

Coordinator Resources

Assisting A Person to Shower

This pack contains resources for the Altura Learning Coordinator to utilise in order to further embed the learning of the participants completing the course.

Contained in this pack are the following:

- A **learning game** – this game will be an opportunity to have a bit of fun to have with the participants! It can be used as an ice breaker or to continue to engage participants after having watched the video.
- A **case scenario** is a fictional story of a person that allows learners to extrapolate and apply what they have learned to a practical scenario. You can present the case scenario to a group of staff for discussion or use it as a self-directed exercise. You could ask staff to relate the case scenario to the related policy and procedures at your organisation.
- **Essential Assessment Answers** are contained in this pack to allow you to mark the Essential Assessment with ease.

Other Learning Resources:

Altura Learning has three assessments available to test learner's knowledge or to apply what they have learned to the workplace. You will be able to download these assessments in a PDF version or they may be assessed online depending on how you access Altura Learning.

- **Essential Assessment** – this assessment demonstrates that the learner has understood the information contained in the video.
- **Extension Assessment** – this assessment asks the learner to reflect on the subject discussed in the video. This requires short answers which are marked by the Coordinator.
- **Evidence Assessment** – overall there may be a variety of these assessments offered depending on the subject matter of the course, but they are all designed for the learner to demonstrate that they have the skills to implement the care or service in the workplace.

In addition to these assessments, Altura Learning supports each course with the following resources:

- **Quick Reference Guide** – this contains the key points of the information in the course. It can be used for a quick face to face up date (toolbox talk), placed in a folder, noticeboard or in a staff area.
- **Course Information Sheet** – this is an informational sheet that directs learners to further resources, information, definitions and who the Subject Matter Expert is. This is useful to have prior to viewing the course.
- **Certificate** – a certificate is issued for each course to be completed by the Coordinator. Hours of active learning can be recorded on the certificate for learners who are required to maintain a record of continuing professional development.
- **Poster** – a poster is available for each course.
- **Infographic** – This document supports the concept of microlearning and is supplied to aid any staff who learn in different ways and may need help to retain information. It represents the key information from the course. Use it as a poster or email it to staff to refresh a key message. It could be used as a screen saver or you could attach it to pay slips.

Training Game

Put the steps of showering in order. For up to 10 players.

This is a team building game of communication and ordering the steps of showering. Every member of the group describes the showering task they are given, then everyone should work together to put the steps of showering in the correct order.

Set up:

1. Print the pictures in Appendix 1 and cut the page up into individual pictures.
2. Give one picture to each member of the group or distribute as evenly as possible if there are less than 10 learners. Explain to learners that there are 10 steps in the process.

How to play:

3. Learners should not show each other which picture they have been given or reveal what step number it is.
 4. The coordinator chooses a person at random to describe what is happening in their picture.
 5. Learners decide where the task should go in order and place it face down on the table.
 6. When everyone has read out their task and an order has been agreed on, the learners turn the pictures face up to check the order is correct.
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Case Scenario

David is 70 years old and is new to the care setting. In order to meet his hygiene needs he would like to have a daily shower. As a group, consider how you would determine the following:

What age related physiological changes need to be considered?

- *His balance, movement and coordination impairments that impact on performing personal hygiene*
- *His sensitivity to temperature*
- *If his skin is more fragile*

What dynamic risks need to be considered when assisting David to shower?

- *Assess the impact of:*
 - *Sensory impairments*
 - *Physical impairments*
 - *Cognitive impairments*
 - *Skin viability*
 - *Sites of wounds or medical equipment*
-

- *The environment*
- *Water temperature*
- *Contact with bodily fluids*
- *Safe manual handling*
- *Equipment*

What should you do if you identify a risk that cannot be easily rectified?

- *Do not continue with the shower*
- *Record and report your concerns to the manager*
- *Ensure David is safe, and his privacy and dignity are maintained*

Essential Assessment Answers

Part A

Select tick if the statement is TRUE or FALSE.

1. Everyone has the right to refuse a shower.
True False
2. You should not involve the person in choosing and collecting their toiletries.
True False
3. The same washcloth should be used for the face and the genitalia.
True False
4. If a person can hold the shower nozzle themselves, encourage them to direct the water flow and attempt as much of the task as possible.
True False
5. If you notice any change in the person's current condition that may prevent them from showering, you should report it to your supervisor.
True False

Part B

Select the **MOST CORRECT** answer from the options below each question.

1. Before commencing the shower, the staff member should:

| | |
|-------------------------------|-------------------------------------|
| A. Introduce themselves | <input type="checkbox"/> |
| B. Explain why they are there | <input type="checkbox"/> |
| C. Explain the steps involved | <input type="checkbox"/> |
| D. All of the other answers | <input checked="" type="checkbox"/> |

2. Which of the following is an example of a safe bathroom environment?

| | |
|-------------------------------------|-------------------------------------|
| A. Clean and functional equipment | <input checked="" type="checkbox"/> |
| B. Loose mats on the floor | <input type="checkbox"/> |
| C. Overflowing linen skip or hamper | <input type="checkbox"/> |
| D. Poor lighting | <input type="checkbox"/> |

3. Which of the following upholds a person's privacy and dignity when assisting them to shower?

| | |
|--|-------------------------------------|
| A. Closing the door | <input type="checkbox"/> |
| B. Keeping their genitalia covered to preserve their modesty | <input type="checkbox"/> |
| C. Encouraging the person to be involved as much as possible | <input type="checkbox"/> |
| D. All of the other answers | <input checked="" type="checkbox"/> |

4. When testing the water temperature, you should:

| | |
|---|-------------------------------------|
| A. Test it with your hand, then your inner forearm first | <input checked="" type="checkbox"/> |
| B. Test it on the person's hand, then their inner forearm first | <input type="checkbox"/> |

Part C

Select the **MOST CORRECT** word or phrase to complete the sentence

1. When assisting a person to shower, take a approach.

| | |
|------------------|-------------------------------------|
| A. front to back | <input type="checkbox"/> |
| B. head to toe | <input checked="" type="checkbox"/> |
| C. toe to head | <input type="checkbox"/> |

2. To avoid getting water and shampoo into a person's eyes, ask the person to tip their head

- A. forward
- B. to the side
- C. backward

3. Pay particular attention to as the collection of sweat creates an environment where microorganisms can thrive.

- A. under the breasts and abdominal folds
- B. the ear canal
- C. the front of the knees

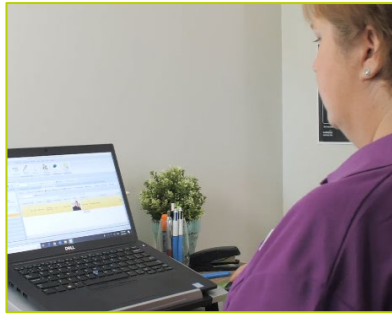
4. If the male is uncircumcised, gently retract the foreskin washing the penis.

- A. whilst
- B. before
- C. after

5. The genital, buttocks and anal area should be washed.....

- A. in whichever order the staff member chooses
 - B. first
 - C. last
-

Appendix 1



Step 1. Check care plan



Step 2. Wash hair



Step 3. Wash face



Step 4. Wash body



Step 5. Wash arms and hands



Step 6. Wash legs and feet



Step 7. Wash genitalia, buttocks and anal area



Step 8. Dry the person



Step 9. Dress the person



Step 10. Groom the person

DISCLAIMER:

Except where otherwise stated, scenarios depicted in this course are fictional and any resemblance to any person or event is purely coincidental. The information in this course has been prepared as general information only. It is not intended to provide legal, industrial or other specialist advice and should not be relied upon as such. All advice and information are professionally sourced and provided in good faith and, while all care has been taken, no legal liability or responsibility is accepted for any possible error. For direction concerning your particular circumstances, independent advice should be sought. Copyright 2019. The contents of these Learning Resources remain the property of Altura Learning. They are for the exclusive use of current members of Altura Learning; their use, distribution, and storage are subject to the terms and conditions laid out in Membership Agreements. Altura Learning and Engage. Inform. Inspire are registered trademarks of Altura Learning.