Workbook
Move a person using equipment and care for equipment in a health, disability or aged care context

US 26977
Level 3 Credits 4

Name:
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Before you start

Welcome to this workbook for unit standard 26977: Move a person using equipment and care for equipment in a health, disability or aged care context.

For this unit standard you will have:
- this workbook.
- an assessment.

In this workbook you will learn more about:
- general principles of moving people.
- risk assessment and hazards.
- techniques for moving people using equipment.
- checking, storing and caring for equipment.

How to use this workbook

- This is your workbook to keep. Make it your own by writing in it.
- Use highlighters to identify important ideas.
- Do the learning activities included throughout this workbook. Write your answers in the spaces provided.
- You might find it helpful to discuss your answers with colleagues or your supervisor.
- Finish this workbook before you start on the assessment.
Workbook activities

**Learning activity**

You will come across learning activities as you work through this workbook. These activities help you understand and apply the information that you are learning.

When you see this symbol, you are asked to think about what you know. This may include reviewing your knowledge or talking to a colleague.

When you see this symbol, it gives you a hint, tip or definition.

The glossary and study hints book has study hints for all trainees. It also explains key words and phrases from the compulsory unit standards for Foundation Skills and Core Competencies. You can download it from www.careerforce.org.nz or order it from http://shop.careerforce.org.nz
Check your knowledge…

Before you begin, think about using equipment

Name **five** pieces of equipment you use to move or handle people.

1

2

3

4

5

What **risk assessment** procedure do you do before moving or handling people?

How do you **report** any unsafe or faulty equipment?
Moving, handling and assisting people

In your role as a support worker you will use equipment to move and handle people.

You may use a handling belt, hoist and sling, slide sheet, transfer board or air-assisted lifting device to move a person. You may help a person transfer to and use their walking frame or wheelchair.

Equipment also includes assistive equipment which are devices/items that the person uses themselves and that you as a support worker will use to assist the person. Assistive equipment allows a person to do something they need support to do or to assist them to do something better. It gives the person more control over tasks or activities, giving or increasing independence and reducing the amount they need to rely on other people for support.

The reasons for a person to be assisted using equipment can be varied. The person may have:
- a medical condition that affects how they live.
- a physical disability that affects their mobility and coordinating muscles and limbs.
- pain due to their medical condition or disability.
- a sensory disability that affects their ability to see or hear.
- reduced mobility due to weakened limbs as a result of ageing.
- a rehabilitation plan to aid in recovery from an accident or illness.

There are many situations in which equipment can be used. They include:
- positioning, for example, repositioning a person in bed.
- mobility, for example, transferring from bed to wheelchair.
- bathing and showering, for example, getting into and out of a bath.
- toileting, for example, transferring to a toilet from a wheelchair.

This workbook is based on the principles in the Accident Compensation Commission publication: ACC. (2012). *Moving and handling people: The New Zealand Guidelines.*
The person’s needs

You must follow the person’s service plan and/or moving and handling plan if they have one. The plan will outline the support the person may need and how that support should be given.

People must be treated at all times with dignity, respect and consideration for their capabilities.

The equipment used is based on the individual’s needs and will be documented in their plan. Make sure you know what equipment a person needs, what the equipment is used for and how the equipment is to be used.

The length of time a person may use equipment can vary. For example, a person may need a walker temporarily to regain mobility, while for another person they may always need a walker to move around their home or go out.

Over time a person’s abilities and needs can change so the equipment they once used may no longer be the best option for them. The equipment will be monitored to ensure it is assisting the person and not restricting them.

The person’s plan will note any changes in the person’s ability and how they affect the use of the equipment. If you become aware of any changes in the person’s abilities that are not noted in the plan, you should inform your supervisor.

The person’s plan should also specify when equipment needs to be transferred, for example, in a car, or from room to room.
Learning activity

Think of the people you support and the equipment used in supporting them. Check their service plan, or moving and handling plan, and record the equipment used, the reasons for using it, and who uses it – the person you are supporting, or you.

<table>
<thead>
<tr>
<th>Equipment used</th>
<th>Reasons for using this equipment</th>
<th>Who uses it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Equipment use

Your organisation will have policies and procedures that outline moving and handling people. You must:

- know the relevant policies and procedures for your workplace.
- only do tasks that you are trained to do.
- only use equipment you have been trained to use.
- use equipment correctly and safely.

When using equipment it is important to ensure the device is used correctly and for what it was originally designed for. You should familiarise yourself with the manufacturer’s user manuals for the equipment you use when supporting people.

You should inspect all equipment before you use it. There should be no visible damage, contamination, soiling or leakage and there should be no rough or sharp edges. Fabric handling aids such as slide sheets and hoist slings should be inspected for tears, loose stitching, soiling and dampness.

Where relevant, check the equipment has a current certificate of fitness. The designated safe working load (SWL) is shown on the equipment and the weight of the person must not exceed the SWL.

All hoists should be compliant with Standards New Zealand requirements in AS/NZS 3551:2004 - Technical management programs for medical devices.

For electrical items, which can cause fires or electrical shocks, you should:

- check the cord and plug for fraying and cracks.
- keep the plug and cord away from heat sources.
- check the battery has enough charge and the location of a spare battery is known.
- never use the equipment if your hands are wet or you are standing in water.
- turn equipment off before unplugging it.

For equipment that is on wheels ensure:

- the brakes work and that you can lock and unlock them.
- the wheels move freely and the tyres are not loose or flat.
- the spokes are all intact and that none are damaged and broken.

Everyone involved in the person’s support should know how to use the equipment safely. If you have not been shown how to use the equipment in your workplace, ask your supervisor to show you.
Your safety

People may be heavy and they are often hard to grip. Your back is not naturally designed to move equipment or people. However there are tasks that we all do every day that involve moving.

Our backs do a huge amount of work and self-care is important. Back injury is one of the most common forms of workplace injury and a back injury can stay with you for life.

Here are some helpful tips:
- warm up and stretch your muscles before you start work. See the ACC Smart Tips sheets on www.acc.co.nz/preventing-injuries/at-work
- organise your environment in a way that will assist you when moving people.
- minimise the people handling hazards that could cause harm to your back.

If you cannot avoid moving a person manually, consider the following:
- make sure your grip is stable.
- maintain a good posture and spinal alignment.
- push rather than pull wherever possible.
- utilise your body weight, using your whole body, not just your arms.
- move your whole body when changing direction.
- keep your line of vision clear.

If it feels heavy, it is heavy. A person weighing 50 kgs requires a 40 kgs pulling force to re-position them. A slide sheet reduces this to 12 kgs.

If it is difficult, find another way, for example:
- use moving equipment.
- get another person to assist you.

You need to be aware of the safety of yourself and others at all times. Under the Health and Safety in Employment Act 1992:
- it is the employer’s responsibility to provide a safe working environment.
- it is your responsibility to take all practicable steps at work to ensure your own safety and the safety of others.
Biomechanical principles

It is important to apply safe biomechanical principles of posture, position and technique so you can provide the best support for the person whilst minimising risk of harm to yourself.

Stand in a stable position.
- Your feet should be shoulder distance apart.
- The circle gives you a safe and stable base to work in.
- Moving out of this circle can put your safety at risk.

Avoid twisting.
- Keep your feet pointing in the direction of movement. This is the step-stand position.
- Make sure your shoulders and pelvis stay in line with each other. This will avoid twisting your back.

Bend your knees slightly.
Maintain your natural spinal curve.
Avoid stooping by bending slightly at the hips (bottom out).
Keep your elbows tucked in.
Keep the person close to your body.
Avoid reaching - the further away from you the person is, the greater the potential for harm.

Tighten your abdominal muscles to help support your spine.

Keep your head raised.
Keep your chin tucked in.
Head, shoulders and hips should all be facing the same direction.

Move smoothly throughout the technique and avoid fixed holds.
Move upper and lower body as one unit to avoid twisting at the waist.
The headline principle for working in safe postures

Awkward postures contribute to the risk of developing discomfort, pain and injury.

You can protect yourself by imagining you have five "headlights" on your body: one on your forehead, one on each shoulder and one on each hip.

Try to keep all the lights shining in the same direction at all times.

If you look up or down or if you twist your body, the lights are going to shine in different directions.

Remembering your headlights will help you keep your body in line and protect your posture.

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Risk assessment

When assisting people to move, you must first do a risk assessment of the moving and handling activity and any actual or potential risks.

A ‘risk’ refers to the possibility of an injury or other negative outcome occurring.
A ‘hazard’ is a feature of a task or the environment that may lead to injury or harm to a carer or to a client.

Take action to manage the hazard.

- Can the hazard be eliminated – got rid of?
- If not, can it be isolated, protecting people from the hazard with barriers or signs?
- If it can’t be isolated, then it must be minimised, to lessen the hazard.

When a decision has been made that a person should be moved, specific risk assessment procedures need to be carried out, relating to the person being moved, the carer or carers, the task, and the environment. Your organisation may have a risk assessment procedure for you to follow.
The LITE principles

An example of a risk assessment tool is LITE.

Applying the LITE principles will enable you to:

- **plan** the task, check the environment, assess the risks and identify any hazards.
- **prepare** for the task – minimise hazards, get any equipment, prepare the people.
- **apply safe bio-mechanical principles** of posture, position and technique.

**Load**

Characteristics of the person being moved can affect the handling risk.

Consider age, gender, dependency, size, weight, diagnosis and disabilities, pain, fall risk, ability to understand and cooperate, ability for independent movement, medical attachments, moving and handling plan.

**Individual**

This relates to the capabilities and training of the support worker. For example, age, fitness level, size, fatigue, knowledge and training.

**Task**

This relates to the nature of the task, ie what has to be done to move the person. Consider the best handling method that will be needed, for example: pushing, pulling, or carrying.

**Environment**

This relates to factors such as the lighting, the type of flooring surface, the layout of the working area and space available for moving and transferring,. In a client’s home risks may be narrow doorways, no grab rails, or inappropriate furniture, like low chairs.

Before moving, check access ways are clear and that the destination is ready, eg the bathroom is unoccupied. Check for hazards, such as furniture in the way, wet and/or slippery floors, uneven surfaces or steps, or tripping hazards like electrical cords or loose mats.

In a client’s house be aware of children’s toys and pets which may get underfoot.
ACC form: Example of information provided in a client profile

### Client profile

<table>
<thead>
<tr>
<th>Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Last review date</strong></td>
</tr>
<tr>
<td><strong>Ward or unit</strong></td>
</tr>
</tbody>
</table>

### Client details

<table>
<thead>
<tr>
<th>Name</th>
<th>Preferred name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
<td>Weight</td>
</tr>
<tr>
<td>Relevant medical conditions</td>
<td></td>
</tr>
</tbody>
</table>

#### Client mobility status

- Independent _______ Supervise _______ Assist _______ Hoist _______

Note any specific conditions that affect moving the client

<table>
<thead>
<tr>
<th>Falling risk</th>
<th>Skin at risk</th>
<th>Medical equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>In pain</td>
<td>Incontinence</td>
<td>Surgery risks</td>
</tr>
<tr>
<td>Impaired movement</td>
<td>Vision problems</td>
<td>Footwear needs</td>
</tr>
<tr>
<td>Loss of sensation</td>
<td>Hearing problems</td>
<td>Compliance issues</td>
</tr>
<tr>
<td>Other communication issues</td>
<td>Other issues (e.g. cognitive state). Describe here</td>
<td></td>
</tr>
</tbody>
</table>

### Handling plan required? No____ Yes____ complete details below

<table>
<thead>
<tr>
<th>Task (add tasks as needed)</th>
<th>Technique to be used, number of carers, equipment needed</th>
<th>Comments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sitting and standing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moving in bed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*For example client capabilities, clinical reasoning*
**Learning activity**

**ACC form: Example of a pre-movement risk assessment form**

Use this form for one of the people you support. If you circle more than six answers as ‘yes’, you should re-plan how you do the move to control or reduce risk.

<table>
<thead>
<tr>
<th><strong>Client assessment</strong></th>
<th><strong>Carer (staff) capability</strong></th>
<th><strong>Client one</strong></th>
<th><strong>Circle one</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Large or very large (bariatric) client</td>
<td>No</td>
<td>Yes</td>
<td>Staff not adequately trained for or confident about planned move</td>
</tr>
<tr>
<td>Client unable to assist</td>
<td>No</td>
<td>Yes</td>
<td>Continual handling of clients for more than 30 minutes on shift</td>
</tr>
<tr>
<td>Client physical constraints (e.g. medical equipment in place, spinal or other injury)</td>
<td>No</td>
<td>Yes</td>
<td>Insufficient staff numbers for move</td>
</tr>
<tr>
<td>Client may be resistive, unpredictable or uncooperative</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

**Task assessment**

<table>
<thead>
<tr>
<th>Task assessment</th>
<th><strong>Environmental assessment</strong></th>
<th><strong>Circle one</strong></th>
<th><strong>Circle one</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>High-risk move*</td>
<td>Limited space or access to working areas</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Move requires awkward postures, bending, twisting</td>
<td>Slippery floors, uneven surfaces</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Move requires high force, holding, restraining</td>
<td>Inappropriate furniture, such as wind-up beds, no grab rails in bathrooms</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Move requires reaching away from body or over shoulder height</td>
<td>Equipment not easily moveable</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Total column score ('Yes' selected)**

*High-risk moves include: repositioning in bed, repositioning in a chair, transfer between bed and chair, transfer between chair and toilet, lateral transfer bed to stretcher.

**Total risk score**

\[
\text{Total risk score} = \frac{\text{Total column score ('Yes' selected)}}{15}\]

Scores over 6 indicate need to re-plan move to control or reduce risk.
Learning activity

Explain how you would use LITE or another risk assessment to prepare and plan to move a person using equipment.

Explain the characteristics and abilities of the person and what moving task is required. How does this affect how you will do the moving task?

What equipment will you use and what do you need to check before using it?

What will you check and prepare in the environment?

What training and experience do you have to do this task?

What do you need to do and/or report after the moving task?
Preparing people to move

Make sure your clothing and footwear are appropriate for the task. Clothes should allow free movement but have nothing loose that may get caught. Shoes should be non-slip, supportive and stable. Tie up long hair and do not wear rings or bracelets.

Know your own capabilities and do not exceed them. Talk to your manager or moving and handling advisor if you need advice on the techniques and equipment you should be using or training in the technique to be used.

Be confident – if you are not confident about the techniques or equipment, the person being moved won’t feel confident either.

Involving the person

Before a person is moved, handled or assisted, you must explain to them what is going to happen and how you are going to support them.

The person may never have seen moving and handling equipment before. Being hoisted or moved by equipment can be a new and frightening experience, and they might tend to feel safer in human hands.

For example, they may not know how the hoist works. They may think that they have to hold the crossbar and physically lift themselves, not knowing that they will be carried in a sling and they just have to hold on. It can be scary being hoisted for the first time.

“when a patient won’t be hoisted often … no one has told them why we use the hoist and how they will be hoisted. There is nothing terribly dignified about having several pairs of hands grappling your body as opposed to being hoisted properly…patients agree to be hoisted after I have spoken to them.”

Caregiver
Before you move a person:

- ask them how they feel today – they may want more or less support today than last time you supported them.
- tell them what you plan to do and what technique and equipment you will use.
- show them the equipment if it is new to them and explain how it works.
- explain to them what, if anything is expected of them.
- ask them if they have any questions, or would like a demonstration.

Make sure the person’s clothing and footwear is appropriate for the move. Check if they have any medical attachments and/or aids that need to be taken with them.

It is helpful to know the normal sequence for an action, such as standing up or rolling over so that you can encourage the person to help. You can coach the person in their movement, providing guidance.

There is a continuum from dependent to independent and you need to match the technique and/or level of assistance with the ability of the person.

<table>
<thead>
<tr>
<th>Dependent</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>mechanical assistance</td>
<td>2 carers</td>
</tr>
</tbody>
</table>

If more than one support carer is needed for moving or handling a person, it is important to have a recognised leader. They will consult the person’s moving and handling plan, check on the person’s capabilities, including mobility, cognitive ability and their need for assistance.

The leader will coordinate the move and give instructions, like “Ready.”
“Steady.”
Then an action word - like stand, sit-up, move, roll, slide etc.

Throughout the moving process privacy, dignity and respect for the person must be maintained.

Make sure the person is comfortable during and after the move. Ask them for feedback. This is a great way to learn about the effects of what you are doing and to get suggestions for improvement.
Moving tasks

Mobility is the ability to move or be moved freely and easily. A person may need you to use equipment to support them with their mobility:

- to reposition, for example, in bed.
- to transfer, for example, from a chair to a wheelchair.
- to board a vehicle, for example, using a step or a chair lift.
- to move from one place to another, for example from chair to bed, with a hoist.
- to do personal hygiene tasks.

The risk of falling while showering, especially on wet and/or slippery floors, can present one of the greatest areas of concern for people. The equipment needed can include:

- shower trolleys, chairs and seats so the person can lie or sit while showering.
- bath boards, transfer benches, or bath lifts to get a person in and out of a bath.
- grab handles which help a person keep their balance and prevent falling in the shower and toilet areas.

A person may have difficulty toileting without support. Toileting activity usually requires several steps:

- moving to and from the toilet.
- lowering onto the toilet and rising up from the toilet.
- adjusting clothing before and after toileting.
- wiping clean and dry.
- keeping the perianal area clean and dry without any leakage from the bowel or bladder.

The person may be able to complete some of the steps independently or none of them. They may toilet independently with the use of assistive equipment, for example, a raised toilet seat, or hand rails fixed to the wall that give extra support. Or the person may need physical assistance from one or more people to complete their toileting.

If a person falls to the floor, your organisation will have policies and procedures about how you assist them to get up. For this unit standard you have to demonstrate using a hoist and sling or air-assisted lifting device to lift a person from the floor (or other surface).

When moving a person, maintain their privacy, dignity and respect.
Using equipment

In your role as a support worker you will use equipment to move and handle people.

The main types of equipment that are commonly used can be summarised within the four main groups of client moving and handling tasks.

### Handling Tasks for Which Equipment May Be Used

<table>
<thead>
<tr>
<th>Type of task</th>
<th>Examples of specific movements</th>
<th>Examples of equipment that could be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sitting, standing and walking</td>
<td>Sitting to standing from a chair</td>
<td>Transfer belt, standing hoist, mobile hoist, chair-lifter</td>
</tr>
<tr>
<td></td>
<td>Standing to sitting on a bed</td>
<td>Transfer belt</td>
</tr>
<tr>
<td></td>
<td>Assisted walking</td>
<td>Transfer belt, walker, gutter frame, hoist with walking harness</td>
</tr>
<tr>
<td>Bed mobility</td>
<td>Turning in bed</td>
<td>Slide sheets, electric bed with turning function</td>
</tr>
<tr>
<td></td>
<td>Sliding client up in bed</td>
<td>Slide sheets, electric bed</td>
</tr>
<tr>
<td></td>
<td>Sitting person up onto edge of bed</td>
<td>Slide sheets, electric bed, bed accessories</td>
</tr>
<tr>
<td>Lateral transfers</td>
<td>Lateral transfer from bed to stretcher</td>
<td>Slide sheets, transfer board, air mattress, standing hoist</td>
</tr>
<tr>
<td></td>
<td>Transferring from chair to commode</td>
<td>Ceiling hoist, mobile hoist, seated transfer board, standing hoist</td>
</tr>
<tr>
<td></td>
<td>Transferring to toilet</td>
<td>Ceiling hoist, mobile hoist</td>
</tr>
<tr>
<td>Hoisting</td>
<td>Fitting a sling to client in bed</td>
<td>Sling</td>
</tr>
<tr>
<td></td>
<td>Hoisting from bed to chair</td>
<td>Ceiling hoist, mobile hoist, standing hoist</td>
</tr>
<tr>
<td></td>
<td>Hoisting client from floor</td>
<td>Ceiling hoist, mobile hoist, air jack</td>
</tr>
<tr>
<td></td>
<td>Transferring to toilet</td>
<td>Ceiling hoist, mobile hoist, standing hoist</td>
</tr>
</tbody>
</table>

Some equipment and common moving activities are pictured on the following pages. Many of these techniques are from the ACC *Moving and handling people: The New Zealand Guidelines*. It is online and can be downloaded from the ACC website [www.acc.co.nz](http://www.acc.co.nz).

Another excellent resource is the ACC videos on this same website. They cover many of these procedures. Search for the ‘moving and handling people’ videos.
### Equipment—mobility
Read through the equipment below. Tick those you use in your workplace.

#### Walking Frames
A walking frame is a walking aid with four points. They are more supportive than a cane and can provide the person with more safety and security. The simplest frame has four points and is lifted forward. The person then walks towards it. There are frames that have wheels so that the person can wheel it forward instead of picking it up.

#### Gutter Frames
Gutter frames assist people with walking in a similar way to walking frames but they have extra supports for people with limited hand and wrist strength. They have adjustable forearm height and hand grip to suit the person’s individual requirements.

#### Wheelchairs
A manual wheelchair is moved by the person by pushing down or pulling back on the rear wheels. This gives them control over the speed at which they travel. The person can also steer left and right using the rear wheels. Manual wheelchairs are more suited to a person who has good muscular ability and coordination in their arms and shoulders. A power wheelchair with an electric motor is more suited to people who are too weak to move a manual wheelchair.

#### Hoists
Hoists are used to lift the person from their bed, chair, bath or the floor. They have wheels so they can be moved and a sling which is carefully placed under the person before they are lifted.

#### Air assisted transfer devices
Air assisted transfer devices include inflatable mattresses for lateral transfers and air assisted lifting devices or jacks. All types of air assisted device require an air pump and carers to steady the person being moved.

#### Chair Lift
A chair lift is a platform that raises a person in their wheelchair up to overcome a step. They can be seen on buses, wheelchair access vans and in some buildings as alternatives to ramps.
<table>
<thead>
<tr>
<th>Equipment Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shower bed/trolley</strong></td>
<td>Allows the person to stay lying down while showering. Wheels are locked once in the correct position for showering.</td>
</tr>
<tr>
<td><strong>Bath/shower chairs</strong></td>
<td>A shower chair allows the person to be transported to and from the shower. The wheels are locked while the person is in the shower. The chair means there is minimal movement to the person.</td>
</tr>
<tr>
<td><strong>Bath &amp; shower seats</strong></td>
<td>A bath or shower seat allows the person to sit while in the bath or shower. They are suitable for people who may have difficulty with balance, or are unable to stand in the shower unsupported.</td>
</tr>
<tr>
<td><strong>Bath boards</strong></td>
<td>Assist a person who has difficulty getting into or out of a bath. Particularly useful with a shower over a bath.</td>
</tr>
<tr>
<td><strong>Bath transfer benches</strong></td>
<td>A transfer bench usually has one side in the tub and the other side outside the tub. The person can slide from a chair over tub safely and securely. The person must be able to sit unaided.</td>
</tr>
<tr>
<td><strong>Bath lifts</strong></td>
<td>Bath lifts assist by lifting and lowering the person into the tub.</td>
</tr>
<tr>
<td><strong>Bathtub grab bars and hand rails</strong></td>
<td>Grab bars and rails come in many different sizes and shapes. They help the person to keep their balance and prevent falling.</td>
</tr>
</tbody>
</table>
Repositioning a person

There are two basic techniques care workers need to be familiar with.

Instructing client to look in direction of move

Instruct the person to look in the direction of the move. This helps the movement.

The lunge position is a basic position for care workers.

It is more than just a position; it is a movement.

You shift your whole body weight from one foot to another in the same plane. Using the whole body increases strength and makes a move safer and easier.
Handling belts

You may use a transfer or handling belt to give you a secure hold on the person as you assist them to move. Make sure a layer of clothing is between the person’s skin and the belt to avoid abrasion. Ensure the belt is securely fastened and cannot be easily undone during use.

Handles on the belt are positioned so that the support worker does not have to hold onto the person’s clothing or directly onto their body. Belts with padded handles are easier to grip and increase security and control. Keep the person as close as possible to you.

Support workers are advised not to place their full hand through the handle of the belt as this will prevent the release of their hold of the person in the event of a sudden movement.

More than one caregiver may be needed. In most cases the far handle should be used and with two carers, their arms would be crossed.

Always transfer to the person’s strongest side. Use good bio-mechanical principles and a rocking and pulling motion.

Handling belts should not be used for lifting people.

Handling belts can be used to provide support when walking. However, all manufacturers and suppliers provide warnings regarding inappropriate use and advise carers to undertake a specific risk assessment in respect of the weight bearing ability of the person and other relevant factors.
Using a slide sheet

Always place the slide sheet underneath a bed sheet to protect the person’s skin.

Keep the edge of the slide sheet to the edge of the bed.

Roll the person on to their side.

Pull through the slide sheet, using the lunge position.

### Placing slide sheets

1. Place slide sheets underneath a bed sheet
2. Keep edge of slide sheet to edge of bed
3. Push slide sheet through under client, pushing down on the mattress
4. Roll client on to side and pull through slide sheets

### Removing slide sheets

1. Tuck in both sheets on one side
2. From other side, use lunge position to pull out
3. Pull slide sheets diagonally so client is not moved
4. Remove sheets and place ready for next use
### Turning client on to their side using slide sheets and two carers

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apply slide sheets</td>
</tr>
<tr>
<td>2.</td>
<td>Using slide sheets, slide client to side of bed they will be facing away from</td>
</tr>
<tr>
<td>3.</td>
<td>Second carer tucks in slide sheets</td>
</tr>
<tr>
<td>4.</td>
<td>Second carer rolls client using lunge position</td>
</tr>
<tr>
<td>5.</td>
<td>Slide sheets removed</td>
</tr>
<tr>
<td>6.</td>
<td>Client lying on side is stabilised with pillows</td>
</tr>
</tbody>
</table>
Sitting to sitting transfers

For sitting to sitting transfers, a small transfer board can be used to bridge gaps between adjacent seats. These boards can be straight or curved. Curved transfer boards make it easier to transfer around fixed armrests. A slide sheet may also help.

Small transfer or slide boards can be used for lateral transfers such as those between:
- chair and wheelchair.
- bed and wheelchair.
- wheelchair and toilet.
- wheelchair and car.

People should have sitting balance to use these boards and they require training in their use.

If possible, have the surface to which the person is being transferred slightly lower than the surface from which they are being transferred. This makes it easier for the person to move.
Using a hoist

There are three categories of hoist – mobile, standing and ceiling hoists. All hoists use slings to hold people, and some hoists can lift people in specially designed stretchers.

**Mobile hoists** have central lifting frames with booms and sling bars to which the slings are attached using the hooks or clips on the bars. The bases or legs have wheels that allow the hoists to move along the floor and be moved to different places.

A mobile **standing hoist** (also called a sit to stand hoist and standing lifter) is used to move a person from one seat to another, such as from a chair to a toilet. The hoist has a platform on which the person stands, supported by a ‘standaid’ sling fitted around their trunk and by a leg brace or knee block that has strapping to hold the person’s legs in place. Standing hoists are suitable for people who are partially weight bearing and can support most of their own weight while standing.

**Ceiling hoists** have tracking fastened along the ceiling and are generally a permanent feature built into either a single room or multiple rooms, including a bathroom. Ceiling hoists run on an electric motor and require less force to move.
Slings

Slings are used to support people being moved with hoists. There are several types of sling available and generally, the more material a sling has, the greater the comfort and support it provides. Choosing the right sling and fitting it correctly improves comfort, dignity and safety for the person. Having a comfortable and secure experience can help the person to overcome reluctance to use a hoist.

Before use, slings should be inspected for tears, loose stitching, soiling and dampness. Accidents that occur during the use of hoists often involve incorrect sling use.

### Applying a sling to a client on the floor

1. Roll client on to their side and position sling
2. Fold the upper loop into sling and roll upper portion of sling behind client’s back

3. Push rolled half of sling under client
4. Roll client flat on their back and pull through rolled half of sling

5. Straighten each side of sling and locate loops
6. Ask client to bend their knees and pull loops through legs and across front
The ACC 2012 publication, *Moving and handling people - the New Zealand Guidelines*, has some excellent information on using hoists.

Another excellent resource is the ACC video on using a hoist. Go to www.acc.co.nz and search for the ‘moving and handling people’ videos.

You will need training in your workplace on fitting slings and using a hoist as this is a practical task.
**Air assisted transfer devices**

There are two general types of air assisted transfer devices: inflatable mattresses for lateral transfers (e.g. bed-to-bed) and air assisted lifting devices, or ‘air jacks’. These devices are generally versatile and cost effective. All types of air assisted devices require an air pump and support workers to steady the person being moved.

**Inflatable mattresses**

These are used for lateral transfers while the person is lying down on a mattress. Both the person and the mattress are transferred between two adjacent surfaces. A lateral transfer air mattress can be used as an alternative to a transfer board and slide sheets. The mattresses are effective for reducing friction, and thus the load on support workers during lateral transfers.

**Air jacks**

Air jacks can be used to raise a person from the floor to bed or stretcher level. Air is pumped into an air mattress which has multiple layers. These layers expand vertically upwards as more air is pumped in. Below is an example of an air jack that lifts a person in a sitting position.

Below is a ‘hoverjack’ that lifts a person in a lying position from the floor to bed height.
Learning activity

Read through your organisation’s policies and procedures and highlight the section that lists the approved equipment and the care of equipment.

Write down the required care of **five items** of equipment you use in your role in supporting a person.

1

2

3

4

5

How do you let other people know when equipment is faulty or should not be used?

Who do you let know/report to about faulty equipment?

How do you alert staff when the equipment is safe to use again?
Caring for equipment

When using equipment it is important to ensure the device is used correctly and for what it was originally designed for. The manufacturer’s instructions and your organisation’s policies and procedures must be followed when using equipment. This is to ensure the person’s safety and comfort and to prolong the life of the equipment.

The correct care for equipment is extremely important. If a device is damaged it may mean the person is without it for a period of time while repairs are undertaken, or the person may be unsafe while using the equipment. This can have a dramatic impact on their wellbeing as they may be unable to do certain tasks or activities that the device enables them to do.

Problems with equipment can arise because of:

- faults with the device itself.
- misinterpreted or inadequate reading of the manufacturer’s instructions and user manuals.
- lack of training in device’s use and repair.
- poor maintenance.
- incorrect repairs.
- issues relating to storage and use conditions.

Remember to:

- use the device correctly and safely.
- follow all your organisation’s policies and procedures.
- follow the manufacturer’s user manuals and instructions.
- report faults promptly.
Faults

If equipment is damaged or faulty it may need to be replaced or returned to the manufacturer. You should always report broken equipment to your supervisor.

You may need to place a ‘Do Not Use’ tag on the item and fill out an equipment fault report.

Your organisation will have its own policies and procedures relating to reporting faulty equipment. You should familiarise yourself with it, and where equipment fault reports are kept and where faulty equipment is put.

You need to check your organisation’s policies and procedures to see what report form should be used.

If your organisation has forms to complete to report a fault, try filling the form out so that you know what and how the organisation expects you to report.

Show the completed form to your supervisor to make sure you have filled out the form according to your organisation’s requirements.

Here is an example of a report form.
Completion and assessment

Congratulations!
You have come to the end of the workbook. Please check over all the activities in this workbook to make sure you have completed them.

Your assessment is next.
You need to complete the assessment successfully to be credited with this unit standard.

Acknowledgements
Careerforce thanks the people who have contributed to this workbook by:
- researching and validating content.
- providing advice and expertise.
- testing the activities.
- sharing personal experiences.
- appearing in photographs.

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