

Appendix C: Individuals likely to Benefit from Prompted Voiding

The following factors can relate to an individual’s responsiveness to prompted voiding:

- Recognizing the need to void;
- Higher number of self-initiated requests to toilet;
- Ability to void successfully when given toileting assistance;
- Ability to ambulate independently;
- More cognitively intact; and
- Higher completion of assigned prompted voiding sessions by care provider.

The best predictor of an individual’s response to prompted voiding is his or her success during a trial of prompted voiding (Lyons & Pringle Specht, 1999).

Communication Techniques for use with Prompted Voiding Protocol

Approach person at prescribed time.	Establishes trusting relationship. Reinforces desired toileting behaviour.
Greet individual by name, introduce self, and state purpose of interaction.	“Hello, Mr. Roberts. I am Jane, your nurse. I am here to help you get to the bathroom”.
Provide information.	“It’s 2:00 – the time we agreed to meet so I could help you. I am here to help you get to the toilet”.
Determine how the person informs others of the need to toilet.	“Your call light is on – do you need to use the toilet?”
Provide visual cues in the environment to promote desired toileting behaviour.	<ul style="list-style-type: none"> ■ Use a picture of toilet on bathroom door rather than abstract symbols. ■ Leave bathroom door ajar when not in use. ■ Use clocks with large numbers near restrooms to remind staff of toileting schedules. ■ Post toileting schedules where staff will see it to remind them of the need to maintain assigned prompted voiding schedules.

Promoting Continence Using Prompted Voiding

Provide for privacy.	“Let’s go into the bathroom to check your clothing. I will wait outside the restroom while you empty your bladder”.
Ask for permission prior to performing continence check.	<ul style="list-style-type: none">■ “Can I help you find out if your clothing is still dry?”■ “I want to check your underclothes to see if they are wet - is that okay with you?”■ “Sometimes it’s hard to remember or realize that you have passed urine. Do you mind if I check to see if you’re still dry?”
Determine person’s awareness of continence status.	“Can you tell me if you feel wet or dry right now?”
Ask if person feels the need to void.	Encourages the individual to re-learn bladder sensations. “Does your bladder feel full?” “Do you feel pressure in your lower abdomen?”
Prompt person to use toilet. Repeat prompt up to 3 times.	“It’s time for you to use the bathroom.” “Please use the toilet to empty your bladder.”
Use familiar language for toileting behaviour. Be consistent with language.	“Do you need to empty your bladder/urinate/pee/ make water/use the toilet/etc?”
Offer toileting assistance.	“Can I help you on to the toilet/bedpan? I will leave the urinal with you so you can empty your bladder. Can I help you clean up/adjust your clothing?”

Give positive feedback at an adult level.	“Yes, you are dry. You’re doing a good job with this new plan.” “Thanks for reminding me when to help you in the bathroom.” “You stayed dry all day. It must feel great to be accomplishing your goals”.
Refrain from using negative feedback or treating the individual like a child.	Promotes self-esteem. Builds trusting relationship.
Provide frequent reminders about desired behaviours.	“If you feel the urge to go to the toilet, let me know and I will help you.” “Try to hold your urine until our appointment at 4:00.” “I will help you to the toilet at 4:00.” “If you need to use the toilet, please do so. I will help if you need it.”
Inform individual of next scheduled prompted voiding session.	“I would like you to hold your urine until 4:00.” “That is 2 hours from now. I will help you use the toilet at 4:00.”

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