

# MACMHB

## State Training Guidelines Workgroup

### Training/Curriculum Recommendations

The intent of this Training Guideline is for the development and presentation of training content. Curricula based on this guideline will contribute to statewide training quality, uniformity, and reciprocity.

#### **Topic: *Immobility and Positioning***

#### **Defining Paragraph** (Vision, Boundaries, Overall Outcome Statement):

Individuals receiving services are vulnerable to the hazards of immobility. Knowledge of the causes, effects, prevention, and intervention for immobility will improve the lives of people receiving services.

#### **Definitions:**

**Content** – These are a listing of the areas covered in the subject.

**Outcomes/Competencies** – These are statements about what participants will be able to do as a result of having participated in the course.

**Outline** – A suggested approach to meeting Outcomes/Competencies. These three are interrelated, but not necessarily a one-to-one relationship.

#### **Content:**

1. Causes of immobility
2. Effects of immobility on each of the body's systems
3. Prevention techniques
  - A. Increasing movement
  - B. Positioning – prone, supine, sideling
  - C. Pressure support devices
4. Interventions for various immobility-caused problems

#### **Outcomes/Competencies:**

1. Identify the common causes of immobility: paralysis, chronic disease, acute illness, age, and fatigue
2. Identify the more common effects of immobility: contractures, decreased bone density, decubitus, reflux, constipation and possible weight gain/obesity

3. Demonstrate prevention techniques: therapist's guidelines may include correct positioning, repositioning, range of motion and upper and/or lower extremity exercises or adaptive equipment.
4. Identify interventions for immobility-caused problems: contact supports coordinator/OT/PT or RN with concerns especially redness of skin over bony prominences, decreased range of motion or equipment needs, follow therapist's program for range of motion and/or standing program, and reinforce motivation for pressure relief, exercise.

### **Outline/Recommendations:**

### **Trainer Qualifications:**

Check all that apply, be specific (years, degree, skills, etc):

- College Degree: prefer OT/PT or RN
- License:
- Years Experience (please specify below):
- Documented Skill Set:
- Training Experience: prefer experience training with an OT/PT or RN
- Trainer in Adult Learning Styles/Methods:
- Other: Must have content expertise

Specified experience: While an OT/PT or RN would be preferred, a trainer with experience training with an OT/PT, RN or content expertise is acceptable.

### **Length of Training:**

1 hour approximately

### **Format:**

The acceptable format(s) for the class:

- Blended Learning (Online + Instructor-Led)
- Instructor-Led Class
- Instructor-Led Webinar
- Online Course
- Other (specify):

### Teaching Methods:

These are the best teaching methods for teaching course content. Additional methods may also enhance learning.

- Individual
- Classroom/Group
- Lecture
- Discussion
- Skills Practice
- Return demonstrations
- Activities
- Videos
- Online Activities
- Individual Assignments
- Homework assignments
- Other (specify):
- Other (specify):

### Method of Assessment:

How to measure entry level competency in this course:

- Written Test Performance Indicator: 80 %
- Return Demonstration Performance Indicator:
- Online Test Performance Indicator: 80 %
- Skill Sheet Performance Indicator:
- Homework Assignment(s)
- Observation with sign-off sheet.
- Other:

### Scope of Implementation:

Training recommended for:

- Specialized Residential direct care staff/home managers
- Specialized Residential Administrators
- Community Living Supports (CLS) 24/7 care required
- Community Living Supports (CLS) Non-24/7 care required
- Skill-Building Assistance (Pre-Voc Skill Building / Non-Voc Skill Building)
- Supported/Integrated Employment Service (ie. Clubhouse, Competitive Employment, volunteer)
- Adult Foster Care staff
- Respite Service staff
- Self-Determination staff
- In-Home service staff (children's program)

- Foster Family Group Home staff
- Child-caring Institutions (Children's Group Home) staff
- As identified in the Individual's Person Centered Plan
- Other employee group (specify):

**Frequency:**

It is recommended the content be reviewed/retaken.

- Initial & As Needed
- Initial & Annual
- Initial & Every two (2) years
- Initial & Every three (3) years
- As directed by the Individual Plan of Service
- Other: As needed or by clinical recommendation

**Additional Comments:**

May be taught in combination with Health, Safety, & Wellness: Other Medical Care Issues and/or Lifts & Transfers.

**References/Legal Authority:**

- 1) MCL 400.710(3)
- 2) R330.1801 et.seq
- 3) Prevailing State Guidelines and Practice Protocols

Note: If training is for an adult foster care facility/home adult foster care staff must also comply with the adult foster care administrative rules. In addition, in those situations where the contents of the training conflict with an administrative rule, the rule prevails.