

Activities of Daily Living: Hygiene

Course

Health Science
Technology I

Unit

Skills
Development

Essential Question

How do health
care skills help
to promote
health and
prevent illness?

TEKS

121.3 11G, 13B,
13C, 13F
121.23 3E, 4A,
5C, 7E, 7F, 8A,
9A, 9B, 10A

TAKS ELA 1

Prior Student Learning

Communication
and Legal and
Ethical
responsibilities
of the Health
Care Worker

Estimated time

3-7 1/2 hours

Rationale

The most basic of daily hygiene activities can be overlooked when one is sick or elderly.

Objectives

Upon completion of this lesson, the student will be able to:

- Perform the tasks of basic hygiene/activities of daily living in the laboratory and clinical setting.

Engage

The teacher asks the students what is their usual routine when they get up in the morning until they leave for school. (Usual answers are go to the bathroom, take a shower, fix their hair, shave, put on makeup, brush their teeth, eat breakfast and get dressed.) Ask students how they would feel if they weren't able to do these things? Then, explore some reasons why a patient might not be able to do this themselves. Who would do this for them? Should someone help them with these things? Then, tell students that today they will be practicing doing these things for each other.

Key Points

- I. Oral hygiene
 - A. Definition
 1. Care of the mouth and teeth.
 2. Ideally should be done three times a day.
 3. Realistically, in a nursing home, is done once a day.
 4. Residents should always be encouraged to be independent as much as possible.
 - B. Benefits
 1. Prevents tooth decay.
 2. Eliminates halitosis.
 3. Contributes to resident's comfort.
 - C. Residents/Patients requiring frequent oral hygiene (maybe as often as every 2 hours)
 1. Unconscious
 2. Vomiting
 3. Those experiencing high temperature
 4. Those receiving certain medications
 5. Dehydrated
 6. Mouth breathers
 7. Those receiving oxygen

8. Dying
- D. Procedure
 1. Best to use a toothbrush if considered safe.
 2. If someone has trouble swallowing, unconscious, better to use a special mouth sponge with toothpaste in the sponge.
 - a. Dipped in ½ strength mouthwash and water.
 - b. Excess water squeezed out.
 - c. Head of resident turned to side and mouth cleaned.
 3. When doing oral hygiene
 - a. All surfaces of the teeth should be cleaned.
 - b. Tongue should be cleaned.
 - c. Mouth washed after cleansing with ½ strength mouth wash, if safe for resident.
 - d. Gloves worn throughout.
 - E. Supplies
 1. Towels
 2. Gloves
 3. Toothpaste
 4. Mouthwash
 5. Toothbrush
 6. Emesis basin
 7. Glass ½-filled with water
 - F. Denture Care
 1. Artificial teeth that are removable.
 2. Responsibility of nurse aide
 - a. Use extreme care when handling dentures.
 - b. See that dentures are kept clean.
 - c. See that the dentures are not lost or broken.
 - d. Store dentures safely when out of the resident's mouth.
 - e. Keep in container labeled with resident's name on top or side.
 - f. Store in clean, cool water or special cleansing solution.
 3. When cleaning
 - a. Rinse with lukewarm to cool water. Never use really hot or cold water as may break dentures.
 - b. Pad bottom of the sink or emesis basin with paper towels or washcloths to prevent breaking if dentures should be dropped accidentally.
 - c. Put gloves on to remove and use a tissue to remove top dentures first.
 - i. Place index finger against the roof of the mouth.
 - ii. Thumb against front teeth.
 - iii. Gently press and lift out at same time.
 - iv. You will feel seal release.
 - v. Then remove lower dentures.
 - d. When replacing dentures in mouth, lower dentures first, then uppers.

Lowers help secure uppers.

- e. Brush all surfaces of dentures, upper and lower.
- f. Before replacing, wash mouth and tongue with sponge cleaner and rinse with ½ strength mouthwash and water.

II. Eyeglasses

- A. Keep clean by rinsing with water and drying with special lens paper or soft, nonabrasive tissue.
- B. Store in container in bedside stand when not in use.
- C. Glasses should be kept in easy reach of patient.
- D. Encourage resident to wear whenever possible.

III. Daily Shaving

- A. Residents should be shaved daily
- B. Remember, when shaving
 - 1. Use the resident's own shaving equipment if possible. Otherwise use disposable, sharp safety razors.
 - 2. If resident is receiving anticoagulants, use an electric razor if possible.
 - 3. If oxygen is being administered, discontinue for this procedure if possible.
 - 4. Elderly women sometimes grow hair on their faces and chins. Shaving is permitted but you must have an order to do so in some facilities.
- C. Procedure
 - 1. Moisten the beard with warm, wet washcloth.
 - 2. Apply shaving cream.
 - 3. Do not moisten beard if you intend to use an electric razor.
 - 4. Start in front of the ear.
 - a. Hold skin taut.
 - b. Bring razor down over cheek toward chin.
 - c. Repeat until lather has been removed and area shaved.
 - d. Remove hair from under the nose and above upper lip by moving razor in short, downward strokes from nose to lip.
 - e. Shave skin carefully; having person tense area helps.
 - f. Shave neck area on each side, bringing razor up toward chin.
 - g. Use short, firm strokes; rinse razor often.
 - h. Wash face and neck; dry thoroughly.
 - i. If skin is nicked, apply pressure directly over are and report to nurse in charge.
 - j. Always wear gloves.

IV. Daily hair care

- A. Usually performed after bath.
- B. Brushing hair.
 - 1. Stimulates circulation of the scalp.
 - 2. Refreshes the patient.
 - 3. Removes dust and lint.

4. Helps to keep the hair shiny and attractive.
- C. If hair is snarled
 1. Work section by section.
 2. Unsnarl hair, beginning near the ends and working toward the scalp.
 3. Gum may be removed with ice or peanut butter.
- V. Feeding the patient
 - A. Allow patient to do as much for themselves as possible.
 - B. Use assistive devices whenever necessary.
 - C. Procedure
 1. Give small amounts and make certain the resident has carefully chewed and swallowed the food.
 2. If feeding one with weakness on one side of mouth or both sides, make sure that food isn't being packed into the cheeks.
 3. Patients can't always feel food in their mouths and would not be aware of some was being stashed in the cheeks.
 4. Be careful when removing the fork or spoon so utensil does not scrape the roof of the mouth (palate).
 5. Use a straw when giving liquids. Direct the straw by holding it between two fingers. Hold the straw until the patient releases it from his/her mouth.
 6. Offer fluids often. Some need it after each mouthful of solid food.
 7. Vary each mouthful.
 8. Feed as you would eat.
 9. When preparing the tray, find out how resident wants their food. For example, some do not like butter, but prefer jam, sugar in tea, etc.
- VI. Dressing
 - A. Let person select their clothing.
 - B. Let them do as much of the dressing as possible.
 - C. Position in front of a mirror if one is available.
 - D. Dress weakest side first, then strongest.
 - E. Undress strongest first, then weakest.
 - F. Use tools to assist the resident to care for herself/himself.
- VII. Nail Care
 - A. Care to the fingernails is allowed by the state of Texas. Care of toenails by nurse aides is not due to diminished circulation of the lower extremities in elderly and ill people.
 - B. Should a cut occur, infection might set in and healing be very difficult.
 - C. Podiatrists are brought in to perform foot care.
 - D. Even where fingernails are concerned, do not do on a diabetic individual.
 - E. Procedure
 1. Soak nails for at least 5 minutes.
 2. Nails can be cleaned while soaking.
 3. Use an orange stick to push cuticles back.

4. Clip the nails either straight across or slightly rounded.
5. File any rough edges.

Activity

- I. Divide class into pairs. Take turns feeding partner applesauce and offering Kool-Aid.
- II. Using the same groups, take turns shaving partner, using a safety razor with the blade cap still in place. Shaving cream to be used, procedure to be followed.

See Guidelines for ADLs for oral hygiene, nail care, terms for ADLs, and dressing the dependent resident and applying a prosthetic device

Assessment

Successful completion of **Activities of Daily Living Skills Check 2**

Materials

Gloves

Towels

Nail care kits (clippers, emery boards, orange sticks, alcohol pads, and cotton balls)

Nail polish remover

Emesis basins

Safety razors

Shaving cream

Toothbrushes for each student

Toothpaste

Mouthwash

Small cups

Terminology sheet for ADLs

Samples of dentures, bridges, etc. if available

Applesauce

Small bowls

Cups

Kool-Aid

Straws

Access to water

On the day that they will practice dressing, students should bring shorts and a T-shirt to change into, sweatpants, sweatshirt, and socks.

<http://www.dads.state.tx.us/providers/NF/credentialing/NATCEP/cna.pdf>
(Click on Nurse Aide Curriculum)

Accommodations for Learning Differences

For reinforcement, the student will continue to practice any skills that are problematic in the nursing home setting until secure with skill and successfully completes Skill Check 2.

For enrichment, the student will interview an occupational therapist and research the various feeding assistive devices and assistive dressing devices. They will report their findings to the class. Oral presentation rubric

National and State Education Standards

National Health Science Cluster Standards

HLC 10.01 Technical Skills

Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

TEKS

121.3 (c) 11G practice personal and client safety;

121.3 (c) 13B move, lift, and transport clients safely;

121.3 (c) 13C manage client hygiene; and

121.3 (c) 13F demonstrate skills related to activities of daily living.

Texas College Readiness Standards

English Language Arts

II. B. Understand new vocabulary and concepts and use them accurately in reading writing and speaking.

III. B. Develop effective speaking styles for both group and one on one situations.

IV. A. Apply listening skills as an individual and as a member of a group in a variety of settings.

GUIDELINES FOR ADLS INSTRUCTOR SHEET

1. Instruct female students the day before to come without make-up the following day (lab day) because of shaving.
2. Present lesson and demonstrate all skills as appropriate during the lesson.
3. Divide the class in pairs. Give all groups a set of Skill Checks for Basic Hygiene/ADLs.
4. Give each group 2 bowls of applesauce, 2 cups Kool-Aid, 2 straws, 2 spoons, and small towel/bib.
5. Groups take turns feeding each other, following guidelines on Skill List.
6. Next, give each group two of the following: safety razors, emesis basins with water, warm wet washcloths, and one can shaving cream to be shared by all.
7. Have students shave each other (with blade cover on, so as not to really shave) following guidelines on Skill List.
8. Divide the pairs into two larger groups (still maintaining pairs). One group is to practice oral hygiene they will receive toothbrushes that they may keep. Toothpaste will be shared as long as students don't rub toothbrush against edge of toothpaste. Students will need 2 cups with water, straws, and towels. They will share the mouthwash.
9. The second larger group will practice nail care in pairs. Each pair will receive a nail care kit of clippers, orange stick, emery board, cotton balls, alcohol swabs. They will use a basin to soak hands and require towels.
10. When testing starts, one group will test first nail care, then oral hygiene. The other group will divide into two groups. One will do flash cards and terms, see Terms Related to ADLs. The second group will practice dressing each other. (Students are told the day before to bring shorts, T-shirt, sweatshirt, sweatpants, and socks. They will change into shorts and T-shirt. Then they will dress each other in sweatshirt and pants, and put on socks. The students are to have a hemiparesis.) The testing continues and the groups switch places.

TERMS RELATED TO ADLs

For each of the following terms, look up the definition in the medical dictionary or your textbook. Write a definition that you understand. Make flash cards for each term. Then drill the terms with your partner.

ADLs
Aspiration
Halitosis
Palate
Grooming
Taut
Anticoagulants
Oral
Emesis
Hemiparesis
Quadriparesis
Paraparesis
Paraplegia
Quadriplegia
Hemiplegia
Debilitated
Obtunded
Unconscious
Comatose
Dependent
Snarls
Dentures
Bridge
Crown
Enamel
Laceration
Pharynx
Buccal
Nasopharynx
Oropharynx
W/C
LOC
F/U
ED/ER
CCU
ICU
RR
OR
ARDS
IRDS
COPD
CPR

NURSE AIDE SKILL EXAM BRUSHING THE TEETH/Procedural Guideline #24**

Adapted from the Texas Department of Human Services Nurse Aide Curriculum

(Note to the Nurse Examiner: Select a resident who uses a toothbrush for cleaning the teeth and needs assistance with this procedure.)

**If students do not complete Check 1, peer evaluation, they will receive a 0 for the Check 2 Skill Test. The initials of the peer performing the check must appear above the Check 1 column.

PROCEDURE	POSSIBLE POINTS	CHECK 1	CHECK 2
1. Properly cleans hands before procedure as appropriate. A. Wets B. Soaps C. Time D. Dries and turns off faucet	4	_____	_____
2. Identifies resident, explains procedure to resident and encourages resident to participate as appropriate.	3	_____	_____
3. Assembles appropriate equipment before procedure A. Toothbrush B. Toothpaste C. Mouthwash D. Cup/towel E. Emesis basin	5	_____	_____
4. Provides for resident's privacy as appropriate.	1	_____	_____
5. Insures resident's safety. A. Wheels locked B. Side rails up C. HOB up as tolerated	3	_____	_____
6. Positions resident upright or on side with head Turned well to one side as appropriate to avoid Choking or aspiration.	2	_____	_____
7. Drapes the chest as needed to prevent soiling.	1	_____	_____
8. Applies or assists/supervises resident in applying toothpaste to toothbrush.	1	_____	_____
9. Gently and thoroughly brushes or assists/supervises brushing teeth,	4	_____	_____

Including the inner, outer, and chewing surfaces.

10. Cleans tongue if appropriate.	2	_____	_____
11. Assists or supervises resident in rinsing mouth. A. ½ strength mouth wash B. Emesis basin C. Hands items to resident or D. Performs care	3	_____	_____
12. Leaves resident in position of comfort. A. Dries face B. Lowers HOB	2	_____	_____
13. Reports all deviations from the norm (Nurse examiner asks nurse aide for report.) A. Any loose teeth B. Any gum problems, bleeding C. Any problems with handling fluids	3	_____	_____

TOTAL POSSIBLE POINTS = 34

TOTAL POINTS EARNED = _____

NURSE AIDE SKILLS EXAMN
MOUTH CARE OF DEPENDENT RESIDENT/Procedural Guideline #26**

Adapted from the Texas Department of Human Services Nurse Aide curriculum

(Note to Nurse Examiner: Select resident who needs assistance with this procedure.)

**If students do not complete Check 1, peer evaluation, they will receive a 0 for Check 2 Skill Test. The initials of the peer performing the check must appear above the check 1 column.

PROCEDURE	POSSIBLE POINTS	CHECK 1	CHECK 2
1. Properly cleans hands before procedure as appropriate.	4	_____	_____
2. Identifies resident, explains procedure to resident and encourages resident to participate as appropriate.	3	_____	_____
3. Assembles appropriate equipment before procedure A. Mouth swabs B. Mouth wash C. Cup D. Emesis basin D. Towel	5	_____	_____
4. Provides for resident's privacy as appropriate.	1	_____	_____
5. Insures resident's safety. A. Side rails up B. Bed wheels locked C. Appropriately verbalizes or demonstrates how to deal with coughing/choking resident.	3	_____	_____
6. Positions resident upright or on side with head Head turned well to one side as appropriate to avoid choking or aspiration.	2	_____	_____
7. Drapes chest/bed as needed to protect from soiling.	1	_____	_____
8. Uses applicators or soft toothbrush and cleaning solutions according to facility policy.	2	_____	_____
9. Gently and thoroughly	7	_____	_____

cleans inside of mouth including the gums, tongue, and the inner, outer, and chewing surfaces of all upper and lower teeth..

10. Leaves resident in position of comfort.

- A. Wipes mouth
- B. Removes towel

2

11. Reports all deviations from the norm.

(Nurse examiner asks nurse aide for report.)

- A. Verbalizes report of loose teeth
- B. Bleeding from mouth, gum problems
- C. Difficulty handling liquids

3

TOTAL POSSIBLE POINTS = 33

TOTAL POINTS EARNED = _____

NURSE AIDE SKILL EXAM
DENTURE CARE/Procedural Guideline #25

Student will use this sheet as a guide to perform the skill in the clinical setting. This skill will not be tested as other skills have been tested. Student may request that the instructor observe him/her performing the skill.

1. Properly cleans hands before procedure as appropriate.
2. Identifies resident, explains procedure to resident and encourages resident to participate as appropriate.
3. Assembles appropriate equipment before procedure.
 - a. Denture cup
 - b. Toothbrush
 - c. Toothpaste/Denture Paste
 - d. Cup
 - e. Mouth swabs
 - f. Washcloth
 - g. Towel
4. Provides for resident's privacy as appropriate.
5. Insures resident's safety.
6. Positions resident upright or on side with head turned well to one side as appropriate to avoid choking or aspiration.
7. Removes or assists/supervises resident in removing dentures from mouth or storage container.
8. Handles dentures carefully to avoid damage. (Lines emesis basin or sink with paper towels or wash cloth).
9. Thoroughly brushes dentures, including the inner, outer, and chewing surfaces of upper and lower dentures.
10. Rinses dentures using clean water. (DOES NOT use hot water).
11. Assists or supervises resident in cleaning or rinsing mouth.
12. Replaces or assists/supervises in replacing in resident's mouth or into clean denture cup.
13. Leaves resident in position of comfort.
14. Reports all deviations from the norm. (Nurse examiner asks nurse aide for report.)

NUIRSE AIDE SKILL EXAM
SHAVING THE MALE RESIDENT - SAFETY OR DISPOSABLE RAZOR/ Procedural
Guideline #29**

Adapted from the Texas Department of Human Services Nurse Aide Curriculum.

**If students do not complete Check 1, peer evaluation, they will receive a 0 for the check 2 Skill Test. The initials of the peer performing the check must appear above the Check 1 column.

PROCEDURE	POSSIBLE POINTS	CHECK 1	CHECK 2
1. Properly cleans hands before procedure as appropriate.	4	_____	_____
2. Identifies resident, explains procedure to resident, and encourages resident to participate as appropriate.	3	_____	_____
3. Assembles appropriate equipment before procedure. a. safety razor b. shaving cream c. emesis basin with water d. warm, wet washcloth e. towel	5	_____	_____
4. Provides for resident's privacy as appropriate.	1	_____	_____
5. Insures resident's safety.	2	_____	_____
6. Provides adequate lighting.	1	_____	_____
7. Drapes chest appropriately to prevent soiling.	1	_____	_____
8. Wets face with warm water then appropriately applies shaving soap or cream to bearded areas.	2	_____	_____
9. Encourages resident to make skin taut, or pulls skin taut with free hand to avoid cutting face.	2	_____	_____

***NURSE AIDE SKILLS EXAM FEEDING THE DEPENDENT RESIDENT (OFFERING
FOOD AND FLUIDS)/Procedural Guideline #36***

Adapted from the Texas Department of Human Services Nurse Aide Curriculum
This skill will be performed in the lab, but will not be tested as other skills are tested.

1. Properly cleans hands before procedure as appropriate.
2. Identifies resident, explains procedure to resident and encourages resident to participate as appropriate.
3. Assembles appropriate equipment before procedure.
4. Provides for resident's privacy as appropriate.
5. Insures resident's safety.
6. Positions resident upright at least 45 degrees or on one side to avoid choking or aspiration.
7. Protects clothing from soiling such as by using napkin or bib.
8. Washes resident's hands and face before feeding as needed.
9. Describes the foods being offered.
10. Assures the safe temperature of food to avoid burns.
11. Allows resident to feed self as much as possible to increase independence.
12. Offers fluid after every third or fourth bite.
13. Offers food in small amounts at a reasonable rate, allowing resident to chew and swallow.
14. Wipes resident's hands and face during meal as needed. Leaves resident clean and in position of comfort.

NURSE AIDE SKILLS EXAM
HAND AND FINGERNAIL CARE/Procedural Guideline # 30**

Adapted from the Texas Department of Human Services Nurse Aide Curriculum.

(Note to Nurse Examiner: Resident chosen for demonstration of this skill must be one who needs hand and fingernail care and whose care may be done by a nurse aide. Have aide demonstrate skill on one hand only.)

PROCEDURE	POSSIBLE POINTS	CHECK 1	CHECK 2
1. Properly cleans hands before procedure as appropriate.	4	_____	_____
2. Identifies resident, explains procedure to resident and encourages resident to participate as appropriate.	3	_____	_____
3. Assembles appropriate equipment before procedure. A. Clippers B. Basin C. Towel D. Gloves E. Emery board F. Orange stick	3	_____	_____
4. Provides for resident's privacy as appropriate.	1	_____	_____
5. Insures resident's safety.	2	_____	_____
6. Provides adequate lighting.	1	_____	_____
7. Immerses nails in comfortably warm water and soaks for at least five (5) minutes. (If resident just completed shower or tub bath no additional soaking is necessary.)	2	_____	_____
8. Gently cleans under nail with file, orange stick or nail brush. (Nails may be cleaned as they soak.)	2	_____	_____
9. Dries hands thoroughly, being careful to dry between fingers.	2	_____	_____
10. Gently pushes cuticle back with towel or orange stick.	2	_____	_____

11. Cuts fingernails straight across or slightly oval and even with or slight above end of fingers, without causing trauma or avoidable pain.	2	_____	_____
12. Smooth rough edges of nails with nail file or emery board, shaping as appropriate.	2	_____	_____
13. Leaves resident in position of comfort with fingernails smooth and clean.	1	_____	_____

TOTAL POSSIBLE POINTS = 30

TOTAL EARNED POINTS = _____