Volume XIX

Your Role in Resident Skin Care

A Video Guide for Staff in Long-Term Care Facilities

Facilitator Guide

ElderCare communications
YOUR ROLE IN RESIDENT SKIN CARE

Skin disorders acquired by residents in long-term care facilities are common. When skin disorders appear, they can affect the health and comfort of residents.

No single method will protect your residents from skin disorders, but increased awareness and timely treatment can decrease the overall risks and prevent skin disorders that do appear from getting worse. Staff members in nursing homes play a crucial role in protecting the residents who live there. The better prepared you are, the safer your residents will be. And the best way to defend against skin disorders is to prevent them.

Resident health and safety is your number one priority. Your residents and their families trust you to help protect them and to guard their health ... the health of people who are more susceptible to developing skin disorders. Understand the risks and work to prevent them. With proper training and education you can provide the best protection and quality care for your residents.
This facilitator’s guide will help you plan for and conduct sessions to help ensure that your staff feels equipped to prevent skin disorders and appropriately identify those skin disorders that do appear.

“Your Role in Resident Skin Care” is a video-based learning program. It speaks directly to the needs and motivations of every staff member in your facility, regardless of their position or job description. It can positively influence every member of the care giving team by helping them to understand:

- How to prevent skin disorders
- How to identify skin disorders that do appear
- How to take part in the treatment of skin disorders to prevent them from getting worse or causing complications.

Conduct the “Your Role in Resident Skin Care” learning sessions for:

- All members of your nursing staff
- All members of support staffs who have direct or indirect contact with residents, such as personnel in social services, admissions, housekeeping, dietary and maintenance.
- All newly hired staff
- All volunteers who work in your facility
“Your Role in Resident Skin Care” is a practical educational tool. It shows long-term care staff and health care providers using proven techniques for properly identifying common skin disorders. It also demonstrates preventive measures that help to minimize the threat to residents. Filled with practical information and useful instruction, this video will explain the major causes of skin disorders in long-term care settings, what you can do to prevent them and much more.

This video training provides a unique and interactive learning experience. In addition to the valuable learning information contained in the video and accompanying workbook, the video in-service provides opportunities for facilitated discussion to help involve participants in the acquisition of knowledge that will help everyone understand how to prevent skin disorders and how to be prepared to identify and respond quickly if skin disorders appear.

During your session, focus on these crucial learning points:

- Recognizing outside factors that may increase the risk of residents developing skin disorders (i.e. incontinence, sun exposure, smoking, skin tears, bruising, etc.)
- Recognizing factors common to aging skin which influence the risk of skin disorders (i.e. thinning, pigmentation, blood vessel constriction, fragility, allergies, etc.)
- Putting procedures in place to minimize the risk of skin disorders
- Routinely checking resident skin condition and being able to properly identify possible skin disorders
- Preparing yourself to respond appropriately in the event a skin disorder appears
- Understanding your role in the treatment of common skin disorders
SAMPLE GROUP SESSION AGENDA

Use the following sample agenda to structure a session featuring “Your Role in Resident Skin Care.”

Length of videotaped program: approximately 20 minutes

Suggested length of session: 45 minutes to 1 hour

Materials needed:
• This facilitator guide
• The “Your Role in Resident Skin Care” video program
• Optional paper and pencils for participant note-taking
• Optional flipchart and markers for writing key ideas
## SUGGESTED SESSION AGENDA

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Welcome the group to your session. Introduce the <strong>“Your Role in Resident Skin Care.”</strong> topic by leading this discussion:</td>
</tr>
<tr>
<td>ASK:</td>
<td>How many of you have experience with resident skin disorders? <em>(Pause for a show of hands)</em></td>
</tr>
<tr>
<td>ASK:</td>
<td>Do you believe that the skin disorder could have been prevented? What could have been done to prevent that skin disorder?</td>
</tr>
<tr>
<td>ASK:</td>
<td>What are some of the common causes of skin disorders in long-term care? <em>(Pause for responses)</em></td>
</tr>
<tr>
<td>ASK:</td>
<td>What do you think is the appropriate response if a skin disorder occurs?</td>
</tr>
<tr>
<td>DISCUSS:</td>
<td>Prior knowledge of skin disorder prevention and treatment. Try to understand the group’s prior knowledge so you can help reinforce good practices and change those that are incorrect. (Encourage discussion to help uncover staff knowledge). With this baseline, you can better understand how to focus later discussion and follow-up exercises. You can also realize how the learning sessions have helped to improve training on common skin disorders.</td>
</tr>
</tbody>
</table>
Show first module of video program --

**INTRODUCTION / SKIN HEALTH**

**10 min**

Engage viewers in a brief discussion about MODULE 1. If group members are slow to respond, consider briefly recapping the main ideas emphasized in the first module *(or the key situations and behaviors with which you feel your group can most easily relate)*.

**ASK:** Why are our residents more susceptible to skin disorders?

**ASK:** What are the most common factors that increase the risk of a skin disorder appearing? What are some factors common to aging skin? Outside factors (smoking, sun exposure, chemicals, allergies, etc.)?

**ASK:** How can knowledge of skin condition and the effects of aging on the skin reduce your residents’ risk of developing skin disorders?

**ASK:** What are the overall benefits of understanding common skin disorders and the factors that may contribute to their development?

To facilitate discussion, consider the following..

**DISCUSS:** Describe common skin disorders and their associated risk factors. Engage group in discussion that involves them in identifying common causes of skin disorders that may go unrecognized.
Show second module of video program -- **S.K.I.N CHECK**

**10 min** Engage viewers in a brief discussion about MODULE 2. If group members are slow to respond, consider briefly recapping the main ideas emphasized in the first module (*or the key situations and behaviors with which you feel your group can most easily relate*).

**ASK:** What is the single most important thing you can do to minimize the risk of residents developing skin disorders?

**ASK:** Ideally, how often should you perform a S.K.I.N. Check?

**ASK:** Do you have protocol in place to check your residents’ skin? When was the last time you performed a skin check with a resident?

**ASK:** What role does each staff person play in the identification of skin disorders? You, nurse, doctor, dietitian, family, etc.?

**ASK:** What role does each staff person play in correcting potential problems with the identification or notification process?

**ACTIVITY:** Obtain a copy of the facility’s skin care procedures and compare and contrast the similarities and differences of the current protocol with the S.K.I.N Check model.

Perform a S.K.I.N. Check (or comparable facility skin check) on a resident or test subject. Go over the procedure for identifying skin changes and possible abnormalities.
Make sure participants follow the proper documentation methods. Discuss the participants’ findings and the facility’s notification process.

**DISCUSS:** The importance of routine skin checks (focusing on the S.K.I.N. Check model if there is no protocol currently in place) in preventing and identifying skin disorders. Explain how skin checks can help reduce the potential risks. Also discuss the staff role in reporting the results of skin checks and correcting problems that arise.

Show third module of video program -- *ROUTINE SKIN CARE*

**10 min** Engage viewers in a brief discussion about MODULE 3. If group members are slow to respond, consider briefly recapping the main ideas emphasized in the first module (*or the key situations and behaviors with which you feel your group can most easily relate*).

**ASK:** How does incontinence affect skin? What steps should you take to prevent the build-up of moisture and bacteria with incontinent residents?

**ASK:** How often should residents be bathed? What water temperature is recommended for resident baths and why? Discuss protocol currently in place regarding resident bathing.

**ASK:** What precautions can you take while bathing, dressing and cleaning residents to prevent the development of skin disorders?
ASK: What do we mean by positioning? Why is it important to take care in properly positioning residents who need assistance moving?

ASK: If a skin disorder appears what is your role in the treatment process? What types of moisturizers are best for aging and/or irritated skin?

ACTIVITY: Assemble groups of two or three and go over proper positioning methods. Use the facility’s current guidelines. Practice moving residents from: bed to bed, bed to chair, chair to bed, laying to sitting, etc. Ask participants to identify possible risks for bruising, skin tears and rashes that may arise during the positioning process.

DISCUSS: Staff members’ role in the treatment of skin disorders. Engage staff and be clear in explaining the steps involved in proper bathing, moisturizing and proper positioning of residents to avoid skin tears and bruising.

5 min In closing, ask for questions or additional comments from the group. Discuss as appropriate.

Thank group members for their participation and conclude the session.
EXERCISES AFTER VIDEO

• How do you rate our current success in preventing skin disorders and providing for residents who acquire skin disorders? How do residents rate our success?

• What are some examples you’ve seen in just the last week or two of
  -- potential risks of skin disorders
  -- precautionary measures taken by staff
  -- training or education to help staff and/or residents understand the risks of skin disorders and prevention

• What can we do to help residents understand skin disorders and prevention?

Suggest that team members accept a follow-up assignment as a proactive step in improving their understanding of their role in resident skin care.

For example, ask each staff member to perform a routine S.K.I.N. Check on a single resident over the course of a week (minimum 3 checks). They should be able to properly document their findings and identify any skin changes or potential risks they notice over that time.

In addition to performing a S.K.I.N. Check, ask them to identify specific precautionary measures that are in place to minimize risk of resident skin disorders.

Then, hold a second meeting and ask each staff member to share what they’ve learned.

Finally, as a group, decide how you can use what you’ve learned to improve the prevention and identification of skin disorders in your facility.
• Dementia in Long Term Care: How Dementia Affects Care Planning (New)
• Delirium: Assessment, Prevention and Management, Part 1 (New)
• Delirium: Assessment, Prevention and Management, Part 2 (New)
• Delirium: Assessment, Prevention and Management, Set (New)
• Preventing Medication Errors in Long Term Care (New)
• Limiting Exposure to Blood Borne Pathogens (New)
• Your Role in Resident Skin Care
• Finding Cognitive Impairment in the Elderly (New)
• Infection Control in Long Term Care (Revised)
• Quality of Life: Homelike Environment
• Respecting Confidentiality (Revised)
• A Commitment to Safety (Revised)
• Fire Prevention & Safety Practices
• Preventing & Handling Elder Abuse and Neglect
• Preventing & Managing Workplace Violence - Staff
• Preventing & Managing Workplace Violence - Managers
• Quality of Life: An Introduction
• Preserving Residents’ Dignity
• Serving the Assisted Living Community, Part 1
• Serving the Assisted Living Community, Part 2
• Meaningful Work
• Resident Transfers: The Safe Way
• No Easy Answer: Moving Beyond the Guilt
• What about using a Restraint?
• Understanding Advance Directives
• Residents’ Rights - Residents
• Residents’ Rights - Residents (Revised)
• Pain in Cognitively Impaired Seniors: Assessment & Management
• Preventing Falls in the Geriatric Patient
• Sleep Problems in the Elderly: Assessment
• Sleep Problems in the Elderly: Management
• Management of Depression in Long Term Care
• Drug Free Workplace: Supervisor
• Drug Free Workplace: Employee
ElderCare Communications is a leading provider of high quality video-based education and information to help improve the quality of care and resident quality of life in long-term care settings.

For more information on this and other videos that we offer please contact us at:

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or visit us online at:

[www.eldercarecommunications.com](http://www.eldercarecommunications.com)
Questions?

If you have questions about how to implement the “Your Role in Resident Skin Care” program, or if you would like information about other programs available from ElderCare Communications, call or write to:

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