

Module 10. Supporting Consumers at Home

Goal

The goal of this module is twofold:

- To introduce the unique characteristics of person-centered care in the home and the skills and knowledge required to meet consumer needs in this environment.
- To practice communication skills in the context of caring for a consumer who is from a different culture or background than the direct-care worker.

Time

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

Activities	Methods	Time
10.1 Introduction to a Consumer Living at Home	Interactive presentation, pairs work, discussion	40 minutes
10.2 Care of the Home	Interactive presentation, pairs exercise	30 minutes
10.3 General Safety and Emergency Procedures in the Consumer's Home	Large-group exercise, interactive presentation, role play, discussion	1 hour
10.4 Assisting with Self-Administered Medications; Caring for Eyeglasses, Hearing Aids, Prostheses	Interactive presentation, pairs exercise, demonstration, interactive presentation	50 minutes

Supplies

- Flip chart, markers, and tape
- Paper and pencils
- Index cards
- Supplies needed for care of the home—e.g., broom, whisk broom, dustpan, scrub brush, rags, mop, cleanser or soap, baking soda
- Samples of different types of medications, both prescription and over-the-counter
- Samples of personal appliances — glasses, hearing aids, orthotics, prostheses
- Small prizes such as candy, erasers, stars
- Instructor's Guide: "Mrs. Carmen Garcia"

Handouts

- Handout 10.1 Understanding Mrs. Carmen Garcia
- Handout 10.2 Sample Care Plan for Mrs. Garcia, Home Care
- Handout 10.3 Tips for Care of the Home
- Handout 10.4 Tips for Cleaning Each Room
- Handout 10.5 What Is Not Safe Here?
- Handout 10.6 Keeping Mrs. Garcia's Home Safe
- Handout 10.7 Safety Checklist for Fires
- Handout 10.8 What to Do in an Emergency
- Handout 10.9 Eight Kinds of Medicines
- Handout 10.10 Assisting Mrs. Garcia to Take Her Medicines
- Handout 10.11 Two Ways to Remember
- Handout 10.12 Reading Prescription Labels
- Handout 10.13 Reading Prescription Labels – Shortcuts
- Handout 10.14 Reading Labels on Over-the-Counter Medicines
- Handout 10.15 Assisting Consumers with Taking Medicines – DOs and DON'Ts
- Handout 10.16 Assisting Consumers with Eyeglasses, Contact Lenses, and Hearing Aids
- Handout 10.17 Assisting a Consumer with an Artificial Body Part

Advance Preparation

Review all training and presentation materials for this module.

Copy all handouts for participants. For Handout 10.2, "Sample Care Plan for Mrs. Garcia, Home Care," prior to copying, check off the boxes that apply to Mrs. Garcia (house cleaning and assisting with medications).

Gather all necessary supplies and equipment.

Activity 10.1: Introduction to a Consumer Living at Home

Prepare flip chart page with the Module 9 “Learning Agenda” as shown in step 2.

Prepare a flip chart page for “Observe, Record, and Report” as shown in step 10.

Activity 10.2 Care of the Home

Gather cleaning equipment and supplies, to be displayed at the front of the room.

Prepare flip chart pages for the interactive presentation as shown in steps 1-7.

Prepare four flip chart pages with 2 headings each from Handout 10.4, “Tips for Cleaning Each Room” as shown in step 8.

Write each bullet item from Handout 10.4 on an index card.

Activity 10.4: Assisting with Self-Administered Medications; Caring for Eyeglasses...

Prepare a flip chart page (or an overhead transparency) for step 6 with the prescription label shown in Handout 10.11.

Prepare a flip chart page for “Prescription Abbreviations” from Handout 10.12 (see step 7).

Gather samples of various types of medications (empty) to pass around the classroom.

Prepare for the demonstration by filling an empty liquid medication bottle (e.g., cough syrup) with water, and getting a calibrated medication cup.

Print “DOs” and “DON’Ts” (from Handout 10.14) on half-sheets of 8 ½ x 11 colored (pale) construction paper or on large index cards (one item per sheet or card). Laminate, if possible, so they can be reused in multiple workshops.

Display samples of hearing aids, prostheses (if available), and contact lens equipment.

ACTIVITY 10.1 Introduction to a Consumer Living at Home

40

minutes

Learning Outcomes

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

- Demonstrate the use of listening skills to learn about a new consumer.
- Identify differences and similarities with a consumer with a different background.
- Describe some of the unique aspects of working in the consumer's home.
- Explain how to use the care plan in home care.
- Identify what to observe, record, and report for this consumer.

Key Content

- ❖ Direct-care workers provide care and support to people with diverse backgrounds. The care and support provided must transcend any kind of barriers that exist because of cultural or other differences between a worker and a consumer. This module gives participants a chance to apply what they learned from Module 7, *Respecting Differences*, to a specific consumer.
- ❖ When assisting consumers who live at home, the direct-care worker is supporting the consumer to live independently. The worker may be involved in a variety of assistance tasks – from housekeeping to meal preparation to general safety and emergency preparedness. Regardless of the task, it is important for the worker to encourage consumers to do as much as possible on their own. It is also important to use communication skills to assess how a consumer wants to be assisted.
- ❖ When the consumer receives care through an agency, the care plan is developed by a nurse (or other agency staff) with the consumer. This is the main tool of communicating to the direct-care worker what he or she is expected to do to assist the consumer. Thus, it is the first thing that a worker looks for when he or she comes into the home.
- ❖ The care plan also guides the worker to focus on particular areas to observe, record, and report (ORR). In addition, the general rule for ORR applies to home care – to become familiar with what is normal for the consumer, and then to observe, record, and report any changes from normal.

Activity Steps

Interactive presentation (10 minutes)

1. Explain that this curriculum uses stories (or profiles) about fictional consumers to illustrate the needs of consumers in different long-term care settings. Each is told from the consumer's own perspective, to help participants to better understand the person and their situation and needs. The goal of using these stories is to help participants apply their learning to "real" people and learn important communication skills that will help them build relationships. Explain that this module will introduce participants to the first consumer, Mrs. Carmen Garcia, who speaks Spanish and just a little English and lives at home.

⇒ Teaching Tip

"Carmen Garcia" is from the Dominican Republic, living in Philadelphia. If this background is not very different from that of most of the participants, or if particular details do not make sense for the area where you are training, create a different profile that will present more cultural differences or be more appropriate.

2. Post the flip chart page with the topics to be covered in Module 9, which focuses on Carmen Garcia. Note that this module will give participants a chance to apply what they learned in Module 7, "Respecting Differences," as well as other knowledge, attitudes, and skills already covered in this training. Note that some of what they learn in this module will be applied in other work settings as well.



LEARNING AGENDA: **MODULE 9**

- Respecting differences
- Care of the home
- General safety and emergency procedures
- Assisting consumers to take their own medicines
- Assisting consumers to care for glasses, hearing aids, and other devices.

3. Explain that you are going to read aloud Mrs. Carmen Garcia's story. Tell them this is a good chance to practice their listening skills. Ask them to imagine, while they are listening, that they are meeting Mrs. Garcia for the first time — picturing the look on her face and tone of her voice and the environment in which she lives. After that, participants will be talking with each other about working with someone from a different culture — i.e., Carmen Garcia — and working in her home.
4. Read *Instructor's Guide*: "Mrs. Carmen Garcia" out loud to participants.

⇒ **Teaching Tip**

Do not distribute the *Instructor's Guide* for "Mrs. Carmen Garcia." It is more realistic for participants to *hear* a consumer's story than to read it. Also, they will be developing their listening skills, to be better able to learn what they need to know from listening to consumers.

Pairs work (10 minutes)

5. Ask participants to form pairs. Distribute Handout 10.1, "Understanding Mrs. Carmen Garcia" and ask each pair to answer the questions on the handout. One of them can make notes on their handout, so they can share their answers in the large group afterwards. Ask them to be brief because they have only 10 minutes. Participants already discussed their cultural backgrounds in Module 7, "Respecting Differences," so they should focus here on the specific differences and similarities with Carmen's culture.

⇒ **Teaching Tip**

Give a "time-check" after five minutes, so they make sure they get through all five questions.

Discussion (15 minutes)

6. Ask each group to share their answers for the first question, not repeating but building on what has already been stated by a previous group. Write their responses on a flip chart page.



WHAT DO YOU REMEMBER ABOUT
MRS. CARMEN GARCIA?

7. Ask participants to share their answers for Questions 2-5, but do not record on flip chart pages. Instead, allow for brief discussion of Questions 4 and 5, focusing on concrete strategies for coping with differences between the consumer and the worker, including language.

Interactive presentation (5 minutes)

8. Note that, as a home care consumer, Carmen will have a care plan that the direct-care worker must follow. Distribute Handout 10.2, “Sample Care Plan for Carmen Garcia, Home Care,” and ask participants to identify what tasks they are expected to carry out with Carmen.
9. Remind participants that the care plan specifies *what* they are supposed to do. The principle of person-directed care means that, as much as possible, we respect the consumer’s preferences in *how* their care is provided.
10. Post the prepared flip chart page – Observe, Record, and Report (ORR). Ask participants:

From what you know so far, what would you need to observe, record, and report for Mrs. Garcia?

Note their answers on the flip chart page. Explain that, every so often throughout the activities, you will stop and ask participants what they need to observe, record, and/or report, based on what they have learned so far. Their ideas will be listed on the flip chart page, as reminders throughout the training. Remind them of the basic principle of ORR – that they should become familiar with what is normal for Mrs. Garcia, and observe, record, and report changes from normal.



OBSERVE, RECORD, REPORT

11. Thank participants for their listening and sharing. Ask them to keep Carmen and her needs in mind as they learn about the aspects of home care that are involved in her care plan.

ACTIVITY 10.2 Care of the Home

30 minutes

Learning Outcomes

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

- List reasons why a clean, orderly home is beneficial to home care consumers.
- Describe three ways in which housekeeping in home care differs from the housekeeping you do in your own home.

Key Content

- ❖ Helping consumers to take care of the home encourages self-sufficiency and independence for consumers. By helping the consumer and family to maintain a safe and healthy home environment, the worker enables the consumer to live at home longer.
- ❖ A clean and orderly home helps to prevent infection and avoid accidents. It also provides a more comfortable and pleasant home environment for consumers.
- ❖ Housekeeping in the consumer's home is different from housekeeping in one's own home. The direct-care worker needs to respect the consumer's way of living and arranging personal belongings.
- ❖ Good body mechanics and time management are important in care of the home, as well as in personal care.

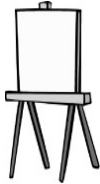
Activity Steps

Interactive presentation (20 minutes)

1. Explain that, as with any other service you provide for consumers in home care, the direct-care worker's role in housekeeping is to help the consumer and family to take care of their own home as much as possible. Ask participants:

Why is housekeeping an important part of home care?

After a brief discussion, post the prepared flip chart page and summarize. Note that these reasons apply to elder consumers, as well as younger consumers with physical disabilities, as well as people of any age coming home after being in the hospital. (Inform participants that they will be getting handouts with this information, so you would like them to listen and participate in the discussion.)



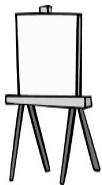
WHY IS HOUSEKEEPING
IMPORTANT IN HOME CARE?

- Supports the consumer's independence, so they can stay in the home longer (or return sooner after an illness)
- Makes the home environment safer and healthier for consumers

2. Ask participants the following questions.

- *Why is it important to keep the home clean and orderly (neat)?*
- *How does cleaning in your home differ from cleaning in a consumer's home?*

After some discussion, post and review the flip chart page for each question, as a way of summarizing the discussion.



Why is a clean and neat home
important?

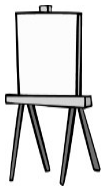
- Control bacteria
- Control insects and other pests
- Contribute to orderly living
- Reduce accidents
- Lift the spirit
- Make people more comfortable and relaxed

How is cleaning a consumer's
home different from cleaning
your own home?

- Different ideas about what "clean" is
- Consumers may resent someone else doing their "jobs"
- Different cleaning supplies and equipment
- Different routines
- Different idea of where things "belong"
- Consumer may have allergies to some cleaning products

3. Ask participants: *Where do you start cleaning in a client's home?*
[Response: Where the client spends most of his/her time.]
4. Ask participants: *Why is proper body mechanics important in housekeeping?*
[Response: Using proper body mechanics saves energy and avoids injury in housekeeping, as well as in personal care. This is especially important when lifting or moving objects.]
5. Note that fitting housekeeping into the other tasks a worker needs to do with a consumer can be challenging. Time management involves planning one's time and organizing jobs. Ask participants:
 - *How do you save time when doing your own housekeeping?*

After a few responses, post and review the flip chart pages on "Time Management."



GUIDELINES FOR TIME MANAGEMENT

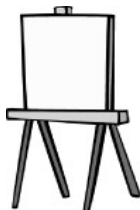
- Follow the care plan
- Have the consumer help you whenever possible
- Remember your time for housekeeping is limited.

TIPS FOR TIME MANAGEMENT

- Make a plan
- Break a large job into smaller tasks
- Keep end-time in view and revise plan as needed
- Do two things at once
- Combine tasks that can be handled in the same place

6. Point out the supplies and equipment you have gathered in the room. Ask participants:
 - *How would you use these in the consumer's home?*[This may seem obvious, but may generate some interest when you get to the baking soda.]

7. Post and review the flip chart page on “Tips when using electrical equipment.”



WHEN USING ELECTRICAL EQUIPMENT:

- Don't put in water!
- Don't plug too many things into one outlet!
- Keep equipment clean and dry
- Unplug before cleaning
- Never poke with metal objects
- Never use an appliance with a frayed cord
- Never use near the sink or bathtub

Pairs exercise (10 minutes)



8. Post the four prepared flip chart pages with headings, “In the kitchen,” etc., from Handout 10.4, “Tips for Cleaning Each Room.” Make sure tape is near each sheet.

<u>In the Kitchen</u>	<u>In the Living Room</u>	<u>When Washing Floors</u>	<u>In the Laundry</u>
<u>In the Bathroom</u>	<u>In the Bedroom</u>	<u>In the Bathroom</u>	<u>To keep pests under control</u>

Ask participants to form pairs (or groups of three, if you have 15 or more participants). Point to the different flip chart pages around the room, and read the headings. Explain that each one is a part of the house or a task that is involved in caring for the consumer's home. Explain that they will get housekeeping tips on cards, and their task is to decide which area of the house or which task their tip fits best. Once they decide that, they will go and tape the card to that flip chart page.

10. Distribute the index cards with the “tips,” at least two cards to each pair or group (see **Advance Preparation**). Note that some tips could apply to more than one room or task—participants should just choose the area of the house where it is most useful and post it there.
11. After participants have placed all their cards, review the tips on each of the flip chart pages, discussing and moving cards as necessary.

⇒ **Teaching Tip**

Since some of the tips do apply to more than one area, they do not have to be posted exactly as shown in the handout. If participants have put the card with a different area than is shown on the handout, but it still applies to that area, just note the other area where it could also apply.

12. Wrap up by asking:

Did you learn anything new in this discussion about care of the home?

What is one way you can use what we discussed?

What would you add to the ORR flip chart page?

Distribute Handout 10.3, “Tips for Care of the Home” and Handout 10.4, “Tips for Cleaning Each Room.”

ACTIVITY 10.3 General Safety and Emergency Procedures in the Consumer's Home

60 minutes

Learning Outcomes

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

- Observe and document key information about safety in the home environment.
- Describe procedures for fire and medical emergencies.

Key Content

- ❖ As adults, participants have already learned a lot about safety in the home — and they do not need to look far to find additional warnings about what to do or not do (e.g., plastic wraps, hair dryers, heavy equipment). In the next activities, participants will review what they already know and will learn some new information and “how-to’s” about common equipment found in health care.
- ❖ The question, “Is it safe?” should constantly be in the minds of workers assisting the consumer. Safety extends to the consumer, family members, and the worker.
- ❖ Using a safety checklist can help create a safer work and living environment. It is essential that workers discuss any risks they observe with consumers *before* making any changes. Direct-care workers may wish to share the safety checklist with consumers early on.
- ❖ Direct-care workers may find themselves in situations that will require them to be knowledgeable and responsible during an emergency situation. It is important to know how to help the consumer exit the home safely and how to respond to medical emergencies.

Activity Steps

Large-group exercise¹ (5 minutes)

1. Begin this topic area by distributing, face down, Handout 10.5, “What is NOT Safe Here?” Tell participants to keep it face down until you give them the instructions.

¹ This activity is adapted from “Competence with Compassion: Universal Core Curriculum – Entry-Level Training for Direct-Care Workers in Long-Term Care.” Better Jobs Better Care – PA, A Division of the Center for Advocacy for the Rights and Interests of the Elderly (CARIE). Philadelphia, PA, March 2007.

2. Give instructions:

On the other side of the paper is a picture of a living room. The first person to find AND write down the six unsafe things in the room wins a prize. Once you have finished, hold your paper in the air and shout “safe!”

3. Once participants are clear about the instructions, ask them to begin by flipping the paper over. Once you have a winner(s), give the rest a few seconds to finish up.
4. Ask the first person who shouted “safe” to share what she or he wrote. Award a prize if all the answers are correct. (Answers: Cord under the rug, rug is loose, candle near the curtain, someone could trip on the lamp cord, popcorn could bring unwanted “visitors,” and someone could trip on the shoes.)

Large-group exercise: Brainstorm (10 minutes)

5. Next, ask participants to brainstorm all the various types of accidents that can occur in any home. Write their responses on flip chart paper. [Some examples include: falls, slips, choking, cuts, burns, electrocution, poisonings.]



TYPES OF ACCIDENTS

6. Then ask:

- *What could the direct-care worker do to minimize or eliminate risk of each of these types of accidents in the home?*

Affirm all appropriate responses.

Interactive presentation (15 minutes)

7. Distribute and review Handout 10.6, “Keeping Mrs. Garcia’s Home Safe.” Explain that this checklist will help create a safer work and living environment. It is essential that the worker

discuss any risks she or he observes with the consumer *before* making any changes. Direct-care workers may wish to share this checklist with consumers early on. Note that this list is only a guide and all things on it may not be applicable to a particular consumer's home.

⇒ **Teaching Tip**

If time permits, review the list by doing a go-round, asking for each item, "What type of accident could this prevent?"

8. Reinforce with the participants that the question, "Is it safe?" should constantly be in the minds of workers assisting the consumer. Safety extends to the consumer, family members, and the worker. However, the consumer will arrange various household items or furniture according to his or her needs and it is important for the direct-care worker to honor the consumer's decision about where things go, discussing safety concerns if they arise.

Role play and discussion (10 minutes)

9. Ask for a volunteer to help in a role play. Ask participants to imagine that the room in "What's Unsafe about this Room?" is in Carmen's house. Ask the volunteer to play the role of the direct-care worker, while you play the role of Carmen. The direct-care worker has identified some safety problems from using the checklist and is trying to explain to Carmen why they need to make some changes in the room arrangement. (Example: Carmen's favorite chair for reading has a lamp next to it with a cord that runs under the throw rug and is easy to trip over.)
10. In the large group, discuss what the direct-care worker did well—both in terms of using communication skills effectively and in terms of pointing out the relevant risks to Carmen—and what he or she could do better.

Interactive presentation (20 minutes)

11. Ask participants to think about their own homes and what kinds of precautions they take against fire. Write their responses on a flip chart page.

⇒ **Teaching Tip**

Some responses may include:

- Fire extinguisher easy to find
- Fire ladder for upstairs windows
- Smoke detector with working batteries
- Carbon monoxide detector
- Fire Department number by telephone
- Cigarette smoking outside only

12. Emphasize to participants that the same precautions should be employed in a consumer's home. Explain to participants that they should make sure that a consumer's home has a smoke detector and a carbon monoxide detector with working batteries, fire extinguisher, easily identifiable exits, etc. Participants should talk to a consumer who does not follow the above precautions. If a consumer does not want to follow these basic safety measures, the direct-care worker should report this as part of ORR, unless there is an immediate risk involved – in which case they should report to their supervisor. Distribute Handout 10.7, "Safety Checklist for Fires."
13. Ask participants what they would do first if they smelled smoke or saw fire in the consumer's home. After discussing a few responses, distribute Handout 10.8, "What to Do in an Emergency," and review the guidelines for helping a consumer to exit the home.
14. Ask participants: *What would be called a "medical emergency?"*

After a few responses, explain that medical emergencies can result from sudden illness or accidents. Heart attacks, stroke, diabetic emergencies, choking, automobile accidents, and gunshot wounds are all medical emergencies. Falls, burns, and cuts can also be emergencies when they are severe. Review the guidelines regarding medical emergencies from Handout 10.8, "What to Do in an Emergency." As time permits, ask participants what experience they have had with emergencies like these.

ACTIVITY 10.4 Assisting with Self-Administered Medications; Caring for Eyeglasses, Hearing Aids, and Prostheses 50 minutes

Learning Outcomes

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

- Explain why direct-care workers must assist consumers to take medications, rather than give (i.e. administer) the medications themselves.
- Describe what direct-care workers *can* do to assist consumers in taking their own medications, and what they should *not* do.
- List the “Five Rights” and demonstrate how to observe they are correctly followed.
- Define common abbreviations on prescription labels.
- Identify various types of personal appliances for eyesight and hearing.
- Explain what a prosthesis is.
- Describe how to help consumers care for eyeglasses, contact lenses, hearing aids, and prostheses.

Key Content

- ❖ Medications can be very helpful in relieving discomfort and curing or even preventing disease. However, the same medication that can be helpful in one circumstance can also be harmful if taken by the wrong person, in the wrong amount, or at the wrong time. Thus, direct-care workers can play a very important role in helping consumers to ensure that they are getting the right medication and are taking it the right way. But they must also ensure that the consumer is the one who actually gives him- or herself the medication and takes full responsibility for whatever effect it may have.
- ❖ The direct-care worker can assist the consumer by bringing the medication container to him or her and helping to open it, reading the label and confirming the “Five Rights,” checking for the expiration date of the medication, providing water or other appropriate means to help take the medication, positioning the client to be able to take the medication, documenting all medications that are used, and putting away any equipment involved.
- ❖ The direct-care worker can help the consumer by checking for the “Five Rights”—the right **person** is getting the right **medication** at the right **time** in the right **dose** and by way of the right **route**.
- ❖ Eyeglasses and hearing aids are common assistive devices for consumers and are often essential to the consumer’s safety and quality of life. Direct-care workers can assist consumers to take care of these everyday but vital appliances.
- ❖ A prosthesis is a mechanical device that replaces a part of the body that has been surgically removed. This may have been due to illness (such as diabetes), injury, or conditions from birth. Such devices are fitted by medical personnel and the consumer is instructed in how to take off, put on, and clean the device. The direct-care worker’s role is to help the consumer to carry out those tasks, as needed.

Activity Steps

Interactive presentation (20 minutes)

1. Introduce the topic by asking participants:

What is the purpose of medications?

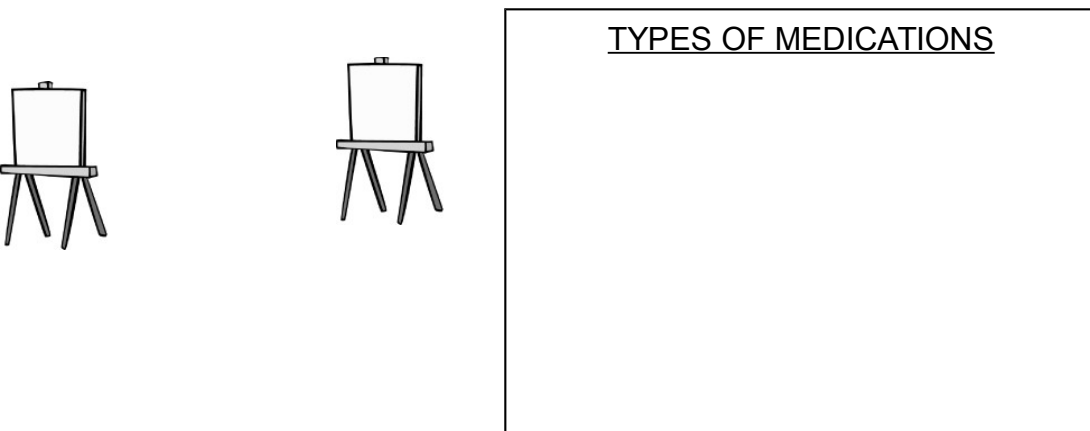
Why do we take them?

How can medications hurt us as well as help us?

Explain why it is important that direct-care workers do not actually administer—or give—medications, but only “assist” the consumer to take his or her own medicines.

2. Brainstorm: *What are the different types of medications?*

Write all correct answers on a flip chart page [*pills and capsules, patches, drops (eye, ear, nose, ointment, oxygen, injections, liquids, suppositories)*]. Ask participants to explain what each one is:



3. Brainstorm:

- *How can we “assist” the consumer to take a medication, without actually giving it to him or her?*
- *What can we actually do?*

Record all correct answers on a new flip chart page. If necessary, refer to the different types of medications to prompt participants’ thinking about how to assist. (Let participants know that they will get handouts with all this information at the end of the activity.)



HOW CAN THE DIRECT-CARE WORKER
ASSIST THE CONSUMER?

- Pick up meds at pharmacy; purchase over-the-counter
- Read labels for expiration date
- Open the container
- Read the labels for special instructions
- Bring the meds; bring water, if needed
- Remind consumer when to take the medication and how much
- Position consumer; steady consumer's hands

4. Note that hands should always be washed before handling any equipment (e.g., spoons, cups) that comes in contact with a medication. The worker should never touch any medicine directly with their hands. If it is necessary to assist a consumer in removing oral medications from a container, shake the required amount onto a clean surface (bottle top, dish, or paper towel).
5. List the “Five Rights” on a flip chart page (using the TRAMP mnemonic); ask what each word means to participants.



THE FIVE RIGHTS

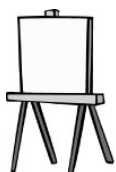
The Right:	Time
The Right:	Route
The Right:	Amount
The Right:	Medication
The Right:	Person

6. Show samples of different types of prescription medicines, different packaging, and different labeling. Post the flip chart page with a sample of a prescription label (based on Handout 10.12). Ask participants to point out where they can find the information for the “Five Rights”; circle this information on the flip chart page.



[Sample Prescription Label]

7. Post the flip chart page with abbreviations. Let participants know they will be getting a handout with these abbreviations and remind them to carry the list of abbreviations when they work, to help them remember. Review the list.



PREScription ABBREVIATIONS

Q.D.	Once a day
Q.O.D.	Every other day
B.I.D.	Twice a day
T.I.D.	Three times a day
Q.I.D.	Four times a day
H.S.	At bedtime
P.R.N.	As needed
Pt	Patient
P.T.	Physical therapist
P.O.	By mouth

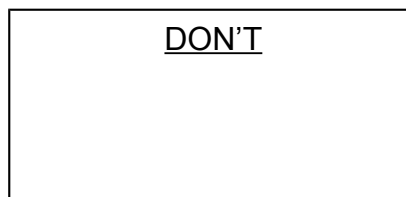
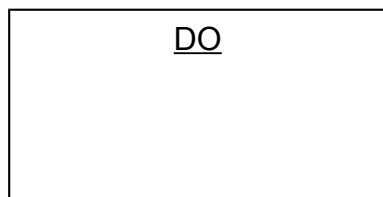
8. Distribute Handout 10.14, “Reading Labels on Over-the-Counter Medicines,” and samples of different over-the-counter medications. Looking at the handout, ask participants to point out where they can find the information for the “Five Rights.”



OVER THE COUNTER MEDICATIONS

Pairs exercise (10 minutes)

9. As a review, quickly put participants in pairs. Distribute the cards with “Do’s and Don’ts”—at least one to each pair. Give the pairs a moment to read their cards, and ask them to decide if this is something that a direct-care worker *can* do when assisting a consumer to take medications (DO) or if it’s something they should *not* do (DON’T). While they are discussing, post two blank flip chart pages, and write DO at the top of one and DON’T at the top of the other, in very large letters.



10. Ask each pair to read their card out loud and state whether they think it’s a DO or a DON’T. If they are correct, tape the card to the correct flip chart page. If they are not correct, ask the other participants to help explain why their answer is not correct. Then post the card on the correct flip chart page.

Demonstration (5 minutes)

11. Demonstrate assisting “Carmen” to take a liquid medication. (Ask for a participant to volunteer to be “Carmen.”) Carmen can only use one hand and that hand is shaking.

⇒ **Teaching Tip**

The Rule: the consumer always holds the medicine. In this demonstration, you hold the cup in one hand and, with your other hand, guide the consumer’s shaking hand while pouring. Then transfer the cup to the client’s shaking hand and guide her hand to hold the cup to her lips.

12. Distribute all the remaining handouts for this part of the activity, Handouts 10.9–10.13 and 10.15.

Interactive presentation (15 minutes)

13. Ask participants who wear eyeglasses to share how they take care of their eyeglasses. Ask if anyone ever lost their eyeglasses and what happened after that. Ask if anyone wears contact lenses and would be willing to share how they take care of them.
14. Note that, as they experienced in Module 6, *Working with Elders*, vision and hearing loss is a very frustrating experience, and can be a safety problem. Common devices such as

eyeglasses and hearing aids are extremely important to many consumers and need to be taken care of properly.

15. Distribute and review Handout 10.16, “Assisting Consumers with Eyeglasses, Contact Lenses, and Hearing Aids.” Show samples of the different types of hearing aids, or refer to the handout with illustrations. Demonstrate how to clean a hearing aid, following the guidelines on the handout.
16. Ask if anyone knows a person who has a prosthesis and would like to share what that is. If not, explain what a prosthesis is, and why it is used. Distribute and review Handout 10.17, “Assisting a Consumer with an Artificial Body Part.” If samples of prostheses are available, demonstrate how to clean them.
17. Ask participants:

What would you add to the ORR list now?

Instructor's Guide: Mrs. Carmen Garcia

(Note: This narrative has been translated into English) You can call me Carmen. I was born in Santo Domingo. I moved to the United States with my husband, Hector, and my children when I was 20 years old. Ever since we came here, we lived in places where everybody spoke Spanish, so I never had to learn English. Sometimes I wish I had, because now that I need help, not everyone speaks Spanish.

Hector and I had four children, two boys and two girls. Hector always had a job but he never made much money. I used to take care of children in my home, and sometimes I took care of sick people in their homes. Now I need someone to take care of me.

Hector died 15 years ago and I still miss him. One of my daughters still lives nearby. When she was younger, her children were here a lot. She was working, always working. I think my grandchildren saw more of me and Hector than they did their own mother! Now the grandchildren are having children. I still see some of them, but everyone is so busy now, and the little ones -- all they can think about is the TV, and the music, and the video games. I love them and it's nice to see them, but I don't have the energy for them that I used to.

The past few years have been hard. First, I fell and broke my arm. Then I had a stroke and didn't walk so good after that. My daughter says she can't be here as much as I need her -- and the others live so far away -- so now I have people like you come into my house to help me, just like I used to do. I guess it is good because I want to stay in my own home as long as I can.

So here you are. It's hard for me to get around like I used to but I don't know what I'd do without my church and visiting my friends. My daughter gets nervous when I go out so she bought me this walker thing. I really don't like it but I have to get used to it or she will be upset with me. Besides, I know she loves me and only wants to be sure I don't hurt myself again.

Module 10 Handouts

Supporting Consumers at Home

Activity 10.1: Introduction to a Consumer Living at Home

Handout 10.1

Understanding Mrs. Carmen Garcia

Handout 10.2

Sample Care Plan for Mrs. Carmen Garcia, Home Care

Activity 10.2: Care of the Home

Handout 10.3

Tips for Care of the Home

Handout 10.4

Tips for Cleaning Each Room

Activity 10.3: General Safety and Emergency Procedures in the Consumer's Home

Handout 10.5

What Is Not Safe Here?

Handout 10.6

Keeping Mrs. Garcia's Home Safe

Handout 10.7

Safety Checklist for Fires

Handout 10.8

What to do in an Emergency

Handout 10.9

8 Kinds of Medicine

Handout 10.10

Assisting Mrs. Garcia to take her Medicine

Handout 10.11

2 Ways to Remember

Handout 10.12

Reading Prescription Labels

Handout 10.13

Reading Prescription Label: Shortcut

Handout 10.14

Assisting with Medicines: Do's and Don'ts

Handout 10.15

Assisting Consumers with Eyeglasses, Contact Lenses, and Hearing Aids

Handout 10.16

Assisting a Consumer with an Artificial Body Part

Handout 10.1—Understanding Mrs. Carmen Garcia

Page 1 of 1

Work with a partner. Answer these questions together.

1. What do you remember about Mrs. Garcia?
2. Think about your cultural background. How is your culture like Mrs. Garcia's?
3. How is your culture different from Mrs. Garcia's?
4. How would you deal with the differences if you worked with Mrs. Garcia?
5. You and Mrs. Garcia don't speak the same language. How would you understand each other?

Handout 10.2—Sample Care Plan for Carmen Garcia, Home Care

Page 1 of 3



Personal Care Assistance, Inc.
14 Forest Way, San Francisco CA

Direct Care Worker Plan of Care

☒ HHA ☐ PCW ☐ HMKR ☐ HAttD

Name: Carmen Garcia	Region:	Program:	Team:
Address:	Case #:	RN:	<input type="checkbox"/> DNR <input type="checkbox"/> DNT <input checked="" type="checkbox"/> Adv. Directives
Date of Plan: 01/15/11 <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Renewal			

In case of an after-hours emergency (Mon-Friday after 6:00 pm; Weekends and Holidays after 4:30 pm) call: 215-555-1000.

Directions to RN Case Manager: Circle the number of task to be provided, provide specific instructions as needed and enter frequency. Tasks assigned must be appropriate to worker's scope of practice.

PERSONAL CARE	Frequency/Notes	ACTIVITIES/EXERCISES	Frequency/Notes
Skin Care	Daily	Walking	
Nail Care: Toes Fingers	As needed (prn.)	Walking w/ device <input type="checkbox"/> Cane <input type="checkbox"/> Walker <input type="checkbox"/> Crutches	3 x's day (TID)
Foot Care	Every day (qd)	Transfer <input type="checkbox"/> 1 person <input type="checkbox"/> 2 person	N/A
Mouth Care	Every day (qd)	Transfer <input type="checkbox"/> slide board; mechanical lift	N/A
Bed Bath	N/A	Turning and Positioning	N/A
Sponge/Towel Bath	N/A	Exercises, Other	PT
Shower	Twice a week	Active Range of Motion <input type="checkbox"/> R arm <input type="checkbox"/> L arm <input type="checkbox"/> R leg <input type="checkbox"/> L leg <input type="checkbox"/>	PT
Tub Bath	No Tub Bath	Neck	

Handout 10.2

Page 2 of 3

Shampoo	Twice a week	Passive Range of Motion <input type="checkbox"/> R arm <input type="checkbox"/> L arm <input type="checkbox"/> R leg <input type="checkbox"/> L leg <input type="checkbox"/> Neck	
Toileting <input type="checkbox"/> Brief <input type="checkbox"/> Bedpan <input type="checkbox"/> Urinal <input type="checkbox"/> Commode <input checked="" type="checkbox"/> Toilet		Assist with application of medical device	
Dressing	Moderate assistance	TREATMENTS	Frequency/Notes
VITAL SIGNS	Frequency/Notes	Output measure/record	N/A
Temp <input type="checkbox"/> Oral <input type="checkbox"/> Rectal <input type="checkbox"/> Axil	N/A	Input measure/record	N/A
Pulse	R.N.	Assist in nebulizer treatment	N/A
Respirations	R.N.	Feeding tube	N/A
Blood Pressure	R.N.	Tracheotomy care	N/A
Weight	R.N.	Assist in clean dressing change	N/A
ENVIRONMENTAL/NON PERSONAL CARE	Frequency/Notes	Catheter care	N/A
Clean: <input checked="" type="checkbox"/> Consumer's Bedroom <input checked="" type="checkbox"/> Bathroom <input checked="" type="checkbox"/> Kitchen <input checked="" type="checkbox"/> Equipment	Establish schedule with the consumer	Medications: Assist only (Check med containers; bring meds to consumer; open med containers; observe, record, report)	Remind to take medications
Grocery Shopping	prn	SAFETY/ OTHER INSTRUCTIONS	
Laundry	1 x a week	Supervise safety of consumer, do not leave unattended	N/A
Accompany consumer to appt. <input checked="" type="checkbox"/> medical <input type="checkbox"/> other	prn	Supervise safety of consumer, bed rails up when in bed (<input type="checkbox"/> one <input type="checkbox"/> both)	N/A
NUTRITION	Frequency/Notes	NUTRITION	Frequency/Notes
Meal Prep: <input checked="" type="checkbox"/> Brkfst <input checked="" type="checkbox"/> Lunch <input checked="" type="checkbox"/> Dinner		Assist Consumer during meals <input type="checkbox"/> Full <input type="checkbox"/> Partial assist <input checked="" type="checkbox"/> Supervise only	
Remind of diet instruction	Provide gentle reminder of diet restrictions		

Special Circumstances/Tasks

All of the following statements must be affirmative in order to complete tasks below.

Statement	Yes	No
The direct care worker must be certified and not a trainee.	√	
The consumer is self-directing which is defined as having the ability to make choices about activities of daily living, understands the impact of these choices, and assumes the responsibility for the results of these choices.	√	
The consumer has a need for assistance with the task or activity for routine maintenance of his/her health.	√	
Consumer cannot physically perform the task /activity due to his/her disability.		√
The consumer has no informal caregiver available at the time the task or activity must be performed, or that caregiver is unwilling or unable to perform the task or the caregiver's involvement is unacceptable to the consumer.		√
The nurse has taught the procedure(s) to the direct care worker.		√
The direct care worker has demonstrated the ability to correctly perform the procedure through a return demonstration.		N/A
The nurse has demonstrated that the direct care worker has been taught and provided a return demonstration in the progress notes.		N/A
Special Circumstances Duties (see above qualifications)	Frequenc y	Notes
Administer SC Insulin Pre-filled		N/A
Perform finger stick (Blood glucose monitoring)		N/A
Assist with nebulizer (w/prescription medication)		N/A
Administer feeding tube via GT		N/A
Apply hot application		N/A
Apply cold application		N/A
Administer fleet enema		N/A
Administer medications (Remove proper amount from container; Place meds in consumer's hand/mouth; Observe, Report)	As directed by R.N.	

Requested start date: 01/15/2011 Time needed: _____ ☐√ AM ☐√PM

I understand and agree to the above Plan of Care:

Consumer, Family Member or Designee: Signature Date

Nurse Signature Date

Handout 10.3—Tips for Care of the Home

Page 1 of 4

Assisting a consumer to keep their home clean is an important part of home care. Read how these workers help consumers at home.

Why is it important?

Andre’s tip – Cleaning lets people stay in their homes longer.

“When I clean, I know I’m helping the man I work for keep his independence. His family can’t always be there. And sometimes the place gets really messy. He doesn’t care much, but if I didn’t help him keep the place clean, people might say – “He can’t go on living on his own like that!” So I help him stay on his own by keeping the place clean.”

Jackie’s tip – Cleaning keeps the consumer safe and healthy.

“I feel good about cleaning because I know it’s good for my client. Cleaning gets rid of germs and controls bugs. Picking up the floor keeps her from tripping and falling. And I know she feels better in a clean house.”

Handout 10.3—Tips for Care of the Home

Page 2 of 4

Isn't it the same as cleaning your own home?

Lara's tip – Cleaning for others is different than cleaning your own home.

“There can be some tension. The woman I work for doesn't always agree with me about the right way to clean. She likes different products. And believe it or not, she doesn't always want her home cleaned! I try to remind myself – it's her house, not mine.”

Be organized!

Peggy's tip –Plan ahead.

“Before I go to Mrs. Garcia's home, I set goals and make a plan. Then I get my supplies ready. That way I can do my job better – and faster.”

To set goals:

- Follow Mrs. Garcia's care plan.
- Decide which jobs are most important. Make sure those get done.
- Do as much cleaning as you can in the time you have.
- Ask Mrs. Garcia to do as much as she can.

Handout 10.3—Tips for Care of the Home

Page 3 of 4

Tameshia's tip -- Make a plan.

"I look at all the jobs on my list. I think about the best way to get them done in the time that I have. Sometimes when I have a really big job, like washing all the floors, I break it down into smaller tasks – like first I'll do the kitchen and then I'll do the bathroom. That makes the job easier to manage."

Gilbert's tips for saving time:

"I save time by cleaning one room at a time. That way, I don't waste time moving around. Plus, I try to do more than one task at a time. For example, if I start the clothes in the washer, I can sweep the floor while they're washing. That way I'm doing two things at once!"

Mona's tip: Get ready

"I gather all my supplies before I start."

Here are some of the things you'll need:

- Baking soda
- Broom
- Cleanser or soap
- Mop
- Rags
- Scrub pad
- Whisk broom or scrub brush

Handout 10.3—Tips for Care of the Home

Page 4 of 4

Be safe!

Andre's tip – Use machines safely.

“I’m extra careful with machines, like the blender. I always follow safety rules.”

To use a machine safely:

- Keep it away from sinks and bathtubs.
- To clean it, unplug it. Then wipe it clean.
- Use it only if the cord is in good shape.”
- Don't poke it with metal objects.

To review:

- Cleaning lets people stay in their homes longer.
- Cleaning keeps the consumer safe and healthy.
- Cleaning for others is different than cleaning your own home.
- Be organized.
- Use machines safely.

Handout 10.4—Tips for Cleaning Each Room

Page 1 of 2

Cleaning Mrs. Garcia's home is a big job. Keeping these tips in mind will make the job easier.

To clean her kitchen:

- ✧ Soak hard-to-clean dishes and pots before washing.
- ✧ Throw out garbage every day.
- ✧ Wipe up spills right away.

To clean her bathroom:

- ✧ Clean often to get rid of germs and bad smells.
- ✧ Wipe up spills right away.

To clean her bedroom:

- ✧ Change sheets and blankets once a week.
- ✧ Clean, dust, vacuum, and air every day.

Handout 10.4—Tips for Cleaning Each Room

Page 2 of 2

To clean her floors:

- ⌘ Move as much as you can off floors before cleaning.
- ⌘ Nail down loose rugs.
- ⌘ Sweep wooden floors. Vacuum rugs. Sweep and mop kitchen and bathroom floors.
- ⌘ Wipe up spills right away.

To control insects and other pests:

- ⌘ Cover food.
- ⌘ Fix holes in screens and windows.
- ⌘ Keep things as clean as possible.

To do her laundry:

- ⌘ Before washing clothes, fix any damage.
- ⌘ If you don't know how to use the machine, ask for help.
- ⌘ Take clothes out of dryer as soon as they are dry.

Handout 10.5—What Is Not Safe Here?

Page 1 of 1



In this room are 6 things that are not safe. Write them below. Then hold your paper up and yell, “Safe!”

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Handout 10.6—Keeping Mrs. Garcia's Home Safe

Page 1 of 2

Keeping Mrs. Garcia's home safe is a big job. Check off each step you take.

To keep her home safe:

- ⌞ Keep a first-aid kit on hand.
- ⌞ Label cleaning products. Keep them in a safe place.
- ⌞ Make sure Mrs. Garcia can reach things they need.
- ⌞ Place night lights in bedrooms, bathrooms, and halls.
- ⌞ Wipe up spills right away.

To keep her kitchen safe:

- ⌞ Turn pot and pan handles toward the back of the stove.

To keep her bathroom safe:

- ⌞ Label medicines clearly. Throw out old medicines.
- ⌞ Place rubber mats in the bathtub and shower.
- ⌞ Put in hand grips by the bathtub, shower, and toilet.

Handout 10.6—Keeping Mrs. Garcia's Home Safe

Page 2 of 2

To keep her bedroom safe:

- ⌘ Place a light by the bed.

To keep her stairs safe:

- ⌘ Put in strong railings.

To keep her floors safe:

- ⌘ Clean up clutter, especially on stairs and in doorways.
- ⌘ Get rid of throw rugs. Or nail them down.
- ⌘ Place furniture so that it's easy for Mrs. Garcia to move around.

Handout 10.7—Safety Checklist for Fires

Page 1 of 2

There are lots of things you can do to help prevent a fire in Mrs. Garcia's home, or to be prepared in case a fire starts.

Make sure Mrs. Garcia's home has the following:

- ✧ Fire extinguisher – is it easy to find?
- ✧ Fire ladder – is it easy to get to?
- ✧ Smoke detector – are the batteries working?
- ✧ Carbon monoxide detector – are the batteries working?
- ✧ Is the Fire Department number by telephone?

Here are some things you can do to prevent a fire:

- ✧ People smoke cigarettes outside only.
- ✧ Keep heaters away from things that could burn.
- ✧ Keep candles away from things that could burn. Never leave a candle burning if you are not in the room.
- ✧ Make sure power cords are in good shape. **Don't** run them under rugs.

Handout 10.7—Safety Checklist for Fires

Page 2 of 2

Make a fire escape plan:

- ⌘ Find out where all the exits are.
- ⌘ Keep exits clear (no furniture or boxes blocking them).
- ⌘ Learn how to assist Mrs. Garcia to get out in a hurry.
- ⌘ Make an exit plan with Mrs. Garcia and anyone else who lives in the house. Talk about how they would get out if there is a fire. Make a plan to meet outside so they will know if everyone got out safely.
- ⌘ “Rehearse” calling 911 – what to say.

Handout 10.8—What to Do in an Emergency

Page 1 of 2

When bad things happen, you must protect yourself and Mrs. Garcia. Take these steps.

Fire

1. Stay calm.
2. Assist Mrs. Garcia to get out of the house.
 - If your clothes catch on fire, stop, drop to the ground, and roll to put out the flames. Do **not** run.
 - Feel a door before touching the handle. If the door is hot, use a different exit.
 - Close doors to stop smoke from spreading.
3. Call 911.

Handout 10.8—What to Do in an Emergency

Page 2 of 2

Medical Emergency

If Mrs. Garcia needs medical care right away:

1. Stay calm. But act fast.
2. Find out if Mrs. Garcia is conscious. Tap her and say, “Are you all right?”
3. If Mrs. Garcia does **not** answer, call 911 right away.
4. If Mrs. Garcia does answer, check her health.

Call 911 if she has:

- Bad bleeding
- Skin with a strange color or feel
- Swelling
- Trouble breathing

5. Talk with Mrs. Garcia. Try to find out what happened.
6. Don’t move Mrs. Garcia. Get a blanket to keep her warm.
7. Don’t give Mrs. Garcia any foods or liquids.
8. Make sure you are not exposed to body fluids. Use gloves.
9. Write down key facts, such as the time.

Handout 10.9—8 Kinds of Medicine

Page 1 of 1

There are 8 kinds of medicine. Each kind is used in a different way.

Learn what they are:

1. **Drops** are put in the eyes, ears, or nose.
2. **Injections** are poked under the skin.
3. **Liquids** are swallowed.
4. **Ointments** are put on the skin.
5. **Oxygen** is breathed through a mask.
6. **Pills** and **capsules** are swallowed.
7. **Patches** are stuck to the skin.
8. **Suppositories** are placed in the rectum.

Handout 10.10—Assisting Mrs. Garcia to Take Her Medicines

Page 1 of 2

Mrs. Garcia is responsible for taking her own medicines. As a direct-care worker, you can assist her in some ways but not in others.

Take these steps:

1. Remind Mrs. Garcia:
 - Which medicine to take
 - How much to take
 - When to take it
 - How to take it
2. Check to make sure Mrs. Garcia is taking her own medicines, and not someone else's.
3. Make sure the medicine is fresh. Check the date on the label to find out when it's too old.
4. Bring Mrs. Garcia everything she needs to take her medicine.
5. Read the label to Mrs. Garcia.
6. Assist Mrs. Garcia to open the container and get into the right position.

Handout 10.10—Assisting Mrs. Garcia to Take Her Medicines

Page 2 of 2

7. Steady Mrs. Garcia's hand as she pours the medicine and drinks it.
8. Watch, write down, and report which medicines Mrs. Garcia takes.
9. Clean up.

Handout 10.11—2 Ways to Remember

Page 1 of 1

Getting the wrong medicine, or at the wrong time, or the wrong amount can cause serious problems for consumers. Helping consumers to avoid these mistakes is an important job.

Here are 2 ways to remember what to do:

1. Remember the 5 Rights

Make sure the **right person**

Gets the **right medicine**

In the **right dose**

At the **right time**

Using the **right route**.

2. Remember the Word “TRAMP”

T = Time

R = Route

A = Amount

M = Medicine

P = Person

Handout 10.12—Reading Prescription Labels

Page 1 of 2

Some medicine has to be ordered by a doctor. This is called “prescription” medicine.

Always read prescription labels. The label **MUST** include “**The 5 Rights.**”

1. **Right person.** The label tells the name of the person taking the medicine. Make sure this is the consumer's name.
2. **Right medicine.** The label tells which medicine this is. Make sure the consumer is supposed to take this medicine.
3. **Right dose.** The label tells how much medicine the consumer should take. Make sure they take this dose.
4. **Right time.** The label tells when the consumer should take the medicine. Make sure they take it at those times.
5. **Right route.** The label tells how the consumer should take the medicine. Make sure they take it in this way.

Handout 10.12—Reading Prescription Labels

Page 2 of 2

Prescription labels also tell:

- When the pharmacy filled the prescription
- The doctor's name
- The pharmacy's name, address, telephone number, and I.D. number
- The prescription number

Here's a real prescription label. Find and circle the 5 Rights.

CVS Pharmacy	#0329
45 Main Street	Smithville, NY 12345
Jane Doe	
63 Baker Street	Smithville, NY 12345
LORAZEPAM 0.5 MG TABLET MYL	
Substituted for Activan 0.5 mg tablet BIO	
TAKE ONE TABLET BY MOUTH EVERY 6 TO 8 HOURS AS NEEDED	
Quantity: 15	Refills require authorization
Store Phone: 201 234-5678	
RX#: C23456	
Prescriber: Marcus Welby, M.D.	

Handout 10.13—Reading Prescription Labels: Shortcuts

Page 1 of 1

Prescription labels can look like a foreign language! A lot of the information is given in abbreviations. An abbreviation is a short way to say something.

Here are some abbreviations found on prescription labels:

Q.D. = Once a day

B.I.D. = Twice a day

T.I.D. = Three times a day

Q.I.D. = Four times a day

H.S. = At bedtime

Q.O.D. = Every other day

P.R.N. = As needed

P.O. = By mouth

Pt = Patient

P.T. = Physical therapist

Handout 10.14—Reading Prescription Labels on Over-the-Counter Medicines

Page 1 of 2

Some medicine does not have to be ordered by a doctor. This medicine is called “over-the-counter,” or “non-prescription.”

These labels are longer and harder to read, but they still contain the 5 Rights.

Handout 10.14—Reading Prescription Labels on Over-the-Counter Medicines

Page 2 of 2

Here's a real over-the-counter label. Find and circle the 5 Rights.

DO NOT USE IF SEAL AROUND BOTTLE CAP OR NECK IS BROKEN OR MISSING
Read all product information before using.
Active ingredients (in each geltab) Purposes: Acetaminophen 200 mg Pain reliever Aspirin 200 mg Pain reliever
Use: Treats migraine
Warning: Children and teenagers who...should not use this product. Consult a doctor if... Allergy alert: Aspirin may cause a severe allergic reaction...
Do not use: If allergic to any of the ingredients... Stop use and ask a doctor if an allergic reaction occurs...If pregnant or breast-feeding... Keep out of reach of children. Overdose warning...
Directions: Do not use more than directed. Adults: take 2 geltabs with a glass of water. If symptoms persist or worsen, ask your doctor. Do not take more than 2 geltabs in 24 hours, unless directed by a doctor. Under 18 years of age, ask a doctor.
Distributed by: XYZ Pharmaceuticals, Newtown NY 11111 Visit us at: www.xyzpharm.com

Handout 10.15—Assisting Consumers with Taking Medicines: Do's and Don't's

Page 1 of 2

As a direct-care worker, you can assist the consumer to take their own medicines. But you cannot do things that make it look like you are “giving” the medicines directly to the consumer. Here are some of the “do’s” and “don’t’s” of assisting consumers with their medicines:

DO

- Remind the consumer when it's time to take the medicine
- Read the label for the 5 Rights
- Check for expiration dates
- Bring the container to the consumer
- Assist the consumer to open the container
- Steady the consumer's hand while pouring out or counting medicine
- Steady the consumer's hand while drinking medicine
- Bring liquids to help with swallowing medicines
- Observe, Record, and Report what medicines the consumer took and when
- Put medicines and other equipment away

Handout 10.15—Assisting Consumers with Taking Medicines: Do's and Don't's

Page 2 of 2

DON'T:

- Count out the medicines yourself
- Hand pills or capsules to the consumer
- Pour the liquid medicine into the consumer's mouth
- Place pills or capsules in the consumer's mouth
- Open the container for the consumer
- Let the consumer take a medicine that is expired
- Give the consumer some of your medicine, in case their's runs out
- Take some of the consumer's medicine, if you're having the same symptoms
- Advise the consumer to stop taking medicine once they feel better

Handout 10.16—Assisting Consumers with Eyeglasses, Contact Lenses, and Hearing Aids

Page 1 of 3

You can assist consumers to care for their eyeglasses, contact lenses, and hearing aids. Here's how.

Eyeglasses

To care for eyeglasses:

- Hold them by their frames.
- Wash them with water and a mild soap.
- Dry them with a tissue or soft cloth.
- Put them away in a case.
- Check the tops of the consumer's ears and nose for red marks.

Contact Lenses

To care for contact lenses:

- Clean and store them in a special way.
- Most consumers care for their own lenses. If the consumer wants you to assist them, ask what to do.

Handout 10.16—Assisting Consumers with Eyeglasses, Contact Lenses, and Hearing Aids

Page 2 of 3

Hearing Aids

To care for hearing aids:

- Clean the earpiece with soap and water.
- Wipe wax from the tubing.
- Make sure batteries work. Replace as needed.
- Look for redness around hearing aids.
- Check for and report wax build-up.

You can assist consumers to put in hearing aids.

Take these steps:

1. Before putting in the hearing aid, turn the sound up as high as it can go. Replace batteries if you don't hear a whistle.
2. Turn the sound to low.
3. If the hearing aid goes in the ear, gently put the earpiece in the consumer's ear canal. Make sure it feels OK.
4. If the hearing aid goes over the ear, loop the tubing over the consumer's ear.
5. Assist the consumer to make the sound higher or lower. Make sure the sound is OK.

Handout 10.16—Assisting Consumers with Eyeglasses, Contact Lenses, and Hearing Aids

Page 3 of 3

You can assist consumers to take out hearing aids.
Take these steps:

1. Turn the sound to low. Or turn off the hearing aid.
2. Gently lift the earpiece up and out of the consumer's ear.
3. Use tissues to clean wax off the earpiece.
4. Take out the battery. Or open the battery case.
5. Put the hearing aid away in a safe place.

Handout 10.17—Assisting a Consumer with an Artificial Body Part

Page 1 of 1

Jen's Story

“I help a woman who has an artificial arm. The nurse calls it a “prosthesis.” My consumer knows how to use her prosthesis. The nurse taught her how to take care of it, too. But sometimes she needs my help.”

Read Jen's tips for assisting a consumer with a prosthesis.

Make sure the prosthesis:

- Works well
- Is being used right

Look for and report:

- Damage to the prosthesis
- Signs that the prosthesis is hurting the consumer's skin. Check for pain, redness, cuts, or scrapes.

When the prosthesis is not being used:

- Handle it with care.
- Clean it, as needed.
- Put it away in a safe place.