

Home Health Aide Training

Module 20. Bathing and Personal Care

Goal

The goals of this module are to:

- Prepare participants, through demonstration and practice, to provide personal care for clients, including bathing and skin care.
- Provide an opportunity for participants to practice all the skills taught so far and to perform return demonstrations.

Time

6 hours

Activities	Teaching Methods	Time
1. Demonstration and Practice: Care of the Skin, Hands, Fingernails, Feet, and Toenails	Interactive presentation, demonstration, large-group discussion, practice pairs, and practice triads	1 hour and 35 minutes
2. Demonstration and Practice: Tub Bath, Shower, Hair Care, Shampoo, Mouth Care, Denture Care, and Shaving	Interactive presentation, demonstration, large-group discussion, and practice triads	1 hour and 25 minutes
3. Practice Lab and Return Demonstrations	Practice triads and return demonstrations	3 hours

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Supplies

- Two beds, with bedding (more than two, if you have more than 15 participants and enough space)
- All supplies needed to demonstrate a complete bed bath and shampoo: gloves, washbasin, liquid soap (or soap dish and soap), washcloths, face towels, bath towels, bath blanket, waterproof protector pad, plastic bag, toilet tissue, brush and/or comb, deodorant, body lotion, shampoo, conditioner, hair dryer, trough, basin, pitcher of warm water
- Pericare models (male and female)
- Tub and shower “models”—i.e., materials or furniture arranged to simulate getting in and out of tub and shower, including shower chair and tub bench
- All supplies needed to demonstrate skin, mouth, denture, and nail care, plus shaving and shampoo: gloves, basin, bath thermometer, lotion, nail clippers, nail file, nail polish (optional), plastic protector, soap, towels, washcloths, bath mat, toothbrush, toothpaste, glass of water, mouthwash (optional), denture cleaner, paper towels, disposable or electric razor, shaving cream, shaving brush (optional), mirror, aftershave lotion, tissues, shampoo, conditioner, brush, hair dryer
- Lotions for massage
- Assistive devices for bathing and grooming: long-handled sponges, safety strips, safety bars, shower chairs, toothbrush holders, single-handed nail file and clipper, extra-long handled brush and comb, extra-large handled brush, comb, and toothbrush holder
- Paper towels, antimicrobial liquid soap
- Disposable gloves in range of available sizes
- Disposable aprons, masks, eye protectors
- Plastic garbage bags
- Trash cans
- Heavy objects for practicing body mechanics
- Wheelchairs and assistive devices for practicing assisting clients to stand or transfer

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Learner's Book

1. Changes in the Skin
2. Routine Skin Care
3. Special Skin Care
4. Bathing and Grooming Assistive Devices

Skills Checklists

For Activity 1

- Skills Checklist 1. Giving a Back Rub (DOH Procedure Checklist XII-7)
- Skills Checklist 2. Assisting a Client to Care for Hands and Fingernails (DOH Procedure Checklist XII-8)
- Skills Checklist 3. Assisting a Client to Care for Feet and Toenails (DOH Procedure Checklist XII-8)

For Activity 2

- Skills Checklist 4. Assisting a Client to Take a Tub Bath (including Transfer from Wheelchair to Stool or Chair in Tub) (DOH Procedure Checklists XII-3 and XII-30)
- Skills Checklist 5. Assisting a Client to Take a Shower (including Transfer from Wheelchair to Shower) (DOH Procedure Checklists XII-3 and XII-29)
- Skills Checklist 6. Assisting a Client to Care for Their Hair (no DOH Procedure Checklist)
- Skills Checklist 7. Assisting a Client to Wash Their Hair (DOH Procedure Checklist XII-6)
- Skills Checklist 8. Assisting a Client with Mouth Care (While Sitting or in Bed) (DOH Procedure Checklist XII-10)
- Skills Checklist 9. Assisting a Client with Denture Care (DOH Procedure Checklist XII-10)
- Skills Checklist 10. Assisting a Man to Shave (DOH Procedure Checklist XII-9)

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For Activity 3

From Infection Control module:

- Skills Checklist 1. Washing Your Hands (DOH Procedure Checklists XII-1 and A-1)
- Skills Checklist 2. Putting On and Taking Off Gloves (no DOH Procedure Checklist)

From Body Mechanics module:

- Skills Checklist 1. Lifting Things (DOH Procedure Checklist XII-2)
- Skills Checklist 2. Assisting a Client to Transfer to the Sitting Position in Bed (DOH Procedure Checklists XII-23 and D-1)
- Skills Checklist 3. Assisting a Client to Move to the Side of the Bed (no DOH Procedure Checklist)
- Skills Checklist 4. Assisting a Client to Move Up the Bed (no DOH Procedure Checklist)
- Skills Checklist 5. Assisting a Client to Turn in Bed (DOH Procedure Checklist XII-4)

From Providing Care in the Client's Home module:

- Skills Checklist 1. Assisting with the Self-Administration of Medications (DOH Procedure Checklists XII-39, 40, 41, 42, 43)

From Assisting with Ambulation and Transfers; Making a Bed module:

- Skills Checklist 1. Assisting a Client to Walk (DOH Procedure Checklist XII-14)
- Skills Checklist 2. Assisting a Client to Sit at the Side of the Bed (DOH Procedure Checklist XII-24)
- Skills Checklist 3. Assisting a Client to Stand from Bed (DOH Procedure Checklist XII-25)
- Skills Checklist 4. Assisting a Client to Transfer from Bed to Wheelchair, Chair, or Commode (DOH Procedure Checklist XII-26)
- Skills Checklist 5. Positioning a Client in a Wheelchair or Chair (DOH Procedure Checklist XII-27)
- Skills Checklist 6. Assisting a Client to Transfer from Wheelchair to Toilet (DOH Procedure Checklist XII-28)
- Skills Checklist 7. Assisting with the Use of a Mechanical/Hydraulic Lift (DOH Procedure Checklist XII-37)

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- Skills Checklist 8. Assisting a Client with a Slide Board Transfer (DOH Procedure Checklist XII-38)
- Skills Checklist 9. Making an Empty Bed (DOH Procedure Checklist XII-15)
- Skills Checklist 10. Making a Bed with Someone in It (DOH Procedure Checklist XII-16)

From Supporting Clients' Dignity While Providing Personal Care module:

- Skills Checklist 1. Giving a Bed Bath (DOH Procedure Checklist XII-5)
- Skills Checklist 2. Cleaning Between the Legs (Pericare) (no DOH Procedure Checklist)

Handouts

- Handout 1. Summary of Key Information

Advance Preparation

Review all the training instructions and learner's materials for this module. Note that icons are used to remind the trainer of the following:



When you are *presenting* or covering Key Content *in the discussion*. (Key Content is also addressed in the Learner's Book and the handouts, but we use the "key" icon only when it is covered elsewhere in the learning process.)



When it is important to ask a particular question to get participants' input.



When it is time to refer to the Learner's Book.



When it is time to distribute a skills checklist.



When it is time to distribute and discuss a handout.

Copy all handouts for participants.

Prepare copies of the skills checklists. You will need one copy for each participant, to be collected and reused for subsequent trainings. Laminating the skills checklists will make them more durable and reusable.

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Gather all necessary supplies and equipment.

Please note that the Key Content is meant to be background information for the trainer. DO NOT READ OUT LOUD TO PARTICIPANTS.

Activity 1. Demonstration and Practice: Care of the Skin, Hands, Fingernails, Feet, and Toenails

Prepare a flip chart page with the “Learning Agenda” (Step 1).

Set up the following demonstration areas around the training space:

- Back rub (in a bed)
- Hand and fingernail care
- Foot and toenail care

If you have enough space, you should set up the demonstration and practice stations for Activity 2 at the same time (see below). Otherwise, you will need to do those during the break.

For skills practice (Step 21), set up enough practice stations so that every triad can be involved with some skill at all times. (The demonstration area for each skill can be used as one of the practice stations.)

Activity 2. Demonstration and Practice: Tub Bath, Shower, Hair Care, Shampoo, Mouth Care, Denture Care, and Shaving

Set up the following demonstration areas around the training space. Assistance with shampooing can be done with a sink, tub, shower, or in bed. Decide which of these shampoo techniques you want to demonstrate, based on the most likely situation for your participants.

- Tub bath
- Shower
- Hair care
- Shampoo
- Mouth care
- Denture care

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- Shaving
- Assistive devices for bathing and grooming

For skills practice (Step 8), set up enough practice stations so that every triad can be involved with some skill at all times. (The demonstration area for each skill can be used as one of the practice stations.)

Mouth care, denture care, and shaving are scheduled to be practiced in Activity 3. However, if you have a small group (i.e., fewer than ten participants), there may be time to do the practice in this activity.

Activity 3. Practice Lab and Return Demonstrations (for all the modules up to now)

This three-hour practice lab is intended to give participants a chance to practice bed bathing for the first time, review and practice other skills learned up to this point, and successfully complete return demonstrations. Additional trainers will be needed to assess return demonstrations.

Setting up the space for this activity will vary widely depending on the number of participants, the number of trainers available to observe return demonstrations, and the training space and supplies available. Some options for use of time and space include:

- With limited space, divide the skills into 2 or 3 groups, and set up practice stations for one group at a time. Divide the time accordingly, as well.
- With adequate space and staff, set up two practice stations for each skill. Use one station for practice and the other for return demonstrations. Participants and trainers can then move from station to station as needed, throughout the entire 3 hours.

In addition to the skills practice stations from Activity 1, set up additional practice stations for the following skills:

- Washing hands (the use of gloves is demonstrated in bed bath)—requires a working sink
- Body mechanics—lifting and moving objects, and positioning a client in bed
- Bed bath, with pericare

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- Bedmaking (occupied and unoccupied)
- Assisting clients to stand, transfer, ambulate

This is the first time participants will be able to practice bed bathing with pericare. If possible, set up more than two practice stations with beds, since participants will need to spend longer at that station than the others. Depending on space, you may need to combine return demonstrations—for example, participants could combine bed bath with making an occupied bed *and* positioning a client in bed.

Trainers should be prepared with additional copies of the skills checklists to document return demonstrations.

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Activity 1. Demonstration and Practice: Care of the Skin, Hands, Fingernails, Feet, and Toenails

1 hour and 35 minutes

Learning Outcomes

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

Describe normal skin changes during aging.

Describe the home health aide's role in routine skin care and in special skin care for clients who are in bed or sitting a lot.

List what to observe, record, and report during skin care.

Describe and demonstrate how to provide a back rub for a client in bed.

Describe and demonstrate how to provide hand and fingernail care.

Describe and demonstrate how to provide foot and toenail care.



Key Content

- Each of the personal care tasks covered in the next two activities—skin care, therapeutic body rubs, tub bath and shower, mouth care, denture care, hair care, nail care, and shaving—has basic guidelines for when to do it, and steps to be followed. Over the next three hours, participants will see demonstrations of these skills and have a chance to practice them. In the afternoon, there will be additional practice time for these and other skills learned up to this point in the training.

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- All of these personal care tasks involve contact with and care for the skin. As people age, the skin loses elasticity, it loses oil, and it becomes clearer. The skin also becomes easier to tear and takes longer to heal. These changes must be considered when caring for the skin.
- Personal care provides an opportunity for a home health aide to observe the skin closely. The worker should observe, record, and report the following signs of potential problems in the skin, including hair and nails:
 - Bad odors
 - Bruises, or changes in skin color
 - Dry skin, or rashes
 - Cuts and sores
 - Pus or drainage from a cut or sore
 - Swelling
 - Skin that is hot or cold to the touch
- Infection control is important in personal care, to protect clients from exposure to germs and to protect the home health aide from exposure to the client's germs. Good body mechanics are very important to prevent falls and sprains, especially during transfer for tub bath or shower. Communication skills and respect for the client's dignity are essential throughout personal care, since many clients may feel embarrassed that they need help with tasks they used to do for themselves. It is especially important to respect the client's privacy, modesty, and dignity during bathing.

Activity Steps

Interactive Presentation—5 minutes

- 1. Introduce module.** Review the “Learning Agenda.”

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Flip Chart

LEARNING AGENDA: Bathing and Personal Care

- Aging skin and how to take care of it
- Learning and practicing personal care skills:
 - Back rubs
 - Bathing: shower and tub
 - Hair care and shampoo
 - Hand and fingernail care
 - Toe and fingernail care
 - Shaving
 - Mouth care
 - Denture care
 - Bed bath and pericare
- Return demonstrations (assessment of skills learned up to this point)

SKIN CARE


Interactive Presentation—15 minutes

2. Assess participants' knowledge. Ask:

? *What is the largest organ of the body?*

[Answer: The skin!] Remind participants of the important functions of the skin—to keep the body temperature stable, to protect the body from infections, and to provide key information to the brain about heat, cold, pain, pressure, and touch (refer to the Body Systems and Common Diseases module).

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3. **Facilitate skin comparison exercise.** Ask participants to look down at their hands for a moment, and focus on their skin. Ask them to describe their skin—what it looks like and how it feels. Then ask how they think the skin of Mr. Feldman would look—whether it would be the same as or different from their own skin, and how. [Possible responses may include “it’s looser, more wrinkled, drier, easier to see through” etc.]
4.  **Review how the skin changes with age.** Explain that, as they learned in the Body Systems and Common Diseases module, changes in the skin are a normal part of the aging process. Refer to **1. Changes in the Skin** in the Learner’s Book. Review the first section, acknowledging the changes participants discussed already and noting ones they did not.
5. **Emphasize the delicacy of older people’s skin.** Explain that, while these changes are normal during aging, they do result in the skin being more delicate and more prone to dryness and tearing. In addition, the skin of someone who sits or lies in bed for a long period of time, regardless of age, is also prone to problems. Ask participants if they have ever noticed bright red splotches on their calves after sitting with their legs crossed for a while; or if they have ever noticed lines or splotches on their face when they wake up.
6. **Explain how pressure ulcers develop.** When the skin is “pressured,” the skin is pressing against other skin, or bed sheets, and not getting enough oxygen or nutrition. For someone who has the ability to move around and can maintain their skin through proper nutrition, it is not a problem and skin quickly restores itself. However, for people who cannot move easily, these reddened areas can become sores if not addressed immediately. Pressure ulcers can become a source of serious pain and infection.
7. **Review ORR.** Go over the second part of section **1** in the Learner’s Book—Observe, Record, Report—and briefly describe the signs and why they are important to report.
8. **Invite participants to share knowledge.** Ask:



How do you think you could help the client take care of his or her skin to avoid sores, dryness, and tearing?


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After a few responses, refer to **2. Routine Skin Care** and **3. Special Skin Care** in the Learner's Book. Ask for volunteers to read aloud the workers' tips on both.

GIVING A BACK RUB

Demonstration and Large-Group Discussion—10 minutes

- 9. Explain the purpose of back rubs.** One of the recommendations for skin care is to promote circulation. This can be done by moving that part of the body, or by rubbing it. Massage, or rubbing, of the back, shoulder, arms, hands, legs, and feet are sometimes part of the care plan, or simply a beneficial and comforting thing to do for a client.
- 10. Set up demonstration.** Explain that you are going to demonstrate how to give a back rub to a client in bed. This is sometimes done after, or as part of, a bed bath, but it can also be done at any time. Ask for a volunteer to help you demonstrate. Have the volunteer lie down on one of the beds.
- 11. Demonstrate how to give a back rub.** Follow the steps in **Skills Checklist 1. Giving a Back Rub**. Explain each step and answer questions from participants.
-  **12. Review skills checklist.** Distribute **Skills Checklist 1** and allow participants a few minutes to review.

Then ask:



How can you avoid spreading infections when giving a back rub?



What is important to look for on the client's skin prior to giving the back rub?



What are the health benefits of a back rub?

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Practice Pairs—5 minutes

- 13. Set up practice pairs.** Ask participants to quickly form pairs to practice massage styles with a shoulder massage. One partner is seated and the other is standing behind. Ask the standing partner to massage the sitting partner's shoulders using the following techniques: *kneading with thumbs and fingers, rubbing in a circular motion with your whole hand or palm, lightly rubbing with fingertips only, lightly chopping.*

Teaching Tip

Call out each technique (with brief description, as needed) and then wait a few moments for the standing partner to practice and the seated one to experience the technique. Pace the four techniques so that you can complete them in 2 minutes.

- 14. Debrief; then switch roles and repeat the exercise.** Ask how these techniques felt to the sitting partners; ask which ones were their favorites. Then ask the pairs to switch roles and repeat the instructions.
- 15. Wrap up practice.** Summarize by noting that different people prefer different techniques for their massage, and for different parts of the body. Emphasize the importance of talking with the client, asking if he or she is comfortable with the amount of pressure you are using, making sure you are not hurting him or her! Note that home health aides should avoid rubbing areas that are red or bony.

HANDS AND FINGERNAIL CARE

Demonstration—10 minutes

- 16. Set up demonstration.** Ask for another participant to volunteer to help you demonstrate how to assist Oscar Feldman to take care of his hands and fingernails. Go to the area previously set up for hand and nail care (see **Advance Preparation**), and ask participants to gather around so that all can see.

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17. Conduct and discuss demonstration. Follow the steps in **Skills Checklist 2.**

Assisting a Client to Care for Hands and Fingernails. Explain each step and take questions. Ask participants why it is so important to check the care plan to see if nail care is part of the plan. Note that in some settings a home health aide must be certified before cutting a client's nails.

FEET AND TOENAIL CARE


Demonstration—10 minutes

18. Set up demonstration. Ask for yet another participant to volunteer to help you demonstrate how to assist Oscar Feldman to take care of his feet and toenails. Go to the area previously set up for foot and nail care (see **Advance Preparation**), and ask participants to gather around so that all can see.


19. Conduct and discuss demonstration. Follow the steps in **Skills Checklist 3.**


Assisting a Client to Care for Feet and Toenails. Explain each step and take questions. Ask participants why it is so important to check the care plan to see if toenail care is part of the plan. Note that in some settings a home health aide must be certified before cutting a client's nails.

Large-Group Discussion—5 minutes

20.  **Review skills checklists.** Distribute **Skills Checklists 2 and 3.** Give participants a few minutes to review.

Then ask participants:

 *In nail care, how can you be sure to prevent the spread of infection?*

 *In hand and foot care, how can you take care of the client's skin?*

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Practice Triads—35 minutes

- 21. Give instructions.** Assign triads to practice stations prepared for practicing back rubs (client is in a bed), hand care, and foot care. Ask participants to practice the appropriate skill in their triads and then rotate to the next workstation. Each participant should take a turn in each role: practicing the task as a home health aide, experiencing what it feels like as a client to be assisted in these personal tasks, and observing (reviewing the steps for each task on the checklist while watching teammates and encouraging them as they perform the steps). Let the participants know that you (and other trainers, if available) will be observing their practice and answering questions.

Teaching Tips

The time allocated for practice is an estimate. With smaller groups, you may need less time. If participants do not need the entire 35 minutes for practice, move on to the next activity as soon as they are done.

Activity 3 provides additional time for practice of all the skills learned so far in the training. If you have a larger group that needs more than 35 minutes to practice these skills, you have two options: 1) extend the practice time now (and take time from **Activity 3**), or 2) end the practice time after 35 minutes, move on to the next activity, and come back to this practice in **Activity 3**.

- 22. Conduct practice in triads.** Check on all groups quickly, to see that they have understood the instructions, have all the materials they need, and have started their skills practice. Move from group to group after that, answering questions and assisting as needed. Give the participants time-checks every 10 minutes, to make sure they are changing roles within their triads.
- 23. Wrap up activity.** After 30 minutes, ask participants to stop what they are doing, and clean up the practice station. Thank everyone for their efforts and take a break.

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Activity 2. Demonstration and Practice: Tub Bath, Shower, Hair Care, Shampoo, Mouth Care, Denture Care, and Shaving

1 hour and 25 minutes

Learning Outcomes

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

Describe and demonstrate how to assist clients with a tub bath and shower.

Describe and demonstrate how to assist clients with hair care, including shampoo.

Describe and demonstrate how to assist clients with mouth care and denture care.

Describe and demonstrate how to shave the face of a male client.

Describe assistive devices to help clients bathe and do personal care more easily.

Demonstrate infection control practices and body mechanics throughout personal care.

Demonstrate how to use assistive devices for bathing and grooming.

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Activity Steps

TUB BATH AND SHOWER


Interactive Presentation—5 minutes

1. **Introduce tub bath and shower.** Explain the general characteristics of a tub bath and shower, the similarities and differences between them and the bed bath, including aspects of communication, infection control, safety, body mechanics, and use of assistive devices.

Demonstration—10 minutes

2. **Set up demonstration.** Ask for another participant to volunteer to play the role of Oscar Feldman while you demonstrate how to assist him with a tub bath. Go to the area previously set up for tub bath demonstration (see **Advance Preparation**) and ask participants to gather around so that all can see.
3. **Conduct demonstration.** Follow the steps on **Skills Checklist 4. Assisting a Client to Take a Tub Bath (including Transfer from Wheelchair to Stool or Chair in Tub)**. As you are conducting the demonstration, explain as needed why it is done that way. Answer any questions as they arise.
4. **Move on to the next demonstration.** Do the same for shower, working with a different participant as “Oscar Feldman” and following the steps on **Skills Checklist 5. Assisting a Client to Take a Shower (including Transfer from Wheelchair to Shower)**.

Large-Group Discussion—5 minutes

5.  **Review skills checklist.** Distribute **Skills Checklists 4 and 5**, and give participants a few minutes to review them.

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Then ask:



What can you do to ensure the client's safety when assisting with a bath or shower?



What steps are most important for keeping the client's skin healthy?




What can you do to protect your own health and safety while assisting a client to shower or bathe?

HAIR CARE AND SHAMPOO

Demonstration—10 minutes

6. **Set up and conduct next demonstration.** Ask for a new volunteer to help you demonstrate how to assist Oscar Feldman with hair care and shampoo. Follow the steps in **Skills Checklist 6. Assisting a Client to Care for Their Hair** and **Skills Checklist 7. Assisting a Client to Wash Their Hair**. Answer questions as they arise.

Large-Group Discussion—5 minutes

7.  **Review skills checklists.** Distribute **Skills Checklists 6 and 7** and give participants a chance to review them. Ask participants if they have any additional questions about taking care of a client's hair.

Practice Triads—20 minutes

8. **Give instructions for practice triads.** Assign new triads to the practice stations prepared for demonstrating tub bath, shower, and hair care and shampoo. As before, each participant should take a turn in each of the three roles—home health aide, client, and observer. Let the participants know you (and other trainers if available) will be observing their practice and answering questions.

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Teaching Tip


If there is time, have participants rotate to a second practice station. Explain that they will have time during the next activity to complete their practice at the other stations.

MOUTH CARE, DENTURE CARE, AND SHAVING


Demonstration—15 minutes


9. **Conduct demonstration.** Ask for a new volunteer to help you demonstrate how to assist Mr. Feldman with tooth-brushing. Follow the steps in **Skills Checklist 8. Assisting a Client with Mouth Care (While Sitting or in Bed)**. Answer questions as they arise.
10. **Conduct the next demonstration.** Ask for a new volunteer to help you demonstrate how to assist a client with caring for their dentures. Follow the steps in **Skills Checklist 9. Assisting a Client with Denture Care**. Answer questions as they arise.
11. **Conduct next demonstration.** Ask for a new volunteer to help you demonstrate how to assist Mr. Feldman with shaving. Follow the steps in **Skills Checklist 10. Assisting a Man to Shave**. Answer questions as they arise.

Large-Group Discussion—10 minutes

12.  **Review skills checklists.** Distribute **Skills Checklists 8, 9, and 10**, and give participants a few minutes to review them. Note that they will practice these skills in the next activity.

Ask participants:

 *In providing mouth care and denture care, which steps prevent the spread of infection?*

 *Why is it important to observe, record, and report when providing mouth care and denture care?*

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How can you reduce the risk of cutting a client when helping him to shave?



If you do cut a client while shaving, how do you stop the bleeding and prevent infection?

ASSISTIVE DEVICES FOR BATHING AND GROOMING

Interactive Presentation—5 minutes



13. **Give information about assistive devices.** Move to the area where the assistive devices for bathing and grooming are on display. Explain how each one works. Refer to **4. Bathing and Grooming Assistive Devices** in the Learner's Book and discuss any of those listed that are not on display.

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Activity 3. Practice Lab and Return Demonstrations (for all modules up to now)

3 hours

Learning Outcomes

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

Practice and demonstrate giving a bed bath with pericare.

Demonstrate giving a back rub to a client in bed.

Demonstrate providing hand and fingernail care.

Demonstrate providing foot and toenail care.

Demonstrate assisting clients with a tub bath and shower.

Demonstrate assisting clients with hair care, including shampoo.

Demonstrate assisting clients with mouth care and denture care.

Demonstrate how to shave the face of a male client.

Demonstrate body mechanics and general infection control practices, including use of gloves, throughout personal care.

Demonstrate how to wash their hands.

Demonstrate how to properly lift and move objects.

Demonstrate how to assist a client with self-administered medications.

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Demonstrate positioning a client in bed and transferring a client from bed to chair or assistive walking device.

Demonstrate making an occupied and unoccupied bed.




Key Content

- By the end of this activity, every participant should have had the opportunity to demonstrate each of the skills for which there are skills checklists, in the modules covered so far—Infection Control, Body Mechanics, Assisting with Ambulation; Making a Bed, Supporting Client’s Dignity While Providing Personal Care, and Bathing and Personal Care. A trainer will observe and document their skills on a checklist.
- While some participants are doing their return demonstrations, other participants will continue to practice skills, working in practice triads as before.
- This is the participants’ first opportunity to practice bed bathing with pericare, so priority is placed on providing space and time for participants to do so.

Activity Steps

Practice Triads and Return Demonstrations—3 hours

1.  **Explain the Key Content to participants.** Emphasize the primary purposes of this activity—to have each participant practice bed bathing with pericare, and to have each participant demonstrate their skills with a trainer observing and recording, for all the skills introduced up to this point in the training.
2. **Orient participants to the practice stations.** Note the practice stations for this activity: bed bath (with pericare and back rub), washing hands (at a working sink), body mechanics (lifting and moving objects, and positioning a client in bed), bedmaking, transfer and ambulation, tub bath, shower, hand and fingernail care, foot and toenail care, mouth care, denture care, hair care and shampoo, and shaving. (See **Advance Preparation** for tips for setting these up.)

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- 3. Give instructions for bed bath and pericare practice.** Participants will work in triads for the bed bath and pericare practice. Each participant should take a turn in each role: practicing the task as a home health aide, experiencing what it feels like as a client to be assisted in bed bathing, and observing (reviewing the steps for each task on the checklist while watching teammates and encouraging them as they perform the steps). Let participants know that you (and other trainers, if available) will be observing their practice and answering questions as needed.

Teaching Tip

You can create new triads for this activity.

- 4. Give instructions for additional practice.** Participants will remain in these triads for further skills practice. Ask participants to practice the needed skills in their triads and then rotate to the next practice station. Trainers will provide the necessary skills checklists for each practice station.

Teaching Tip

There may be different practice needs within the triad. For example, in one triad, one participant may need to practice hand-washing and the others do not. Another participant may need to practice bedmaking, while the others do not. That triad would stay at the hand-washing station only as long as it takes for the first participant to practice. Then they would move on to bedmaking, but only for as long as it takes for that participant to practice.

- 5. Explain how return demonstrations will be conducted.** For return demonstrations, participants will remain in their triads. When everyone in a triad is ready to do a return demonstration for one skill, they will notify the trainer.

Teaching Tips

Use additional copies of the skills checklists to document participants' return demonstrations.

How you organize the return demonstrations will vary widely, depending on the number of participants, the number of trainers available, and the training space. Whatever the logistics, participants should be able to keep practicing skills while other triads are doing their return demonstrations.

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6. **Wrap up the activity.** Make a list of the participants who have not completed their return demonstrations for each skill (if any). Note how those remaining return demonstrations will be scheduled. (For example, one of the future modules is entirely dedicated to skills practice and return demonstrations.)

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Activity 1. Demonstration and Practice: Care of the Skin, Hands, Fingernails, Feet, and Toenails

1. Changes in the Skin

2. Routine Skin Care

3. Special Skin Care

Skills Checklist 1. Giving a Back Rub

Skills Checklist 2. Assisting a Client to Care for Hands and Fingernails

Skills Checklist 3. Assisting a Client to Care for Feet and Toenails

Activity 2. Demonstration and Practice: Skin Care, Shower, and Tub Bath, and Other Personal Care Tasks

Skills Checklist 4. Assisting a Client to Take a Tub Bath

Skills Checklist 5. Assisting a Client to Take a Shower

Skills Checklist 6. Assisting a Client to Care for Their Hair

Skills Checklist 7. Assisting a Client to Wash Their Hair

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Skills Checklist 8. Assisting a Client to Care for Their Mouth (While Sitting or in Bed)

Skills Checklist 9. Assisting a Man to Shave

4. Bathing and Grooming Assistive Devices

Module 20. Bathing and Personal Care

1. Changes in the Skin

The skin is an important part of the body. Here's why:

- Skin covers and protects the whole body.
- Nerves in skin sense cold, heat, pain, pressure, and touch.
- Glands in skin make oil and sweat.

Our skin changes as we get older. The skin:

- Gets less stretchy
- Loses oil
- Gets more clear
- Becomes easier to hurt
- Takes longer to heal

Observe, Record, and Report:

During skin care, you can look at the skin and identify changes that could become problems. These include:

- Bad smell
- Bruises
- Red spots and other changes in skin color
- Cuts and sores
- Dry skin
- Fluid coming out of a cut
- Puffy areas
- Rashes
- Skin that is hot or cold

Module 20. Bathing and Personal Care

2. Routine Skin Care

It's important to take good care of the client's skin all the time to prevent problems. Read what these workers do.

Ari's tip—Use a light touch.

“Older people's skin can tear easily. So I use a gentle touch.”

Sue's tip—Clean skin often.

“I help clients stay clean. That's the best way to get rid of germs.”

Nina's tip—Keep skin dry.

“Wet skin gets sore. So I always pat clients dry after a bath.”

Ben's tip—Put on lotion.

“After helping clients bathe, I rub in lotion. The lotion keeps their skin from getting too dry. And the massage gets their blood moving.”

Laura's tip—Put on sunblock.

“The sun can be pretty harsh. So I put sunblock on clients before they go outside.”

Review—Routine Skin Care:

- Use a light touch.
- Clean skin often.
- Keep skin dry.
- Put on lotion.
- Put on sunblock.

Module 20. Bathing and Personal Care

3. Special Skin Care

Clients who spend a lot of time lying or sitting down may get pressure ulcers (also called bedsores or pressure sores). Special skin care helps prevent pressure ulcers. Read what these workers do.

Ari's tip—Change the client's position.

“I move a person about every 2 hours. This keeps them from putting pressure on the same area of skin for a long time.”

Sue's tip—Get the client moving.

“I ask the person to move as much as they can, if it's OK with their doctor. Exercise gets their blood flowing.”

Nina's tip—Help the client eat and drink well.

“I tell people about foods that are good for their skin. Plus, I remind them to drink plenty of water, if it's OK with their doctor.”

Ben's tip—Give back rubs.

“Back rubs really get the blood moving—and people love them! But I make sure to avoid red or bony areas. Rubbing those places can hurt the skin.”

Laura's tip—Offer pillows and pads.

“I give people pillows, heel and elbow pads, and sheepskin. The extra padding really helps.”

Review—Special Skin Care:

- Change the client's position.
- Get the client moving.
- Help the client eat and drink well.
- Give back rubs.
- Offer pillows and pads.

Module 20. Bathing and Personal Care

4. Bathing and Grooming Assistive Devices

These devices make it easier for the client to bathe him- or herself:

- **Long-handled sponges** make it easier for the client to get clean.
- **Safety strips** in the shower or tub help prevent falls
- **Safety bars** give the client a firm place to grab.
- **Shower chairs** let the client sit safely in the shower.
- **Toothbrush holders** allow the client to put toothpaste on the toothbrush with only one hand.
- **Single-handed nail file and clipper** make it easier for the client to take care of their nails.
- **Extra-long handled brush and comb** make it easier for the client to do their own hair.
- **Extra-large handled brush, comb, and toothbrush holder** are easier for the client to hold and use.

Module 20. Bathing and Personal Care

Handout 1. Summary of Key Information

Page 1 of 2

The skin is an important part of the body. It covers and protects the whole body. It senses pain, cold, heat, pressure, and touch. As we get older, our skin becomes easier to hurt and takes longer to heal.

During skin care, you can look at the skin and identify changes that could become problems. You can “**Observe, Record, and Report**” these signs:

- A bad smell
- Bruises
- Red spots and other changes in skin color
- Cuts and sores
- Dry skin
- Fluid coming out of a cut
- Puffy areas
- Rashes
- Skin that is hot or cold

Routine skin care means following these steps to *prevent* skin problems:

- Use a light touch.
- Clean skin often.
- Keep skin dry.
- Put on lotion.
- Put on sunblock.

Module 20. Bathing and Personal Care

Handout 1. Summary of Key Information

Page 2 of 2

Special skin care means the steps you follow when the client *already has skin problems*, such as pressure ulcers (also called bedsores or pressures sores).

- Change the client's position (at least every two hours).
- Get the client moving.
- Help the client eat and drink well.
- Give back rubs.
- Offer pillows and pads.

In this module, you learned how to assist clients with these personal care tasks, while maintaining the client's dignity:

- Giving a back rub
- Caring for hands and fingernails
- Caring for feet and toenails
- Taking a tub bath
- Taking a shower
- Giving a bed bath
- Caring for their hair
- Washing their hair
- Caring for their mouth (tooth-brushing)
- Shaving

There are **assistive devices** that make it easier for the clients to do their own personal care. You should know how to assist the client to use these devices:

- Long-handled sponges
- Safety strips in the shower or tub
- Safety bars in the shower or tub
- Shower chairs
- Toothbrush holders
- Single-handed nail file and clipper
- Extra-long-handled brush and comb
- Extra-large-handled brush and comb

Module 20. Bathing and Personal Care

Skills Checklist 1. Giving a Back Rub

Get ready.
1. Wash your hands.
2. Get the things you will need and put them near the bed. <ul style="list-style-type: none">• Lotion• Basin
3. Fill the basin with warm water. Put the bottle of lotion in the water to warm it.
4. Give the client privacy.
5. Talk with the client about back rubs. Ask how they want you to do their back rub. Keep talking with them during the back rub.
6. Assist the client to turn onto their side, facing away from you, or onto their stomach.
7. Assist the client to pull their gown or clothes off their back.
8. Check the back for open sores and cuts. Put on gloves if you might touch body fluids.
Give the back rub.
9. Put a small amount of lotion on the palm of one hand. Rub your hands together to warm them.
10. Rub the client's back with both hands. Gently rub with the palms of your hands. Start from the waist and move up. Use long, firm strokes. (Check with client for comfort.) Repeat several times.
11. Rub across the shoulders and down the upper arms. Then move down the back toward the buttocks. Repeat several times.
12. Do the back rub for at least 3 minutes, or as long as the client wishes.
Make the client comfortable.
13. Wipe off extra lotion with a towel.
14. Fix the client's clothes and linens. Assist them to get warm and comfortable.
15. Wash your hands.
16. Write down what you did. Report any problems you saw.

Module 20. Bathing and Personal Care

Skills Checklist 2. Assisting a Client to Care for Hands and Fingernails

Page 1 of 2

Get ready.
1. CHECK IF FINGERNAIL CARE IS PART OF THE CLIENT'S CARE PLAN.
2. Wash your hands. Put on gloves, if needed.
3. Get the things you will need, and bring them to the place where you will do the care. They are: <ul style="list-style-type: none">• Basin• Bath thermometer• Lotion• Nail clippers, if allowed• Nail file, if allowed• [Optional] Nail polish• Plastic protector• Soap• Towel and washcloth
4. Talk with the client about hand and fingernail care. Ask how they want it to be done. Keep talking with them while you work.
5. Give the client privacy, if they want it.
6. Assist the client to sit up, either in bed or in a chair. Put an over-bed table in front of them.
7. Cover the table with the plastic protector.
8. Fill the basin with warm water. Lay a towel over the basin to keep the water warm.
Provide hand and fingernail care.
9. Assist the client to wash their hands in the basin. If the water gets too cold, ask them to take their hands out of the basin. Then add warm water.
10. Pat their hands dry with the towel.
11. <i>Follow agency rules regarding who can cut a client's nails.</i> Cut the client's nails straight across. Do not cut their nails shorter than the tips of their fingers. Leave the nail clippings on the protector.

Module 20. Bathing and Personal Care

Skills Checklist 2. Assisting a Client to Care for Hands and Fingernails

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12. Assist the client to shape and smooth their nails with the nail file.
13. Put a small amount of lotion on the palms of your hands. Smooth in onto the client's hands and rub it in. Use gentle circular motions; avoid red and bony areas.
14. [Optional] Assist the client to put on nail polish, if they wish.
Clean up.
15. Empty the basin. Clean and store the things you used.
16. Assist the client to get comfortable. Lower the bed, if needed.
17. Wash your hands.
18. Write down what you did. Report any problems you saw.

Module 20. Bathing and Personal Care

Skills Checklist 3. Assisting a Client to Care for Feet and Toenails

Page 1 of 2

Get ready.
1. CHECK IF TOENAIL CARE IS PART OF THE CLIENT'S CARE PLAN.
2. Wash your hands. Put on gloves, if needed.
3. Get the things you will need. Bring to wherever you will provide foot care. <ul style="list-style-type: none">• Basin• Bath mat• Bath thermometer• Lotion• Nail clippers, if allowed• Nail file, if allowed• [Optional] Nail polish• [Optional] Orangewood stick• Plastic protector• Soap• Towel and washcloth
4. Talk with the client about foot and toenail care. Ask how they want it to be done. Keep talking with them while you work.
5. Give the client privacy, if they want it.
6. Assist the client, if needed, to sit in a chair.
7. Put the plastic protector on the floor in front of the client. Then put the bath mat on top.
8. Fill the basin with warm water. Use the thermometer to check that it is about 105°F.
9. Put the basin of water on the bath mat in front of the client.
Provide foot and toenail care.
10. Assist the client to take off their shoes or slippers and socks or stockings. Ask them to put their feet in the water.
11. Let the client soak their feet for about 10 minutes. If the water gets too cold, ask them to take their feet out. Then add warm water.
12. Wash the client's feet with the washcloth and soap.

Module 20. Bathing and Personal Care

Skills Checklist 3. Assisting a Client to Care for Feet and Toenails

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13. Rinse the client's feet and pat dry. Look for any problems.
14. <i>Follow your agency's rules about cleaning and cutting toenails.</i> If allowed, gently clean their toenails with an orangewood stick. Use an emory board to smooth nails. Tell the nurse or your supervisor if their nails need to be cut.
15. Put a small amount of lotion on the palms of your hands. Smooth it onto the client's feet and rub it in. Use gentle circular motions; avoid red and bony areas.
16. [Optional] Put on nail polish, if the client wishes you to.
Clean up.
17. Assist the client to put on their socks or stockings and shoes or slippers.
18. Assist the client to get comfortable.
19. Empty the basin. Clean and store the things you used. Wipe up water on the floor.
20. Wash your hands.
21. Write down what you did. Report any problems you saw.

Module 20. Bathing and Personal Care

Skills Checklist 4. Assisting a Client to Take a Tub Bath (including Transfer from Wheelchair to Stool or Chair in Tub)

Page 1 of 2

Get ready.
1. Check if a tub bath is part of the client's care plan. ONLY GIVE A TUB BATH IF IT IS PART OF THE CARE PLAN.
2. If necessary, clean the tub and any assistive devices you will be using. Use gloves. Then remove gloves.
3. Wash your hands.
4. Get the things you will need. Put them in the bathroom. <ul style="list-style-type: none">• Gloves• Liquid soap, or soap dish and soap• Washcloths (3)• Bath towels (2)• Hand towel (1—for the tub chair, if the client uses one)• Clean clothing• Personal care articles (comb and brush, deodorant, lotion)• Tub chair (if needed)
5. Check to make sure the tub has a rubber mat or nonslip surface. Make sure the floor is dry, to prevent slipping. Make sure the bathroom is warm.
6. If the client is using a tub chair, place the chair/stool in tub and place a towel on the seat.
7. Talk with the client about taking a tub bath. Ask how they want to do it. Urge the client to do as much as they can on their own. (Keep talking with them throughout this task.)
8. Turn on warm water to fill tub to the level requested by the client. Ask the client to check the water temperature before getting in the tub.
9. Provide privacy.
10. Assist the client to take off their clothes. Put on gloves, if needed.
Assist the client to get into the tub.
11. (Option A) <ul style="list-style-type: none">• Hold the client's arm as they lift one foot over the side of the tub and into the tub, and then the other foot.• Continue to help steady the client as they lower into the water, using grab bars (not towel rods) for support.

Module 20. Bathing and Personal Care

Skills Checklist 4. Assisting a Client to Take a Tub Bath (including Transfer from Wheelchair to Stool or Chair in Tub)

Page 2 of 2

IF THE CLIENT USES A WHEELCHAIR: Transfer from wheelchair to stool or chair in tub:
11. (Option B) The tub chair or stool was put into the tub in Step 6. <ul style="list-style-type: none">• Position chair parallel to tub.• Assist the client in sliding to the edge of the tub.• Push wheelchair out of the way.• Assist client onto chair or stool in tub.
Assist with bathing.
12. If the client can wash on their own, stay close in case they need help. The bath should not be longer than 20 minutes.
13. If the client needs help to wash: <ul style="list-style-type: none">• Assist the client to wash their face.• Assist the client to wash their upper body.• Assist the client to wash their legs and feet.• Assist the client to wash between their legs.
Assist the client to get out of the tub, get dry, and get dressed.
14. Drain water from tub BEFORE helping client out of tub.
15. Drape a towel over the client's shoulders to keep them warm. Assist them to pat their upper body dry. (Client is still in tub.)
16. Reverse Step 11 (Option A or B) to assist the client to get out of the tub.
17. Assist the client to pat their lower body dry.
18. Assist the client to put on lotion if ordered on care plan, especially on red or dry areas.
19. Assist the client to dress.
20. Assist the client to brush or comb their hair and put on makeup, if they wish.
21. Assist the client to go back to their room (or where they want to be).
22. Make sure the client is comfortable and safe. Cover the client to help them avoid feeling chilled, if needed.
Clean up.
23. Clean the tub. Clean and store the things you used.
24. Wash your hands.
25. Write down what you did. Report any problems you saw.

Module 20. Bathing and Personal Care

Skills Checklist 5. Assisting a Client to Take a Shower (including Transfer from Wheelchair to Shower)

Page 1 of 3

Get ready.
1. Check if a shower is part of the client's care plan. ONLY GIVE A SHOWER IF IT IS PART OF THE CARE PLAN.
2. If needed, clean the shower area and the shower chair. Use gloves. Then remove gloves.
3. Wash your hands.
4. Get the things you will need. Put them in the bathroom: <ul style="list-style-type: none">• Gloves• Liquid soap, or soap dish and soap• Washcloths (3)• Bath towels (2)• Hand towel (1—for the shower chair, if the client uses one)• Clean clothing• Personal care articles (comb and brush, deodorant, lotion)• Shower chair (if needed)
5. Check to make sure the shower has a rubber mat or nonslip surface (do not block the drain). Make sure the floor in the bathroom is dry, to prevent slipping. Make sure the bathroom is warm.
6. If the client is using a shower chair, place the chair/stool in the shower and place a towel on the seat. Lock the wheels.
7. Talk with the client about taking a shower. Ask how they want to do it. Urge the client to do as much as they can. Keep talking with them while you work.
8. Turn on warm water. Check the temperature and the water pressure. Then ask the client if it feels comfortable. Adjust if needed.
9. Provide privacy.
10. Assist the client to take off their clothes. Put on gloves, if needed.
Assist the client to get into the shower.
11. (Option A) <ul style="list-style-type: none">• If the client can step into the shower, assist them to get in. Encourage the client to use the grab bars.• If the client will use a shower chair, assist them to sit on the chair.

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Skills Checklist 5. Assisting a Client to Take a Shower (including Transfer from Wheelchair to Shower)

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IF THE CLIENT USES A WHEELCHAIR: Transfer from wheelchair to shower chair.

11. (Option B) Shower chair is already in the shower (Step 6).
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| <ul style="list-style-type: none">• Position the wheelchair at appropriate angle to shower.• Lock the wheels and raise the footrests of the wheelchair.• Assist the client to stand up from the wheelchair.• Assist the client to pivot, so the client's back is toward the shower chair.• Assist the client to sit in the shower chair. |
|--|

Assist the client to wash.

12. Place the toilet articles so that they are within the client's reach.

13. If the client can wash on their own, provide privacy but stay close in case they need help.

14. If the client needs help to wash:

- | |
|--|
| <ul style="list-style-type: none">• Assist the client to get wet. Then turn off the water.• Assist the client to wash their face with a washcloth.• Assist the client to wash their upper body.• Assist the client to wash their legs and feet.• Assist the client to wash between their legs.• Turn on the water again (pointing away from the client, until you get the temperature right).• Assist the client to rinse soap off their body. |
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Module 20. Bathing and Personal Care

Skills Checklist 5. Assisting a Client to Take a Shower (including Transfer from Wheelchair to Shower)

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Assist the client to get out of the shower, get dry, and get dressed.
15. Turn off the water.
16. Drape a towel over the client's shoulders to keep them warm. Assist them to pat their skin dry all over.
17. Reverse Step 11 (both Options A and B) to assist the client to get out of the shower. Make sure the wheelchair is in position and the wheels are locked before beginning Option B.
18. Assist the client to put on lotion if ordered on care plan, especially on red or dry areas.
19. Assist the client to dress.
20. Assist the client to brush or comb their hair and put on makeup, if they wish.
21. Assist the client to go back to their room (or where they want to go).
22. Make sure the client is safe and comfortable. Cover the client to help them avoid feeling chilled, if needed.
Clean up.
23. Clean the shower. Clean and store the things you used.
24. Wash your hands.
25. Write down what you did. Report any problems you saw.

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Skills Checklist 6. Assisting a Client to Care for Their Hair

Page 1 of 2

Get ready.
1. Check if hair care is in the client's care plan. Do not cut their hair.
2. Wash your hands.
3. Get the things you will need. Bring them to the place where you will provide the care. <ul style="list-style-type: none">• Brush• Comb• Bath towel• Other personal items—hair spray, oil, tonic (optional)• Hair pins, etc. (optional)• Mirror (optional)
4. Greet the client by name.
5. Give the client privacy.
6. Talk with the client about caring for their hair. Ask how they want to do it. Encourage the client to do as much as they can. Keep talking with them during the process.
7. Make sure the client is sitting up straight. Place them at a good height for working, if possible.
8. Drape a towel around the client's shoulders to keep their clothes and pillow clean.
Brush the hair.
9. Part the hair into sections.
10. Brush each section of hair. First, untangle hair from the ends to the roots. Then brush from the roots to the ends.
11. Arrange the hair the way the client likes it.

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Skills Checklist 6. Assisting a Client to Care for Their Hair

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Clean up.
12. Remove the towel.
13. Assist the client to be comfortable and safe.
14. Clean and store the things you used.
15. Clean the work area. Put the dirty towel in a laundry bag.
16. Wash your hands.
17. Write down what you did. Report any problems you saw. These include: <ul style="list-style-type: none">• Changes in scalp• Large areas of missing hair• Sores on scalp

Module 20. Bathing and Personal Care

Skills Checklist 7. Assisting a Client to Wash Their Hair

Page 1 of 2

Get ready.
1. Check if washing hair is in the client's care plan.
2. Wash your hands.
3. Get the things you will need. Bring them to the place where you will provide the care. <ul style="list-style-type: none">• Shampoo• Conditioner• Brush• Bath towel• Washcloth• Hair dryer• For shampoo in bed:<ul style="list-style-type: none">○ Waterproof bed protector○ Trough○ Basin○ Pitcher of warm water
4. Greet the client by name.
5. Give the client privacy.
6. Talk with the client about washing their hair. Ask how they want to do it. Urge the client to do as much as they can. Keep talking with them while you work.
7. Assist the client to take off their eyeglasses and hearing aids if they use them.
8. Assist the client to brush and comb their hair.
9. Assist the client to get into place. This may be at a sink, in a tub or shower, or in a bed with a trough under their head and neck.
10. Ask the client to hold a folded washcloth over their eyes to protect them.

Module 20. Bathing and Personal Care

Skills Checklist 7. Assisting a Client to Wash Their Hair

Page 2 of 2

Wash the hair.
11. Wet the hair. Use water that is about 100°F.
12. Put a small amount of shampoo in the palm of your hand. Put it on the client's hair. Rub in the shampoo from front to back.
13. Rinse their hair well with water that is about 100°F.
14. Wash and rinse their hair again.
15. Condition and rinse the hair, if the client wants it.
16. Wrap the client's head in a towel.
17. If the client had a bed shampoo: <ol style="list-style-type: none">1. Take off the trough.2. Towel-dry the hair.
18. Blow-dry the client's hair, if possible. Assist them to fix their hair the way they like.
Clean up.
19. Assist the client to be comfortable and safe. Assist them to put on glasses and hearing aids, if needed.
20. Lower the bed, if needed.
21. Clean and store the things you used.
22. Clean the work area. Put the dirty towel in a laundry bag.
23. Wash your hands.
24. Write down what you did. Report any problems you saw. These include: <ul style="list-style-type: none">• Changes in scalp• Large areas of missing hair• Sores on scalp

Module 20. Bathing and Personal Care

Skills Checklist 8. Assisting a Client with Mouth Care (While Sitting or in Bed)

Page 1 of 2

Get ready.
1. Wash your hands.
2. Get the things you will need. Bring them to where you will provide the care. <ul style="list-style-type: none">• Toothbrush• Toothpaste• Glass of cool water• Mouthwash (optional)• Small basin or plastic bowl• Face towel• Paper towels• Gloves
3. Greet the client by name.
4. Talk with the client about caring for their mouth. (Mouth care should be provided at least two times each day.) Ask how they want to do it. Encourage the client to do as much as they can. Keep talking with them during the process.
5. Give the client privacy.
6. Make sure the client is sitting up straight.
7. Put on gloves.
8. Put a towel across the client's chest.
Assist the client to care for their mouth.
9. Assist the client to wet the toothbrush and put on toothpaste.
10. Assist the client to gently brush all sides of their teeth and clean their tongue.
11. Provide a cup with water and ask the client to rinse their mouth.
12. Hold a basin to the client's chin. Ask them to spit out.

Module 20. Bathing and Personal Care

Skills Checklist 8. Assisting a Client with Mouth Care (While Sitting or in Bed)

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Assist the client to finish caring for their mouth.
13. Assist the client to wipe their mouth. Take off the towel.
14. Put the dirty towel in a laundry bag or covered hamper.
15. Assist the client to get comfortable.
16. Clean and store the things you used.
17. Throw away the gloves. Wash your hands.
18. Write down what you did. Report any problems you saw. These include: <ul style="list-style-type: none">• Bleeding gums• Fruity or bad breath• Loose teeth• Red or puffy areas• Sores

Module 20. Bathing and Personal Care

Skills Checklist 9. Assisting a Client with Denture Care

Get ready.
1. Explain what you will be doing to the client.
2. Wash your hands.
3. Assemble necessary supplies and equipment.
4. Put on gloves, if you need to put your fingers in the client's mouth to break the suction.
Remove dentures.
5. Ask the client to remove dentures, and receive them in a tissue. Or assist the client to break the suction and remove dentures in a tissue.
6. Place dentures in a water-filled container (like a plastic bowl).
7. Assist the client to rinse her mouth.
Clean the dentures.
8. Carry the dentures (in the container) to the sink.
9. Place a clean washcloth in the sink to create a cushion and add water—just in case the dentures slip and fall in the sink. The cushion will help prevent breaking. (Do NOT put the dentures in the sink!)
10. Assist the client to clean dentures. Gently scrub the dentures with a denture brush (or soft toothbrush) and denture cleaner (or dishwashing liquid). Do not use toothpaste, because it can leave scratches in the dentures. Rinse in warm water.
Put in or store clean dentures.
11. If the client is not going to wear them at this time, store the clean dentures in a container with water.
12. If the client is going to wear the dentures now, apply denture cream or adhesive as needed. Assist the client to insert dentures.
13. Wipe the client's mouth.
14. Remove gloves if you used them and wash your hands.
15. Observe, record, and report any changes in the client's condition or behavior. Also, report any problems you saw. These include: <ul style="list-style-type: none">• Bleeding gums• Fruity or bad breath• Red or puffy areas• Sores in or around mouth

Module 20. Bathing and Personal Care

Skills Checklist 10. Assisting a Man to Shave

Page 1 of 2

Get ready.
1. CHECK IF SHAVING IS IN THE MAN'S CARE PLAN.
2. Wash your hands.
3. Get the things you will need. Bring them to the place where you will provide care. <ul style="list-style-type: none">• Disposable or electric razor• Shaving cream or soap (for blade razor)• Shaving brush (optional)• Mirror• Aftershave lotion• Tissues• Bath towel• Hand towels (3)• Washcloth (2)• Washbasin or sink• Warm water (for blade razor)• Gloves
4. Greet the man by name.
5. Give the man privacy.
6. Talk with the man about shaving. Ask how he wants to do it. Urge him to do as much as he can. Keep talking with him during the shave.
7. Assist the man to take off his eyeglasses if he wears them.
8. Put on gloves.
9. If the man is in bed: <ul style="list-style-type: none">1. Put the things you need on an over-bed table.2. Put one hand towel across the man's chest and another under his head.
Shave.
10. With razor blade: Shave his face: <ul style="list-style-type: none">a) Wet a washcloth with warm water. Put it on the man's face and leave it for a few minutes. Remove the wash cloth.b) Put shaving cream on his face.

Module 20. Bathing and Personal Care

Skills Checklist 10. Assisting a Man to Shave

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<ul style="list-style-type: none">c) Start in front of one ear. Hold his skin taut with your free hand. Bring razor down over his cheek, toward his chin.d) Use smooth, even strokes. Follow the way his hair grows.e) Rinse the razor often in warm water to keep it clean and wet.f) Repeat until the shaving cream is gone and his face is smooth.
11. With razor blade: Shave his neck: <ul style="list-style-type: none">a) Put shaving cream on his neck.b) Shave up toward his chin.c) Rinse the razor.d) Repeat until the shaving cream is gone and his neck is smooth.e) Rinse his face and pat dry with the towel.
12. With electric razor: <ul style="list-style-type: none">a) Make sure the man's face is clean and dry (no water or shaving cream).b) Turn on the razor.c) Hold the skin tight and shave from ear to chin and from neck up to chin.d) Turn off the razor.
13. Assist the man to put on after-shave lotion, if he wants.
14. If the man's skin is cut during shaving: <ul style="list-style-type: none">a) Use pressure on a tissue to stop the bleeding.b) Apply ointment.c) Bandage the cut.d) Tell the nurse or your supervisor what happened.
Clean up.
15. Make sure the man is safe and comfortable.
16. Clean and store the things you used. Put washcloths and towels in a laundry bag. Throw away the razor blade in a sharps container.
17. Remove and throw away the gloves. Wash your hands.
18. Write down what you did. Report any problems you saw.