bugs away.

Handout 15.7—Making a Bed Safely

Page 1 of 1

It's important to make a bed safely. Take these steps.

To keep germs from spreading:

- Wear gloves when you touch dirty linens.
- Fold dirty linens. Hold them away from your body. **Don't** shake them.
- Put dirty linens in a laundry bag or covered hamper right away. Wash them as in Module 3.
- Wash your hands before touching clean linens. Wash them again after making the bed.
- Put clean linens in a clean place.
- Keep all linens – clean and dirty – off the floor.

To keep from getting hurt:

- Use good body mechanics for reaching, lifting, and turning.

To protect the consumer's skin:

- Put sheets and pillow cases over plastic covers.
- Smooth out wrinkles.

Handout 15.8—Show Your Skills: Making an Empty Bed

Page 1 of 3

Trainee's Name:

Date:

Trainer's Name:

What to Do	Shows Skill	Trainer's Notes
Get ready to make the bed.		
1. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Get the clean linens you will need. These may include: <ul style="list-style-type: none">• Bedspread• Blanket• Bottom sheet• Top sheet• Draw sheet• Pillowcase• Bed protector• Mattress pad	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Put the clean linens in a clean place near the bed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. If the consumer's bed adjusts, raise the bed to a good height for working.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Put on gloves if bedding is soiled with body fluids.		
Strip the bed		
6. Take off bedding that will be used again. Fold them. Put them in a clean place.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Take off dirty linens. Fold them, holding them away from your body.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 15.8—Show Your Skills: Making an Empty Bed

Page 2 of 3

8. Put dirty linens in a laundry bag or covered hamper.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Remove and discard gloves.		
Make the bed		
10. Smooth out wrinkles in the mattress pad. Or put on a clean one.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. Put the clean bottom sheet in the middle of the bed. Unfold it. Tuck it in. Miter corners, if it's a flat sheet.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. Put the draw sheet in the middle of the bed, if needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. Put the clean top sheet in the middle of the bed. Unfold it, with the wrong side up and the wide hem at the top. Tuck it in, and miter corners.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. Put the blanket in the middle of the bed. Unfold it. Tuck it in, and miter corners.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Put the bedspread in the middle of the bed. Unfold it. Make sure it covers the sheets and blanket.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Put on the clean pillowcase. Here's how: <ul style="list-style-type: none"> • Open the pillowcase. • With one hand, hold the case by the middle of the bottom seam. • Still holding the seam, fold the case over your hand. • With the same hand, hold the end of the pillow in the middle. • With your other hand, pull the case over the pillow. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 15.8—Show Your Skills: Making an Empty Bed

Page 3 of 3

17. Put the pillow at the top of the bed, with the open end away from the door. Pull the bedspread over the pillow.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Finish making the bed		
18. Lower the bed, if you raised it before.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
19. Attach a call bell to the bed, if the bed is in a nursing home.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
20. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 15.9—Show Your Skills: Making a Bed With Someone in It

Page 1 of 3

Trainee's Name:

Date:

Trainer's name:

What to Do	Shows Skill	Trainer's Notes
Get ready to make the bed		
1. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Greet the consumer by name.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Tell the consumer what you will do. Keep talking while making their bed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Give the consumer privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Get the clean linens you will need. These may include: <ul style="list-style-type: none">• Bedspread• Blanket• Bottom sheet• Top sheet• Draw sheet• Mattress pad• Bed protector• Pillowcase	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Put the clean linens in a clean place near the bed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. If the consumer is in a hospital bed, raise the bed to a good height for working. Lower the head of the bed. Lower the side rail on the side where you will start.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Take off linens that will be used again. Fold them. Put them in a clean place.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 15.9—Show Your Skills: Making a Bed With Someone in It

Page 2 of 3

Make one side of the bed		
9. Put on gloves if you might touch body fluids.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Loosen the dirty top sheet and blanket at the bottom of the bed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. Assist consumer to turn on their side, facing away from you. Loosen the dirty bottom sheet on the side near you. Move it to the middle of the bed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. Put on a clean bottom sheet on the side near you. Tuck it in.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. Assist consumer to turn on their other side, onto the clean bottom sheet.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. If the consumer's bed has side rails, raise the side rail by the consumer's face.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Make the other side of the bed		
15. Go to the other side of the bed. Lower the side rail, if there is one.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Take off the dirty bottom sheet. Fold it, holding it away from your body. Put it in a laundry bag or covered hamper.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
17. Tuck in the clean bottom sheet. Smooth out wrinkles.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. Take off the dirty top sheet. Fold it, holding it away from your body. Put it in a laundry bag or covered hamper.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
19. Cover the consumer with the clean top sheet. Tuck it in and miter corners.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Finish making the bed		
20. Cover the consumer with the clean blanket. Tuck it in and miter corners.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
21. Put the bedspread in the middle of the bed. Unfold it. Make sure it covers the sheets and blankets.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 15.9—Show Your Skills: Making a Bed With Someone in It		
Page 3 of 3		
22. Gently take the pillow out from under the consumer's head. Take off the dirty pillowcase. Fold it, holding it away from your body. Put it in a laundry bag or covered hamper.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
23. Put on the clean pillowcase. Follow steps in Handout 15.8.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
24. Gently put the pillow back under the consumer's head. Assist the consumer to get comfortable.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
25. Raise the side rail. Lower the bed, if you raised it before.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
26. If the consumer is using a call bell, make sure it is within reach.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
27. Throw away your gloves. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date