

Module 14. ADL: Toileting

Goals

The module has three goals:

- To develop participants' skills in assisting consumers, particularly those with Alzheimer's disease, to maintain healthy toileting practices;
- To further develop skills for assisting consumers with ADLs and for managing a consumer's resistance to doing ADLs; and
- To develop participants' awareness of the role played by family members in caring for consumers with Alzheimer's disease

Time

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

Activities	Methods	Time
14.1 Assisting the Consumer with Healthy Toileting Practices	Interactive presentation, demonstration, practice lab	1 hour
14.2 Assisting Consumers Who Are Reluctant to Do Activities of Daily Living	Interactive presentation, small-group work, role plays and discussion, large-group discussion	1 hour
14.3 Building Relationships with the Consumer's Family	Video (optional), small-group work, discussion	1 hour

Supplies

- Toilet paper, gloves, and any other props or supplies needed to demonstrate toileting
- Adult disposable briefs (e.g., "Depends")
- *Instructor's Guide: Assisting a Consumer to Follow a Healthy Toilet Schedule*
- *Instructor's Guide: Audiovisual Resources for Working with Families of a Consumer with Alzheimer's Disease*
- Selected video or DVD, with equipment necessary for viewing

Handouts

- Handout 14.1 Assisting a Consumer to Follow a Healthy Toilet Schedule
- Handout 14.2 Show Your Skills -- Assisting a Consumer to Use the Toilet
- Handout 14.3 How to Prevent Problems with Toileting
- Handout 14.4 Assisting a Consumer with ADLs – General Principles
- Handout 14.5 Guidelines for When Consumers Are Reluctant to Do ADLs
- Handout 14.6 Families Are Part of the Team

Advance Preparation

Review all training and presentation materials for this module.

Copy all handouts for participants.

Activity 14.1: Assisting the Consumer with Healthy Toileting Practices

Set up a demonstration area for toileting, plus practice stations around the training space. Each station should have a chair, gloves, toilet paper, a plastic bag, and an adult disposable brief.

Make one additional set of Handout 14.2, “Show Your Skills – Assisting a Consumer to Use a Toilet” (one for each participant) for the return demonstrations. These will be completed by an instructor, probably in Module 19.

Prepare flip chart pages on the following topics: “Learning Agenda” (step 1), “Assisting a Consumer to Follow a Healthy Toilet Schedule” (step 5) and “Signs of a UTI” (step 11).

14.2: Assisting Consumers Who Are Reluctant to Do Activities of Daily Living

Set up role-play areas for bathing and ambulating. (The toileting demonstration areas can be used for the toileting role plays.)

Prepare a flip chart page for the role play scenarios. Prepare to play the role of Ralph Turner in each scenario. (See step 3).

Activity 14.3: Building Relationships with the Consumer’s Family

There are several excellent videos on the topic of the family’s involvement with consumers who have Alzheimer’s disease and their caregivers. See the *Instructor’s Guide*: “Audiovisual Resources for Working with Families of a Consumer with Alzheimer’s Disease” for a few examples. Decide if you want to use a video, which one, and how you will obtain it (i.e., purchase or borrow). Allow plenty of lead time to work out these details.

Prepare flip chart pages on “The Role of Family for Consumers with Alzheimer’s Disease” (step 2) and “Families Are Part of the Consumer’s Team” (step 5).

ACTIVITY 14.1 Assisting the Consumer with Healthy Toileting Practices

1 hour

Learning Outcomes

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

- Describe how to help a consumer to maintain a healthy pattern of urinating and defecating.
- Demonstrate how to help a male or female consumer to use a toilet.
- Define incontinence and describe how to assist a consumer who is incontinent.
- List signs and symptoms of a urinary tract infection.
- Explain how to help a consumer avoid a urinary tract infection, constipation, or diarrhea.

Key Content

- ❖ During digestion, our body absorbs the vital nutrients it needs and then rids itself of the waste, in the form of feces and urine. In health care, the terms for elimination of waste are “urination and defecation.” The direct-care worker needs to be able to use these terms when talking with doctors and nurses.
- ❖ However, using medical language with consumers for a very private, personal matter may add to the discomfort and distance between the direct-care worker and the consumer. On the other hand, using slang might offend them. The solution is to ask and find out what terms the consumer is comfortable with when talking about elimination, e.g. pee/poop; number one/number two; use the bathroom.
- ❖ “Incontinence” means the inability to control when one urinates or defecates. The direct-care worker cannot prevent incontinence for the consumer, but he or she can help reduce the likelihood that the consumer will soil him or herself. The way to do this is by helping the consumer to follow a toileting schedule.
- ❖ Some consumers may require assistance in using the toilet or portable commode, while others will not need assistance.¹ Assisting consumers to use the toilet or commode is an activity of daily living called “toileting.”
- ❖ Besides incontinence, the three most common problems for consumers related to elimination are urinary tract infections, diarrhea, and constipation.

¹ Assisting a consumer with a commode is covered in Module 16. Some consumers will require assistance with a bedpan or catheter/urine drainage bag. These are also covered in Module 16. Colostomy is covered in Level 2 training, along with measuring output and collecting samples of urine or feces.

Activity Steps

Interactive presentation (20 minutes)

1. Post and review the flip chart page with the Learning Agenda for Module 14. Explain that assisting a consumer with toileting is done in all the different work settings for long-term care. The reason why it is introduced in this module, following Module 13 on Alzheimer's disease, is that people with Alzheimer's disease may have difficulty remembering to go to the bathroom. So the direct-care worker's role includes assisting the consumer to maintain habits and practices that help them avoid toileting "accidents." Furthermore, consumers with Alzheimer's disease are more likely to resist doing ADLs, due to fear or confusion. Approaches and skills to assist such consumers are covered here. And finally, building relationships with families is useful in all work settings, but families are more likely to be caregivers with consumers who have Alzheimer's disease.



LEARNING AGENDA **MODULE 14: TOILETING**

- Assist consumers with toileting & following healthy toileting practices
- Assist consumers who reluctant or fearful of doing ADLs
- Build relationships with the consumers' families

2. Explain that as living beings, we all have a need to eliminate waste from the body by urinating and defecating. Consumers, as well as ourselves, have long-standing histories and values about these processes that stem from our own cultures and upbringing. Note that most people are raised to think of elimination as a personal and private matter. Needing assistance during this process may be embarrassing.
3. Note that even talking about "elimination" is difficult for some people. Explain that in many health care settings, direct-care workers are expected to use the appropriate medical terminology—i.e., urination/urine and defecation/feces or bowel movement. However, consumers may feel more comfortable using different language for elimination. The direct care worker is encouraged to use the words that consumers use to reduce

discomfort about this very private matter. So they have to find out what words the consumer uses.

4. Model how to do this with consumers by asking participants: *What words are you comfortable with using for urine? For feces? For defecating?* Explain that, in the training setting, as in health care, they will use the medical term, but now they have a common understanding of what those terms mean.

⇒ **Teaching Tip**

You can do a spontaneous role play of a direct-care worker asking a consumer, selecting one of the participants to be the consumer. Try to include these questions within a conversation that the worker might have with the consumer.

5. Post the prepared flip chart page and distribute Handout 14.1, “Assisting a Consumer to Follow a Healthy Toilet Schedule.” Review the tips from the handout, asking participants for their ideas on each one and then adding details from the *Instructor’s Guide*: “Assisting a Consumer to Follow a Healthy Toilet Schedule.”



Assisting Consumers To Follow A
Healthy Toilet Schedule

Help them stay on track

- Learn their normal pattern
- Help them get to the toilet quickly
- Help them to eat and drink right

Show respect

- Give privacy
- Think about their feelings
- Be patient

Demonstration (15 minutes)

6. Explain that you will demonstrate how to help someone use the toilet. Ask for a volunteer to play the role of Mr. Turner, and note that Mr. Turner is in a good mood and not resistant at all to doing this. Follow the steps in Handout 14.2 for the demonstration. Demonstrate how to

assist “Mr. Turner” to use a bathroom toilet. (Use a chair to simulate a toilet.) Focus on efforts to maintain his dignity, including, whenever possible, asking for his preference about how to assist him and ensuring his comfort.

⇒ **Teaching Tip**

There will probably be some laughter during this demonstration – reflecting the embarrassment that both consumers and direct-care workers are likely to feel during toileting. Laughter can release tension in the training setting, so let it happen, but do address it in the discussion.

Practice lab (15 minutes)

7. Put participants in triads to practice assisting a consumer to use the toilet. Distribute Handout 14.2, “Show Your Skills: Assisting a Consumer to Use a Toilet.” Review the steps. Ask participants for their own ideas on how to deal with the embarrassment that consumers *and* direct-care workers are likely to feel in this situation.
8. Point out the practice stations, with supplies and a chair for a toilet. Ask them to practice helping a male and a female consumer (about 4 minutes per participant). They can begin with the consumer sitting down – in a different chair. Monitor the practice sessions as usual.

⇒ **Teaching Tip**

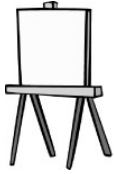
Again, embarrassed laughter is expected. Let participants work through the laughter and awkwardness, reminding them of their ideas on how to deal with it.

Interactive presentation (10 minutes)

9. Explain that sometimes consumers have problems with elimination. The three most common problems are urinary tract infections, diarrhea, and constipation.
10. Ask participants:
 - *What do you know about urinary tract infections (UTI)?*

Ask if anyone can explain how these develop. Ensure the following reasons are stated: not enough fluid intake, incomplete emptying of the bladder, poor perineal care or catheter care.

11. Distribute and review Handout 14.3, “How to Prevent Problems with Toileting.” Explain that direct-care workers must be alert to the signs and symptoms of a UTI. Display the prepared flip chart page about the signs of a UTI. Tell participants that, if any of the signs are present, it is important to report these to a supervisor or nurse.



SIGNS OF A UTI

- Complaints of pain and burning when urinating
- Increased urge to use the toilet, but little urine is produced
- Urine is cloudy, dark yellow, or smells bad
- Urine has milky mucous or shreds of blood

12. Ask participants:

- *What are some ways to prevent a UTI?*

Review the points listed on the handout.

13. Review the sections of Handout 14.3 on diarrhea and constipation.

14. Ask participants what they would add to the “Observe, Record, and Report” flip chart (from Module 13), based on this discussion.

ACTIVITY 14.2 Assisting Consumers Who Are Reluctant to Do Activities of Daily Living

1 hour

Learning Outcomes

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

- Describe the general principles for assisting people to carry out activities of daily living (ADLs).
- Describe how to assist a consumer who does not want to do an ADL.
- Demonstrate how to use pull-back and effective communication when a consumer resists doing toileting, bathing, or getting around (ambulating).

Key Content

- ❖ The general principles for assisting people to carry out ADLs are: 1) relate to the person as an individual (not as an “ADL”), 2) make the task easier, and 3) be supportive.
- ❖ To relate to the person as an individual:
 - Use effective communication
 - Have a positive approach
 - Understand the person’s reality, feelings, and emotions
- ❖ To make the task easier:
 - Identify the individual’s abilities
 - Think about each step in a task and match the steps to the person’s abilities
 - Explain one step at a time
 - Use short, simple sentences to explain the task
- ❖ To be supportive:
 - Be patient -- give time to complete each step
 - Praise all efforts at independence
- ❖ One type of challenging behavior is when a consumer resists doing an ADL. General guidelines for managing this situation are to:
 1. Stop what you are doing.
 2. Try to find out why the consumer is resisting.
 3. Try a different approach.
 4. If that doesn’t work, ask another team member to try, or try again later.
 5. Tell your supervisor what happened.

Activity Steps

Interactive presentation (15 minutes)

1. Distribute and review Handout 14.4, “Assisting a Consumer with ADLs – General Principles.” Note that this approach works for all consumers, not just those with Alzheimer’s disease. Note also that these are the same principles that they have been learning with all of the skills taught so far.
2. Explain that trying to assist a consumer to do an ADL, when they don’t want to do it, can be one of the most challenging tasks for a direct-care worker. This is more common for consumers with Alzheimer’s disease, but can happen with any consumer. This activity will focus on responding to Mr. Turner when he is resisting doing the three ADLs that have been covered so far in the training—getting around (ambulating), bathing, and toileting. Distribute and review Handout 14.5, “Guidelines for When Consumers Don’t Want to Do ADLs.”

Small-group work (10 minutes)

3. Break participants into three groups. Explain that they will have about 10 minutes to prepare for an unscripted role play on assisting Mr. Turner when he is reluctant to do an ADL. Post the prepared flip chart page with the role-play scenarios, and explain each scenario. You (the instructor) will play the role of Mr. Turner in each scenario. Assign one scenario to each group.



ROLE PLAY SCENARIOS

- Mr. Turner is having trouble walking. You want to help him walk in the garden for exercise. But he refuses to go with you.
- Mr. Turner’s family wants him to be assisted to shower two times a week. Normally, he is okay with that, but today he does not want to.
- Mr. Turner should use the toilet before lunch, but today he absolutely refuses.

3. Note the role plays will last about 5 minutes. The difference between these role plays and the ones in Module 13 is that participants are not only trying to help Mr. Turner stay calm, but they also need to help him do the ADL. In their planning time, they should think about Handout 14.5 and how they will carry out the FIRST FOUR STEPS ONLY. (The fifth step will be done as group discussion at the end.) Within their group, they can plan for one or more direct-care workers, other staff, and family – as they wish. Remind participants to use pull-back and good body language, as discussed in Activity 13.3, “Working with Challenging Behaviors.”

⇒ **Teaching Tips**

- While the small groups are planning, move around the room, assisting them as needed.
- You should also use this time to set up the space for the role plays. The toileting props can be used from the previous activity.
- You should also prepare for your roles. “Mr. Turner” should have reasons for not wanting to do each ADL at that time. These reasons may unfold during the role plays – if the groups ask the right questions. In the first one, it could be that he thinks you’re going to take him to the hospital. In the second one, it might be that he doesn’t recognize the direct-care worker and doesn’t trust her. In the third one, Mr. Turner might have a urinary tract infection and is afraid of the pain, but can’t express it well.

Role plays and discussion (30 minutes)

4. Ask each group to conduct their role play. After the role play, step out of your role as “Mr. Turner” and facilitate discussion about how well each group carried out the four steps. First, ask the role players to give themselves feedback (what went well, what they would do differently another time). Then ask for ideas about different approaches from other participants. Spend about 10 minutes per role play, including discussion.

Large-group discussion (5 minutes)

5. Refer to the “Tell your supervisor” step in Handout 14.5. Ask participants how they would report each situation to their supervisor, using clear and objective language. Add their comments to the “Observe, Record, Report” flip chart page from Module 13.

ACTIVITY 14.3 Building Relationships with the Consumer's Family

1 hour²

Learning Outcomes

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

- Describe the different roles and functions served by family members in the lives of consumers.
- Explain the importance of working together with the family, especially when a consumer has Alzheimer's disease.
- Begin to build relationships with families of consumers in a professional, respectful way.

Key Content

- ❖ Direct-care workers are often working in relationship to family caregivers. This can be a rewarding experience for all people. It can also pose challenges if a direct-care worker is not properly prepared to work in conjunction with a family caregiver. This activity is designed to increase participants' awareness of the roles families play in providing care to a person with Alzheimer's disease, and to think through some strategies to building strong relationships with family members.
- ❖ Families provide the majority of the care for people with Alzheimer's disease, and over long periods of time (an average of 7 to 10 years).
- ❖ Family members can be particularly useful when working with consumers who have Alzheimer's disease by providing background information that the consumer is not able to convey, assisting with specific aspects of care, being emotionally supportive to the consumer, and making decisions when the consumer is not able (within legal guidelines).

² The length of the session depends on the length of the video selected to be shown, if any.

Activity Steps

Teaching Option

Step 3 in this activity can be conducted with or without a video. There are some excellent documentaries produced about consumers with Alzheimer's disease and their families (see Advance Preparation and the *Instructor's Guide*: "Audiovisual Resources for Working with Families of a Consumer with Alzheimer's Disease"). If the decision is made not to use a video, the discussion can be based on a review of the families of the three profiled consumers up to this point in the training – Esther Bonita, Richard Meyers, and Ralph Turner. Mr. Turner is the only example of a consumer with Alzheimer's disease, but the other profiles can still be considered for a discussion of family dynamics overall.

Discussion (10-45 minutes, depending on whether video is used)

1. Ask participants: What do you imagine it is like to be the family of a person with Alzheimer's disease?
2. After a few responses, post the prepared flip chart page to introduce the important role that families play in caring for their loved ones with Alzheimer's disease.



The Role of Family for Consumers with Alzheimer's Disease

- Families provide the majority of caregiving for 7-10 years.
- Families provide emotional and financial support.
- Families sometimes make decisions for the consumer.

⇒ **Teaching Tip**

Some participants may have had experience with this personally, and may wish to share. On the other hand, they may *not* wish to share but still could have strong feelings about the issue. During this discussion, you need to be sensitive to both possibilities.

3. Show a video; or briefly review the profiles of Ralph Turner, Esther Bonita, and Richard Meyers and describe the relationship of the families to the consumers.

Discussion (20 minutes)

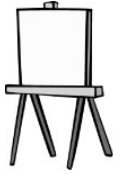
4. Facilitate a discussion (either about the video or about the families in the profiles) by addressing the following questions:
 - *What were the benefits of caregiving for the family?*
 - *What were the challenges for the family?*
 - *What was the role of the direct-care worker in relationship to the family?*

Small-group work and discussion (15 minutes)

Teaching Option

If a video was shown in Step 3 and there isn't time for small-group work, the flip chart can be posted for discussion, or the handout can be distributed and briefly reviewed as a closing activity.

5. Divide the participants into three groups. Post the prepared flip chart page, "Families Are Part of the Consumer's Team." Explain that these are all ways that family members can be an integral part of the team. Assign one topic to each group and ask them to brainstorm specific ways that family members can contribute to the consumer's care, in this particular area. They can think of the families in the movie, or in the consumer profiles, or ones that they know personally. Tell participants they will have about five minutes to complete this task.



Families Are Part of the
Consumer's Team

Families can:

- Provide background information
- Assist with the consumer's care
- Give emotional support to the consumer

6. After about five minutes, have each group report out.
7. Distribute and review Handout 14.6, "Families Are Part of the Consumer's Team." Point out ideas that they came up with in their groups, plus ideas that were not discussed.
8. Summarize by noting that family members are important members of the consumer's team, even more so when the consumer is not able to effectively communicate his or her needs. It is part of the direct-care worker's job to involve the family whenever doing so can benefit the consumer.

Instructor's Guide, Activity 14.1

ASSISTING A CONSUMER TO FOLLOW A HEALTHY TOILET SCHEDULE

Find out when and how often a person needs the toilet.

Ask:

- How many times a day do you need to go?
- Do you wake up during the night to use the toilet?
- Is there anything else I should know about when and how often you need the toilet?

Many older adults do not know when or if they need to use the toilet. Observe their usual pattern and plan times for them to go accordingly.

Assist a person to get to the toilet right away.

This is important because:

- Some people are incontinent. That means they have trouble holding their urine or feces until they can get to the toilet. This can happen when people are sick, weak, or disabled.

Urge people to eat and drink things that help their bodies get rid of waste.

- Encourage people to drink fluids frequently. If it's okay with their doctor, have them eat foods that are high in fiber. These include fresh fruits and vegetables.

Give a person as much privacy as you can.

- This is important because most people like privacy. It helps them feel you respect them.

Before deciding how much privacy to give a person:

- Ask them how much privacy they want.
- Think about their health and state of mind
- Make sure they will be safe.
- Tell them where you will be.
- Make sure that you are nearby to hear them call out, or that they can reach a call bell.

Think about how the person feels.

- Ask them often if they need to use the toilet. That way, they won't have to ask for help.
- Make sure you ask in private.
- Listen well.

Be patient.

- Don't rush a person on the toilet, but also don't leave them alone for a long time.
- It's okay to do something else, like put away clothes. But make sure you stay close enough to assist them, if needed.

Instructor's Guide, Activity 14.3

AUDIO-VISUAL RESOURCES FOR WORKING WITH FAMILIES OF A CONSUMER WITH ALZHEIMER'S DISEASE

- *My Mother, My Father* (1984). 33 minutes; purchase \$185 VHS.
www.fanlight.com

When a parent grows old it often falls to their adult children to provide care for them. This celebrated documentary takes a candid look at four families and their deep and often conflicting feelings as they deal with the stresses involved in caring for an aging parent. The film offers no easy answers, but honest and compelling insight into the need for families to make individual decisions, based on their own goals and values.

- *My Mother, My Father ...Seven Years Later* (2001). 42 minutes; purchase \$145 VHS. www.fanlight.com
- *Almost Home* (2006). Feature film, divided into 37 chapters. Purchase \$75 DVD. www.almosthomedoc.org

This highly acclaimed PBS documentary addresses relationships between residents and family while taking you inside a year-in-the-life of a nursing home trying to implement culture change.

- *Time Slips* (2004). 12 minutes; purchase \$65 DVD.

TimeSlips is a group storytelling technique that encourages people with memory loss to exercise their imaginations and creativity. It provides the building blocks for effective, person-centered care. The DVD captures the method in practice. <http://www.ageandcommunity.org/products.html>

Other materials related to Alzheimer's disease and family involvement can be found at: www.timeslips.org and www.ageandcommunity.org, the website for the University of Wisconsin at Milwaukee's Center on Age and Community.

Module 14 Handouts

ADL: Toileting

Activity 14.1: Assisting the Consumer with Healthy Toilet Practices

Handout 14.1

Assisting a Consumer to Follow a Healthy Toilet Schedule

Handout 14.2

Show Your Skills: Assisting a Consumer to Use the Toilet

Handout 14.3

How to Prevent Problems with Toileting

Activity 14.2: Assisting Consumers Who Are Reluctant to Do Activities of Daily Living

Handout 14.4

Assisting a Consumer to Do ADL's: General Principles

Handout 14.5

Guidelines for When Consumers Are Reluctant to Do ADLs

Activity 14.3: Building Relationships with the Consumer's Family

Handout 14.6

Families Are Part of the Team

Handout 14.1—Assisting a Consumer to Follow a Healthy Toilet Schedule

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When someone is “incontinent,” that means they are not able to control when they urinate or have bowel movements. Assisting the consumer to get on a regular schedule of using the toilet can help to prevent “accidents.”

Marie's Story

“Helping people make it to the bathroom on time is a big part of my job. If I do it well, life is better for everyone. The consumer is happier and healthier. And I have less to clean up!”

Read Marie's tips for assisting people to follow a healthy toilet schedule.

Assist a person to stay on schedule.

- Observe when and how often they need the toilet.
- Assist them to get to the toilet right away.
- Encourage them to eat and drink things that help their bodies get rid of waste regularly.

Treat people with respect.

- Give them as much privacy as you can.
- Think about how they feel.
- Be patient with them.

Handout 14.2—Show Your Skills: Assisting a Consumer to Use the Toilet

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Trainee's Name:

Date:

Trainer's Name:

What to Do	Shows Skill	Instructor's Notes
Assist the consumer to get ready.		
1. Get the things you will need, in case you will be assisting to clean between the legs. <ul style="list-style-type: none"> • Towel and washcloth • 2 pairs of disposable gloves • Plastic trash bag 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Talk with the consumer about assisting them to use the toilet. Ask them how they would like you to do this.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. If the consumer is wearing night clothes, help them put on a robe and slippers.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assist the consumer to get on the toilet.		
4. Assist the consumer to get to the bathroom.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Make sure the toilet is clean. Check that there is enough toilet paper.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Assist the consumer to sit safely, if necessary. Arrange clothing so that it won't get dirty.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. If you leave the consumer alone, make sure they are safe. <ul style="list-style-type: none"> • Stay just outside the door; or • Check on them at least every 5 minutes. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assist the consumer to finish.		

Handout 14.2—Show Your Skills: Assisting a Consumer to Use the Toilet

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8. Come when they call you.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. If you help the person to wipe themselves: <ul style="list-style-type: none"> • Wear gloves. • Wipe women from front to back. • Remove and throw away used gloves. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Assist the consumer to get off the toilet safely. Fix their clothes.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. Help them wash their hands with soap and warm water.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. Assist them back to their room, or wherever they are going.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 14.3—How to Prevent Problems with Toileting

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In addition to incontinence, other problems related to toileting include urinary tract infection, diarrhea, and constipation.

Gracie's Question – Urinary Tract Infection

“A lady I work with had a urinary tract infection – UTI. It hurt when she peed. She felt like she needed to go a lot, but hardly anything came out. Her urine looked dark and smelled bad. Now she's taking medicine to make her better. How can I help to keep this from happening again?”

Answer -- You can help prevent UTIs.

Here's how:

- Encourage people to drink a lot of water or other fluids. (Follow the care plan)
- Urge them to empty their bladder all the way.
- Assist them to wipe from front to back.
- If consumers wear briefs, make sure they are changed often.

Zora's Question – Diarrhea

“A man I work with had very loose stools and cramps. He went to the bathroom so much, I was afraid he was losing a lot of fluid. How can I help him make sure this doesn't happen again?”

Handout 14.3—How to Prevent Problems with Toileting

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Answer – Diarrhea has many causes and should be reported when noticed. One way you can help prevent diarrhea is by encouraging people to eat and drink wisely.

Here's how:

- Have them eat 5 or 6 small meals each day. This may be easier to digest than 3 large meals.
- Have them eat foods that are low in fiber. These include bananas, white rice, white toast, and plain yogurt.
- Have them drink a lot of clear liquids. (Follow the care plan.)

People can also get diarrhea because they are sick or because of their medicines.

Omar's Question – Constipation

“A woman I worked with was constipated. She almost never had a bowel movement, and then it was big and hard when it finally came out. How can I help her keep this from happening in the future?”

Answer --You can help keep people from getting constipated. Here's how:

- Encourage people to drink a lot of fluids. (Follow the care plan)
- Encourage them to get exercise.
- If it's OK with their doctor, have them eat foods that are higher in fiber. These include fresh fruits and vegetables.

People can also get constipated because they are sick, or because of their medicine.

Handout 14.4—Assisting a Consumer to Do ADL's: General Principles

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Read how these workers assist people with Alzheimer's disease to do ADLs. These same tips can apply to nearly all consumers.

Mario's tip – Relate to the person.

“I like to talk with consumers, find out how they're feeling, what's on their minds. That way, I focus on the person, not the job. I hear some people say – “oh, I have to go do a feeding.” I never think of it that way – I think, I'm assisting Mr. Turner to eat, not “doing” an ADL.”

Jaya's tip – Make tasks easier.

“I find out what people are able to do. That way, I can break big tasks into smaller steps that they can do. Then, I explain each step slowly and clearly.”

Opal's tip – Be patient and give praise.

“I give people plenty of time to finish each step. Along the way, I tell them what a good job they're doing.”

To review:

- Relate to the person.
- Make tasks easier – break them down.
- Be patient and give praise.

Handout 14.5—Guidelines for When Consumers Are Reluctant to Do ADLs

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What if a consumer resists doing activities of daily living with you?

Forcing a consumer to bathe, eat, get dressed, use the toilet, or walk is hard on both the consumer and the worker. For the consumer, it can even start to feel like abuse. Here are some guidelines for what to do when this happens:

- 1. Stop what you are doing.**
- 2. Ask questions.**
 - Find out how the consumer feels. Ask open-ended questions to learn why they don't want to do the activity. What else is going on for the consumer?
- 3. Try another way.**
 - See if the consumer has an idea for a better way to do the activity.
 - Give them choices.
- 4. Ask for help.**
 - Where possible, ask another team member to try to assist the consumer.
 - If that doesn't work, try again later.
- 5. Tell your supervisor what happened.**
 - Use clear, factual language. Don't try to guess why the consumer did not want to do the ADL. Report what happened, what you observed, and what the consumer said.

Handout 14.6—Families Are Part of the Team

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Taking care of people with Alzheimer’s disease is a team effort. A lot of care is provided by families. Here are some of the ways families can help the consumer, the worker, or both.

Families can give you information.

They can tell you what the consumer:

- Believes and feels
- Likes and dislikes
- Used to be like

Nadine’s tip – Ask families for information.

“People with Alzheimer’s disease may have trouble telling you what they need. That’s why family members can be so useful. You can ask them questions like, “What worked best when you tried to get him dressed?” Most families are happy to give advice. Asking these questions lets them know that you respect them.”

Families can help take care of the consumer.

They can help with:

- Back rubs
- Bathing
- Care of hair and nails
- Eating
- Getting around

Handout 14.6—Families Are Part of the Team

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DeShawn's tip – Ask families for help.

“Last night, Mrs. Murphy wouldn't go to the dining room with me. Her grandson was visiting. I asked if he would try. He was able to get Mrs. Murphy to follow him. Family members are part of the team. So don't be afraid to ask for help.”

Families can help the consumer feel better.

They give support when they:

- Get the consumer to do things with other people
- Listen and talk
- Show affection
- Visit and call

Lea's tip – Don't forget the consumer!

“It's great to talk with families. But don't treat the consumer like they aren't in the room. Talk with the consumer and the family together about their care.”

To review:

- Families can give you information.
- Families can help take care of the consumer.
- Families can help the consumer feel better.
- Don't forget the consumer!