



Lifespan Caring Network
Respite Care Training Program

Client Care

*Adapted and used with permission from "Lifespan Respite Training Manual" published by the Respite Care Association of Wisconsin



Promoting Independence

- ▶ Keeping *clean and hygienic* is something that most people accomplish on a daily basis, without giving a great deal of thought to the process involved or the reason why it is necessary. However, there are times when individuals may have to rely on others to help with Activities of Daily Living (ADL).
- ▶ Discuss what the family and the individual *want to achieve*, both in terms of personal care, and the amount of assistance the individual needs.
- ▶ Discuss *how to provide* that assistance.



Independence

Following are some ideas for *involving the individual in self-care*, to promote independence. Have the individual:


- Choose what to wear
- Assist in making meals
- Assist with daily chores (laundry, cleaning, dishes, feeding animals)

You can help by:

- Using hand-over-hand technique to assist with ADL
- Push the limits and try to teach new skills



Universal Precautions

- ▶ Many people carry blood-borne infections *without visible symptoms*, and many others carry blood-borne infections *without knowing it*.
 - ▶ Because of this uncertainty, you should treat all human blood and body fluids *as if they were known to be infected* with HBV, HIV or other blood-borne pathogens.
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Hand Washing

- ▶ *Keeping hands clean* is one of the most important steps one can take to avoid getting sick and spreading germs to others. It is best to wash your hands with soap and running water for 20 seconds. However, if soap and water are not available, use an alcohol-based product to clean your hands. Alcohol-based hand rubs significantly reduce the number of germs on skin and are fast-acting.



Personal Protective Equipment

- ▶ Personal Protective Equipment (PPE) refers to a barrier between your skin, and body substances. Common PPE used when assisting with personal care are *gloves*, which should be worn at all times when there is the potential of coming into contact with blood, body fluids, or other soiled substances. Hands should still be washed after the use of gloves.





Respect and Dignity

- ▶ Complete personal care as needed throughout the day.
- ▶ Remember to respect the individual with whom you are working. *Be respectful of the person's privacy and dignity.* Cover the person up as you are toileting or changing a *Depends*.
- ▶ Treat the person the way you would like to be treated.

Toileting

- Some individuals only need *reminders*, or a *schedule*, while others may need *complete assistance*. Some individuals are able to use a toilet, while others might wear a *Depends*. Ask the family what assistance is needed, and to show you anything with which you might not be familiar.




Depends

- Some individuals might not have bladder or bowel control and will wear *Depends*. These should be changed throughout the day, and the individual should be properly cleaned each time. *Before changing, gather everything you might need.* This may include: gloves, a clean *Depends*, wipes, toilet paper, change of clothes. Some individuals change their *Depends* while standing, and others while lying.





Wiping

- Many individuals need assistance with wiping after a bowel movement, or after emptying their bladder. You *should put on gloves* and have toilet paper or wipes available.
 - *Always wipe front to back*, so as not to cause infection, and continue to wipe until the individual is completely clean. A shower is always an option, if necessary.
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Catheterization

- Some individuals need assistance emptying their bladder and do so by use of a catheter. There are many types of catheters, but the basic idea is to insert a tube into the bladder to assist in emptying. Ask the family about the particulars and the steps to keep the area clean and free from infection.



Bathing

- ▶ There is a wide variety of assistance that may be needed in the shower or bath. Some individuals might be able to do everything themselves, some might need assistance only with *washing hair*, and others might need full assistance with *all aspects of showering*. Be respectful, and *encourage independence*. Ask the family what the individual can do in the shower and what you need to do. Wash the individual just as you would wash yourself: hair, face, arms, legs, torso, and genital areas.



Grooming

- ▶ It is important to take care of the individual just like you would want to be taken care of. *This involves the small things*, like combing hair, tucking in shirts, washing the face, putting on deodorant, etc. You would not want to leave the house looking like a mess! Give the same respect to the individual. Again, allow the person to assist in any way possible.



Brushing Teeth

- ▶ This should be part of the daily care for each individual. Find out from the caregiver if there are any tips or things to know about brushing teeth. Some individuals might struggle with this ADL.



Combing Hair

- Remember to brush and do the individual's hair, just like you would do your own. It might need to be pulled up, or braided, or it might just need to be combed. The individual can help decide these things.





Dressing

- ▶ Allow the individual to *pick out what he/she wants to wear for the day*, as long as it is appropriate for the weather. Some individuals will be able to dress without assistance, some might need prompting as to what order to put items on, and others might need even more assistance.
- ▶ Allow the individual to *do as much as possible*, providing support and the time to be independent.
- ▶ Help the individual dress just as you dress: underwear, bra, socks, pants, shirt, etc. *Don't forget deodorant.*

Glasses/hearing aids/braces

- ▶ It is *very important to remember* these things! You would not want to be without your eyes or ears, and the individual does not want to be without them either.
- ▶ Wrist or leg braces need to be put on correctly, so as *not to cause rubbing and injury* to the individual. Ask the family to show you how to put these on and take them off. When removing braces, keep all pieces in one spot so as not to lose them.



Eating & Meal Times

- ▶ Meal times are another great *opportunity to teach independent living skills*. An individual can assist in preparing the meal with step-by-step directions, or hand-over-hand techniques.
- ▶ Give the individual *choices in what to eat* and let the person choose.
- ▶ Some individuals need assistance cutting their food, some might need the food pureed, some might need food fed to them, and others might not need any assistance.



Special Diets

- Some individuals are only able to eat certain food because of *allergies* or *sensory/texture issues*. Ask the family to supply a list of food that is allowed for both meals and snacks.



Portion Size

- Be aware of the *portion size* you are giving to the individual; some individuals cannot tell when they are full and may keep eating. Also be aware of the *amount of snacks and sugary food*. Ask the parents how much, if any, is allowed in a day.



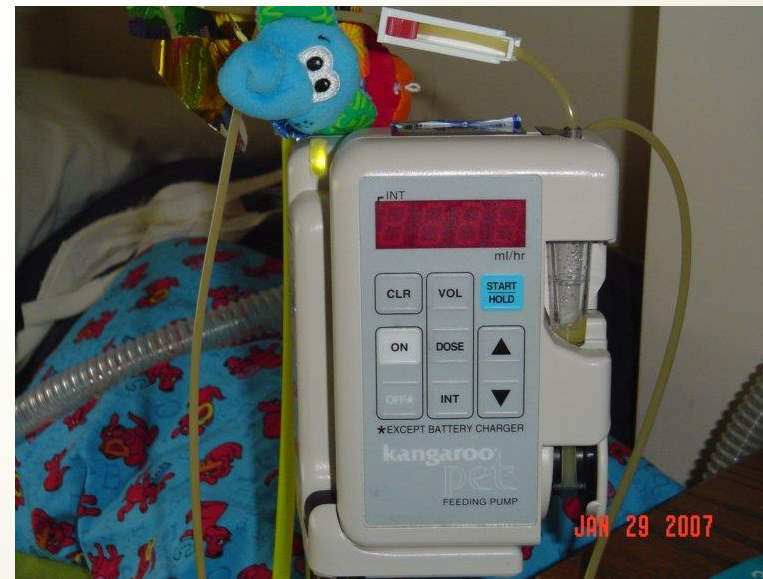
Assistance in Eating

- ▶ If an individual needs assistance in eating, be aware of the individual's *pace and rhythm* of eating. Give time to chew and swallow, but do not leave a long pause between bites. *Have everything ready before you start the meal*, so you are not getting up and down while feeding. Ask the individual what he wants to eat next – *give choices*.



G-Tubes

- Some individuals are not able to have food by mouth and use a G-tube to intake nutrition. *Every G-tube and the amounts of formula are different.* Ask the family how to appropriately care for and use G-tubes and other feeding devices.



Lifts and Transfers

- ▶ Some individuals might need assistance moving *into or out of their wheelchair or bed*. Each person carries his body weight differently and some people might have things you need to watch out for.
- ▶ Make sure you talk to the caregiver to find out the *safest way to transfer the individual*. You also need to be aware of your own strength.





Things to Remember

1. *Plan ahead.* Make sure the area is clear and the wheelchair is in place next to the bed or chair to which you are moving.
2. Make sure the wheelchair is ready. *Put the brakes on* and remove foot plates or head rests that might get in the way.
3. *Talk to the individual throughout* the entire process. Explain what you are going to do.
4. *Close the gap.* Sit the person up and move him/her to the edge of the bed so that you can get as close as possible.
5. Lift with your legs! *Do not use your back* to complete the lift. *Bend your knees* and keep your back straight.
6. *Count before you start the lift.* This way the person can assist in any way that she can.
7. *Move slowly,* and in a fluid motion.



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Medication Administration



Five Rights of Medication

The Right Person

The Right Time

The Right Medication

The Right Dose

The Right Route



The Right Person

Always *double check* the bottle to make sure the *name* is correct. Meds belonging to parents, pets, or other individuals might be stored in the same area, and there is always the possibility that one could grab the wrong bottle.



The Right Time

Read the instructions on the bottle(s) or the instructions left by the parents.

*Make sure you give the dose at the *time indicated*.*

Create a system that will help you remember.



The Right Medication

If the individual has many different pills, double check the bottles to make sure you are *giving the correct one*.

Pills may look the same, so *READ the bottle*.



The Right Dose

Read the label and look at the *amount* you are supposed to give. *Does that mean just one pill, or more than one?*



The Right Route

There are many different ways to take medication, e.g. pills, inhaler. Make sure you know *how* the individual takes the medication, or if there are any secrets (take with applesauce, in a glass of milk, etc.)





Helpful Hints

- ▶ Ask questions! You are not expected to be an expert on medications. ASK, if you are ever unsure of something.
- ▶ If possible, WATCH the caregiver give the individual the medication, looking for anything that might be helpful. Some individuals have very particular ways of taking meds.
- ▶ Ask the family to WRITE DOWN the medication schedule; include times, doses, and names of medications.
- ▶ Make sure you have a LIST of the meds that an individual takes, in case medical assistance is needed. This list should include:
 - name of medication, dose, time(s), reason for taking.



Helpful Hints, cont.

- ▶ If you **forget** to give a medication, TELL the caregiver. It is important for the caregiver to know that an individual did not receive their meds. There might be effects that would be explained by a missed medication dose, e.g. increase in seizures.
- ▶ If you give the **wrong** meds, TELL the caregiver. The individual might need to see a doctor for an overdose, depending on what was given. Notice any changes in behavior or if the individual starts acting “off.”

PRN Medications

Some individuals have “PRN” medications – meds that are given on an “as needed” basis. This could include medications for seizures, aggressive behaviors, agitation, anxiety, and/or allergies.





Questions To Ask About PRNS

- At what point do I give the medication? *Describe* what I would see the individual doing, so that I know for sure he needs this medication.
- Is there anyone you want me to *call* before or after I give the PRN? Do you want to be called? Would I need to call an ambulance, e.g. for allergies or seizures?
- *What happens* after the PRN is given? How will the individual act?
- How should I *respond* to the individual after the PRN is given (give space, comfort, etc?)

Over-The-Counter PRNS

Over-the-counter (OTC) PRNs include:

Aspirin, Tylenol, Ibuprofen (Advil, Motrin), Tums, etc.

If the individual has a headache, find out *what you can give*, if anything.

Some prescription meds react with some OTC meds, so ask.

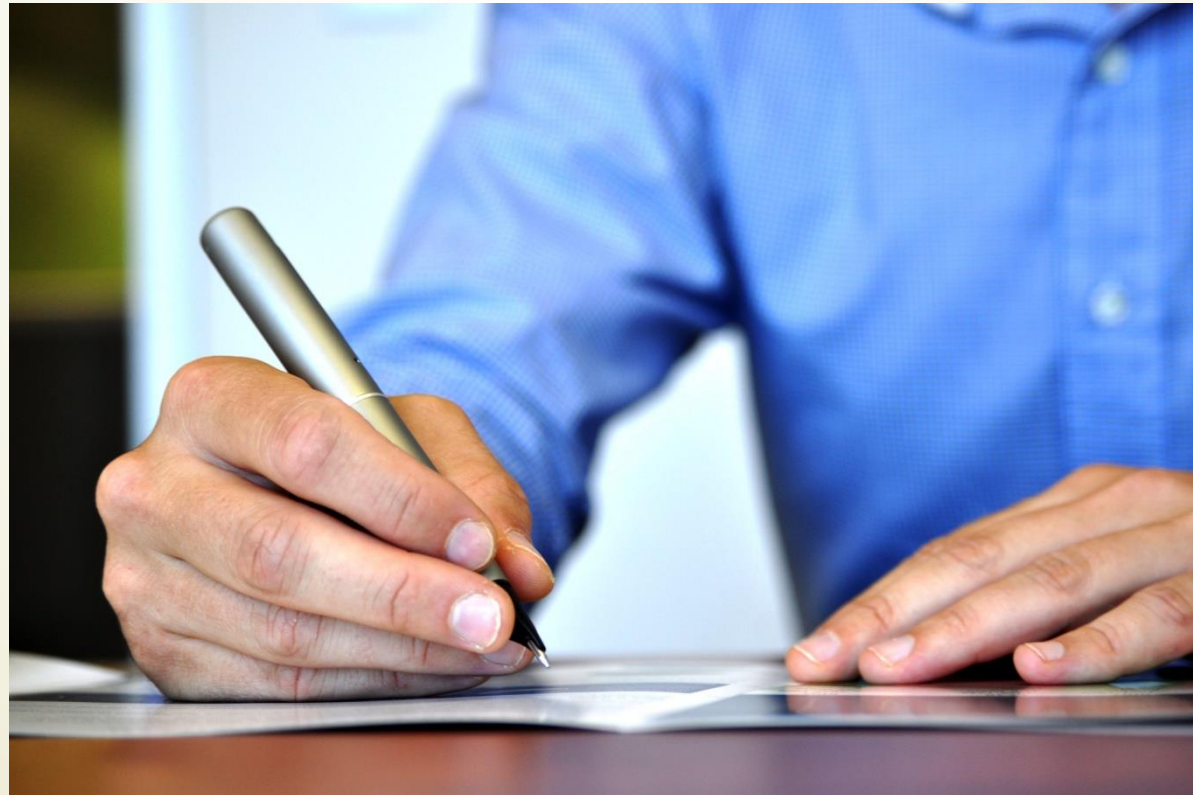
Find out *where* OTC meds are kept.

Make sure you *communicate* to the caregiver that you gave the individual an OTC med.



Documentation

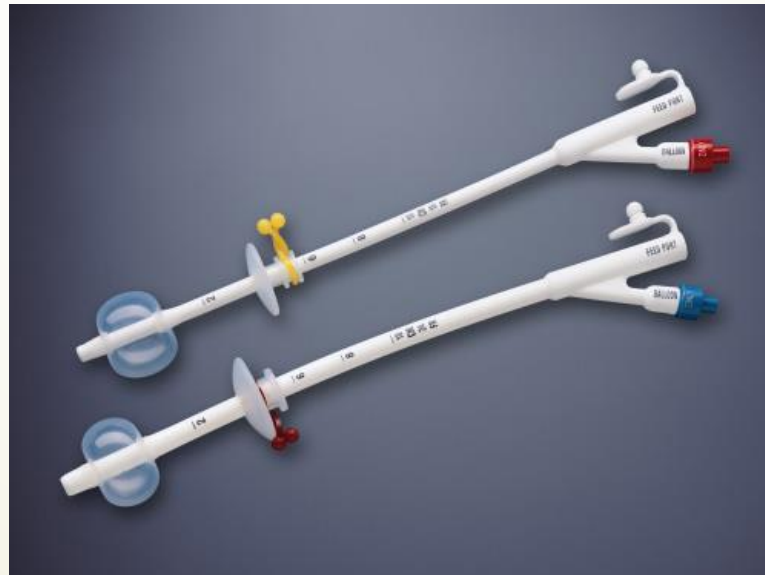
Write things down to protect yourself. Keep a *notebook* for each individual and make note of the *time* you gave scheduled meds, *name* of med, and the *number* of pills. Also, note any *OTC* meds, amount and time you gave it, and the reason. Note any *issues* you may have when giving medications.



Gastrostomy Tube (G-Tube)

Some individuals have tubes placed in their stomachs as a way to take in food or medications. *It is important to learn the specifics for each individual.* Talk to the caregiver! If the individual does use a G-tube, can they have *anything* by mouth?

Some G-tubes are gravity bags, while others use a machine. Make sure you know *common situations that might occur* with either of these routes. Again, your best resource is the caregiver.



Questions to ask about G-Tubes

- Can the person have any food by mouth?
- Is the G-tube only used for meds?
- How much of the supplement does the person get, and at what times?
- Do you follow up feedings with water? How much?
- What is the rate of flow of the feedings?
- What are common issues that one might encounter with the feeding tube or the machine?





Medication Routes

Oral	Swallowed by mouth
Sublingual	Dissolved under tongue
Topical	Applied to the skin
Eye	Drops or ointments applied to the eye
Ear	Drops placed in the ear
Rectal	Inserted into the rectum, e.g. suppository
Inhalant	Taken in through the mouth or nose by breathing in, or inhaling
Transdermal	Absorbed through the skin by use of a cream, or patch
Injection	Inserted by needle into a muscle or vein



Common Abbreviations



- ac before meals
- pc after meals
- bid twice a day
- tid three times a day
- qid four times a day
- HS hour of sleep
- po by mouth
- q every
- qd every day
- oh every hour
- q6h every six hours
- qod every other day
- DC discontinue
- ml milliliter
- gm gram
- kg kilogram
- prn as needed
- tsp teaspoon
- tbsp tablespoon
- tab tablet
- cap capsule
- SL sublingual
- oint ointment
- supp suppository
- Sol solution