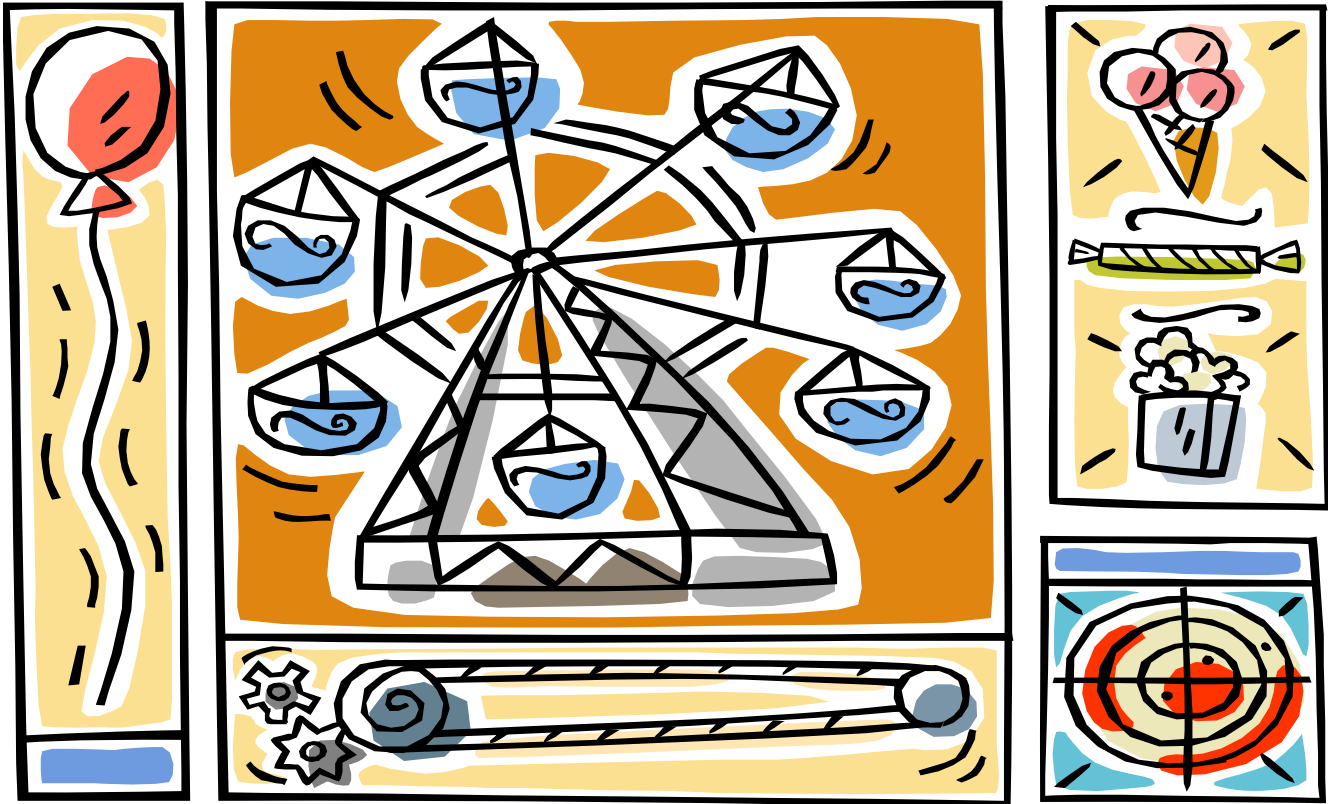


Meet Me At the Skin Care Fair

Instructions to accompany

Skin Care Fair Slideshow



Purpose: Provide staff with the knowledge to prevent pressure ulcers.

Methods: Hands on activities, discussion, slide show

Proof of learning: Ability to state several interventions to prevent pressure ulcers.



Louisiana Health Care Review, Inc.
THE MEDICARE QUALITY IMPROVEMENT ORGANIZATION

Skin Care Fair > *Instructions*

Part I. Hands-On Activities

Oh, My Precious Epidermis:

1. The Barren Desert

- **Objective: To visually see the effects of friction on the skin. Dry onion skin should tear and shed when inserted in and out of a long tube sock. Applying lotion should moisturize the onion skin, reduce friction and help prevent skin tears.**
- Advise the participants to think of the onion as an elder's fragile skin, and the sock as his or her bed linen.
- Have dry onions available (Hint: Onions should be dry, and kept at room temperature for best skin shedding).
- Have participant try to put a dry onion in and out of a long tube sock. Note what happens to the onion's skin. Turn the sock inside out so the participants can see all the onion's skin that has shed
- Now apply lotion generously all over the dry onion. With a clean sock, repeat the process. Turn the sock inside out to show little to no shedding occurred. How does applying lotion change the results seen on the onion's skin?
- (Another hint to reduce friction: Have volunteer roll the sock all the way down to the toes in order to reduce "sliding" the entire sock over the onion)
- Have paper towels available for participant to clean lotion from his/her hands.

Lesson: The importance of moisturizer in the prevention of pressure ulcers. When applying lotion, avoid vigorous massage over bony prominences or reddened areas.

2. Fragile-Handle with Care:

- **Objective: Pulling off silk tape from an over-ripe tomato will pull the tomato's skin off thus replicating how easily the skin can tear.**
- Ask the audience who has a "tender touch?" Invite this individual to come up and participate in this activity. Advise the participants to think of the tomato as the fragile skin of an elderly resident and the silk tape as a band-aid or dressing.
- Have an over-ripe, thin skinned tomato with silk tape applied (If tomatoes are not available, may use plums, or any fruit with skin that tears easily. Hint: Keep tomatoes/fruit at room temperature to ensure delicacy.
- Tell the participant that his/her challenge is to remove the silk tape without tearing the skin. If the participant succeeds, have the audience clap for him/her and designate them as having a "tender touch."

Lesson: The importance of removing all bandages with care, so as not to tear the skin. Remember, any harsh movement or pulling can create a skin tear. Residents can wear long sleeves and pants to add a layer of protection. Provide a well-lit environment to reduce the risk of residents bumping into equipment or furniture (Baranoski, S., 2003).

3. The Barrier Reef:

- **Objective: After submerging both hands into colored water, the participant should notice a difference in skin color between the unprotected hand and the hand with barrier ointment. In addition, water will bead (be repelled) only on the protected hand.**
- Apply moisture barrier to top of one hand (Hint: For this demonstration, it is best to use a clear barrier ointment (i.e., A&D) rather than white zinc oxide).

- Pan of water with generous amount of food coloring (Hint: red works great!)
- Have participant place both hands in the water for a few minutes. Ensure water covers the tops of the hands. While the hands are soaking, ask the audience what they expect the hands will look like when removed.
- Remove the hands and compare them. The knuckles of the unprotected hand will appear "colored" while the protected hand repels the food coloring and water beads on it.
- Hint: an effective analogy to draw is reminding them how a car with a good wax application repels (beads) the water when it rains. A sign that the car is being protected. In the same respect, they will see water beading on the hand with barrier ointment.
- Have towels available for drying

Lesson: Moisture is a risk factor for developing pressure ulcers. The importance of using barrier creams as they will help protect the skin during an incontinent episode.

4. You're Tearing Me Apart:

- **Objective: As the participant slides against the wall with the wax paper, he/she is replicating friction and shearing. The wax paper should crinkle and may even tear.**
- To make this fun, ask for a participant, who is the "wild one" in the group. Usually the group points out this individual.
- Give participant a piece of wax paper
- Advise the audience to think of the wax paper as fragile skin and the wall as the bed linen.
- Have the participant lean against the wall on the paper
- Advise the participant that you are going to see how "wild" he/she really is. Have him/her slide up and down the wall, and side to side. At the same time, ask the participants what they expect to happen to the wax paper.
- Allow the audience to view the participant's wax paper.

- Ask the participants to discuss ideas on how to reposition residents to reduce friction.

Lesson: To prevent friction and shearing, use draw sheets and lifting devices to "lift" rather than "drag" residents. Keep the HOB at, or below, 30 degrees or at the lowest degree of elevation, consistent with the resident's medical condition, to prevent sliding and shear injuries. Use cushioning devices, such as pillows, to prevent the touching of bony prominences.

Between a Rock and a Hard Place

1. You're Pushin' Too Hard on Me

- **Objective: A blood pressure cuff, partially inflated on the participant's arm, will enable the individual to experience low intensity pressure.**
- Apply a blood pressure cuff to participants arm
- Inflate to 60 mm (This number was chosen arbitrarily to demonstrate low intensity pressure).
- Ask the audience "How much pressure does it take to develop a pressure ulcer? A lot of pressure or a little bit of pressure?"
- Ask the participant: "Do you feel pressure?" If yes, ask "How much - a lot or a little?" If no, ask them "If the blood pressure cuff was left on for 5 more minutes, would you be uncomfortable then?"

Lesson: Reminder that even low pressure over a long period of time can cause tissue damage. (Bryant, R. 1992). One way to relieve pressure is through consistent turning schedules. The turning schedule for the bed bound resident is every 2 hours. Reposition chair bound individuals every hour. Encourage these individuals to shift weight every 15 minutes if possible.

2. Mom, She's Squeezin' Me

- **Objective: Pushing the stick on the balloon will create an area of high-intensity pressure and the balloon will pop (develop a wound).**
- Small balloon
- Stick or pointed pencil
- Have participant apply intense pressure on the balloon with the stick or pencil. Preferably until it pops (just like creating a wound).

Lesson: Tissue damage can occur within a short period of time with high-intensity pressure (Bryant, 1992). Actions

that minimize pressure, such as using pillows and wedges between bony prominences, will help prevent pressure ulcers.

Critics' Corner

1. Taster's Choice:

- **Objective: By tasting the facility's supplements/food at different temperatures, the participant will understand the importance of knowing each resident's food preferences to maintain their nutrition.**
- Have the participants taste samples of their own supplements warm and cold.
- Have the participants sample hot foods served cold.
- Explain to participants that sometimes "tasters" have experienced indigestion and stomach cramps. This may explain the unwillingness of the elder to accept the supplement the second time. If this occurs encourage the CNA to inquire about symptoms if the elder refuses since this can impact nutritional intake.

Lesson: Weight loss is a risk factor for developing a pressure ulcer. Appeal to the resident's appetite by serving food according to the resident's preferences and consistent with the resident's medical condition.

2. Treasure Hunt:

- **Objective: The participant will experience the difficulties a resident encounters while eating. The safety glasses and gloves replicate vision impairment and arthritis. A time limit placed on "mealtime" emphasizes these difficulties.**
- The participant applies safety glasses coated with petroleum jelly.
- The participant applies cotton gloves (garden gloves can be used).
- Use a plate with colors similar to colored "Goldfish" crackers. Put about 25 colored goldfish within the respective colors on the plate.

- Advise the participant that he/she has 30 seconds for mealtime. To complete his/her meal, the participant must use this time to pickup each goldfish individually and place it on another plate. Time the start and finish of the activity.
- Note if the participant was able to complete his/her "dinner" and what difficulties he/she had.

Lesson: Physical limitations can be a factor in poor nutritional intake. Assist residents to eat as necessary. Understand how residents may feel about their limitations.

Time Saver:

To be prepared for the "Gotta go, gotta go, gotta go" exercise, have the participant start soaking hands now in a bowl of water.

The Princess and the Pea

1. I'm Sooo Sensitive

- **Objective: When the participant sits on a pillow with a firm ball underneath, he/she will not be comfortable sitting.**
- Ask the audience if there is a princess present. Choose a participant to test if they are truly a "princess."
- A chair with a small, firm rubber ball or tennis ball
- Secretly place pillow (covered with a plastic garbage bag for cleanliness) on top of the ball so that the ball is not visible
- Have participant sit on the pillow. To make it fun, advise the participant no wiggling allowed or the audience will "boo." For fun, have the audience practice "booing" one time.
- While the participant is sitting, tell the story of the Princess and the Pea. (Once upon a time, a girl wanted to marry the prince. Since only a *true princess* could marry the prince, his mother, the queen, gave her a test to see if this was the case. For her test, the girl had to sleep on top of a pile of many mattresses. Unbeknownst to her, a pea was placed under the very bottom mattress. A *true princess* would detect this! Needless to say, the girl could not fall asleep because there was something making the mattress very uncomfortable (the pea). She told the queen of this. The queen recognized that she *truly was a princess*. She married the prince and lived happily ever after. The end of the story.)
- State that you will now see if there is a princess in the chair. Ask the participant if he/she feels comfortable sitting? If the participant is uncomfortable, deem him/her prince/princess for the day!
- Show the audience the hidden rubber ball under the pillow. Usually they will laugh at this point.
- Ask the audience what can be done to wheelchairs and beds to reduce pressure and make the resident more comfortable.

Lesson: Use support surfaces on beds and chairs to reduce or relieve pressure. Ensure that they are in place and in proper working condition.

2. Dorothy's Shoe.. "Lions, and tigers, and bears oh my!"

Repeat "Lions, and tigers, and bears oh my!" with the sound clip.

Then state "Pressure and blisters and objects oh my!" (just like the previous phrase).

- **Objective: By having the participant with closed eyes feel in the shoe, he/she will feel objects that could create pressure on the foot.**
- Place paper clip and other small objects in shoe (ie. paper clips, dimes, nickels, rubber band, ball).
- Have the participant close their eyes and feel to identify the objects. Any parts of the shoe itself that could create pressure on the foot can be identified. Have the audience clap if the participant can identify the objects.
- Remind the audience that some residents may not be able to sense pressure and react to it. For example, diabetics may have limited sensation of the feet and be unable to detect pressure, even from a shoe.
- Ask the audience if they can identify other equipment that can create pressure on the skin i.e. oxygen cannula, improperly fitting incontinent briefs.

Lesson: Be alert for anything that could create pressure on the skin, even objects or parts from worn shoes. Limited sensory perception, the ability to sense and react to pressure, is a risk factor for pressure ulcers. By inspecting the skin on a regular basis, objects/equipment creating pressure can be noted.

3. "Gotta go, gotta go, gotta go"

- **Objective: After the participant soaks his/her hands in water for several minutes, they will notice how the skin can become macerated (softened) at the fingertips.**
- Have the participant, who has been soaking his hand in water, show the audience his/her hand.
- Look at the fingertips and note any changes.
- Alternate time saver: If time does not allow a participant to soak the hands, simulate the activity by asking the audience what their hands look like after washing dishes.

Lesson: Moisture from incontinence irritates the skin and contributes to pressure ulcers. Maintain residents clean and dry after incontinent episodes.

- This completes the "hands-on" exercises section.

Part II. Group Discussion Section

Terrors of the Deep:

What It Looks Like When Pressure Sores Develop

We will now replicate the stages of pressure ulcers. Remember that pressure is the root of all the following evil:

Stage 1: Banana

- **Description:** The blackened areas of a banana replicate stage I ulcers.
- **Discussion:** The black area of a banana replicates a stage I pressure ulcer: With a stage one pressure ulcer, the skin is not broken but there is an area with one of the following characteristics: change in the skin temperature, tissue consistency (firm or boggy) or sensation, when compared to an adjacent or opposite area on the body.
For people with lightly pigmented skin, it may appear as an area of **persistent redness**.
For people with darker toned skin, it may appear as a persistent **red, blue, or purple hue**.

Stage 2: Orange

- **Description:** To simulate a Stage 2 ulcer, use a potato peeler to slightly shave rind but not break through to the actual fruit of the orange.
- **Discussion:** The peeled area of the orange represents a Stage 2 pressure ulcer. It is a partial thickness ulcer that involves the epidermis, dermis or both. It is superficial and can present as an abrasion, blister, or shallow crater.

Stage 3: Orange

- **Description:** To simulate a Stage 3 ulcer, use potato peeler to remove all of the rind in one area and slightly break through to the fruit.
- **Discussion:** The peeled area of the orange represents a Stage 3 pressure ulcer. This is full thickness skin loss involving damage to the subcutaneous tissue, which may extend down to, but not through, the underlying fascia. It presents as a deep crater with or without undermining (the tissue that lies beneath the surface of the skin such as fatty tissue and muscle.)

Stage 4: Orange

- **Description:** Use the potato peeler to break through the rind and create a deep wound into the orange.
- **Discussion:** The area on this orange represents a Stage 4 pressure ulcer. Not only is the rind broke, but the damage goes deep into the fruit of the orange. With this stage, the wound is full thickness with extensive destruction, tissue death, or damage to the muscle, bone, or supporting structures.

Part III. Group Discussion and Game

Solving the Puzzle-Assessing for Risk

Use the Braden Puzzle Piece Set for this exercise and discussion. Each set has 6 puzzle pieces with a different Braden risk factor listed on each piece. Each participant should receive one puzzle piece. Each set should have a total of 6 puzzle pieces which includes all the risk factors. Multiple sets can be used for more than 6 players. Go through each risk factor and ask the participants of a particular risk factor to raise their hands if they have that puzzle piece. Ask them for an intervention to help reduce the effect of that risk factor. At the end of this exercise, the accompanying power point will show the completed puzzle. *

* Refers to *The Braden Scale for Predicting Pressure Sore Risk*, Barbara Braden and Nancy Bergstrom, 1988.

Braden Scale Risk Factors and Answers

Sensory Perception:

The person's ability to perceive and respond **MEANINGFULLY** to pressure related pain & discomfort

Interventions:

- Remember the shoe exercise? Check for anything that could be creating pressure on the skin.
- For the resident with limited ability to perceive pressure, put on a turning schedule to ensure pressure relieved at regular intervals.

Moisture:

The amount of moisture the skin is exposed to.

Interventions:

- Use moisture barrier in particularly wet areas (peri-area, buttocks, etc.)
- Change clothing, incontinence products, and linen as often as you need to.

Activity: Getting up and around.

Interventions:

- Change position at least every 2 hours

- ROM
- Ambulate
- Teach resident to change his/her own position.

Mobility: Changing position and controlling body position.

Interventions:

- Float the heels
- Reposition at least every 2 hours for bed-bound residents; hourly for chair bound
- Use pillows for support

Nutrition: USUAL food intake.

Interventions:

- Help to eat
- Get foods they like (within their diet)
- Offer fluids frequently (as diet allows)
- Provide supplements as ordered

Friction & Shear: Ability to move without rubbing or dragging.

Interventions:

- Use lift sheet
- Soft socks on feet
- Long sleeves or elbow protectors
- Keep the head of the bed at the lowest degree of elevation consistent with medical condition and other restrictions. Limit the amount of time the head of the bed is elevated.

References

Baranoski, S. Skin tears: Staying on guard against the enemy of frail skin. *Nursing 2003*, October 2003, 33(10), p. 14-20.

Bryant, R. Acute and Chronic Wounds Nursing Management. St Louis, Mosby Year Book, 113, 1992.

Nursing Home Skin Care Fair Inventory List

Item	Amount	Required for this Exercise:
Perishable		
Dry onions	1	The Barren Dessert
Tomato (ripened)	1	Fragile-Handle with Care
Colored Goldfish	1 bag	Treasure Hunt
Oranges	3	Terrors of the Deep
Banana	1	Terrors of the Deep
Non-perishable		
Treasure Chest (any container for supplies)	1	
Tube sock	2	The Barren Dessert
Moisturizer Lotion	1 tube	The Barren Dessert
Silk tape (to simulate bandages)	1 box	Fragile-Handle with Care
Balloons	1	Mom, She's Squeezin' Me
Barrier ointment	1	The Barrier Reef
Bowl	2	The Barrier Reef; Gotta go, gotta go, gotta go
Food coloring (red is best!)	1	The Barrier Reef
Wax paper	1 roll	You're Tearing Me Apart
Stick or pencil with point	1	Mom, She's Squeezin' Me
Bathroom cups (for tasting)	1 pack	Taster's Choice
Safety glasses	1	Treasure Hunt
Petroleum jelly	1	Treasure Hunt
Cloth gloves	2	Treasure Hunt
Colorful plate (plastic is best)	1	Treasure Hunt
Pillow	1	Princess and the Pea
Plastic garbage bag (to encase the pillow)	1	Princess and the Pea
Small rubber ball or tennis ball	1	Princess and the Pea
Potato peeler	1	Terrors of the Deep
Knife	1	Terrors of the Deep
Shoe (tennis)	1	Dorothy's Shoe
Paper clip, nickel, dime, small ball and/or rubber band (items go inside the shoe)	1	Dorothy's Shoe
Watch with a second hand	1	Treasure Hunt
Skin Care Fair Power point	1	
Paper towels	1 roll	
Disinfecting wipes	1 roll	Disinfected bowls, eyeglasses, plate
Items from Nursing home		
Blood pressure cuff	1	You're Pushing Too Hard on Me
Nutritional supplements	Enough for CNAs to taste hot/cold	Taster's Choice