

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: *Lifts & Transfers*

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

An important aspect of the health and safety of both people receiving services and the direct support professionals working with them is correct movements during lifting and transferring as well as during daily activities.

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. Back care and structure
2. Proper body movement during daily activities
3. Functional Independence Measure (FIM) for levels of mobility assistance
4. Adaptive equipment
5. Safe transfer techniques
6. Safe lifting techniques

Outcomes/Competencies:

1. Distinguish between proper and improper body mechanics
2. Identify the level of assistance needed according the individual's FIM score and the Person Centered Plan (IPOS)
3. Transfer a person safely including: use of transfer belt and must be two-person lift for 60 lbs. and over (or less if necessary).
4. Perform two person lift safely: inform individual first, coordinate timing and placement of individual
5. Identify the need for adaptive equipment: notify therapist of changes/challenges in current method of transfer

6. Use adaptive equipment properly: demonstrate the ability to use safely a manual and/or power lift with sling, and other lift aids such as transfer belt or board, bed/ bath rails and trapeze
7. Use proper body mechanics in a variety of situations: able to demonstrate correctly wheelchair to chair transfer, wheelchair to bed, floor to wheelchair and wheelchair to tub bench (both to and from for each situation), walker or wheelchair to car or van.

Outline/Recommendations:

1. Back structure and care
2. Distinguish between proper and improper body mechanics and movement for daily as well as work activities
3. Identify the level of assistance needed according the individual's FIM score and the Person Centered Plan (IPOS)
4. Types of adaptive equipment (gait belts, sliding boards, mechanical lifts, etc.)
5. Dignity and respect in transferring and lifting
6. Planning for safety during lifting and transferring, including avoiding distractions (such as such as cell phones), avoiding obstacles, etc.
7. Process for safe transfers including use of gait belt
8. Process for two person lift: inform individual first, coordinate timing and placement of individual
9. The role of Occupational and/or Physical Therapists and working with them, including necessary/correct documentation
10. Use adaptive equipment properly: demonstrate the ability to use safely a manual and/or power lift with sling, and other lift aids such as transfer belt or board, bed/ bath rails and trapeze
11. Use proper body mechanics in a variety of situations: able to demonstrate correctly wheelchair to chair transfer, wheelchair to bed, floor to wheelchair and wheelchair to tub bench (both to and from for each situation), walker or wheelchair to car or van.

Trainer Qualifications:

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

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

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

Length of Training:

2-4 hours, depending on group size and depth of care required

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):

Method of Assessment:

How to measure entry-level competency in this course:

- | | | | |
|-------------------------------------|---------------------------------|------------------------|------|
| <input checked="" type="checkbox"/> | Written Test | Performance Indicator: | 80 % |
| <input checked="" type="checkbox"/> | Return Demonstration | Performance Indicator: | P/F |
| <input type="checkbox"/> | Online Test | Performance Indicator: | |
| <input type="checkbox"/> | Skill Sheet | Performance Indicator: | |
| <input type="checkbox"/> | Homework Assignment(s) | | |
| <input type="checkbox"/> | Observation with sign-off sheet | | |
| <input type="checkbox"/> | Other: | | |

Scope of Implementation:

Training recommended for:

- ☐ Specialized Residential direct care staff/home managers
- ☐ Specialized Residential Administrators
- ☐ Community Living Supports (CLS)
- ☐ Skill-Building Assistance (Pre-Voc Skill Building / Non-Voc Skill Building)
- ☐ Supported/Integrated Employment Service (i.e. Clubhouse, Competitive Employment, volunteer)
- ☐ Supported Living staff
- ☐ 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 (As issues occur)
- ☐ Initial & Annual
- ☐ Initial & Every two (2) years
- ☐ Initial & Every three (3) years
- ☒ As directed by the Individual Plan of Service
- ☐ Other:

Additional Comments:

References/Legal Authority:

- 1) MCL 400.710(3)
- 2) R330.1801 et.seq
- 3) Prevailing State Guidelines and Practice Protocols
- 4) http://www.udsmr.org/Documents/The_FIM_Instrument_Background_Structure_and_Usefulness.pdf (In depth)
- 5) http://www.va.gov/vdl/documents/clinical/func_indep_meas/fim_user_manual.pdf (In depth)
- 6) <http://physicaltherapy.about.com/od/Physical-Therapy-For-Seniors/a/Functional-Independence-Measurement.htm> (User friendly) The paragraph on "Scoring the FIM" is helpful.

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.