

HOME CARE CURRICULUM



NEW YORK STATE DEPARTMENT OF HEALTH
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Office of Health Systems Management
Division of Home and Community Based Services
Bureau of Home Care and Hospice Surveillance and Quality
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INTRODUCTION TO HOME CARE CURRICULUM OUTLINE

The Home Care Curriculum is a revision of the Home Care Core Curriculum that was originally developed by the State University of New York at Buffalo under contract with the New York State Department of Social Services in 1992. This curriculum revision is designed to replace outdated content with current standards.

The revised curriculum contains the Basic Caregiver Core Curriculum Outline **[BASIC CORE]**. This basic core was developed in 2002 by a workgroup composed of staff members of the New York State Department of Health, New York State Education Department, county health departments, home care providers, home care provider associations and representatives of various labor organizations.

The 16-hour Basic Core Curriculum provides the basis for all of the paraprofessional curricula: Personal Care Aides, Personal Care Staff (Adult Care Facilities), Home Health Aides and Certified Nurses Aides. It has been integrated into the modules of the revised curriculum and identified in the applicable objective sections. The Home Care Curriculum contains standard written tests that must be used in combination with Performance checklists to determine the worker's successful completion of each Module. A Personal Care Aide certificate will be issued to the student upon successful completion of the 40-hour training program.

The original Home Care Core Curriculum may be used as an adjunct to the information contained in the revised objectives and outline. Other resources may be used at the discretion of the Registered Professional Nurses supervising the approved Personal Care Aide/Home Health Aide Training Programs.

Infection Control

The Center for Disease Control (CDC) standard precaution guidelines, especially handwashing and personal protective equipment must be strictly adhered to and is included throughout all Modules

MANUAL USE

This manual has been developed in an outline format. Each Module covers a specific subject and contains:

- Objective section including a Module title, description of each unit, minimum time required to complete objectives, objectives, some measurable performance criteria and suggested teaching and evaluation methodologies
- Outline section
- Evaluation section consisting of test questions with an answer key.

The Appendix includes all Procedures. These procedures are to be taught and demonstrated to the student. The minimum time required includes time it takes to instruct and demonstrate the required skills.

Required and Optional Procedures:

Each of the procedures in Module XII has a companion checklist for evaluation purposes. As a practical matter it may not be possible to evaluate the trainee on every procedure. However, there are certain basic procedures the trainee should be required to demonstrate. It is recommended that the trainee pass twelve required procedures plus at least two other optional procedures of the trainers choosing. These optional procedures should be related to the typical caseload or other needs of the agency. Asterisks on the summary chart and on the individual procedures indicate the twelve required procedures.

The major modules of the Home Care Curriculum are derived from the Level I and II, Personal Care Aide, Scope of Functions and Tasks, developed by the New York State Department of Social Services and last amended on 12/1/94.

The revised objectives and outline must be followed and all material must be covered.

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CORE VALUE STATEMENT

All care given must demonstrate core values. Core values underlie all aspects of care, in all care settings and profoundly influence effectiveness and satisfaction across the full range of performance.

All students/candidates must incorporate and demonstrate in their skills and knowledge the understanding and integration of the following core values:

- (1) the dignity and worth of each resident/client/patient as an individual;
- (2) respect for the range of diversity of individuals;
- (3) a demonstration of a therapeutic relationship (i.e.,) the value of autonomy and control, adapting to resident/client/patient's preferences and routines and limits, maintaining privacy and confidentiality, providing care in a caring compassionate manner and encouraging individuals to be as independent as possible).

In addition, the impact of the actual setting/environment on the care recipient and the care recipient's adjustment to care must be understood and responded to throughout the program.

MODULE I Introduction to Home Care

UNIT: A. Home Care, the Home Care Worker and the Client
 B. What is a Home Care Worker
 C. Providing Home Care

TIME: 90 minutes

OBJECTIVES:

At the completion of this Module the student will be able to:

1. Define home health care
2. Describe the growth of home care throughout the years
3. Verbalize the goals of home care
4. Recognize the types of individuals who would qualify for home care
5. Describe the necessity and benefits of home care services for the patient/family/community
6. Verbalize the skills and qualities required to be a Home Health Worker
7. Describe accountability required when caring for a patient in their home, including confidentiality and patient rights
8. List reasons why a home care worker would be terminated
9. List tasks associated with being a home care worker
10. Provide examples of meeting the home care patient's emotional and physical needs
11. List the members of the health care team and explain their respective roles
12. Discuss the interaction among health care team members
13. Define the purpose and goals of the patient's care plan including:
 - a. Development of the plan by the team members
 - b. Case Manager's role
 - c. Tasks on the plan
14. Describe observing and reporting responsibilities
15. Maintain a copy of the care plan in the home/confidentiality
16. Identify the role of the home care supervisor or coordinator
17. Verbalize reasons to contact supervisor/coordinator or RN/Case Manager
18. Understand and be sensitive to basic human needs.

SUGGESTED TEACHING

METHODOLOGIES: Lecture, Handouts, Role Play

SUGGESTED EVALUATION

METHODOLOGIES: Group Participation/Written/Oral Quiz

MODULE I Introduction to Home Care

OUTLINE:

UNIT A Home Care, the Home Care Worker and the Client

1. Home health care—What is it?
2. Physical, psycho-social benefits of home care
 - a. Providing safe care at home for people who suffer from illness or injury who might otherwise be placed in the hospital or nursing home
 - i. Keeping people who need support in the home out of institutions for the physically or mentally disabled; eliminating the need to place persons (particularly children) in foster care
 - ii. Allowing families to remain intact
 - iii. Maintaining involvement with family, neighborhood and community.
 - b. Encourage independence, dignity and comfort at home
3. History of home care
 - a. 1930's training began for homemakers to assist families with children
 - b. Home health aides: Focusing more on health related needs
 - c. 1960's: Medicaid/Medicare provides payment for coordinated home care services
 - d. Changing of the HHA role in the 70's, 80's, 90's and currently
4. Two categories of home care clients
 - a. Person with specific injury/illness
 - b. Persons in need of support in the home
5. Home care clients include:
 - a. Frail and elderly
 - b. Acute and Chronically ill
 - c. Physically and mentally challenged
 - d. Adults and children in need of protection

Unit B What is a Home Care Worker

1. Qualities of home care workers
 - a. Dependable
 - b. People oriented
 - c. Honest
 - d. Objective
 - e. Caring
 - f. Patient
 - g. Respectful
 - h. Knowledgeable

2. Reasons a Home Care Worker could be dismissed
 - a. Unreliability
 - b. Untrustworthiness
 - c. Disrespectful of the privacy of others
 - d. Non-compliant with agency specific protocols

3. Success as a Home Care Worker depends on one's ability to:
 - a. Work without constant supervision
 - b. Get along well with clients
 - c. Organize time in order to complete all the necessary tasks
 - d. Be observant and sensitive to the client's physical, social, spiritual and cultural needs

4. Personal care tasks that Home Care Worker must be able to perform:
 - a. Personal care services
 - i. Bathing in bed, tub or shower
 - ii. Dressing
 - iii. Grooming and care of teeth and mouth
 - iv. Toileting
 - v. Walking
 - vi. Transferring
 - vii. Preparation of meals
 - viii. Feeding
 - ix. Assist/remind with medication

 - b. Nutritional support and home maintenance which includes:
 - i. Assistance with making/changing beds
 - ii. Dusting and vacuuming
 - iii. Light cleaning of kitchen, bedroom and bathroom
 - iv. Dishwashing
 - v. Listing needed supplies
 - vi. Shopping for the patient
 - vii. Patient's laundering/necessary ironing
 - viii. Payment of bills and other essential errands
 - ix. Provide family support – communicate with client

Unit C Providing Home Care

1. Who is part of the team
 - a. Examples of team members
 - b. Home care takes a joint effort/team approach
 - c. Communication with team

2. Observing, recording and reporting responsibilities
 - a. What to observe for; e.g. any changes in condition/behavior
 - b. What to record
 - c. What to report

3. The care plan
 - a. Plan developed by the team, coordinated by the case manager
 - b. Contains list of duties and responsibilities including special circumstances
 - c. Includes goal(s)
 - d. Includes special observations of the client
 - e. Present in the client's home

4. Role and responsibilities of RN supervisor as related to the Home Care Worker
 - a. Visits client's home to ensure follow up
 - b. Ensures the worker understands the care plan
 - c. Reviews all procedures with the worker
 - d. Provides instruction when extra know-how is needed
 - e. Solves problems that may arise on the job
 - f. Provides a communication link with other team members and with the agency
 - g. Evaluates the worker's performance periodically

5. Working with your supervisor
 - a. Phone calls to discuss immediate problems
 - b. Home visits
 - c. Team conferences
 - d. Importance of client's understanding of goals/care plan

MODULE II Working Effectively with Home Care Clients

UNIT A: Theories of Basic Human Needs **[BASIC CORE]**

TIME: 45 minutes

OBJECTIVES:

The student will:

1. Understand and be sensitive to basic human needs.
2. Discuss how human needs are, or can be met.
3. Recognize the dignity and worth of each resident/client/patient.
4. Discuss how the caregiver can meet each person's different needs.
5. Explain how the care recipient may express unmet needs.

MEASURABLE PERFORMANCE CRITERIA:

The student will:

1. Demonstrate through the use of scenarios how the caregiver recognizes the dignity and worth of each resident/client/patient, and demonstrates respect and compassion in relating to them as total persons.
2. State one example of how the caregiver can assist a care recipient to meet his/her needs.
3. State three ways the caregiver can assist the care recipient to meet /achieve their needs.
4. State three behaviors of care recipients that may result from their unmet needs.

SUGGESTED TEACHING

METHODOLOGIES: Lecture, Handouts, Role Play

SUGGESTED EVALUATION

METHODOLOGIES: Group Participation
Written/Oral Quiz

MODULE II Working Effectively with Home Care Clients

UNIT C: Communication and Interpersonal Skills **[BASIC CORE]**

LESSON: 1. Types of communication
 2. Effective communication
 3. Active listening

TIME: 45 minutes total for Lessons 1-5

OBJECTIVES:

The student will:

1. Define communication and its importance
2. Define different methods of communication
3. Identify the principles of effective communication
4. Discuss physical and emotional barriers to effective communication.
5. Discuss communication techniques to use with individuals having special needs (e.g. Vision, hearing, aphasia, and cognitive impairment)
6. Discuss active listening and barriers to effective communication.

MEASURABLE PERFORMANCE CRITERIA:

The student will

1. Verbalize the definitions of communication and feedback
2. List three different methods of communication (verbal and non-verbal)
3. List two examples of communication barriers.
4. List two examples through scenarios of effective communication with persons with special needs.
5. State three ways the caregiver can be a good listener
6. Demonstrate active listening skills while providing care

SUGGESTED TEACHING

METHODOLOGIES: Lecture; Demonstration; Scenarios; Role play

SUGGESTED EVALUATION

METHODOLOGIES: Class Participation
 Written/oral quiz

MODULE II Working Effectively with Home Care Clients

UNIT C: Communication and Interpersonal Skills **[BASIC CORE]**

LESSON: 4. Clients are people too/Developing a therapeutic relationship

TIME: 45 minutes total for Lessons 1-5

OBJECTIVES:

The student will

1. Define a therapeutic relationship.
2. Discuss ways to establish a therapeutic relationship; planned, purposeful, built on trust.
3. Discuss how personal attitudes of illness and dependency affect establishing a therapeutic relationship.
4. Identify the caregiver's role in ways to foster independence for the care recipient.

MEASURABLE PERFORMANCE CRITERIA:

The student will

1. Demonstrate a therapeutic relationship through the use of scenarios and role playing. Include the value of individual autonomy and control by showing how to work together with clients/residents/patients in providing care, and taking into account their desire to be as independent as possible.
2. Name 3 examples of how to establish a therapeutic relationship.
3. Demonstrate personal attitudes and identify 2 ways they affect establishing a therapeutic relationship.
4. Name three losses attributed to illness and decreased independence and ways the caregiver can foster independence for the care recipient.

SUGGESTED TEACHING

METHODOLGIES: Lecture; Discussion; Scenarios; Role Play

SUGGESTED EVALUATION

METHODOLOGIES: Group participation
Written /Oral quiz

MODULE II Working Effectively with Home Care Clients

UNIT C: Communication and Interpersonal Skills **[BASIC CORE]**

LESSON: 5. The Client and Significant Others

TIME: 45 minutes total for Lessons 1-5

OBJECTIVES:

The student will:

1. Discuss the impact of the actual care setting/ environment on the following: the care recipient, the therapeutic relationship, and care recipient's adjustment to care.
2. Discuss individual rights in terms of autonomy, privacy, confidentiality, and freedom from abuse, neglect and mistreatment in the care setting.
3. Understand the impact on a person in becoming a recipient of care.
4. Appreciate the impact of the actual care setting/ environment.

MEASURABLE PERFORMANCE CRITERIA:

The student will

1. Describe the impacts on a recipient of care to illness (e.g. losses attributed to decreased independence, etc.) and how the care setting impacts the care recipient, the therapeutic relationship, and care recipient's adjustment to care.
2. Describe ways caregivers must allow recipients to exercise their individual rights in terms of autonomy, privacy, confidentiality, and freedom from abuse, neglect and mistreatment in the care setting.
3. Through role playing, demonstrate two different responses to becoming a recipient of care.
4. Demonstrate how changes in the care setting/environment can influence the recipient's quality of life and care.

SUGGESTED TEACHING

METHODOLOGIES: Lecture, Demonstration, Role Playing

SUGGESTED EVALUATION

METHODOLOGIES: Group participation
Written /Oral quiz

MODULE II Working Effectively with Home Care Clients

UNIT D: Caregiver Observation, Recording and Reporting **[BASIC CORE]**

TIME: 30 minutes

OBJECTIVES:

The student will:

1. Describe the components of trained observation using the senses (sight, smell, hearing, and touch) and know the normal.
2. Discuss guidelines for reporting changes in client condition and/or environment.
3. Discuss the components of documentation including legible handwriting, spelling and grammar, and factual information about observations.

MEASURABLE PERFORMANCE CRITERIA:

The student will:

1. List the components necessary for accurate observations.
2. Identify situations that should be reported.
3. Demonstrate the ability to report effectively by writing legibly, using correct terminology, and describing an observation using factual information.

SUGGESTED TEACHING

METHODOLOGIES: Lecture, class discussion, role-play, and video

SUGGESTED EVALUATION

METHODOLOGIES: Class participation, worksheet, and quiz

MODULE II Working Effectively with the Home Care Client

OUTLINE:

Unit A Theories of Basic Human Needs

1. Theories of basic human needs
 - a. Needs motivate our behavior and feelings
 - b. Unmet needs
 - i. Can create stress
 - ii. Reactions to stress
2. How patient, client, resident may respond to unmet needs
3. Basic human needs
 - a. Physical needs
 - b. Safety and security needs
 - c. Belonging needs
 - d. Self-worth needs
 - e. Self-fulfillment needs
 - f. Physical safety and security needs come first, higher needs next

Unit B Diversity

1. The individual, the family and home care
 - a. The role of family in society
 - i. Reproduction
 - ii. Care and nurturing children
 - iii. Meeting the needs of individual members
 - iv. Passing on a culture and system of values
 - b. How families differ
 - i. Each family is unique
 - ii. Serious problems that may affect the family
 - iii. Individual family members may differ from each other
 - iv. Other family differences
 - v. Cultural heritage (and effect on care giving)
 - vi. Family values and customs
 - vii. Sexual differences
 - viii. Finances
 - ix. Age

UNIT C Communication and Interpersonal Skills

1. Types of communication
2. Effective communication
3. Active listening
4. Clients are people too/Developing a therapeutic relationship
5. The client and significant others
6. Adjusting to becoming a recipient of care and adjustment to care setting/environment
7. Barriers to effective communication
8. Communication techniques to use with individuals having special Needs, i.e., vision, hearing, aphasia, cognitive impairment

UNIT D Observing, Recording, Reporting

1. Observing, recording, reporting
2. What the home care worker should observe, record and report
 - a. Changes in the client's condition
 - b. Environmental conditions and changes that affect the client
 - c. Changes in supportive relationships with relatives/friends
3. Building observation skills
 - a. Of patient/client/resident
 - b. Of physical conditions of the home
 - c. Of relationship with family or friends
4. Importance of recording and reporting
 - a. Helps home care team know client status
 - b. May be needed for referral to other services
 - c. Reduces possibility of forgetting what happened
5. Building recording skills
 - a. Write only what you see
 - b. Write only what you hear
 - c. Write only what you do
 - d. Date all of your observations
 - e. Sign your name

UNIT E Confidentiality

1. Scope of confidentiality including conversations, observations and reporting
2. Home care workers' role in maintaining confidentiality
3. HIPAA guidelines and compliance

MODULE III Working with the Elderly

UNIT: A. What is Aging?
 B. Aging and the Body
 C. Aging and the Mind

TIME: 120 minutes

OBJECTIVES:

At the completion of this Module the student will be able to:

1. Identify common attitudes towards aging
2. Recognize social factors that affect the elderly including family, finances, sex role differences, cultural and spiritual diversities
3. Identify the changes of aging on the body systems
4. Identify common health problems for each system
5. Observe and report any changes in the body
6. Recognize temporary changes in mental functioning and possible causes
7. Discuss permanent changes in mental functioning and give examples
8. Examine possible causes of stress
9. Identify physical and mental symptoms of stress on the body
10. Describe methods to handle stress

SUGGESTED TEACHING

METHODOLOGIES: Lecture, group discussion

EVALUATION

METHODOLOGIES: Written exam, class participation

MODULE III Working with the Elderly

OUTLINE:

Unit A What is Aging?

1. Aging and the individual
 - a. Aging as a normal process
 - b. Individual variations in the aging process
 - c. Physical/Mental process
 - d. Influences related to the aging process
2. Social factors and the elderly
 - a. The family
 - b. Finances
 - c. Sex role differences
 - d. Cultural/ Spiritual differences
 - e. Communication and interpersonal skills and the elderly
 - f. Observing and reporting unmet needs
 - g. Maintaining confidentiality/ ethical behavior
3. Attitudes towards aging – personal/societal

Unit B Aging and the Body/Body Systems

1. Define effects of aging, common health problems, care of the client and symptoms to report.
 - a. Immune System
 - b. Respiratory System
 - c. Cardiovascular System
 - d. Skin (Integumentary System)
 - e. Musculoskeletal System
 - f. Sensory System
 - g. Digestive System
 - h. Urinary System
 - i. Endocrine System
 - j. Neurological System
 - k. Reproductive System

Unit C Aging and the Mind

1. Mental and personality changes
 - a. Temporary changes in mental functioning and causes
 - b. Permanent changes in mental functioning and common problems
 - c. Caring for clients with memory loss or confusion

2. Stress
 - a. Causes and effects
 - i. Mental
 - ii. Physical
 - b. Coping mechanisms
 - c. Techniques to reduce stress
3. Observe, record and report.

MODULE IV Working with Children

- UNIT:**
- A. Family Situations in which Children May Need Home Care Workers
 - B. How Children Develop and How to Work with Them
 - C. Problems that affect the Family and How Children React to Stress
 - D. How You Can Help Strengthen Families through Work with Parents or Caregivers

TIME: 60 minutes

OBJECTIVES:

At the completion of this Module the student will be able to:

1. Describe the situations in which children may need Home Care Workers
2. Identify at least one way a Home Care Worker can assist a caregiver in meeting each of the five basic human needs
3. List the five stages of child development
4. List some typical behaviors of children at each stage of development
5. Describe ways in which the Home Care Worker can help children in all five stages of development
6. Identify ways to use the four keys to good communication when working with children at different ages
7. List several stressful problems that occur in families
8. Describe how young children, school-age children, and adolescents may react to family problems/stress
9. Describe how stress may affect a family's ability to meet basic human needs
10. Identify several ways to work with parents and caregivers to strengthen families

SUGGESTED TEACHING

METHODOLOGIES: Lecture, group discussion

EVALUATION

METHODOLOGIES: Written exam, class participation

MODULE IV Working With Children

OUTLINE:

Unit A Family Situations in Which Children May Need Home Care Workers

1. Family situations in which children may need Home Care Workers:
 - a. Chronic illness of child or parent
 - b. Disability
 - c. Prematurity
 - d. Post-trauma
 - e. Inexperienced or overwhelmed parent
 - f. Death or desertion of a parent
 - g. Domestic violence, abuse, neglect, drug abuse or alcoholism by either parent
2. Five basic needs:
 - a. Physical needs
 - b. Safety and security needs
 - c. Belonging needs
 - d. Self-worth needs
 - e. Self-fulfillment needs

Unit B How Children Develop and How to Work with Them

1. Child growth and development – physical, psychosocial and play
 - a. Infant – Birth to 12 months
 - b. Toddler – 1 to 3 years
 - c. Preschool – 3 to 6 years
 - d. School age – 6 to 11 or 12 years
 - e. Adolescent – 11 years to 19 years

Unit C Problems That Affect the Family and How Children React to Stress

1. Environment
 - a. Socioeconomic status of family
 - b. Family dynamics
 - c. Illness and injuries
 - d. Mentally challenged
 - e. Alcoholism and drug abuse
 - f. Domestic violence
2. Stress
 - a. Effects on family

- b. Effects on children in all stages of development

Unit D How You Can Help Strengthen Families Through Work With Parent or Caregivers

- 1. Keys factors in working with parents and families
 - a. Understanding family roles and functions
 - b. Understanding family dynamics and responses to illness and stress
 - c. Working with families
 - i. Show respect for family's resources, lifestyle and culture
 - ii. Address caregiver's needs at beginning of each visit
 - iii. Model positive parenting techniques
- 2. Role of the Home Care Worker
 - a. Observing/Reporting
 - b. Communicating with the home health team

MODULE V Working with People who are Mentally Ill

- UNIT:**
- A. What is Mental Health?
 - B. What is Mental Illness?
 - C. Mental Health, Mental Illness, and the Home Care Worker

TIME: 60 minutes

OBJECTIVES:

At the completion of this Module the student will:

- 1. List four behaviors that indicate mental health
- 2. Discuss different coping mechanisms and techniques to handle stress
- 3. Compare mental health and mental illness
- 4. List three factors that are believed to cause mental illness
- 5. List two ways of treating mental illness
- 6. State the guidelines for observing and reporting unusual behavior
- 7. Describe different ways the Home Care Worker can help care for the mentally ill client
- 8. Describe ways that the Home Care Worker can maintain safety for the mentally ill client

SUGGESTED TEACHING

METHODOLOGIES: Lecture, group discussion

EVALUATION

METHODOLOGIES: Written exam, class participation

MODULE V Working with People who are Mentally Ill

OUTLINE:

Unit A What is Mental Health?

1. Mentally healthy people are able to:
 - a. adapt to change give and accept affection develop good relationships
 - b. control their impulses and accept responsibility for their actions
 - c. accept disappointment
 - d. tolerate a certain amount of anxiety and frustration
 - e. respect themselves and enjoy the respect of others

2. Coping mechanisms that may be used by individuals to protect oneself from unpleasantness, shame, anxiety, or loss of self-esteem:
 - a. make excuses
 - b. blaming others
 - c. making up for a lack in one area by being good in another
 - d. avoiding unfavorable situations
 - e. reverting to a less mature level
 - f. transferring feelings from one person or situation to another
 - g. blocking out thoughts or events

Unit B What is Mental Illness?

1. Describe mental illness
 - a. Severe
 - b. mild

2. Causes of mental illness
 - a. physical factors
 - i. brain injury
 - ii. chemical imbalance
 - b. environmental Factors
 - c. heredity
 - d. abnormal stress

3. Effects of mental illness
 - a. Individuals
 - b. families

4. Types of mental illness
 - a. abnormal anxiety
 - b. abnormal fears (Phobias)
 - c. abnormal sadness or grief (Depression)
 - d. abnormal ideas (Paranoia)
 - e. abnormal thinking

5. Treating mental illness
 - a. mentally ill people can recover and lead normal lives
 - b. typical outpatient treatment
 - c. major treatment methods
 - d. professional teams

Unit C Mental Health, Mental Illness and the Home Care Worker

1. General guidelines for observing behavior
 - a. Describe unusual behavior. When does it occur? How often does it occur? How long does it last?
 - b. Does this behavior indicate a change in personality?
 - c. Is this behavior or thought extreme? Is it appropriate to the situation? Is the behavior or thought harmful to the client or Home Care Worker?
 - d. Do not draw conclusions about the causes of behavior
2. Role of the Home Care Worker with mentally ill clients and their families
 - a. Assist client with medication and report any changes
 - b. Observe, record, and report what is happening in the home
 - c. Assist with home management and personal care
 - d. Promote mental health through reassurance, encouragement, guidance
 - e. Preserve mentally ill person's authority and affection in the family
 - f. Assist in the recovery process
3. Maintain safety for the client and the Home Care Worker
 - a. Discuss plan of care with the nurse supervisor
 - b. Maintain a safe home environment. Don't leave client unattended if the plan of care requires constant supervision
 - c. Observe/ report noncompliance with medication or psychiatric treatment
 - d. Call 911 for extreme behavior changes

MODULE VI: Working with People with Developmental Disabilities

UNIT: A. Understanding Developmental Disabilities
B. Developmental Disabilities and Home Care

TIME: 60 minutes

OBJECTIVES:

At the completion of this Module the student will be able to:

1. Define a developmental disability
2. List at least three types of developmental disabilities
3. Discuss three possible differences in the functioning of people with developmental disabilities
4. List two possible causes of developmental disabilities. Describe several ways in which developmental disabilities differs from mental illness
5. Describe two reasons why an individual with developmental disabilities or their families might need home care
6. Identify three current trends in the field of developmental disabilities and how this might affect the home care worker tasks
7. Identify at least three skills of the home care workers in assisting individuals with developmental disabilities and/or their families
8. List at least three performance standards and provide a positive example of each

SUGGESTED TEACHING

METHODOLOGIES: Lecture, group discussion

EVALUATION

METHODOLOGIES: Written exam, class participation

MODULE VI: Working with People with Developmental Disabilities

OUTLINE:

Unit A Understanding Developmental Disabilities

1. Definition of developmental disabilities
 - a. List ways in which developmental disabilities affect normal development
 - i. Self care
 - ii. Communication skills
 - iii. Movement
 - iv. Self direction (control over life)
 - v. Potential for independent life
 - vi. Potential for financial independence
2. Types of developmental disabilities
 - a. Mental retardation
 - b. Cerebral Palsy
 - c. Autism
 - d. Neurological impairments
 - e. Multiple disabilities
3. Levels of functioning
 - a. Mild
 - b. Moderate
 - c. Severe
 - d. Profound
4. How developmental disabilities effect growth and development
5. Causes of developmental disabilities
 - a. Congenital – chromosomal or genetic defects (Down’s Syndrome)
 - b. Acquired
 - i. Infections during pregnancy
 - ii. Brain damage during delivery
 - iii. Alcohol, drug abuse or poor nutrition during pregnancy
 - iv. Premature birth (low birth weight)
 - v. Lead poisoning
6. Differences from mental illness
 - a. Developmental disabilities are permanent, mental illness may be temporary
 - b. Developmental disabilities occur before the age of 22, mental illness can occur at any time in a person’s lifetime

Unit B

Developmental Disabilities and Home Care

1. Developmental disabilities at home
2. A child with developmental disabilities
3. An adult with developmental disabilities
4. Expectations and attitudes
 - a. Family
 - b. Culture
 - c. Individual
5. Philosophy and current trends in the field
 - a. Address the person, not the disability
 - b. Focus on independence, productivity and integration
 - c. Promote self-determination and community participation
6. Care needs
 - a. Disability is not an illness though it may increase care needs
 - b. Five basic needs
 - c. Role of the Home Care Worker
 - i. Importance of assistance and home care
 - ii. Required skills:
 - Personal care
 - Child care
 - Communication
 - Observing and recording
7. Performance standards
 - a. Speak to all people politely
 - b. Include people in conversations; speak with them, not about them
 - c. Use positive verbal and non-verbal communication; avoid being negative
 - d. Explain things in a way that people can understand and observe how the information is received
 - e. Encourage people to think by asking questions rather than giving commands
 - f. Encourage individuals to do as much as possible for themselves rather than doing for them
 - g. Include people in making decisions and provide choices when possible
 - h. Respect differences and an individual's desires, needs and values
 - i. Consider others' feelings and concerns, even if different from your own

MODULE VII Working with People with Physical Disabilities

UNIT: A. What is Physical Disability?
B. How the Home Care Worker Can Help the Physically Disabled

TIME: 60 minutes

OBJECTIVES:

At the completion of this Module the student will be able to:

1. Define temporary and permanent disabilities
2. List how family and environments can help people with disabilities achieve a better quality of life
3. Describe how lack of social and emotional support can impact a person with a physical disability
4. Identify the broad goals of care for people with physical disabilities
5. Identify the Home Care Worker's role in promoting goals
6. Describe social, cultural and environmental influences in caring for people with physical disabilities
7. Describe situations in which people with physical disabilities may need home care services

SUGGESTED TEACHING

METHODOLOGIES: Lecture, group discussion

EVALUATION

METHODOLOGIES: Written exam, class participation

MODULE VII Working with People with Physical Disabilities

OUTLINE:

UNIT A What is Physical Disability?

1. Define a physical disability
 - a. Differences based on cause and timing
 - I. Developmental (at or near birth)
 - II. Injury-related
 - III. Disease related
 - b. Temporary or permanent
 - c. Diagnosis does not indicate level of function
 - d. Impact on function
 - e. Activities of daily living
 - f. Instrumental activities of daily living
2. Impact of physical disability on quality of life
 - a. Supports
 - I. Family
 - II. Environmental supports
 - III. Social supports
 - b. Stresses
 - c. Coping mechanisms of individual
 - d. Coping mechanisms of family
 - e. Other stresses, i.e. lack of opportunities for socialization
 - f. Stress as related to basic needs

UNIT B How the Home Care Worker Can Help the Physically Disabled

1. Home care goals for people with physical disabilities
 - a. Promoting self-care and independence
 - b. Maintenance of dignity and self-worth
 - c. Preservation of normal life style
2. The role of the home care worker
 - a. Plan of care for services provided
 - b. Emotional support
 - c. Encourage as much independence as possible
 - d. Assist client in making the environment as supportive as possible
3. Social, cultural and environmental influences in caring for people with physical disabilities
4. Situations in which people with physical disabilities may require home care

MODULE VIII Food Nutrition and Meal Preparation

- UNIT:**
- A. The Basics of Nutrition
 - B. Meal Planning
 - C. Food Preparation and Serving
 - D. Food Shopping, Storage and Handling Food Safely
 - E. Modified Diets

TIME: 240 minutes (4 hours)

*See page 73 – The Objectives and Measurable Performance Criteria from The Digestive System, Lesson 1, Nutrition and a Balanced Diet are to be fulfilled as part of the 240 minutes allotted for this Module.

OBJECTIVES:

At the completion of this Module the student will be able to:

1. Describe the five major categories of nutrients
2. Identify the importance of nutrients in promoting and maintaining good health.
3. Use MyPyramid in meal planning.
4. Plan well-balanced diets using the five major food groups
5. Recall the Dietary Guidelines for Americans 2005
6. State the guidelines for food preparation and serving.
7. Identify ways to improve food shopping, storage, and handling
8. Define the term “modified diet”
9. Give examples of foods that should be avoided or encouraged for a variety of modified diets
10. Describe ways to mechanically alter foods for easier chewing and swallowing

SUGGESTED TEACHING METHODOLOGIES: Lecture, group discussion

EVALUATION METHODOLOGIES: Written exam, class participation

MODULE VIII FOOD, NUTRITION AND MEAL PREPARATION

OUTLINE:

Unit A The Basics of Nutrition

I. THE MAJOR NUTRIENTS

- A. Nutrients: individual elements that combine to make foods and enable us to live
- B. Proteins:
 - 1. Function: to build and repair body tissues
 - 2. Sources: meats, fish, eggs, milk, soy and legumes
 - 3. Amount needed: varies according to size, age, activity level and state of health
- C. Carbohydrates:
 - 1. Function: to provide fuel for heat and energy
 - 2. Starches: grains, potatoes, beans, and peas
 - 3. Sugar: fruit, vegetables, and sweeteners
 - 4. Fiber: assist in digestion
- D. Fat:
 - 1. Function: protect vital organs, insulate the body, prevent heat loss, and carrier of nutrients
 - 2. Sources: meat, fish, eggs, nuts, milk, and butter
 - 3. Polyunsaturated fats: corn, soy, safflower and sunflower oils;
 - 4. Saturated fats: butter, coconut oil and peanut oil.
- E. Vitamins:
 - 1. Functions: to promote tissue growth and to help body use other nutrients

2. Vitamin A: helps keep skin in good condition and facilitates bone growth
3. Vitamin B: helps nervous and digestive systems function properly
4. Vitamin C: strengthens walls of blood vessels and aids in healing of wounds and bones
5. Vitamin D: builds strong bones and teeth
6. Vitamin E: anti-oxidant

F. Minerals:

1. Functions: to strengthen certain tissues and help in body functions
2. Calcium: needed for strong bones and teeth, helps blood to clot, and important for muscle contraction
3. Potassium: helps heart to function properly
4. Iron: combines with protein to make hemoglobin and helps cells use oxygen
5. Iodine: needed for functioning of thyroid gland
6. Sodium: maintains normal balance of water between fluids and cells

G. Water:

1. Considered a nutrient: absolute necessity for life
2. Need for water: digestion, elimination, and control of body temperature

H. Nutrients work together:

1. The body needs nutrients from each category, not just one or two
2. Available in a variety of foods

Unit B Meal Planning

I. WELL-BALANCED DIET

- A. Definition: a daily diet that contains nutrients needed for proper body functioning and energy
- B. Can be planned by using food groups

II. MY PYRAMID AND DIETARY GUIDELINES

- A. Milk Group:
 - 1. Foods included
 - 2. Recommended daily amounts
- B. Meat, Poultry, Fish, Dry Beans and Peas and Nuts Group:
 - 1. Foods included
 - 2. Recommended daily amounts
- C. Fruit:
 - 1. Foods included in fruit
 - 2. Amounts needed daily
- D. Vegetable Group:
 - 1. Foods included
 - 2. Recommended daily amounts
- E. Grains:
 - 1. Foods included
 - 2. Recommended daily amounts
- F. Fats, Oils, and Sugar Group:
 - 1. Foods included

III. USING MyPyramid IN MEAL PLANNING

- A. Basic menu plan: includes a food from each group in the food guide
- B. MyPyramid plan

IV. DIETARY GUIDELINES FOR AMERICANS

- A. Consume a variety of foods within and among the basic food groups while staying within energy needs.
- B. Control calorie intake to manage body weight.
- C. Be physically active every day.
- D. Increase daily intake of fruits and vegetables, whole grains and non-fat or low-fat milk and milk products.
- E. Choose fats wisely for good health.
- F. Choose carbohydrates wisely for good health.
- G. Choose and prepare foods with little salt.
- H. If you drink alcoholic beverages, do so in moderation.
- I. Keep food safe to eat.

V. OTHER CONSIDERATIONS IN MEAL PLANNING

- A. Involving clients in meal planning with using keys to good communication
- B. Serving size: what counts as service size
- C. Special nutrient needs
- D. Cost

Summary

In Unit B, you have learned how to use the basics of nutrition in meal planning.

MyPyramid is a consumer friendly guide to help health people over 2 years of age make healthful food choices. It is meant to be flexible and easy to use. My Pyramid is based on the *Dietary Guidelines for Americans 2005* and represents the most current scientific information about diet and physical activity. The Dietary Guidelines answer the questions: What should Americans eat? How should we prepare food to keep it safe and wholesome? The guidelines are designed to help Americans choose diets that will meet nutrient requirements, promote health, support active lives and reduce disease. The Dietary Guidelines are the foundation of MyPyramid.

The *Dietary Guidelines for Americans 2005* provides science-based advice to promote health and to reduce risk for major chronic diseases through diet and physical activity. When planning for their clients, **home care workers** should include a variety of foods, consider calories to help maintain the client's healthy weight, limit saturated fat

and moderate total fat, sugar and sodium and increase fruits, vegetables and whole grains.

Meal planning must also take into account food preferences and eating habits. These are based on cultural and/or religious background, past experience, the availability and cost of foods, and the convenience of preparation. Calorie needs and special nutrient needs must be considered, also.

Unit C Food Preparation and Serving

I. FOOD PREPARATION

- A. Use the basics of good nutrition
 - 1. Eat a variety of foods
 - 2. Choose foods low in fat, saturated fat, and cholesterol
 - 3. Use more lean meats, fish, and poultry
 - 4. Use sugar and salt in moderation
 - 5. Choose plenty of fruit, vegetable, and grain products
- B. Avoid frying
- C. Steam cook vegetables
- D. Bake, broil or microwave
- E. Avoid convenience foods
- F. Find out how clients like food seasoned

II. CLIENT INVOLVEMENT

- A. Promotes independence
- B. Builds a helping relationship
- C. Provides stimulation, relaxation, and increases sense of worth

III. AVAILABLE COOKING EQUIPMENT

- A. Equipment may be limited
- B. Need to be creative and discuss with supervisor

IV. SERVE QUALITY FOOD

- A. Cook food only until tender as this protects nutrients
- B. Use toaster oven or use oven to prepare more than one food at a time
- C. Use double boiler to cook two items
- D. Use fresh fruits and vegetables
- E. Serve eye-appealing foods

V. SERVING MEALS

- A. Use as a time to share with others
- B. Plan to sit and talk with clients

VI. FOOD APPEARANCE, TEXTURE, AND PORTION SIZE

- A. Use contrasting colors and textures
- B. Arrange foods attractively
- C. Serve small portions, but allow for second servings
- D. Be alert to a poor appetite:
 - 1. May signal illness or depression
 - 2. Dissatisfaction with food
 - 3. Improper mouth care
 - 4. Chewing problems
 - 5. Medications

Unit D Food Shopping, Storage, and Handling Food Safely

I. HOW TO SAVE ON FOOD COSTS

- A. Use coupons and weekly specials
- B. Compare prices among brands
- C. Avoid convenience foods

- D. Check food labels for nutritional value
- E. Look for seasonal items
- F. Consider availability of storage space
- G. Take a shopping list, and follow it
- H. Use meat substitutes
- I. Keep within the allowed food budget

II. FOOD STORAGE (Include temperature guide for refrigerated foods)

- A. Promptly rewrap and refrigerate meat, fish, or poultry
- B. Store dry foods in covered containers, and use older purchases first. Store separate from cleaning supplies
- C. **DO NOT** store food beneath plumbing
- D. Refrigerate eggs, milk products, margarine, cooking oils, salad dressings, and mayonnaise
- E. **DO NOT** refrigerate fresh fruit until ripe
- F. Keep refrigerator and freezer units in good working order. Keep the temperature in refrigerator at 36° F - 40° F, and the temperature in freezer at 0° F. (See temperature guide.)
- G. Cover and date all refrigerated food
- H. Use frozen foods within six months. Don't thaw frozen food on counter at room temperature.

III. FOOD MONEY PROCEDURES

- A. Follow agency's policy procedures
- B. Save all receipts
- C. Account for all money spent as soon as possible after shopping

IV. SAFE FOOD HANDLING

- A. Wear clean clothes and/or apron
- B. Always wash hands before handling food

- C. Wear gloves if you have a cut or infection on hands
- D. Avoid coughing or sneezing around food
- E. Clean work spaces before and after preparing food
- F. Use clean dish towels and dish cloths
- G. Use hot water and soap to wash utensils
- H. Never taste and stir food with the same spoon
- I. Put warm foods in refrigerator immediately
- J. **DO NOT** use damaged cans with bulging ends
- K. Avoid eating raw eggs. **NEVER** use cracked eggs. **NEVER** undercook eggs
- L. Use cooked meat, poultry, fish, and baked dishes within three to four days
- M. **DO NOT** use foods that have become moldy
- N. Clean and sanitize food preparation area
- O. Keep hot foods **hot** (above 140° F)
- P. Keep cold foods **cold** (below 40° F)
- Q. Keep refrigerator clean
- R. Use food within recommended time
- S. **DO NOT** refreeze food

Unit E Modified Diets

I. BEING SPECIFIC WHEN IT COMES TO THE DIET

- A. Be specific about changes made in a client's diet
- B. Promote the good health of the client
- C. Definition of "modified diet": one nutrient change in a client's diet ordered by the doctor, changes in amount of calories, or mechanically altered.

II. DECREASING THE INTAKE OF CERTAIN FOODS

- A. Low calorie and low fat:
 - 1. Limiting the amount and types of food a client eats
 - 2. Not recommended for an extended period
 - 3. Compliance is difficult
- B. Low sodium/salt:
 - 1. Read labels
 - 2. Eliminate processed and prepared foods high in sodium
 - 3. No salt added during preparation and serving

III. INCREASING THE INTAKE OF CERTAIN FOODS

- A. High protein and high calorie
 - 1. You would add more protein and calories to an already balanced diet
 - 2. Small frequent feedings are encouraged

IV. TYPES OF MODIFIED DIETS

- A. List of diets appears on chart:
 - 1. List specific diets
 - 2. Reasons why diet is used
 - 3. Foods that should be encouraged
 - 4. Foods not allowed
 - 5. Some special notes
- B. The meaning of “high” and “low”:
 - 1. “High” means ‘to increase a nutrient in a diet’
 - 2. “Low” means ‘to decrease a nutrient in a diet or cut it out altogether’
- C. Soft and liquid diets:
 - 1. Think about consistency

2. "Soft": foods requiring almost no chewing
 3. "Liquid": can be clear liquids, such as Jell-O, or full liquid, such as liquids at room temperature
 4. Importance of positioning client
- D. Bland:
1. Eliminate foods assumed to irritate gastric mucous, such as pepper, spices, alcohol, and caffeine
- E. Low fat and low cholesterol:
1. Limit fat and cholesterol
 2. Choose lean cuts of meat, one-percent (1%) or low-fat milk and dairy products, and unsaturated oils and light or diet margarine
- F. Preparing mechanically altered diets:
1. For clients who have limited chewing ability or have swallowing difficulty
 2. Chopping, grinding, mashing, or pureeing can modify the texture of foods:
 - a. "Chopped" means to cut into small pieces
 - b. "Ground" means to cut into even smaller pieces
 - c. "Pureed" means to run cooked foods through blender or processor, adding enough liquid for appropriate consistency
 3. Mechanically altered diets are specifically designed to meet the client's special needs
 4. Nutritional concerns with mechanically altered diets:
 - a. Food loses its appeal
 - b. Nutrients may be lost
 - c. Lack of fiber may cause constipation
 - d. Caloric needs
 - e. Choking

5. Equipment:
 - a. Chopping can be done with a sharp knife on a ceramic or wooden board
 - b. Grinding and pureeing can be done in a food processor or blender
 - c. Fruits and vegetables can be pureed by pushing them through a colander or sieve with the back of a spoon
 - d. Equipment must be kept absolutely clean
 - e. Appropriate thickness and temperature of food depends on patient condition and tolerance

6. Process tips:
 - a. Cook food first when instructed to do so
 - b. **DO NOT** combine foods before pureeing or grinding
 - c. Add fluid when instructed to do so
 - d. Add seasonings, sauces, and condiments to enhance flavor
 - e. Serve some foods, such as puddings, that do not need to be altered
 - f. Provide a bib or other protective covering
 - g. Serve hot foods **hot** and cold foods **cold**
 - h. Identify each food for your client
 - i. Allow your client enough time to swallow each bite
 - j. Offer plenty of extra liquids to prevent constipation and dehydration
 - k. Use blenderized food immediately or freeze to prevent bacterial growth

MODULE IX Family Spending and Budgeting

- UNIT:**
- A. The Role of the Home Care Worker in Family Spending and Budgeting
 - B. Ways to Make the Most Effective Use of the Family's Finances

TIME: 30 minutes

OBJECTIVES:

At the completion of this Module the student will be able to:

1. Describe two possible roles of the Home Care Worker in handling the client's money
2. Record accurately the expenditures for which the Home Care Worker is responsible
3. Name ways of shopping effectively for food and household supplies
4. List ways in which best values can be found when shopping for clothes or supplies

SUGGESTED TEACHING METHODOLOGIES:

Lecture, group discussion

EVALUATION METHODS:

Written exam, class participation

MODULE IX Family Spending and Budgeting

OUTLINE:

Unit A The Role of the Home Care Worker in Family Spending and Budgeting

1. Assistance with shopping, buying, and banking assistance
2. Aide record keeping requirements when handling patient's money for errands outlined in Plan of Care

Unit B Ways to Make the Most Effective Use of the Family's Finances

1. Buying food and household supplies
2. Buying drugs and medicine
3. Buying clothes
4. Looking for bargains/comparing prices and products (generic brands)
5. Buying in quantities

MODULE X Care of the Home and Personal Belongings

- UNIT:**
- A. Importance of Housekeeping in Home Care
 - B. Performing housekeeping in the Home
 - C. Ways to be Safe and Save Energy and Time
 - D. How to Get the Job Done

TIME: 90 minutes*

*See page 115 – The Objectives and Measurable Performance Criteria from The Clients' Environment, Components and Care of the Environment – drawers, closets, immediate environment are to be fulfilled as part of the 90 minutes allotted for this Module.

OBJECTIVES:

At the completion of this Module the student will be able to:

1. Discuss why assistance with housekeeping is important in home care
2. List three reasons why a clean comfortable home is beneficial to home care clients
3. Explain three ways housekeeping in home care differs from the housekeeping one does in their own home
4. Discuss how the client's home, culture, religion relate to housekeeping
5. Recognize the client's sensitivity to his own limitations and list two ways how to meet his basic needs and promote independence
6. List three rules for proper body mechanics
7. List five ways to maintain safety when lifting or moving an object
8. Identify four basic guidelines to conserve time
9. Discuss two ways the aide can promote the client's independence
10. List and discuss the principles of infection control relating to housekeeping
11. Identify the basic cleaning supplies needed to do housekeeping
12. Verbalize and/or demonstrate how to perform four to five common household tasks
13. List four to five safety measures when doing household tasks

SUGGESTED TEACHING

METHODOLOGIES: Lecture, group discussion

EVALUATION

METHODOLOGIES: Written exam, class participation

MODULE X Care of the Home and Personal Belongings

OUTLINE:

Unit A Importance of Housekeeping in Home Care

1. Purposes of housekeeping in home care
 - a. Enhances quality of life
 - b. Promotes independence and self-sufficiency
 - c. Maintains the home during family crisis
2. Importance of maintaining a clean home
 - a. Infection control – keeps bacteria, fungus under control
 - b. Safety and security – less accidents likely to occur
 - c. Basic needs are met – comfort, belonging, pride, higher self esteem, self-fulfillment

Unit B Performing Housekeeping in the Home

1. Why housekeeping in home care differs from housekeeping at home
 - a. Respect relating to client's customs, religion, and personal belongings
 - b. Respect relating to client's housekeeping habits and equipment and supplies
 - c. Physical differences among homes
 - d. Equipment supplies will differ
 - e. Sensitivity and attitude relating to client's limitations
 - f. Meeting client's basic needs
 - g. Promoting independence

Unit C Ways to be Safe and Save Energy and Time

1. Safety - Proper body mechanics – refer to Procedure XII - 2
 - a. Lifting or moving a person or object.
 - i. feet apart – one foot slightly in front of the other
 - ii. bend at hips and knees when lifting or stooping
 - iii. carry weight close to body
 - iv. turn whole body when turning or while carrying object/person
 - v. remember good posture
 - vi. push, pull or roll object/person when possible
2. Time management
 - a. Prioritize planning and organize tasks
 - b. Follow care plan
 - c. Encourage client's assistance whenever possible
 - d. Keep track of time needed to accomplish tasks on care plan
3. Basic guidelines
 - a. Make a task schedule

- b. Break down a large job into smaller tasks
- c. Revise task schedule as needed
- d. Do two things at once when possible
- e. Do different tasks together that can be handled in the same place
- f. Economical with client's supplies

Unit D How to Get the Job Done

1. Infection control
 - a. Proper hand washing before and after each task
 - b. Rubber or housekeeping gloves used for cleaning
 - c. Clean gloves after each day's use
 - d. Keep clean and dirty areas separate
 - e. Use separate cloth for bathroom
 - f. Use disposable cloth or wipe for toilet

2. Basic supplies and equipment needed
 - a. Broom, dust pan
 - b. Mop
 - c. Cleanser soap, disinfectant, baking soda, bleach
 - d. Always read directions when using cleaning products; do not mix products
 - e. Rags, scrub brush
 - f. Vacuum, dust buster

3. Safety tips when using equipment/supplies
 - a. Unfamiliar with equipment, supplies, ask client or family how to use
 - b. Don't overload equipment
 - c. Avoid electrical equipment near water, sink/bathtub
 - d. Unplug small appliances before cleaning
 - e. Don't try to repair or poke electrical equipment with metal objects
 - f. Never use electrical equipment with frayed cord
 - g. Keep equipment clean and dry

4. Kitchen
 - a. Wipe up spills
 - b. Dispose of garbage daily
 - c. Observe all safety precautions

5. Bathroom
 - a. Clean sink, tub/shower, toilet, and floor as needed
 - b. Wipe up water spills
 - c. Observe all safety precautions

6. Living room
 - a. Vacuum carpets
 - b. Tack down loose rugs

- c. Dust and handle personal belongings with care and place in original spot
7. Bedroom
 - a. Clean, dust, vacuum once a week , as needed
 - b. Change linens once a week or as needed
 8. Washing floors
 - a. Sweep or vacuum first
 - b. Dry mop wooden floors and use special wood cleaner
 - c. Dry wet floors
 9. Keep pests under control
 - a. Keep things clean as possible
 - b. Store food properly
 - c. Notify supervisor/family of needed screen windows, repairs, or exterminator
 10. Laundry
 - a. Wear gloves when handling clothes/linens soiled with body fluids
 - b. Check with client about what is to be washed in machine
 - c. Ask how to operate washer or dryer
 - d. Check pockets for coins or sharp objects
 - e. Sort dark, white, clothes and delicates separately
 - f. Check with client what clothes are to be machine dried or air dried

MODULE XI Safety and Injury Prevention

UNIT: A. Injuries
 B. Injury Prevention
 C. What to Do When Injuries and Emergencies Happen

TIME: 90 minutes

OBJECTIVES:

At the completion of this Module the student will be able to:

1. Identify common factors that contribute to accidents in the home
2. Discuss the Home Care Worker's role in injury prevention and fire safety
3. Discuss methods of ensuring own safety in the field
4. Describe basic home fire prevention and response actions
5. Describe basic first aid techniques for common emergencies
6. Know agency policies that relate to safety issues
7. Identify situations that require immediate attention by self or EMS/911 services

SUGGESTED TEACHING METHODOLOGIES:

Lecture, group discussion

EVALUATION METHODOLOGIES:

Written exam, class participation

Module XI Safety and Injury Prevention

OUTLINE:

Unit A Injuries

1. Most frequent home injuries
 - a. Falls
 - b. Burns
 - c. Cuts
 - d. Poisoning
 - e. Choking
 - f. Electrical injury

2. Factors that may contribute to injuries among older adults
 - a. Difficulties with balance
 - b. Vision problems
 - c. Mental confusion
 - d. Hearing loss
 - e. Effects of medication
 - f. Reduced sensations of taste and smell
 - g. Cultural practice
 - h. Inappropriate footwear

3. Factors that may contribute to injuries involving young children
 - a. Age related behavior
 - b. Age related physical/mental development
 - c. Natural curiosity to explore, touch, try and taste new things
 - d. Undeveloped sense of balance
 - e. Lack of experience coupled with little or no fear

4. Where household injuries occur most frequently
 - a. Kitchen
 - b. Bathroom

5. Other hazards
 - a. Poor lighting
 - b. Stairs
 - c. Scatter rugs, no skid resistant backing
 - d. Well-traveled traffic areas
 - e. Clutter
 - f. Non compliance with physical devices and medication
 - g. Lack of handrails in bathroom

Unit B Injury Prevention

1. The role of the Home Care Worker In injury prevention
 - a. Maintain clean environment in the home - free of safety hazards
handle food properly
 - b. Use proper body mechanics
 - c. Prevent transmission of disease
 - d. Fire prevention
 - e. Keep emergency phone numbers posted close to the phone

2. Personal safety in the community
 - a. Basic safety principles
 - i. Have the correct address and clear directions
 - ii. Be aware of surroundings; avoid unsafe shortcuts
 - iii. Know the location of public telephones, fire alarm boxes
 - iv. Don't carry a purse, large sums of money, or wear expensive jewelry
 - v. Become familiar with residents in your area
 - vi. Don't alter your schedule without telling office
 - b. Pets
 - c. Transportation safety
 - i. Keep car in good operating condition; have sufficient fuel
 - ii. Have keys ready when approaching car
 - iii. Keep car doors locked at all times
 - iv. Know how to drive in inclement weather
 - v. Consider membership in an auto club
 - d. Transportation accidents
 - i. Seat belt use for all occupants
 - ii. No children under 12 in front seat
 - iii. Child safety seats for children 0-8 years of age
 - iv. Obey speed limits
 - v. No alcohol or drug use

3. In the event of fire:
 - a. Rescue: Get your client and yourself to safety

- b. Alarm: call Fire Department (911)
- c. Confine: close doors, plug doorways to prevent smoke from entering
- d. Extinguish/Evacuate: If clothing catches fire, make the victim lie on floor and roll to smother flames. Do not attempt to put fire out yourself unless it is minor
- e. Notify home care supervisor as soon as practical

Unit C What to do When Injuries and Emergencies Happen

- 1. Know your agency's policy regarding incidents
 - a. Policies and procedures
 - b. Whom to contact

- 2. First aid techniques for:
 - a. Burns
 - b. Choking
 - c. Poisoning
 - d. Sprains or broken bones
 - e. Bruises
 - f. Cuts and scrapes
 - g. Dizziness/fainting

- 3. What to do in serious medical emergencies
 - a. Assess the situation
 - b. Assess the victim
 - c. Call for help
 - d. Remember the ABC's of first aid

MODULE XII Personal Care Skills
UNIT A Defining Personal Care

TIME: 90 minutes

OBJECTIVES:

The student will:

1. Identify activities that are part of personal care.
2. Give examples of cases where personal care may be needed.
3. Describe at least two ways in which personal care can meet a client's basic human needs.
4. Explain how good communication improves personal care

**SUGGESTED TEACHING
METHODOLOGIES:**

Lecture, group discussion

**EVALUATION
METHODS:**

Written exam, class participation

Module XII
UNIT A

Personal Care
Defining Personal Care

- I. Define Personal Care
 - A. Tasks related to client's body, appearance, hygiene and movement
 1. Bathing
 2. toileting
 3. teeth and mouth care
 4. ambulation
 5. dressing/grooming
 6. eating
 7. transferring

- II. When and Who Needs Personal Care
 - A. Recovering from an illness/accident
 - B. Long term chronic condition
 - C. Frail advanced age
 - D. Permanently disabled
 - E. The dying client

- III. Meeting Client's Basic Human Needs Through Personal Care
 - A. Physical Needs
 - B. Safety and Security Including Emotional Security
 - C. Belonging Needs - valuing and showing acceptance for cultural, religious and Socioeconomic differences
 - D. Self Worth Needs - building confidence and encouraging independence in doing specific tasks
 - E. Self Fulfillment Needs - recognition and acknowledgement of past accomplishments and setting new goals

- IV. Communication Keys in Providing Personal Care
 - A. Making A Good Impression
 - B. Showing Acceptance
 - C. Building A Helping Relationship
 - D. Handling Special Problems

Module XII
Unit B

Personal Care
Personal Care Skills

A) Handwashing

[BASIC CORE]

TIME: Didactic: 10 minutes
Lab: 10 minutes

OBJECTIVES:

The student will

1. Discuss the importance of handwashing in infection control
2. Discuss when it is appropriate for the caregiver to wash hands
3. Describe proper procedure for handwashing with soap and water
4. Identify alternate sources of hand washing when soap and water is not available

MEASURABLE PERFORMANCE CRITERIA:

The student will

1. List two ways handwashing aids in preventing infection
2. List three instances from the time the caregiver comes to work until end of shift when they should wash their hands
3. Demonstrate handwashing using principles of infection control
4. Name two alternate sources of handwashing when soap and water is not available
5. Demonstrate Procedure XII-1, Proper Handwashing

SUGGESTED TEACHING

METHODOLOGIES: Lectures; Video; Demonstration; Glow germ

SUGGESETED EVALUATION

METHODOLOGIES: Group participation
Written/ oral quiz
Skills performance checklist mandatory for all levels

Module XII
Unit B

Personal Care
Personal Care Skills

B) Infection Control [BASIC CORE]

LESSON:

1. Process of Infection
2. Standard Precautions
3. Bloodborne Pathogens
4. Exposure Incidents

TIME: 40 minutes

OBJECTIVES:

At the completion of this Module the student will be able to:

1. Define microorganisms
2. Define infection control
3. Describe the chain of infection
4. List 4 types of infections
5. List 3 risk factors of infections
6. List 5 modes of transmission of infections
7. Verbalize importance of handwashing with soap and water or antiseptic hand cleaner
8. Describe concept of clean and dirty and demonstrate appropriate care of supplies and equipment
9. Define Standard/Universal Precaution
10. List the appropriate use of Personal Protective Equipment (PPE)
11. Define blood borne pathogen and 3 common diseases
12. List work practices to prevent exposure to:
 - a. Sharps
 - b. Sharps containers
 - c. Contaminated supplies
 - d. Cleaning/decontamination of body fluids/spills
13. State procedures for all exposure incidents, i.e.:
 - a. Blood exposures
 - b. Airborne
 - c. Allergy/latex

SUGGESTED TEACHING

METHODOLOGIES: Lecture, group discussion

SUGGESTED EVALUATION

METHODOLOGIES: Written exam, class participation, demonstration

MODULE XII Personal Care
Unit B Personal Care Skills

B) Infection Control

- LESSON:**
1. Process of Infection
 2. Standard Precautions
 3. Bloodborne Pathogens
 4. Exposure Incidents

OUTLINE:

A. Process of Infection

1. Chain of infection
2. Risk factors
 - a. Age
 - b. Chronic illness
 - c. Immunosuppressant
3. Types of Infection
 - a. UTI
 - b. Respiratory
 - c. Wound/skin
 - d. GI
4. Transmission of Infection
 - a. Contact
 - 1) Indirect
 - 2) Direct
 - b. Airborne
 - c. Common Vehicle
 - d. Vectorborne

B. Standard Precautions

1. Concept of clean and dirty
 - a. Handwashing-Demonstration (Current CDC Guidelines)
Refer to Procedure XII-1
 - b. Care of supplies and equipment
 - c. Waste and sharps disposal
 - d. PPE/Gloves

C. Bloodborne Pathogens

1. Bloodborne diseases
2. Hepatitis B and C
3. HIV
4. Vaccination

D. Exposure Incidents

1. Blood
2. Airborne
3. Allergy/latex

Module XII
Unit B

Personal Care
Personal Care Skills

C) Freedom from Pain

[BASIC CORE]

LESSON: 1. Pain management
2. Recognizing and reporting pain

TIME: 40 minutes

OBJECTIVES:

The Student will:

1. Discuss the effects of pain on client functionality.
2. Discuss the cultural differences in responding to pain and pain management
3. Discuss the impact of pain management on resident/client/patient functionality.
4. Discuss how clients demonstrate pain and relief from pain.
5. Discuss the characteristics of pain and how to report (site, duration, intensity and triggers).

MEASURABLE PERFORMANCE CRITERIA:

The Student will:

1. Name three ways individuals indicate pain.
2. Name three effects of pain on client functionality.
3. Show how to gather more information from the client about their pain.
4. Demonstrate how to report pain effectively.

SUGGESTED TEACHING

METHODOLOGIES: Lecture, scenarios and role play

SUGGESTED EVALUATION

METHODOLOGIES: Class participation, quizzes

Module XII
Unit B

Personal Care
Personal Care Skills

C) Freedom from Pain

OUTLINE:

1. Effects of pain on client's functionality
2. Cultural differences in responding to pain and pain management
3. Impact of pain management on client functionality
4. Client's demonstration of pain and relief from pain
5. Characteristics of pain
6. Observe record and report

Module XII
Unit B

Personal Care
Personal Care Skills

D) Urinary System [BASIC CORE]

LESSON: 1. Assisting with Bedpan/urinal/fracture pan

TIME: Didactic: 20 minutes
Lab: 15 minutes

OBJECTIVES:

The student will:

1. Discuss who needs to use a bedpan/urinal/fracture pan.
2. Identify the equipment used.
3. Demonstrate the process of positioning and removing a bedpan.
4. Demonstrate the process of positioning and removing a urinal.
5. Demonstrate the process of positioning and removing a fracture pan.
6. Demonstrate aftercare of equipment.
7. Demonstrate aftercare of resident/client/patient.

MEASURABLE PERFORMANCE CRITERIA:

The student will:

1. Give 2 examples of when a bedpan/urinal/fracture pan is indicated for use
2. Gather equipment
3. Assist with a bedpan
4. Assist with a urinal
5. Assist with fracture pan
6. Clean, dry and put away equipment
7. Wash hands

SUGGESTED TEACHING

METHODOLOGIES: Lecture, Display equipment, Show video

SUGGESTED EVALUATION

METHODOLOGIES: Written/Oral unit quiz
Skills Performance Checklist

Demonstrate:

- Procedure XII-17, Use of a Bedpan
- Procedure XII-18, Use of a Urinal

Module XII
Unit B

Personal Care
Personal Care Skills

D) Urinary System

Lesson: 1. Assisting with Bedpan/urinal/fracture pan

OUTLINE:

1. Types of patients needing assistance with toileting.
2. Types of equipment used by patients requiring assistance with toileting
3. Preparation for Procedure
 - a. Assemble equipment
 - b. Positioning patient and removing equipment
 - c. Safety measures
 - d. Infection Control measures
 - e. Aftercare of patient and equipment
4. Demonstrate the use of equipment
5. Refer to Procedure XII-17, Use of a Bedpan
6. Refer to Procedure XII-18, Use of a Urinal

Module XII
Unit B

Personal Care
Personal Care Skills

D) Urinary System [BASIC CORE]

Lesson: 2. Bedside commode/toilet

TIME: Didactic: 20 minutes
Lab: 15 minutes

OBJECTIVES:

The student will:

1. Define the parts of a bedside commode/toilet.
2. Demonstrate the process of using a commode.
3. Demonstrate aftercare of equipment.
4. Demonstrate aftercare of resident/client/patient.

MEASURABLE PERFORMANCE CRITERIA:

The student will:

1. Assemble and disassemble a commode.
2. Assist with a commode.
3. Rinse bucket utilizing infection control principles and reassemble commode.
4. Wash hands after.

SUGGESTED TEACHING

METHODOLOGIES:

Lecture
Display equipment
Show video

SUGGESTED EVALUATION

METHODOLOGIES:

Written/Oral Unit Quiz
Skills Performance
Checklist

Module XII
Unit B

Personal Care
Personal Care Skills

D) Urinary System

LESSON: 2. Bedside commode/toilet

OUTLINE:

1. Define parts of and demonstrate assembling and disassembling bedside commode
2. Assist patient with using commode/toilet
3. Aftercare of patient and equipment
4. Infection Control Measures

Module XII **Personal Care**
Unit B **Personal Care Skills**

D) Urinary System

LESSON: 3. Incontinence

TIME: Didactic: 30 minutes
 Lab: 20 minutes

OBJECTIVES:

The student will:

1. State the meaning of incontinence
2. Describe the care given to a client wearing adult diapers
3. State the use of condom, indwelling and straight catheters
4. Demonstrate measuring of patient's urinary output
5. Describe information that should be reported to supervisor

MEASURABLE PERFORMANCE CRITERIA:

The student will demonstrate:

- Procedure XII – 19 Assisting with the Use of Condom Catheter
- Procedure XII – 20 Assisting with cleaning the skin and catheter tubing
- Procedure XII – 21 Assisting with the emptying of the urinary drainage bag
- Procedure XII – 33 Measuring Urinary Output

SUGGESTED TEACHING

METHODOLOGIES:

Lecture
Display equipment
Show video
Demonstration

SUGGESTED EVALUATION

METHODOLOGIES:

Written/Oral Unit Quiz

Module XII
Unit B

Personal Care
Personal Care Skills

D) Urinary System

LESSON: 3. Incontinence

OUTLINE:

Incontinence

1. Reasons for incontinence
 - a. Bladder
 - b. Bowel
2. Care of the client wearing adult diapers
 - a. Guidelines for changing
 - b. Skin care
3. Emotional problems associated with incontinence
 - a. Embarrassment
 - b. Loss of dignity
4. Types of Catheters
 - a. Condoms
 - b. Indwelling
 - c. Straight
5. Indwelling/Straight Catheters
 - a. Safe use of catheters
 - b. Assisting with the use of catheters
 - c. Infection control
6. Observing, reporting, recording
 - a. Color, odor of urine
 - b. Comfort of patient (pain, chills, sweating)
 - c. Leakage around catheter
7. Refer to Procedure XII-19, Assisting with the Use of the Condom Catheter
8. Refer to Procedures XII-20, Assisting with Cleaning the Skin and Catheter Tubing
9. Refer to Procedure XII-21, Assisting with the Emptying of the Urinary Drainage Bag
10. Refer to Procedure XII-33, Measuring Urinary Output

Module XII
Unit B

Personal Care
Personal Care Skills

E) Digestive System [BASIC CORE]

Lesson: 1. Nutrition and a Balanced Diet *

*** Outline for this lesson is contained in Module VIII - Food, Nutrition and Meal Preparation. This lesson should be used in conjunction with Module VIII.**

TIME: 20 minutes**

**This 20 minutes is counted as part of the 240 minutes (4 hours) required in Module VIII.

OBJECTIVES:

The Student will:

1. Define a well-balanced diet using the food guide pyramid
2. Describe the 6 Basic Nutrients.
3. Explain functional-age-related changes that can effect appetite

MEASURABLE PERFORMANCE CRITERIA:

The Student will:

1. List the 5 Basic Food Groups.
2. Identify 3 Nutrients.
3. Describe what to observe in the care recipient that would indicate a changed appetite.

SUGGESTED TEACHING

METHODOLOGIES:

Lecture; Food Pyramid diagram, discussion video.

SUGGESTED EVALUATION

METHODOLOGIES:

Class participation,
Written or oral quiz

Module XII
Unit B

Personal Care
Personal Care Skills

E) Digestive System [BASIC CORE]

- LESSON:** 2. Assisting with Eating and Hydration
- a. Proper Feeding Techniques
 - 1. Positioning
 - 2. Assistance for independent eaters
 - 3. Partial assistance with eating

TIME: Didactic: 35 minutes
Lab: 30 minutes

OBJECTIVES:

The Student will:

- 1. Describe proper positioning to prevent choking at mealtime.
- 2. Define independent and partial assistance with eating.
- 3. Demonstrate various ways of tray set-up (clock method).
- 4. Discuss the need for and different adaptive equipment for mealtimes.
- 5. Discuss ways to maintain resident/client/patient dignity, promote autonomy and respect diversity during mealtimes.

MEASURABLE PERFORMANCE CRITERIA:

The Student will:

- 1. Demonstrate proper body posture for safe eating.
- 2. State the differences between independent and partial assistance with eating.
- 3. Display the clock-method of tray set-up.
- 4. Name 2 pieces of adaptive eating equipment.
- 5. Demonstrate ways to promote comfort, safety, and dignity when assisting with meals.

SUGGESTED TEACHING

METHODOLOGIES: Lecture; role play, discussion, video.

SUGGESTED EVALUATION

METHODOLOGIES: Class participation, return demonstration

Module XII
Unit B

Personal Care
Personal Care Skills

E) Digestive System

- LESSON:** 2. Assisting with Eating and Hydration
- a. Proper Feeding Techniques
 - 1. Positioning
 - 2. Assistance for independent eaters
 - 3. Partial assistance with eating

OUTLINE:

1. Proper positioning
2. Types of patients
3. Assistance for independent eaters
4. Tray set-up
5. Adaptive Equipment
6. Promoting pleasant mealtime
7. Plan menu with patient (choices, when possible) - Refer to Care Plan for type of diet
8. Refer to Procedure XII-11, Assisting with Eating

Module XII
Unit B

Personal Care
Personal Care Skills

E) Digestive System [BASIC CORE]

LESSON: 3. Measuring and Recording Weight

TIME: Didactic: 10 minutes
Lab: 5 minutes

OBJECTIVES:

The Student will:

1. Identify the principles for measuring weight accurately using a balance scale and/or a chair scale.
2. Identify proper positioning of the resident/client/patient to achieve balance when using scales.
3. Identify how to correctly report and record weight.

MEASURABLE PERFORMANCE CRITERIA:

The Student will:

1. State the principles for measuring weight accurately using a balance scale and/or a chair scale.
2. Correctly demonstrate maintaining principles of safety while using scales.
3. Accurately record weight.
4. Demonstrate Procedure XII-31, Weighing a Client

SUGGESTED TEACHING

METHODOLOGIES:

Lecture
Performance checklist
Demonstration on balance and chair scales
Video
Demonstration of weighing on balance and chair scales
Sample recording form for weight

SUGGESTED EVALUATION

METHODOLOGIES:

Quiz
Return demonstration of weighing on balance and chair scales and recording results

Module XII
Unit B

Personal Care
Personal Care Skills

E) Digestive System

LESSON: 3. Measuring and Recording Weight

OUTLINE:

1. Purpose of weighing
2. Patient's feelings about weight
3. Types of Scales
 - a. Chair scale
 - b. Bathroom scales
Types—Digital; Standard
4. Refer to Procedure XII-31, Weighing a Client
5. Observing, recording and reporting

Module XII
Unit B

Personal Care
Personal Care Skills

F) Integumentary System

[BASIC CORE]

LESSON: 1. Skin Care and Alterations in Skin
a. Healthy Skin

TIME: Didactic: 20 minutes
Lab: 20 minutes

OBJECTIVE:

The student will:

1. Describe healthy skin and age related changes in the skin.
2. Identify the risk factors, which compromise healthy skin (i.e. immobility, poor nutrition, illness, etc.)
3. Describe procedures/preventive devices utilized to maintain good skin integrity.
4. Identify the supplies needed to give a back rub

MEASURABLE PERFORMANCE CRITERIA:

The student will:

1. List two characteristics of healthy skin.
2. Name three risk factors that affect healthy skin.
3. Identify four daily measures to promote healthy skin.

SUGGESTED TEACHING

METHODOLOGIES: Lecture; charts of Integumentary system

SUGGESTED EVALUATION

METHODOLOGIES: Written or oral quiz, class participation

Demonstrate: Procedure XII–7, Giving a Back Rub

Demonstrate: Procedure XII–34, Assisting with Changing a Clean Dressing

Module XII
Unit B

Personal Care
Personal Care Skills

F) Integumentary System

LESSON: 1. Skin Care and Alterations in Skin
a. Healthy Skin

Outline:

1. Normal skin functions and characteristics
2. Components of routine skin care
3. Back Rub
4. Importance of a back rub
 - a. Observe record and report any reddened or open areas to supervisor
 - b. Perform back rub according to the Plan of Care
 - c. Refer to PROCEDURE XII-7
5. Risk factors which compromise skin integrity
6. Preventative measures
7. Healthcare worker's role in assisting with special skin care
 - a. Refer to PROCEDURE XII-34
8. Observing, recording and reporting.

Module XII
Unit B

Personal Care
Personal Care Skills

F) Integumentary System

[BASIC CORE]

LESSON: 1. Skin Care and Alterations in Skin
b. Alterations in Skin

TIME: 60 minutes

OBJECTIVES:

The student will:

1. Define the following skin alterations and the possible causes of each:
 - A. Skin tears
 - B. Moisture related problems
 - C. Circulatory problems
 - D. Pressure
2. Describe the caregiver's role in the prevention and of the following skin alterations:
 - A. Skin tears
 - B. Moisture related problems
 - C. Circulatory problems
 - D. Pressure
3. Identify pressure points on the body and the signs of a beginning pressure ulcer.

MEASURABLE PERFORMANCE CRITERIA:

The student will:

1. Identify two contributing factors for each of the following alterations in skin:
 - A. Skin tears
 - B. Moisture related problems
 - C. Pressure related problems
 - D. Circulatory problems
2. Describe two preventive measures for each of the following:
 - A. Skin tears
 - B. Moisture related problems
 - C. Pressure related problems
 - D. Circulatory problems
3. Locate four pressure points on the body.
4. Identify two signs of early skin breakdown.

SUGGESTED TEACHING METHODOLOGIES: Lecture, Demonstration, Diagrams
of pressure ulcers, Anatomy charts

SUGGESTED EVALUATION METHODOLOGIES: Class participation
Written or oral quiz

Module XII
Unit B

Personal Care
Personal Care Skills

F) Integumentary System

LESSON: 1. Skin Care and Alterations in Skin
b. Alterations in Skin

OUTLINE:

1. Alterations in Skin
 - a. skin tears
 - b. moisture related problems
 - c. pressure related problems
 - d. circulatory problems
2. Preventive measures for each of the following:
 - a. Skin tears
 - b. Moisture related problems
 - c. Pressure related problems
 - d. Circulatory problems
3. Pressure points on the body:
 - a. coccyx
 - b. heels
 - c. sacrum
 - d. ischial tuberosities
 - e. back of skull
 - f. elbows
4. Signs of early skin breakdown:
 - a. redness
 - b. warmth
 - c. rash
 - d. itching

Module XII
Unit B

Personal Care
Personal Care Skills

G) Musculoskeletal System [BASIC CORE]

LESSON: 1. Transfers, Positioning and Turning
a. Body Mechanics

TIME: Didactic: 15 minutes
Lab: 20 minutes

OBJECTIVES:

The student will:

1. Define body mechanics and explain the basic rules of proper body mechanics.
2. Use correct body mechanics when assisting in moving and with all aspects of daily care.

MEASURABLE PERFORMANCE CRITERIA:

The student will:

- e. State four basic rules of body mechanics.
- f. Demonstrate use of correct body mechanics during a transfer.
- g. Demonstrate Procedure XII-2, Proper Body Mechanics

SUGGESTED TEACHING

METHODOLOGIES:

Lecture
Demonstration

SUGGESTED EVALUATION

METHODOLOGIES:

Return demonstration
Class participation

Module XII
Unit B

Personal Care
Personal Care Skills

G) Musculoskeletal System

LESSON: 1. Transfers, Positioning and Turning
a. Body Mechanics

Outline:

1. Define body mechanics:
 - A. The way the body moves and maintains its balance
 - B. Makes the best use of the body's strength and avoids straining muscles and joints.

2. Basic rules of proper body mechanics
 - A. Proper posture
 - B. Use wide base of support
 - C. Bend at knees and hips not waist
 - D. Carry objects close to body
 - E. Face your work
 - F. Place one foot ahead of the other while working
 - G. Do not twist
 - H. For prolonged standing, stand with one foot up
 - I. Refer to Procedure XII-2, Proper Body Mechanics

Module XII
Unit B

Personal Care
Personal Care Skills

G) Musculoskeletal System [BASIC CORE]

LESSON: 1. Transfers, Positioning and Turning
b. Turning and positioning in bed and chair

TIME: Didactic: 15 minutes
Lab: 20 minutes

OBJECTIVES:

The student will:

1. Identify reasons when specific body positions are indicated.
2. Discuss the following basic body positions:
 - A. Fowlers position
 - B. Supine position
 - C. Prone position
 - D. Lateral position
3. Identify anatomically correct and comfortable chair positioning.

MEASURABLE PERFORMANCE CRITERIA:

The student will:

1. Name two reasons why one would be placed in a Fowlers position.
2. Name reasons for the following positions:
 - A. Supine position
 - B. Prone position
 - C. Lateral position
3. Demonstrate:
 - Procedure XII-4, Turning the Client in Bed
 - Procedure XII-22, Positioning the Client in Bed
 - Procedure XII-27, Positioning Client in Chair or Wheelchair

SUGGESTED TEACHING

METHODOLOGIES: Lecture
Demonstration

SUGGESTED EVALUATION

METHODOLOGIES: Return demonstration

Module XII
Unit B

Personal Care
Personal Care Skills

G) Musculoskeletal System

- LESSON:**
1. Transfers, Positioning and Turning
 - b. Turning and positioning in bed and chair

Outline:

1. Specific body positions:
 - a. Fowlers Position
 - b. Supine Position
 - c. Prone Position
 - d. Lateral Position
2. Refer to Procedure XII-4, Turning the Client in Bed
3. Refer to Procedure XII-22, Positioning the Client in Bed
4. Refer to Procedure XII-27, Positioning Client in Chair or Wheelchair

Module XII
Unit B

Personal Care
Personal Care Skills

G) Musculoskeletal System [BASIC CORE]

LESSON: 1. Transfers, Positioning and Turning
b. Transfer with One Assist

TIME: Didactic: 15 minutes
Lab: 20 minutes

OBJECTIVES:

The student will:

1. List the guidelines for the following transfers using one assist:
 - A. Stand and pivot
 - B. Bed to chair
 - C. Chair to bed
 - D. On/off toilet/commode
2. Safely perform the following one assist transfers:
 - A. Stand and pivot
 - B. Bed to chair
 - C. Chair to bed
 - D. On/off toilet/commode

MEASURABLE PERFORMANCE CRITERIA:

The student will:

1. Explain the safety, body mechanics and positioning guidelines for the following one assist transfers:
 - A. Stand and pivot
 - B. Bed to chair
 - C. Chair to bed
 - D. On/off toilet/commode
2. Demonstrate:
 - Procedure XII-23, Transfer to the Sitting Position
 - Procedure XII-24, Helping the Client to Sit at the Side of the Bed
 - Procedure XII-25, Helping the Client to Stand
 - Procedure XII-26, Transfer to Wheelchair, Chair or Commode
 - Procedure XII-28, Transfer from Wheelchair to Toilet
 - Procedure XII-29, Transfer from Wheelchair to Shower and Assisting with Shower
 - Procedure XII-30, Transfer from Wheelchair to Stool or Chair in Tub

**SUGGESTED TEACHING
METHODOLOGIES:**

Lecture, Demonstration

**SUGGESTED EVALUATION
METHODOLOGIES:**

Return demonstration, Class participation

Module XII
Unit B

Personal Care
Personal Care Skills

G) Musculoskeletal System

LESSON: 1. Transfers, Positioning and Turning
c. Transfer with one assist

OUTLINE:

1. Safety and body mechanics guidelines:
2. Demonstrate safe transfers
3. Refer to:
 - Procedure XII-23, Transfer to the Sitting Position
 - Procedure XII-24, Helping the Client to Sit at the Side of the Bed
 - Procedure XII-25, Helping the Client to Stand
 - Procedure XII-26, Transfer to Wheelchair, Chair or Commode
 - Procedure XII-28, Transfer from Wheelchair to Toilet
 - Procedure XII-29, Transfer from Wheelchair to Shower and Assisting with Shower
 - Procedure XII-30, Transfer from Wheelchair to Stool or Chair in Tub

Module XII
Unit B

Personal Care
Personal Care Skills

G) Musculoskeletal System [BASIC CORE]

- LESSON:** 2. Ambulation
- a. one assist
 - b. assistive devices (canes, walkers, etc.)
 - c. safety principles

TIME: Didactic: 20 minutes
Lab: 10 minutes

OBJECTIVES:

The student will:

- 1. Identify the importance of maximizing the highest level of independent ambulation for the resident/client/patient for the following: increase self-esteem well-being, prevent complications of immobility, gain strength and build endurance.
- 2. Discuss the components of safe ambulation and the levels of assistance.
- 3. Identify the various assistive devices and their purposes.
- 4. Discuss safety guidelines for ambulation.

MEASURABLE PERFORMANCE CRITERIA:

The student will:

- 1. Describe how ambulation increases self-esteem and well-being, prevents complications of immobility, and improves ones strength and endurance.
- 2. Describe the components of safe ambulation and the differences between minimal and maximum assistance.
- 3. Identify 3 devices and their purposes.
- 4. State the safety guidelines for ambulation.
- 5. Demonstrate Procedure XII-14, Helping the Client to Walk

SUGGESTED TEACHING

METHODOLOGIES: Lecture
Demonstration

SUGGESTED EVALUATION

METHODOLOGIES: Return demonstration
Class participation

Module XII
Unit B

Personal Care
Personal Care Skills

G) Musculoskeletal System

- LESSON:** 2. Ambulation
- a. one assist
 - b. assistive devices (canes, walkers, etc.)
 - c. safety principles

Outline:

1. Importance of ambulation:
 - a. Increases self-esteem
 - b. Promotes circulation
 - c. Strengthens joints and muscles
 - d. Prevents atrophy and contractors
2. Components of safe ambulation and differences between minimal and maximum assistance:
 - a. Maximum Assist
 - b. Minimal Assist
3. Devices and their purposes:
 - a. Cane
 - b. Walker
 - c. Crutches
4. Safety guidelines for ambulation
 - a. Refer to Procedure XII-14, Helping the Client to Walk

Module XII
Unit B

Personal Care
Personal Care Skills

G) Musculoskeletal System [BASIC CORE]

LESSON: 3. Range of motion

TIME: Didactic: 20 minutes
Lab: 10 minutes

OBJECTIVES:

The student will:

1. Identify the functions of the muscles and identify the effects of disuse
2. Discuss contractures
3. Describe Active Range of Motion exercises
4. Describe Passive Range of Motion exercises
5. Describe Resistive Range of Motion exercises

MEASURABLE PERFORMANCE CRITERIA:

The student will:

1. Define disuse syndrome and related terms of paralysis, contracture, and atrophy.
2. Show examples of contractures.
3. Define active Range of Motion.
4. Define passive Range of Motion
5. Define Resistive Range of Motion

SUGGESTED TEACHING

METHODOLOGIES: Lecture-possibly by PT
Demonstration
Video
Role Play

SUGGESTED EVALUATION

METHODOLOGIES: Quiz, class participation

Module XII
Unit B

Personal Care
Personal Care Skills

G) Musculoskeletal System

LESSON: 3. Range of motion

OUTLINE:

1. Define disuse syndrome and related terms of paralysis, contracture and atrophy
2. Show examples of contractures
3. Define active ROM
4. Define Passive ROM Exercises
5. Describe Resistive Range of Motion Exercises

Module XII
Unit B

Personal Care
Personal Care Skills

H) Bathing

[BASIC CORE]

- LESSON:**
1. Processes
 - a. partial/sponge bath
 - b. AM and PM Care
 - c. Shower
 - d. Tub

TIME: Didactic: 30 minutes
Lab: 60 minutes

OBJECTIVES:

The Student will:

1. Learn how to provide privacy.
2. Learn why to properly regulate water temperature.
3. Learn differences between a partial bed bath, AM/PM care, shower and tub bath (purposes, equipment).
4. List the observations about skin conditions that must be reported to a supervisor.

MEASURABLE PERFORMANCE CRITERIA:

The Student will:

1. State the importance of privacy when bathing.
2. State the importance of water temperature before one enters water.
3. State 3 differences between each process.
4. Describe skin conditions to report (redness, sores, bruising or swelling).
5. Demonstrate:
 - Procedure XII-3, Tub or Shower Bath
 - Procedure XII-5, Bed Bath
 - Procedure XII-7, Back Rub
 - Procedure XII-10, Mouth Hygiene and Care

SUGGESTED TEACHING

METHODOLOGIES: Lecture, pictures, demonstrations

SUGGESTED EVALUATION

METHODOLOGIES: Written/Oral Unit Quiz, class participation

Module XII
Unit B

Personal Care
Personal Care Skills

H) Bathing

- LESSON:**
1. Processes
 - a. partial/sponge bath
 - b. AM and PM Care
 - c. Shower
 - d. Tub

OUTLINE:

- I. Respect Clients' Rights
- II. Purpose of Bathing
- III. Define complete bed bath, partial sponge bath, shower/tub bath, and PM care
- IV. Factors Affecting Frequency of Bathing
- V. Safety Precautions
 - A. Properly regulate water temperature and assess for environmental/equipment safety
 - B. Observe for physical and emotional changes while bathing and report to supervisor
 1. List skin changes
 2. Dizziness/Weakness
 3. Mental status changes
 4. Refusal of service
- VI. Bathing Procedures
 - Refer to Procedure XII-3, Tub or Shower Bath
 - Refer to Procedure XII-5, Bed Bath
 - Refer to Procedure XII-7, Back Rub
 - Refer to Procedure XII-10, Mouth Hygiene and Care
- VII. Observe, Record and Report

Module XII
Unit B

Personal Care
Personal Care Skills

I) Grooming [BASIC CORE]

- LESSON:**
1. Hair Care
 - a. Shampooing
 - b. Brushing and Combing

TIME: Didactic: 10 minutes
Lab: 10 minutes

OBJECTIVE:

The Student will:

1. Seek information and guidance about resident/client/patient hairstyle and care preferences and routines.
2. Assist the resident/client/patient who cannot care for own hair.
3. Follow proper infection control principles when choosing the appropriate hair care tool.
4. Discuss how, why and when it is appropriate to shampoo hair.
5. Identify changes in condition of scalp and hair.

MEASURABLE PERFORMANCE CRITERIA:

The Student will:

1. Provide hair care that incorporates resident/client/patient preferences and routines and has a neat appearance.
2. Use resident/client/patient own brush or comb to provide hair care.
3. Shampoo the hair.
4. Report sores, crusts, dandruff or hair loss to supervisor.
5. Demonstrate Procedure XII-6, Shampoo in Bed.

SUGGESTED TEACHING

METHODOLOGIES:

Display equipment
Lecture, Demonstration

SUGGESTED EVALUATION

METHODOLOGIES:

Written/Oral Unit Quiz, return demonstration

Module XII
Unit B

Personal Care
Personal Care Skills

l) Grooming

- LESSON:** 1. Hair Care
- a. Shampooing
 - b. Brushing and Combing

OUTLINE:

- 1. Assist the client with shampooing
 - a. Importance of good hair care
 - b. Seek information and guidance about client's hairstyle and care preferences. Promote self-care through appropriate level of assistance.
 - c. Observe, record and report redness, irritation, sores, crusts, dandruff, etc to the supervisor.
 - d. Safety factors (i.e. use of hair dryer/ curling iron, sharp bristles on brushes, use of sprays and hair care products)
 - e. Refer to Procedure XII-6, Shampoo in Bed
- 2. Assisting the client brushing and combing hair
 - a. Provide hair care according to client's preference
 - b. Promote self-care
 - c. Care of matted or knotted hair

Module XII
Unit B

Personal Care
Personal Care Skills

1) Grooming [BASIC CORE]

LESSON: 2. Mouth Care
a. Conscious Resident/Client/Patient
(1) partial assistance
(2) total assistance

TIME: Didactic: 30 minutes for 2 a-c
Lab: 30 minutes for 2 a-c

OBJECTIVES:

The Student will:

1. Identify the reasons for providing mouth care.
2. Identify the equipment needed to provide mouth care.
3. Provide mouth care for one who requires partial assistance.
4. Provide mouth care for one who requires total assistance.
5. Identify the frequency mouth care is to be administered for one with no oral complications.
6. State conditions, which would require increasing frequency of mouth care.
7. Identify conditions that when observed must be reported to the supervisor.

MEASURABLE PERFORMANCE CRITERIA:

The Student will:

1. State 2 reasons for providing mouth care/denture care.
2. Gather towel, toothbrush, toothpaste, cup, emesis basin and mouthwash.
3. Assist one who requires partial assistance.
4. Assist one who requires total assistance.
5. State number of times mouth care is to be provided.
6. Name 3 conditions, which would require mouth care be provided every two hours.
7. Inspect mouth and report to supervisor any signs of sores, caries, and irritations, bleeding gums, broken or loose teeth.

**SUGGESTED TEACHING
METHODOLOGIES:**

Display equipment
Lecture

**SUGGESTED EVALUATION
METHODOLOGIES:**

Written/Oral Unit Quiz at end of Unit
Skills Performance Checklist

Demonstrate:
Procedure XII-10, Mouth Hygiene and Care

Module XII
Unit B

Personal Care
Personal Care Skills

l) Grooming

- LESSON:** 2. Mouth Care
- a. Conscious Resident/Client/Patient
 - (1) partial assistance
 - (2) total assistance

OUTLINE:

1. Importance of good oral hygiene.
2. Mouth care for the person requiring
 - a. Partial assistance
 - b. Total assistance
3. Identify the frequency that mouthcare should be administered for the patient with:
 - a. No oral complications
 - b. Complications
4. Observe and Report Conditions to Supervisor
 - a. Cracked bleeding dry lips, sores/lesions, inner/outer mouth, tongue and gums.
 - b. Swollen, bleeding reddened tongue or gums or white, brown or discolored patches inside mouth area.
 - c. Loose teeth or grinding down of teeth's surfaces.
 - d. Decreased or excess saliva or drooling.
 - e. Difficulty swallowing
 - f. Client c/o pain/discomfort of mouth, teeth, throat or ear area.
5. Refer to: Procedure XII-10, Mouth Hygiene and Care

Module XII
Unit B

Personal Care
Personal Care Skills

1) Grooming [BASIC CORE]

LESSON: 2. Mouth Care
b. Dentures

TIME: Didactic: 30 minutes for 2 a-c
Lab: 30 minutes for 2 a-c

OBJECTIVES:

The Student will:

1. Demonstrate proper technique used to remove dentures from one's mouth.
2. Demonstrate how to protect dentures while cleaning.
3. Demonstrate how to clean dentures.
4. Demonstrate how to insert dentures back into one's mouth.
5. Demonstrate how to care for dentures when not in use.

MEASURABLE PERFORMANCE CRITERIA:

The Student will:

1. Remove dentures using a gloved hand and a gently rocking and downward pulling motion for upper dentures and an upward pulling motion for bottom dentures.
2. Place dentures in a denture cup immediately after removal and lines sink with washcloth while brushing.
3. Clean dentures by brushing with toothbrush and toothpaste and then denture cleaner.
4. Insert top dentures first and bottom dentures last.
5. Place dentures in a denture cup and cover with water when not in use.
6. Demonstrate: Procedure XII-10, Mouth Hygiene and Care

SUGGESTED TEACHING

METHODOLOGIES: Display equipment
Lecture
Demonstrate

SUGGESTED EVALUATION

METHODOLOGIES: Written/Oral Unit Quiz at end of Unit
Skills Performance Checklist

Module XII
Unit B

Personal Care
Personal Care Skills

l) Grooming

LESSON: 2. Mouth Care
b. Dentures

OUTLINE:

1. Mouth care for the patient with dentures
 - b. Mouth care following the removal of dentures
 - c. Care of dentures or dental appliances
 - d. Removing and reinserting dentures for those patients whom are not independent with the tasks.
2. Refer to Procedure XII-10, Mouth Hygiene and Care

**Module XII
Unit B**

**Personal Care
Personal Care Skills**

1) Grooming [BASIC CORE]

LESSON: 2. Mouth Care
c. Edentulous

TIME: Didactic: 30 minutes for 2 a-c
Lab: 30 minutes for 2 a-c

OBJECTIVE:

The Student will:

1. Demonstrate how to clean a mouth of one who has no teeth or has dentures removed.

MEASURABLE PERFORMANCE CRITERIA:

The Student will:

1. Clean and massage mouth and gums with lemon glycerin swab or moistened toothed
2. Demonstrate: Procedure XII-10, Mouth Hygiene and Care

SUGGESTED TEACHING

METHODOLOGIES:

Display equipment
Lecture
Demonstrate

SUGGESTED EVALUATION

METHODOLOGIES:

Written/Oral Unit Quiz at end of Unit
Skills Performance Checklist

Module XII
Unit B

Personal Care
Personal Care Skills

l) Grooming

LESSON: 2. Mouth Care
c. Edentulous

OUTLINE:

1. Refer to Procedure XII-10, Mouth Hygiene and Care

Module XII
Unit B

Personal Care
Personal Care Skills

l) Grooming [BASIC CORE]

LESSON: 3. Shaving

TIME: Didactic: 20 minutes
Lab: 20 minutes

OBJECTIVES:

The Student will:

1. Identify the equipment needed to shave a resident/client/patient.
2. Demonstrate how to shave using a safety razor.
3. Demonstrate how to shave using an electric razor.
4. List skin conditions that must be reported when observed.

MEASURABLE PERFORMANCE CRITERIA:

The Student will:

1. Gather basin, warm water, mirror, wash cloth, towel, shaving cream and safety razor or electric razor.
2. Shave one in the clinical setting using a safety razor.
3. Shave one in the clinical setting using an electric razor.
4. Report any skin irritation, redness or scaling to the supervisor.
5. Demonstrate: Procedure XII-9, Shaving the Client

SUGGESTED TEACHING

METHODOLOGIES: Display equipment
Lecture
Demonstrate

SUGGESTED EVALUATION

METHODOLOGIES: Written/Oral Unit Quiz at end of Unit
Skills Performance Checklist

Module XII
Unit B

Personal Care
Personal Care Skills

I) Grooming

LESSON: 3. Shaving

OUTLINE:

1. Shaving the client with:
 - A. Safety Razor
 - B. Electric Razor
2. Observe, record, and report any skin irritations, redness, or scaling to the supervisor.
3. Refer to Procedure XII-9, Shaving the Client
 - A. Add Standard Precautions—wash hands, don gloves before shaving.

Module XII
Unit B

Personal Care
Personal Care Skills

l) Grooming [BASIC CORE]

LESSON: 4. Hand and Nail Care

TIME: Didactic: 10 minutes
Lab: 10 minutes

OBJECTIVES:

The Student will:

1. Identify the supplies needed to provide hand and nail care.
2. Demonstrate the procedure for providing hand and nail care.

MEASURABLE PERFORMANCE CRITERIA:

The Student will:

1. Gather the basin, soap, water, towel, orange stick and nail file.
2. Soak hands, clean under nails with orange stick, and apply lotion when providing hand and nail care.
3. Demonstrate: Procedure XII-8, Nail Care

SUGGESTED TEACHING

METHODOLOGIES:

Display equipment
Lecture
Demonstrate

SUGGESTED EVALUATION

METHODOLOGIES:

Written/Oral Unit Quiz at end of Unit
Skills Performance Checklist

Module XII
Unit B

Personal Care
Personal Care Skills

I) Grooming

LESSON: 4. Hand and Nail Care

OUTLINE:

1. Describe the appearance of healthy hands
2. Importance of good hand and nail care
3. Observe, record and report to supervisor pain, reddened areas, open areas, dry, scaly skin, and/or cracked nails.
4. Do not cut or trim fingernails. Fingernails may only be filed. Discuss Plan of Care with RN.
5. Refer to Procedure XII-8, Nail Care
6. Identify the symptoms of hand problems and report

Module XII
Unit B

Personal Care
Personal Care Skills

l) Grooming [BASIC CORE]

LESSON: 5. Foot Care

TIME: Didactic: 20 minutes
Lab: 20 minutes

OBJECTIVES:

The Student will:

1. Describe the appearance of healthy feet.
2. Identify the equipment needed for foot care.
3. Demonstrate foot care competently.
4. Identify the symptoms of foot problems.

MEASURABLE PERFORMANCE CRITERIA:

The Student will:

1. Describe and identify healthy feet.
2. Gather basin, warm water, soap and towel.
3. Provide competent foot care on a resident.
4. Report any redness, sores or cracks in the skin of the feet to the supervisor.
5. Demonstrate: Procedure XII-8, Nail Care

SUGGESTED TEACHING

METHODOLOGIES:

Display equipment
Lecture
Video on Foot Care
Demonstrate

SUGGESTED EVALUATION

METHODOLOGIES:

Written/Oral Unit Quiz at end of Unit
Skills Performance Checklist

Module XII
Unit B

Personal Care
Personal Care Skills

l) Grooming

LESSON: 5. Foot Care

OUTLINE:

1. Describe the appearance of healthy feet
2. Importance of good foot and nail care
3. Observe, record and report to supervisor pain, reddened areas, open areas, dry, scaly skin, and/or cracked nails.
4. Do not cut or trim toenails. Toenails may only be filed. Discuss Plan of Care with RN.
5. Refer to Procedure XII-8, Nail Care
6. Identify the symptoms of foot problems and report
7. Observe, report and record

Module XII
Unit B

Personal Care
Personal Care Skills

J) Dressing [BASIC CORE]

LESSON: 1. Assisting the client
a. Dependent
b. Needing assist

TIME: Didactic: 10 minutes
Lab: 20 minutes

OBJECTIVES:

The Student will:

1. Recognize the value of resident/client/patient choice in daily wear.
2. Demonstrate how to put on clothes when the resident/client/patient cannot.
3. Demonstrate how to remove clothes when the resident/client/patient cannot.
4. Demonstrate how to assist resident/client/patient with a weak/paralyzed side put on clothes.
5. Demonstrate how to assist resident/client/patient with weak/paralyzed side remove clothes.
6. Recognize that dressing (i.e., clothes and devices) can be adapted to promote maximum ADL function.

MEASURABLE PERFORMANCE CRITERIA:

The Student will:

1. Dress/assist resident/client/patient with complete set of clothes in proper sequence.
2. Undress/assist resident/client/patient in proper sequence.
3. Assist with shirt/pants on weak side first.
4. Remove shirt/pants from strong side first.
5. Utilize adapted clothing or devices when part of care plan.
6. Demonstrate:
 - Procedure XII-12, Assisting with Dressing
 - Procedure XII-13, Assisting with the use of Elastic Support Stockings

**SUGGESTED TEACHING
METHODOLOGIES:**

Display equipment
Lecture
Demonstrate in the clinical setting

**SUGGESTED EVALUATION
METHODOLOGIES:**

Written/Oral Unit Quiz at end of Unit
Skills Performance Checklist

Module XII
Unit B

Personal Care
Personal Care Skills

J) Dressing

- LESSON:**
1. Assisting the Resident/Client/Patient
 - a. Dependent
 - b. Needing assist

OUTLINE:

1. Assisting the patient with dressing:
 - a. Choosing clothing and footwear.
 - b. Promoting self-care through appropriate level of assistance.
 - c. Dressing techniques for patients
 - i. Needing some assistance;
 - ii. Who have one-sided weakness;
 - iii. Totally dependent.
2. Adaptive equipment: *(see next page for objectives)
 - a. Glasses
 - b. Hearing aid
 - c. Protheses
 - d. Dressing aides
3. Refer to Procedure XII-12, Assisting with Dressing.

Module XII
Unit B

Personal Care
Personal Care Skills

J) Dressing [BASIC CORE]

LESSON: 2. Adaptive equipment *(see previous page for outline)
a. Glasses
b. Prostheses

TIME: Didactic: 10 minutes
Lab: 5 minutes

OBJECTIVES:

The Student will:

1. Define prosthesis/adaptive equipment.
2. Discuss the care giver responsibility in making sure glasses/prostheses are properly identified and in good working order.

MEASURABLE PERFORMANCE CRITERIA:

The Student will:

1. List 4 types of prostheses/adaptive equipment.
2. Demonstrate how to care for eyeglasses.
3. Monitor/check that belongings are properly identified and report any changes in equipment.

SUGGESTED TEACHING

METHODOLOGIES:

Display equipment
Lecture
Demonstrate in the clinical setting

SUGGESTED EVALUATION

METHODOLOGIES:

Written/oral unit quiz
Skills Performance Checklist

Module XII
Unit B

Personal Care
Personal Care Skills

K) The Clients' Environment [BASIC CORE]

LESSON: 2. Unoccupied Bed

TIME: Didactic: 10 minutes
Lab: 20 minutes

OBJECTIVES:

The Student will:

1. Identify the steps of making an unoccupied bed.

MEASURABLE PERFORMANCE CRITERIA:

The Student will:

1. Correctly demonstrate making an unoccupied bed.
2. Demonstrate: Procedure XII-15, Making an Unoccupied Bed

SUGGESTED TEACHING
METHODOLOGIES:

Lecture
Bedmaking
Demonstration
Performance Checklists

SUGGESTED EVALUATION
METHODOLOGIES:

Quiz
Return Demonstrations

Module XII
Unit B

Personal Care
Personal Care Skills

K) The Clients' Environment

LESSON: 2. Unoccupied Bed

OUTLINE:

Unoccupied Bed

1. Assemble correct equipment to make bed
2. Correctly demonstrate making an unoccupied bed
3. Refer to Procedure XII-15, Making an Unoccupied Bed

Occupied Bed:

1. Assemble correct equipment to make bed
2. Explain procedure to patient
3. Correctly demonstrate making the occupied bed
 - a. positioning patient
4. Refer to Procedure XII-16, Making an Occupied Bed

Maintain all infection control procedures

Module XII
Unit B

Personal Care
Personal Care Skills

K) The Clients Environment

LESSON: 3. Occupied Bed*

*Outline can be found on previous page with “Unoccupied Bed”.

TIME: Didactic: 10 minutes
Lab: 10 minutes

OBJECTIVES:

The Student will:

1. Identify the steps of making an occupied bed.

MEASURABLE PERFORMANCE CRITERIA:

The Student will:

1. Correctly demonstrate making an occupied bed.
2. Demonstrate Procedure XII-16, Making an Occupied Bed

SUGGESTED TEACHING
METHODOLOGIES:

Lecture
Bedmaking
Demonstration
Performance Checklists

SUGGESTED EVALUATION
METHODOLOGIES:

Quiz
Return Demonstrations

Module XII
Unit C

Personal Care Skills
Personal Care of the Well Baby

TIME: 120 minutes

OBJECTIVES:

The student will:

1. Describe when assistance with well-baby care may be required.
2. Describe how personal care meets an infant's basic human needs.
3. Demonstrate how to handle an infant including how to safely position in crib and in transporting.
4. Demonstrate the basic principles in breastfeeding, bottle- feeding, burping and feeding solid foods to an infant.
5. Demonstrate how to bathe, shampoo and change an infant.
6. Discuss cultural, religious and/or social differences clients may have in care giving.
7. Observe, record and report

SUGGESTED TEACHING

METHODOLOGIES: Lecture, group discussion

EVALUATION

METHODS: Written exam, class participation

Demonstrate:

- Procedure XII-35, Handling the Infant
- Procedure XII-36, Infant Bath

Module XII
Unit C

Personal Care Skills
Personal Care of the Well Baby

OUTLINE:

- I. When Personal Care Assistance may be needed
 - A. No other caretaker is available and mother is unavailable
- II. Understanding cultural, religious, and social diversity pertaining to childcare.
- III. Meeting Infant's Basic Needs Through Personal Care
 - A. Physical
 - B. Safety and Security
 - C. Belonging Needs
 - D. Building of Self Esteem - Infant Responds to Caregiver
 - E. Self-Fulfillment
- IV. Safe Handling of an Infant
 - A. Hand washing
 - B. Support of head, neck and back
 - Refer to Procedure XII-35, Handling the Infant
 - C. Conserving Infant's Body Heat
 - D. Safe Positioning
 - E. Safe Transportation
- V. Basic Principles in Feeding
 - A. Breast/Bottle Feeding
 1. Benefits
 2. Basic Principles in Feeding
 3. Techniques in Feeding
 4. Feeding Schedules
 - B. Solid Foods
 1. General Guidelines
- V. Guidelines in Bathing
 - Refer to PROCEDURE XII-36, Infant Bath
- VI. Follow care plan and observe, record and report any concerns related to child health and safety to RN supervisor.

Module XII
Unit D

Personal Care
Special Equipment used by Home Care Clients

TIME: 60 minutes

OBJECTIVES:

After completing this Unit, the trainee will be able to:

1. Identify special equipment used by Home Care Clients
2. Explain how this special equipment is used
3. Identify the Home Care Worker's role in assisting the clients who use special equipment

SUGGESTED TEACHING

METHODOLOGIES: Lecture, group discussion

EVALUATION

METHODS: Written exam, class participation

Demonstrate:

- Procedure XII-37, Assisting with the use of the Hydraulic Lift
- Procedure XII-38, Slide Board Transfer Procedure

Module XII

Personal Care

Unit D:

Special Equipment used by Home Care Clients

OUTLINE:

I. Bed Equipment

- A. Hospital Beds
- B. Bed Hardware
- C. Special Mattresses
- D. Special Pillows
- E. Special pads

II Mobility Equipment

- A. Canes
- B. Crutches
- C. Walker
- D. Brace/Splint/ Slings
- E. Wheelchairs
- F. Trapeze
- G. Transfer/ sliding board
 - Refer to Procedure XII-38, Slide Board Transfer
- H. Safety Belt
- I. Electric Lift Chair
- J. Hydraulic Lift (Hoyer Lift)
 - Refer to Procedure XII-37, Assisting with the use of the Hydraulic Lift

III Toileting Equipment

- A. Bedpan
- B. Urinal
- C. Commode
- D. Catheters

IV Prosthesis

- A. Definition
- B. Artificial Limbs
- C. Artificial Breast
- D. Artificial Eye
- E. Hearing Aid
- F. Eye Glasses/ Contacts
- G. Dentures

V ADL Equipment

- A. Assistive Eating Utensils
 - B. Assistive Dressing Devices
- VI Environmental Support
- A. Humidifier/ Vaporizer
- VII Testing Equipment
- A. Glucometer
- VIII Home Care Worker's Role
- A. Check Plan of Care for special Instructions
 - B. Read operating instructions that come with special equipment.
 - C. Do not use if unfamiliar with the use of required equipment. Request instruction and demonstration from the supervisor/nurse or therapist if needed. (Demonstration of equipment as indicated for specific case assignment)
 - D. Encourage client to be as Independent as possible in use of equipment.
 - E. Change or charge batteries of electrical equipment
 - F. Maintain and store equipment as per operating instructions.
 - G. Dispose of disposable or non- reusable equipment.
 - H. Observe the state of repair of equipment e.g.. worn, missing or broken equipment
 - I. Observe for problems the client may have with equipment. e.g. skin irritation, malfunctioning equipment
 - J. Record and Report observations and problems to supervisor / nurse

Module XII
Unit E

Personal Care
Assisting with the Self-Administration of Medication

TIME: 120 minutes

OBJECTIVES:

By the end of this unit, the student will be able to:

1. Describe the difference between administering medications and assisting with medications.
2. Define assistance with self-administration of medication
3. List information found on medication labels: over the counter and prescription.
4. State the 5 Medication Rights:
 - Right person
 - Right medication
 - Right dose
 - Right time
 - Right route
5. Describe the specific tasks required when assisting clients with self-administration of medication.
6. Describe what to observe, record and report when assisting with the self-administration of medication

SUGGESTED TEACHING
METHODOLOGIES:

Lecture, group discussion

EVALUATION
METHODS:

Written exam, class participation

Demonstrate:

- Procedure XII-39, Checking the Right Person
- Procedure XII-40, Checking the Right Medication
- Procedure XII-41, Checking the Right Dose
- Procedure XII-42, Checking the Right Time
- Procedure XII-43, Checking the Right Route

Module XII
Unit E

Personal Care Skills
Assisting with the Self-Administration of Medication

OUTLINE:

1. Difference between administering medications and assisting with self-administration of medications
2. Basic Assistance Skills
 - a. Standard Precautions
 - b. Reading labels – Check expiration date
 - c. Checking the Five Medication Rights
Refer to:
 - Procedure XII-39, Checking the Right Person
 - Procedure XII-40, Checking the Right Medication
 - Procedure XII-41, Checking the Right Dose
 - Procedure XII-42, Checking the Right Time
 - Procedure XII-43, Checking the Right Route
 - d. Medication storage and disposal
 - e. Techniques for assisting with medications administered
3. Specific Tasks of the Home Care Worker
 - a. Remind the client of time
 - b. Bring the medication to the client
 - c. Bring other equipment to the client needed to prepare and self-administer the medication
 - d. Read or show label to client to check right person, right medication, right dose, right time and right route
 - e. Position the client for medication administration
 - f. Open the container or package so client can self-administer
 - Do not crush or add medications to other food such as applesauce or ice cream
 - If nurse or family is pre-pouring medication, follow directions on Plan of Care
 - g. Provide appropriate liquids for swallowing medications
 - h. Pour pre-measured medication into bath water (as prescribed)
 - i. Storage of medication in the appropriate place
 - j. Clean and store/dispose of special medication equipment (after use)
 - k. Wash hands
4. Observing, recording and reporting
 - a. Review general principles
 - b. Record and report immediately if client:
 - Does not take medication or is taking improperly
 - Takes medications/supplements/herbs not ordered by physician
 - Has a reaction to a medication that is unusual for the client
 - If medications are dropped or mixed up

APPENDIX

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• required procedures	

Required and Optional Procedures:

Each of the procedures in Module XII has a companion checklist for evaluation purposes. As a practical matter it may not be possible to evaluate the trainee on every procedure. However, there are certain basic procedures the trainee should be required to demonstrate. It is recommended that the trainee pass twelve required procedures plus at least two other optional procedures of the trainer's choosing. These optional procedures should be related to the typical caseload or other needs of the agency. Asterisks on the summary chart on page one and on the individual procedures that follow indicate the twelve required procedures.

Checklist for Procedure XII -1

*PROPER HANDWASHING

1. Gathers equipment: soap, paper towels.
2. Gathers towel if no paper towels are available.
3. Rolls up sleeves and removes watch and jewelry.
4. Wets hands under warm, running water.
5. Applies a generous amount of soap and lathers hands well.
6. Washes entire surface of hands, between the fingers, around and under the fingernails, up to above the wrist, according to current CDC guidelines.
7. Rinses hands thoroughly under warm, running water with hands lower than wrist.
8. Dries hands using a clean cloth or paper towel.
9. Turns off the tap with paper towel.

Using Alcohol-based hand cleaners in situations where there is no running water or hands are not visibly soiled.

1. Applies product to one hand (amount determined by product instructions).
2. Rubs hands together, covering all surfaces of hands and fingers until hands are dry.

Checklist for Procedure XII-2
PROPER BODY MECHANICS

1. Uses firm base of support.
2. Keeps back straight.
3. Faces in direction of movement.
4. Places one foot ahead of the other.
5. Keeps objects being lifted close to body.
6. Uses weight of his/her body when pushing or pulling.
7. Bends at knees and hips.
8. Turns with feet, does not twist at waist.

Checklist for Procedure XII-3 TUB OR SHOWER BATH

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment
4. Ensures warmth in bathroom.
5. Removes loose rugs from floor, if necessary.
6. Checks for safety devices.
7. Places rubber mats and chairs appropriately.
8. Tests water temperature.
9. Washes hands, as necessary.
10. Puts on gloves, as necessary.
11. Assists client into tub or shower appropriately.
12. Assists client to wash, if necessary.
13. Shampoos hair, if necessary.
14. Assists with drying, if necessary.
15. Assists client out of tub or shower.
16. Drains and cleans tub/shower area.
17. Washes hands.
18. Observes, records and reports any changes in condition or behavior.

**Checklist for Procedure XII-4
TURNING THE CLIENT IN BED**

1. Explains procedure to client.
2. Washes hands.
3. Puts on gloves, as necessary.
4. Moves client to appropriate side of bed.
5. Places arms of client correctly.
6. Places legs correctly.
7. Supports legs correctly.
8. Rolls client appropriately from opposite side of bed while ensuring the client's safety.
9. Adjusts pillow for head correctly.
10. Ensures client's comfort.
11. Washes hands.
12. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-5

***BED BATH**

1. Explains procedure to client.
2. Washes hands
3. Assembles equipment.
4. Provides for privacy and warmth.
5. Puts on gloves, as necessary.
6. Prepares bedding for bath, protecting bed with towels, as necessary.
7. Tests temperature of water.
8. Forms mitt with washcloth.
9. Washes and dries from head to toe; cleanest to least clean.
10. Washes and dries one part at a time.
11. Keeps exposure to a minimum.
12. Soaks and dries hands and feet appropriately.
13. Allows client to participate as much as possible.
14. Changes water when needed.
15. Washes genitals and buttocks last.
16. Applies lotion, if ordered.
17. Assists with dressing.
18. Allows client to rest.
19. Cleans area and equipment.
20. Washes hands.
21. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-6 SHAMPOO IN BED

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment. Asks client which products to use to prevent allergies or reactions.
4. Makes trough, a hollowed-out depression that allows the water to flow and helps keep the bed dry.
5. Checks room temperature.
6. Places towel appropriately.
7. Places trough appropriately.
8. Puts on gloves
9. Wets hair and works up a good lather, working from front to back. Protect eyes and ears.
10. Rinses thoroughly.
11. Dries hair.
12. Cleans area and equipment
13. Washes hands.
14. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-7 BACK RUB

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Removes client's clothing.
5. Positions client on stomach or side.
6. Positions self appropriately.
7. Warms lubricant before applying.
8. Lubricates hands.
9. Rubs back with appropriate pressure.
10. Rubs back rhythmically.
11. Rubs back in correct direction.
12. Observes and massages bony or reddened areas.
13. Times procedure according to client's wishes.
14. Removes excess lotion.
15. Assists client with dressing.
16. Returns equipment.
17. Washes hands.
18. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-8 NAIL CARE

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves, as necessary.

FINGERNAILS

1. Soaks client's hands in tepid water.
2. Dries carefully.
3. Pushes cuticles back.
4. Cleans under nails.
5. Files nails, if necessary.
6. Massages hands with lotion.
7. Observes for irritation.
8. Washes hands.
9. Observes, records and reports any changes in condition or behavior.

TOENAILS

1. Observes client's feet
2. Soaks feet first if only foot care is being given. (Check Care Plan)
3. Cleans under nails
4. Uses emery board to smooth nails.
5. Washes hands.
6. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-9 SHAVING THE CLIENT

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves, as necessary.
5. Places towel under client's chin.
6. Washes client's face; leaving it wet.
7. Rubs shaving cream into client's beard.
8. Pulls skin tightly in the area to be shaved.
9. Shaves, using gentle, short strokes in the same direction.
10. Rinses razor often.
11. Rinses face.
12. Pats face dry.
13. Applies after-shave lotion.
14. Washes hands.
15. Observe, record and report any skin irritations, redness, scaling, etc. to the supervisor.

Electric Razor Procedure:

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves, as necessary.
5. Washes face with soap and water and dries.
6. Shaves with electric razor.
7. Applies after-shave lotion if client desires.
8. Washes hands.
9. Observe, record and report any skin irritations, redness, scaling, etc. to the supervisor

Checklist for Procedure XII-10
***MOUTH HYGIENE AND CARE**

CLIENTS WHO CAN BRUSH OWN TEETH

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves, as necessary.
5. Provides rinse water.
6. Gives client tissue/towel for wiping.
7. Observes client to ensure proper tooth care.
8. Observes, records and reports any changes in condition or behavior.

CLIENTS UNABLE TO BRUSH OWN TEETH

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves, as necessary.
5. Places client upright or on side.
6. Places towel under head.
7. Places basin at side of head.
8. Brushes teeth gently with up and down circular strokes.
9. Helps client rinse mouth.
10. Ensures mouth and neck are dry.
11. Helps make client comfortable.
12. Cleans and stores supplies.

13. Washes hands.
14. Observes, records and reports any changes in condition or behavior.

DENTURE CARE

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves, as necessary.
5. Receives dentures from client in tissue or breaks suction and removes dentures with a tissue.
6. Places dentures in a water-filled container.
7. Carries dentures to sink.
8. Cushions sink with washcloth and adds water.
9. Cleans dentures appropriately.
10. Assists client in rinsing mouth.
11. Applies denture cream or adhesive as needed.
12. Inserts dentures in client's mouth or stores dentures in water without adhesive.
13. Wipes client's mouth.
14. Washes hands.
15. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-11

ASSISTING WITH EATING

1. Explains the procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts gloves on, as necessary.
5. Arranges food attractively on the plate.
6. Allows the client to choose foods to be eaten.
7. Encourages the client to do as much as capable. Assists only when it is necessary.
8. Cuts food into small pieces if the client is unable.
9. Uses forks and spoons gently.
10. Wipes the client's mouth, if needed.
11. Uses straws or a training cup for liquids.
12. **(For visually impaired)** Explains where food is located on plate, and what is on eating utensil.
13. Feeds to the strong side (in case of a facial weakness or paralysis on one side).
14. Washes hands.
15. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-12 ASSISTING WITH DRESSING

1. Explains procedure to client.
2. Washes hands.
3. Assembles clothes in the order they are to be put on.
4. Puts on gloves, as necessary.
5. Encourages and allows the client to do as much self-dressing as possible.
6. Assists when the client asks or shows signs of fatigue, frustration, or inability to perform the task.
7. Washes hands.
8. Observes, records and reports any changes in condition or behavior.

FOR CLIENTS WHO ARE PARTIALLY PARALYZED, WEAK, OR FRAIL

1. Explains procedure to client.
2. Washes hands.
3. Assembles clothing in the order they are to be put on.
4. Puts on gloves, as necessary.
5. Moves client to center of bed.
6. Removes night clothing, if necessary.
7. Covers client with a sheet.
8. Uncovers upper body first.
9. Assists with shirt.
10. Uncovers lower body.
11. Assists with underpants or shorts and remainder of clothes.
12. Assists with socks and shoes as needed.
13. Washes hands.
14. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-13
ASSISTING WITH THE USE OF ELASTIC SUPPORT STOCKINGS

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves, as necessary.
5. If client has been up and around have client lie down with legs elevated for 15 minutes before applying stockings.
6. Makes sure legs are clean and dry. The legs may be lightly powdered or, if the skin is dry, lotion may be used.
7. Puts on stockings as Care Plan directs: smoothly with no wrinkles.
8. Makes sure heel of foot is in heel of stocking.
9. If stockings have no toe opening, pulls on the tip of stocking to relieve pressure.
10. Removes at least once a day or as frequently as directed by the Care Plan. Bathe the skin underneath, dry, and reapply.
11. Observes for changes in skin color, skin temperature, swelling, or sores on legs.
12. Washes hands.
13. Records use, changes in skin color, skin temperature, swelling, or sores on legs, and client complaints.
14. Reports any changes in skin color, skin temperature, swelling, or sores on legs, and client complaints.

Checklist for Procedure XII-14
***HELPING THE CLIENT TO WALK**

1. Explains procedure to client.
2. Reassures client.
3. Instructs client regarding shoes to wear.
4. Assists client in practicing standing and shifting weight.
5. Walks slowly, taking small steps.
6. Walks with client on client's weak side using correct positioning.
7. Walks for short distances.
8. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-15 MAKING AN UNOCCUPIED BED

1. Washes hands.
2. Assembles equipment.
3. Puts on gloves, as necessary.
4. Removes and folds bedding to be re-used.
5. Smooths mattress pad.
6. Places bottom sheet in correct position.
7. Tucks in top.
8. Miters corner.
9. Tucks in side.
10. Positions top covers correctly.
11. Tucks in at bottom.
12. Miters corner.
13. Goes to opposite side of bed.
14. Repeats steps 4 to 10, pulling and smoothing sheets.
15. Adds spread, and tucks in at bottom.
16. Turns soiled pillowcase inside out.
17. Opens clean pillowcase.
18. Grasps clean pillowcase in center of bottom seams.
19. Folds pillowcase over hand.
20. Grasps end of pillow through pillowcase in the center.
21. Pulls clean case over pillow with other hand.
22. Removes soiled linen.
23. Washes hands.

Checklist for Procedure XII-16
***MAKING AN OCCUPIED BED**

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves, as necessary.
5. Removes and neatly folds bedspread.
6. Loosens bedding on one side.
7. Loosens top sheet at foot.
8. Slides top sheet under blanket, leaving blanket on client.
9. Removes all pillows except one under client's head.
10. Turns client onto side.
11. Folds/rolls bottom sheet(s) up to and under client's head, back, and legs.
12. Smooths mattress.
13. Positions clean bottom sheet.
14. Folds clean bottom sheet next to and under soiled sheets.
15. Tucks in bottom sheet at head.
16. Miters corner at head.
17. Tucks in bottom sheet along side.
18. Positions draw sheet, folds under soiled bottom sheet, and tucks in along side.
19. Turns client to clean side of bed.
20. Goes to opposite side of bed.
21. Loosens and removes bedding.
22. Places soiled linen appropriately.
23. Smooths mattress pad.

24. Pulls clean linen through and straightens.
25. Tucks in at head, corner, and sides.
26. Removes soiled pillowcases appropriately.
27. Puts on clean pillowcases correctly.
28. Removes soiled linen.
29. Washes hands.
30. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-17

***USE OF A BEDPAN**

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves, as necessary.
5. Warms and powders bedpan.
6. Places protector pad near client's hips.
7. Places bedpan on bed near client's hips.
8. Maintains client's privacy.
9. Assists client in lifting hips or assist client to roll if unable to lift hips.
10. Places bedpan under hips.
11. Assists client to sit, if possible.
12. Provides toilet paper and call signal.
13. Assists verbally or manually with wiping, if necessary.
14. Assists client in raising hips.
15. Removes bed pan carefully.
16. Assists client to wash hands.
17. Adjusts bed cover.
18. Removes bedpan to bathroom.
19. Observes, measures (if indicated), and disposes of contents.
20. Cleans bedpan.
21. Washes hands.
22. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-18 USE OF URINAL

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves, as necessary.
5. Maintains client's privacy.
6. Places bed protector under client's hips.
7. Gives client urinal.
8. Places urinal to collect urine.
9. Provides toilet paper and signal bell.
10. Assists with hand washing, as necessary.
11. Empties urinal.
12. Cleans urinal.
13. Washes hands.
14. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-19
ASSISTING WITH THE USE OF THE CONDOM CATHETER

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves.
5. Maintains client's privacy.
6. Exposes genital area only.
7. Washes and dries penis carefully.
8. Observes skin of penis for sores.
9. Attaches condom to tubing, if necessary.
10. Rolls condom catheter onto penis as directed on the Care Plan or by supervising nurse.
11. Checks that tubing is one to two inches below tip of penis.
12. Checks that tip of condom is not twisted
13. Washes hands.
14. Records the application of condom catheter and presence of sores or raw areas.
15. Reports presence of any sores or raw areas on or around penis.

Checklist for Procedure XII-20
ASSISTING WITH CLEANING THE SKIN AND CATHETER TUBING

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves.
5. Maintains client's privacy.
6. Places client on his/her back so that the catheter and urinary opening are exposed.
7. Puts towel or disposable bed protector under client.
8. Washes the genital gently with soap and water. Does not pull on the catheter, but holds with one hand while wiping it with the other. Gently pushes back foreskin on uncircumcised male before cleaning.
9. Observes area around the catheter for sores, crusting, leakage, or bleeding.
10. Dries area with a towel.
11. Cleans the catheter tubing as directed by the Care Plan starting with the tubing nearest to the client.
12. Positions the client so that the catheter and tubing do not pull and are free from kinks or pulling.
13. Tapes tubing to the client as directed in the Care Plan.
14. Disposes of dirty water into the toilet.
15. Discards any disposable equipment.
16. Removes the bed protector or towel.
17. Cleans and stores re-usable equipment.
18. Washes hands.
19. Records time catheter care was done.
20. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-21

ASSISTING WITH THE EMPTYING OF THE URINARY DRAINAGE BAG

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves.
5. Puts measuring pitcher below the drainage bag.
6. Observes condition of tubing: clear or has particles in it.
7. Takes the drainage tube on the bag out of its holder.
8. Unclamps and opens the drainage tube on the bag being careful not to touch the end of the tube.
9. Drains urine from the bag into a container.
10. Cleans the end of the drainage tube as directed by the Care Plan.
11. Clamps the drainage tube and puts it back into its holder being careful not to touch the end with hand or anything else.
12. Measures the amount of urine, if directed by the Care Plan.
13. Observes the color, odor of the urine, whether mucus or blood was present in the urine, and condition of the drainage bag.
14. Empties urine into the toilet.
15. Rinses pitcher with cool water. Cleans with soap and brush.
16. Stores clean pitcher.
17. Washes hands.
18. Records amount of urine (if directed by the Care Plan) and observations.
19. Reports cloudy, strong smelling, or bloody urine. Reports if there is only a small amount or no urine in the drainage bag when it is scheduled to be drained.

Checklist for Procedure XII-22 POSITIONING THE CLIENT IN BED

CLIENT ON BACK

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves, as necessary.
5. Centers client safely in bed.
6. Turns client safely on back.
7. Aligns client's body.
8. Places pillows or folded towels appropriately:
 - under head;
 - under small of back;
 - alongside hips.
9. Positions arms appropriately.
10. Supports and covers feet appropriately.
11. Makes client comfortable and safe.
12. Washes hands.
13. Observes records and reports any changes in condition or behavior.

CLIENT ON SIDE

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves, as necessary.
5. Centers client safely in bed.
6. Turns client onto side.

7. Aligns client's body.
8. Places pillows or folded towels/blankets appropriately:
 - under head and neck;
 - at back;
 - under top leg and foot;
 - under top arm.
9. Positions hips and legs appropriately.
10. Positions shoulders and arms appropriately.
11. Covers client, making comfortable and safe.
12. Washes hands.
13. Records and reports appropriately.

CLIENT ON ABDOMEN

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves, as necessary.
5. Moves client to side of bed.
6. Turns client onto abdomen.
7. Aligns head and turns to side.
8. Place pillow under client's head.
9. Place arms appropriately.
10. Supports lower legs and feet.
11. Covers client appropriately.
12. Washes hands.
13. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-23
TRANSFER TO THE SITTING POSITION IN BED

1. Explains procedure to client.
2. Washes hands.
3. Puts on gloves, as necessary.
4. Faces head of bed, outer foot forward.
5. Raises head of bed or locks arms with client.
6. Has client bend knees.
7. Pulls client to sitting position by rocking.
8. Places pillows behind head.
9. Checks client for dizziness, weakness, etc.
10. Washes hands.
11. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-24
HELPING THE CLIENT TO SIT AT THE SIDE OF THE BED

1. Explains procedure to client.
2. Washes hands
3. Puts on gloves, as necessary.
4. Rolls the client on side facing self. Bends client's knees.
5. Reaches one arm over to hold him/her in back of knees.
6. Places other arm under the neck and shoulder area.
7. Positions feet with a wide base of support.
8. On the count of "three" shifts weight to back leg. While doing this, swings the client's legs over the edge of the bed while pulling his/her shoulders to a sitting position.
9. Remains in front of the client with both hands on him/her until is sure the client is able to safely sit alone.
10. Washes hands.
11. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-25

HELPING A CLIENT TO STAND

1. Explains procedure to client (client is sitting at edge of bed).
2. If necessary, puts bed in lowest position.
3. Washes hands.
4. Puts on gloves, as necessary.
5. Places one foot forward between client's feet. If the client has a weak knee, braces knee against his/hers.
6. Tells client to put strongest foot under him/her self.
7. Bends knee and leans onto forward foot. Places both arms around the client's waist. Holds client closely.
8. Tells client to push down on bed with arms and lean forward. On the count of "one – two – three", assists client to stand. Assists client by rocking weight to back foot and lifting as reaches three. Supports client until is sure he/she is able to safely stand alone.
9. Washes hands.
10. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-26

***TRANSFER TO WHEELCHAIR, CHAIR, OR COMMUNE**

1. Explains procedure to client.
2. Washes hands.
3. Puts on gloves, as necessary.
4. Angles wheelchair next to bed.
5. Locks brakes.
6. Places safety belt on client, if needed.
7. Dangles client's legs over side of bed.
8. Stands client up.
9. Rotates client until back is facing wheelchair.
10. Backs up client until client feels the chair with the back of legs.
11. Maintains good body mechanics.
12. Lowers client into wheelchair.
13. Adjusts footrests.
14. Releases brakes.
15. Covers client as needed.
16. Washes hands.
17. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-27
POSITIONING CLIENT IN CHAIR OR WHEELCHAIR

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves, as necessary.
5. Places client's hips back in chair.
6. Places feet appropriately.
7. Checks for position of male genitals.
8. Places pillows appropriately.
9. Supports arms.
10. Makes client comfortable and safe.
11. Washes hands.
12. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-28
TRANSFER FROM WHEELCHAIR TO TOILET

1. Explains procedures to client
2. Washes hands.
3. Puts on gloves, as necessary.
4. Checks bathroom for supports and grab bars.
5. Places wheelchair, facing toilet.
6. Locks wheels.
7. Raises footrests.
8. Assists client to stand.
9. Rotates client until back is toward toilet.
10. Arranges clothing.
11. Assists client to sit on toilet.
12. Allows privacy.
13. Assists in cleaning client after toileting.
14. Washes hands.
15. Reverses steps six to nine.
16. Assists client to wash hands.
17. Washes hands.
18. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-29

TRANSFER FROM WHEELCHAIR TO SHOWER AND ASSISTING WITH SHOWER

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment
4. Puts on gloves, as necessary.
5. Positions wheelchair at appropriate angle to shower.
6. Places towel on shower chair/stool.
7. Locks wheels.
8. Raises footrests.
9. Stands client up appropriately.
10. Pivots client so back is toward shower chair.
11. Assists client to sit in shower chair.
12. Places toilet articles within client's reach.
13. Allows client privacy.
14. Ensures that soap is rinsed off client.
15. Assists in drying client.
16. Gets clean clothing ready.
17. Reverses steps seven to nine.
18. Covers client to avoid chilling.
19. Washes hands.
20. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-30
TRANSFER FROM WHEELCHAIR TO STOOL OR CHAIR IN TUB

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves, as necessary.
5. Places not-slip mat in tub.
6. Places covered chair/stool in tub.
7. Fills tub with water.
8. Positions chair parallel to tub.
9. Provides for privacy.
10. Assists in removing clothing.
11. Assists client in sliding to edge of tub.
12. Pushes wheelchair out of the way.
13. Assists client onto chair in tub.
14. Assists with bathing and drying upper body.
15. Reverses steps ten to twelve.
16. Dries lower body.
17. Assists with dressing and grooming.
18. Makes client comfortable and safe.
19. Cleans area.
20. Washes hands.
21. Observes, records and reports any changes in condition or behavior.

**Checklist for Procedure XII-31
WEIGHING A CLIENT**

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves, as necessary.
5. Checks that the needle of the scale is at "0". If not, re-adjust.
6. Helps client onto scale.
7. Provides support while client steadies self.
8. Notes weight after dial stops moving.
9. Observes for any problems the client has during this procedure, such as inability to stand on scale.
10. Helps client off the scale.
11. Records the weight.
12. Reports any changes in any condition or behavior (such as a gain or loss of more than five pounds or client concerns about weight).
13. Stores the equipment in a safe place.

Checklist for Procedure XII-32

MEASURING INTAKE

1. Explains to client the need to keep track of intake. Gets client's cooperation by asking client to tell when they have had something to drink and to report how much they have had.
2. Washes hands.
3. Assembles equipment.
4. Serves liquids in containers (bowls, glasses, or cups), measured ahead of time.
5. Measures serving containers ahead of time:
6. Assembles equipment (measuring cup, bowl, cup and/or glasses that will be used each time client drinks or eats something; paper; and pencil).
 - a. Fills first serving container with water.
 - b. Pours water into measuring cup.
 - c. Writes down this amount on paper.
 - d. Discards water.
 - e. Repeats steps b, c, d, and e for each serving container.
 - f. Keeps this list for use each time client's intake is measured.
7. Writes down types and amounts of liquids served to client.
8. When client is finished, removes serving containers.
9. Measures each type of liquid that is left.
10. Subtracts leftover amount from amount served to client. Adds all of these together. Writes this down.
11. Cleans measuring and serving equipment.
12. Stores measuring and serving equipment.
13. Washes hands.
14. Records total amount of intake for a particular time.
15. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-33

MEASURING URINARY OUTPUT

1. Explains to client the need to measure urinary output. Asks client to use bedpan, urinal, or commode when has the urge to pass urine. Gets client's cooperation by asking client to report when has to pass urine. (This will not be necessary if client has urinary drainage bag.)
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves, as needed.
5. Pours or drains urine from bedpan, urinal, commode, or urinary drainage bag into measuring pitcher that is on flat surface.
6. Records amount that is in pitcher or urinary drainage bag.
7. Discards urine unless a specimen is needed.
8. Cleans re-usable equipment.
9. Stores re-usable equipment.
10. Washes hands.
11. Observes records and reports any changes in condition or behavior, such as strong smelling urine, cloudy urine, blood in the urine, very small amount of urine, or if client has pain or difficulty when passing urine.

Checklist for Procedure XII-34

ASSISTING WITH CHANGING A CLEAN DRESSING (using Standard Precautions)

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Provides privacy.
5. Assists client to comfortable position.
6. Provides good lighting.
7. Removes clothing over dressing, if necessary.
8. Places waste bag near client for disposal of dressing/waste products.
9. Puts on gloves.
10. Removes wrappings from new dressing.
11. Cuts tape.
12. Removes and discards old dressing and used gloves.
13. Washes hands.
14. Puts on new gloves.
15. Cleans skin around wound according to directions on Care Plan.
16. Hands requested items to client.
17. Applies new dressing to wound.
18. Tapes new dressing in place.
19. Removes and discards waste bag.
20. Washes hands.
21. Stores unused supplies.
22. Observes, records and reports any changes in condition or behavior, such as changes in the appearance of the wound.

Checklist for Procedure XII-35 HANDLING THE INFANT

PICKING UP AN INFANT

1. Washes hands.
2. Puts on gloves, as needed.
3. Puts one hand under buttocks.
4. Puts other hand under head, neck, and shoulders.
5. Raises baby appropriately.

SHIFTING BABY TO “FOOTBALL” HOLD

1. Supports baby’s head, neck, and buttocks.
2. Swing baby to the side so that infant rests on hip while the hand and arm cradle the infant, providing support.
3. Washes hands.
4. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-36 INFANT BATH

1. Washes hands.
2. Assembles equipment.
3. Ensures proper temperature of room.
4. Prepares changing area.
5. Prepares bath water at correct temperature.
6. Puts on gloves, as needed.
7. Brings baby to bath area.
8. Undresses and covers baby.
9. Lowers baby into water.
10. Shampoos, rinses, and dries head.
11. Washes body, going from head to foot.
12. Washes genitals correctly.
13. Dries baby.
14. Applies lotion as directed on Care Plan.
15. Diapers and dresses baby.
16. Gives nail care, if needed.
17. Washes hands.
18. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-37

ASSISTING WITH THE USE OF THE HYDRAULIC LIFT

1. Explains procedure to client.
2. Washes hands
3. Assembles equipment.
4. Puts on gloves, as needed.
5. Checks whether valves are working on lift.
6. Clears the floor around the area you are working.
7. Opens legs of lift stand to widest position.
8. Brings wheelchair or chair close to bed. Locks wheels of wheelchair and bed (if hospital bed).
9. If possible, raises or lowers height of bed to accommodate height of lift.
10. If available, raises side rails on far side of bed.
11. Rolls one edge of the sling up to one-half of width.
12. Places sling on bed on the far side of the client. Sling should be midway between head and thigh of client.
13. Rolls the client toward self and moves sling so it covers one-half of client's back.
14. Rolls client back onto the sling and over on other side (over the hump of the sling).
15. Keeping the client rolled away from self, unrolls the sling, making sure it is flat and unwrinkled.
16. Rolls client onto back and adjusts sling so that it is midway between client's head and thigh.
17. Raises the lift (closes valve and pumps up the lift arm).
18. Steadies the swinging bar as it is positioned over the client.
19. Lowers arm and attaches the chains or hangers to the sling (longer chain to the thigh part of the sling and shorter chain to the head area), being sure the chain or hangers are away from the client's body.
20. Tells client when starting to pump up the lift.

21. After lifting the client a few inches and before moving the lift away, checks all connections to make sure they are fastened tightly and working properly.
22. Pumps up the lift until the client is in a half-sitting position.
23. Lifts client's feet and removes from bed.
24. Moves to the handles or bar of the lift for steering.
25. Gently and slowly moves the base of the lift out from under the bed, and slowly turns it toward the wheelchair or chair.
26. Positions the lift so client is over the wheelchair or chair.
27. Lowers the client to the seat by slowly opening the valve until client is just above the seat.
28. Holds the sling near the head and puts knees against the client's knees. Supports the client's upper body against self. Uses knees to push gently on the client's knees. Then, releases the valve so that the client sits in the wheelchair or chair.
29. Removes the S-shaped hooks while holding onto the bar.
30. Closes the valve and pumps the lift up out of client's way.
31. Moves lift away.
32. Washes hands.
33. Observes, records and reports any changes in condition and behavior or problems with equipment.

Checklist for Procedure XII-38

SLIDE BOARD TRANSFER PROCEDURE

1. Explains procedure to client.
2. Washes hands.
3. Assembles equipment.
4. Puts on gloves, as necessary.
5. Places wheelchair or chair at a 45 degree angle to the bed or alternate chair.
6. If wheelchair, locks brakes and removes armrest if able.
7. If client is without clothing, the board should be covered with a pillowcase.
8. Places slide board like a bridge between bed and wheelchair, chair to chair, etc.
9. Has client lean away from slide board.
10. Places slide board under buttocks, transferring towards the client's strong side if possible.
11. Ensures that the slide board is securely placed before client begins transfer.
12. Directs client to place hands on the slide board at each side adjacent to thighs.
13. Directs client to take a series of small push-ups across the board until client reaches the other side of the board.
14. Assists client, as necessary, with each push-up.
15. Uses gait belt, as necessary.
16. Cleans and stores slide board when transfer is complete.
17. Washes hands.
18. Observes, records and reports any changes in condition or behavior.

Checklist for Procedure XII-39

***CHECKING THE RIGHT PERSON**

1. Washes hands.
2. Reads the container label.
3. Checks the name on the label to make sure it is the same as the client's name.
4. Checks the name on the label against the name on the Care Plan.
5. If they are the same, gives container to client and/or assists with administration as ordered on the Care Plan.
6. If they are not the same, contacts supervisor for further instructions:
7. Explains to client the reason for this.
8. Records and reports any problems about the medication in question.

Checklist for Procedure XII-40
***CHECKING THE RIGHT MEDICATION**

1. Washes hands.
2. Reads the container label.
3. Checks the expiration date.
4. Checks the name of the medication on the label to make sure it is the same as the medication name on the Care Plan.
5. If they are the same, gives container to client and/or assists with administration as ordered by the Care Plan.
6. If they are not the same, contacts the supervisor for further instructions:
7. explains to client the reason for this.
8. Records and reports any problems about the medication in question.

Checklist for Procedure XII-41

***CHECKING THE RIGHT DOSE**

1. Washes hands.
2. Reads the container label.
3. Checks the dose on the label against the dose for that medication on the Care Plan.
4. If they are the same, gives container to client and/or assists with administration as ordered by the Care Plan.
5. If they are not the same, contacts the supervisor for further instructions:
 - explains to the client the reason for this.
6. Records and reports any problems about the medication in question.

Checklist for Procedure XII-42

***CHECKING THE RIGHT TIME**

1. Washes hands.
2. Reads the container label.
3. Checks the time for taking the medication against the time specified in the Care Plan.
4. If they are the same, gives container to client and/or assists with administration as ordered by the Care Plan.
5. If they are not the same, gives container to client and/or assists with administration as ordered by the Care Plan.
6. Explains to the client the reason for this.
7. Records and reports any problems about the medication in question.

Checklist for Procedure XII-43

***CHECKING THE RIGHT ROUTE**

1. Washes hands.
2. Reads the container label to determine if it lists any information regarding the route by which the medication should be given.
3. Checks the Care Plan to determine the route that is specified for the medication.
4. If available, checks to make sure the route specified on the label matches the route specified on the Care Plan.
5. Gives the container to the client and/or assists with administration as order in the Care Plan if:
 6. the route is specified in the Care Plan; or
 - a. the route specified in the Care Plan and on the label match.
 - b. If they are not the same or there is no information, contact the supervisor for further instructions:
 - Explains to the client the reason for this.
7. Records and reports any problems about the medication in question.