**Suggested Answers to Discussion Topics, Chapter 14, Patient Safety and Restraint Alternatives**

| Suggested Answers for Topics for Discussion | Learning Objective(s) |
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| 1a. Students’ responses should include the following:   * Mrs. Updown’s age. The physical and mental effects of aging can affect the ability for her to be safe. * Paralysis and weakness. Mrs. Updown’s inability to move the right side of her body effectively can lead to falls as well as injuries due to pressure, heat, and cold. * Poor mobility. The inability to ambulate and move about easily can put Mrs. Updown at risk for a fall or other injury. * Sensory impairment. Due to the hemiplegia, Mrs. Updown may be sensory impaired, and cannot feel pain, heat, or cold. She may be unaware that she is in danger of injury. * Altered awareness. Mrs. Updown does not remember to call for help and may try to get up and fall.   1b. Students’ responses should include the following:   * Follow the care plan instructions for preventing falls. Assessment of Mrs. Updown’s risk factors is ongoing, and a written plan of action to prevent falls is in the care plan. * Encourage and assist the person to ambulate and exercise according to their care plan and abilities. * Gait and balance training, along with exercise and restorative care can help reduce falls in the elderly person by improving strength and mobility. * Because she may not be able to sense heat or cold on the right side, avoid burns by checking bath or shower water temperature. * Reposition her every 2 hours even while in a wheelchair, as she may not sense pain due to pressure. * Make sure she is wearing supportive nonskid footwear for transfers and ambulation. * Keep the bed in the lowest position after providing care, and keep the bed wheels locked. * Create clear pathways in the person’s room leading to the door and the bathroom. Keep heavy or large pieces of furniture away from the bedside and walkways. * Keep walkways clear of obstacles. * Always have the call light within reach of her left hand. * Answer her call lights promptly to avoid her attempts to get up without assistance. * Toilet her frequently, because having to urinate is the number one reason why persons try to get up and fall. | 2, 3, 4 |
| 2a. Students’ responses should include the following:   * Stay with Mabel and call for the nurse to come and check her over to make sure it is safe to pick her up. * Report verbally to the nurse exactly what you witnessed. Do not give your opinion about why she fell. * Complete a written incident (occurrence) report giving the facts only. Avoid opinion or blame. * Discuss with the nurse what measures you could use to keep Mabel safe from falls.   2b. Students’ responses should include the following:   * Place Mabel near the nurses’ station where she can be observed more closely. * Ask family or volunteers to provide companionship at times when staff cannot observe her closely, such as during shift change and in the early morning. * Use pressure-sensitive alarm systems on the bed and wheelchair to alert the staff when Mabel gets up. These will require informed consent from the appropriate person. | 2, 5, 8 |
| 3a. Students’ responses should include the following:   * You must check on John every 15 minutes. * Help him to reposition himself. * Assist him with range-of-motion exercises. * Make sure he receives adequate nutrition and fluids by offering a drink or snack regularly per facility policy. * Toilet him according to the care plan. * Remove the restraints every 2 hours for a total of 10 minutes. * Attend to the person’s needs for nutrition, hydration, toileting, and general comfort. * Make sure that the call light control is within the restrained person’s reach and respond to the call light promptly. * Check to make sure the restraint is not cutting off circulation or sensation. * Record any care provided promptly and according to your facility’s policy. * Explain what you are doing when providing care. * Do not rush through care. Allow yourself time to meet his emotional needs as well as his physical needs.   3b. Students’ responses should include the following:   * The hands become pale, blue, or cold. * Report if John complains of pain, numbness, or tingling at or below the restrained limbs. * The skin beneath the mitten is red, blistered, broken, or bruised. * Report if John becomes more confused, disoriented, or agitated. | 5, 6, 7 |