



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

HEALTHCARE SCIENCE

COURSE: 25.561 Nursing Essentials

UNIT: 2.1 Safety – Body Mechanics, Moving, Positioning and
Transferring Residents



INTRODUCTION

Annotation:

In this unit students will use good body mechanics and incorporate various aspects of safety in moving, positioning and transferring residents in the lab and clinical setting. Students will maintain resident/patient/client rights and identify alternatives to restraints for residents/patients/clients that require the use of additional safety measures. Students will also learn and demonstrate correct application of restraints/safety devices according to facility standards. They may apply these skills in a clinical setting.

Grade(s):

<input type="checkbox"/>	9 th
<input type="checkbox"/>	10 th
<input checked="" type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time: Four 50 minute periods

Author:

Phyllis Dumas, RN
Multimedia Presentation and Skills Sheets provided by Libbye Sills, RN

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

HS-NE-3: The student will demonstrate behavior which maintains residents'/patients'/clients' rights. Practice resident/patient/client privacy according to OBRA and HIPAA guidelines.

- a. Provide privacy and maintain confidentiality.
- f. Provide care which maintains the resident/patient/client right to freedom from abuse, mistreatment, and neglect.
- g. Avoid the need for restraints in accordance with current professional standards and discuss alternative options

HS-NE-4: The student will demonstrate behavior which maintains residents'/patients' rights. Practice resident/patient/client privacy according to OBRA and HIPAA guidelines.

HS-NE-8: The student will practice safety measures in providing resident/patient/client care.

- d. Employ correct body mechanics
- g. Perform proper procedures for positioning and transferring residents/patient/clients.
- h. Communicate to the client the location and function of staff/emergency contact devices (call light, restroom emergency button) and position within easy reach for the resident/patient/client
- i. Demonstrate the correct use of restraints/safety devices according to the facility standards.

HS-NE-6: The student will analyze the organizational structure of the nursing facility.

- d. Follow institutional policies and procedures when providing care

HS-NE-7: The student will apply the legal and ethical principles of providing care and fulfilling job responsibilities for competent and incompetent residents/patients/clients.

- a. Demonstrate responsible actions supporting resident/patient/client rights.
- b. Provide resident/patient/client privacy as indicated.

GPS Academic Standards:

CTAE-FS-7: Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- The importance of moving and positioning residents/patients/clients in the safest manner.
- Correct body mechanics and its application within the healthcare field
- Alternatives to restraints and safe use of restraints when needed for resident/patient/client care

Essential Questions:

- How do I move and position a resident/patient/client in a manner that provides for resident/patient/client safety and my safety?
- How do I assist in meeting the additional safety needs of a resident/patient/client that may include the use of safety devices or restraints?

Knowledge from this Unit:

- Rules of correct body mechanics for moving, positioning and transferring residents/patients/clients.
- How to appropriately use safety devices/restraints while maintaining resident/patient/client rights.

Skills from this Unit:

- Position resident/patient/client in supine, prone, lateral positions
- Identify safety devices/restraints used when transferring residents/patients/clients
- Perform various safety practices (ie: use of fire extinguisher, body mechanics, Heimlich maneuver)



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☒ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Safety Practices quiz

Assessment(s) Description/Directions:

Attachments for Assessment(s):



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

HS-NE-3: The student will demonstrate behavior which maintains residents'/patients'/clients' rights. Practice resident/patient/client privacy according to OBRA and HIPAA guidelines.

HS-NE-4: The student will demonstrate behavior which maintains residents'/patients' rights. Practice resident/patient/client privacy according to OBRA and HIPAA guidelines.

HS-NE-8: The student will practice safety measures in providing resident/patient/client care.

HS-NE-6: The student will analyze the organizational structure of the nursing facility.

HS-NE-7: The student will apply the legal and ethical principles of providing care and fulfilling job responsibilities for competent and incompetent residents/patients/clients.

CTAE-FS-7: Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

2. Review Essential Questions.

- How do I move and position a resident/patient/client in a manner that provides for resident/patient/client safety and my safety?
- How do I assist in meeting the additional safety needs of a resident/patient/client that may include the use of safety devices or restraints?

3. Identify and review the unit vocabulary.

4. Assessment Activity.

Learning Activities:

- a) Ask students to recall principles of body mechanics
- b) Ask a student to demonstrate lifting an object
- c) Ask student to demonstrate pushing or pulling an object
- d) State today we will talk about using body mechanics to assist residents to move and to position them in bed
- e) Give students notes for multimedia presentation
- f) Discuss resident safety, restraints, moving and positioning using presentation

- g) Demonstrate correct body mechanics while providing care for resident/patient
- h) Demonstrate proper procedures for moving and positioning residents/patient/clients.
- i) Allow students to practice moving and positioning in small groups using textbook or approved skills check off for your program (sample attached)
- j) Final check must be with instructor
- k) While some groups are practicing moving and positioning; demonstrate, and have other groups practice applying jack/vest restraint and limb restraint
- l) Demonstrate the correct use of restraints/safety devices according to the facility standards
- m) Ask students what resident rights need to be protected while performing these procedures- Privacy, confidentiality, freedom from abuse or neglect, freedom from restraints
- n) Ask students what can be the legal consequences for failing to protect the resident's rights?
- o) A written quiz may be made from the student notes

Attachments for Learning Experiences:

Notes & Reflections:

For programs that have approved Nursing Assistant Training Programs, students should use the skills evaluation sheets approved by the GMCF for your program. Presentation may be modified. You may choose to incorporate the skills in restorative care as you teach this lesson such as transferring, ambulating a resident. The performance task-skills evaluation can serve as the evaluation for this unit.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Safety Practices-Moving, & Positioning, a Resident
Application of Safety Devices-Limb & Jacket/Vest Restraint

Culminating Unit Performance Task Description/Directions/Differentiated:

Students will demonstrate the following skills:

- Demonstrate proper body mechanics while moving resident up in bed, turning a resident toward you, Positioning resident in supine, lateral, and prone positions, d to stretcher, bed to chair, b
- Demonstrate correct application of Jacket/Vest & limb restraints

Attachments for Culminating Performance Task:

- Safety Skills Evaluation Sheets
- Turning Resident Toward You
- Moving Resident up in Bed
- Alignment of Resident
- Jacket Restraint
- Limb Restraint



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

- Mannequin
- Draw sheets/large non-disposable under pads
- Hospital beds with side rails
- Simulated call lights
- Jacket and Wrist Restraints
- Pillows
- Computer & Projector
- Skill check list rubric

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		