**Guided Lecture Notes, Chapter 23, Grooming**

Learning Objective 1. Describe factors that influence a person’s grooming habits and ability to perform their grooming routine. (Refer to **PowerPoint slides 2 to 7, 12**.)

* Discuss the factors that influence grooming practices. Stress that personal grooming routines are influenced by cultural and religious beliefs, upbringing, current fashion, level of income, and feelings about one’s own sexuality.
* Have students discuss their personal grooming preferences and how grooming affects their feeling of self-esteem.
* Explain that getting out of bed each day and getting dressed are important because they give the person a sense of purpose.
* State how assisting a person with dressing is a routine part of providing health care. Emphasize that wet or soiled clothes should be changed immediately.
* Explain that the clothing worn by people receiving health care services differs depending on the type of facility and the abilities of the person.
* State the importance of allowing a person to choose the clothing that he or she wants to wear.
* Explain how grooming affects self-esteem and is an important part of providing holistic care for a patient or resident.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 2. Explain the importance of proper hand and foot care. (Refer to **PowerPoint slides 8 to 10**.)

* Discuss factors affecting how hands and nails should be cared for.
* Discuss care routines that help keep the skin of the hands healthy and the fingernails neat.
* Discuss the importance of caring for hangnails.
* Identify how a nursing assistant can spot potential health problems while grooming the hands and feet of a patient or a resident.
* Identify common disorders, such as tinea pedis and ingrown toenails, and stress the importance of caring for the feet of a patient or resident.
* Discuss the importance of using appropriate footwear, especially to avoid injuries in areas with poor blood flow (such injuries could lead to a life-threatening infection).
* Explain that in some facilities, trimming the fingernails and toenails of patients and residents is beyond the scope of practice for nursing assistants.
* Discuss the role that a podiatrist plays in caring for the feet.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 3. List changes that occur in a person’s feet as a result of aging or illness. (Refer to **PowerPoint slides 10 and 11**.)

* Discuss the changes that occur in a person’s feet as a result of aging or illness and explain why these changes happen.
* Describe which changes are normal and which ones are not normal and should be reported to the nurse.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 4. Demonstrate proper technique for assisting with hand and foot care. (Refer to **PowerPoint slides 8 to 9**.)

* Demonstrate the tools used to perform tasks related to hand care, such as nail clippers, cuticle scissors, emery boards, orange sticks, and buffers.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 5. Demonstrate proper technique for helping a person to dress and undress. (Refer to **PowerPoint slides 13 and 14**.)

* Describe various assistive devices, such as Velcro fasteners, long-handled shoehorns, and graspers. Show how these devices can help a person to maintain personal independence despite disabilities.
* If possible, bring examples of assistive devices used for dressing to show to the students.
* Explain how to dress and undress a person with an IV line in place.
* Get an IV bag and tubing and attach them to a student’s arm with tape. Demonstrate the procedure involved when assisting a patient or resident who has an IV line in place to dress and undress.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 6. Discuss disorders a nursing assistant may observe when assisting with hair care. (Refer to **PowerPoint slides 15 and 16**.)

* Explain how a nursing assistant can check the hair and scalp for any abnormalities while assisting the patient or resident with hair care.
* Discuss common conditions of the hair and scalp, such as dandruff, tinea capitis, and seborrheic dermatitis.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 7. Describe the different methods used to assist a person with shampooing and styling their hair, including for a patient who is bedridden. (Refer to **PowerPoint slides 17 to 20**.)

* Describe how the frequency of shampooing depends on personal preference and the health status of the patient or resident.
* Describe the importance of giving priority to a patient’s or resident’s personal preference for the choice of products used when shampooing.
* Discuss methods of shampooing and demonstrate how to shampoo and comb a bedridden person’s hair.
* Explain how regular brushing of hair keeps it soft and tangle free. Discuss what to do if a patient or resident has very tangled hair that might require cutting.
* Discuss the electrical equipment used to style hair. Mention the need for caution while operating electrical appliances.
* Discuss how to style a person’s hair.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 8. Describe the tools and supplies used for shaving. (Refer to **PowerPoint slide 21**.)

* Identify the equipment used for shaving.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 9. Demonstrate how to safely shave a person’s face and other body areas. (Refer to **PowerPoint slide 21**.)

* Discuss the precautions to be taken while shaving.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 10. Explain how the use of makeup can affect a person’s sense of well-being. (Refer to **PowerPoint slides 22 to 24**.)

* Explain how the application of makeup is influenced by culture, religion, age, and feelings about one’s own gender and sexuality.
* Ask students to give examples of how makeup can increase a person’s self-esteem.
* Have learners refer to learning activities located at the end of the chapter.