

# COVID-19 Long Term Care Orientation for Redeployed Healthcare Workers

Supporting Residents with Responsive  
Behaviours during Personal Care



THANKYOU FOR SUPPORTING TEAMS IN LONG TERM  
CARE IN CARING FOR THE RESIDENTS DURING THE  
PANDEMIC!

The PRCP would like to acknowledge the contribution of the Toronto Central BSO Coordinating Office, LTC BSOT and TC / C-LHIN BSO Leads in developing this curriculum.

## Housekeeping

- Slide deck will be shared with you shortly following the training.
- This webinar will be recorded and posted on the RGP Toronto YouTube channel.
- Please type your questions related to the content into the chat. There will be opportunity for Q&A at the end of the webinar.

## Goals for today

- To understand the resident's experience during personal care
- Strategies to consider
- Managing escalation

## How do you feel?

- Take a moment to think about a time when you were examined by a healthcare provider.
- Did you feel comfortable or uncomfortable when being examined?



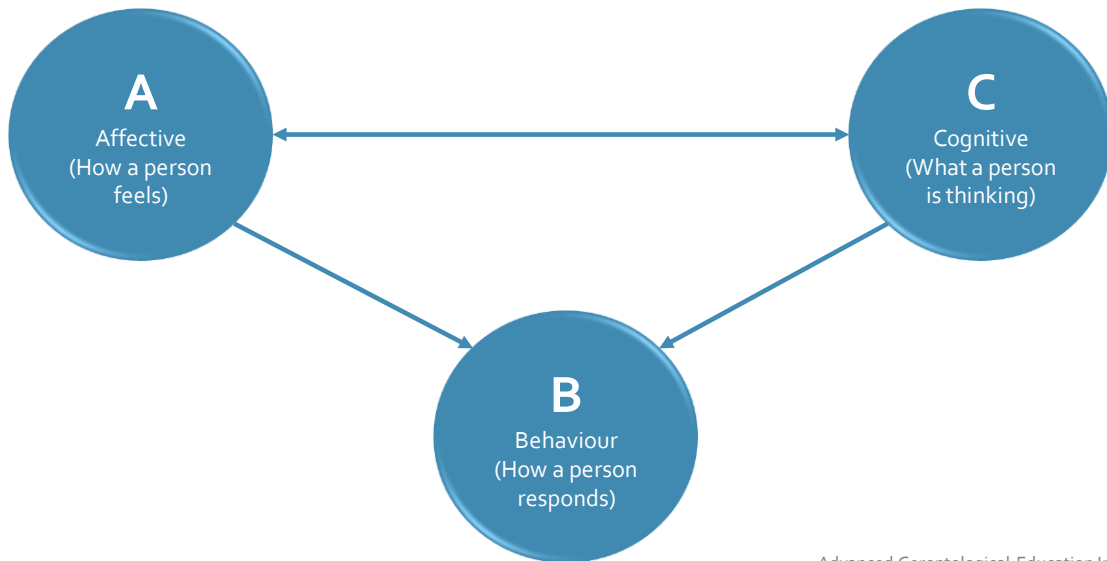
“Personal care is a broad term used to refer to supporting with personal hygiene and toileting, along with dressing and maintaining your personal appearance. It can cover, but is not limited to: Bathing and showering, including bed-baths. ... Helping you to the toilet, including using a commode or bed pan.”

(Helping Hands, n.d.)

## All behaviour has meaning

- In dementia care behaviours are viewed as responses to unmet needs.
- A large percentage of those with dementia living in LTC will have some form of responsive behaviour.
- This work can be time consuming and resource intensive however can be quite rewarding.

## ABC's of Brain Function



Advanced Gerontological Education Inc., 2019

## Loss of Insight

### Behaviour

- **Toileting:** Person has soiled themselves but does not think they need to be changed.
- **Bathing:** Person hasn't taken a shower in over two weeks.
- **Dressing:** Resident wears the same clothes every day.

### Common response

- **Toileting:** Saying in public space. "Don't sit there! You soiled yourself! We need to change your diaper."
- **Bathing:** "You need to shower! It's been two weeks!"
- **Dressing:** "Your clothes are dirty and need to be washed!"

### Strategies to consider

- **Toileting:** "Join me for a walk. Let's get you freshened up before lunch."
- **Bathing:** "You told me you like going to the spa. You have a spa appointment. Let's walk there together."
- **Dressing:** "Your daughter is going to see you today. Why don't you wear that blue shirt that she loves?"

## Environmental Misperceptions

### Behaviour

- **Toileting:** Person voids in garbage can next to toilet.
- **Bathing:** Person hitting, kicking and screaming when being put into the bath tub.
- **Dressing:** Person is ripping off their scarf with a print on it yelling "Snake!"

### Common response

- **Toileting:** "The toilet is right next to you, why did you pee in the garbage?"
- **Bathing:** "Stop it! You need a bath."
- **Dressing:** "There are no snakes in here" while putting the scarf back on them.

### Strategies to consider

- **Toileting:** Consider dark coloured toilet seat or bright signage indicating "Toilet".
- **Bathing:** Consider other method of bathing. Try a coloured bath mat on the bottom of the tub.
- **Dressing:** Take the scarf away or consider solid coloured scarf.

## Loss of Purposeful Movement

### Behaviour

- **Toileting:** Person sits on toilet before pulling pants down.
- **Bathing:** Person able to do parts of the shower pushing your hand away from washing them saying "No!"
- **Dressing:** Person wears multiple layers of clothing and underwear over their pants.

### Common response

- **Toileting:** "You need to pull your pants down first!"
- **Bathing:** "Why are you pushing me. I'm only trying to help!"
- **Dressing:** "You're wearing too much. Why are you wearing your underwear on top of your pants?"

### Strategies to consider

- **Toileting:** Guide person step by step. Pause between steps.
- **Bathing:** Consider hand over hand. Use gestures to breakdown instructions and facilitate participation.
- **Dressing:** Lay out clothing in order of sequence. Limit the amount of clothing they have access to.

# Loss of Recognition

## Behaviour

- **Toileting:** Person digging into their incontinent product and smearing feces in their room.
- **Bathing:** Person begins drinking shampoo.
- **Dressing:** Person wears underwear thinking it's a winter toque.

## Common response

- **Toileting:** "What are you doing? Don't do that!"
- **Bathing:** "Stop that! That will make you sick!"
- **Dressing:** "That's your underwear, not a hat!"

## Strategies to consider

- **Toileting:** Consider a toileting routine.
- **Bathing:** Pour shampoo in their hand. Use gestures to cue what to do.
- **Dressing:** Give person one item at a time. Use gestures/visual cueing.

## Other strategies to consider

- Timing
- Physical causes for behaviour have been addressed (E.g. Pain/discomfort)
- Keep to past routines
- Allow independence



## Other strategies to consider

- Positive reinforcement
- Knock on door and introduce yourself
- Explain in simple words why you are there
- Allow time for person to process information
- Be mindful of sensory losses/changes



Always keep the dignity of the person in mind



## Managing escalation

- If you see clues the person is getting upset, consider stopping what you are doing and stepping away.
- Leave the person alone, if it is safe to do so, and re-approach later.
- Avoid correcting mistakes or telling them they are wrong.

The behaviour is a personal expression to an uncomfortable and perceived potential threatening situation.

## Resources

- <http://www.rgptoronto.ca/resources/covid-19/>
- [https://www.youtube.com/channel/UC2mSu6MJh\\_U1\\_eRcBVcr6w](https://www.youtube.com/channel/UC2mSu6MJh_U1_eRcBVcr6w)
- <http://www.covidcarelearning.ca>
- <http://www.alzheimer.ca>
- <http://bathingwithoutabattle.unc.edu/>