

Module 9. Body Mechanics

Goal

The purpose of this module is to help participants learn the principles of good body mechanics and how to use these principles to prevent injury when lifting or moving an object and/or helping a person to change position.

Time

3.5 hours (includes 30 minutes for break and warm-up or closing)

Activities	Methods	Time
9.1 Group Warm Up (Mirroring)	Large group exercise	5 minutes
9.2 Demonstrating Good Body Mechanics – Lifting an Object	Interactive presentation, demonstration, discussion	45 minutes
9.3 Demonstrating Good Body Mechanics -- Positioning a Person	Demonstration, discussion	50 minutes
9.4 Practice Lab	Practice triads	1 hour & 20 minutes

Supplies

- Flip chart, markers, and tape
- Paper and pencils
- CD/audiotape player and “energizer” tape or CD
- 10 lb. objects, such as filled boxes, bags of potatoes, sugar, cat litter (preferably non-perishable or sealed containers)
- Beds (completely made, with turning sheet)

Handouts

- Handout 9.1 Good Body Mechanics: What It Is and Why It’s Important
- Handout 9.2 Using Good Body Mechanics
- Handout 9.3 Show Your Skills -- Lifting a Thing
- Handout 9.4 Tips for Lifting and Moving
- Handout 9.5 Show Your Skills -- Raising a Consumer’s Head and Shoulders
- Handout 9.6 Show Your Skills -- Moving a Consumer to the Side of the Bed
- Handout 9.7 Show Your Skills -- Assisting the Consumer to Move Up the Bed
- Handout 9.8 Show Your Skills -- Turning a Consumer in Bed

Advance Preparation

Review all training and presentation materials for this module.

Copy all handouts for participants.

Gather all necessary supplies and equipment.

Activity 9.2: Demonstrating Good Body Mechanics – Lifting an Object

Prepare individual flip chart pages on each principle of good body mechanics (steps 1, 8, 11, 14, and 15).

Put ten-pound objects on floor at the front of the room, with a table close behind.

Activity 9.3: Demonstrating Good Body Mechanics -- Positioning a Person

Set up a demonstration area with bed fully made, including turning sheet.

Activity 9.4: Practice Lab

Set up practice stations with two or three beds, fully made.

Put ten-pound objects around the room.

Make two extra sets of all skills checklists (Handouts 9.3 and 9.4 through 9.8) for the demonstration stations during the practice labs. One set is for participants to observe each other; the other is for instructors to use for return demonstrations.

Have additional instructors available to observe return demonstrations.

ACTIVITY 9.1 Group Warm-up

5 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Relax, stretch, and warm-up their muscles in preparation for the skills practice of body mechanics.

Key Content

- ❖ This activity is intended to energize participants but also to reinforce for them of the importance of stretching and warming up muscles before strenuous physical activity.

Activity Steps

Energizer – “Mirroring” (5 minutes)

1. To introduce this module, open with an energizing, fun activity that will serve as a warm-up and stretching exercise, in preparation for the skills practice components of this topic.
2. To set this up, have each participant find a partner. You may need to pair with someone if the numbers are uneven. Have partners stand in a space in the room where they have enough room to move about freely without touching anything. Partners stand about 2 feet apart, facing each other.
3. Explain that they will pretend that their partner is a mirror. Each partner will take a turn making a series of stretching motions—stretching their arms, rolling their necks, bending, lounging sideways, etc.—which their partner must mirror. Demonstrate with a volunteer.
4. Have them decide which partner will start. Explain that, after a minute, you will say “switch” at which time they are to switch roles. You may call “switch” several times during the exercise.
5. Once you begin this exercise, continue it until the participants seem relaxed but before they get bored. Call “stop” and invite the participants to return to their seats. Explain that the exercise was meant to get them warmed up to the primary content of this topic -- body mechanics. Although these stretches are not one of the “rules” of

body mechanics, all athletes know that there are fewer injuries when your muscles are warmed up and stretched before doing sports.

⇒ **Teaching Tip**

Playing some music during the warm-up can make this even more energizing.

ACTIVITY 9.2 Demonstrating Good Body Mechanics—Lifting an Object

45 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Define the term “body mechanics.”
- List benefits of using good body mechanics for the direct-care worker and the consumer.
- Describe good posture.
- List the four principles of body mechanics.
- List three other key guidelines to follow when lifting or moving objects or people.
- Describe good body mechanics for lifting objects.

Key Content

- ❖ The work of a direct-care worker frequently requires physically lifting objects, equipment, and helping people move from one place or position to another. This lifting and assistance require the use of proper body mechanics in order to avoid injuring oneself or the consumer.
- ❖ *Body mechanics* refers to the proper use of muscles to move and lift objects safely. It is defined as: a way of using one's body so that the work is performed by several groups of muscles with the strongest ones being used.¹ With good body mechanics, workers maximize their strength and minimize strain.
- ❖ Good body mechanics benefit the direct-care worker in the following ways:
 - Reducing muscle strain, fatigue, and injury to the body
 - Maintaining personal safety
 - Performing tasks efficiently
- ❖ Good body mechanics benefit the consumer in the following ways:
 - Reducing anxiety and fear about being moved and/or falling
 - Avoiding injury
 - Increasing confidence in the worker's abilities
- ❖ Good posture should be maintained at all times—head erect, buttocks pulled in, stomach muscles tight, chest high, and shoulders back.
- ❖ The principles of body mechanics are:
 1. Maintain a wide base of support
 2. Use your legs; keep your back straight
 3. Turn your whole body
 4. Stay close to the object being lifted or moved
- Other guidelines for safely lifting and moving objects and people include:
 - Wear non-skid shoes and loose clothing
 - Plan the move
 - Push, pull, or roll instead of lifting, if at all possible
 - Use assistive devices or ask for help if needed
 - Let the consumer know what you're going to do and what he or she can to do assist you in the move

¹ Birchenall, J. and Streight, E. *Mosby's Textbook for the Home Care Aide*, 2nd Edition. St. Louis: Mosby, 2003, p. 203.

Activity Steps

Interactive Presentation (15 minutes)

1. Review the Module 4 Learning Agenda as posted on the prepared flip chart.



LEARNING AGENDA **MODULE 4: BODY MECHANICS**

- What does “good body mechanics” mean?
- The principles of good body mechanics
- How to lift heavy objects using good body mechanics
- How to position a consumer in bed using good body mechanics

2. Explain the first bullet of “Key Content” with participants, emphasizing the need to use proper body mechanics whenever lifting objects or transferring people. Distribute and review Handout 9.1, “Good Body Mechanics – What It Is and Why It’s Important.”
3. Explain that maintaining good body posture is essential to good body mechanics. Most of us have some idea about what “good posture” means. Ask participants to sit in their chairs using good body posture. Then have everyone look around the room at each other. Ask:
 - *What is each person doing to demonstrate good body posture?*

Label a flip chart page, “Good Posture,” and write only the responses that correspond with the elements of good body posture.



GOOD POSTURE

4. Review and demonstrate the essential elements of good body posture: head erect, buttocks pulled in, stomach muscles tight, chest high, and shoulders back. Ask everyone to practice this for a moment while sitting. Then ask them to stand and practice good posture while standing. Explain that, with each of the skills taught in this module, maintaining good body posture will help to avoid strain and save energy.
5. Note that, in addition to good posture, there are four basic principles of good body mechanics. Explain that you will demonstrate each principle now, and they will practice during the last activity.

Demonstration (5 minutes)

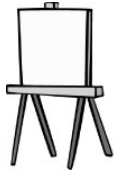
6. To demonstrate the first principle, ask for two volunteers to assist you. Have one participant stand near you at the front of the room, with his or her feet right next to each other. Ask the other participant to stand beside the first volunteer, ready to catch the person if she or he falls. Ask the other participants:
 - *Do you think it will be easy or hard to push this person over with their feet so close together?*

After their responses, gently nudge the participant until he or she starts to sway. Both you and the other volunteer should be ready to catch the person if she or he does actually fall over!

7. Repeat the demonstration, with the volunteer's feet placed at shoulder's width. Ask the other participants:
 - *Do you think it will be easy or hard to push her (or him) over with their feet so far apart?*

After their responses, gently nudge the volunteer again, with the second volunteer still ready to catch the first one. Keep nudging harder, until it becomes clear that you would have to use a lot of force to push the person over. If the volunteer starts to sway, ask him or her to put one foot slightly ahead of the other and bend their knees. Push again with the same force, and ask the other participants:

- *Is this person more stable now or less?*
8. Thank your volunteers. Ask participants what they learned about body mechanics from this demonstration. After a few responses, post and review the prepared flip chart page for Rule 1, "Maintain a Wide Base of Support."



1. MAINTAIN A WIDE BASE OF SUPPORT

Move your feet apart and with one foot slightly forward.

A broad base of support makes it easier to stay balanced.

Demonstration (15 minutes)

9. Go to the ten-pound bag of potatoes (cat litter, etc.) that you placed on the floor before the beginning of the module.

10. Ask participants:

- *How do you think I should lift this?*

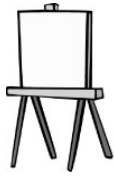
Follow their instructions exactly, but do not try to lift the bag until they make suggestions using good body mechanics (Rules 1 and 2).

11. Lift the bag, then ask:

- *What would have happened if I had tried to lift the bag without my knees bent?*
What would have happened if I had not kept my back straight?

You can demonstrate, without actually lifting anything, the position of the body when lifting something *without* good body mechanics and point to the areas of the body that would be strained.

12. Post and review the flip chart page for the second principle, “Use Your Legs.”



2. USE YOUR LEGS:
KEEP YOUR BACK STRAIGHT

When reaching down to lift an object or to assist a person to change position:

- Bend your knees and reach down --NEVER bend from the waist.
- Use the LARGE muscles of your legs to push up.
- Keep your back straight.

13. Set the bag on the floor again, *with a table behind you*. Stand *beside* the bag, facing the participants, bend sideways, and prepare to lift the bag with one hand. Ask participants:

- *Does this look okay? Can I do this without hurting myself?* [Hopefully, participants will say, “No! Stop!”]

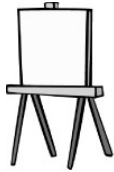
Ask them what you should change to use good body mechanics. Follow their instructions until you are facing the object, with your feet pointing forward (i.e. toward the object), with no turning or twisting of the back. Using good posture and Rules 1 and 2, you can now lift the object.

⇒ **Teaching Tip**

The table and the bag should be positioned so that, once you have lifted the bag, you are close enough to the table to just turn and place the bag on it. This is for the next step, to demonstrate how NOT to turn the upper body, but rather to turn the whole body.

14. Holding the bag, tell participants: *I want to put this bag on the table behind me. How should I do that?* Listen to participants’ instructions, but do not move until someone advises you to turn your whole body to face the table, and then set the bag down. After you set the bag down on the table, show the position of your body if you had turned your upper body only, in order to reach the table with the bag. Point out the twisting of the spine. Note that this can cause damage to your spine when you twist while carrying or holding a weight.

15. Post and review the flip chart page for Rule 3, “Turn your whole body.”



3. TURN YOUR WHOLE BODY

- Turn your body as a unit, using legs and feet.
- Never bend to the side to lift an object.
- NEVER twist your upper body when lifting or transferring.

16. Post and review the prepared flip chart page for the fourth rule of body mechanics, “Stay Close.” Demonstrate by setting your object on the floor again, practicing all three previous rules of good body mechanics, but having to stretch your arms out to grab the bag. (Stretching, or reaching, makes you bend your back, violating the second rule!) Ask:

- *Which body parts would be strained if a person tried to lift the bag while reaching?* [The back]
- *Which body parts are used to lift that way?* [The arms]
- *How much strength will you have, if you try to lift that bag while reaching?* [Not much!]



4. STAY CLOSE TO THE OBJECT

- Do not reach or stretch.
- Work at waist level, if possible.
- Do not try to lift objects over your head.

17. Explain that while it might seem silly to reach for that heavy bag, all of us, every day, try to lift something that is just beyond our reach. Sometimes it hurts and sometimes it doesn't. When working with consumers, direct-care workers have to be aware that, if they hurt themselves while assisting a consumer to change positions, the consumer also may get hurt (for example, by dropping the consumer).
18. Remind participants that they will get a chance to practice using good body mechanics during the practice lab. However, they should keep in mind that good body mechanics is important for everything they do. They can "practice" at home, in the rest of the training, or wherever they go. Distribute and review Handout 9.2, "Using Good Body Mechanics."
19. Then distribute Handout 9.3, "Show Your Skills -- Lifting a Thing" and note that it identifies each of the steps that were demonstrated. This is the checklist that will be used to help them build and demonstrate their competency in this important skill. Ask if there are any questions regarding the steps for lifting heavy things.

Large-group discussion (10 minutes)

20. Note that, in addition to following the principles of good body mechanics, there are other things that direct-care workers do to make lifting safer and easier. Distribute Handout 9.4, "Tips for Lifting and Moving." Ask participants to take turns reading aloud.

ACTIVITY 9.3 Demonstrating Good Body Mechanics – Positioning a Person

50

minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Describe how to raise the consumer's head and shoulders while in bed.
- Describe how to help a consumer move to the side of the bed.
- Describe how to help a consumer move up in the bed, and to turn in bed.

Key Content

- Many consumers are not able to move themselves in bed. This can lead to problems with circulation, pressure ulcers, and comfort. A direct-care worker needs to be able to use good body mechanics to assist consumers to change their positions in bed.

Activity Steps

Demonstration and discussion (30 minutes)

1. Note that now participants will see how these principles of body mechanics are applied to assisting a consumer to move in bed. Discuss the Key Content.
2. Ask for a volunteer to help with this demonstration. Note that, if anyone is tired, this would be an ideal time to volunteer, since, for the next 45 minutes, all the demonstrations involve positioning a consumer in bed!
3. Make the volunteer comfortable in the bed, and ask the rest of the participants to gather around so that they can see you clearly. Explain that you are going to demonstrate how to assist the consumer to raise his or her head and shoulders. Demonstrate each step in Handout 9.5, "Show Your Skills -- Raising a Consumer's Head and Shoulders," explaining its importance and answering questions as you go. Emphasize communicating with the consumer, and the importance of having the consumer do as much of the movement as he or she can. Note any observations, related to this task, which should be recorded and reported.
4. Thank your "head and shoulders" volunteer and ask for a new one. While he or she is getting settled in the bed, explain that you will now demonstrate assisting a consumer

to move to the side of the bed. This is important for preparing a consumer to get out of bed. Conduct the demonstration, following the steps in Handout 9.6, “Show Your Skills -- Assisting a Consumer to Move to the Side of the Bed.”

5. Continue with the remaining tasks (with a new volunteer each time): assisting the consumer to move up the bed (Handout 9.7) and assisting the consumer to turn in bed (Handout 9.8).

Small-group work (10 minutes)

6. Quickly divide participants into groups of three. Assuming you have at least 4 groups, distribute Handout 9.5, “Show Your Skills -- Raising a Consumer’s Head and Shoulders,” to the first group, Handout 9.6, “Show Your Skills -- Moving a Consumer to the Side of the Bed,” to the second, Handout 9.7, “Show Your Skills -- Assisting a Consumer to Move Up the Bed,” to the third, and Handout 9.8, “Show Your Skills -- Turning a Consumer in Bed” to the fourth. Give participants a few minutes to review the checklists in their groups.

⇒ **Teaching Tips**

- Groups of three are used, so that you do not have to “re-group” for the “practice triads” in the next activity. If you have more than four groups, you can distribute the same handout to more than one group. If you have fewer than 4 groups, you can give more than one handout to one or more of the groups.
- In each group, every member gets a copy of their assigned handout. Only one skill is given to each group, to reduce the confusion of having four different skill handouts in hand, but only one that you are asking them to review for the group activity.

Large-group discussion (10 minutes)

7. To review each skill, ask the following questions for each checklist:
 - *What steps are most important to ensure the consumer’s safety?*
 - *How are proper body mechanics used to ensure that the direct-care worker doesn’t get hurt?*
 - *Do you have any additional questions?*
8. Distribute the remaining skills handouts, so that every participant has all four checklists.

ACTIVITY 9.4 Body Mechanics – Practice Lab

1 hour & 20 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

- Demonstrate correct posture while sitting and standing.
- Demonstrate lifting a 10-pound object using good body mechanics.
- Demonstrate how to raise the consumer's head and shoulders while in bed.
- Demonstrate how to assist a consumer to move to the side of the bed.
- Demonstrate how to assist a consumer to move up the bed, and to turn in bed.

Key Content

- ❖ Assisting consumers with movement and positioning in bed requires the use of good body mechanics, as well as infection control practices and communication skills. The body mechanics skills practiced in this module will be applied and reinforced throughout the training.

Activity Steps

Practice triads (1 hour & 20 minutes)

1. Explain to participants that most of the practice labs in this training will be conducted through “practice triads.” For this activity, participants will work in the same groups of three that they formed for the previous activity.
2. Point out the work stations that are set up around the training space. Work stations for this practice lab include: beds for moving and positioning the consumer and various items for lifting. (Each workstation should have copies of the checklist for the skill being practiced.) Each triad will start at a different work station but will move around the room until they have completed their skills practice at each work station.
3. *Instructions for practice triads:* In their groups of three, participants will take turns playing different roles. One person will be the direct-care worker, one person will be the consumer, and the third person will be the observer. When performance checklists are available for a particular task or skill, the observer will use the checklist to provide guidance to the trainee who is practicing and to give feedback afterwards. After one participant has completed the task, they switch roles, so that the second participant can practice being the direct-care worker. After one more switch, all three participants will have performed in all three roles. Then the team moves on to the next available work station.

4. Explain that the instructor(s) will be moving around the room, to monitor how participants are doing, to answer questions, and to provide additional instruction as necessary.

⇒ **Teaching Tip**

If a participant feels that he or she is competent in any of the skills, he or she can ask an instructor to observe them doing the skill (“return demonstration”). At that time the instructor will fill out one of the skills checklists for the participant and give them feedback on how they did. If not enough instructors are available to monitor *and* observe return demonstrations, the return demonstrations will be done at another time.

5. If participants are waiting for a work station, they can practice the following exercise for correct posture:

In pairs, participants will:

- Stand facing each other a few feet apart
- Place their hands up and put them against their partner’s hands
- Bend their knees, and sink slowly to the floor. Keep hands together, maintain eye contact, and keep their backs straight.
- Slowly come up again.
- Repeat once more.

⇒ **Teaching Tips**

- With each new practice lab, participants may need to continue practicing skills introduced in earlier modules. Having the materials available from previous practice labs will allow continuous skills development, as well as effective use of lab time.
- In this case, materials should also be available from the infection control practice lab.

6. When all the triads have rotated through all the work stations, bring participants back to the large group for the closing activity. If there is not enough time for all participants to complete all the work stations, keep the equipment and materials available for the next practice lab.

Module 9 Handouts

Body Mechanics

Activity 9.2: Demonstration: Good Body Mechanics – Lifting an Object

Handout 9.1

Good Body Mechanics: What It Is and Why It's Important

Handout 9.2

Using Good Body Mechanics

Handout 9.3

Show Your Skills: Lifting a Thing

Handout 9.4

Tips for Lifting and Moving

Activity 9.3: Demonstration: Good Body Mechanics – Positioning a Person

Handout 9.5

Show Your Skills: Raising a Consumer's Head and Shoulders

Handout 9.6

Show Your Skills: Moving a Consumer to the Side of the Bed

Handout 9.7

Show Your Skills: Assisting the Consumer to Move Up the Bed

Handout 9.8

Show Your Skills: Turning a Consumer in Bed

Handout 9.1—Good Body Mechanics: What It Is and Why It's Important

Page 1 of 1

What is good body mechanics?

Body mechanics is about how you move your body. “Good” body mechanics means using your strongest muscles so you don’t get hurt.

How does good body mechanics help the direct-care worker?

Good body mechanics lets you:

- Avoid getting hurt
- Be as strong as possible
- Do your job faster

How does good body mechanics help the consumer?

Good body mechanics lets the consumer:

- Avoid getting hurt when moved
- Trust workers more
- Worry less about being moved

Handout 9.2—Using Good Body Mechanics

Page 1 of 2

Good body mechanics has four basic rules. But it begins with good posture.

What is good posture?

- Hold your head up.
- Keep your neck straight.
- Keep your chest high.
- Hold back your shoulders.
- Tighten your stomach muscles.
- Pull in your buttocks.

When should you use good posture?

Good posture helps you save energy and avoid muscle strain – even when you aren't lifting or moving something. Use good posture when you:

- Assist consumers to change position
- Lift or move things
- Sit
- Stand

What are the four rules?

Rule 1: Keep a wide base of support.

Move your feet apart to the width of your shoulders. Put one foot a little bit in front of the other. This helps you keep your balance.

Handout 9.2—Using Good Body Mechanics

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Rule 2: Lift with your legs and buttocks.

Bend your knees. Keep your back straight. Then push up with your legs. This puts less strain on your back. And it helps you lift heavier things. **Never** bend from the waist.

Rule 3: Turn your whole body.

Move your feet and legs to face the person or thing you're lifting. This puts less strain on your back. And it keeps you from twisting your spine. **Never** turn at the waist.

Rule 4: Get close to what you're lifting.

Work at the level of your waist, if possible. This puts less strain on your back and saves energy. **Never** reach for or move something above your head.

Good Body Mechanics -- Review:

- Use good posture
- Keep a wide base of support
- Lift with your legs and buttocks
- Turn your whole body
- Get close to what you're lifting

Handout 9.3—Show Your Skills: Lifting a Thing

Page 1 of 1

Trainee's Name:

Date:

Trainer's Name:

What to Do	Shows Skill	Trainer's Notes
Use good posture.		
Hold your head up. Keep your shoulders back and your chest high. Tighten your stomach muscles. Pull in your buttocks.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Keep a wide base of support.		
Spread your feet apart to the width of your shoulders.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Put one foot a little bit in front of the other.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Lift from your legs and buttocks.		
Bend your knees to reach down. Do not bend at the waist.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Keep your back straight.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Push up with your legs.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Turn your whole body.		
Move your feet and legs to face the thing you are lifting.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do not turn at the waist.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Get close to what you're lifting.		
Hold the thing at waist level. Work at waist level, if possible.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do not reach out when lifting.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Use a ladder or step stool to reach or lift things above your head.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 9.4—Tips for Lifting and Moving

Page 1 of 2

In addition to good posture and good body mechanics, here are some other ways to lift objects and assist people to move without getting hurt.

Syd's tip – Dress right.

“When I go to work, I wear loose clothes. I wear comfy shoes that don't slip. Sometimes I wear a back belt, too.”

Joy's tip – Plan the move.

“Before I move something, I make sure there's nothing in the way. And I check that the place I'm going is ready.”

Dave's tip – Push, pull, or roll.

“If I need to move something heavy, I try not to lift it. If I can push or pull it -- or even better -- use a cart to roll it, that's better.”

Angel's tip – Don't lift over your head.

“If I need to lift something heavy over my head, or get it down, I get a sturdy chair or ladder to get up to that level. And then I ask someone to take it from me. If no one else is there, I might have to move it in stages.”

Sara's tip – Get help.

“Some things are just too big or heavy for me. So I ask for help. I explain what I'm going to do and what I want the other person to do. I count to 3, and then we move together.”

Mike's tip – Talk to the consumer.

“When I move a person, I tell them what I'm going to do and when. And I tell them what they can do to help.”

Handout 9.4—Tips for Lifting and Moving

Page 2 of 2

Roberta's tip – Don't lift consumers.

"I was surprised in my training when I learned that we can really hurt ourselves *and* the consumer if we try to pick the consumer up and move them. Instead of lifting people, I learned how to "transfer" a person – which means working with them to move themselves, usually in stages. If transferring isn't an option, I always ask another person to help me lift the consumer or use special lift equipment. And we need special training to use that equipment, too."

Mira's tip – Stay fit.

"My muscles and joints work better when I'm in good shape. So I eat right, and try to exercise a couple of times a week. Even a walk is good to help me stay fit."

Lynn's tip – Get enough sleep.

"When my muscles are tired, I get hurt more easily. And when my brain is tired, I might forget to use good body mechanics. So I make sure to get plenty of sleep."

Tips for Lifting and Moving – Review:

- Dress right.
- Plan the move.
- Push, pull, or roll.
- Don't lift over your head.
- Get help if you need it.
- Talk to the consumer.
- Don't lift consumers.
- Stay fit.
- Get enough sleep.

Handout 9.5—Show Your Skills: Raising a Consumer's Head and Shoulders

Page 1 of 2

Trainee's Name:

Date:

Trainer's Name:

What to Do	Shows Skill	Trainer's Notes
Get ready to raise the consumer.		
1. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Greet the consumer by name.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Give the consumer privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Tell the consumer what you will do.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. If the consumer is in a hospital bed: <ul style="list-style-type: none"> • Lock the wheels. • Raise the bed to waist level. • Lower the top of the bed. • Lower the side rail that is closer to you. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Put yourself and the consumer in the right place.		
6. Stand facing the bed. Keep your feet about 12 inches apart.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Bend your arm that is closer to the bottom of the bed. Point your fingers toward the top of the bed. Put your arm between the consumer's arm and body. Reach under with your hand and hold the consumer's shoulder.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Ask the consumer to bend their arm and reach up to hold your shoulder.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Slip your other arm under the consumer's neck and shoulders. Put your hand on the shoulder that is farther from you.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Raise the consumer's head and shoulders.		
10. Count to 3. Then take your weight off the foot that is closer to the top of the bed. Put your weight on the foot that is closer to the bottom of the bed. At the same time, help the consumer sit up a little. Use a rocking motion.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 9.5—Show Your Skills: Raising a Consumer's Head and Shoulders

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Use pillows to help the consumer sit up.		
11. Hold up the consumer with the arm that is under their shoulder. Use your other arm to add or take away pillows, as needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Lower the consumer's head and shoulders.		
12. Put your free arm back under the consumer's shoulders and neck.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. Tell the consumer that you are ready to lower them.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. Count to 3. Then lower the consumer's head and shoulders onto the pillows.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Make sure the consumer is safe and comfortable.		
15. Make sure the consumer is comfortable. Ask them if they want a sheet or blanket.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. If the consumer is in a hospital bed, readjust as needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
17. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 9.6—Show Your Skills: Moving a Consumer to the Side of the Bed

Page 1 of 2

Trainee's Name:

Date:

Trainer's Name:

What to Do	Shows Skill	Trainer's Notes
Get ready to move the consumer.		
1. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Greet the consumer by name.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Give the consumer privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Tell the consumer what you will do.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. If the consumer is in a hospital bed: <ul style="list-style-type: none"> • Lock the wheels. • Raise the bed to waist level. • Lower the top of the bed. • Lower the side rail that is closer to you. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Move the consumer's top half.		
6. Slip your arm under the top of their back. Hold the shoulder that is farther from you. Put your other arm under the middle of their back.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Count to 3. Then move the consumer toward you. Use a rocking motion.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Move the consumer's buttocks.		
8. Slip one arm under the consumer's waist. Put your other arm under their upper thighs. Hold the thigh that is farther from you.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Count to 3. Then move the consumer toward you. Use a rocking motion.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Move the consumer's legs.		
10. Slip one arm under the consumer's lower thighs. Hold the thigh that is farther from you. Slip your other arm under the heel that is farther from you.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. Count to 3. Then move the consumer toward you. Use a rocking motion.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 9.6—Show Your Skills: Moving a Consumer to the Side of the Bed

Page 2 of 2

Make sure the consumer is safe and comfortable.		
12. Make sure the consumer is comfortable. Ask them if they want a sheet or blanket.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. If the consumer is in a hospital bed, readjust as needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 9.7—Show Your Skills: Assisting a Consumer to Move Up the Bed

Page 1 of 2

Trainee's Name:

Date:

Trainer's Name:

What to Do	Shows Skill	Trainer's Notes
Get ready to move the consumer.		
1. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Greet the consumer by name.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Give the consumer privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Tell the consumer what you will do.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. If the consumer is in a hospital bed: <ul style="list-style-type: none"> • Lock the wheels. • Raise the bed to waist level. • Lower the top of the bed. • Lower the side rail that is closer to you. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Put yourself and the consumer in the right place.		
6. Take the pillow out from under the consumer's head. Put it against the headboard.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Fold back the top sheet or blanket. Bend the consumer's knees up.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Put one hand under the consumer's shoulders. Put the other under the consumer's upper thigh.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Tell the consumer how they can help you. They will push down with their hands and feet and help you move their body up toward the top of the bed. Ask them to wait until you count to 3.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assist the consumer to move up the bed.		
10. Count to 3. Then take your weight off the foot that is closer to the bottom of the bed. Put your weight on the foot that is closer to the top of the bed. At the same time, help move the consumer's shoulders and thighs up the bed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Handout 9.7—Show Your Skills: Assisting a Consumer to Move Up the Bed

Page 2 of 2

11. Do a short move, then stop. Repeat as needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Make sure the consumer is safe and comfortable.		
12. Make sure the consumer is comfortable. Ask them if they want a sheet or blanket.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. If the consumer is in a hospital bed, readjust as needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date

Handout 9.8—Show Your Skills: Turning a Consumer in Bed

Page 1 of 2

Trainee's Name:

Date:

Trainer's Name:

What to Do	Shows Skill	Trainer's Notes
Get ready to move the consumer.		
1. Wash your hands.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Greet the consumer by name.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Give the consumer privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Tell the consumer what you will do.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. If the consumer is in a hospital bed: <ul style="list-style-type: none"> • Lock the wheels. • Raise the bed to waist level. • Lower the top of the bed. • Lower the side rail that is closer to you. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Get the consumer into the right place.		
6. Move the consumer's body toward your side of the bed. This gives you room to turn them toward the other side.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Fold the consumer's hands and arms on their chest.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Cross the consumer's leg that is closer to you over their other leg.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Turn the consumer away from you.		
9. Put one of your hands under the consumer's shoulder. Put your other hand on their hip. Then gently roll the consumer away from you.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Turn the consumer toward you.		

Handout 9.8—Show Your Skills: Turning a Consumer in Bed

Page 2 of 2

<p>10. Follow these steps:</p> <ul style="list-style-type: none"> • Make sure the consumer is in the right place. Leave enough room to turn them. • Cross their leg that is farther from you over their other leg. • Hold the consumer behind their shoulder with one hand. • Hold them behind their hip with the other hand. • Roll the consumer gently and smoothly toward you. Use good body mechanics. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Make sure the consumer is safe and		
<p>11. Make sure the consumer's body parts are in the right place:</p> <ul style="list-style-type: none"> • Their head is held up by a pillow. • They are not lying on their arm. • Their top arm is held up by their body. • Their back is held up by a supportive device. • Their top knee is bent. • Their top leg is held up by a pillow or supportive device. • Their hip is in the right place. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>12. Make sure the consumer is comfortable. Ask them if they want a sheet or blanket.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>13. If the consumer is in a hospital bed, readjust as needed.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>14. Wash your hands.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Signature of Trainer(s)

Date

Signature of Trainee

Date