

Module 16. ADL: Dressing and Toileting (Part 2)

Goal

The goal of this module is to prepare participants to assist with dressing and toileting when consumers are unable to perform these activities on their own.

Time

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

Activities	Methods	Time
16.1 Dressing with Dignity	Interactive presentation, demonstration, practice triads	1 hour
16.2 Toileting: Part 2- Bedpan, Urinal, Portable Commode, & Catheter Care	Interactive presentation, demonstration	45 minutes
16.3 Practice Lab: Toileting: Part 2	Practice triads	45 minutes

Supplies

- Two complete sets of women's clothing (extra large, to fit over participants' uniforms; top, skirt or pants, underwear, bra, socks, shoes, pajamas, sweater)
- Two sets of men's clothing (extra large, to fit over participants' uniforms; shirt, pants, underwear, socks, shoes, pajamas, sweater)
- Two or three pairs of elastic knee-high stockings
- Assistive devices for dressing (if available): zipper pull, button fastener, extra-long-handled shoe horn, shoe holder with attached shoe horn, slack pull aid, socks/stocking aid, blouse/jacket pull
- Two (2) beds or tables that can serve as a bed (with padding)
- Bedpans and covers: one fracture, one regular
- Urinal and cover
- Portable commode
- In-dwelling catheter, drainage tube, collection bag, and graduated container
- Cotton balls
- Supplies for perineal care
- Perineal model that allows for a catheter insert
- Disposable gloves
- Small plastic bags
- Toilet tissue
- Disposable bed protectors
- Towels and washcloths
- Plastic trash bags

Handouts

- Handout 16.1 Tips for Assisting with Dressing
- Handout 16.2 Show Your Skills – Assisting a Consumer to Dress
- Handout 16.3 Show Your Skills – Assisting with Elastic Stockings
- Handout 16.4 Devices to Make Dressing Easier
- Handout 16.5 Show Your Skills – Assisting a Consumer to Use a Bedpan
- Handout 16.6 Show Your Skills – Assisting a Consumer to Use a Urinal
- Handout 16.7 Show Your Skills – Assisting a Consumer to Use a Portable Commode
- Handout 16.8 Show Your Skills – Perineal Care for a Consumer with a Catheter

Advanced Preparation

Review all training and presentation materials for this module.

Copy all handouts for participants. Make an extra set of the skills checklists for the instructor(s) to use when assessing the return demonstrations.

Set up the following demonstration and skills practice areas around the training space.

- Dressing (two male and two female work stations with at least one bed—otherwise “consumers” sit in chairs)
- Elastic knee-high stockings (with a bed)
- Assistive devices for dressing
- Bedpan (requires a bed)
- Urinals
- Portable commode
- Catheter Care

Arrange for additional instructors or experienced staff to monitor the practice stations. Additional instructors should be available for those participants who are ready to do a return demonstration.

Activity 16.1: Dressing with Dignity

Prepare the flip chart page with the “Learning Agenda” (step 1) and for “Respect the Consumer’s Dignity—Dressing” (step 4).

ACTIVITY 16.1 Dressing with Dignity

1 hour

Learning Outcomes

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

- List five tips for respecting the consumer's dignity while assisting them with dressing.
- Demonstrate how to dress and undress a consumer while maintaining that consumer's dignity.
- Demonstrate how to put elastic knee-high stockings on a consumer.
- List at least three assistive devices for dressing and describe how to use them.

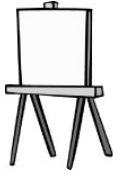
Key Content

- ❖ Assisting any consumer, not only for those with physical disabilities, to dress and undress is a very common task for direct-care workers. Whether limited by physical disability or weakened by illness or aging, consumers will have a wide range of abilities to help themselves get dressed. As with other ADLs, it is important to ask what kind of assistance the consumer wants or needs.
- ❖ Getting dressed involves being unclothed to varying degrees; including being naked and consumers may feel embarrassed. Thus, as with bathing and toileting, it is important to assist with dressing in a way that respects the consumer's dignity. Specific ways to do that include:
 - Encourage the consumer to do as much as he or she can
 - Ask the consumer to choose the outfit
 - Provide privacy in the room
 - Provide personal privacy by undressing and dressing one body area at a time and keeping the consumer covered
 - Keep eye contact to reduce embarrassment
 - Keep talking with the consumer
- ❖ Other tips to make dressing easier include starting with the consumer's weaker side when dressing and stronger side when undressing. Also, for consumers on pain medication, dressing may be less painful and easier after taking the medications.
- ❖ Various assistive devices are available to enable the consumer to dress and undress themselves without assistance. The worker should be familiar with these devices and how to use them and should encourage the consumer to use them whenever possible.
- ❖ Elastic knee-high stockings may be recommended for some consumers to improve circulation in the legs and feet and prevent formation of blood clots. Ideally they put on their own stockings. However, there may be consumers whose care plan will specify that they will need assistance.

Activity Steps

Interactive presentation (10 minutes)

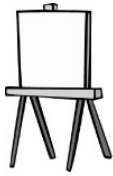
1. Review this module's "Learning Agenda." Note that Joe Capella, who we met in Module 15, is a good example of a consumer who would need help with dressing and toileting, the skills learned in this module. Elders will often need this assistance as well.



LEARNING AGENDA
MODULE 16: DRESSING AND
TOILETING (PART 2)

- Maintaining the consumer's dignity when assisting with personal care tasks
- Learn and practice:
 - Assisting consumers to dress
 - Assisting consumers with elastic stockings
 - Assisting consumers to use a bedpan, urinal, or portable commode
 - Assisting consumers with a catheter

2. Ask participants to think back to the discussions about dignity from their work with “Mr. Feldman” (Module 11). Ask if someone can paraphrase the definition of “dignity.”
 - *Reminder: Dignity is a sense of pride and self-respect; also feeling worthy of respect from others.*
3. Explain that there are some very concrete ways to maintain the dignity of consumers while assisting them with dressing. Ask:
 - *How do you think you could help a consumer feel more dignified while assisting them to get dressed?*
4. After hearing from participants, post and review the prepared flip chart page, “Respect the Consumer’s Dignity – Dressing.”



RESPECT THE CONSUMER'S
DIGNITY—DRESSING

- Ask how you can assist
- Encourage consumers to do as much as they can
- Have consumers choose their clothes
- Provide privacy
- Do one part of the body at a time
- Keep exposed body areas covered
- Keep eye contact
- Keep communicating

5. Distribute Handout 16.1, “Tips for Assisting with Dressing.” Note the tips for respecting dignity, as you just discussed. Review the “Other Tips” at the bottom of the page.

⇒ **Teaching Tip**

The tips for respecting the consumer’s dignity are posted on a flip chart page—in addition to being listed on the handout—to reinforce their importance and as a reminder during skills practice.

Demonstration (30 minutes)

6. Ask for a participant to volunteer to help you by playing the role of Joe Capella. Bring out the extra-large clothing for a male that you have assembled for this demonstration (see “Supplies” for this module). Have “Joe” remain seated in a chair for this demonstration.
7. Review and demonstrate each step in Handout 16.2, “Show Your Skills – Assisting a Consumer to Dress,” putting the extra-large clothing on the participant and then taking it off. Ask for and answer questions as you go.

⇒ **Teaching Tip**

For the purposes of demonstration and practice, you will first dress and then undress the “consumer,” which is the opposite of what is on the skills list. (This is because you are not actually taking off the volunteer’s clothes!) Explain that, when they are working with a real consumer, they

will almost always be helping someone take off one set of clothes before putting another one on. That's why the skills are described as undressing first, then dressing.

Participants may be confused about the demonstration starting with dressing—when the skill list starts with undressing. If it seems too confusing, you can ask the volunteer to put on pajamas or a robe over their uniform before you start the demonstration. That way, you will demonstrate taking off the pajamas and then putting on clothes for the day, following the order in the skills list.

8. Ask for another volunteer to help demonstrate assisting a female consumer to get dressed. In this demonstration, describe the consumer as recovering from a stroke and having a weak left side. The “consumer” should remain in bed, so you can show the different steps associated with dressing a consumer who is still in bed. As before, demonstrate and discuss each step, following Handout 16.2. Answer any questions from participants.
9. Distribute Handout 16.2, “Show Your Skills – Assisting a Consumer to Dress.” Note that you will be reviewing and demonstrating each step. Ask participants to review the handout. Then ask:
 - *What can you do to ensure that the consumer’s dignity and privacy are protected while dressing?*
 - *What steps are most important to ensure the consumer’s safety while dressing?*
 - *Are there any additional questions about how to dress a consumer?*
10. Explain that the next demonstration will show how to help consumers put on elastic stockings. Discuss the key content about elastic stockings. Ask for another volunteer to help demonstrate. The volunteer should take off shoes and stockings and lie down on the bed. Demonstrate and review the steps for assisting with elastic knee-high stockings, following the steps in Handout 16.3, “Show Your Skills – Assisting with Elastic Stockings.” Explain each step and answer questions for participants.
11. Distribute Handout 16.3, “Show Your Skills – Assisting with Elastic Stockings.” Give participants a few minutes to review the handout. Then ask:
 - *Why do consumers sometimes need elastic stockings?*
 - *How can you ensure the stockings will not irritate the consumer’s skin?*
 - *What signs indicate the consumer is having a problem with blood circulation?*
 - *Are there additional questions about how to put on elastic stockings?*
12. Distribute Handout 16.4, “Devices to Make Dressing Easier.” Show the sample devices you have gathered and how to assist a consumer to use them.

Practice triads (20 minutes)

⇒ **Teaching Tip**

Work stations for this practice lab should include at least two stations for dressing and undressing a male consumer, at least two stations for dressing and undressing a female consumer, one station for elastic stockings, and the display of assistive devices. At least one of the dressing stations should include a bed; the elastic stocking station also needs a bed.

13. As before, the practice lab for dressing will be conducted through “practice triads,” with participants working with different people than previously in order to build on teamwork skills. “Consumers” will be both male and female for the dressing practice.
14. After triads are formed, assign them to practice stations to start and remind them to rotate to another station after all three members of the triad have practiced the skill. They need to practice dressing and undressing a man and a woman, with one of them being in bed. Note that they should focus on dressing skills at this time, if possible. They can practice with elastic stockings and the helping consumers use the assistive devices later, during Activity 16.3.

ACTIVITY 16.2 Toileting (Part 2) – Bedpan, Urinal, Portable Commode, & Catheter Care

45 minutes

Learning Outcomes

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

- Describe how to assist a consumer to use a bedpan and urinal.
- Describe how to assist a consumer to use a portable commode.
- Describe the direct-care worker's role in catheter care.
- Describe the strategies a direct-care worker can use to maintain the consumer's dignity while assisting with toileting ADLs.
- Describe how to use good body mechanics and practice infection control during toileting ADLs.

Key Content

- ❖ As with assisting a consumer to use the toilet, assisting the consumer to use a bedpan, urinal, or portable commode requires a blend of sensitivity to the consumer's feelings, respect for privacy and dignity, communication skills, body mechanics, and infection control. The instructor will demonstrate how to blend these skills, while explaining each step.
- ❖ A nurse is required for inserting or removing a catheter. However, the direct-care worker is often responsible for cleaning the catheter tube, draining the collection bag, and providing perineal care for consumers who have a catheter.

Activity Steps

⇒ **Teaching Tip**

This activity requires extensive equipment and supplies. In order to use time efficiently, the demonstration stations must be set up ahead of time, with all the supplies arranged for easy access for the instructor and easy viewing by the participants.

Interactive presentation (5 minutes)

1. Hold up one of the bedpans and ask participants:

- *What comes to your mind when you hear the word “bedpan?”*

Ask participants to share some of their feelings, thoughts, and facial expressions as they heard the word “bedpan.” Ask:

- *If that’s how you feel just thinking about a bedpan, imagine how the consumer might feel about using one.*

2. Ask:

- *Why do you think a consumer might need to use a bedpan?*

After a few responses, note that the consumer is already experiencing difficulties that make him or her unable to use the toilet. When you add the challenge of using a bedpan to those difficulties, then the attitude and understanding of the direct-care worker become extremely important for reassuring and comforting the consumer.

Demonstration (25 minutes)

3. Explain that you are now going to do three demonstrations, all of which are about toileting: using a bedpan, urinal, and a portable commode.
4. Note the supplies gathered for demonstrating assisting a consumer to use a bedpan. Ask for a volunteer to play the role of a consumer who has been ill and is unable to get out of bed. Demonstrate each step of the procedure, following the steps in Handout 16.5, “Show Your Skills – Assisting a Consumer to Use a Bedpan,” explaining why you are doing it and answering any questions.
5. Next demonstrate how to assist a consumer to use a urinal, following the steps in Handout 16.6, “Show Your Skills – Assisting a Consumer to Use a Urinal.” Explain why you are doing each step, and note the differences for a man and a woman. Answer questions as they arise.
6. Finally, show the commode and how it works, locking the wheels or otherwise stabilizing it for the demonstration. Ask for a different volunteer to play the consumer this time. Demonstrate each step of the procedure as described in Handout 16.7, “Show Your Skills – Assisting a Consumer in Using a Portable Commode.” Answer any questions from participants.
7. Distribute Handout 16.5, “Show Your Skills – Assisting a Consumer to Use a Bedpan”; Handout 16.6, “Show Your Skills – Assisting a Consumer to Use a Urinal”; and Handout 16.7, “Show Your Skills – Assisting a Consumer in Using a Portable Commode.” Give participants a few minutes to review the handouts. Then ask:
 - *When assisting consumers with toileting, how can you protect their privacy?*

Module 16. ADL: Dressing and Toileting (Part 2)

- *What steps in the procedures for bedpan, urinal, and commode are important to stop the spread of infection?*
- *What is most important to remember to protect the safety of the consumer and the direct-care worker?*
- *Are there any other questions about assisting with toileting?*

Interactive presentation and demonstration (15 minutes)

8. Show the sample catheters with drainage bags. Discuss why a catheter would be used and explain how they work. Note that a nurse would be responsible for inserting and removing a catheter—NOT the direct-care worker—but that a direct-care worker could provide perineal care for a consumer with a catheter, plus draining the collection bag. Show how to drain a catheter bag.
9. Demonstrate perineal care, following the steps in Handout 16.8, “Show Your Skills – Perineal Care for a Consumer with a Catheter.” Use a perineal model with catheter insert, if one is available. Explain each step and answer any questions from participants.
10. Distribute Handout 16.8, “Show Your Skills – Perineal Care for a Consumer with a Catheter.” Give participants a chance to review the handout. Ask:
 - *What is the “meatus”?*
 - *How do you avoid causing the consumer discomfort when providing perineal care for a consumer with a catheter?*
 - *What steps are most important to the consumer’s safety and for preventing the spread of infection when providing perineal care?*
 - *What steps prevent the spread of infection when draining the catheter bag?*
 - *Are there any additional questions about providing perineal care for a consumer with a catheter?*

ACTIVITY 16.3 Practice Lab: Toileting (Part 2)

45 minutes

Learning Outcomes

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

- Demonstrate how to assist a consumer to use a bedpan and a urinal.
- Demonstrate how to assist a consumer to use a portable commode.
- Describe and/or demonstrate how to provide perineal care for a consumer with a catheter.

Key Content

- ❖ Assisting a consumer to use a bedpan, urinal, or portable commode requires skills at communicating and maintaining the consumer's dignity, as well as using good body mechanics and infection control to protect the safety of both the consumer and the direct-care worker.

Activity Steps

Practice triads (45 minutes)

1. As before, this practice lab will be conducted through “practice triads,” with participants working with different people than previously in order to build on teamwork skills. Remind participants in the “consumer” role to incorporate what they have learned about Joe Capella or other consumers in their role-playing.

Work stations for this practice lab include bedpan (with a bed), urinal (bed recommended), and portable commode (with transfer from a bed). If participants did not complete the practice in Activity 16.1, other stations can be set up for male and female dressing, elastic stockings, and assistive devices for dressing.

⇒ Teaching Tips

- Ideally, you will again set up as many work stations as the number of triads in your group.
- Having additional instructors or qualified staff to monitor skills practice will be very helpful.
- 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.

- As you get closer to the end of the training, more people will be ready to do their return demonstration for previous skills. Again, more instructors or staff may be needed to use the limited lab time for return demonstrations as well as practice.

2. Rotate all participant triads through each of the work stations you have created.
3. 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 16 Handouts

Activities of Daily Living – Dressing and Using the Toilet (Part 2)

Activity 16.1: Dressing with Dignity

Handout 16.1

Tips for Assisting with Dressing

Handout 16.2

Show Your Skills: Assisting a Consumer to Dress

Handout 16.3

Show Your Skills: Assisting with Elastic Stockings

Handout 16.4

Devices to Make Dressing Easier

Activity 16.2: Toileting (Part 2): Bedpan, Urinal, Portable Commode, and Catheter Care

Handout 16.5

Show Your Skills: Assisting a Consumer to Use a Bedpan

Handout 16.6

Show Your Skills: Assisting a Consumer to Use a Urinal

Handout 16.7

Show Your Skills: Assisting a Consumer to Use a Portable Commode

Handout 16.8

Show Your Skills: Perineal Care for a Consumer with a Catheter

Handout 16.1—Tips for Assisting with Dressing

Page 1 of 1

Respect the consumer's dignity.

- Ask the consumer what he or she would like you to do to assist
- Encourage the consumer to do as much as they can
- Provide privacy in the room – close doors or curtains
- Provide personal privacy:
 - Undress and dress one part of the body at a time
 - Offer a blanket or towel to cover exposed parts of the body
- Ask the consumer to choose the outfit
- Keep eye contact, so the consumer won't feel like you are staring at their body
- Keep communicating

Other tips:

- If the consumer has pain, assist them to dress *after* they have had pain medication.
- Lay clothing out in the order you will use it
- Clothes should be easy to put on and take off – the correct size or one size larger
- Put clothing *on* weaker side first
- Take clothing *off* stronger side first
- Go slow; let the consumer set the pace

Handout 16.2—Show Your Skills: Assisting a Consumer to Dress

Page 1 of 3

Trainee's Name:

Date:

Trainer's Name:

What to Do	Shows Skill? YES/NO	Trainer's Notes
Get ready		
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 that you are ready to assist them to get dressed. Encourage them to do as much as they can themselves.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Ask the consumer to choose their clothes.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Get the things you will need. They are: <ul style="list-style-type: none">• A towel or blanket for warmth and privacy• The clothes the consumer chose, assembled in the order you need them• Laundry bag or hamper	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Provide privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 16.2—Show Your Skills: Assisting a Consumer to Dress Page 2 of 3		
Assist the consumer to dress their top half		
7. Assist the consumer to sit on the side of the bed. If the consumer is unable to do that, assist them to lie flat on their back in bed (supine position).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Assist the consumer to take off their night clothes. Cover body for warmth and privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Uncover upper body and assist the consumer to put on a clean top. <ul style="list-style-type: none"> • Start by putting the weaker or injured arm in one sleeve. • Next, help pull the shirt on over the head or around the back. • Then, assist the consumer to get their stronger arm through the other sleeve. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assist the consumer to dress their bottom half		
10. Uncover the lower body. Assist the consumer to remove underwear.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. Assist with underpants or shorts and then remainder of clothes. If one leg is weaker, always put this leg into shorts or pants first.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 16.2—Show Your Skills: Assisting a Consumer to Dress

Page 3 of 3

Assist the consumer to finish dressing		
12. From the sitting position, assist the person to put on non-skid footwear. Check that the person is dressed appropriately—e.g., clothing right side out, zippers/buttons fastened, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. Assist the person to wheelchair, chair or provide assistive device for walking.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Clean up & ORR		
14. Put away the blanket or towel and clothes that can be used again. Put dirty clothes in a laundry basket or hamper.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Wash hands. Record any unusual observations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 16.3—Show Your Skills: Assisting with Elastic Stockings

Page 1 of 2

Trainee's Name:

Date:

Trainer's Name:

What to Do	Shows Skill? YES/NO	Trainer's Notes
Get ready		
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 that you are ready to assist them to put on their elastic knee-highs. Tell them what you are going to do and how they can help. Keep talking with the consumer throughout the procedure.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Provide privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Put on elastic stockings		
5. Ask consumer to lie down. Expose one leg at a time. Make sure the legs are clean and dry.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Turn stocking inside out – reach inside and grasp the toe, then pull the stocking down over your hand.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 16.3—Show Your Skills: Assisting with Elastic Stockings

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7. Put the stocking over the toes, unroll it over the foot, and then up the leg.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Smooth out wrinkles as you go.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Repeat procedures on other leg.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Assist the consumer to get comfortable, whether in bed or sitting.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Clean up and ORR		
11. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. Record what you did. Report any unusual observations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. The care plan should tell you how often to check the circulation in the consumer's leg. Ask the consumer if they feel pain, numbness, or tingling in the leg. Check if the skin is cold or turning blue.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer

Date

Signature of Trainee

Date

Handout 16.4—Devices to Make Dressing Easier

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These devices assist the consumer to get dressed:

- **Button hooks** make it easier to open and close buttons.
- **Long-handled shoe horns** make it easier to put on shoes.
- **Sock pullers** make it easier to put on socks.
- **Zipper pullers** make it easier to open and close zippers.

[Pictures to be scanned in from the PA Nurse-Aide curriculum]

Handout 16.5—Show Your Skills: Assisting a Consumer to Use a Bedpan

Page 1 of 4

Trainee's Name:

Date:

Trainer's Name:

What to Do	Shows Skill? YES/NO	Trainer's Notes
Get ready		
1. Get the things you will need. They are: <ul style="list-style-type: none">• 3 pairs of gloves• Bedpan (clean and dry) with cover• Bed protector• Laundry bag• Toilet paper• Towel and washcloth• Double trash bag	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Wash your hands.	<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 using the bedpan. Ask if they have used one before. Tell them what you are going to do and how they can help.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Provide privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 16.5—Show Your Skills: Assisting a Consumer to Use a Bedpan Page 2 of 4		
6. Warm the bedpan by rinsing it with warm water.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. If using a hospital bed or other motorized bed, raise bed to convenient working height. Lower the head of the bed. Lower the side rail next to you.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Put on gloves.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Assist the consumer to lie on their back.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Fold the top linens down to foot of bed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Slide bed protector and bed pan under consumer's buttocks		
11. Assist consumer to lift hips or roll over on side.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. Slide bed protector and bedpan under hips, and position the bedpan so it is firmly against the buttocks.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Give the consumer privacy while they use the bedpan		
13. Put the top sheet back over the client, for warmth and privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. Assist consumer to sit, either by raising the head of the bed or propping the consumer up with pillows.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. Check the position of the bedpan.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 16.5—Show Your Skills: Assisting a Consumer to Use a Bedpan

Page 3 of 4

16. Make sure the consumer can reach the toilet paper. Ask them to call you when they are finished.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
17. Remove and throw away your gloves. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. If it is safe to leave the consumer alone: <ul style="list-style-type: none"> • Leave the room. • Wait outside the door. • Return to the room when the consumer calls. • If the consumer cannot or does not call, check on them at least every 5 minutes. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Remove the bedpan		
19. Put on clean gloves.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
20. Lower the consumers head by adjusting the bed or pillows.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
21. Carefully remove the bedpan, cover it, and set it aside.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assist the consumer to clean between their legs		
22. If the consumer needs assistance to clean up, assist them to roll on their side away from you. Then wipe and clean their buttocks and between their legs (as described in bed-bath). Always clean a woman from front to back.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
23. While they are still on their side, roll the bed protector against their buttocks and remove. Put it in a double-bag. Assist the consumer to roll back; cover them with the sheet and/or blanket.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 16.5—Show Your Skills: Assisting a Consumer to Use a Bedpan		
Page 4 of 4		
24. Remove and throw away your gloves. Wet and soap the washcloth and help the consumer to wash and dry their hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
25. Assist the consumer to fix their clothes and get comfortable. Smooth the linens. Position the bed for safety.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Clean up and ORR		
26. Put on clean gloves.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
27. Take the bedpan to the bathroom. Note appearance and quantity of stool and urine (if you need to report later).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
28. Empty the bedpan into the toilet, rinse the bedpan, and pour the rinse water into toilet. Rinse again with vinegar and water solution (see Module 3). Return bedpan to proper storage place.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
29. Remove and throw away your gloves. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
30. Write down what you did. Note any problems or unusual observations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 16.6—Show Your Skills: Assisting a Consumer to Use a Urinal

Page 1 of 3

Trainee's Name:

Date:

Trainer's Name:

What to Do	Shows Skill? Yes/No	Trainer's Notes
Get ready		
1. Get the things you will need. They are: <ul style="list-style-type: none">• 2 pairs of gloves• Urinal• Cover• Basin, washcloth, towel, soap	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Wash your hands.	<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 using the urinal. Ask if they have used one before. Tell them what you are going to do and how they can help.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Provide privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Put on gloves.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 16.6—Show Your Skills: Assisting a Consumer to Use a Urinal

Page 2 of 3

7. Assist the person to stand by the bedside, if able. If not able to stand (or if the consumer is a woman), help the person into a sitting position.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Position the urinal and provide privacy		
8. For a man, ask him to position his penis in the urinal; assist, if needed. For a woman, position the urinal snugly against the labia.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. For women and seated men, cover with top sheet for warmth and privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Ask the consumer to signal when they are finished.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. Remove and throw away gloves; wash hands; then, if the consumer is safe alone, leave the room. <ul style="list-style-type: none"> • Wait outside the door. • Return to the room when the consumer calls. • If the consumer cannot or does not call, check on them at least every 5 minutes. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Remove, empty, and clean urinal		
12. Return after a few minutes, or when called.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. Put clean gloves on.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Gently remove urinal from penis or labia.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 16.6—Show Your Skills: Assisting a Consumer to Use a Urinal Page 3 of 3		
15. Cover urinal and take it to the bathroom.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Note (if required) the consistency, color, and amount of urine.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
17. Empty urinal and rinse with cold water. Rinse with vinegar and water solution (see Module 3).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. Remove and throw away gloves. Wash hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assist consumer to get comfortable		
19. Fill the basin with warm water and assist the consumer to wash their hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
20. Assist the consumer to get comfortable.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Clean up and ORR		
21. Return the urinal and other equipment to their proper place.	<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. Note information about the urine, if required.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 16.7—Show Your Skills: Assisting a Consumer to Use a Portable Commode

Page 1 of 3

Trainee's Name:

Date:

Trainer's Name:

What to Do	Shows Skill? YES/NO	Trainer's Notes
Get ready		
1. Get the things you will need. They are: <ul style="list-style-type: none">● 2 pairs of gloves● Portable commode with pail● Pail cover● Toilet paper● Basin● Towel and washcloth● Soap● Trash bag● Consumer's non-skid shoes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Greet the consumer by name.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Explain that you are going to assist with using the commode. Talk with the consumer about using a commode, if it is new for them.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Provide privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Fill the basin with warm water. Put it in a clean place near the bed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 16.7—Show Your Skills: Assisting a Consumer to Use a Portable Commode Page 2 of 3		
6. Put the commode next to the bed. Lock the wheels. Put the pail under the seat.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Transfer the client to the commode		
7. Lift the lid of the commode. Take off the pail cover.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Assist the consumer to sit on the side of the bed. Assist the consumer to remove underwear. (See Handout 16.2) Put non-skid slippers on the consumer's feet.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Use good body mechanics to transfer the consumer to the commode. (See Module 4)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Adjust the consumer's clothes so they don't get dirty.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Give the consumer privacy while they use the commode		
11. Make sure the consumer can reach the toilet paper.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. If it is safe to leave the consumer alone: <ul style="list-style-type: none"> ● Leave the room. ● Wait outside the door. ● Return to the room when the consumer calls you. ● If the consumer cannot or does not call you, check on them at least every 5 minutes. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assist the consumer to get clean		
13. Put on gloves.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 16.7—Show Your Skills: Assisting a Consumer to Use a Portable Commode		
Page 3 of 3		
14. If needed, assist the consumer to wipe and clean between their legs. Always clean a woman from front to back.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Remove and throw away your gloves. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Assist the consumer to use the basin, soap, and towel to wash and dry their hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Transfer the consumer back to bed		
17. Use good body mechanics to transfer the consumer back into bed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. Assist the consumer to get safe and comfortable.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Clean up and ORR		
19. Put on clean gloves.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
20. Take the pail to the bathroom. Note appearance and quantity of stool and urine (if you need to report later).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
21. Empty the pail into the toilet. Rinse and pour the rinse water into toilet. Rinse again with vinegar and water solution (see Module 3). Return the pail to its proper storage place.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
22. Remove and throw away your gloves. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
23. Write down what you did. Note any problems or unusual observations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 16.8—Show Your Skills: Perineal Care for a Consumer with a Catheter

Page 1 of 3

Trainee's Name:

Date:

Trainer's Name:

What to Do	Shows Skill? Yes/No	Trainer's Notes
Get ready		
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. Explain to the consumer that you are going to assist them in cleaning around their catheter.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Provide privacy and bring necessary equipment to bedside: <ul style="list-style-type: none"> • Disposable gloves • Washbasin • Soap dish and soap • Washcloths (5 or 6) • Bath towel • Bath blanket • Waterproof protector pad • Plastic bag • Paper towels • Toilet tissue 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Put on gloves	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 16.8—Show Your Skills: Perineal Care for a Consumer with a Catheter

Page 2 of 3

Provide perineal care and clean the catheter		
6. Position resident on back with knees flexed, place bed protector under resident and expose area surrounding catheter.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Perform perineal care, taking care not to move the catheter.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Using washcloth (or cotton balls or gauze) with soap and water, hold catheter near the meatus (urinary opening) to avoid tugging the catheter and causing discomfort.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Clean at least 4 inches of catheter nearest the meatus, moving away from the meatus, using a clean area of the cloth (or clean cotton ball) for each stroke.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Dry and cover the consumer.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Clean up and ORR		
11. Remove and discard soiled bed protector and/or linen in proper container.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. Empty, rinse and wipe basin. Rinse with water first and then rinse again with vinegar and water solution (see Module 3). Return to proper storage.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. Remove and discard gloves.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 16.8—Show Your Skills: Perineal Care for a Consumer with a Catheter

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Signature of Trainer(s)

Date

Signature of Trainee

Date