**Guided Lecture Notes, Chapter 15, Positioning, Lifting, and Transferring Patients and Residents**

Learning Objective 1. List the complications of immobility. (Refer to **PowerPoint slides 2 to 7**.)

* The inability to change positions regularly can lead to discomfort and potentially serious complications.
* State various complications that may arise due to the inability of a person to reposition themselves. Discuss the body system and potential complications which might occur (see Fig. 15-2).
* Integumentary system: pressure ulcers, decreased blood flow
* Musculoskeletal system: brittle bones, contractures, muscle weakness
* Cardiovascular system: blood clots, reduced blood flow
* Respiratory system: pneumonia, decreased respiratory effort, decreased oxygenation of the blood
* Urinary system: reduced kidney function, incontinence, urinary tract infections
* Nervous system: lack of stimulation, feelings of anxiety, feelings of isolation
* Digestive system: decreased appetite, constipation, incontinence
* Proper positioning is necessary for good body alignment and may help relieve some of the discomfort associated with a person’s medical condition.
* To check for alignment, imagine a line that connects the person’s nose, breastbone (sternum), and pubic bone, and then continues between the person’s knees and ankles. This imaginary line should be straight whether the person is lying on his or her back, side, or abdomen.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 2. Describe proper body alignment and explain its importance. (Refer to **PowerPoint slides 8**  **to 10**.)

* Discuss body alignment and explain the concept of an imaginary line. Place a student in a position that involves poor body alignment. Have the student share with classmates how that feels.
* Supportive devices, such as pillows; rolled sheets, towels, or blankets; and devices designed specifically for the purpose of offering support, can be used to keep the person in proper body alignment. Discuss various supportive devices and how they should be used.
* Emphasize the following point on supportive devices:
* Proper use of supportive devices helps to keep patients or residents both safe and comfortable. Make sure you ask the nurse or physical therapist about the proper use of any supportive devices for your patients or residents.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 3. Identify the different body positions and explain the purpose of regular, frequent repositioning. (Refer to **PowerPoint slides 11 to 12**.)

* Discuss the basic positions that are used when a patient or resident must stay in bed or be seated for long periods of time. Describe the posture of the patient or resident in these positions, and mention the advantages of each position.
* Emphasize the following points about body alignment:
* The semi-Fowler’s position is comfortable for people who are resting in bed and want to read, watch television, or talk with visitors. It is also the most comfortable position for a person who has trouble breathing when lying flat.
* The high-Fowler’s position is useful when a person is eating a meal in bed, and during grooming procedures.
* The lateral position is often used for people with back pain, to relieve pressure on the spine, and for those in a body cast. Also, the lateral position is part of the cycle of positions for people who cannot reposition themselves.
* Many people, especially older people, are not comfortable in the prone position. Make sure you check with the nurse before placing a person in this position.
* Sims’ position is used for people who are receiving enemas, and to relieve pressure on areas that may be prone to developing pressure ulcers, such as the coccyx (the “tailbone”) and the greater trochanter of the femur (the “hip bone”).
* Proper sitting position maintains a person’s body in correct alignment while they are sitting in a chair.
* Discuss the difference in angles for the various sitting positions which the person can be placed in while in bed.
* Discuss why it is important for a person to change positions frequently. State the reasons why a patient or resident would be unable to change their position independently.
* Emphasize the following on repositioning helpless people:
* Remember the older person's skin is fragile, can be easily torn or bruised during routine care.
* Always use a lift sheet when patient or resident up in bed or during repositioning.
* Use a gentle touch and move the person smoothly and slowly.
* After repositioning, always check underneath the person to ensure no wrinkles in the clothes or bedding.
* Helping people who must stay in bed or in a wheelchair to reposition themselves is an important responsibility of the nursing assistant.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 4. Discuss safety measures related to lifting and transferring people. (Refer to **PowerPoint slides 13 to 42**.)

* Describe the various injuries a patient or a resident might sustain during repositioning. Explain how the risk of these injuries can be minimized.
* Emphasize the following points:
* People who are being moved in bed are particularly at risk for shearing and friction injuries if they are not moved properly.
* Shearing is caused by pulling a person across a sheet or other surface that offers resistance.
* Friction occurs when two surfaces, such as a sheet and the person’s skin, rub against each other.
* The risk of shearing and friction can be minimized by rolling or lifting.
* Describe the various methods by which a person can be repositioned. Discuss the steps and guidelines that should be followed while repositioning a person.
* Emphasize the following points relating to transferring a person:
* Reasons why a nursing assistant may need to reposition a person so that they are lying onone side of the bed or the other include:
  + If you want to turn the person, this position places them in the middle of the bed (not on one side) when the turn is complete.
  + If you want to perform a personal care procedure on the person, this position places them closer to you, making it easier for you to perform the procedure.
* To keep a person who is sitting in bed comfortable and in proper body alignment, the nursing assistant must help them move up in bed periodically.
* Helping a person to roll over in bed helps to keep the person comfortable. It also helps to prevent many of the complications associated with remaining in a single position for a long period of time.
* Logrolling is performed whenever it is necessary to move a person who has had back surgery or an injury to the spine.
* Get help from a coworker if the patient or resident is large, seriously ill or injured, or uncooperative.
* Before performing the procedure, a nursing assistant must make sure that they have:
  + Performed hand hygiene and observed standard precautions as necessary.
  + Explained the procedure to the patient or resident.
  + Positioned the bed at a comfortable working height and locked the wheels.
* After finishing the procedure,a nursing assistant must make sure that they have:
  + Confirmed comfort and good body alignment.
  + Left the call light control within easy reach.
  + Positioned the bed to its lowest position and locked the wheels. If the side rails are in use, the nursing assistant must make sure that the side rails are returned to the raised position.
* Discuss the concerns for long-term care and the importance of allowing the resident to do as much as safely possible for them without minimal assistance.
* Discuss the potential injuries which can occur due to the aging process.
* Remind the students of the importance of using a gentle touch and moving slowly and smoothly.
* Remind the students to always check for wrinkles in the clothing or bed linen to ensure there are none.
* Discuss the advantages to the resident to continue doing as much as they possibly can to maintain their quality of life.
* Discuss the role of a nursing assistant while transferring patients and residents. Also discuss the role played by the patient or resident during this process. Emphasize the following points:
* A nursing assistant helps people with transfers many times each day.
* The assistance a nursing assistant offers will vary from just providing a steadying hand to totally lifting a person from one place to another.
* A person’s ability to assist with their own transfers may be affected by their ability to bear weight.
* State the purpose of transfer belts and discuss the precautions that need to be taken while applying one on a patient or resident.
* Demonstrate the use of a transfer belt and the guidelines related to it:
* A transfer belt is a webbed or woven belt with a buckle that is used to assist a weak or unsteady person with standing, walking, or transferring.
* When using a transfer belt, the nursing assistant must remember:
  + Some patients or residents may have medical conditions that make it dangerous to use a transfer belt.
  + A transfer belt is only an assist device and should never be used to “lift” a person who cannot bear weight.
* Discuss how planning will help both the nursing assistant and the patient or resident during the process of transferring.
* Emphasize that the nursing assistant must ask the nurse or physical therapist about any specific limitations the patient or resident has and must also find out about the recommended method of transfer.
* Discuss the fears that a patient or resident may have while being transferred.
* Ask students to suggest ways in which a nursing assistant can increase the confidence of a person who needs to be transferred. Write all the suggestions on a flip chart or dry erase board. Conclude the activity by summarizing all the points and adding any point that was missed.
* Emphasize that a person who needs assistance during a transfer may feel weak and shaky, so the nursing assistant must always explain the transfer procedure to the person and make sure that the patient or resident understands how they are expected to help.
* Emphasize the following points on safe transfer techniques:
* It is important that the nursing assistant learns safe transfer techniques to protect themselves and patients or residents.
* Wheelchairs, like any other piece of equipment, need to be checked before use to ensure safety.
* Discuss the use of the various transfer-assist devices which are available.
* List the various options and discuss when they are the most appropriate.
* Describe the advantages when using these devices to both the nursing assistant and resident or patient.
* Discuss procedures for transferring a person to and from a wheelchair or chair. Discuss the steps to be taken and the guidelines to be followed while transferring the person.
* Discuss procedures for transferring a person to and from a stretcher or chair. Emphasize that critically ill and comatose people are transported carefully on stretchers.
* Discuss procedures for transferring a person using a mechanical lift. Emphasize that before using a mechanical lift, always make sure the patient or resident weighs less than the weight limit specified on the lift.
* Discuss the advantages of walking for a patient or resident. Emphasize the following points:
* Frequent ambulation helps to preserve mobility, improves heart and lung function, and promotes digestion. Walking helps the person to remain as independent as possible for as long as possible.
* Dangling reduces the person’s risk of falling due to dizziness or loss of consciousness.
* Devices that help people while walking include walkers, canes, and crutches. Show students different types of devices that are used for ambulation and demonstrate their proper use.
* Walking devices should be specially fitted to the individual and therefore should not be shared.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 5. Demonstrate safe lifting and transferring techniques. (Refer to **PowerPoint slides 32 to 42**.)

* Demonstrate the techniques of safe lifting and transfer using a student as a model for the following skills. Make sure to emphasize safe body mechanics, handling the person gently, and explaining the procedure.
  + Moving a person to the side of the bed, one and two assistants.
  + Moving a person up in bed, one and two assistants.
  + Raising a person’s head and shoulders.
  + Using a transfer belt.
  + Transferring a person from the bed to a wheelchair and back, one and two assistants.
  + Using a stand-assist device.
  + Using a lateral-assist device.
  + Transferring a person from a bed to a stretcher and back.
  + Using a transfer or roller board.
  + Using a mechanical lift.
  + Assisting a person to dangle.
  + Assisting a person with ambulating.
* Have students practice the skills of safe lifting and transfer.
* Have learners refer to learning activities located at the end of the chapter.