



HEALTHCARE SCIENCE

COURSE: 25.561 Nursing Essentials

UNIT: 25.1 Personal Care Skills – Bathing and Personal Hygiene



INTRODUCTION

Annotation:

In this unit students will be introduced to personal care skills to include bathing and personal hygiene of the resident/patient. The students will master the skills related to all Activities of Daily Living and will perform them in the classroom and clinical setting. For students preparing to become Certified Nursing Assistants, all skills must be successfully completed based on the instructor's evaluation

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time:

- 12 periods

Author:

- Rhonda S. Dunn

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

HS-NE-11:

The student will use information on the resident/patient/client care plan to assist with Activities of Daily Living (ADLs) skills while promoting the residents'/patients'/clients' independence. Beginning and ending procedures will be properly sequenced and performed with all resident/patient/client care.

- a. Demonstrate giving the patient/client a bed bath while maintaining patient/client/privacy and dignity
- b. Assist the resident/patient/client with personal hygiene maintaining patient/client privacy and dignity.
- c. Apply principles of good skin care by observation reporting and recording.
- d. Demonstrate providing oral hygiene, denture care, and eyeglasses care for patient/client.
- e. Demonstrate a therapeutic backrub.
- f. Demonstrate shaving for each of the following: male, female, electric, safety, and contraindications.
- g. Demonstrate the use of adaptive devices for dressing and grooming.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- The beginning and ending sequencing of resident/patient/client care.
- The importance of promoting resident/patient/client independence while following guidelines for personal care.
- The importance of providing care in a manner that promotes safety and maintains residents'/patient's/clients' rights.

Essential Questions:

- How do I properly sequence and perform all Activities of Daily Living for resident/clients/patients?
- What techniques can be used to allow resident/patients/client as much independence as possible?
- What things can I do to provide for safety and maintain resident/patient/client rights while giving or assisting with personal care?

Knowledge from this Unit:

- Guidelines for meeting personal care needs of residents/patient/client including bathing, grooming, oral hygiene, denture care, shaving, backrub
- Sequencing of Activities of Daily Living for residents/patients/clients

Skills from this Unit:

- Explain and give directions for personal care of residents/patients
- Explain and apply guidelines for assisting with bathing
 - Complete bed bath
 - Partial bed bath
 - Combing and shampooing the hair
 - Shaving
 - Shower/tub bath
- Explain and apply guidelines in giving back rub
- Identify and apply guidelines for providing good skin care and preventing pressure sores
- Identify and demonstrate guidelines in providing foot care, nail care, oral care and denture care
- Explain and apply guidelines used in dressing/undressing resident with and without affected limbs



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☒ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Test: Personal Hygiene Skills with Answer Sheet, and Answer Key

Assessment(s) Description/Directions:

Directions at top of assessment

Attachments for Assessment(s):



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

HS-NE-11: The student will use information on the resident/patient/client care plan to assist with Activities of Daily Living (ADLs) skills while promoting the residents'/patients'/clients' independence. Beginning and ending procedures will be properly sequenced and performed with all resident/patient/client care.

- h. Demonstrate giving the patient/client a bed bath while maintaining patient/client/privacy and dignity
- i. Assist the resident/patient/client with personal hygiene maintaining patient/client privacy and dignity.
- j. Apply principles of good skin care by observation reporting and recording.
- k. Demonstrate providing oral hygiene, denture care, and eyeglasses care for patient/client.
- l. Demonstrate a therapeutic backrub.
- m. Demonstrate shaving for each of the following: male, female, electric, safety, and contraindications.
- n. Demonstrate the use of adaptive devices for dressing and grooming.

2. Review Essential Questions.

- How do I properly sequence and perform all Activities of Daily Living for resident/clients/patients?
- What techniques can be used to allow resident/patients/client as much independence as possible?
- What things can I do to provide for safety and maintain resident/patient/client rights while giving or assisting with personal care?

3. Identify and review the unit vocabulary.

4. Assessment Activity.

- Discuss principles of personal care; teacher will demonstrate and students will return demonstration of skills
- Demonstrate giving the patient/client a bed bath while maintaining patient/client/privacy and dignity

- Assist the resident/patient/client with personal hygiene maintaining patient/client privacy and dignity.
- Apply principles of good skin care by observation reporting and recording.
- Demonstrate providing oral hygiene, denture care, and eyeglasses care for patient/client.
- Demonstrate a therapeutic backrub.
- Demonstrate shaving for each of the following: male, female, electric, safety, and contraindications.
- Demonstrate dressing and undressing the resident/patient/client including the use of adaptive devices for dressing and grooming.

Attachments for Learning Experiences:

Notes & Reflections:

- Discuss an aspect of personal care, demonstrate associated skill(s) allow students to practice in small groups and check off with a designated group leader before final skills evaluation.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Performance Tasks, Projects:

Demonstrates personal care techniques per individual rubrics

- Partial bed bath/full bed bath/waterless bath
- Male and Female Perineal Care
- Dressing and undressing a resident/patient/client with and without affected side
- Shaving
- Back rub
- Nail care & foot care
- Oral care and special oral care
- Denture care
- Hair Care-combing and shampooing

Culminating Unit Performance Task Description/Directions/Differentiated

Students must successfully demonstrate performance of all skills listed above for CNA

Instructor will set the schedule for skills performance check off Perineal Care will be demonstrated on the training manikin

Attachments for Culminating Performance Task

- Health Occupations and /or Nursing Assistant Texts offer adequate rubrics/skills check off sheets for assessment of skill performance
- For CNA training programs, use the skills evaluation sheets approved for your training program.



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

- Textbook
- Skills check list/ rubrics per textbook
- Activities of Daily Living Flow Chart document
- Beginning and Ending Procedures in Patient Care Document
- Pressure Ulcer Information Sheet
- TV/VCR
- Video
- Guest Speakers
- ADL flow sheets

Supplies:

- Hospital Beds
- Training manikins with male/female genitalia
- Combs/brushes (individual)
- Shampoo
- Adaptive devices for dressing
- Dentures and denture containers/brushes
- Emesis basins
- Gloves
- Linens/bath blankets
- Gowns
- Socks
- Shoes
- Pants
- Blouse or shirt
- Liquid soaps
- Manikin
- Tooth paste, Tooth brushes/lemon-glycerin swabs/toothettes/etc.

- Wash basins
- Razors/ electric and safety– shaving cream (Balloons can be used)
- Deodorant, lotion, creams that resident/patient/client prefers

What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		