



SKILLS WORKBOOK EVALUATOR GUIDE

A training program
for caregivers, personal
attendants and direct
support professionals.

The Arizona Direct Care Curriculum Project

Evaluator Guide

Principles of Caregiving includes the following modules.

- Caregiving Fundamentals (2011)
- Aging and Physical Disabilities Module (2011)
- Developmental Disabilities Module (2011) and Facilitator Manual
- Alzheimer's Disease and Other Dementias Module (2008) and Instructor Guide
- Skills Workbook (2011) and Evaluator Guide

Arizona Direct Care Curriculum Project, *Principles of Caregiving.*

This material was created for educational purposes by the Arizona Direct Care Curriculum Project. It is intended as reference material for persons seeking to learn more about this topic. Neither the Arizona Department of Economic Security and its Division of Aging and Adult Services, nor any individuals or organizations associated with this project, guarantee that this information is the definitive guide on this topic, nor does it guarantee that mastery of this material assures that learners will pass any required examination.

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Evaluator Guide

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Introduction to Evaluator's Guide

The skills descriptions in the Skills Workbook are identical to the skills in the *Principles of Caregiving* training manuals. The Skills Workbook is intended for the learner; ideally each person should have their own copy to keep for reference.

The following pages contain tips for teaching the skills described in the Skills Workbook. Following the teaching tips are a few key points to look for during the skills demonstrations. Note: These are in addition to the points in the evaluation checklist.

The evaluation checklists are included in the learners Workbook. The exact same lists are included again at the end of this booklet so that you can photocopy them for use in testing.

Skills Testing – Set-Up

Each skill should first be demonstrated; videos may be used if available. Each learner should then have the opportunity to practice the skill and ask questions.

There are many ways to structure the skills testing. In many classes, instructors will want to teach a certain topic and skills and then administer a test. In other situations, a comprehensive skills test may be desired.

Ideally each skill would be demonstrated by each individual learner. To make skills testing time effective, some skills can be tested with groups of learners. The **Skills Testing Guide** on the next page suggests which skills should be individual demonstrations and which can be performed in a group setting. The “discussion / trainer demo” skills are typically longer and detailed; the instructor may want to provide additional guidance while the learner(s) demonstrate the skill.

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Skills Testing Guide

Level 1 – Fundamentals			
Demonstrate proper hand washing technique.		Individual demo	
Demonstrate how to apply, remove and dispose of gloves.		Individual demo	
Describe or simulate the use of a fire extinguisher.		Individual demo	
Describe procedures for calling 911.		Group demo	
Demonstrate/describe creating a menu (choice of scenarios with different dietary needs)		Group demo (as desired; these are not required)	
Describe and demonstrate good technique for moving objects with good body alignment.		Individual demo	
Level 2			
Aging & Physical Disabilities		Developmental Disabilities	
Demonstrate assistance with ambulation	Group demo	Demonstrate assistance with ambulation	Group demo
Demonstrate use of a gait belt	Individual demo	Demonstrate use of a gait belt	Individual demo
Demonstrate/describe transferring out of bed	Group demo	Demonstrate/describe transferring out of bed	Group demo
Describe and role-play assistance with eating	Discussion / trainer demo	Describe and role-play assistance with eating	Discussion / trainer demo
Demonstrate dressing using a blouse or a shirt	Group demo	Demonstrate dressing using a blouse or a shirt	Group demo
Demonstrate/describe positioning in bed	Group demo	Demonstrate/describe positioning in bed	Group demo
Demonstrate wheelchair to chair transfers	Individual demo	Demonstrate wheelchair to chair transfers	Individual demo
Demonstrate techniques for re-positioning a person in a chair/wheelchair	Individual demo	Demonstrate techniques for re-positioning a person in a chair/wheelchair	Individual demo
Redirect a person with a cognitive impairment / dementia	Group demo	Redirect to avoid a power struggle	Group demo
Demonstrate/describe giving a bed bath	Discussion / trainer demo	Demonstrate/describe assistance with brushing teeth	Group demo
Demonstrate/describe positioning of bedpan	Discussion / trainer demo	Demonstrate/describe assistance with medication self-administration	Individual demo
Demonstrate emptying a catheter bag	Individual demo		

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Supplies for Skills

Skills	Supplies
Demonstrate how to apply, remove and dispose of gloves	gloves, waste basket
Demonstrate proper hand washing techniques.	sink, pump soap, paper towels
Describe or simulate the use of a fire extinguisher	fire extinguisher
Describe procedures for calling 911	cell phone or telephone
Describe and demonstrate good technique for moving objects with good body alignment	10 pound box <u>or</u> 10 pound bag potatoes, water jugs, etc.
Demonstrate/describe creating a menu (choice of scenarios with different dietary needs)	food pyramid, menu forms Optional: play food
Describe or role-play assistance with eating	2 choices of foods (e.g., pudding, apple sauce), spoons, bowls/cups, pitcher, water, straws, placemat
Assistance with brushing teeth	toothbrush, toothpaste, cup, paper towels
Communication scenario / redirect and/or avoid a power struggle <u>or</u> Redirect a person with dementia	
Demonstrate techniques for re-positioning a person in a chair/wheelchair	wheelchair
Demonstrate use of a gait belt	gait belt
Demonstrate wheelchair to chair transfers	wheelchair, chair
Demonstrate assistance with ambulation w/walker	walker
Demonstrate/describe positioning in bed	several pillows of various sizes, blankets, towels
Demonstrate dressing using a blouse or a shirt	oversized blouse or shirt
Demonstrate/describe transferring out of bed	slippersV
Demonstrate/describe giving a bed bath with peri-care	soap, basin, sheets, towels(4), washcloths(2), peri-care pictures or anatomical models, gloves
Demonstrate/describe positioning of bedpan	bedpan, bed pad or towel, toilet paper, powder
Demonstrate emptying a catheter bag	catheter bag, collection device, gloves

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Skill: Hand Washing

Level 1: Fundamentals

Tips for Training:

- Trainer should explain and demonstrate procedure to students for full comprehension.
- Have DCW demonstrate proper hand washing at a sink while you watch and critique.
- Allow time for DCW to practice several times.
- Time them so they understand how long 20 seconds really is-remember the “sing Happy Birthday twice” as a general rule.
- Have them demonstrate each step to effective hand washing.
- If there is not an actual sink available, have all supplies available and have the trainee simulate and verbalize the steps of proper hand washing.

Key things for Evaluators to look for

1. The DCW touches side of sink or faucet while washing hands and does not restart washing again.
2. The DCW does not keep fingertips pointed down.
3. The DCW does not wash hands for 20 seconds.
4. The DCW does not turn off faucet with a paper towel.

Skill: Gloving

Level 1: Fundamentals

Tips for Training:

- Allow DCW to choose from a variety of glove sizes.
- Demonstrate proper procedure for putting on and taking off gloves.
- Allow DCW ample time to practice it as a group.
- Reinforce concept of replacing torn or unserviceable gloves.
- Discuss situations requiring glove use.
- Practice makes perfect.
- Allow everyone to critique each others skills as a learning tool.

Key things for Evaluators to look for

1. The DCW touches side of sink or faucet while washing hands and does not restart washing again.
2. The DCW does not keep fingertips pointed down.
3. The DCW does not wash hands for 20 seconds.
4. The DCW does not turn off faucet with a paper towel.

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Skill: Fire Extinguisher Use

Level 1: Fundamentals

Tips for Training:

- Continually explain to remain calm...panic fogs the thought process. Ample training will allow the brain to automatically take over.
- Have a fire extinguisher available for the DCW to see and touch.
- Point out the heaviness of extinguishers (many don't realize).
- Identify parts of fire extinguisher.
- Remind DCWs that fire extinguishers look different...many don't have hoses anymore.
- Discuss and demonstrate the P-A-S-S acronym.
- If possible, demonstrate with a live extinguisher...even if just once.
- Allow DCW to "practice" PASS, observe and critique.
- Allow ample time for DCW to practice and ask questions.

Key things for Evaluators to look for

1. Panicking (very nervous even in demonstration setting).
2. Leaving out procedural steps. (Must verbalize the points that cannot be demonstrated.)
3. Not remembering the PASS acronym or be able to explain the steps.
4. Verbalizes that you should be at least 10 feet from the fire to use a fire extinguisher.
5. Verbalizes from the point of a general person and not that of a caregiver: where is the client, is the client safe, free from smoke contact, etc.

Resources:

http://www.emd.wa.gov/preparedness/videos/video_using_a_fire_extinguisher.shtml

<http://www.hanford.gov/fire/safety/extingrs.htm>

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Skill: Procedures for Calling 9-1-1

Level 1: Fundamentals

Tips for Training:

- Discuss different scenarios, quizzing DCWs when it is necessary to contact 9-1-1.
 - Make sure you include situations that do not require the 9-1-1 call, but require notifying the supervisor.
- Role-play possible scenarios and actions taken.
- Allow ample time for discussion.
- Remember if using a “volunteer victim” do not really do compressions, as this can cause serious injury.
- Plan a field trip to local 9-1-1 call center for better understanding of behind the scenes operation.

Key things for evaluator to look for:

1. DCW verbalizes proper procedure.
2. DCW communicates with conscious client.
3. Leaving client alone for extended periods of time.

Skill: Procedures for Moving Objects

Level 1: Fundamentals

Tips for Training:

- Have DCWs watch video (OSHA has great ones) on back safety and proper lifting... the visual is great.
- Demonstrate appropriate stance (feet in correct position, knees slightly bent and identify the center of gravity-- usually behind a person’s belly button). When a DCW is in the correct stance position they should imagine the sensation is like standing in mud or the body is a tree and the feet are the roots of the tree.
- The instructor should be able to put slight pressure on the student’s shoulder and the student will be stable in the correct position.
- Demonstrate DCW standing with feet close together and knees straight and the instructor puts pressure on their shoulders, the DCW usually gets off balance.
- Demonstrate both correct way and incorrect way to lift/carry objects.
- Allow DCW time to practice with each other, critique and discuss.

Key things for evaluator to look for:

1. The DCW should pick up the object using the correct body mechanics.
2. The DCW uses proper stance when lifting (feet shoulder width apart, knees bent).
3. The DCW should carry the object holding it close to body.

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Skill: Procedures for Meal Preparation

Level 1: Fundamentals (optional)

Tips for Training:

- Have handouts as visuals for Food Pyramid and label activities.
- Talk a lot about client rights; giving client choices in the matter regarding foods served and meal times. Each day may change as their energy, appetite and health changes.
- DCWs need to remain flexible and go with the client's preferences – even if they want the same breakfast every day or foods not recommended for them.
- Play food is a great visual.
- Role-play various scenarios that may actually come up in the client's home.
- Discuss portion sizes and adjusting to each individual client.
- Have cook books and recipes available for restrictive diets and meal ideas.
- Just putting a glass of fluids next to a client may encourage them to drink.
- Include fluids with meals and snacks.
- Allow DCWs an opportunity to write sample menus and discuss scenarios.

Key things for evaluator to look for:

1. Not fully addressing dietary restrictions of scenario.
2. Not verbalizing communication with client/family, giving them choices in foods prepared daily.
3. Not addressing all aspects of the scenario; preferences, meal times, portion sizes, expectations.
4. Choosing inappropriate foods relating to restrictions.
5. Not being able to verbalize the food choices and issues of scenarios.
6. Not being aware of food options related to specific suggested restrictive diets.

Additional Information:

During the discussion portion of the test the DCW should verbalize asking both the client and the spouse their preferences of meal selection (involving both) and asking the spouse if she would like the caregiver to include HER in the meal preparation as well. The DCW should justify the food selection; mentioning any special dietary requirements and emphasizing client's rights and choice options. The menu should demonstrate portion size differences between lunch and dinner, again respecting the preferences of the client and the spouse.

Skill: Oral Hygiene

Level 2 – Developmental Disabilities

Tips for Training:

- Have visual reminders for key points.
- Talk about ways to promote individual rights throughout the process.
- Discuss the importance of continually checking in with the person to assure they are ok.
- Have DCW identify non-verbal cues to look for to help determine how the individual is doing.
- Discuss options for unexpected situations that may occur.
- Stress the importance of being patient and taking the process slowly.
- Discuss ways to encouraging the client to be actively involved in the process.

Key things for evaluator to look for:

1. Not explaining to the person what is going to take place and continuing to provide an ongoing explanation throughout the process.
2. Not starting with the outside of the teeth.
3. Using too much toothpaste at once.
4. Not allowing the person an opportunity to rinse as often as needed.
5. Not brushing all three areas of the teeth (Outside, inside and top).
6. Not standing behind the person when possible.

Skill: Redirecting a Client with Dementia

Level 2 – Aging and Physical Disabilities

Tips for Training:

- Discuss the dementia module in the curriculum or other resources. To understand the procedure for this skill the students will have to know some basics about dementia care. Use a volunteer to role play the actions and say the statements of a person with dementia. Then demonstrate for the students redirection to specific activities. When the trainer has demonstrated redirection have the students break up into pairs and have them practice redirection, one being the client with dementia and the other being the DCW. Then switch roles.
- Often we tell caregivers that they need to redirect clients with dementia, but we do not do a good job of training them in what to redirect them to.

Key Points:

- The DCW should remain calm and talk in a calm and soothing voice, using good communication techniques.
- The DCW should redirect to an alternative activity, something the client would enjoy and is functionally appropriate.

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Skill: Assistance with Eating

Level 2 – Aging and Physical Disabilities / Developmental Disabilities

Tips for Training:

- Have DCWs discuss personal experiences with needing eating assistance. Discuss feelings, situation, etc.
- If in the same situation, how would the DCW feel if they had to be fed?
- What type of interaction would they expect and/or want.
- Verbalize offering choices, client rights, clients' participate in care decisions.
- Make DCWs aware there is an order of foods served.
- Discuss, with examples, options for assistive devices.

Key things for evaluator to look for:

1. Preparing food items without offering choices.
2. Feeding the client or offering too much assistance, when the client is able to do much more himself.
3. Elderly or physically challenged adult is not a child and should not be treated like one.
4. The DCW should not wipe the client's mouth with the spoon.
5. Serve food in proper consistency to avoid choking.
6. DCW allows client to set eating pace and does not rush the person.

Skill: Positioning in Wheelchair

Level 2 – Aging and Physical Disabilities / Developmental Disabilities

Tips for Training:

- Have a DCW sit in a wheelchair in a slouched position.
- Ask the class how this person should be repositioned. Most of the time the DCWs will say, "Go to the back of the person in the wheelchair and pull them up."
- Encourage the class to talk out how the repositioning needs to be done.
- Demonstrate the step by step procedure starting with the wheelchair being placed in the right position. Start with pushing the wheel chair forward and have the DCWs observe how close the caster wheels are to the large wheel of the wheelchair this action gives the wheelchair short base of support. Then push the wheelchair backward and have them see the difference in the wider base of support.
- Then ask all the DCWs to sit at the front part of their chair. Ask them all to scoot back without using their arms or pressure on their legs. Usually someone scoots back by "walking their buttocks to the back of the chair," which is what they should do.
- The repositioning steps are the same. When a person walks they put all their weight on one leg and then move the other leg forward. This procedure allows a person to walk.

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This is the same concept a DCW is using to reposition a person from the front of the chair to the back of the chair.

- The weight is placed on one buttock and the opposite side is moved back. After the demonstration of repositioning a person in a wheelchair, have DCWs pair off and have one slouch in chair while the other does the repositioning step by step.

Key things for evaluator to look for:

1. The DCW explains the procedure before and during repositioning.
2. The wheelchair is in proper position-- wheel locks on, wheels facing front.
3. The DCW repositions while using correct body mechanics—lifting with whole body instead of just back muscles.
4. The DCW may repeat procedure until the correct alignment is achieved.
5. DCW does not lift client from over the back of the handles of the wheelchair.

Skill: Gait Belt Use and Application

Level 2 – Aging and Physical Disabilities / Developmental Disabilities

Tips for Training:

- Explain the reasoning behind the belt being placed with the seam on the outside
- Demonstrate while explaining how the belt goes through the teeth for grip.
- Show various types of gait belts and buckle options on the market today, so the student is aware of different ones.
- Explain the importance of setting the gait belt at an appropriate tightness, what if it is too tight? What if it is too loose?
- Demonstrate the difference using the right size gait belt makes.
- Give the students ample opportunity to practice hands on.

Key things for evaluator to look for:

1. DCW communicates procedure and expectations with client.
2. Applying the gait belt correctly, i.e., under clothes, over outerwear (too loose), over breasts etc.
3. Making the belt too tight or too loose -- evaluator will check for proper fit.

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Skill: Transfer In/Out of Wheelchair

Level 2 – Aging and Physical Disabilities / Developmental Disabilities

Tips for Training:

- Pair students in couples.
- Have student demonstrate all the steps required in a safe transfer to another student.
- Make sure communication is going on between the students, identifying what is going to take place.
- Make sure student knows their own limits.
- Make sure student follows procedures, e.g., locks wheels, etc.
- Make sure student has correct body alignment in the transfer.
- Allow students to view and critique each other as an additional learning tool.

Key things for evaluator to look for:

- The DCW communicates effectively before and throughout the procedure.
- The client is NOT allowed to hold onto the DCW's neck.
- Demonstrates proper body mechanics and alignment; uses the whole body when lifting.
- Moves feet with the pivot, does not twist.
- Demonstrates ability to position wheelchair, footrests and brakes correctly.

Skill: Assist with Ambulation

Level 2 – Aging and Physical Disabilities / Developmental Disabilities

Tips for Training:

- Emphasize communication with client at all times.
- Have a gait belt as a visual and demonstrate proper application.
- Allow DCW to practice on each other for hands on experience.
- Discuss various scenarios for clarification.
- When training in the use of the walker; have the DCW practice/demonstrate proper use of the walker. 74% of all individuals using a walking device will experience a fall due to improper use.
- Discuss/observe staying inside the frame of the walker. Allow for practice and allow DCWs to critique each other.
- Re-demonstrate skill for emphasis.
- Discuss walking speed-remind to walk at client's speed.

Key things for evaluator to look for:

1. The DCW communicates effectively before and throughout the procedure.
2. The DCW walks behind and off to the side—is in correct position in relation to client.
3. Maintains firm grasp on gait belt with proper hand placement.
4. Walking too fast or hurrying client during ambulation.

Resources: <http://www.youtube.com/watch?v=386tpXsaXI4>

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Skill: Assist with Dressing

Level 2 – Aging and Physical Disabilities / Developmental Disabilities

Tips for Training:

- Ask class if anyone has had to have assistance dressing (as an adult) discuss their feelings.
- Describe scenarios and ask the DCWs to put themselves in the client's shoes.
- How would they feel if they had to be dressed?
- What type of interaction would they expect and/or want?
- Must allow client to choose their own clothing-client rights.
- Have DCWs pair up and practice dressing each other pretending one side paralysis.
- Remember not to pull, force limbs. Could cause injury.
- Take your time, move at client's pace.
- Let them help as much as possible to maintain independence.
- Dress/undress from top down.

Key things for evaluator to look for:

1. DCW engages the client in conversation while dressing; allows for choices/preferences.
2. Addresses the "weak side VS strong side" concept during dressing and undressing.
3. Encourages the client to assist and maintain independence.

Skill: Assist with Standing from Bed

Level 2 – Aging and Physical Disabilities / Developmental Disabilities

Tips for Training:

- Discuss client's rights as it pertains to this skill. How is the client comfortable? What are their preferences? What do they like?
- Remember to maintain privacy and safety with all actions.
- Discuss proper body alignment/body mechanics for both the client and the DCW.
- Discuss support of back and legs during procedure.
- Assist to sitting with one fluid motion, don't jerk or tug.
- Remind DCW to NEVER hold onto a client's neck or allow the client to pull on the DCW's neck during this or any transfer.
- Describe/demonstrate actions with and without electrical bed-remember many clients will have a regular flat spring mattress (may or may not have egg crate).
- Discuss/demonstrate skill with clients with one sided weakness.
- Remind DCWs to watch for changes in condition which may be related to decreased blood pressure. The procedure may be aborted if the client shows signs of distress.
- Give DCWs various scenarios to acquaint them with that process as an example of the test.
- Allow everyone ample time to practice with each other as clients.

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Key things for evaluator to look for:

1. DCW talks to the client in a respectful manner (does not use *sweetie*, *honey* or baby talk).
2. Discusses preferences with the client before they begin.
3. Demonstrates proper body mechanics during demonstration. Does not pull or tug on client.
4. Able to verbalize main points of procedure.

Skill: Assist with Positioning in Bed

Level 2 – Aging and Physical Disabilities / Developmental Disabilities

Tips for Training:

- Discuss client rights as it pertains to this skill – How is the client comfortable? What are their preferences? What do they like?
- Remember to maintain privacy and safety with all actions.
- Discuss proper body alignment/body mechanics for both the client and the DCW.
- Discuss bony prominences and how breakdown occurs.
- Describe/demonstrate actions with and without electrical bed-remember many clients will have a regular flat spring mattress (may or may not have egg crate).
- Discuss/demonstrate how to support and elevate elbows, back, heels, knees, etc. Use students as “volunteers” for a real sense of the skill.
- Discuss/demonstrate positioning of clients with weakness, partial or full paralysis etc.
- Discuss documentation needs, time and position annotated.
- Give students various scenarios to acquaint them with that process as an example of the test.

Key things for evaluator to look for:

1. Communicates with person before and during procedure in a respectful manner.
2. Discusses preferences with the client before they begin.
3. Pads bony prominences and keeps client’s body in alignment.
4. Verbalizes “reposition every 2 hours or as directed.”

Skill: Assist with Positioning on the Bedpan

Level 2 – Aging and Physical Disabilities

Tips for Training:

- Discuss client rights as it pertains to this skill. How is the client comfortable? What are their preferences? What do they like?
- Remember to maintain privacy, dignity and safety with all actions.
- Remember to wash hands and wear gloves for any procedure that has a risk of exposure.
- Discuss proper body alignment/body mechanics for both the client and the DCW.
- Discuss the step by step procedure for placing someone on the bedpan.
- Make sure to verbalize gathering supplies so everything is in order.
- Describe/demonstrate actions with and without electrical bed-remember many clients will have a regular flat spring mattress (may or may not have egg-crate mattress).
- Discuss/demonstrate how to properly align the bedpan and check that alignment. Failing to align it will give the DCW a lot more work (changing a soiled bed).
- Discuss/demonstrate empty, clean, **disinfect**, dry and storage of bedpan.
- Cornstarch or baby powder helps the bedpan to slide easier.
- Putting a paper towel in the bottom helps solid waste to come out easier.
- Make sure to make her comfortable again, covers back, night gown down, head of bed raised, etc.
- Let the DCW demonstrate on their classmates, observe and critique.
- Give everyone various scenarios to acquaint them with that process as an example of the test.

Key things for evaluator to look for:

1. Communicates with person before and during procedure in a respectful manner.
2. Ensures privacy, safety and dignity.
3. Gloving is important, washing hands before and after.
4. Doesn't put soiled bedpan in night stand.
5. Helps with personal hygiene; washing the client's hands, etc.

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Skill: Assist with Bed Bath

Level 2 – Aging and Physical Disabilities

Tips for Training:

- There are a variety of excellent videos on bathing but it is very important that the class have the opportunity to see and participate in a bed bath. Because of the intimate nature of this skill the DCW needs to feel confident in providing the care.
- A manikin can be used but they tend to be pricey. If a manikin is not available try to enlist the assistance of a volunteer. The volunteer will remain clothed during the procedure and repositioned as if being bathed.
- If a bed is not available use a table.
- There are also anatomical models of the perineal area so that DCWs can practice perineal care.
- Teach special skin care measures to perineal area, especially if client is incontinent, and for areas susceptible to chafing such as groin folds, inner thighs and under female breasts.
- Some of these measures include applying a diaper rash type ointment such as A&D ointment to buttocks. There are many perineal wash cleansers on the market that do an excellent job of cleansing, moisturizing, providing a barrier, and counteracting any odors.
- For the client who is incontinent, use of a perineal cleanse product should be encouraged over the use of just soap and water.
- To prevent skin breakdown from chafing, clean and pat dry and apply an agent such as Aloe Vera gel. Refer to the curriculum for other skin care tips.
- Tell the DCW to raise the bed into high position to ease their back strain.
- If at all possible transfer the client to a bedside chair while changing bed linens. This will help move secretions in the client's lungs and provide more opportunities for range of motion.
- It is also much easier for the DCW to change linens when the client is out of the bed.

Key things for evaluator to look for:

1. The DCW ensures privacy for the client, e.g., lifting the towel to only expose the area that is being bathed and closes doors, blinds, etc.
2. The DCW should not be cross contaminating from one area to another, e.g., eyes and genital area. If using the same washcloth, the cloth should be turned to new area.
3. For female peri-care DCW wipes front to back, turns the cloth and wipes front to back. Repeats until area clean. Makes sure labia is held open so that area can be adequately visualized.
4. Communication is very important before and during the procedure. This includes non-verbal communication. If the DCW is uncomfortable or hesitant, the client will probably feel the same.
5. Even if the client is non-verbal, DCW continues to talk to the client as if he/she could communicate.

Skill: Emptying Catheter Bag

Level 2 – Aging and Physical Disabilities

Tips for Training:

- It is very important for DCW to be able to actually practice opening a clamp and simulating draining urine from the bag during training.
- Opening the clamp is more difficult than it looks and it will be very helpful to students to have a drainage bag to practice with during the training. It is fairly easy to purchase a urinary drainage bag for training at most medical supply companies or on-line. Cost should be less than \$10.
- It is also helpful to purchase a leg bag for training from the same medical supply company so that DCWs can also see how a leg bag is fastened and emptied. Leg bags do not have a clamp but rather a twist valve.
- It will be up to company policy if the DCW should wipe the drainage tube with an alcohol wipe or cotton ball soaked with alcohol. The tube will be re-contaminated once it is replaced in its holder so it is not a really an effective infection control measure.
- You can add some watered down apple juice to the drainage bag to simulate urine and have the DCW open and close the clamp over the collection device.

Key things for evaluator to look for:

1. Demonstrates how to detach the drainage tube and open/close the clamp.
2. Demonstrates opening the clamp while holding the tube over and into the collection device.
3. **The collection bag and tubing is never lifted above the level of the client's bladder.**

Evaluation Checklists

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Title: Gloving

Skill: Gloving	Comments
• Verbalizes/demonstrates proper procedure- all steps	
• Verbalize when hand washing is necessary	
• Demonstrates/Verbalizes avoidance of cross contamination	

___passed ___failed

Title: Hand Washing

Skill: Demonstration of Proper Hand Washing Skills	Comments
• Verbalizes/demonstrates proper procedure- all steps	
• Verbalize when hand washing is necessary	
• Demonstrates/Verbalizes avoidance of cross contamination	

___passed ___failed

Title: Procedures for Calling 9-1-1

Skill: Calling 911	Comments
• Verbalizes correct procedures for calling 9-1-1	
• Verbalizes assistance or first aid to client	
• Verbalizes the advantage of calling from land- line vs. a cell phone	

___passed ___failed

Evaluator Guide

Title: Fire Extinguisher Use

Skill: Proper Use of Fire Extinguisher	Comments
<ul style="list-style-type: none"> • Verbalizes/demonstrates proper procedure 	
<ul style="list-style-type: none"> • Ensures client's safety 	
<ul style="list-style-type: none"> • Demonstrates/Verbalizes PASS acronym 	
<ul style="list-style-type: none"> • Demonstrates proper safety points in using fire extinguisher 	

___passed ___failed

Title: Moving objects with good body alignment

Skill: Moving objects	Comments
<ul style="list-style-type: none"> • Demonstrates proper stance when lifting 	
<ul style="list-style-type: none"> • Demonstrates good body mechanics when lifting <ul style="list-style-type: none"> • Does not twist spine • Lifts with legs, not back 	
<ul style="list-style-type: none"> • Holds objects close to body when carrying them 	

___passed ___failed

Evaluator Guide

Title: Use of a Gait Belt

Skill: Gait belt Use and Application	Comments
<ul style="list-style-type: none"> Communicates well with person re: expectations of procedure 	
<ul style="list-style-type: none"> Demonstrates ability to put on gait belt correctly 	
<ul style="list-style-type: none"> Verbalizes procedure pitfalls and safety requirements 	

___passed ___failed Title:

Title: Assistance with Ambulation with the Use of a Walker

Skill: Assist with Ambulation with a Walker	Comments
<ul style="list-style-type: none"> Communicates with client before and during procedure 	
<ul style="list-style-type: none"> Demonstrates safe transfer using gait belt and correct body mechanics 	
<ul style="list-style-type: none"> Demonstrates correct hand position when using gait belt 	
<ul style="list-style-type: none"> Demonstrates correct position when assisting with ambulation 	
<ul style="list-style-type: none"> Verbalizes the listed procedures if requested 	

___passed ___failed

Title: Assistance with Dressing

Skill: Assist with Dressing	Comments
<ul style="list-style-type: none"> Asks client for clothing preferences 	
<ul style="list-style-type: none"> Maintain client privacy and safety 	
<ul style="list-style-type: none"> Dresses client in correct order with weak/strong side 	
<ul style="list-style-type: none"> Knows amount of assistance needed and provide only the level of assistance necessary 	

___passed ___failed

Evaluator Guide

Reposition a person in a chair / wheelchair

Skill: Repositioning in Wheelchair	Comments
<ul style="list-style-type: none"> • Demonstrates ability to maintain proper body alignment of client and caregiver. 	
<ul style="list-style-type: none"> • Displays proper safety procedures: locking wheelchair, wheel alignment, body mechanics 	
<ul style="list-style-type: none"> • Adequately demonstrates/verbalizes proper step by step procedure for skill as described. 	
<ul style="list-style-type: none"> • Communicates procedure and expectations with client 	
<ul style="list-style-type: none"> • Verbalizes/Identifies all main points from the scenario given 	

___passed ___failed

Title: Transfer wheelchair to chair

Skill: Transfer wheelchair to chair	Comments
<ul style="list-style-type: none"> • Communicates with person 	
<ul style="list-style-type: none"> • Demonstrates good body mechanics when transferring a person from wheelchair to chair <ul style="list-style-type: none"> • Does not twist spine • Body leverage with legs, not back • Moves feet the same direction the person is being transferred to. 	
<ul style="list-style-type: none"> • Demonstrates ability to position wheelchair, footrests and brakes correctly 	

___passed ___failed

Evaluator Guide

Skill: Positioning in Bed

Skill: Assist with Positioning in Bed	Comments
• Communicates with person before and during procedure	
• Ensures client's privacy/safety	
• Demonstrates correct procedures in rolling client to new position	
• Demonstrates support of bony prominences	
• Demonstrates proper use of pillows for body alignment	
• Verbalizes "Must re-position every 2 hours or as directed"	
• Able to verbalize the listed procedures	

____passed ____failed

Skill: Assist with standing from bed (transfer out of bed)

Skill: Transferring Out of Bed	Comments
• Communicates with the client before and during procedure	
• Ensures client's privacy/safety	
• Demonstrates correct procedures in assisting client to stand from a prone position	
• Demonstrates proper body mechanics during demonstration	
• Demonstrates proper safety points in standing client	
• Able to verbalize the listed procedures	

____passed ____failed

Evaluator Guide

Title: Redirecting a Person

Skill: Redirecting a person	Comments
<ul style="list-style-type: none">• Demonstrates good communication techniques when redirecting the client<ul style="list-style-type: none">• Uses calm, soothing approach• Does not argue with client• Uses short, simple sentences	
<ul style="list-style-type: none">• Redirects client to a suitable activity	

___passed ___failed

Title: Assistance with eating

Skill: Assistance with Eating	Comments
<ul style="list-style-type: none">• Communicates effectively with client regarding preferences and choices.	
<ul style="list-style-type: none">• Describes the order of the food on the plate and the location of drink using the clock method	
<ul style="list-style-type: none">• Assists only at level needed and requested to maintain independence	
<ul style="list-style-type: none">• Questions evaluator as to presence of choking risk	

___passed ___failed

Evaluator Guide

Title: Oral Hygiene

Skill: Oral Hygiene	Comments
• Verbalizes greeting the person and providing an explanation of what will occur prior to starting the process and continues throughout	
• Demonstrates ability to place a protective covering over the persons clothing.	
• Demonstrates ability to brush all surfaces of the teeth and gum line with a gentle motion <ul style="list-style-type: none">○ starting with the outside teeth○ Standing behind the person	
• Verbalizes what to do if the person <ul style="list-style-type: none">○ Is unable to sit or is bed ridden○ Cannot independently rinse their mouth	

____passed ____failed

Evaluator Guide

Skill: Positioning Client on bedpan

Skill: Assist with Positioning on the Bedpan	Comments
<ul style="list-style-type: none"> Communicates with person before and during procedure 	
<ul style="list-style-type: none"> Ensures client's privacy/safety/dignity 	
<ul style="list-style-type: none"> Demonstrates correct procedures for personal protection 	
<ul style="list-style-type: none"> Demonstrates proper placement of bedpan 	
<ul style="list-style-type: none"> Demonstrates proper personal hygiene of client 	
<ul style="list-style-type: none"> Demonstrates proper bedpan removal techniques 	
<ul style="list-style-type: none"> Demonstrates proper sanitation techniques 	
<ul style="list-style-type: none"> Able to verbalize the listed procedures 	

___passed ___failed

Title: Bed Bath

Skill: Bed Bath with Peri Care	Comments
<ul style="list-style-type: none"> Communicates with person before and during procedure 	
<ul style="list-style-type: none"> Demonstrates correct procedures in giving the bed bath 	
<ul style="list-style-type: none"> Ensures client's privacy 	
<ul style="list-style-type: none"> Demonstrates correct perineal care <ul style="list-style-type: none"> Adequately visualizes area Wipes front to back and turns cloth as necessary 	
<ul style="list-style-type: none"> Able to verbalize the listed procedures if requested 	

___passed ___failed

Evaluator Guide

Title: Emptying a urinary drainage (catheter) bag

Skill: Emptying urinary drainage bag	Comments
• Candidate explains and communicates what is needed throughout procedure	
• Demonstrates correct procedure when draining the catheter bag <ul style="list-style-type: none">○ Cather bag and tubing is kept below the level of the client's bladder○ Drainage tube is opened over and into collection device	
• Verbalizes correct infection control practices when disposing of urine and finishing with skill	

___passed ___failed