

Component I: Core

Module C: Safety

Topic 4: Body Mechanics

Statement of Purpose

To prepare the learner with the basic knowledge and skills of proper body mechanics.

Student Learning Outcomes

Upon completion of this topic, the learner will be able to:

1. Spell and define key terms.
2. Demonstrate the use of proper body mechanics when moving heavy objects.
3. Demonstrate the use of proper body mechanics when transferring a patient from a wheelchair to the exam table, and from the exam table to wheelchair.
4. Describe correct computer ergonomics.

Terminology

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| 1. Body mechanics | 8. Non-slip footwear |
| 2. Brakes | 9. Proper lifting technique |
| 3. Ergonomics | 10. Stepstool |
| 4. Examination table | 11. Transfer techniques |
| 5. Footrests | 12. Two-person assist |
| 6. Gait belt | 13. Wheelchair |
| 7. Neck-hold technique | |

References

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Content Outline/Theory Objectives	Suggested Learning Activities
<p>Objective 1 Spell and define key terms.</p> <ul style="list-style-type: none"> A. Review the terms listed in the terminology section. B. Spell the listed terms accurately. C. Pronounce the terms correctly. D. Use the terms in their proper contexts. 	<ul style="list-style-type: none"> A. Games: word searches, crossword puzzles, Family Feud, Jeopardy, bingo, spelling bee, hangman and concentration. B. Administer vocabulary pre-test and post-test. C. Discuss learning gaps and plan for applying vocabulary.
<p>Objective 2 Demonstrate the use of proper body mechanics when moving heavy objects.</p> <ul style="list-style-type: none"> A. Get as close as possible to object. B. Keep feet apart, knees bent. C. Use leg and arm muscles to lift. D. Keep back straight. E. Bend at hips and knees, not at waist. F. If you have doubt about size and weight of equipment ask for help. G. If a patient falls, weighs greater than 130 pounds or is unable to assist in the move, get help to assist to upright position. H. If available, use lift equipment. 	<ul style="list-style-type: none"> A. Lecture/Discussion B. Assigned Readings C. Use posters/videos/computer assisted learning/workbook activities. D. Return demonstration of one-, two- or three-person lift. E. If you have lift equipment available, practice using it with students.
<p>Objective 3 Demonstrate proper body mechanics when transferring a patient from a wheelchair to the exam table and from the exam table to wheelchair.</p> <ul style="list-style-type: none"> A. Preparation <ul style="list-style-type: none"> 1. Explain procedure to patient. 2. Ensure that assistant and patient have non-slip footwear. 3. If possible, lower table or chair to wheelchair height. 4. Determine if patient has more strength on one side and transfer from that side. 5. Lock wheelchair brakes. 6. Ensure exam table or chair is stable. 7. Remove obstructions between wheelchair and exam table. 8. Determine if additional assistance is needed. 9. Move footrests out of the way. B. Transfer <ul style="list-style-type: none"> 1. Have patient move to edge of wheelchair. 2. Stand directly in front of patient. 3. Use a gait belt around patient's waist and grasp the back of the belt when lifting. 4. Get close to patient and lift with your legs. 	<ul style="list-style-type: none"> A. Lecture/Discussion B. Assigned Readings C. Use posters/videos/computer assisted learning/workbook activities. D. Return demonstration. E. Student presentation. F. Use props.

<ul style="list-style-type: none"> 5. Take small steps; do not allow legs to cross. 6. Assist patient to stepstool, then to exam area. C. Transfer from exam area to wheelchair <ul style="list-style-type: none"> 1. Same preparation as instruction A (1-9) above. 2. Position wheelchair on patient's stronger side. 3. Same transfer instructions as B (1-5) above. 4. Assist patient to stepstool, then to adjacent wheelchair. D. Two-person assist <ul style="list-style-type: none"> 1. Same preparation and transfer instructions. 2. One person in front of patient, second person at patient's stronger side. 	
<p>Objective 4 Describe correct computer ergonomics</p> <ul style="list-style-type: none"> A. Adjust work station and equipment at beginning of shift. B. Place frequently-used items within forearm reach. C. Arrange work surfaces to minimize twisting or excessive reaching. D. Change position frequently, stand up and stretch, and vary tasks. E. Computer sitting tips <ul style="list-style-type: none"> 1. Keep head upright and ears, shoulders and hips in a straight line. 2. Keep shoulders relaxed. 3. Elbows by sides of body. 4. Adjust backrest to support curve in lower back. 5. Sit upright with buttocks against back of chair. 6. Keep thighs parallel to floor or hips slightly above knees. 7. Keep feet flat on floor or on a foot rest. F. Computer monitor tips <ul style="list-style-type: none"> 1. Top of monitor should be at or slightly below eye level (lower for those who wear bifocals). 2. Monitor distance should be at arm's length. 3. Monitor, keyboard and mouse should be in line with each other. 4. Keyboard should be flat on surface with mouse beside keyboard. 5. Adjust desk or keyboard tray so that forearms are parallel to floor. 6. Hands should be aligned with wrists <ul style="list-style-type: none"> a. Type with wrists floating above keyboard, as if playing a piano. b. Type with a light touch. 7. Area under work surface should be clear for legs. 8. Sit close to your work. 	<ul style="list-style-type: none"> A. Lecture/Discussion B. Assigned Readings C. Use posters/videos/computer assisted learning/workbook activities. D. Return demonstrations. E. Posters with pictures of correct sitting positions in front of computer. F. Have pictures of proper stretching positions. G. Practice proper stretching with students.