



Module 6, Section 5

DSP NOTEBOOK



Assisting with Activities of Daily Living

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Cognitive disabilities can affect personal care activities in a number of ways. People with cognitive disabilities may have some or all of the following needs:

- Need for consistency in personal care routines.
- Reminders to perform personal care tasks or the consequences of not performing them.
- Encouragement or acceptance when they are unwilling or refuse to do personal care tasks.
- Reminders of how to do activities when they are physically capable of doing them.
- Assistance in making changes to their homes and the spaces they use to complete personal care so they can complete these activities more easily.



Assisting with Meals

There may be times when you will need to assist someone with eating, or may actually be feeding the person who is unable to perform any of the skills necessary to feed themselves.

Please keep the following guidelines in mind when someone needs assisting with eating.

- Wash your hands.
- Be aware of food temperatures
- Allow adequate time for eating – Do not rush
- Interact in a pleasant and appropriate manner
- Feed with small bites – a maximum of one-half of the spoon full
- Begin the meal with something the individual likes the most.
- Alternate between solids and liquids unless the persons prefers otherwise
- Do not force the spoon into the mouth.
- Wait a couple of seconds before removing the spoon.
- Don't use the person's teeth and gums to scrape the food off the spoon or scrape food off the person's lips, chin or cheek with the spoon. Use a napkin.
- Don't pinch anyone's nose shut to get them to open their mouth.
- Never feed anyone nor let them feed themselves while they are in restraints.
- Follow any specialized feeding programs, as written.
- Ask for additional training if you are unfamiliar with the feeding program techniques listed for the person.

Positioning While and After Eating

Some individuals may need to be positioned before, while, and after they eat. If so, these individuals will have specific rules that **MUST** be followed. These rules will be found in the individual service plan for each individual.

In general, positioning is needed to:

- Maintain good body alignment.
- Provide comfort.
- Inhibit abnormal reflex patterns.
- Decrease respiratory problems.



Basic Essentials of Positioning:

- Alert individuals with visual or hearing impairments that you will be positioning them
- Make sure the individual is *relaxed*
- Ensure that the chair fits the individual
- Make sure the body is as upright as possible
- Don't let the head tip back
- Make sure the *feet* are supported
- Reposition *immediately*, if the individual moves out of position
- Keep the individual in as close to an *upright* position as possible for an hour after eating.

Risk Factors for Choking

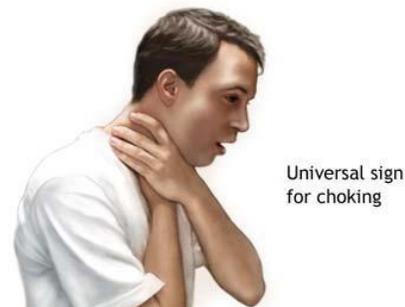
The National Safety Council in 2005 reported that 4,600 people in the United States die annually from choking. A large percentage of these deaths involve persons over 65 years of age. Choking and aspiration are common problems in persons with developmental disabilities.

A number of factors increase an individual's risk of choking, including:

- Neurological and muscular disorders such as cerebral palsy and seizure disorders
- Few or no teeth
- Chewing inadequately

A number of factors increase an individual's risk of choking, including (continued):

- Eating too rapidly
- Putting too large a portion in one's mouth
- Talking or being distracted while eating
- Side effects from medications
- Poor posture while eating
- Pica
- Gastroesophageal reflux disease (GERD)
- Difficulty swallowing

**High Risk Foods:**

In addition to the above risk factors for choking, the most common foods identified as "high risk" for choking include:

- Hotdogs served whole
- Grapes
- Peanut butter
- Peanut butter sandwiches on soft bread
- Dry crumbly foods such as cornbread or rice served without butter, jelly, sauce, etc.
- Dry meats such as ground beef served without sauce, gravy
- Whole, raw vegetables served in large bite sized pieces
- Whole hard fruits like apples or pears
- Candy with large nuts
- Hard nuts

Introduction to Personal Care

The most important aspect of maintaining good health is good *personal hygiene*, also referred to *personal care*. Personal hygiene is keeping the body clean and it helps prevent the spread of germs. For many people, accepting assistance with personal care can be difficult. Even if people have required assistance their whole life long, personal care routines remain very private. People may feel very embarrassed by having someone help them with these most intimate activities even though such assistance is necessary.

Feeling and looking good are important to each person's emotional and physical well-being. As a DSP, remember that the support you provide in the area of personal care and grooming needs to be completed in a very gentle and respectful way. You are there to assist the person in a caring way, not just complete the task at hand.

When completing personal care routines, always remember to:

- Respect the privacy and dignity of people
- Be sure to keep people safe
- Get to know and respect peoples' personal preferences
- Use a gentle voice
- Get to know the person and recognize what makes them feel comfortable during these routines

Tips on Assisting with Bathing

Bathing means cleaning one's body from head to toe. Providing assistance and support for bathing can be a very sensitive personal care activity for the person supported and the DSP. The DSP needs to know what bathing skills an individual has before beginning to provide assistance and support. It is important that the DSP provide whatever assistance and support is needed to ensure individuals are clean. Remember good personal hygiene is important to promoting good health.

- When assisting a person with bathing, allow the person to do as much as possible during bathing procedures. Check the Individual Service Plan (ISP) to find out how much assistance, prompting and supervision is required. Remember, the person should complete as much of the routine as possible, and the DSP should look for ways to encourage more independence. **Never leave the person unattended in the shower or tub unless it is written that way in the ISP.**
- Always check water temperature
- Check skin for signs of injury or changes in condition
- Always honor personal choice: does the person prefer a bath or a shower, does the person prefer morning or evening showering/bathing, etc. The choice between tub bathing and showering is a matter of personal preference unless it is specified in the ISP or a medical condition exists which dictates which method to use (e.g., open wounds, individual mobility and stability, etc.)
-



- Prepare the area for bathing or showering by making sure the room is comfortable and adjust the temperature if necessary
- Be sure your hands are washed and clean
- Demonstrate and explain correct bathing or showering procedures
- Close windows to prevent drafts
- Close doors and curtains for privacy
- Be prepared with all supplies
- Encourage the person to use the toilet before taking a bath or shower
- Place a mat or small towel on the bathroom floor
- When washing the person, begin with the upper body (face, neck) and then move to lower area (hands, chest, lower body).
- Follow this same “top to bottom” route when drying
- Be sure to remember to check the person for any skin irritations and be sensitive to these while bathing. If you notice any pressure areas, especially if the person is stationary most of the time, be sure to report these. Early warning signs of pressure sores include reddened areas of the person’s skin
- When finished, wash hands and straighten the bath area

Giving a Complete Bed Bath

The following are basic steps/guidelines for giving a complete bed bath:

- Take everything you will need to the bedside before you start the bath (soap, washcloth, wash basin, towels, clean clothing, and bath blanket).
- Explain to the individual what you are going to do.
- Offer the bedpan or urinal.
- Remove the bedspread and regular blanket.
- Leave the individual covered with the top sheet
- Replace the top sheet with the bath blanket without uncovering the individual.
- Undress the individual, keeping him or her covered as much as possible.
- Have, or help, the individual move close to you.
- Use good body mechanics
- Fill the wash basin about 2/3 full of warm water (100°-110°F)
- Wrap the washcloth around your hand
- Wash, rinse, and dry only one part of the body at a time, uncovering only the part of the body that you are washing

- Follow this sequence when washing: around the eyes, rest of face, ears, neck, chest, arms, stomach, legs, back, genital area, buttocks
- Change the water:
 - When it is too soapy, dirty, or cold
 - Before washing the legs
 - Before washing the back
- When washing a limb, place a towel under it
- If you apply skin lotion, make sure it is not cold. (Rub it between your hands to warm it, if necessary)

Giving a Partial Bed Bath

This procedure is identical to that for a complete bed bath except that the following steps are substituted for the sequence of washing and drying body parts:

- Ask the individual to wash the areas that can be reached easily
- Wash your hands and leave the room
- Check back every 5-10 minutes, or when the individual signals you, to see if the individual is finished
- When the individual is finished, change the water and wash your hands again
- Wash the areas the individual could not reach using the same procedure as in a complete bed bath

Health Risks Caused by Poor Bathing Habits:

Poor bathing habits can increase chances of people getting bed sores or some types of infections. Be sure to regularly check the person for skin rashes and infections while bathing. Also, be aware of some common mistakes that are made when bathing others, such as:

- Not drying the body completely after cleaning
- Scrubbing the body too hard or using products that irritate
- Spreading bacteria from one part of the body to another
- Not using moisturizers or other products needed to keep the skin healthy

TOOTH BRUSHING

The following are basic steps/guidelines for assisting people with tooth brushing:

- Wash your hands before and after physically assisting the individual
- Place the head of the toothbrush alongside the teeth with the bristles at 45° angle
- Use a back and forth vibrating motion
- Brush the outer side of each tooth with this technique
- Repeat this technique on the inside surfaces
- For the inside surfaces of the front teeth, tilt the brush vertically and brush up and down using the front part of the brush head
- Brush the tops of the teeth using a back and forth motion
- Brush the tongue and roof of the mouth
- Don't brush too hard
- The best thing to do for bleeding gums is to keep brushing - gently



Toothbrush Care

- Each individual should have his or her own toothbrush
- Toothbrushes should be replaced when they become worn (at least every few months)
- Rinse the toothbrush thoroughly after each use
- Store toothbrushes properly

Flossing

- Cut off an 18 to 24 inch length of floss
- Stretch the floss between the fingers or secure to a floss holder
- Slide the floss between the teeth
- Pull the floss up and down the side surface of the tooth several times
- Repeat this procedure for both sides of each tooth
- When the floss becomes soiled or worn, change to fresh section of floss
- Use thinner floss, if necessary

Denture Care

- Dentures should be removed and cleaned daily, using a toothbrush with a toothpowder or paste
- Avoid extreme water temperatures when cleaning dentures
- Clean dentures over a water-filled sink
- When putting dentures in a denture cup, use lukewarm water and label the cup with the individual's name
- The gums, tongue and roof of the mouth should be brushed gently with a soft toothbrush
- The mouth should be rinsed with warm water
- Encourage individuals to wear his/her dentures (Males should wear their dentures while shaving)

Oral Care

Even individuals who do not have any teeth or dentures need mouth care. This would include at least a daily, gentle brushing and rinsing of the gums, tongue and roof of the mouth.

HAIR GROOMING

Having clean, well-groomed hair is important to everyone! Remember, individuals like different brands of shampoo or conditioner and may have a preferred style. During hair grooming, you may need to keep certain cultural or ethnic considerations in mind. We all like a change every now and then and individuals you help support may also change their minds about how they style their hair. All of these choices should be respected and supported.



- Ask the person if they have a preference about how to style their hair today
- Teach and assist with drying wet hair and applying hair products
- If the hair is long, you may want to divide it into sections before combing or brushing to decrease pulling and tugging on hair
- Teach and assist the individual to comb or brush hair from scalp to ends. Gently brushing from the scalp stimulates circulation. If hair is curly, start at the ends of the hair to assure all tangles are removed before brushing from the scalp to the ends
- Use comb and brush with a gentle touch
- Clean comb and brush regularly
- Encourage the person to look in the mirror when finished styling

Shampooing - How Often?

The general rule is to wash as often as *necessary* to keep the hair *clean*. For some people, washing every 3 or 4 days may be sufficient. Most people require more frequent shampooing.

Caring for African-American Hair or Chemically-Straightened or Curled Hair:

- Do *NOT* wash daily
- After washing and using a moisturizer, chemically-curled hair should be air dried or blown dry. Chemically-straightened hair should be set and curled
- Chemically-curled hair requires a curl activator and moisturized after shampooing and on a daily basis
- The hair may be *covered* during sleep

Haircuts and Styling:

- How an individual's hair is cut or styled should be, as much as possible, the person's *choice*
- Haircuts and hair styling should be done only by *barbers* or *beauticians*

General Guidelines for Shaving

Shaving one's legs, underarms or face is a very personal matter. Cultural differences may be a key to whether an individual shaves or does not shave. For example, in some cultures, women do not shave their legs or underarms. In some cultures, men do not shave their facial hair. It is important to respect these cultural differences.

Shaving tips that can be used for facial, leg or underarm hair

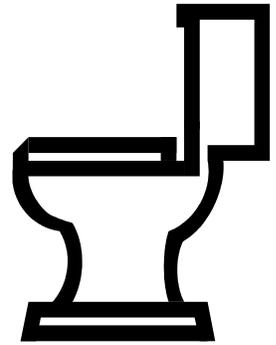
- An electric razor should not be used in the same room where oxygen is used
- Electric razors should not be used around water
- Check all types of razors for chips or rust on the blades
- Always dispose properly of used razor blades
- Use only an individual's personal razor
- Teach and assist the person to check skin for moles, birthmarks or any cuts. If changes in the size, shape or color of a mole or birthmark are noted, the person should be seen by his or her physician
- Supervise the use of razors closely for safe and correct handling before the person shaves independently
- Encourage the person to be as independent as possible
- Teach and assist the individual to rinse the razor often to remove hair and shaving cream so the cutting edge stays clean
- If you are assisting the person with shaving using a non-electric razor, be sure to wear disposable gloves to prevent the spread of germs
- The area to be shaved should be washed
- In general, shave in the direction the hair grows
- For razor nicks, apply slight pressure with tissue
- Apply aftershave lotion or skin lotion as desired by the individual
- Both electric and safety razors should be cleaned after each use



Assisting with Using the Toilet

In your role as a DSP you may assist people with elimination of their bodily waste. In this role, you will need to understand that safety of the person and preserving their dignity are of utmost importance.

When assisting the person with this bodily function, you should promote independence as much as possible. This allows for greater privacy. However, never leave someone who needs assistance on the toilet outside your range of hearing. If the person should fall or require your help, there would be no way of knowing.



You should become familiar with any adaptive equipment the person you are supporting uses. You should learn about these items before hand and become comfortable with their use.

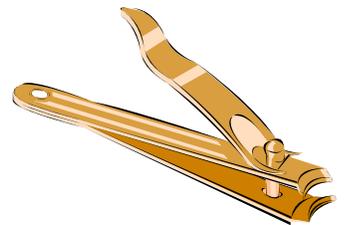
Make sure to follow good hygiene techniques. As always, wear gloves during assistance. Make sure to wash your hands before and after using gloves.

It may also be helpful to have a supply of moist, flushable wipes for use after a bowel movement. Both men and women use these.

When soiling occurs, make sure that the individual is cleaned and clothes are changed as soon as possible. Never feel inside the briefs to check for soiling

Fingernail and Toenail Care

Cleaned and trimmed fingernails and toenails are important for overall health. Germs can collect under the nails. Nails that become too long or are rough and torn can scratch and cut a person's skin and could result in infection. People with diabetes or with thick nails should have their nail care completed by a health care professional. Also, people who like to have nail color applied may need your assistance. As a general rule, fingernails and toenails should be cut about every two weeks.



Nail trimming tips

- Teach and assist the individual how to soak his or her hands or feet in warm water for at least 5 minutes and then to wash hands or feet with soap. Soaking will soften the nails and make them easier to trim.
- Place a towel or paper under fingers or toes when cutting nails
- Use the blunt end of the orange stick to gently push the cuticles back
- File any rough or jagged edges with a nail file or emery board
- Dispose properly of the nail clippings
- Teach and assist the person to clean under the nails; use the pointed end of a wooden orange stick to clean under the nails
- Teach and assist the person to use nail clippers or nail scissors to trim toenails straight across. Fingernails can be trimmed with a slight curve; toenails straight across
- Use a file to shape and smooth the nails
- Never share nail clippers between people to reduce the possibility of transferring diseases
- When caring for a person with diabetes, daily review of the foot is important to check for small cuts and scrapes. People with diabetes are at risk for serious infection without noticing pain

Gait Belts

A gait belt, also referred to as a transfer belt, is a personal adaptive equipment device that when appropriately used enables people in need, the ability to ambulate and/or transfer more easily and safely. Importantly, staff that uses the device properly sustains fewer strain-related injuries. If used appropriately, gait belts are not restrictive devices as they enable people to live up to their physical potential. Failure to employ gait belts on persons, who would otherwise benefit by their use, significantly increases the risk of injury to the individual and the staff who support them.



Gait belts should be considered for all individuals who experience known or suspected musculoskeletal or neuromuscular conditions, and those who are prone to falls or have experienced fall-related injuries secondary to such conditions. Gait belts are prescribed by a physician or a qualified occupational or physical therapist ([59 Ill. Admin Code 120.40](#)).

Although these mobility devices can be helpful in allowing safe mobility or transfer of individuals with unsteady gait, there are times when they should **not** be used.

Website link to Joint Committee on Administrative Rule 59 Ill. Admin Code 120.40:
<http://www.ilga.gov/commission/jcar/admincode/059/059001200A00400R.html>

The following is a partial list of conditions where gait belts should not be used:

- Abdominal surgery, aneurism
- Advanced COPD
- Advanced cardiac disease
- Colostomy
- Fractures, ribs or back
- Pacemaker
- Recent back surgery
- Pain

All staff that support individuals by the use of gait belts must be trained prior to their use. Gait belts may never be used for staff convenience or restrictive purposes. **Gait belts are never used to restrain an individual.** Inappropriate use is considered a violation of one's civil liberties and must be addressed administratively.

Menstrual Care

Menstruation is a normal part of life and the female reproductive cycle. During this time bleeding occurs. Personal hygiene is especially important during menstruation.

To catch the flow of menstrual blood, women use various products. The decision to use tampons or sanitary napkins may rest with the individual, her physician, or the nurse. Be sure to use the products as directed on the box even when flow is light.

Pads: These are used externally. They come in a variety of shapes and thicknesses. Most have adhesive strips to keep them in place inside underpants. Every brand can do the job, but there are a few differences. Some have extra absorbency. Some have side panels to prevent leaking. Don't use a panty liner except on very light days.

Tampons: These are used internally. They are made of absorbent material. The tampon is then compressed in a plastic or cardboard tube which is used to insert the tampon into the vagina.

- ❖ Tampons are encased in two tubes, one smaller than the other. The smaller tube pushes the tampon out. The string is there to pull it out.
- ❖ Avoid deodorized pads or tampons. They are no more effective and they can cause irritation.
- ❖ Tampons/napkins should be changed about every four hours.
- ❖ The least absorbent size of tampon for the amount of flow should be used to avoid getting toxic shock syndrome.
- ❖ Sanitary napkins are easier to use but may cause chapping. They also tend to allow for more odor than tampons. If using sanitary napkins, have the person use the kind with adhesive on the bottom. There are also kinds with wings which also stick to the bottom of underpants, but offer extra protection along the sides.
- ❖ Use the least amount of prompting necessary.
- ❖ Wrap used napkins or tampons in special disposal bag before discarding.

Not changing some products in a timely manner can lead to odor and even deadly infections.

A normal menstrual cycle is about 28 days. In this context “normal” can mean anywhere between 21-35 days. Ovulation generally occurs around the middle of the cycle. Individuals may need extra attention during this time; DSPs should keep in mind:

- Only female staff should assist with this skill.
- If symptoms occur (cramps, etc.), check with the woman’s physician to obtain medications.
- Always obtain permission from the individual and discuss what you are going to do when you do it.
- The flow can last from 3-8 days. It is usually the heaviest on the second and third days.
- Stress and pregnancy can cause skipped cycles.
- Some women have cramps or other problems during or before their periods. They may feel depressed or grouchy. Their breasts may become sore and tender. They may retain water so their ankles and fingers get puffy.
- Douching is not recommended unless a doctor instructs the individual to do so.

- Report any unusual condition. This would include such things as:
 1. Unusually ***heavy*** flow
 2. Unusual ***color or odor***
 3. Presence of large or unusual ***clots***

CLOTHING

Individuals' clothing should be:

- In good repair
- Well-fitting
- Clean
- Age appropriate
- Appropriate for the weather
- Appropriate for the activity planned
- Matching
- As much as possible, the individual's choice



Some content in this section has been adapted from the following: Providing Residential Services in Community Settings: A Training Guide Michigan Department of Human Services, accessed 10/31/11 link: www.michigan.gov/afchfa

Positive Feedback Exercise

Positive feedback is an important part of assisting with activities of daily living. Words of encouragement are important when providing supports. Please list as many ways as you can think of to say "good job". Then compare your list with the one on the next page.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Suggested ways to say "Good Job" are listed below:

1. Excellent!

That's right!	Fabulous!
I'm proud of the way you worked today.	Now you have the hang of it.
You must have been practicing!	Good for you.
Perfect!	Good job, (name of individual)
Nice going.	You figured that out fast.
That's the best ever.	You remembered!
Fine job!	I've never seen anyone do it better.
Good for you!	I couldn't have done it better myself.
I couldn't have done it better myself.	Keep working on it, you're getting better.
That's much better.	Great job!
That's coming along nicely.	Not bad!
You are very good at that.	You make my job fun.
That's good.	You make it look easy.
Now you have it!	Exactly right!
Good work!	Super job!
Wow!	You are learning fast.
You were really working hard today.	You're really improving.
That's the right way to do it!	You did very well today.
That's quite an improvement.	You've got that down pat.
You haven't missed a thing.	Nothing can stop you now!
Tremendous!	That was first class work.
Keep up the good work!	That's much better.
I'm very proud of you.	Cool job!
That kind of work makes me happy.	You haven't missed a thing.
Good going!	That's right!
That's better than ever.	What a good job you did.
You're doing beautifully.	You did great.
You are really learning a lot.	You are so smart.
Way to go!	You're doing great.
Wonderful!	Good job.
Keep on trying.	That's great.
Sensational!	You're really fast today.

It may be necessary to assist individuals with bathing/showering, shaving, hair and nail care and other grooming and daily care activities. The forms on the next few pages can be used as **guidelines** for these activities. While assisting the person, it is important to provide continuous support which fosters greater independence.

OJT Activity #49 Hair Grooming

Attention:

- Allow for personal choice
- Use only personal comb or brush
- Combs and bristles can be sharp
- Encourage independence
- Explain what you are doing while you are doing it

Equipment needed:

Personal comb and/or brush
 Mirror
 Personal hair products

Steps	Partner Check	Instructor Check
Identify the individual who may need assistance with hair grooming.	<input type="checkbox"/>	<input type="checkbox"/>
Ask permission to assist and explain what you will be doing.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist with drying wet hair with dryer and applying gels, hair spray.	<input type="checkbox"/>	<input type="checkbox"/>
Assemble tools to be used (comb, brush, gel, mousse, curling iron, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Determine hairstyle preference of the individual.	<input type="checkbox"/>	<input type="checkbox"/>
Follow the steps necessary to groom the individual's hair.	<input type="checkbox"/>	<input type="checkbox"/>
Encourage individual to look into mirror when finished styling.	<input type="checkbox"/>	<input type="checkbox"/>
Compliment individual, as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>
Assist individual with returning tools used to proper storage area.	<input type="checkbox"/>	<input type="checkbox"/>

OJT Activity #23 Testing Water Temperature

Part of your job will be to verify that the individuals' water temperature does not exceed 110° or is below 100°.

Attention: Public Health rules indicate that water temperature be no more than 110°.

1. Measure the hot water temperature prior to heavy use, or at least one hour after, so the hot water heater has time to recover and heat to its set temperature.
2. To ensure accuracy in measuring water temperature, follow the instructions for the specific thermometer used by your agency.

Equipment needed:

Bowl or cup
Water testing thermometer
Hot water from the tap

Steps	Partner Check	Instructor Check
Run the hot water for a sufficient amount of time to ensure it is at its hottest temperature.	<input type="checkbox"/>	<input type="checkbox"/>
Fill a bowl or cup with hot water.	<input type="checkbox"/>	<input type="checkbox"/>
Immediately immerse the bulb end of the thermometer completely into the contained water.	<input type="checkbox"/>	<input type="checkbox"/>
Leave the thermometer in the water 30-60 seconds.	<input type="checkbox"/>	<input type="checkbox"/>
Accurately read the thermometer. (Follow the instructions on individual thermometer packages)	<input type="checkbox"/>	<input type="checkbox"/>
Record the temperature in the designated log.	<input type="checkbox"/>	<input type="checkbox"/>
Report temperatures higher than 110 or lower than 100 to the supervisor.	<input type="checkbox"/>	<input type="checkbox"/>

OJT Activity #52 Shaving

Attention: Shaving steps can be used for facial, leg or underarm hair.

- Do not use electric razor in same room where oxygen is used or around water.
- Check all types of razors for chips or rust on blades.
- Discard used razor blades when finished.
- Use only person's personal razor.
- Supervise use of razors closely for safe and correct handling before individual shaves independently.
- Encourage individuals to do as much for themselves as they can.
- Honor cultural choices regarding whether or not to shave.
- Always explain what you will be doing with individual, ask permission and discuss steps as you are doing them.

Equipment needed:

Personal electric or other style razor
 Shaving cream or aftershave lotion
 Personal towel
 Sink
 Mirror

Steps	Partner Check	Instructor Check
Identify appropriate individual.	<input type="checkbox"/>	<input type="checkbox"/>
Gather needed equipment. Use only the individual's personal shaver.	<input type="checkbox"/>	<input type="checkbox"/>
Ask permission and explain what you will be doing with the individual.	<input type="checkbox"/>	<input type="checkbox"/>
Honor cultural choices, if any.	<input type="checkbox"/>	<input type="checkbox"/>
Use disposable gloves.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to check skin for moles, birthmarks, or cuts. Avoid injuring those areas.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to plug in shaver and turn it on (away from water source).	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to use mirror when shaving face, neck or underarms.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to use gentle, even pressure while moving the shaver over skin.	<input type="checkbox"/>	<input type="checkbox"/>

Steps	Partner Check	Instructor Check
Teach or assist individual to use fingers to determine missed hairs.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to turn off shaver, unplug and clean hair from blades.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to apply aftershave or skin lotion, as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>
Compliment individual, as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to wash hands after shaving.	<input type="checkbox"/>	<input type="checkbox"/>
Discard gloves.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to appropriately store shaving items.	<input type="checkbox"/>	<input type="checkbox"/>

OJT Activity #26 Oral Hygiene

Attention: Brushing should be done at least twice a day, flossing once a day.

- Check inside of mouth for redness, gum swelling, loose teeth or unusual odor.
- Report any changes in individual's mouth to dentist.
- Disposable gloves and protective eyeglasses are recommended for DSP.
- Encourage individual to do as much as he/she can.
- Review dentist's recommendations for individual to determine any special issues, such as toothpaste or toothbrush type.
- Wash your hands before assisting individual.
- Enable individual to use tooth brushing and flossing aids if the individual does not have good hand or finger control. Adjust procedures as necessary.
- If the individual has braces or bridges, use a floss threader to get floss under the wires.
- If individual has no teeth, gums should still be brushed as recommended by speech therapist or oral hygienist.
- Consult with individual's dentist for special procedures or assistive devices for mouth care.
- Always explain what you will be doing with individual, ask permission, and discuss the steps as you are doing them.

Equipment needed:

Personal toothbrush and toothpaste
 Sink and fresh water
 Personal towel
 Disposable gloves
 Personal dental floss
 Mouthwash (choice of individual)
 Clean glass for rinsing

Steps	Partner Check	Instructor Check
Assemble materials (toothbrush, toothpaste, cup of water, disposable gloves and hand towel).	<input type="checkbox"/>	<input type="checkbox"/>
Greet the individual	<input type="checkbox"/>	<input type="checkbox"/>
Explain to the individual how you will be assisting him/her in brushing their teeth.	<input type="checkbox"/>	<input type="checkbox"/>
Wash your hands and put on disposable gloves.	<input type="checkbox"/>	<input type="checkbox"/>
Rinse the toothbrush and apply toothpaste.	<input type="checkbox"/>	<input type="checkbox"/>

Steps	Partner Check	Instructor Check
Place the head of the toothbrush alongside the teeth at a 45 degree angle.	<input type="checkbox"/>	<input type="checkbox"/>
Move the toothbrush back and forth using a gentle "vibrating" motion.	<input type="checkbox"/>	<input type="checkbox"/>
Brush the outer side of each tooth, both uppers and lowers.	<input type="checkbox"/>	<input type="checkbox"/>
Continue this technique on the inside surfaces of the teeth.	<input type="checkbox"/>	<input type="checkbox"/>
For the inside surfaces of the front teeth, tilt the brush vertically and brush up and down using the front of the brush.	<input type="checkbox"/>	<input type="checkbox"/>
Brush the chewing surfaces using a back and forth motion parallel to the tooth line.	<input type="checkbox"/>	<input type="checkbox"/>
Brush the tongue and the roof of the mouth.	<input type="checkbox"/>	<input type="checkbox"/>
Ask the individual to rinse his/her mouth with water.	<input type="checkbox"/>	<input type="checkbox"/>
Ask the individual to wipe his/her face.	<input type="checkbox"/>	<input type="checkbox"/>
Thank the individual for his/her cooperation.	<input type="checkbox"/>	<input type="checkbox"/>
Remove gloves and wash hands.	<input type="checkbox"/>	<input type="checkbox"/>
Return materials to their proper place.	<input type="checkbox"/>	<input type="checkbox"/>

OJT Activity #53 Teaching Hand Washing

Attention: Killing germs is an important reason to teach frequent hand washing. Proper hand washing kills germs that can spread illness and infections.

Use as little prompting as possible.

Check that hands are washed before and after appropriate activities.

Use the method appropriate for the individual which allows him/her to wash for the recommended time (20 seconds). Examples are singing a particular song, using a clock with second hand, counting, etc.

Always explain what you will be doing with individual, ask permission, and discuss steps as you are doing them.

Equipment needed:

Sink

Soap

Paper towels

Steps	Partner Check	Instructor Check
Choose an appropriate individual.	<input type="checkbox"/>	<input type="checkbox"/>
Ask permission and explain what you will be doing with the individual.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to turn on water to lukewarm temperature.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to push up watch/bracelets so they are as high as possible.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to apply soap to hands and work to a lather.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to wash around and under rings.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to wash and rinse hands for a total of 20 seconds.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to dry hands from the wrist down with a paper towel.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to discard paper towel.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to use a different towel to turn off the water.	<input type="checkbox"/>	<input type="checkbox"/>
Compliment and thank the individual.	<input type="checkbox"/>	<input type="checkbox"/>

OJT Activity #54 Changing Bed Sheets

Attention: A well-made bed offers both comfort and safety. It is an important contribution to the well-being of the individual.

- Making one's own bed helps promote independence.
- Always explain what you will be doing with the individual, seek permission, and explain what is being done while doing it.
- Always hold linen away from your body to reduce contamination.

Equipment needed:

Sheets (top and bottom)
Pillowcase
Blanket
Bedsread

Steps	Partner Check	Instructor Check
Choose an appropriate individual whose bed sheets need to be changed.	<input type="checkbox"/>	<input type="checkbox"/>
Ask permission and explain what you will be doing with the individual.	<input type="checkbox"/>	<input type="checkbox"/>
Use disposable gloves.	<input type="checkbox"/>	<input type="checkbox"/>
If bed is adjustable, adjust height to proper position.	<input type="checkbox"/>	<input type="checkbox"/>
Remove pillowcase; place pillow on chair.	<input type="checkbox"/>	<input type="checkbox"/>
Loosen linen, fold inward, remove from bed, and put in laundry.	<input type="checkbox"/>	<input type="checkbox"/>
Sanitize mattress if it is hospital grade/waterproof.	<input type="checkbox"/>	<input type="checkbox"/>
Take off and discard gloves and wash hands.	<input type="checkbox"/>	<input type="checkbox"/>
Align mattress on bedspring.	<input type="checkbox"/>	<input type="checkbox"/>
Place bottom sheet evenly at foot of mattress.	<input type="checkbox"/>	<input type="checkbox"/>
Tuck in.	<input type="checkbox"/>	<input type="checkbox"/>
Place blanket evenly on bed and tuck in.	<input type="checkbox"/>	<input type="checkbox"/>

Steps	Partner Check	Instructor Check
Place bedspread evenly on bed and tuck in, if appropriate.	<input type="checkbox"/>	<input type="checkbox"/>
Re-adjust height of bed, as needed.	<input type="checkbox"/>	<input type="checkbox"/>
Wash hands.	<input type="checkbox"/>	<input type="checkbox"/>
Compliment and thank the individual.	<input type="checkbox"/>	<input type="checkbox"/>

OJT Activity #25 Assisting an Individual with Bathing

Attention: When assisting with bathing or showering:

- Ensure that the tub/shower has been disinfected before using.
- Check the water temperature using thermometer. It should be no more than 110°.
- Verify that bathroom is warm enough.
- Inspect skin for signs of injury or changes in condition.
- Provide privacy and warmth for the individual.
- Use a clean washcloth. Put in laundry after use.
- Help bathe from top (hair, face) down.
- Encourage the individual to do as much as s/he can for him/herself.
- Be prepared with all supplies.
- Wash your hands before beginning.
- Do not leave an individual with epilepsy alone in the tub.
- Always explain what you will be doing with individual, ask permission and discuss steps as you are doing them.
- Use disposable gloves and change gloves from one bath/shower to the next.
- Disinfect the tub/shower for the next person's use.

Equipment needed:

Washcloth
 Soap
 Toiletries, as preferred by consumer

Individuals should be allowed to bathe with as much independence as possible. The DSP should ensure that the individual (who needs assistance with bathing) is never left alone during a bath. Privacy can be provided by pulling a shower curtain or turning your back on the individual.

Steps	Partner Check	Instructor Check
Identify an individual who needs to take a tub bath.	<input type="checkbox"/>	<input type="checkbox"/>
Assemble materials.	<input type="checkbox"/>	<input type="checkbox"/>
Greet the individual.	<input type="checkbox"/>	<input type="checkbox"/>
Provide for the individual's privacy.	<input type="checkbox"/>	<input type="checkbox"/>
Explain to the individual how you will be assisting him/her with their bath.	<input type="checkbox"/>	<input type="checkbox"/>
Wash your hands and put on disposable gloves.	<input type="checkbox"/>	<input type="checkbox"/>

Steps	Partner Check	Instructor Check
Fill the bath tub 1/4 to 1/2 full with warm water.	<input type="checkbox"/>	<input type="checkbox"/>
* Ensure that the water is not too hot.	<input type="checkbox"/>	<input type="checkbox"/>
Assist the individual with removing his/her clothes.	<input type="checkbox"/>	<input type="checkbox"/>
Assist the individual into the bath tub.	<input type="checkbox"/>	<input type="checkbox"/>
Wet hair thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>
Apply a small amount of shampoo to his/her hair.	<input type="checkbox"/>	<input type="checkbox"/>
Massage the scalp to create a lather.	<input type="checkbox"/>	<input type="checkbox"/>
Rinse well with a cup or removable shower head.	<input type="checkbox"/>	<input type="checkbox"/>
Assist the individual in holding his/her head backward or forward to prevent shampoo from going into the eyes. (You may also cover eyes with a wash cloth)	<input type="checkbox"/>	<input type="checkbox"/>
Begin washing the individual's body with soap and water. (Pay special attention to areas where two skin surfaces touch)	<input type="checkbox"/>	<input type="checkbox"/>
Rinse thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>
Assist the individual out of the tub.	<input type="checkbox"/>	<input type="checkbox"/>
Assist the individual in drying off, using a patting motion.	<input type="checkbox"/>	<input type="checkbox"/>
Assist the individual in putting on clean clothing and slippers.	<input type="checkbox"/>	<input type="checkbox"/>
Assist the individual in brushing hair.	<input type="checkbox"/>	<input type="checkbox"/>
Thank the individual for his/her cooperation.	<input type="checkbox"/>	<input type="checkbox"/>
Remove gloves and wash your hands.	<input type="checkbox"/>	<input type="checkbox"/>
Assist the individual with returning materials to their proper place.	<input type="checkbox"/>	<input type="checkbox"/>
Sanitize the bath tub for the next individual.	<input type="checkbox"/>	<input type="checkbox"/>

Hot water coming out of the faucet should be between 100 and 100 degrees Fahrenheit. Report the temperatures lower than 100 F and higher than 110 F to the supervisor. Do not expose individuals to water 110 F and above. Temperatures about 110 F can cause scalding and could result in death.

OJT ACTIVITY #50 Cleaning and Trimming Nails

Attention: When assisting with cleaning and trimming nails:

Equipment needed:

- Personal nail clippers or nail scissors
- Personal cuticle stick
- Emery board
- Container for water
- Soap and water
- Personal towel
- Personal emery board or nail file

Steps	Partner Check	Instructor Check
Gather needed equipment.	<input type="checkbox"/>	<input type="checkbox"/>
Choose an appropriate individual.	<input type="checkbox"/>	<input type="checkbox"/>
Ask permission and explain what you will be doing with the individual.	<input type="checkbox"/>	<input type="checkbox"/>
Put on disposable gloves.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to soak hands or feet in warm water for at least 5 minutes.	<input type="checkbox"/>	<input type="checkbox"/>
Wash your hands and put on disposable gloves.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to push nail cuticle back with cuticle stick.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to clean under nails with cuticle stick or nail clipper.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to use nail clippers or nail scissors to trim toenails straight across. Fingernails may be trimmed with a slight curve. Take care not to hurt the individual.	<input type="checkbox"/>	<input type="checkbox"/>
Use emery board or nail file to shape and smooth nails.	<input type="checkbox"/>	<input type="checkbox"/>
Dispose of nail clippings properly.	<input type="checkbox"/>	<input type="checkbox"/>

NOTE: Understand any medical conditions which would directly affect this activity, such as Diabetes.

OJT Activity #55 Shampooing Hair

Attention: When assisting with hair washing:

- Be sure the water temperature is no more than 110°.
- Wash hair in designated area.
- Be sure to wipe up any water that goes on floor.
- Use the least amount of prompting necessary.
- Seek permission and discuss what you are doing as you do it.
- Take care to prevent water from entering individual's ears.
- Choice of shampoo/conditioner is the choice of the individual or his/her doctor.
- Disposable gloves should be worn by the DSP.
- Examine scalp for problems. Inform individual's physician if itching, flaking, head lice, sores or other problems are detected. Follow physician's instructions.
- Shampooing should occur as often as necessary to look good and be odor-free.

Equipment needed:

Shampoo

Conditioner

Towel

Blow dryer or hair dryer

Steps	Partner Check	Instructor Check
Choose an appropriate individual who needs their hair shampooed.	<input type="checkbox"/>	<input type="checkbox"/>
Ask permission and explain what you will be doing with the individual.	<input type="checkbox"/>	<input type="checkbox"/>
Use disposable gloves.	<input type="checkbox"/>	<input type="checkbox"/>
Gather equipment.	<input type="checkbox"/>	<input type="checkbox"/>
Provide for privacy for individual.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to wet hair thoroughly using warm or cool water.	<input type="checkbox"/>	<input type="checkbox"/>
Apply small amount of shampoo to palm of hand and rub hands together.	<input type="checkbox"/>	<input type="checkbox"/>
Apply shampoo to all parts of hair with both hands.	<input type="checkbox"/>	<input type="checkbox"/>

Steps	Partner Check	Instructor Check
Teach or assist the individual to clean the scalp and distribute the suds throughout the hair.	<input type="checkbox"/>	<input type="checkbox"/>
Examine scalp for problems. Inform nurse if itching, flaking, head lice, sores or other problems are detected.	<input type="checkbox"/>	<input type="checkbox"/>
Follow nurse's instructions. Be careful not to get shampoo in the eyes; have individual to close eyes or use a wash cloth.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to rinse hair thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to apply conditioner to palm of hand and rub hands together.	<input type="checkbox"/>	<input type="checkbox"/>
Apply conditioner to all parts of hair with both hands.	<input type="checkbox"/>	<input type="checkbox"/>
Leave conditioner on hair for the amount of time recommended on the label.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to rinse hair thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to wrap and dry hair with a clean towel.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to blow dry/set hair or use curling iron if it is the individual's choice.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to style hair in an age-appropriate style per individual's choice.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual in applying gel/mousse, etc. per individual's choice.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to return materials to their proper storage place.	<input type="checkbox"/>	<input type="checkbox"/>

OJT Activity #56 Denture Care

Equipment needed:

Disposable gloves
 Tooth/denture brush
 Denture cleaner
 Denture cup
 Soft brush

Steps	Partner Check	Instructor Check
Choose an appropriate individual who has dentures.	<input type="checkbox"/>	<input type="checkbox"/>
Ask permission and explain what you will be doing with the individual.	<input type="checkbox"/>	<input type="checkbox"/>
Gather individual's equipment.	<input type="checkbox"/>	<input type="checkbox"/>
Use disposable gloves.	<input type="checkbox"/>	<input type="checkbox"/>
Provide for individual's privacy.	<input type="checkbox"/>	<input type="checkbox"/>
Pad sink with washcloths in case dentures are dropped.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to remove top and/or bottom dentures from the mouth.	<input type="checkbox"/>	<input type="checkbox"/>
Loosen upper plate by placing first finger on roof of plate and thumb over outer gum and gently release.	<input type="checkbox"/>	<input type="checkbox"/>
Loosen lower plate by placing finger inside lower plate and thumb on outer gum and gently release.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to put dentures in cup with lukewarm water.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to put denture cleaner on tooth/denture brush.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to clean dentures with tooth/denture brush. Hold the dentures firmly as they are cleaned.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to rinse dentures and storage cup.	<input type="checkbox"/>	<input type="checkbox"/>
Put dentures in empty cup.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to rinse mouth with water and/or mouthwash.	<input type="checkbox"/>	<input type="checkbox"/>

Steps	Partner Check	Instructor Check
Teach or assist the individual to use a soft brush to clean the mouth and tongue while observing the condition of the mouth, gums, and lips.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to apply denture adhesive to the dentures.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to insert the dentures into the mouth, pressing gently, but firmly in place.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to return equipment to proper storage place.	<input type="checkbox"/>	<input type="checkbox"/>
Remove and dispose gloves.	<input type="checkbox"/>	<input type="checkbox"/>
Wash hands.	<input type="checkbox"/>	<input type="checkbox"/>
Thank the individual for their cooperation.	<input type="checkbox"/>	<input type="checkbox"/>