**Guided Lecture Notes, Chapter 22, Cleanliness and Hygiene**

Learning Objective 1. Explain the importance of good hygiene in relation to a person’s physical and emotional well-being. (Refer to **PowerPoint slide 2, 6 to 7**.)

* Describe the importance of good hygiene in relation to a person’s physical and emotional well-being.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 2. Describe the scheduling of routine personal care in the health care setting. (Refer to **PowerPoint slide 3**.)

* Describe routine activities that are carried out at specific times throughout the day.
* Early morning care: prepare a person for breakfast or early diagnostic testing or treatment
* Morning (am) care: personal hygiene routine is completed; prepare for day
* Afternoon care: care provided before and after lunch and dinner; general “freshening up”
* Evening (hs, hour of sleep) care: washing face and hands, oral care, changing into sleepwear, using the toilet
* Describe various care which can be required as needed or PRN care
* Individuals in coma
* Individuals who are incontinent
* Individuals who are diaphoretic
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 3.Discuss how personal and cultural preferences influence a person’s hygiene practices. (Refer to **PowerPoint slide 4**.)

* Discuss adjustments that can be made to help accommodate a patient’s or resident’s personal preferences. Explain how these adjustments are an essential part of holistic care.
* Have students describe specific cultural or religious beliefs that may affect a person’s preferences with regard to hygiene.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 4. Explain the importance of allowing residents in the long-term care setting to participate in their own self-care to the greatest extent possible. (Refer to **PowerPoint slide 5**.)

* Discuss the benefits of allowing the resident to help with his or her own care even if the process takes longer.
* Discuss how participating can help the resident maintain his highest level of function and well-being.
* Discuss the OBRA requirements regarding this.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 5. Describe practices that are considered to be a part of oral care. (Refer to **PowerPoint slides 8 to 16**.)

* Describe practices that are considered to be a part of oral hygiene for a person with natural teeth. Remember to stress the use of standard precautions when assisting any person with oral hygiene.
* Use an oversized model of the teeth and gums to demonstrate proper toothbrushing and flossing techniques.
* Discuss the benefits of good oral hygiene and how poor oral hygiene can adversely affect a person’s health.
* Stress the importance of providing frequent oral care to an unconscious person.
* Describe the different types of dentures or appliances that a person may have and how properly fitting dentures are beneficial for proper nutrition and appearance.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 6. Demonstrate proper technique for providing oral care for a person with natural teeth, for a person with dentures, and for an unconscious person. (Refer to **PowerPoint slides 10 to 19**.)

* Demonstrate how to safely handle and clean dentures.
* List the precautions that must be taken while providing oral care to unconscious patients and residents.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 7. Explain why perineal care is an essential aspect of daily hygiene. (Refer to **PowerPoint slides 20 to 22**.)

* Define the term *perineal care* and why providing perineal care is an essential aspect of daily hygiene.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 8. Discuss sensitivity issues that a nursing assistant should be aware of when assisting with perineal care. (Refer to **PowerPoint slides 23 to 27**.)

* Emphasize the concepts of professionalism and compassion when the students are helping a person with bathing. Have them focus on ways to help provide for a person’s modesty and privacy during this care. Also, discuss with your students the possibility of sexually stimulating a patient or resident when providing perineal care and how to properly handle that situation.
* Discuss sensitivity issues that a nursing assistant should be aware of when assisting with perineal care.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 9. Demonstrate proper technique for providing perineal care for males and for females. (Refer to **PowerPoint slides 28 to 31**.)

* Describe the procedure for assisting female patients or residents with perineal care.
* Explain the procedure for assisting a circumcised male patient or resident, and for assisting an uncircumcised male patient or resident.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 10. Explain how bathing and skin care benefit a person’s health. (Refer to **PowerPoint slide 32**.)

* Explain how bathing as a skin care activity enhances a person’s health and well-being.
* Have students express their feelings regarding having a bath after a hot, tiring day.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 11. List the methods of bathing a nursing assistant may be asked to assist with and demonstrate proper technique, including for bathing a person in bed, in a shower or bathtub. (Refer to **PowerPoint slides 33 to 42**.)

* List and discuss briefly the factors that determine the frequency and method of bathing.
* Discuss different supplies that are used for bathing and skin care. Identify the precautions that a person must take while using these supplies.
* Bring an assortment of supplies used for bathing to class, and discuss the advantages and disadvantages of each. Emphasize the importance of reading the directions for use on the label.
* Describe a partial bath and give examples of why this type of bath may be indicated instead of a complete bath.
* Mention the extent of assistance required by patients or residents during bathing.
* Describe briefly the method of assisting with a shower or tub bath and for assisting with a bed bath.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 12. Describe observations that a nursing assistant should make while assisting a person with bathing and skin care. (Refer to **PowerPoint slides 43 to 44**.)

* Describe observations that are listed in the “Tell the Nurse!” box related to changes in a person’s skin that can indicate problems.
* Emphasize that bathing a person gives the nursing assistant an excellent opportunity to be the “eyes and ears” of the nursing team, and that early reporting of a problem initiates early intervention and makes serious complications less likely.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 13. Explain the benefits of massage and demonstrate proper technique for giving a back massage. (Refer to **PowerPoint slides 45 to 50**.)

* Explain the benefits of using massage as a part of routine skin care.
* List the precautions to be taken before providing massage to a patient or a resident.
* Have learners refer to learning activities located at the end of the chapter.
* Demonstrate the massage procedure on a mannequin.