

Module 8. Body Systems & Common Diseases

Goal

The goal of this module is to enable participants to gain a basic understanding of how the body works, in order to better understand health, diseases, and the role of the direct-care worker in supporting health and wellness of consumers.

Time

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

Activities	Methods	Time
8.1 Body Systems	Interactive presentation, brainstorming, small-group work, and large-group presentations	1 hour & 30 minutes
8.2 Common Diseases	Interactive presentation, brainstorming, small-group work, and large-group presentations	1 hour & 30 minutes

Supplies

- Pencils or pens
- Flip chart, markers, and tape
- Rolls of newsprint, if available
- Construction paper in various colors
- Scissors
- Lamination equipment, if available
- Instructor Guides

Handouts

- Handout 8.1 Introduction to Body Systems
- Handout 8.2a The Circulatory System
- Handout 8.2b The Digestive System
- Handout 8.2c The Endocrine System
- Handout 8.2d The Nervous System
- Handout 8.2e The Reproductive System
- Handout 8.2f The Respiratory System
- Handout 8.2g The Skeletomuscular System
- Handout 8.2h The Skin
- Handout 8.2i The Urinary System
- Handout 8.3 Helping Sick Consumers
- Handout 8.4a Alzheimer's Disease

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- Handout 8.4b Arthritis
- Handout 8.4c Cancer
- Handout 8.4d Diabetes
- Handout 8.4e Heart Disease
- Handout 8.4f Lung Disease
- Handout 8.4g Multiple Sclerosis
- Handout 8.4h Parkinson's Disease
- Handout 8.4i Stroke

Advance Preparation

Review all training and presentation materials for this session.

Copy all handouts for participants.

Activity 8.1: Body Systems

Prepare one flip chart page for the “Learning Agenda” (step 1) and one with group instructions for “Body Systems Exercise” (step 5).

Make one copy of each full-page body system illustration in the *Instructor's Guide*.

For each body system, prepare half-page information cards (or full page, if they are very long, e.g. Observe, Record, Report) with the following information, copied from Handouts 8.2a-I:

- What it does
- Main parts
- Common problems
- How you can assist—review
- Observe, Record, Report

The *Instructor's Guide* shows a sample of these cards, prepared for the circulatory system. Note the font is large enough to fill the space and some of the detailed information has been deleted (e.g., main parts). Note the body system is NOT identified on any of the cards. The cards can be prepared on light-colored construction paper or mounted on darker-colored paper (with a different color for each category of information). These cards can be laminated and re-used in multiple trainings.

Prior to starting the session, write “What It Does” at the top of a flip chart page and post on a wall. Tape the “What It Does” cards for the nine body systems on this paper.

Do the same for “The Main Parts,” “Common Problems,” and “Observe, Record, Report.” Post these flip chart pages around the room.

Activity 8.2: Common Diseases

Prepare a flip chart page for “Diseases” (step 1) and with instructions for “Group Reports on Common Diseases” (step 5).

ACTIVITY 8.1 Body Systems

1 hour & 30 minutes

Learning Outcomes

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

- Define body systems and describe the types of body parts that make up body systems.
- Identify at least six body systems.
- Describe the general functions, main parts, and common problems for each system.
- Explain how the direct-care worker can assist consumers to stay healthy, including what to observe, record, and report for each body system.

Key Content

- ❖ A body system is a group of body parts that work together to perform a specific function or task.
- ❖ All body systems are composed of cells, tissues, membranes, glands, and organs.
- ❖ Body cavities are spaces within the body that are protected by the skeleton and are occupied by components of the body systems. The major cavities are: cranial, spinal, thoracic, abdominal, and pelvic.
- ❖ Nine body systems are discussed in this module: circulatory, digestive, endocrine, nervous, reproductive, respiratory, skeletomuscular, the skin (integumentary), and urinary. All the body systems are interrelated, and they all slow down as a normal part of aging.
- ❖ Each system has important functions. Each also has unique problems and diseases.
- ❖ Knowing the basics about how these systems work will help the direct-care worker to learn, remember, and carry out their role in assisting consumers to keep these systems healthy and to manage the problems.

Activity Steps

Interactive presentation (20 minutes)

1. Introduce the module by explaining that the goal is to help participants develop a basic understanding of the different body systems and how they work. This will enable them to better understand how to keep the body working well, how common diseases affect the body, and how to carry out their role as direct-care workers in maintaining health and coping with disease. Post and review the “Learning Agenda” flip chart page.



LEARNING AGENDA **MODULE 5**

- Body systems — what they do, main parts, common problems, and ORR
- How direct-care workers can assist consumers to keep their body systems healthy
- Common diseases —
What they are and how the direct-care worker can assist consumers

2. Note, since everyone has a body, participants all probably have a lot of knowledge about the systems of the body, whether they realize it or not! Explain that a body “system” is a group of body parts that work together to perform a specific function or task.
3. Ask participants if they can think of examples of body systems. List nine systems on a flip chart page as they are shouted out.

⇒ Teaching Tip

To make this move quickly, feel free to give clues—e.g. “What is the system that allows us to stand up and walk across the room?” You may have to give the names for the less familiar body systems, like endocrine.

4. Distribute and review Handout 8.1, “Introduction to Body Systems.”

Small-group work (20 minutes)

⇒ **Teaching Tips**

- This activity uses small-group work to focus on six major body systems—circulatory, digestive, nervous, respiratory, skeletomuscular, and the skin – with the endocrine, urinary, and reproductive systems being covered by an interactive presentation.
- With a large class (i.e., 18 or more), you may want to include all nine systems in this activity, with nine small groups. However, you will need to plan more time for reporting back.
- With a small class (i.e., less than 12), you may want to have fewer than six groups, assign more than one body system to each group, and/or cover more systems through interactive presentation.

5. Split participants into six groups. Give each group a full-page copy of one of the body system illustrations from the instructor’s guide. Post and review the flip chart page with the group tasks—“Body Systems Exercise.” Point out the flip chart pages with “What It Does,” “Main Parts,” “Common Problems,” and “Observe, Record, and Report” around the room. Explain that they have 20 minutes to do the tasks. Note that you will be sitting at a “help desk,” with books and other resources, and can answer questions for the groups.



BODY SYSTEMS EXERCISE

1. Which body system is it?
 - Tape the drawing on a blank flip chart page and, using the list of nine body systems, write the name of the body system across the top.
2. Find the information cards about your body system.
 - Tape them to your body system flip chart.
3. Brainstorm how you can assist the consumer. List on a new flip chart page.
4. Prepare to present your body system to the large group (5 minutes)

⇒ **Teaching Tip**

- In this exercise, the cards for “How You Can Assist” are not posted on a flip chart page, because you want the groups to do their own thinking about how they can assist consumers to keep this body system healthy.
- If you feel that participants are not yet ready for brainstorming in small groups, you can post the “How You Can Assist” cards for them to find (like the others), and then lead a large-group discussion after each group presentation to generate more detailed ideas about the direct-care worker’s role.

Group presentations (35 minutes)

6. Ask each small group to take five minutes to present their body system (involving every member of the group). Ask them to name the parts, and explain what it does, common problems, and what to observe, record, and report. Ask them to share their ideas about how the direct-care worker can assist the consumer to keep this body system healthy, and to manage common problems.

7. Post the body system flip chart pages on the wall after each presentation. Thank each group. Correct misinformation as necessary after their presentation. If needed, ask for additional ideas about how direct-care workers can assist consumers to keep this body system healthy and add to the flip chart page.

Interactive presentation (15 minutes)

8. After all the presentations are completed, briefly present the information about any body system not covered in the small-group presentations. Post a flip chart page for each body system, with a full-page drawing in the center, and place the information cards for each category on the page.

⇒ **Teaching Tips**

- An interactive way to do this would be to ask participants to help you identify, from the remaining cards on each category page, which one applies to the body system you are presenting. For example, if you are presenting the urinary system first, there will be three cards left on the “What It Does” flip chart page. You can read each card and ask participants which one they think describes the urinary system. Continue with the other category pages.
- The next system will be easier, because there will be only two cards on each page. And the last one will be obvious!

9. Distribute Handouts 8.2a-i for participants to add to their resource binders. Note that these handouts include all the information listed on the flip chart pages for each body system, including “tips” from other direct-care workers about assisting consumers to stay healthy.

ACTIVITY 8.2 Common Diseases

1 hour & 30 minutes

Learning Outcomes

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

- List at least five common diseases and describe the signs indicating someone has the disease.
- Describe the role of the direct-care worker when assisting consumers who have common diseases, including what to observe, record, and report.

Key Content

- ❖ Diseases are conditions that impair or damage the normal function of body systems.
- ❖ The diseases commonly encountered by direct-care workers include cardiovascular (heart) diseases, cancer, stroke, chronic obstructive pulmonary (lung) disease, diabetes, arthritis, Alzheimer's disease, multiple sclerosis, Parkinson's disease, and the human immunodeficiency virus (HIV). Knowing some of the basic features of each disease will help the direct-care worker to learn, remember, and carry out his or her role in assisting the consumer to cope with the disease.
- ❖ The role of the direct-care worker in regard to diseases, in general, is to:
 - Observe and report changes in physical, emotional, and behavioral status of the consumer
 - Maintain a safe environment for the consumer
 - Assist with activities of daily living, encouraging independence as much as possible
 - Provide good nutrition
 - Use universal precautions
 - Provide emotional support to consumer, as necessary

Activity Steps

Interactive presentation (25 minutes)

1. Ask participants:

- *What does the word “disease” mean to you?*
- *How does a disease hurt the body?*

After a few responses, post the prepared flip chart page with the definition of “disease.” Point out to participants, now that they know how body systems are supposed to work, they will be better able to understand how diseases affect the body.



DISEASE

When a body system cannot work the way it is supposed to

Common diseases:

2. Ask participants to name all the diseases they have heard of. List their responses on the same flip chart page, under the definition.
3. Lead a discussion by asking the following questions:
 - *Have you ever been around a family member or friend who had one of these diseases?*
 - *What kind of assistance did they need?*
 - *How do you think a direct-care worker can assist a consumer who has one of these diseases?*
4. After a brief discussion, distribute and review Handout 8.3, “Assisting Sick Consumers.”

Small-group work (20 minutes)

⇒ **Teaching Tips**

- This activity is designed for six small groups, to focus on six diseases – arthritis, cancer, diabetes, heart disease, lung disease, and stroke. (Alzheimer’s disease will be covered in detail in Module 13. Multiple sclerosis and Parkinson’s disease can be covered in the interactive presentation that follows the group presentations. AIDS is addressed in the next level of training.
- With a larger class, you may want to include all nine diseases in this activity, with more than six small groups, and allowing more time for group reports. With a smaller class, you may want to have fewer than six groups, and assign more than one disease to each group and/or cover more systems through interactive presentation.

5. Split participants into six groups. Distribute flip chart paper and markers to each group. Assign one of the diseases to each group. Post and review the flip chart page with topics for them to cover. Explain that they have 20 minutes to prepare a flip chart page with the following information about their disease, to present as a group. Distribute Handouts 8.4a-i and note that the information needed can be found in these handouts or in other resources provided. As before, you (or another instructor) will be sitting at the “help desk” to answer questions.



GROUP REPORT ON COMMON DISEASES:

- > What is it? Definition or description of the disease.
- > Signs that a person has the disease.
- > How the direct-care worker can assist someone who has this disease.

Group presentations (30 minutes)

6. Ask each small group to take 5 minutes to post their flip chart page and present their disease. Thank each group and correct misinformation as necessary.

Interactive presentation (15 minutes)

7. After all the group presentations are completed, present the information about any diseases not covered in the group presentations.
8. Summarize by reviewing “How You Can Assist” from Handout 8.3. Ask:
How can you use what you have learned today to help you to carry out this role?

Module 8 Handouts
Body Systems and Common Diseases

[Activity 8.1: Body Systems](#)

Handout 8.1: Introduction to Body Systems

Handout 8.2a: The Circulatory System

Handout 8.2b: The Digestive System

Handout 8.2c: The Endocrine System

Handout 8.2d: The Nervous System

Handout 8.2e: The Reproductive System

Handout 8.2f: The Respiratory System

Handout 8.2g: The Skeletomuscular System

Handout 8.2h: The Skin

Handout 8.2i: The Urinary System

Activity 8.2: Common Diseases

Handout 8.3: Helping Sick Consumers

Handout 8.4a: Alzheimer's Disease

Handout 8.4b: Arthritis

Handout 8.4c: Cancer

Handout 8.4d: Diabetes

Handout 8.4e: Heart Disease

Handout 8.4f: Lung Disease

Handout 8.4g: Multiple Sclerosis

Handout 8.4h: Parkinson's Disease

Handout 8.4i: Stroke

Handout 8.1—Introduction to Body Systems

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It's important to understand body systems and how they work. This can help you to assist a consumer to live a healthier and more active life. It can also help deal with health problems when they do come up.

A **body system** is a group of body parts. The parts work together to do a job.

There are 10 body systems (all of the ones studied here, plus the Immune System). Each body system affects every other system. All the body systems slow down as people get older.

Body Parts

Each body system has a different function, but they all are made of the same types of body parts.

There are 5 types of body parts:

- **Cells** are the smallest part of the body. They make up all the other parts.
- **Tissues** are the same type of cells joined together.
- **Membranes** are large sheets of tissue. They often link body parts, cover organs, or line body openings.
- **Glands** are groups of cells that make something.
- **Organs** are different types of tissue that work together to do a job.

Handout 8.1—Introduction to Body Systems

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Body Cavities

Body cavities are spaces inside the body. They hold and protect the body systems.

There are 5 main body cavities:

- The **cranial cavity** is the space inside the skull. It holds the brain.
- The **spinal cavity** is the space inside the backbone. It holds the spinal cord.
- The **thoracic cavity** is the space inside the chest. It holds the heart, lungs, trachea, and esophagus.
- The **abdominal cavity** is the space below the thoracic cavity. It holds the stomach, liver, gallbladder, and upper part of the intestines.
- The **pelvic cavity** is the lower part of the abdominal cavity. It holds the bladder, lower part of the intestines, and organs for making babies.

Handout 8.2-a—The Circulatory System

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What It Does -- The circulatory system:

- Pumps blood with food and oxygen around the body
- Takes wastes out of cells
- Brings wastes to the lungs and kidneys

Main Parts of the Circulatory System

Blood has 3 parts.

- **Red blood cells** bring oxygen to cells. They also bring carbon dioxide to the lungs.
- **White blood cells** fight germs.
- **Platelets** help cuts stop bleeding.
- **Plasma** is the liquid part of blood.

There are 3 types of blood vessels.

- **Arteries** take blood away from the heart.
- **Veins** bring blood back to the heart.
- **Capillaries** are the smallest blood vessels. They bring food and oxygen to cells. They take wastes out of cells. And they link arteries and veins.

The **heart** is the strongest muscle in the body. It pumps blood to the lungs to get oxygen. Then it pumps blood around the body.

Handout 8.2-a—The Circulatory System

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Common Circulatory Problems

A consumer may:

- Feel very weak
- Have a heartbeat that is too fast, too slow, or uneven
- Have arteries clogged with fat (**atherosclerosis**) or with bits of mineral (**arteriosclerosis**).
- Have blood pressure that is too high or too low. Blood pressure is the force of blood against artery walls.

Diseases of the Circulatory System

- **Congestive heart failure** happens when the heart can no longer pump out all the blood that comes into it.
- A **heart attack** happens when not enough blood and oxygen reach the heart.
- **High blood pressure** makes the heart work too hard.
- A **stroke** happens when not enough blood and oxygen reach the brain.

Handout 8.2-a—The Circulatory System

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How You Can Help:

You can help consumers keep their circulatory system as healthy as possible. Read what these workers do.

Lou's tip – Help consumers eat and drink right.

“I help people eat a diet that's good for their heart. I make sure they get the right amount of fluid. I check their care plan first.”

Jen's tip – Help consumers get moving.

“Exercise is good for the heart. So I try to get people moving as much as they safely can.”

Joe's tip – Help consumers rest.

“It's important not to make the heart work too hard. So I build in time for breaks.”

Barb's tip – Help consumers wear support hose right.

“Some people wear support hose. It keeps the blood flowing in their legs. I help them put on the stockings before they get out of bed. I make sure the stockings are smooth, and press evenly around their leg. And I check their blood flow often.”

Handout 8.2-a—The Circulatory System

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How You Can Help – Review:

- Help consumers eat and drink right.
- Help consumers get moving.
- Help consumers rest.
- Help consumers wear support hose right.

Observe, Record, Report

You may be asked to write down:

- Breaths per minute while the consumer is moving
- Heartbeats per minute while the consumer is moving
- How much fluid consumers drink
- How much fluid consumers urinate

Tell your supervisor if a consumer has:

- A change in skin color, especially around the lips and under the fingernails
- A heartbeat that is too fast, too slow, or uneven
- Hurt skin in the legs
- Swelling of the lower legs

Handout 8.2-b—The Digestive System

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What It Does -- The digestive system:

- Breaks down food into tiny bits that the body can use

Main Parts of the Digestive System

The **upper body** contains several parts:

- Digestion starts in the **mouth**. Here, saliva and chewing break down food.
- Next, food goes through the **esophagus**. That's a tube that links the throat to the stomach.
- Food is broken down more in the **stomach**. Here, food is churned and mixed with juices.

The **lower body** contains several parts:

- The **small** and **large intestines** are tubes. They digest food as it goes through.
- **The liver, the gallbladder, and pancreas** are organs. They make chemicals that digest food.
- The **alimentary canal** is a long tube. It links all parts of the digestive system.

Handout 8.2-b—The Digestive System

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Common Digestive Problems

- **Colitis** happens when part of the large intestine is swollen.
- **Constipation** is hard stools.
- **Diarrhea** is loose stools.
- **Gallstones** are little balls in the gallbladder.
- **Heartburn** happens when stomach acid goes into the throat.
- **Hemorrhoids** are swollen veins at the end of the large intestine.
- **Hernias** happen when part of the body sticks out through a muscle.
- **Polyps** are bumps.
- **Stomach pain** can happen for a number of reasons.
- **Ulcers** happen when the wall of the stomach gets hurt.

Diseases of the Digestive System -- A consumer may get:

- Cancer of the stomach or large intestine.

Handout 8.2-b—The Digestive System

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How You Can Help

You can help consumers keep their digestive system as healthy as possible. Read what these workers do.

Lou's tip – Help consumers eat right.

“The right diet makes a big difference for people with digestive problems. I help them follow their care plan.”

Jen's tip – Help consumers get plenty to drink.

“For most people, fluid aids digestion. So I offer drinks often. Of course, some folks have to limit fluids.”

Joe's tip –Help consumers use the toilet.

“Some people need help using the toilet. I give them as much help as they need.”

How You Can Help – Review:

- Help consumers eat right.
- Help consumers get plenty to drink.
- Help consumers use the toilet.

Handout 8.2-b—The Digestive System

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Observe, Record, and Report

You may be asked to write down:

- How much they eat
- How often they move their bowels
- What kind of stools they have

Tell your supervisor right away if a consumer:

- Can **not** swallow
- Drinks less
- Eats more or less food
- Feels sick to their stomach, or throws up
- Likes different foods than usual

Tell your supervisor right away if a consumer has:

- Blood or mucus in their stool
- Different bowel habits than usual
- Hard or loose stools
- More gas than usual
- Stomach pain or bloating

Handout 8.2-c—The Endocrine System

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What It Does – The endocrine system:

- Helps control what the body does
- Makes hormones and releases them into the blood

Main Parts of the Endocrine System

These body parts make hormones:

- Adrenal glands
- Ovaries – in girls and women
- Pancreas
- Parathyroid
- Pituitary gland
- Testicles – in boys and men
- Thymus
- Thyroid gland

Handout 8.2-c—The Endocrine System

Page 2 of 4

Common Endocrine Problems

A consumer may:

- Feel very tired
- Gain or lose weight
- Heal more slowly than usual

Diseases of the Endocrine System

A consumer may get one or more of these diseases:

- **Diabetes** happens when the pancreas doesn't make enough insulin. Insulin is a hormone that helps the body use sugar in the blood.
- **Hyperthyroidism** happens when the thyroid makes **too much** hormone.
- **Hypothyroidism** happens when the thyroid makes **too little** hormone.

Handout 8.2-c—The Endocrine System

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How You Can Help

You can help consumers keep their endocrine system as healthy as possible. Read what these workers do.

Lou's tip – Help consumers with diabetes eat right.

“People with diabetes need to follow a special diet. I help them stay on track – even at snack time!”

Jen's tip – Help consumers with diabetes dress right.

“People with diabetes have poor blood flow to the legs. I check that their socks and pants are loose enough. Plus, I make sure they wear comfortable shoes that fit well. They should never go barefoot.”

Joe's tip – Help consumers with diabetes take care of their feet.

“Some diabetics have little feeling in their feet. I make sure their feet are clean and dry. I also check that their socks are clean. I never cut their toenails.”

How You Can Help – Review:

- Help consumers with diabetes eat right.
- Help consumers with diabetes dress right.
- Help consumers with diabetes take care of their feet.

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Handout 8.2-c—The Endocrine System

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Observe, Record, Report

Write down, if needed:

- How much they eat
- What they eat
- When they eat

Tell your supervisor right away if a consumer has:

- More or less body hair than usual, or hair in a different place
- Sore areas on their skin, especially on the feet
- Trouble thinking

Tell your supervisor right away if a consumer suddenly:

- Gains weight
- Holds on to fluid, or looks puffy

Tell your supervisor right away if a consumer shows any signs of complications of diabetes (see Handout 8.3-d).

Handout 8.2-d—The Nervous System

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What It Does – The nervous system:

- Controls all the other body systems
- Brings messages from the rest of the body to the brain
- Controls things you choose to do with your body, such as running. These are called **voluntary functions**.
- Controls things your body does on its own, such as breathing. These are called **involuntary functions**.

Main Parts of the Nervous System

- The **brain** controls the whole system.
- **Nerves** are fibers. These carry messages around the body.
- The **sense organs** are the eyes, ears, skin, mouth, nose. They get information about the world around you.
- The **spinal cord** runs from the bottom of the brain to the bottom of the spine. Bones called vertebrae protect it. The spinal cord is the main path for nerves going to and from the brain.

Handout 8.2-d—The Nervous System

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Common Problems of the Nervous System

A consumer may have:

- A prickly feeling
- Headaches or other pain
- Trouble controlling their bowel or bladder
- Trouble seeing, hearing, touching, tasting, or smelling
- Trouble thinking

Diseases of the Nervous System

A consumer may get one or more of these diseases:

- **Alzheimer's disease** makes them have trouble thinking.
- **Multiple sclerosis** makes them weak and have trouble moving.
- **Parkinson's disease** makes them feel stiff, move slowly, and shake.
- **A stroke** may leave parts of the body paralyzed and the person unable to speak.

Handout 8.2-d—The Nervous System

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How You Can Help

You can help consumers keep their nervous system as healthy as possible. Read what these workers do.

Lou's tip – Help consumers relax.

“I use a calm, quiet voice. This helps people relax.”

Jen's tip – Help consumers understand you.

“I use easy words and short phrases. This helps people understand me.”

Joe's tip –Avoid changes.

“I try not to change things. If I do make a change, I get people ready for it.”

How You Can Help – Review:

- Help consumers relax.
- Help consumers understand you.
- Avoid changes.

Handout 8.2-d—The Nervous System

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Observe, Record, Report

Tell your supervisor right away if a consumer:

- Attacks or yells at people
- Does the same thing over and over
- Feels dizzy
- Has more trouble moving or talking
- Seems confused or upset
- Wanders

Handout 8.2-e—The Reproductive System

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What It Does --The reproductive system:

- Produces the male and female cells that start a new human life, and brings these cells together
- Protects and nourishes the new life growing inside the female
- Provides a way for the new life to be born
- Nourishes the new life after birth

Handout 8.2-e—The Reproductive System

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Main Parts of the Reproductive System

These are the main parts in a woman:

- The **breasts** make milk for a baby to drink.
- The **ovaries** make eggs and hormones. These make it possible for a woman to become a mother.
- The **uterus** is the place where a baby grows.
- The **fallopian tubes** bring eggs from the ovaries to the uterus.
- The **vagina** is a stretchy tunnel that links the uterus to the outside of the body. It's the place where sperm go in and babies come out.
- The **labia** are the lips of vulva. There are outer and inner labia.
- The **perineum** is the area between the labia and the anus.

These are the main parts in a man:

- The **testicles** make sperm and hormones. These make it possible for a man to become a father.
- The **scrotum** is a sack of skin that holds the testicles.
- The **prostate gland** makes a fluid that sperm swim in.
- The **vas deferens** is a tube that sperm go through.
- The **urethra** is a tube that brings sperm out of the body.
- The **penis** is the usual way sperm get into a woman's vagina.

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Handout 8.2-e—The Reproductive System

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Common Reproductive Problems

A consumer may have:

- Enlarged prostate
- Fluid that comes out of the penis or vagina
- Menstrual problems
- Problems with sex
- Swollen prostate gland
- Red, swollen vagina or labia
- Swollen testicles

Handout 8.2-e—The Reproductive System

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Diseases of the Reproductive System

A consumer may get a disease from having sex. These are called sexually transmitted diseases, or STD for short:

- Acquired immune deficiency syndrome, or AIDS for short
- Chlamydia
- Genital herpes
- Genital warts
- Gonorrhea
- Human immunodeficiency virus, or HIV for short
- Syphilis
- Trichomoniasis

A consumer may get one or more of these diseases:

- A **prolapsed uterus** happens when the uterus slips down from its usual place.
- A **prolapsed vagina** happens when the vagina slips down from its usual place.
- **Cancer** may affect the breasts, ovaries, uterus, cervix, prostate, or testicles.
- **Endometriosis** happens when tissue normally found in the uterus grows in places other than the uterus.
- **Pelvic inflammatory disease** happens when germs get into the fallopian tubes or uterus. It can be an STD.

Handout 8.2-e—The Reproductive System

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How You Can Help

You can help consumers keep their reproductive system as healthy as possible. Read what these workers do.

Lou's tip – Remember that sex is human.

“Sometimes I have to remind myself – even old people can be interested in sex. So can people who can't think or move well.”

Jen's tip – Give consumers privacy.

“Sex is a private thing. I give people space to enjoy it.”

Joe's tip – Remember that touch is important.

“People need to touch and be touched. And not always in a sexual way.”

Barb's tip – Respect different ideas about sex.

“People have different ideas about sex. I try to keep an open mind – as long as everyone is safe and happy.”

Sue's tip – Know how to deal with arousal.

“Sometimes when you're cleaning a man, he gets an erection. I tell him it's normal and keep doing my work. Sometimes I ask if they would be more comfortable cleaning themselves down there. Usually the man is more embarrassed than I am!”

Mark's tip – Know how HIV is spread.

“It's important to know how HIV is spread. Normal touching is fine.”

Handout 8.2-e—The Reproductive System

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Lori's tip – Keep germs from spreading.

“I don't want to get sick, or make someone else sick. So I follow all the rules – especially when I clean between someone's legs or help them use the toilet.”

How You Can Help – Review:

- Remember that sex is human.
- Give consumers privacy.
- Remember that touch is important.
- Respect different ideas about sex.
- Know how to deal with arousal.
- Know how HIV is spread.
- Keep germs from spreading.

Observe, Record, Report

Tell your supervisor right away if a consumer has:

- A hard area in their stomach
- A nipple that goes in
- Dimples or scales on their breast
- Lumps in their breast, or between their legs
- Pain in their stomach, or between their legs
- Part of their body sticking out of their vagina
- Sores or blisters between their legs

Tell your supervisor right away if a consumer:

- Bleeds from their vagina or penis
- Comes on to staff or other people
- Drips or feels burning when they urinate
- Is red or swollen between their legs
- Leaks a fluid from their vagina or penis

Handout 8.2-f—The Respiratory System

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What It Does – The respiratory system:

- Brings oxygen into the body
- Gets rid of carbon dioxide

Main Parts of the Respiratory System

- The **nose** is the sense organ that lets you smell.
- The **sinus cavities** are holes in the skull near the nose.
- **Lungs** are like balloons. They fill up with air when you breathe in.
- The **throat** is in the neck.
- The **larynx** is a tube in the throat. Air passes through it. It is also called the voicebox.
- The **trachea** is a tube in the throat. Air passes through it. It is also called the windpipe.
- **Bronchi** and **bronchioles** are tubes. They link the trachea to the lungs.
- **Alveoli** are air sacs in the lungs.

Handout 8.2-f—The Respiratory System

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Common Respiratory Problems

A consumer may:

- Cough
- Have a runny nose
- Have trouble breathing
- Make a whistling sound when they breathe

Common Respiratory Diseases

These diseases make it hard to breathe:

- A **cold** is caused by germs.
- **Asthma** may be caused by allergies, exercise, or cold.
- **Bronchitis** happens when the bronchiole tubes are swollen.
- **Emphysema** happens when the alveoli are hurt.
- **Pneumonia** happens when the lungs are swollen. It is usually caused by germs.
- **Tuberculosis** is caused by germs making scars in the lungs, so the lung tissues can't work properly.

Handout 8.2-f—The Respiratory System

Page 3 of 4

How You Can Help

You can help consumers keep their respiratory system as healthy as possible. Read what these workers do.

Lou's tip – Don't spread your germs to the consumer.
“We breathe in germs all the time and don't know it. It's really important for me to keep myself healthy, wash my hands a lot, and stay home when I'm sick. That way my consumer's don't get my germs.”

Jen's tip – Help consumers rest.
“People with lung problems need to rest often. So I build in time for breaks.”

Joe's tip – Help consumers breathe deeply.
“People get more air when they learn how to breathe deeply. It takes practice, but it's worth it.”

Barb's tip – Help consumers get comfortable in bed.
“It's harder to breathe when you're lying down. So I prop people up with pillows.”

How You Can Help – Review:

- Don't spread your germs to the consumer.
- Help consumers rest.
- Help consumers breathe deeply.
- Help consumers get comfortable in bed.

Handout 8.2-f—The Respiratory System

Page 4 of 4

Observe, Record, Report

Tell your supervisor right away if a consumer:

- Coughs or sneezes a lot
- Coughs up fluid
- Feels dizzy
- Has bluish skin, lips, or nail beds
- Has trouble breathing
- Is very hot or cold
- Makes a whistling sound when they breathe

Handout 8.2-g—The Skeletomuscular System

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What It Does -- The skeletomuscular system:

- Holds up the body
- Protects parts inside the body
- Lets people move

Main Parts of the Skeletomuscular System

There are 3 types of bones.

- **Long bones** are in the arms and legs. They let people move in big ways.
- **Short bones** are in the hands and feet. They let people move in small ways.
- **Flat bones** include the ribs, skull, pelvis. They protect spaces inside the body.

Muscles are linked with bones. They let people move.

Tendons are tough bands of tissue. They link muscles and bones.

Joints are places where 2 or more bones meet.

Ligaments are bands of tissue. They connect bones with other bones.

Cartilage is tissue at the end of bones. It keeps bones from rubbing against other bones.

Handout 8.2-g—The Skeletomuscular System

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Common Skeletomuscular Problems

A consumer may:

- Break a bone
- Have a **contracture**. That's when flexing muscles get short. This makes it hard to move. There is no cure.
- Sprain a joint or ligament
- Strain a muscle

Diseases of the Skeletomuscular System

A consumer may get:

- Arthritis
- Osteoporosis

Handout 8.2-g—The Skeletomuscular System

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How You Can Help

You can help consumers keep their skeletomuscular system as healthy as possible. Read what these workers do.

Lou's tip – Help consumers eat right.

“Healthy food is good for bones and muscles. I help people stay on the diet that's right for them.”

Jen's tip – Help consumers get moving.

“Exercise keeps bones and muscles strong. Plus, it keeps joints able to bend. So I try to get people moving as much as they safely can.”

Joe's tip – Keep consumers safe.

“I make sure people have a clear path. I don't want anyone to trip and fall!”

Barb's tip – Check devices for getting around.

“Some folks here use canes or walkers to help them get around. I make sure the devices are in good shape.”

How You Can Help -- Review:

- Help consumers eat right.
- Help consumers get moving.
- Keep consumers safe.
- Check devices for getting around.

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Handout 8.2-g—The Skeletomuscular System

Page 4 of 4

Observe, Record, Report

Tell your supervisor right away if a consumer:

- Falls
- Has more trouble moving or keeping their balance
- Has pain in their bones, muscles, or joints
- Has red or swollen joints
- Has trouble using devices for getting around

Handout 8.2-h—The Skin

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The skin is also called “the integumentary system.” It’s the largest system of the body.

What It Does – The skin:

- Protects the inside of the body from germs
- Keeps the body from getting too hot or too cold
- Holds in body fluids
- Sends the brain messages about pain, cold, heat, pressure, and touch

Main Parts of the Skin

- The **epidermis** is the top layer. It contains skin pores and hair.
- The **dermis** is the second layer. It contains hair roots, nerves, glands, and blood vessels.
- The **subcutaneous layer** is the third layer. It contains fatty tissue.
- **Hair** and **nails** are also parts of the integumentary system.

Handout 8.2-h—The Skin

Page 2 of 4

Common Skin Problems

A consumer may have:

- Dry skin
- Cuts and bruises
- Rashes
- **Bedsore**s are sores on the skin. They happen when an area doesn't get enough blood. They are also called pressure sores, or decubitus ulcers.
- **Eczema** causes red, itchy skin.
- **Lice** are insects. They drink blood.
- **Psoriasis** causes red and white areas on the skin.
- **Ringworm** is a fungus. It causes a rash shaped like a ring.
- **Scabies** are red mites. They cause itchy, crusty skin.
- **Stasis ulcers** are sores on the skin. They happen when an area doesn't get enough blood.

Diseases of the Skin

A consumer may get:

- Skin cancer

Handout 8.2-h—The Skin

Page 3 of 4

How You Can Help

You can help consumers keep their skin as healthy as possible. Read what these workers do.

Jen's tip – Help consumers take care of their skin.

“I help people bathe, making sure to rinse them well. I pat them dry with a towel. Then I help them put on lotion. This keeps their skin clean and soft.”

Barb's tip – Prevent bedsores.

“Bedsores can happen when skin is pressed too long. So I help people change position often. I offer them pillows to sit on. I rub their skin, to get blood flowing. And I check their skin for sore spots.”

Kevin's tip – Help consumers let their skin heal.

“Scratching makes it hard for skin to heal. So I remind people not to scratch rashes or sores.”

Sue's tip – Use a gentle touch.

“I don't want to hurt anyone's skin. That's why I always touch their skin gently.”

How You Can Help – Review:

- Help consumers take care of their skin.
- Prevent bedsores.
- Help consumers let their skin heal.
- Use a gentle touch.

Handout 8.2-h—The Skin

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Observe, Record, Report

Tell your supervisor right away if a consumer has:

- A rash
- Cuts or bruises
- Lice or lice eggs
- Scabies

Tell your supervisor right away if a consumer's skin is:

- Blue or yellow
- Itchy or sore
- Puffy
- Very dry
- Very hot or cold
- Very sweaty

Handout 8.2-i—The Urinary System

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What It Does – The urinary system:

- Gets wastes out of the blood.
- Gets wastes out of the body.
- Helps keeps the right amount of fluids and chemicals in the body.

Main Parts of the Urinary System

- The **kidneys** make urine.
- The **bladder** holds urine.
- The **ureters** bring urine from the kidneys to the bladder.
- The **urethra** brings urine out of the body.

Handout 8.2-i—The Urinary System

Page 2 of 4

Common Urinary Problems

A consumer may:

- Get a urinary tract infection, or UTI for short
- Have kidney stones
- Have trouble controlling their bladder
- Not have enough fluid in their body

Diseases of the Urinary System

A consumer may get one or more of these diseases:

- **Enlarged prostate** happens when a man's prostate gland gets too big. This can make it hard to urinate.
- **Kidney failure** happens when the kidneys stop working.

Handout 8.2-i—The Urinary System

Page 3 of 4

How You Can Help

You can help consumers keep their urinary system as healthy as possible. Read what these workers do.

Lou's tip – Help consumers get enough fluid.

“I offer people drinks often. Some people have to limit fluid, so I always check the care plan.”

Jen's tip – Help consumers empty their bladder.

“Sitting or standing the right way can help get out all the urine. I teach people how to do this.”

Joe's tip – Be kind to consumers who have accidents.

“Most people hate to wet themselves. I tell them, it's no big deal. It happens all the time.”

Kevin's tip – Help consumers keep on track.

“Some people follow a bladder training schedule. I help them keep on track.”

Sue's tip – Help consumers get to a toilet in time.

“Some people have trouble holding their urine. So I help them get to a toilet right away.”

How You Can Help – Review:

- Help consumers get enough fluid.
- Help consumers empty their bladder.
- Be kind to consumers who have accidents.
- Help consumers keep on track.
- Help consumers get to a toilet in time.

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Handout 8.2-i—The Urinary System

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Observe, Record, Report

You may be asked to write down:

- How much fluid they drink
- How much they urinate

Tell your supervisor right away if a consumer's urine has:

- Blood in it
- A strong smell
- A strange color or thickness

Tell your supervisor right away if a consumer has:

- A burning feeling or pain when they urinate
- A strong urge to urinate, or has to urinate often
- Trouble controlling their bladder
- Trouble starting to urinate

Handout 8.3—Helping Sick Consumers

Page 1 of 1

Read how these workers help consumers who are ill.

Lou's tip – Watch for changes and report them.

“I keep an eye on people –the way they look, the way they act. I look for any changes, and I let my supervisor know.”

Jen's tip – Encourage independence whenever possible.

“My consumers feel so good when they can do something like feeding themselves or getting dressed. I think it gives them hope.”

Joe's tip – Help consumers eat right.

“Healthy food can make all the difference. I help people stay on the diet that's right for them.”

Barb's tip – Keep germs from spreading.

“Germs are the last things sick people need. So I always follow the rules for keeping them under control.”

John's tip – Be open to feelings.

“Part of the job is dealing with feelings – both consumers and their families. Sometimes I just listen and it shows I care.”

To review – You can help consumers who are sick:

- Watch for changes and report them.
- Encourage independence whenever possible.
- Help consumers eat right.
- Keep germs from spreading.
- Be open to the feelings of consumers and their family.

Handout 8.4-a—Alzheimer's Disease

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What Is Alzheimer's Disease?

Alzheimer's disease happens when brain cells are slowly killed. Over time, people with Alzheimer's have more and more trouble thinking. For some people, their personality changes. There is no cure for Alzheimer's.

Signs of Alzheimer's Disease

Signs of Alzheimer's disease vary from person to person and from day to day. The changes start slowly, and keep getting worse. The signs of disease are often worse at the end of the day than in the morning.

A consumer may:

- Act like a different person
- Be confused about time and place
- Forget how to do daily tasks
- Lose their memory
- Swing quickly from one mood to another
- Wander

A consumer may have trouble:

- Finding the right words
- Finishing a sentence
- Keeping their train of thought
- Making choices
- Thinking

Handout 8.4-a—Alzheimer's Disease

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How You Can Help

You can help consumers with Alzheimer's disease. Different people need different kinds of help. Read what these workers do.

Lou's tip – Help consumers understand you.

“Many people with Alzheimer's have trouble following me when I talk. I've learned to use easy words and short phrases. I speak slowly. If needed, I say it again.”

Jen's tip – Post signs.

“Signs can really help people with Alzheimer's. I made a sign for the bathroom. I always wear a name tag.”

Joe's tip – Keep consumers safe.

“People with Alzheimer's may not remember what is safe and what is not. So I always lock the doors to dangerous areas and to the outside. And I get rid of small items so they don't get swallowed. Plus, I avoid moving furniture around, since it can be confusing.”

Barb's tip – Help consumers with daily tasks.

“I help people do things like eat and take a shower. I ask them to do as much as they can. I give them plenty of time.”

Kevin's tip – Help consumers get to a toilet in time.

“People with Alzheimer's may forget to use the toilet. So I look for signs that they have to go.”

Handout 8.4-a—Alzheimer's Disease

Page 3 of 4

Sue's tip – Give praise.

“If someone does something good, I tell them they did a good job.”

Mark's tip – Help consumers who wander.

“If someone wanders, I go up to them calmly. I walk with them. Slowly and gently, I guide them back. Then I try to get them interested in a snack or activity they like.”

Laura's tip – Pull back.

“Once in a while, a person does something that upsets my. I remind myself – they're sick, and they can't help it.”

Ike's tip – Support the family.

“Taking care of a loved one with Alzheimer's is tough. I listen to them. And I tell them I'm grateful for their hard work.”

How You Can Help -- Review:

- Help consumers understand you.
- Post signs.
- Keep consumers safe.
- Help consumers with daily tasks.
- Help consumers get to a toilet in time.
- Give praise.
- Help consumers who wander.
- Pull back.
- Support the family.

Handout 8.4-a—Alzheimer's Disease

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Observe, Record, Report

Tell your supervisor right away if a consumer:

- Acts more confused
- Has more trouble with daily tasks
- Wanders more
- Will **not** take their medicine

Handout 8.4-b—Arthritis

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What Is Arthritis?

Arthritis is a group of about 100 different diseases. The diseases can hurt the joints, cartilage, and connective tissues. They can cause pain and trouble moving. Arthritis is the top cause of disability in the United States.

There are 2 types of arthritis:

- **Osteoarthritis** happens when joints that hold weight get worse.
- **Rheumatoid arthritis** happens when joints swell. It can affect muscles, too. It can also affect organs, such as the heart, lungs, and eyes.

Signs of Arthritis

A consumer may:

- Feel tired all the time
- Get stiff or have trouble moving after being still
- Have swollen, sore, or painful joints all the time

A consumer may have trouble:

- Doing daily tasks
- Moving their joints
- Sleeping

Handout 8.4-b—Arthritis

Page 2 of 3

How You Can Help

You can help consumers with arthritis. Read what these workers do.

Lou's tip – Help consumers with daily tasks.

“People with arthritis often need extra time to do things like brush their teeth. Some have assistive devices. I ask them to do as much as they can. Then I give them as much help as they need.”

Joe's tip – Help consumers move their joints.

“Arthritis makes it hard to move joints. Exercise helps keep them working.”

Barb's tip – Keep consumers safe.

“It can be hard for people with arthritis to get around. I keep the floor picked up so they won't trip.”

Kevin's tip – Move consumers gently.

“Moving can be painful for people with arthritis. So when I need to move them, I use a gentle touch.”

Sue's tip – Use hot and cold pads.

“Heat and cold can make joints feel better. I try hot and cold pads if my supervisor says it's OK.”

Mark's tip – Help consumers feel better.

“Living with arthritis is hard. I listen to people and show them I care.”

Handout 8.4-b—Arthritis

Page 3 of 3

How You Can Help -- Review:

- Help consumers with daily tasks.
- Help consumers take medicine.
- Help consumers move their joints.
- Keep consumers safe.
- Move consumers gently.
- Use hot and cold pads.
- Help consumers feel better.

Observe, Record, Report

Tell your supervisor right away if a consumer:

- Has hurt skin
- Has more pain and trouble moving
- Has swollen or red joints
- Seems very worried or sad
- Shows signs of germs in their body

Handout 8.4-c—Cancer

Page 1 of 4

What Is Cancer?

Cancer happens when cells grow and spread out of control. This stops parts of the body from doing their jobs. Cancer can start in almost any body part. Cancer cells may spread to other parts of the body and may cause death.

Signs of Cancer

Signs of cancer depend on what part of the body is affected, and what happens when that body part stops working. They also depend on how far along the cancer is.

Cancer Treatment

There are 2 main types of cancer treatment:

- **Radiation** uses X-rays to kill cancer cells.
- **Chemotherapy** uses strong chemicals to kill cancer cells.

These treatments can kill healthy cells too. This causes side effects.

Handout 8.4-c—Cancer

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Side Effects of Cancer Treatment

A consumer may:

- Be in pain
- Eat too little
- Feel sick to their stomach, or throw up
- Feel very tired
- Lose their hair

A consumer may have:

- Cuts in their mouth, or bleeding gums
- Hard stools
- Sore skin where they get radiation
- Trouble tasting and smelling

Handout 8.4-c—Cancer

Page 3 of 4

How You Can Help

You can help consumers with cancer. Different people need different kinds of help. Read what these workers do.

Lou's tip – Support consumers.

“Some people with cancer are too tired to talk. I just let them know I'm there for them. If it's okay with them, I hold their hand or put my arm around them.”

Jen's tip – Listen to consumers.

“I ask people to tell me how I can help them or when they want to rest.”

Joe's tip – Keep track of pain.

“I ask people how much pain they feel. I write it down.”

Barb's tip – Keep germs from spreading.

“People who get cancer treatment can get sick easily. I urge them to wash their hands often. And I try to keep sick visitors away.”

Kevin's tip – Be gentle with gums.

“Cancer treatment makes gums sore. So I use a light touch when I brush people's teeth.”

Sue's tip – Leave colored lines.

“People who get radiation may have colored lines on their skin. I avoid washing these off.”

Mark's tip – Help consumers eat and drink.

“Cancer treatment can make a person queasy. So I make sure to follow the consumer's diet plan, and give small amounts.”

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Handout 8.4-c—Cancer

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How You Can Help -- Review:

- Support consumers.
- Listen to consumers.
- Keep track of pain.
- Keep germs from spreading.
- Be gentle with gums.
- Leave colored lines.
- Help consumers eat and drink.

Observe, Record, Report

Tell your supervisor right away if a consumer:

- Has cuts or bruises
- Has hard or loose stools
- Has trouble swallowing, eating, or drinking
- Is in pain, and their medicine does not stop it
- Shows signs of germs in their mouth

Handout 8.4-d—Understanding Diabetes

Page 1 of 4

What Is Diabetes?

Diabetes happens when the pancreas doesn't make enough insulin. Insulin is a hormone that helps the body use sugar in the blood. If blood sugar gets too low, a consumer can pass out and have seizures. This is very dangerous.

People with diabetes are more likely to:

- Get sick from germs
- Get sores on their legs and feet
- Go blind

People with diabetes are more likely to have:

- A heart attack or stroke
- Hurt nerves in their hands and feet
- Sick kidneys
- Trouble healing

People with type 1 diabetes take insulin shots every day.

People with type 2 diabetes eat certain foods and take medicine by mouth.

Handout 8.4-d—Understanding Diabetes

Page 2 of 4

Signs of Diabetes

A consumer may:

1. Be very tired or thirsty
2. Breathe fast
3. Feel sick to their stomach, or throw up
4. Not want to eat

A consumer may have:

5. Breath that smells like fruit
6. Diarrhea
7. Sores on their skin

Signs of Low Blood Sugar

A consumer may:

- Act confused or grumpy
- Feel very hungry or weak
- Have a headache
- Have trouble talking, walking, or seeing
- Shake
- Skip heartbeats
- Sweat a lot

Act Fast!

If a consumer with diabetes has signs of low blood sugar, act right away! Here's what to do:

- If the consumer can swallow, give them 4 ounces of orange juice. Then tell your supervisor.
- If the consumer can **not** swallow, call 9-1-1 right away. Do what they say. Then tell your supervisor.

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Handout 8.4-d—Understanding Diabetes

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How You Can Help

You can help consumers with diabetes. Read what these workers do.

Lou's tip – Keep consumers safe.

“People with diabetes may have trouble feeling things with their hands and feet. That means it's easy for them to get burned, or hurt in other ways. I try to keep them safe.”

Jen's tip – Help consumers protect their feet.

“Lots of diabetics have foot problems. So I make sure they wear shoes or slippers with hard soles to protect their feet. I also look for any changes in their feet or ankles.”

Joe's tip – Watch out for germs.

“People with diabetes don't fight off germs well. So I keep an eye on their health and make sure cuts heal well. I report any problems.”

Barb's tip – Help consumers eat right.

“Diabetics need to follow a special diet. I help them stay on track. If they don't, I tell my supervisor.”

Kevin's tip – Help consumers check their blood sugar.

“I help people test their blood sugar. I also help them take any medicines they need.”

Handout 8.4-d—Understanding Diabetes

Page 4 of 4

How You Can Help -- Review:

- Keep consumers safe.
- Help consumers protect their feet.
- Watch out for germs.
- Help consumers eat right.
- Help consumers check their blood sugar.

Observe, Record, Report

Paying attention to a consumer with diabetes can save their life! If you see signs of low blood sugar (above), it's an EMERGENCY – act fast! Otherwise, watch for the following signs and report to your supervisor.

- Changes in blood sugar readings
- Nausea and throwing up
- Being very thirsty
- Breath smells like fruit
- Breathing fast
- Being confused
- Being extremely tired
- Diarrhea
- Not being hungry
- Sores on skin
- Foot problems – rashes, sores, open skin
- Signs of infection

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Handout 8.4-e—Understanding Heart Disease

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What Is Heart Disease?

Heart is when the heart muscle has trouble pumping blood to all parts of the body. Heart disease is also called **cardiovascular disease**. It is the leading cause of death in the U.S.

Types of heart disease include:

- **Congestive heart failure** is when the heart muscle gets weaker and weaker and can't pump blood to all parts of the body as well as it should.
- **Coronary artery disease**, or **CAD** for short. This happens when the blood vessels get harder and more narrow. The heart has to work harder to get the blood through the vessels.

Signs of Heart Disease

A consumer may:

- Cough because of fluid in their lungs
- Feel pain or pressure in their chest
- Feel very tired or worried
- Have puffy feet and ankles
- Have trouble breathing, even when they don't move

Handout 8.4-e—Understanding Heart Disease

Page 2 of 3

How You Can Help

You can help consumers with heart disease. Read what these workers do.

Lou's tip – Help consumers eat right.

“I help people follow a diet plan that's healthy for their heart.”

Jen's tip – Help consumers use assistive devices for ADL's.

“I help people do things like eat and take a shower. I ask them to do as much as they can. Using assistive devices makes it easier for them and they don't get as tired.”

Joe's tip – Help consumers get moving.

“Exercise is good for the heart. So I ask people to do what they can. Of course, I check with their doctor first.”

Barb's tip – Help consumers rest.

“People with heart disease should take it easy. So I ask them to go slow and take breaks.”

Kevin's tip – Help consumers change position slowly.

“If someone is lying down, I help them sit up slowly. If someone is sitting down, I help them stand up slowly.”

Sue's tip – Help consumers put up their feet.

“I help people put their legs and feet up when they sit. It makes it easier for the blood to flow back to the heart.”

Mark's tip – Help consumers keep their head up.

“If someone is lying down, I prop up their head with pillows. This makes it easier to breathe.”

Handout 8.4-e—Understanding Heart Disease

Page 3 of 3

How You Can Help -- Review:

- Help consumers eat right.
- Help consumers with daily tasks.
- Help consumers get moving.
- Help consumers rest.
- Help consumers change position slowly.
- Help consumers put up their feet.
- Help consumers keep their head up.

Observe, Record, Report

Tell your supervisor right away if a consumer:

- Coughs up blood
- Feels weak
- Gains weight
- Takes short, fast breaths
- Has a fast heartbeat
- Has little urine
- Sweats a lot
- Has blue lips, skin, or fingers (under the nails)

Handout 8.4-f—Lung Disease

Page 1 of 3

What Is Lung Disease?

Lung disease makes it hard to get air into or out of the lungs. Lung disease is also called **Chronic Obstructive Pulmonary Disease**, or **COPD** for short. Chronic means it does not go away.

Types of lung disease include:

- Asthma
- Chronic bronchitis
- Emphysema

Signs of Lung Disease

A consumer may:

- Breathe through their mouth
- Have trouble breathing
- Make a whistling sound when they breathe

Handout 8.4-f—Lung Disease

Page 2 of 3

How You Can Help

You can help consumers with lung disease. Read what these workers do.

Lou's tip – Follow safety rules for germs.

“If someone coughs up fluid or mucus, I follow infection control safety rules. That way, germs won't spread.”

Jen's tip – Help consumers with daily tasks.

“I help people do things like wash their hands. I ask them to do as much as they can.”

Joe's tip – Be calm and positive.

“I use a calm voice. And I tell people they're doing great. This helps them feel better and more confident.”

Barb's tip – Help consumers rest.

“People who have trouble breathing need to rest. So I ask them to go slow and take breaks.”

Kevin's tip – Help consumers breathe and cough right.

“The respiratory therapist taught my consumer how to breathe and cough better. I learned, too, and I remind her how to do it.”

Handout 8.4-f—Lung Disease

Page 3 of 3

How You Can Help -- Review:

- Follow safety rules for germs.
- Help consumers with daily tasks.
- Be calm and positive.
- Help consumers rest.
- Help consumers breathe and cough right.

Observe, Record, Report

Tell your supervisor right away if a consumer has:

- Bluish skin color
- Changes in how they breathe or cough
- Severe difficulty with ADL's
- Extreme sadness

Handout 8.4-g—Multiple Sclerosis (MS)

Page 1 of 4

What Is Multiple Sclerosis (MS)?

MS causes changes in the brain and spinal cord. These changes make people weak and have trouble moving. MS affects young adults.

Signs of MS

Signs of MS vary from person to person. They also vary from day to day. Sometimes the consumer seems much better. This is called remission. Sometimes the consumer gets worse. This is called exacerbation.

A consumer may:

- Be weak
- Feel very sad
- Have stiff or weak arms or legs

A consumer may have trouble:

- Controlling their bowel or bladder
- Moving, or moving the way they want to
- Walking or seeing

Handout 8.4-g—Multiple Sclerosis (MS)

Page 2 of 4

How You Can Help

You can help consumers with MS. Different people need different kinds of help. Read what these workers do.

Lou's tip – Help consumers take medicine.

“I help people take their medicine. I follow their care plan.”

Jen's tip – Help consumers with daily tasks.

“I help people do things like eat. I ask them to do as much as they can and remind them to use their assistive device.”

Joe's tip – Help consumers rest.

“Getting too tired is bad for people with MS. I build in time for breaks.”

Barb's tip – Keep consumers safe.

“People with MS have trouble getting around. I make sure they have a clear path.”

Kevin's tip – Prevent bedsores.

“Bedsores can happen when skin is pressed too long. So I help people change position often. I offer them pillows to sit on. I rub their skin, to get blood flowing. And I check their skin for sore spots.”

Sue's tip – Help consumers exercise.

“People with MS can get stiff muscles. I help them move as much as they can.”

Handout 8.4-g—Multiple Sclerosis (MS)

Page 3 of 4

Mark's tip – Protect consumers' skin.

“I help people bathe and pat their skin dry. And I make sure they are wearing a clean, dry brief or underwear.”

Laura's tip – Help consumers eat and drink right.

“A good diet and plenty of fluids helps people with MS be as healthy as they can be.”

Ike's tip – Help consumers feel better.

“Having MS is tough. I talk with people about their feelings and tell them I care. I urge them to see a counselor or join a support group.”

How You Can Help -- Review:

- Help consumers take medicine.
- Help consumers with daily tasks.
- Help consumers rest.
- Keep consumers safe.
- Prevent bedsores.
- Help consumers exercise.
- Protect consumers' skin.
- Help consumers eat and drink right.
- Help consumers feel better.

Handout 8.4-g—Multiple Sclerosis (MS)

Page 4 of 4

Observe, Record, Report

Tell your supervisor right away if a consumer:

- Feels or acts differently than usual
- Has hard stools
- Has hurt skin
- Shows signs of a urinary tract infection, or UTI for short
- Shows signs of germs in their body

Handout 8.4-h—Parkinson's Disease

Page 1 of 3

What Is Parkinson's Disease?

Parkinson's disease causes changes in the brain, spinal cord, and nerves. These changes make people feel stiff, move slowly, and shake. It usually starts after age 50 and slowly gets worse. Most people need to live in a nursing home after a while.

Signs of Parkinson's Disease

A consumer may:

- Drool
- Have shaking hands
- Have stiff muscles
- Move, walk, and speak slowly
- Show no feelings with their face

Handout 8.4-h—Parkinson's Disease

Page 2 of 3

How You Can Help

You can help consumers with Parkinson's disease. Read what these workers do.

Lou's tip – Be patient with consumers.

“People with Parkinson's tend to talk really slow. I give them plenty of time. I remind myself – they're not stupid, just sick.”

Jen's tip – Help consumers feel better.

“Having Parkinson's is hard. I listen to people and show them I care.”

Joe's tip – Help consumers with daily tasks.

“I help people do things like eat and take a shower. I help them use their assistive devices to do as much as they can.”

Barb's tip – Offer plenty of fluids.

“Fluids are good for people with Parkinson's. So I ask them often if they want a drink.”

Kevin's tip – Offer foods that are easy to eat.

“Eating can be hard for people with Parkinson's. So I offer them foods that are easy to get into their mouth without spills.”

Sue's tip – Keep consumers safe.

“People with Parkinson's have trouble getting around. I make sure they have a clear path.”

Handout 8.4-h—Parkinson's Disease

Page 3 of 3

How You Can Help -- Review:

- Be patient with consumers.
- Help consumers feel better.
- Help consumers with daily tasks.
- Offer plenty of fluids.
- Offer foods that are easy to eat.
- Keep consumers safe.

Observe, Record, Report

Tell your supervisor right away if a consumer:

- Has trouble getting around, eating, or getting rid of waste
- Loses weight
- Seems very sad, worried, or cut off from other people
- Shows signs of germs in their body

Handout 8.4-i—Stroke (CVA)

Page 1 of 4

What Is a Stroke?

A stroke happens when not enough blood gets to the brain. It is also called a **cerebral-vascular accident**, or **CVA** for short.

Signs of Stroke

You may be with someone when a stroke happens. If you know the signs, you can get help quickly and maybe the damage to the brain will be less.

A consumer may have:

- Severe headache
- A tingly feeling in some parts of the body
- Drooping eyelid, mouth, or face muscles
- Trouble seeing

A consumer may have trouble:

- Seeing out of one or both eyes
- Gripping things with one or both hands
- Moving one side of the body
- Moving their arms, fingers, legs, or toes
- Talking, or understanding other people when they talk
- Understanding what's going on

Act Fast!

If a consumer shows signs of a stroke, call 9-1-1 right away. The faster you act, the less their brain will be hurt.

Handout 8.4-i—Stroke (CVA)

Providing Personal Care Services to Elders and People with Disabilities:

A Model Curriculum for Direct-Care Workers
PHI 2008 – CA PHCAST Revisions 2011

How You Can Help

You can help consumers who have already had a stroke. Read what these workers do.

Lou's tip – Keep consumers safe.

“After a stroke, folks trip easily. So I make sure they have a clear path to wherever they’re walking.”

Jen's tip – Help consumers relax.

“Having a stroke upsets people. I use a calm voice to help them relax. If they have trouble talking, I ask only 'yes' or 'no' questions.”

Joe's tip – Help consumers with daily tasks.

“After a stroke, people need help doing things like cooking and dressing. Some have assistive devices. I give them as much help as they need, but I ask them to do as much as they can.”

Barb's tip – Don't grab consumers.

“Strokes can damage an arm or leg. When I move people, I make sure not to pull on that part.”

Kevin's tip – Be aware of sight problems.

“Some people have trouble seeing after a stroke. So I make sure they can see me when I'm talking with them.”

Sue's tip – Help consumers eat.

“After a stroke, people can have trouble chewing and swallowing. I feed them from the side that works the best. And I make sure they swallow all their food.”

Handout 8.4-i—Stroke (CVA)

Page 3 of 4

Mark's tip – Prevent bedsores.

“Bedsore can happen when skin is pressed too long. So I help people change position often. I offer them pillows to sit on. I rub their skin, to get blood flowing. And I check their skin for sore spots.”

Laura's tip – Help consumers rest.

“After a stroke, people need to rest often. So I build in time for breaks.”

How You Can Help -- Review:

- Keep consumers safe.
- Help consumers relax.
- Help consumers with daily tasks.
- Don't grab consumers.
- Be aware of sight problems.
- Help consumers eat.
- Prevent bedsores.
- Help consumers rest.

Handout 8.4-i—Stroke (CVA)

Page 4 of 4

Observe, Record, Report

Someone who has had a stroke may not be able to tell you how they are feeling. So watch carefully and report these changes.

Tell your supervisor right away if a consumer:

- Can **not** control their bowel or bladder
- Coughs or chokes when they chew or swallow
- Has hard stools
- Has skin changes
- Is sad or in pain
- Shows signs of germs in their body (infection)

INSTRUCTOR GUIDES

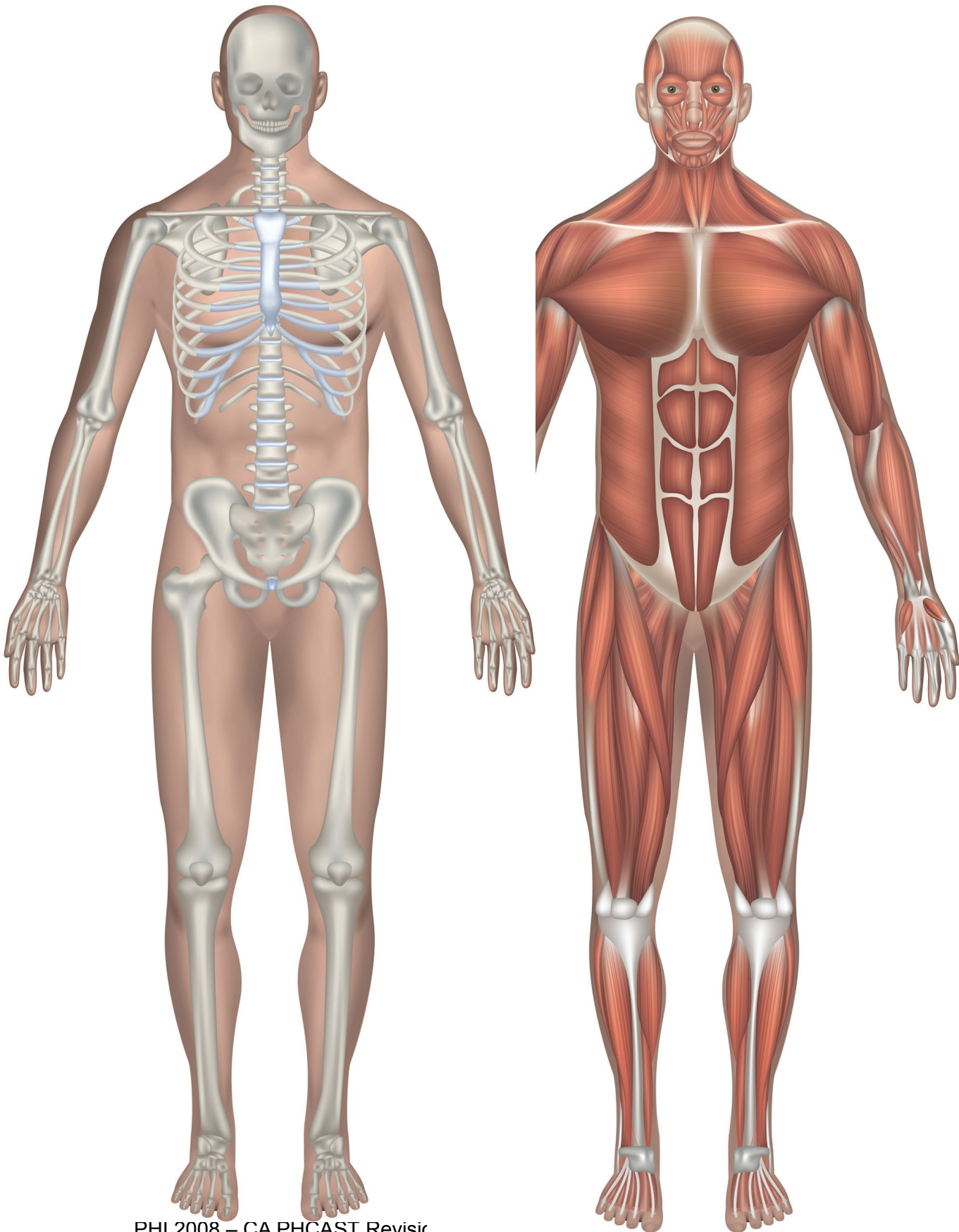
Module 8

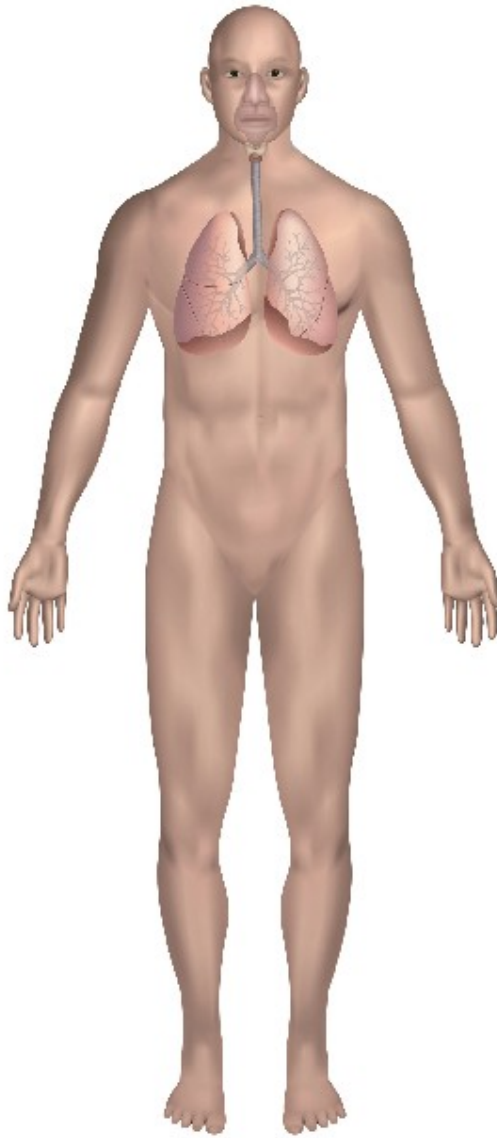
Body System Images (without labels)

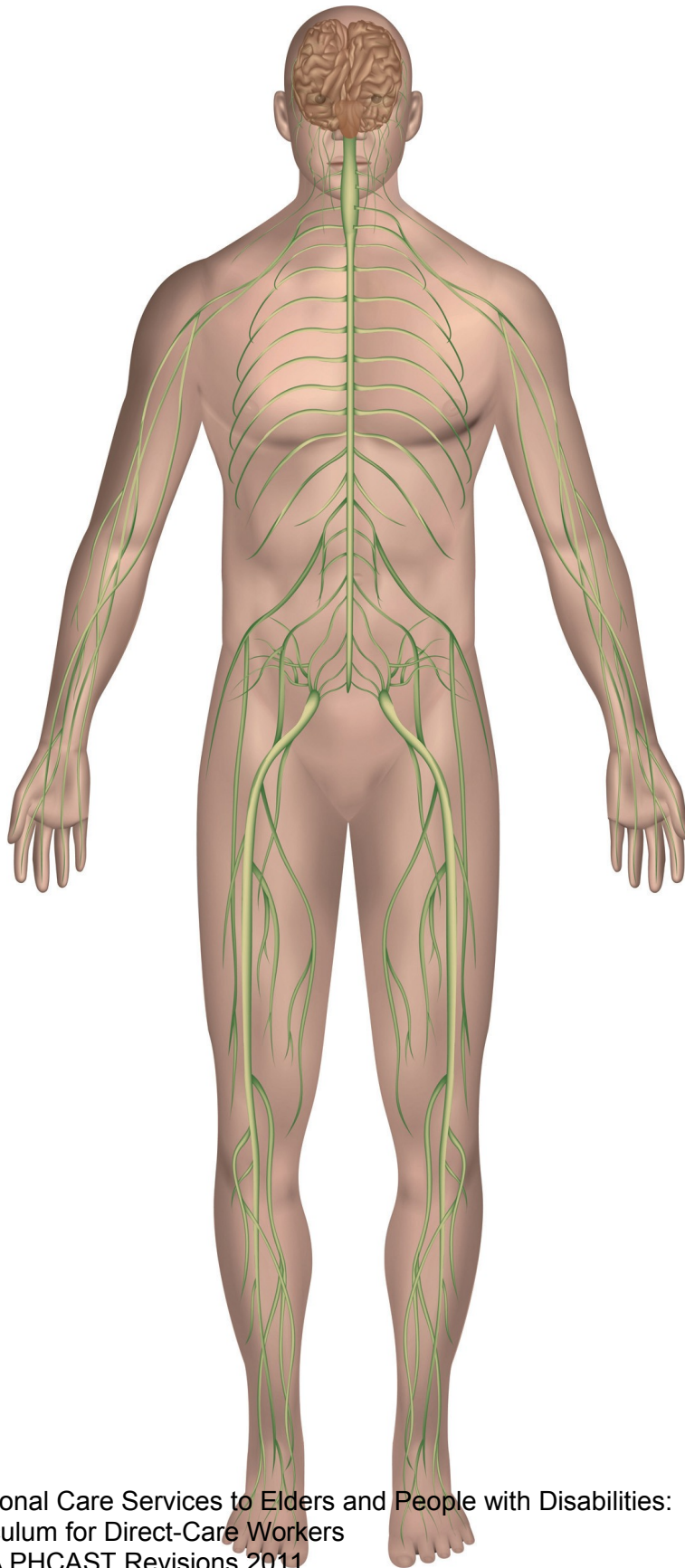
- Skeletomuscular (p. 2)
- Respiratory (p. 3)
- Nervous (p. 4)
- Circulatory (p. 5)
- Digestive (p. 6)
- Integumentary [Skin] (p. 7)

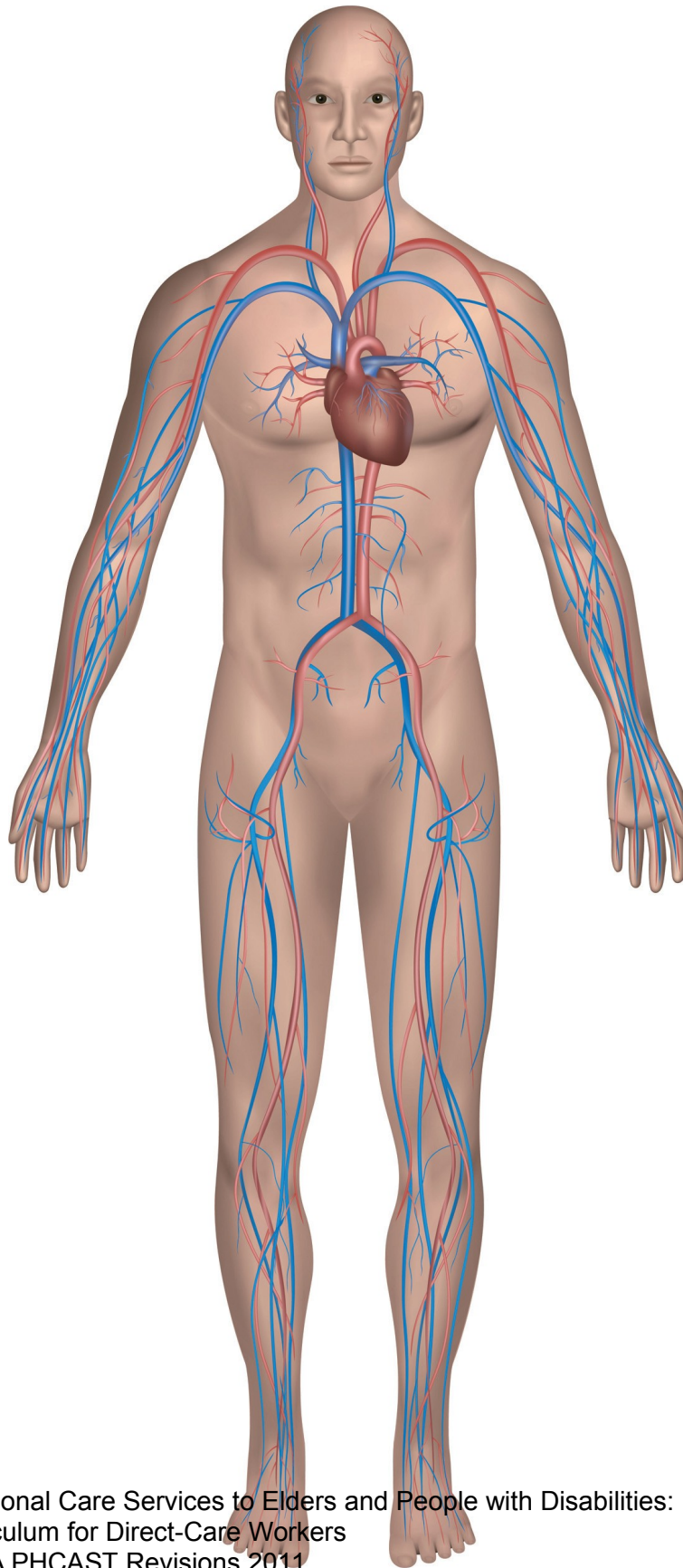
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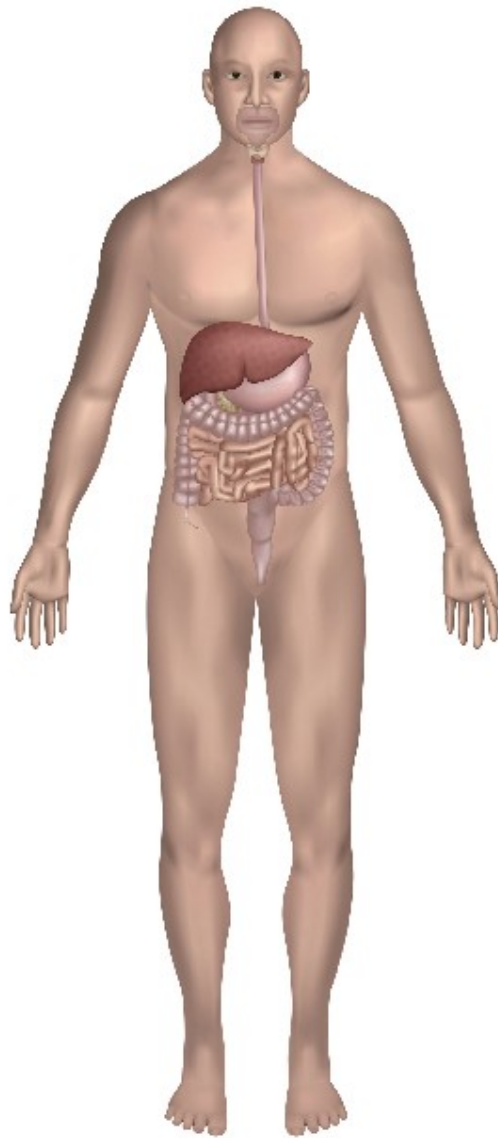
Module 8. Body Systems & Common Diseases
Instructor Guides

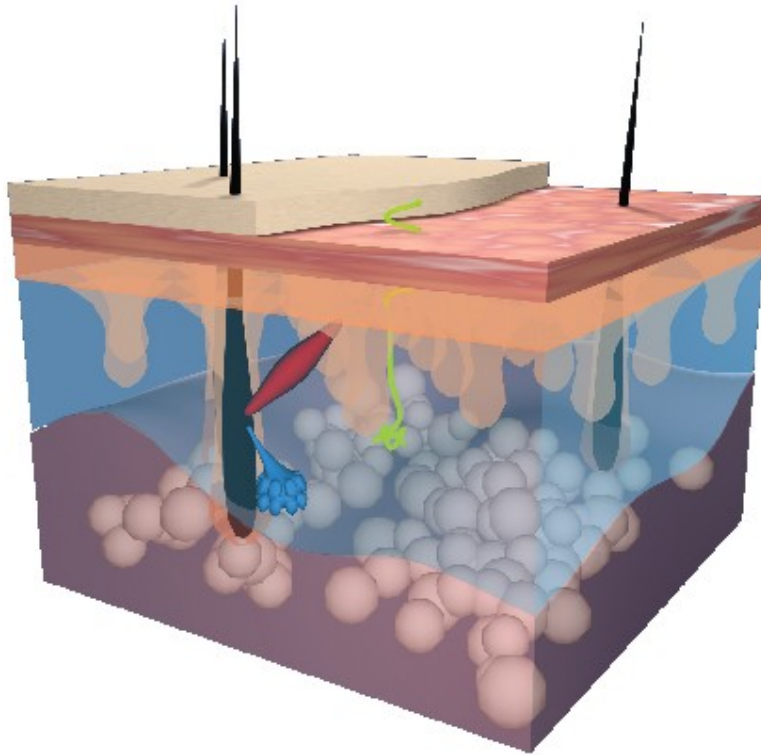












Sample cards for Activity 5.1

For each body system, prepare half-page cards (or full page, if they are very long--e.g. Observe, Record, Report) with the following information, copied from Handouts 5.2a-l:

- What it does
- Main parts
- Common problems
- How you can assist
- Observe, Record, Report

The following pages show an example of how these cards would be prepared, using the circulatory system. Some of the detailed information has been deleted (e.g., main parts). Note that the body system is NOT identified. These cards will be used by participants, working in groups, to identify the key information about their assigned body system.

What it does:

- Pumps blood with food and oxygen around the body
- Takes wastes out of cells
- Brings wastes to the lungs and kidneys

The main parts:

- Red blood cells
- White blood cells
- Platelets
- Plasma

Blood vessels.

- Arteries
- Veins
- Capillaries
- The Heart

COMMON PROBLEMS

A consumer may:

- Feel very weak
- Have a heartbeat that is too fast, too slow, or uneven
- Have clogged arteries
- Have high or low blood pressure

How You Can Assist:

- Help consumers eat and drink right
- Help consumers get moving
- Help consumers rest
- Help consumers wear support hose

OBSERVE, RECORD, REPORT

You may be asked to write down:

- Breaths per minute while the consumer is moving
- Heartbeats per minute while the consumer is moving
- How much fluid consumers drink
- How much fluid consumers urinate

Tell your supervisor if a consumer has:

- A change in skin color, especially around the lips and under the fingernails
- A heartbeat that is too fast, too slow, or uneven
- Hurt skin in the legs
- Swelling of the lower legs