

Basic Patient Care: Pediatric Bathing Curriculum



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About the Author



Kasey Carlson has been a Registered Nurse for 19 years. She holds a master's degree in Nursing Education from the University of Wisconsin – Eau Claire and taught associate degree nursing for over 13 years. She also has a second master's degree in Learning Design and Technology from San Diego State University. She currently is a Curriculum Technology Manager with Adtalem Global Education. Ms. Carlson also specializes in healthcare simulation curriculum design.

Basic Patient Care: Pediatric Bathing Curriculum

This curriculum and accompanying Manikin will help students learn about bathing a pediatric patient.

Curriculum Structure

The *Basic Patient Care: Pediatric Bathing Curriculum* is composed of the following parts. Approximate times are included.

Lesson	Title	Approximate Time
One	FOCUS: Empathy	10 minutes
One	LEARN: Pediatric Bathing Slide Presentation	20 minutes
One	SUMMARIZE: Practice and Assessment	30 minutes
	Total	1 hour

Lesson Structure

Each lesson begins with a Lesson Overview, Lesson Objectives, and a Lesson at a Glance table that lists the lesson activities, materials required, suggested preparation steps, and approximate class time.

Lesson Sections

The actual lesson follows the overview, which will contain some of the sections described below.

FOCUS

Every lesson begins with a FOCUS activity intended to capture participants' attention. This may be in the form of a small or large class discussion, a game, a review of previous lesson information, or a demonstration. During this activity, participants are introduced to the topic of the lesson.

LEARN

The LEARN activity in each lesson varies in its presentation mode. It may be a slide presentation, group activity, or demonstration.

SUMMARIZE

The majority of lessons end with a SUMMARIZE activity intended to briefly review the lesson's key messages or main points.

Lesson One – Basic Patient Care: Pediatric Bathing

Lesson Overview

In this lesson, students will learn how to properly bathe a pediatric patient.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify guidelines for safe bathing
- Describe consideration when bathing younger patients
- Demonstrate proper bathing techniques

Pre-Lesson Knowledge

- How to safely move a patient
- Position terminology
- Basic asepsis

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• <i>Basic Patient Care: Pediatric Bathing (Focus on Empathy)</i> worksheet • <i>Basic Patient Care: Pediatric Bathing (Focus on Empathy) Instructor Resource</i>	1. Print/photocopy <i>Basic Patient Care: Pediatric Bathing (Focus on Empathy)</i> worksheet (one per participant)	10 minutes
LEARN	• <i>Basic Patient Care: Pediatric Bathing</i> slide presentation • Pediatric Nursing Manikin	1. Prepare <i>Basic Patient Care: Pediatric Bathing</i> slide presentation for viewing	20 minutes
SUMMARIZE	• <i>Basic Patient Care: Pediatric Bathing Check-Off Instructor Resource</i> • <i>Basic Patient Care: Pediatric Bathing Check-Off</i> worksheet • <i>Basic Patient Care: Pediatric Bathing Quiz</i> • <i>Basic Patient Care: Pediatric Bathing Quiz - Answer Key</i> • Pediatric Nursing Manikin Supplies: • Bath wipes or washcloths/soap/2 basins • Towels • Bath blanket • Laundry bag • Patient gown • Hand sanitizer or access to soap/water • Clean gloves	1. Print/photocopy <i>Basic Patient Care: Pediatric Bathing Check-Off</i> worksheet (one per participant) 2. Get the supplies ready for the lesson 3. Print/photocopy <i>Basic Patient Care: Pediatric Bathing Quiz</i> (one per participant)	30 minutes

Instructor Note: For SUMMARIZE activities, the instructor may choose to have students complete one or both activities. The FOCUS activity may also be completed prior to class.

Lesson One – Basic Patient Care: Pediatric Bathing

FOCUS: Empathy

10 minutes

Purpose:

To help students develop an awareness of patient-focused care.

Materials:

- *Basic Patient Care: Pediatric Bathing (Focus on Empathy) worksheet*
- *Basic Patient Care: Pediatric Bathing (Focus on Empathy) Instructor Resource*

Facilitation Steps:

1. Distribute the *Basic Patient Care: Pediatric Bathing (Focus on Empathy) worksheet* prior to or at the start of the class.
2. Have the *Basic Patient Care: Pediatric Bathing (Focus on Empathy) Instructor Resource* page available.
3. Have students read through the information and complete the worksheet.
4. Have students pair up upon completion and share answers.

Basic Patient Care: Pediatric Bathing (Focus on Empathy) Instructor Resource

READ the following:

The nurse turns to you and says, “Go clean up Josh in room 305. He vomited again.” When you enter, Josh, age 6, is lying in bed, sobbing. “I am sorry. I threw up again.” You see that there is a large amount of vomit on the bed and on Josh. The smell is so foul that you want to gag.

REFLECT on the situation.

Putting aside the fact that it is your job, how do you personally feel about cleaning up another person?

Answers will vary, but encourage students to be honest.

How would you reply to Josh?

Answers will vary. Replies should be professional and therapeutic.

How would you feel if you were Josh?

Answers will vary. “Embarrassed” will be common.

SHARE your thoughts with a peer.

Name: _____ Class: _____

Basic Patient Care: Pediatric Bathing (Focus on Empathy)

READ the following:

The nurse turns to you and says, “Go clean up Josh in room 305. He vomited again.” When you enter, Josh, age 6, is lying in bed, sobbing. “I am sorry. I threw up again.” You see that there is a large amount of vomit on the bed and on Josh. The smell is so foul that you want to gag.

REFLECT on the situation

Putting aside the fact that it is your job, how do you personally feel about cleaning up another person?

How would you reply to Josh?

How would you feel if you were Josh?

SHARE your thoughts with a peer.

Lesson One – Basic Patient Care: Pediatric Bathing

LEARN: Pediatric Bathing Slide Presentation

20 minutes

Purpose:

Participants will learn about considerations during bathing and the proper procedure surrounding it.

Materials:

- *Basic Patient Care: Bathing* slide presentation
- Pediatric Nursing Manikin

Facilitation Steps:

1. Share the following information with students as you show the slide presentation.

Slide 1: Introduction Slide

Slide 2: Bathing has many therapeutic benefits. It can remove the sweat and oil that builds up on the skin when patients are ill. Bathing with soap or chlorhexidine wipes can reduce a wide spectrum of gram-positive and gram-negative bacteria, including methicillin-resistant *Staphylococcus aureus* (MRSA). The act of firmly wiping the skin increases circulation, which is important in preventing health complications.

Besides these benefits, bathing is also a time for socialization and demonstration of care. Patients feel more self-worth if you are improving their appearance. When conducting a bath, be sure to note the skin's color, texture, and temperature. Assess for any potential skin breakdown.

Slide 3: Use complete bed baths for patients who must remain in bed. Partial baths are focused on areas of the body that may cause discomfort if not washed. These include the hands, face, axillae, back, and perineal area. Sometimes, patients have conditions such as burns or skin disorders that require special therapeutic baths. These baths may require a provider's order.

For patients who are ambulatory or able to sit in a shower chair, showering is the preferred method of bathing. It is important to monitor

the patient for fatigue and make sure that he or she is safe. Use tub baths for independent patients or patients that require a Hoyer lift. These baths can provide more thorough bathing than a complete bed bath.

Slide 4: Before bathing a patient, you should be aware of possible variables that affect hygiene practices. Education and socioeconomic status may influence the extent of hygiene practiced. Provide education to those patients who choose to be unclean or lack hygiene knowledge to maintain cleanliness. Be therapeutic in your communication and do not convey condescending feelings.

Preferences of when to bathe and what to use will differ. Be as accommodating as possible. Be aware of the patients' ability to care for themselves. Some conditions will require full care from you. Also, be aware of cultural beliefs surrounding touch, the closeness of the opposite sex, and the timing of bathing.

Slide 5: During the preschool years (ages 2-4), most children gain bladder and bowel control. They understand bathing but need assistance. School-age children are independent in bathing, but may require reminders, direction, and encouragement. For adolescents, bathing is important to manage body odor and acne from oil and sweat glands.

Slide 6: There are two main options when bathing a patient: they can be bathed with soap and water or with bath wipes. As you can see, there are clear differences between them. It is important to note that wipes replace bathing. The use of soaps and lotions with wipes will deactivate the Chlorhexidine. Do not save, reheat, or reuse the wipes.

Discuss the differences. Ask students why they would use one over the other.

Slide 7: Besides these supplies, you may also want to provide nail/hair care, oral care, and a linen change at this time.

Slide 8: When discussing the procedure, allow the patient to have choices in care. For example, would the patient prefer soap on the face or not? Ask if they need to use a bedpan/urinal/bathroom, since the procedure can stimulate the urge to void.

Slide 9: If using soap and water, one basin will be designated as your washbasin (with soap in it) while another basin will be your rinse basin. You will be changing the water in these, so only put in a few washcloths at a time. Make sure that the water temperature is appropriate and put on clean gloves.

Slide 10: Cover the patient with a bath blanket during bathing. Remove the linens and pillow to keep them dry. If you plan on replacing the linens, you can place the linens in a laundry bag; otherwise, place them at the foot of the bed.

Slide 11: To fold the washcloth into a mitt, wrap one edge of the cloth around your palm and fingers. Wrap the other edge of the washcloth around your hand and hold it in place with your thumb. Finally, tuck the top edge of the washcloth under the edge that is in the palm of your hand.

Demonstrate forming a mitt.

Slide 12: For the eyes, do not use soap or bath wipes. Wipe from inner to outer canthus using a different part of the washcloth for each eye. Rinse the washcloth and ask the patient preference for using soap on the face. If using soap, you must rinse using a washcloth in the rinse basin and dry with a towel. If the pinna of the ear is still unclean, use a cotton tip applicator externally.

Demonstrate cleaning of the eyes and face.

Slide 13: This is the general bathing order for soap and water as well as wipes. It is important to note that bathing moves head to toe from “clean to dirty.” For example, the fingers are cleaner than the axilla. After cleaning the perineal area, the water in the basins needs to be changed and new gloves need to be put on.

Use multiple washcloths or wipes if the area is quite soiled.

Slide 14: Use long and firm strokes to increase circulation and not tickle the patient.

Clean between the fingers and toes. If completing nail care as well, you may also soak them in the basin.

Moist skin folds can be a site of skin breakdown or yeast infections. It is important to dry these areas and sometimes apply cream or powder. Also, look at bony prominences such as the elbows, heels, and coccyx. These can be areas of pressure sores.

When doing pericare, place a towel under the buttocks to keep the bottom linen dry. When cleaning the back, place the towel lengthwise on the bed along the back.

When refilling the basins, put the wastewater down the stool or hopper to avoid contamination of the sink.

Slide 15: When completing perineal care, make sure that you provide privacy. Cleaning follows the rule of “clean to dirty,” with “dirty” being the rectal area. Females are best positioned with legs bent and apart while males can be supine. Be gentle in cleaning and make sure you are cleaning between skin folds. For every stroke, use a different portion of the washcloth.

Demonstrate perineal care.

Slide 16: If your patient had recent bowel movement, clean the feces up with toilet paper. Wash the buttocks first and then wash the rectal area. Make sure that you are not contaminating a clean perineal area. Use multiple washcloths or wipes. Make sure you rinse and dry if you are using soap. Apply barrier cream at this time if needed.

Slide 17: Avoid reaching and bending over the bed. Raise the bed to working height and move to the other side of the bed when needed. Avoid leaning over an area that is already clean. If you lowered a rail or raised the bed, make sure you put the bed back to a safe position.

When bathing the arms and legs, support the extremity at the joints. Be careful not to hyperextend.

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Remember your infection control basics. Work “clean to dirty” and replace gloves when indicated. Wash your hands before gloving and after removing gloves. Dispose of wastes appropriately.

Replace the patient’s gown and linens after the bath.

Slide 18: After washing the patient’s body, make sure to clean any tubes connected to the patient.

Slide 19: Most bathing documentation is found under Activities of Daily Living (ADLs) or a patient care chart. Abnormal skin conditions should be charted separately and reported.

Lesson One – Basic Patient Care: Pediatric Bathing

SUMMARIZE: Practice and Assessment

30 minutes

Purpose:

Participants will practice bathing on pediatric models and then complete a quiz to assess mastery.

Materials:

- *Basic Patient Care: Pediatric Bathing Check-Off Instructor Resource*
- *Basic Patient Care: Pediatric Bathing Check-Off worksheet*
- Pediatric Nursing Manikin
- *Basic Patient Care: Pediatric Bathing Quiz*
- *Basic Patient Care: Pediatric Bathing Quiz - Answer Key*

Supplies:

- Bath wipes or washcloths/soap/2 basins
- Towels
- Bath blanket
- Laundry bag
- Patient gown
- Hand sanitizer or access to a sink
- Clean gloves

Facilitation Steps:

1. Give students the *Basic Patient Care: Pediatric Bathing Check-Off worksheet*.
2. Access the *Basic Patient Care: Pediatric Bathing Check-Off Instructor Resource*. Following the steps on the check-off page, demonstrate bathing on the model.
3. Following the steps on their *Basic Patient Care: Pediatric Bathing Check-Off worksheet*, have students practice bathing on the model.
4. Hand out the *Basic Patient Care: Pediatric Bathing Quiz* to students. Give them a couple of minutes to complete it.
5. Have students self-check or peer-check their answers as you share them from the *Basic Patient Care: Pediatric Bathing Quiz - Answer Key*

Basic Patient Care: Pediatric Bathing

Check-Off Instructor Resource

PREPARATION:

Supplies:

- Bath wipes or washcloths with soap and 2 basins
- Towels
- Bath blanket
- Laundry bag
- Patient gown
- Hand sanitizer or access to soap/water
- Clean gloves

After the demonstration, have students practice bathing on the pediatric models using the following steps:

Optional: Evaluate the students' ability to complete bathing using the following steps. You may score via points or by deeming each section as satisfactory or unsatisfactory.

1.	Gather the necessary supplies (bath wipes or washcloths with soap and 2 basins, bath blanket, patient gown, gloves, laundry bag)	
2.	Knock, enter the room, and provide for privacy	
3.	Identify yourself by name and title (student nurse, etc.)	
4.	Wash your hands with sanitizer or soap and water	
5.	Identify the patient by asking their name and date of birth; verify this information	
6.	Explain the procedure to the patient and ask if they have any questions	
7.	Ask the patient if they need to use a bedpan, urinal, or bathroom	
8.	Arrange supplies on a table (including filling one basin 2/3 full of warm water and soap and another basin 2/3 full of warm water if not using wipes); place a few washcloths in each basin and place towels next to the basins.	
9.	Wash your hands and put on clean gloves	
10.	Raise the bed to proper working height, place patient in semi-Fowlers position and lower the side rail	
11.	Place a bath blanket over the patient on top of linens; hold the blanket as you remove the top linens; remove the linens and place them in a linen bag if changing linens. or keep them at the foot of the bed	
12.	Remove the patient's gown while keeping the patient covered with bath blanket	
13.	Remove the pillow and place the patient in semi-Fowlers position	
14.	Form a mitt with washcloth in a water basin and squeeze out the excess water	

15.	Clean around patient's eyes using a different portion of cloth for each eye; wipe from inner canthus to outer cantus; dry eyes with a towel; place used linens in a linen bag	
16.	Ask patient if they would like their face washed with soap and water or just water • Soap and water: get a new washcloth from soap and water basin • Water only: rinse the washcloth used for eyes if it's not soiled; may get a new washcloth if needed • Wipes: should not be used above jawline Wash face including ears; if using soap, rinse areas with a wet washcloth squeezing out excess water; dry with towel; place used linens in linen bag	
<i>Follow the instructions above based on the method of bathing; multiple washcloths and wipes may be used depending on the level of cleanliness; below is the order</i>		
	<u>Bathing with Soap and Water</u> • Expose only area to be washed • Wash with soap and water washcloth, rinse with water washcloth and dry with a towel • Place used linens in laundry bag	<u>Bathing with Wipes</u> • Expose only area to be washed • Wipe and let air dry • Skin may feel sticky • Dispose of wipes in trash
17.	Bathe neck, then shoulders and chest	SAME
18.	Bathe arms one at a time starting at the fingers and moving upwards to the axilla; support joints properly	SAME
19.	Bathe abdomen and umbilicus; pay special attention to skin folds and dry thoroughly	SAME
20.	Place towel under buttocks; provide groin and perineal care; cover patient and provide for safety; remove gloves and wash hands	SAME
21.	Change water in basins; put on clean gloves	Put on clean gloves
22.	Bathe legs one at a time starting at groin area and moving down to feet; support joints properly; cover patient and provide for safety; remove gloves and wash hands	SAME
23.	Change water in basins; put on clean gloves	Put on clean gloves
24.	Position patient in Sim's position; place towel lengthwise on bed along back to prevent bedding from getting wet	SAME
25.	Bathe back of neck, back, then buttocks	SAME
26.	Position patient in supine or semi-Fowlers; assist patient into clean gown; cover patient with top linens; remove gloves and wash hands	SAME
27.	Clean bath equipment and put away	Dispose of waste and unused wipes
28.	Provide for patient comfort and safety	SAME
29.	Wash hands and document procedure	SAME
	Total	

Basic Patient Care: Pediatric Bathing

Check-Off

PART ONE: Practice bathing on the pediatric model using the following steps:

Gather the necessary supplies (bath wipes or washcloths with soap and 2 basins, bath blanket, patient gown, gloves, laundry bag)	
Knock, enter the room, and provide for privacy	
Identify yourself by name and title (student nurse, etc.)	
Wash your hands with sanitizer or soap and water	
Identify the patient by asking their name and date of birth; verify this information	
Explain the procedure to the patient and ask if they have any questions	
Ask the patient if they need to use a bedpan, urinal, or bathroom	
Arrange supplies on a table (including filling one basin 2/3 full of warm water and soap and another basin 2/3 full of warm water if not using wipes); place a few washcloths in each basin and place towels next to the basins.	
Wash your hands and put on clean gloves	
Raise the bed to proper working height, place patient in semi-Fowlers position and lower the side rail	
Place a bath blanket over the patient on top of linens; hold the blanket as you remove the top linens; remove the linens and place them in a linen bag if changing linens. or keep them at the foot of the bed	
Remove the patient's gown while keeping the patient covered with bath blanket	
Remove the pillow and place the patient in semi-Fowlers position	
Form a mitt with washcloth in a water basin and squeeze out the excess water	
Clean around patient's eyes using a different portion of cloth for each eye; wipe from inner canthus to outer canthus; dry eyes with a towel; place used linens in a linen bag	
Ask patient if they would like their face washed with soap and water or just water • Soap and water: get a new washcloth from soap and water basin • Water only: rinse the washcloth used for eyes if it's not soiled; may get a new washcloth if needed • Wipes: should not be used above jawline Wash face including ears; if using soap, rinse areas with a wet washcloth squeezing out excess water; dry with towel; place used linens in linen bag	
<u>Bathing with Soap and Water</u> • Expose only area to be washed • Wash with soap and water washcloth, rinse with water washcloth and dry with a towel • Place used linens in laundry bag	<u>Bathing with Wipes</u> • Expose only area to be washed • Wipe and let air dry • Skin may feel sticky • Dispose of wipes in trash

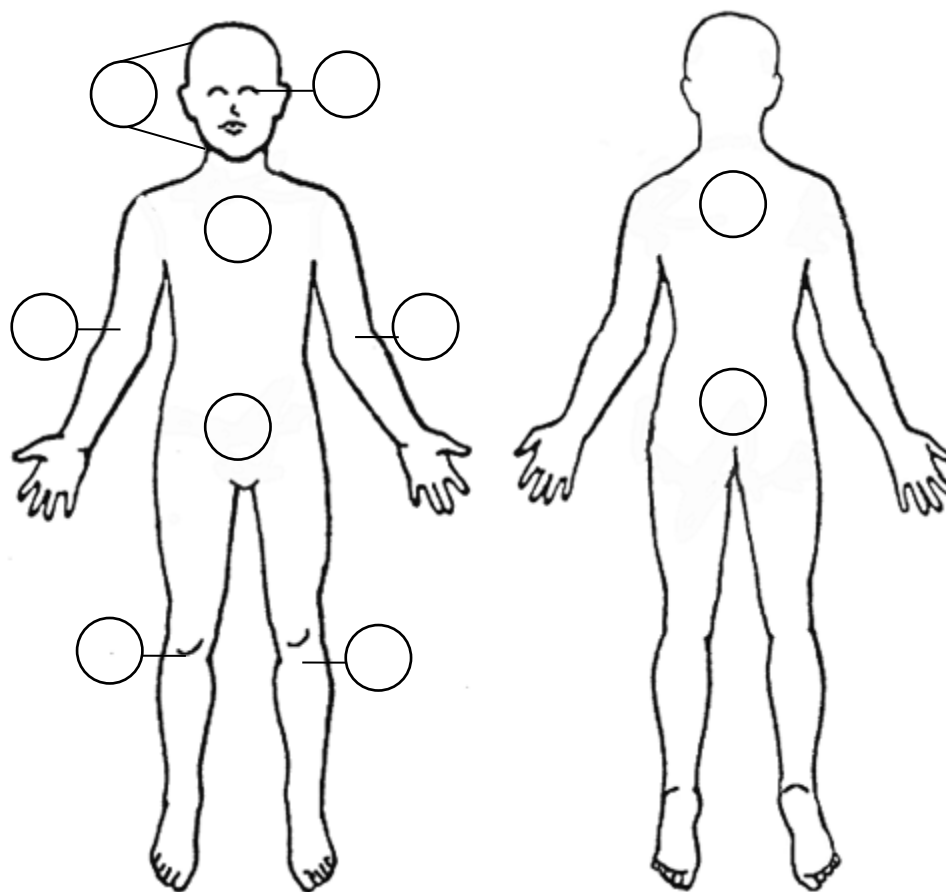
Bathe neck, then shoulders and chest	
Bathe arms one at a time starting at the fingers and moving upwards to the axilla; support joints properly	
Bathe abdomen and umbilicus; pay special attention to skin folds and dry thoroughly	
Place towel under buttocks; provide groin and perineal care; cover patient and provide for safety; remove gloves and wash hands	
Change water in basins; put on clean gloves	Put on clean gloves
Bathe legs one at a time starting at groin area and moving down to feet; support joints properly; cover patient and provide for safety; remove gloves and wash hands	
Change water in basins; put on clean gloves	Put on clean gloves
Position patient in Sim's position; place towel lengthwise on bed along back to prevent bedding from getting wet	
Bathe back of neck, back, then buttocks	
Position patient in supine or semi-Fowlers; assist patient into clean gown; cover patient with top linens; remove gloves and wash hands	
Clean bath equipment and put away	Dispose of waste and unused wipes
Provide for patient comfort and safety	
Wash hands and document procedure	

Name: _____

Class: _____

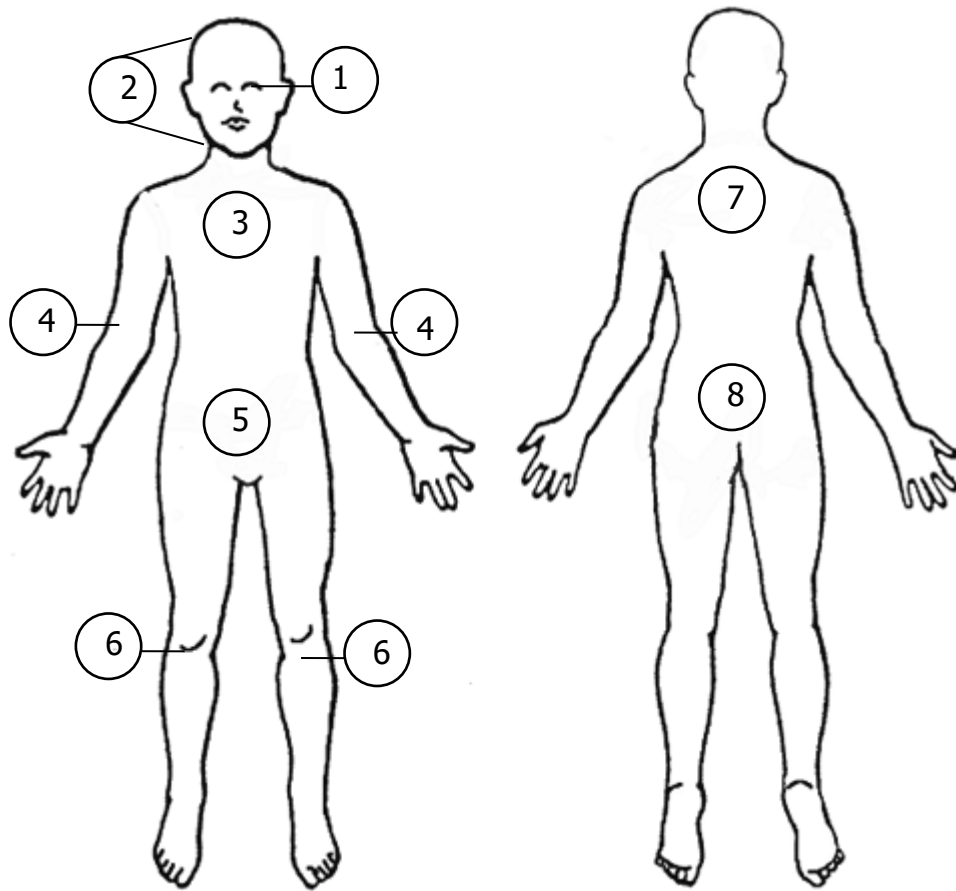
Basic Patient Care: Pediatric Bathing Quiz

Place numbers 1-8 in the circles below, reflecting the order of bathing (#1 = first area to bathe, #8 = last area to bathe). Numbers may be used more than once.



Basic Patient Care: Pediatric Bathing Quiz – Answer Key

Place numbers 1-8 in the circles below, reflecting the order of bathing (#1 = first area to bathe, #8 = last area to bathe). Numbers may be used more than once.



Sources

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