

## Module 21. Return Demonstrations: Dressing, Eating, Toileting

### Goal

The goal of this module is to provide an opportunity for participants:

- To practice all the skills taught so far, and
- To perform return demonstrations for dressing, eating, and toileting.

### Time

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

Activities	Methods	Time
21.1 Practice Lab and Return Demonstrations : Dressing, Eating, and Toileting	Practice triads, return demonstrations	3 hours

### Supplies

- Toilet paper, gloves, and any other props or supplies needed to demonstrate toileting
- Adult disposable briefs (e.g. “Depends”)
- 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
- Individual puddings, spoons, and napkins

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- Assistive devices for eating

### **Handouts**

- Handout 14.2 Show Your Skills – Assisting a Consumer to Use a Toilet
- Handout 16.2 Show Your Skills – Assisting a Consumer to Get Dressed
- Handout 16.3 Show Your Skills – Assisting with Elastic Stockings
- 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 18.5 Show Your Skills – Helping Consumers Eat

### **Advanced Preparation**

Review all training and presentation materials for this module.

Copy additional handouts, if needed, for instructors to use during return demonstrations.

### ***Activity 21.1 Practice Lab and Return Demonstrations: Dressing, Eating, and Toileting***

This three-hour practice lab is intended to give participants a chance to review and practice skills learned up to this point and successfully complete return demonstrations for dressing, eating, and toileting. Additional instructors may be needed to assess return demonstrations.

Set up work stations for assisting a consumer to dress and undress, for assisting a consumer to eat, and for assisting a consumer with the various aspects of toileting—using a toilet, using a bedpan, using a catheter, using a portable commode. (See Modules 14, 16, and 18 for additional instructions on setting up work stations.) Skills that require a bed—dressing, bedpan, catheter, and portable commode—may be grouped for practice and demonstration in order to save space.

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

There may be a need to do return demonstrations for some participants for the skills covered up to Module 12—infection control, body mechanics, ambulating, bathing, and other personal care tasks. Since the skills to be covered in this module are fewer, it may be possible to do those return demonstrations during this activity, if needed. Set up work stations accordingly.

## ACTIVITY 21.1 Practice Lab and Return Demonstrations: Dressing, Eating, and Toileting

3 hours

### **Learning Outcomes**

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

- 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.
- Demonstrate assisting a consumer to use a toilet.
- 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.
- Demonstrate how to provide assistance during mealtimes.

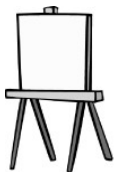
### **Key Content**

- ❖ By the end of this activity, every participant should have had the opportunity to demonstrate each of the skills for which there are skills checklists in Modules 14, 16, and 18 – assisting the consumer to use a toilet (Module 14), assisting the consumer to dress and undress (Module 16), assisting the consumer with other aspects of toileting (Module 16), and assisting with eating (Module 18). For the return demonstration, an instructor will observe and assess the participants using the skills checklist.
- ❖ While some participants are doing their return demonstrations, other participants will continue to practice these skills, working in practice triads as before.
- ❖ Some participants may need to do return demonstrations for skills covered prior to Module 13.

### **Activity Steps**

#### ***Return demonstrations and practice triads (3 hours)***

1. Review the learning agenda and explain the points in “Key Content” to participants, emphasizing the primary purposes of this activity—to have each participant demonstrate their skills with an instructor observing and recording for all the skills introduced up to this point in the training.



**LEARNING AGENDA**  
**MODULE 19**

- Practice assisting a consumer with the following:
  - Dressing
  - Using a toilet
  - Using a bedpan
  - Using a catheter
  - Using portable commode
  - Eating
- Demonstrate skills (for assessment)

2. Note the work stations for this activity: dressing (with a bed), eating, using a toilet (with a chair to simulate a toilet), using a bedpan (with a bed), using a catheter (with a bed), and using a bedside portable commode (with a bed). (See Advance Preparation for tips for setting these up.)
3. Participants will work in triads for skills practice, until they are ready to do their return demonstrations. Let the participants know you (and other instructors, if available) will be observing their practice and answering questions as needed. Participants will use their own skills checklists from the activities when the skills were introduced.

⇒ **Teaching Tip**

If this is the first time they are practicing a particular skill, each participant should take a turn in each role: practicing the task as a direct-care worker, experiencing what it feels like as a consumer, and observing (reviewing the steps for each task on the checklist while observing teammates and encouraging them as they perform the steps).

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

⇒ **Teaching Tip**

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

demonstrations earlier.