**Guided Lecture Notes, Chapter 14, Patient Safety and Restraint Alternatives**

Learning Objective 1. Define the terms “accident” and “incident,” and discuss how each can threaten the safety of a person in a health care setting. (Refer to **PowerPoint slides 2 to 4**.)

* An accident is an unintended, unexpected event that has the potential to cause bodily injury .
* An incident is an occurrence that is considered unusual, undesired, or out of the ordinary that disrupts the usual routine for the patient or resident, the health care facility, or both.
* Accidents and incidents can involve patients or residents, staff, or visitors to the facility.
* Have learners refer to learning activities located at the end of the chapter.
* Facilities are required to maintain an environment that lowers the risk of accidents and incidents to the greatest possible extent.
* Facilities must provide patients and residents with adequate supervision and assistance to prevent the occurrence of accidents and incidents.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 2. Identify risk factors that may put people in a health care facility at higher risk for accidents and injury. (Refer to **PowerPoint slides 5 to 11**.)

* Discuss some predisposing factors that place people at risk for accidents, such as very young or very old age, effects of medication, paralysis, poor mobility (inability to move easily), and sensory impairment (an inability to see, hear, smell, taste, or detect pain or changes in temperature), limited awareness of surrounding.
* Discuss the age factor that puts infants, young children, and older adults at high risk of accidents.
* Discuss how pain medications and other medications can affect the person’s ability to be safe, regardless of age or other factors.
* Explain the types of paralysis and how paralysis affects the person’s ability to move or feel.
* List the conditions that can cause poor mobility. Discuss the risk of accidents associated with poor mobility among patients and residents.
* Discuss sensory impairment in terms of the five senses. Ask students to suggest accidents that could occur due to impaired vision, hearing, touch, smell, and taste.
* Discuss the patients or residents having limited awareness of surroundings are at high risk for accidents or injury.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 3. List and describe special needs that residents in a long-term care setting may have related to safety. (Refer to **PowerPoint slides 12 to 17**.)

* Discuss the OBRA requirements to maintain an environment that lowers the risk of accidents and incidents. .
* Describe the various physical changes that can occur with aging which can increase the risk of accidents.
  + Neurologic changes
  + Sensory changes
  + Musculoskeletal changes
  + Urinary changes
  + Respiratory changes
  + Skin changes
* Discuss how chronic medical conditions and/or medications may increase the risk of accidents in older adults.
* List various environmental conditions that may increase the risk of accidents for older adults.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 4.Describe basic safety methods designed to prevent accidents and incidents in a health care facility. (Refer to **PowerPoint slides 18 to 23**.)

* Discuss the measures to safeguard patients or residents from falls.
* Discuss the measures for preventing burns (e.g., measuring the water temperature before giving a patient or a resident a bath).
* Stress that it is imperative to follow safety guidelines while using electrical appliances, such as hair dryers, and giving heat applications.
* Describe entrapment and measures to reduce the risk for entrapment.
* Explain that accidental poisonings affect not only children but also older adults. Further, explain that accidental poisonings can occur in people with poor eyesight, confusion, or a decreased sense of taste or smell. Give examples from real life, if required. Ask the class to provide suggestions for minimizing the risk of accidental poisonings.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 5. Explain the importance of reporting and recording accidents and incidents. (Refer to **PowerPoint slide 24**.)

* Explain that if an accident does occur, it should be reported immediately and an incident (occurrence) report should be completed promptly.
* Emphasize that the report is to be completed in an objective and nonjudgmental way, without blaming anyone.
* Discuss the incident (occurrence) reports used by some facilities.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 6. List the different types of restraints. (Refer to **PowerPoint slides 25 to 28**.)

* Explain the term *restraint.*
* List the types of restraints, giving examples.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 7 Identify safety concerns of restraint use. (Refer to **PowerPoint slides 29 to 31**.)

* List situations in which the use of restraints may be appropriate.
* Inform the class that restraints should be used as defined in the guidelines issued by Omnibus Budget Reconciliation Act (OBRA\_, the Joint Commission on Accreditation of Healthcare Organization (JCAHO), the Food and Drug Administration (FDA), and the Center for Medicare and Medicaid (CMS). Stress that failure to follow these policies can result in a situation that is dangerous for the patient or resident.
* Explain the complications associated with the use of restraints.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 8. Describe methods used to reduce the need for restraints. (Refer to **PowerPoint slides 32 to 35**.)

* Explain that while the use of physical or chemical restraints is not forbidden by any regulating agency, measures must be taken to avoid their use. Stress the use of restraint alternatives. Emphasize planning and documenting the guidelines of using and not using restraint alternatives.
* Discuss as a class the alternatives to physical and chemical restraints and the role the nursing assistant can provide in meeting basic needs such as food, safety, security, love, affection, and self-esteem.
* List people who can help the nursing assistant in providing comfort to a patient or a resident.
* List the people who are responsible for ordering restraints and applying restraints and the person who looks after the restrained person. Explain that only a doctor can order a restraint for a patient or resident.

Outline the role of the nursing assistant in providing care to a person who is restrained. Mention that most facilities require either a registered nurse (RN) or a licensed practical nurse (LPN) to apply the restraint, but nursing assistants will be responsible for providing care.

* Discuss the signs and symptoms related to the release of the restraint.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 9. Demonstrate the proper application of a vest restraint, a wrist or ankle restraint, and a lap or waist (belt) restraint. (Refer to **PowerPoint slide 36 to 38**.)

* Using a student as a model, demonstrate the proper application and safety measures for:
  + A vest restraint
  + A wrist/ankle restraint
  + A lap/waist restraint
* See Procedures 14-1 to 14-3.
* Have learners refer to learning activities located at the end of the chapter.