****

December 2022

**Table of Contents**

[Preface](#_Toc97279147) 4

[Section 1: Statement of Commitment and Guiding Principles 5](#_Toc97279148)

[Section 2: Safe Handling and Mobility (SHM) Policy 6](#_Toc97279149)

[Section 3: SHM Roles and Responsibilities 7](#_Toc97279150)

[Section 4: SHM Program Training Requirements 8](#_Toc97279151)

[Section 5: SHM Assessments of Potential New Participants 11](#_Toc97279152)

[Section 6: SHM Assessments of All Participants 11](#_Toc97279153)

[Section 7: Participant-Specific Safe Handling and Mobility Plans 12](#_Toc97279154)

[Section 8: Inventory of SHM-Related Equipment 13](#_Toc97279155)

[Section 9: SHM-Related Equipment Needs Assessment 13](#_Toc97279156)

[Section 10: Area Assessment for Safe Handling and Mobility 14](#_Toc97279157)

[Section 11: Safe Work Procedures for SHM-Related Equipment / Activities 14](#_Toc97279158)

[Section 12: Pre-Use and Scheduled Equipment / Sling Inspections & Testing 16](#_Toc97279159)

[Section 13: SHM Communication Requirements 16](#_Toc97279160)

[Section 14: SHM Program Training Implementation 18](#_Toc97279161)

**Appendices:**

[**Appendix A**](#AppendixA)**: SHM Program Policy Statement……………………………………………………………………….19**

[**Appendix B**](#AppendixB)**: SHM Program Training Requirements………………………………………………………………20**

[**Appendix C**](#AppendixC)**: SHM Program Required Training by Job Title/Position Matrix………………………….21**

[**Appendix D**](#AppendixD)**: SHM Program Employee Training Plan…………………………………………………………….22**

[**Appendix E**](#AppendixE)**: Nova Scotia Initial Participant SHM Assessment……………………………………………….23**

[**Appendix F**](#AppendixF)**: Nova Scotia Participant SHM Risk Profile………………………………………………………….25**

[**Appendix G**](#AppendixG)**: SHM Program Pre-Mobility Check (PACE) Process…………………………………………….27**

[**Appendix H**](#AppendixH)**: SHM Program Equipment Inventory Form………………………………………………………..29**

[**Appendix I**](#AppendixI)**: SHM Program Equipment Needs Assessment Form……………………………………………31**

[**Appendix J**](#AppendixJ)**: SHM Program Area Assessment Form……………………………………………………………….33**

[**Appendix K**](#AppendixK)**: SHM Program General Use of Equipment…………………………………………………………37**

[**Appendix L**](#AppendixL)**: SHM Program Equipment Inspection and Testing Requirements………………………….52**

[**Appendix M**](#AppendixM)**: SHM Program PACE Logos……………………………………………………………………………….56**

[**Appendix N**](#AppendixN)**: SHM Program Safety Huddles Booklet……………………………………………………………..58**

[**Appendix O**](#AppendixO)**: SHM Program Employee SHM Incident Follow-Up Tool……………………………………65**

[**Appendix P**](#AppendixP)**: SHM Program Addressing Participant Refusal…………………………………………………..67**

[**Appendix Q**](#AppendixQ)**: SHM Program Addressing Concerns or Refusals from Family Members/Substitute Decision Makers………………………………………………………………………………………………………………….69**

[**Appendix R**](#AppendixR)**: Glossary and Definitions………………………………………………………………………………….69**

**Safe Handling and Mobility (SHM) Program**

**Disability Support Services**

***We cannot choose our external circumstances,***

***but we can always choose how to respond to them.***

***–* Epictetus**

# Preface

Providing care to participants can be physically demanding. Tasks that require care providers to move, transfer, reposition, or assist participant movement have been shown to contribute to a high number of work-related injuries, with musculoskeletal injuries being the most prevalent injury type in this sector. However, these injuries can be reduced through the use of evidence-informed **safe handling and mobility (SHM)** methods. These mobility methods are essential as part of a comprehensive approach to improving the quality of life and safety for both employees and participants.

All employees are entitled to work in a manner and environment that helps to minimize their risk of physical or psychological harm. The rights of participants to live at risk and be provided with a person-centered care or support plan **must be balanced with the equal importance of an employee’s right to a safe and healthy workplace**. Participants (and/or their decisions makers) choices regarding how and when they will receive care must always be balanced with the requirement for employees to always follow safe work practices in place to ensure their safety. These are the foundations of a SHM Program.

This program is developed to meet or exceed the needs identified in the ‘***Safe Handling and Mobility Program Requirements for Nova Scotia’s Disability Support Services Sector***’. [Organization’s Name] will work with the Department of Community Services (DCS) to ensure that appropriate resources are available to support collaborative care planning, development and implementation of effective mitigation strategies to reduce the risk associated with to employees and participants. By developing and implementing this program, [Organization’s Name] is committed to taking every reasonable precaution in the circumstances to minimize and, where possible, eliminate the risk of injuries associated with moving, transferring, and repositioning participants.

For definitions and terms used in this docdocument, please refer to [**Appendix R**](#AppendixR) **– Glossary & Definitions**

# Section 1: Statement of Commitment and Guiding Principles

[Organization’s Name]’s Board of Directors fully endorses and supports the ‘Statement of Commitment’ and ‘Guiding Principles’ of the *Safe Handling and Mobility (SHM) Program Requirements for Nova Scotia’s Disability Support Services Sector.*

In addition, the Board of Directors and [CEO / Administrator] are committed to providing a safe, healthy, and supportive working environment for employees and the participants they serve.

[Organization’s Name] recognizes that providing care to participants can be physically demanding and result in work-related injuries for care providers. Care tasks that require care providers to move, transfer, reposition, or assist participant movement are known to contribute to a high number of work-related injuries. [Organization’s Name] is committed to taking every reasonable precaution in the circumstances to minimize and, where possible, eliminate the risk of injuries associated with moving, transferring, and repositioning participants.

**Statement of Guiding Principles**

[Organization’s Name] has adopted the following guiding principles to support our SHM Program:

1. All employees working for [Organization’s Name] are entitled to work in a manner and environment that helps to minimize their risk of physical or psychological harm;
2. The rights of participants to live at-risk and be provided with a person-centered care plan must be balanced with and of equal importance to an employee’s right to a safe and healthy workplace;
3. Employees follow the industry lifting standard of 35 lbs, to the extent possible;
4. The rights of participants or their family members / substitute decision makers, to make choices regarding how and when they will receive care **must always** be balanced with the requirement for employees to always follow safe work practices that are in place to ensure the safety of employees and the participants they care for;
5. [Organization’s Name] will work to ensure that appropriate resources are available to support collaborative care planning, and collaborative development and implementation of effective risk mitigation strategies to reduce the risk associated with providing care to participants; and
6. [Organization’s Name] will collaborate with partner organizations and Nova Scotia Government funding departments to help ensure that appropriate resources are available, and collaborative care planning occurs in order to reduce the risk of employee injuries associated with moving, transferring, and repositioning participants.

# Section 2: Safe Handling and Mobility (SHM) Policy

We are committed to reducing participant-handling and mobility-related injuries through the use of evidence-informed methods. SHM methods are essential as part of a comprehensive approach to improving the quality of life and safety for employees and participants.

We foster a collaborative environment that empowers all employees to implement the SHM procedures described in the SHM Program.

[Organization’s Name] and all its employees have a shared responsibility in the implementation, evaluation and continuous improvement of the program, as well as acting in accordance with Nova Scotia’s Occupational Health and Safety Act.

We will ensure that:

* employees are made aware of the SHM Program requirements
* employees receive the training required
* all steps will be taken to provide / make available and maintain the required equipment
* the SHM Program is evaluated and any required changes to improve its effectiveness are implemented
* employees follow the procedures required for their position, use required / provided equipment, participate in and apply program-related education/training
* participant-handling and mobility-related issues / concerns are identified and reported. All employees will collaborate to identify hazards and reduce the risk associated with participant- handling and mobility tasks.gh

See [**Appendix A**](#AppendixA) **– [Organization’s Name]** **SHM Program Policy Statement.**

# 

# Section 3: SHM Roles and Responsibilities

[Organization’s Name] has clearly defined and communicated the roles and responsibilities in the SHM Program for everyone involved.

**Board of Directors Roles & Responsibilities**

* Ensure that the Senior Leadership Team sets strategic goals and objectives related to SHM
* Review, approve and sign the SHM policy and ensure Senior Leadership Team actively promotes it to employees
* Require the CEO / Administrator to regularly report on the effectiveness of the SHM program and support / authorize the allocation of resources allowing implementation and sustainability of the program
* Demonstrate active involvement in the SHM program by engaging employees on effective practices during site tours / visits

**Senior Leader (CEO / Executive Director) Responsibilities**

* Regularly discuss SHM issues at leadership meetings
* Review, approve and actively promote / communicate the written SHM policy
* Define roles, assign responsibilities, establish accountabilities, and delegate authority that clear communicate the expectation that employees must follow the SHM program
* Ensure the required financial, human, and other organizational resources are put in place to effectively plan, implement, monitor, review, and revise the SHM program
* Ensure that measurable objectives are set, included in a program evaluation framework and reviewed to address any gaps
* Require managers and supervisors to actively support and promote the SHM program
* Promote, support and demonstrate a culture that actively seeks and welcomes feedback on the SHM program and its procedures from employees, at all levels
* Provide visible support and leadership by participating in SHM related activities (e.g. being present for portions of training sessions, inspections, or other SHM committee meetings)

**Front-line Manager and Supervisor Responsibilities:**

* Ensure all employees are provided with and receive all SHM related training that is appropriate to their roles and hazard exposure
* Actively and regularly communicate expectations regarding the SHM program
* Visibly support SHM program by actively participating in SHM activities including employee training, inspections, reviewing / adjusting care
* Promote, support and demonstrate a culture of reporting and collaborating to address issues, concerns / questions related to SHM
* Promote a culture of collaboration, recognize employees for demonstrating positive behaviors and coach to comply with practices
* Ensure employees are using SHM procedures, following care plans and participant-specific mobility plans, and/or Individual Program Plans (IPP), and reporting when issues/concerns arise with implementation
* Actively support SHM committee members and / or internal trainers (providing time, understanding and promoting their role, recruiting members)
* Will ensure managers responsible for overseeing the intake / admissions / readmission process will make sure information regarding the SHM status is received, reviewed and adjusted though collaborative discussions for implementation of required SHM procedures
* Update and modify IPP as necessary

**Front-line Employee Responsibilities:**

* Participate in all required SHM related training
* Follow all SHM program procedures
* Report all SHM- related incidents that they are involved in / aware of
* Actively participate in the investigation of SHM-related incidents and the identification of controls for incidents that they are involved in
* Participate in and provide comments / feedback on SHM program reviews, assessments and communications
* Consult and collaborate with Internal Trainers, colleagues, allied Health Professional and managers / supervisors when issues related to SHM arise, including update and modify SHM plan, as required based on changes to a participant’s status
* Review all care plans, participant-specific mobility plans, and IPPs, and follow all required SHM procedures, reporting any issues or concerns to a manager / supervisor
* Support and encourage colleagues to follow and promote SHM procedures

**SHM Internal Trainers Responsibilities:**

* Understand what SHM training is required as trainers and for all employees
* Complete initial and refresher training to maintain certification
* Work with managers / supervisors to ensure attendance at required training
* Collaborate with managers / supervisors when setting up training schedules for employees
* Work with managers / supervisors to support and assist employees who have concerns, raise issues with, or have questions about SHM procedures
* Observe employees performing SHM tasks and recognize employees for demonstrating positive behaviors and coach to comply with practices
* Make recommendations to the SHM / Joint Occupational Health and Safety (JOHS) Committee for changes to current procedures, or for additional resources to improve the effectiveness of the SHM program
* Act as a champion for and actively promote the SHM program
* Always demonstrate good SHM practices when working alone or with others
* Where possible, participate in the investigation of all SHM-related incidents and the identification of controls, especially those in areas where they work or have some responsibility for
* Participate in and provide comments / feedback on SHM program reviews, assessments and communications

**SHM Committee Responsibilities (if applicable):**

* Understand their specific SHM training requirements and work with senior leadership to ensure training is completed
* Participate in all required SHM-related training
* Follow all SHM program procedures
* Ensure that [Organization Name] is conducting SHM audits and identify elements and trends that may require more attention / improvement
* Review the SHM program and audit results and report on its effectiveness to senior leadership, the JOHS Committee (if applicable), and all employees
* Assign corrective actions for audit trends and monitor audit completion
* Make recommendations to senior management for SHM requirements, training needs, changes to current procedures, or for additional resources to improve the effectiveness of the SHM program
* Champion and actively promote the SHM program
* Participate in the investigation of all SHM related incidents and the identification of controls for incidents
* Participate in and provide comments / feedback on SHM program reviews, assessments and communications

**Joint Occupational Health and Safety (JOHS) Committee / Representative Responsibilities:**

* Co-operate with the management team to develop and conduct r review, monitor and evaluate the effectiveness of the SHM program
* Participate and work with managers / supervisors and employees to ensure that SHM-related incidents are docdocumented, investigated, and effective controls are identified
* Ensure that all workplace inspections are designed to identify if required elements of the SHM program are being effectively implemented
* Make recommendations to management to address issues or enhance the effectiveness of the SHM program
* Actively support and promote the SHM program during meetings, conversations with employees, and during Committee activities
* Act as a communication conduit between employees, the union, and the employer with regards to the implementation and effectiveness of the SHM program

**Union Representative Responsibilities (if applicable):**

* Co-operate with the organization’s management team to implement, review and continually approve the SHM program
* Actively promote and encourage all members to participate in the program and follow all SHM related procedures
* Participate on the JOHS Committee (if applicable)
* Interact with management and members to address situations when requirements or practices of the SHM program are not being fully implemented, or when concerns are raised.

# Section 4: SHM Program Training Requirements

It is important that all employees receive the SHM-related training that is needed for their role and position. We have worked with employees, internal trainers, and the JOSHC to identify and agree what training is needed to allow our SHM Program to be effective and sustainable.

**Training Requirements**

[Organization’s Name] has compiled and maintains an up-to-date docdocument of SHM-related training requirements for all employee positions. This docdocument:

* outlines all SHM training requirements for each job classification / position, including length of training, timeframes associated, orientation / refresher sessions
* indicates how SHM competency will be evaluated and docdocumented
* provides information about any additional SHM training that would be considered beneficial but not required for each job classification / position
* is reviewed annually and updated as required
* outlines orientation requirement for new employees
* PACE – a pre-mobility check
* SHM Program and SHM-related roles and responsibilities
* SHM Communication Tools (IPPs, etc.) and responses
* SHM-related procedures appropriate for the role and responsibilities of the staff person
* SHM-related Equipment Use and Selection appropriate for the role and responsibilities of the employee
* Other SHM Program related policies and procedures as time and need allow

See [**Appendix B**](#AppendixB) **- [Organization’s Name]** **SHM Program Training Requirements.**

**SHM Training Plans**

[Organization’s Name] has created SHM training plans for all employees. These training plans:

* list all SHM training requirements for the specific employee
* specify when the training should be completed, who should provide the training, and its length (e.g. pre-hire, after hire within specific time frame, orientation, etc.)
* identify when training was taken, how often refresher training should be provided and the length of the refresher training

See [**Appendix C**](#AppendixC)**- [Organization’s Name] SHM Program Required Training by Job Title / Position Matrix.**

See [**Appendix D**](#AppendixD) **– [Organization’s Name] SHM Program Employee Training Plan.**

# 

# Section 5: SHM Assessments of Potential New Participants

{Organization’s name] has a review process to assess participant-related factors that will increase the SHM-related risks associated with moving, repositioning, transferring, or mobilizing new participants. The review will inform the development of SHM plans and discussions to allow for the implementation of participant-specific risk mitigation strategies for required SHM activities.

{Organization’s name] will:

* identify the employees who are responsible for new admissions or intake
* gather information about participant-related factors that may increase the risk associated with SHM tasks
* develop risk mitigation strategies to determine equipment, training, and/or staffing needs.

**See** [**Appendix E**](#AppendixE) **- Nova Scotia Initial Participant SHM Assessment Form.**

# Section 6: SHM Assessments of All Participants

[Organization’s Name]has developed a policy and procedures to assess, docdocument, monitor and communicate the status of each participant.

SHM assessment procedures will ensure that evaluations are done at various points along the continuum of care following intake, i.e. change in physical / cognitive status, post falls, return to facility/home, and/or at an employee’s request.

[Organization’s Name] has established a process to review all relevant information to inform the development of SHM plans and discussions to allow for the implementation of participant-specific risk mitigation strategies for required SHM tasks.

[Organization’s Name] will ensure the appropriate resources, equipment and supports are in place to allow required risk mitigation strategies to be implemented in order to allow for employees to safely handle and mobilize participants.

**SHM Status: Physical and Cognitive Capacity Assessment Process**

[Organization’s Name] has developed and implemented a procedure to assess, docdocument and communicate the mobility and cognitive status of each participant. These procedures:

1. Identify what tools / methods are used to complete the assessment (including specific tests, criteria, and decision making guides)
2. Identify who is responsible for completing the assessments, e.g. registered professional employee (RN, LPN, PT, OT)
3. Identify timelines for completion of:
   1. Initial assessment
   2. Recurring assessment(s)
   3. Requested assessment, i.e. when a participant’s status has changed rendering the existing plan no longer safe
   4. Assessment when a participant returns to the facility after being away
4. Include specific information on how the results of the assessment will be docdocumented, communicated / shared, stored and retained
5. Include specific guidance on when the OT / PT was contacted or when the Department of Community Services (DCS) Care Coordinators should be contacted for support, re-assessments, etc.

**Pre-Mobility Check Process**

[Organization’s Name] has developed and implemented procedures to ensure employees are trained and provided the opportunity to review / assess the status of each participant prior to any care task, especially those that require SHM techniques. These procedures require that:

1. All employees are trained in how to use the PACE methodology and have a clear understanding of how to respond when they identify new or increased uncontrolled risks associated with the participant’s physical abilities, level of aggression, communication abilities, or the environment where they are providing care.
2. Employees are aware of docdocumentation requirements related to any change in a participant’s status and ensure appropriate staff / supervisors are notified of these changes.
3. Employees are aware that they are authorized & responsible for adjusting care plans if changes are required and/or if questions exist relating to the task / care plan.
4. Authorized employees use information about changes to the status of participants to make temporary changes to the care plans for these participants and monitor progress.
5. Authorized employees arrange for timely assessment / re-assessment of the participant to ensure that care plans are appropriate and, as necessary, required equipment can be obtained to allow for safe care.

**See** [**Appendix** **F**](#AppendixF) **– Nova Scotia Participant SHM Risk Profile.**

**See** [**Appendix G**](#AppendixG)**- [Organization’s Name] SHM Program Pre-Mobility Check (PACE) Process.**

# Section 7: Participant-Specific Safe Handling and Mobility Plans

[Organization’s Name] has procedures for creating and modifying participant SHM Plans.

1. Specific guidance and decision making tools will allow for the creation of participant-specific SHM plans based on information pertaining to the participant’s mobility assessment and any other relevant information.
2. The Manager/Supervisor is responsible for creating and/or updating the participant’s SHM plan, which will include:

* identifying required SHM equipment
* additional safe work procedures and specialized SHM requirements
* care tasks that involve participant-handling, movement, transfers, repositioning, etc.

1. Employees will enable and encourage a participant to actively participate in their movement and repositioning
2. SHM plan (i.e. care plans and logos) will be documented, updated, stored, communicated, and accessible to employees as needed

[Organization’s Name] has policies that provide clear guidance on the appropriateness of leaving a sling under or a transfer belt on a participant.

[Organization’s Name] has a process to DCS Care Coordinator(s) when a change in participant’s status results in the need to increase care requirements and/or when there is a need for additional support, equipment, or collaborative discussions.

# Section 8: Inventory of SHM-Related Equipment

[Organization Name] will track, document and monitor all equipment used / needed to support the SHM program. This will include: needs assessment, inventory, and inspection:

**Equipment Inventory**

[Organization Name] has compiled and maintains an up-to-date inventory of all related equipment:

* Mechanical Lifts / Slings / Beds
* Transfer / Repositioning Aids
* Specialized Equipment

The inventory includes data on: the manufacturer, make / model, serial number, date of purchase, most recent / next testing date (as appropriate), and contact information for warranty / service, etc.

[Organization’s Name] reviews and updates the inventory list at least annually or whenever new equipment is required and / or when current equipment needs to be replaced.

[Organization’s Name] stores the inventory list in a location that is accessible to employees responsible for creating plans and maintaining, testing or purchasing equipment. Otherwise, the list is made available to any employee, upon request.

**See** [**Appendix H**](#AppendixH) **– [Organization’s Name] SHM Program Equipment Inventory Form.**

# Section 9: SHM-Related Equipment Needs Assessment

[Organization’s Name] has completed an assessment of their SHM equipment needs, and will re-assesses equipment needs when the status / capabilities of participants changes, when employees identify issues with the current equipment, or at a minimum - annually.

This process will lead to the creation of an action plan to ensure that any required SHM-related equipment is obtained. This may require working with your government funding partners and/or DCS Care Coordinators.

See [**Appendix I**](#AppendixI) **- [Organization’s Name] SHM Program Equipment Needs Assessment Form.**

# Section 10: Area Assessment for Safe Handling and Mobility

[Organization’s Name] ensures that all environmental / design factors are taken into account where participant-handling and mobilization tasks are performed, when implementing effective SHM plans.

Assessments are completed in the following areas:

* Bedrooms, bathing / toileting facilities, and other indoor areas where transfers or mobilization tasks are / may be performed
* Any outdoor or community-based location
* Any vehicle used to transport participants

All initial and ongoing assessment results will be assessable to employees when creating SHM plans.

**SHM Procedures for Community Visits**

[Organization’s Name] has protocols to support employees who are required to perform SHM tasks in the community.

Pre- trip considerations include the following:

* Review of the mobility plan, noting any equipment needs and staffing requirements
* Access to the equipment / personnel as required
* Use of an appropriate (i.e. accessible) vehicle with required insurance

**See** [**Appendix J**](#AppendixJ) **- [Organization’s Name] SHM Program Area Assessment Form.**

# Section 11: Safe Work Procedures for SHM-Related Equipment / Activities

[Organization’s Name] has safe work procedures for specific SHM related tasks / techniques, and responses to SHM-related situations.

**General Use of Equipment**

Policies / procedures will address selection, how / when to use, care / maintenance of, and how / when to remove equipment from service. The development of these policies and procedures will consider specific participant factors and environmental contraindications to use.

Equipment may include: slings, ceiling / portable lifts, slider sheet systems, transfer belts, sit/stand devices, positioning wedges, hospital beds and mobility aids.

As new SHM equipment / devices are identified and made available, the appropriate use will be reviewed and, as required, new policies and procedures developed regarding their use.

SHM equipment procedures provide guidance to employees on the safe use of equipment, how to talk to the participant about use, and the safety benefits to both employees and participants

**Specific Lift, Transfer, Mobilization Tasks**

[Organization’s Name] has safe work procedures to support and provide guidance on how to safely perform all regularly required SHM tasks (i.e. transfers, repositioning, turning, moving, mobilizing, toileting, bathing, personal care, medical care, etc.), how to safely / properly use the SHM-related equipment required, best possible body mechanics and other manual aspects of the task, and how to perform the task with one and/or two care providers.

All employees who perform these tasks are trained on how to use these techniques and are able to demonstrate ability to perform them safely, which could include:

* + - 1. Bed to chair transfer with mechanical lift (Ceiling or Portable)
      2. Bed to chair transfer with mechanical sit stand lift
      3. Two person assist transfer with transfer belt
      4. One person assist transfer with transfer belt
      5. Bed repositioning using fitted slider sheets (i.e. Swift Glider Sheet Systemtm)
      6. Bed repositioning using Slider Sheet System (Maxi Slidetm)
      7. Side repositioning using J-Ro EZ Rest
      8. Putting on / removing stockings using Doff N’ Donner
      9. Participant falls (see below)
      10. \*Car / Vehicle transfer

\*Please refer to {Organization’s Name} Internal Procedure

**Falls Prevention / Awareness / Response**

[Organization’s Name] has a process to support and provide guidance to employees who are providing stand-by or minimal assistance to participants who are able to self-mobilize / assessed as independent. Employees will be trained on how to safely assist the participant in order to help reduce the risk of falls and also to reduce the risk of employee injuries if / when a participant does fall, and will be informed of the results of that participant’s falls risk assessment.

[Organization’s Name] has policies and procedures on how to respond when a participant falls, including consideration of participant factors (physical & cognitive abilities), the urgency to move the participant given their acute health status and location, the availability of other employees / equipment, etc.

**Emergency Handling and Mobility Techniques**

[Organization’s Name] has a process to support and provide guidance to employees regarding approved SHM techniques to be followed during an emergency situation (e.g. fire, flood, code sliver, etc.).

See [**Appendix K**](#AppendixK) **- [Organization’s Name] SHM Program General Use of Equipment.**

# 

# Section 12: Pre-Use and Scheduled Equipment / Sling Inspections & Testing

**Equipment Inspection and Testing Requirements**

[Organization’s Name] has developed and implemented procedures to formally / informally inspect all equipment and where required - test equipment.

These procedures are as follows:

* Informal inspections will be completed by employees prior to the use of any equipment; any concerns will be reported, documented, and addressed accordingly
* Identify and document inspection and testing procedures for all equipment. The procedures clearly identify what should be inspected, how often, by whom, and how the inspection / testing results will be documented and communicated
* Define how employees report / request service when equipment needs maintenance and - as required, removes equipment from service (e.g. ‘tagging out’)
* Define responsibilities for:
* reviewing and following up on service requests
* disposing of equipment that cannot be fixed, no longer appropriate, and
* replacing equipment that is still required

See[**Appendix L**](#AppendixL) **- [Organization’s Name] SHM Program Equipment Inspection and Testing Requirements.**

# Section 13: SHM Communication Requirements

[Organization’s Name] has procedures and resources (i.e. posters, pamphlets, etc) to allow for effective communication about [Organization’s Name] SHM Program to employees, participants, families / substitute decision makers, visitors / contractors, visiting health care professionals (i.e. physicians, PTs / OTs, etc) and system partners (e.g. NSH CC / DCS Care Coordinators).

**Use and Placement of SHM Related Logos**

[Organization’s Name] has approved the use of SHM logos to communicate SHM requirements for specific participants.

[Organization’s Name] will ensure that SHM logos are used and posted in locations (Inserted in IPPs) that are visible to all employees who interact with participants. The logos depict the SHM requirements outlined in the specific participant’s SHM plan. They are designed to ensure staff are reminded of the need to follow SHM practices to protect their own safety and the safety of the participants they care for. The Manager/Supervisor is responsible for ensuring posted logos are consistent with the participant’s SHM plan, and staff are responsible reporting any missing or incorrect logos to their manager / supervisor.

Logos will be updated as the participant’s SHM plan changes. Logos will be changed immediately following approval of changes to the plan. The registered staff member updating the participant’s plan is responsible for ensuring that the logos are also updated.

See [**Appendix M**](#AppendixM) **-** **[Organization’s Name] SHM Program** **SHM Logos.**

**Pre-Shift Huddles / Shift Reports**

[Organization’s Name] will support and promote the use of pre-shift huddles / shift reports, and actively work to enable employees to attend / participate in these discussions.

See [**Appendix N**](#AppendixN) **- [Organization’s Name] SHM Program Safety Huddles Booklet.**

**Reporting of SHM Risks Associated with Care Tasks**

[Organization Name] has policies and procedures that **require and enable** all employees to report specific SHM related risks associated with providing care. These procedures address situations like:

1. care is provided in bed that is inadequate for the care required
2. required SHM related equipment is unavailable or out-of-commission
3. changes have been made to the environment where care is provided resulting in increased risk or challenges to follow SHM plans or use required SHM equipment
4. participant capabilities or behaviours have changed indicating the need for an updated assessment / SHM plan
5. the participant or their family member’s / substitute decision makers are refusing to allow employees to follow required SHM procedures, or pressuring the employees to not follow required safe work procedures
6. employees are concerned about the approved SHM plan for a participant

Employees will report all identified SHM-related risks or concerns to their manager / supervisor, as soon as possible after the risk / concern has been identified.

**SHM-Related Incident Reporting and Investigation Requirements**

[Organization Name] has procedures in their Safety Management System outlining how incidents will be reported and investigated, including those related to SHM.

See [**Appendix O**](#AppendixO) **- [Organization’s Name} SHM Program Employee Incident Follow-Up Tool.**

**Addressing Participant Refusals**

[Organization’s Name] has a process to support and provide guidance to employees when responding to a situation where a participant refuses to be moved / repositioned / transferred using the required SHM equipment / procedures outlined in their SHM plan (e.g. refuses to be moved with a ceiling or portable lift, refuses to use / wear a transfer belt, etc.)

All employees who preform SHM tasks are made aware of this process and are trained and supported to follow it to ensure that SHM techniques are used at all times.

See [**Appendix P**](#AppendixP)**- [Organization Name]’s SHM Program Addressing Participant Refusals.**

**Addressing Family Member Questions / Concerns**

[Organization Name] has a process to support and provide guidance to employees when responding to a situation where family members or substitute decision makers for a participant have questions or express concerns regarding the use of required SHM techniques / equipment, or refuse to ‘allow’ the participant to be transferred, moved, or repositioned using the required SHM technique(s). All employees who preform SHM tasks, or supervise those who do, are made aware of this process and are trained and supported to follow it to ensure that SHM techniques are used at all times.

See [**Appendix Q**](#AppendixQ) **- [Organization Name]’s SHM Program Addressing Concerns or Refusals from Family Members / Substitute Decision Makers.**

# Section 14: SHM Program Training Implementation

[Organization’s Name] will verify that key employees have been provided with the SHM-related training required for their role and position. [Organization’s Name] will review the SHM Training Plans for:

* Your Internal SHM Champions / Trainers
* Your Senior Leadership Team
* Your Frontline Managers / Supervisors
* Your Frontline Staff (e.g. those providing direct care to participants)

The plan will ensure that all employees have received or, at a minimum, have been scheduled to participate in the SHM-related training required for their role / position. If all required training has not been provided / scheduled, [Organization’s Name] will take steps to correct this as soon as possible.

**Appendix A: [Organization’s Name]** **SHM Program Policy Statement**

***{Organization’s Name} Safe Handling and Mobility Policy***

We are committed to reducing participant-handling and mobility-related injuries through the use of evidence-informed methods. SHM methods are essential as part of a comprehensive approach to improving the quality of life and safety for employees and participants.

We foster a collaborative environment that empowers all employees to implement the SHM procedures described in the SHM Program.

[Organization’s Name] and all its employees have a shared responsibility in the implementation, evaluation and continuous improvement of the program, as well as acting in accordance with Nova Scotia’s Occupational Health and Safety Act.

We will ensure that:

* employees are made aware of the SHM Program requirements
* employees receive the training required
* employees follow the industry lifting standard of 35 lbs, to the extent possible
* all steps will be taken to provide / make available and maintain the required equipment
* the SHM Program is evaluated and any required changes to improve its effectiveness are implemented
* employees follow the procedures required for their position, use required / provided equipment, participate in and apply program-related education/training
* participant handling and mobility-related issues / concerns are identified and reported. All employees will collaborate to identify hazards and reduce the risk associated with participant- handling and mobility tasks.

**Approved by:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Approved date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Required Review Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix B: [Organization’s Name]** **SHM Program Training Requirements**

[Organization’s Name] requires all employees to receive training related to its SHM program. Training requirements for each position are identified and reviewed on an annual basis or as required

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course / Program** | **Length** | **When** | **Provided by** | **Refresher** | **Competency Assessment** |
| **Safe Handling and Mobility Program / Procedures** | 3 Hours | On hire - pre care delivery | SHM Trainer | 1 Hour Annually | Self-rating Assessment  Post Testing( PACE Card) Auditing |
| **Participant Specific SHM Plan** | 2 Hours | On hire - pre care delivery | SHM Trainer | 30 min Annually | Post Testing |
| **P.A.C.E.** | 1 Hours | On hire - pre care delivery | SHM Trainer | 1 Hour Annually | Post Testing and Auditing |
| **SHM Plan / Communication** | 1 Hour | On hire - pre care delivery | SHM Trainer | 30 min Annually | Post Testing and Auditing |
| **SHM High Risk / Prohibited Techniques** | 1 Hour | On hire - pre care delivery | SHM Trainer | 30 min Annually | Post Testing and Auditing |
| **SHM Equipment Use (including selection / inspection)** | 4 Hours | On hire - pre care delivery | SHM Trainer | 1 Hour Annually | Post Testing, Demonstrated Abilities and Auditing |
| **SHM - Fall Prevention/ Awareness & Response** | 2 Hours | On hire - pre care delivery | SHM Trainer | 30 min Annually | Post Testing |

**Please see the SHM Program Implementation Guide for additional information pertaining to:**

* **Phase I Program Elements**
* **Phase 2 Program Elements**
* **Phase 3 Program Elements**

**Appendix C: [Organization’s Name]** **SHM Program Required Training by Job Title / Position Matrix**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **CEO / Executive Director** | **Manager / Supervisor** | **SHM Internal Trainer** | **Office Employee** | **CCA/RSW/RRW** | **SUPERVISOR** | **PT / OT** | **Rec / Music / Social Work** | **Kitchen / Housekeeping / Maintenance** |
| **SHM Program / Procedures** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **PACE** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **SHM Plan / Communication** |  | **✓** | **✓** |  | **✓** | **✓** | **✓** | **✓** | **✓** |
| **SHM Equipment Use (including selection / inspection)** |  | **✓** | **✓** |  | **✓** | **✓** | **✓** | **✓** | **✓** |
| **SHM - Fall Prevention/ Awareness & Response** |  | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **Participant Specific SHM Plan** |  | **✓** | **✓** | **✓** |  | **✓** | **✓** |  |  |
| **Challenging Conversations** |  | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |

**Appendix D: [Organization Name] SHM Program Employee Training Plan**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Job Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of hire: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit / Dept: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Manager: \_\_*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* Date Established / Updated: \_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course / Program | Required (Y/N) | Completed (Date) | Competent (Y/N) | Refresher Date (1) | Refresher Date (2) | Refresher Date (3) |
| SHM Program / Procedures |  |  |  |  |  |  |
| P.A.C.E |  |  |  |  |  |  |
| SHM Plan / Communication |  |  |  |  |  |  |
| SHM Plan / Communication |  |  |  |  |  |  |
| SHM Equipment Use (including selection / inspection) |  |  |  |  |  |  |
| SHM - Fall Prevention/ Awareness & Response |  |  |  |  |  |  |
| Participant Specific SHM Plan |  |  |  |  |  |  |
| Challenging Conversations |  |  |  |  |  |  |

**Appendix E -** **Nova Scotia Initial Participant SHM Assessment (Page 1 of 2)**

|  |  |  |
| --- | --- | --- |
| Participant / Client Name: | Participant/Client Age: | Client Gender: |
| Completed by (First and last name, Job Title): | | Completion Date: |
| Care Location (Home, Clinic, LTC Facility, Retirement Living Facility, Other): | | |
| Care Location Address: | | |

**Nova Scotia Provincial Discharge / Transfer, Presenting Situation, or other Form**

|  |
| --- |
| * A complete copy of the Nova Scotia Provincial Discharge / Transfer Form provided for this participant/ client * The ***Medical Information*** section of the Discharge / Transfer Form is completed including weight and height * The ***Communication*** section of the Discharge / Transfer Form is completed * The ***Mental / Emotional Health, Cognition,*** and ***Behaviour*** sections of the Discharge / Transfer Form are completed * The ***Mobility, Balance, and ADLs*** sections of the Discharge / Transfer Form are completed * If appropriate, the **PT, OT supports required, and the Equipment required** sections of the Discharge / Transfer Form are completed   Does the information provided on the Discharge / Transfer Form indicate that the participant / client will require **more than minimal assistance or they may demonstrate responsive behaviours** when being transferred / repositioned? **( )Yes ( )N**  Does the information provided on the Discharge / Transfer Form indicate that the client will require that a hospital bed is needed (e.g. care will need to be provide in bed)? **( )Yes ( )N**  If Yes, note key risk factors of concern below: |

**Medical History**

|  |
| --- |
| * The organization has been provided with an up-to-date medical history and status for the participant / client * The medical information includes a list of current medications currently prescribed to the participant / client * Medical information related to the participant’s / client’s physical and cognitive capabilities has been provided * Medical issues impacting behaviours are identified   Does the Medical History information provided suggest that the participant / client will require **more than minimal assistance or they may demonstrate responsive behaviours** when being transferred / repositioned? **( )Yes ( )N**  Does the information provided on the Discharge / Transfer Form indicate that the client will require that a hospital bed is needed (e.g. care will need to be provide in bed)? **( )Yes ( )N**  If Yes, note key risk factors of concern below: |

**NSH Continuing Care / DCS Care Coordinator Information**

|  |
| --- |
| * NSHA CC / DCS Care Coordinator has shared information regarding participant’s / client’s mobility status including recently completed physiotherapy assessment, SHM plans, SHM equipment requirements, or any relevant information from NSHA / DCS staff, staff at home care agencies, DSP organizations, or LTC facilities, or the participant’s / client’s family or treatment providers * NSHA CC / DCS Care Coordinator has provided up-to-date Presenting Situation information   Does the information provided by NSHA Continuing Care suggest that the participant / client will require **more than minimal assistance or they may demonstrate responsive behaviours** when being transferred / repositioned? **( )Yes ( )N**  Does the information provided on the Discharge / Transfer Form indicate that the client will require that a hospital bed is needed (e.g. care will need to be provide in bed)? **( )Yes ( )N**  If Yes, note key risk factors of concern below: |

**Appendix E -** **Nova Scotia Initial Participant SHM Assessment (Page 2 of 2)**

**Additional SHM Considerations:**

Based on the information provided, does the participant / client require:

* Bariatric equipment (lift / slings / bed / other) to allow for safe delivery of care / support
* Care / support to be provided in a room designed for bariatric participants / clients
* A mechanical lift that is currently not available in facility / home
* An adjustable height hospital bed that is currently not available in facility / home
* Other SHM devices (slider sheets, positioning wedges, limb supports, etc.)

**If any of the above are checked, has a plan been developed to ensure that the required equipment and/or a suitable room will be available prior to admission or care / support being provided. ( ) Y ( ) N**

**If No, meet with NSHA CC / DCS CC to identify effective risk mitigation strategies until required equipment / room is available, and clarify expectations regarding actions, accountabilities, and timelines for obtaining the required equipment / room.**

**Initial SHM Assessment Results:**

\_\_\_\_\_ **Independent:** The information provided suggests that the participant / client is independent and that are able to boost in bed or a chair, roll over, sit up, move from the bed to chair / toilet / bath / dining room, or to perform other activities of daily living without any assistance.

\_\_\_\_\_ **Stand-by / Minimal Assist:** The information provided suggests that the participant / client is independent and or requires only stand-by / minimal assistance to boost in bed or a chair, roll over, sit up, move from the bed to chair / toilet / bath / dining room, or to perform other activities of daily living

\_\_\_\_\_ **More than Minimal Assistance Required:** The information provided suggests that the participant / client requires more than minimal assistance to boost in bed or a chair, roll over, sit up, move from the bed to chair / toilet / bath / dining room, or to perform other activities of daily living

\_\_\_\_\_ **Maximal Assistance / Fully Dependent:** The information provided suggests that the participant / client is fully dependent / requires maximum assistance to boost in bed or a chair, roll over, sit up, move from the bed to chair / toilet / bath / dining room, or perform other activities of daily living

**Required Response / Actions:**

**Independent:** On admission / in-take, have a qualified person verify that the participant / client is independent and ensure staff are aware of this and work with the participant / client to promote and support movement and independence. document status and plan to maintain mobility on care / support plan.

**Stand-by / Minimal Assist:** On admission / in-take, have a qualified person verify that the participant / client is able to move / transfer / reposition with minimal staff support. Ensure that a SHM plan is completed that specifies when and how staff are to stand-by or provide minimal assistance and how to work with the participant / client to promote and support movement and maintain or, if applicable, enhance mobility levels. Ensure that staff are aware the requirements of the SHM plan. document participant’s / client’s status and SHM plan in care / support plan.

**More than Minimal Assistance Required:** On admission / in-take, have a qualified person verify participant’s / client’s status. Ensure that a SHM plan is completed that identifies required SHM practices and required logos or other communication tools are used. Ensure that staff are aware the requirements of the SHM plan, the plan requires the use of SHM equipment, and that this equipment is available. document participant’s / client’s status and SHM plan in care / support plan. If applicable, ensure staff are aware of need / plan for enhancing mobility.

**Maximum Assist / Dependent:** On admission / in-take, have a qualified person verify participant’s / client’s status. Ensure that a SHM plan is completed that identifies required SHM practices and required logos or other communication tools are used. Ensure that staff are aware the requirements of the SHM plan, the plan requires the use of SHM equipment, and that this equipment is available. document the participant’s status and SHM plan in care / support plan.

**All Staff should be instructed to conduct a Pre-Care / Support Check before each and every participant / client transfer or repositioning task**

**Appendix F -** **Nova Scotia Participant SHM Risk Profile (Page 1 of 3)**

|  |  |  |  |
| --- | --- | --- | --- |
| Participant / Client Name: | Participant / Client Age: | Client Gender: | |
| Completed by (First and last name, Job Title): | | Initial Completion Date: | |
| Organization: | | First Update / Review Date: | Initials: |
| Participant / Client Location: | | Second Update / Review Date: | Initials: |

**Detailed participant / client SHM Risk Profile**

**Completed for:**

Admission / Intake

Transfer to different facility / care provider

Change in condition / status of participant / client

**Review Care Plan / Chart / Information provided by:**

NSHA CC:  DCS CC:  NSHA Acute Care:  Treatment Provider:  Family Members:

Different facility / care provider:  Nova Scotia Provincial Discharge Transfer Tool:

**General Information**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Height**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Weight**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **BMI**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SPECIAL CONSIDERATIONS**:

Obese  Cognitive Impairment  Amputation

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ABILITY TO COMMUNICATE: Speaks:**

Understands / Follow Directions  English

Articulates Intentions / Needs  French

Unable to Communicate  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Hearing:**

Normal Hearing Aids  Deaf

**Communication Channels:**

Verbal Non – Verbal  Sign Language  Written

**COGNITIVE ABILITY:**

Normal Result of Medication  Dementia

Brain Injury  Psychological Comorbities  Other

**Appendix F -** **Nova Scotia Participant SHM Risk Profile (Page 2 of 3)**

**History of Violence**:  Yes  No (Review Participant / Client Behavioural Profile)

If yes, review an up-to-date Participant / Client Behavioural Profile and describe the nature of violence and known triggers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Review of Falls Risk Assessment Tool or information provided by NSHA CC:**

**Morse: < 25 / Frailty: <= 5 (Low Risk)**  **Morse: 25 - 45 / Frailty: 6 (Moderate Risk)**

**Morse: > 45 / Frailty: > 6** **(High Risk)**

**NOTE: Handling & Mobilizing Participants / Clients with a High Risk of Falls should be done with a mechanical lift at all times**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Physical Abilities Assessment** | | **Reason for Assessment**  1 – upon admission / intake, 2 – transfer to different care provider / facility, 3 – change in participant / client condition / mobility status | | |
| Participant / client is able to… | | ☐ 1☐ 2☐ 3  D: yy/mm/dd  T: 0-2400hrs | ☐ 1☐ 2☐ 3  D: yy/mm/dd  T: 0-2400hrs | ☐ 1☐ 2☐ 3  D: yy/mm/dd  T: 0-2400hrs |
| **SUPINE POSITION:** | **Unassisted** | **Minimal Assistance** | **Moderate Assistance** | **Maximal Assistance** |
| Boost up in bed |  |  |  |  |
| Roll in Bed onto both sides |  |  |  |  |
| **TRANSITIONAL POSITION:** | **Unassisted** | **Minimal Assistance** | **Moderate Assistance** | **Maximal Assistance** |
| Move from lying to sitting upright |  |  |  |  |
| **SITTING:** | **Unassisted** | **Minimal Assistance** | **Moderate Assistance** | **Maximal Assistance** |
| Sits on edge of bed / stable |  |  |  |  |
| Corrects sitting position when disturbed |  |  |  |  |
| Leans side to side, forward to back to neutral |  |  |  |  |
| **SIT TO STAND:** | **Unassisted** | **Minimal Assistance** | **Moderate Assistance** | **Maximal Assistance** |
| Leans forward, lift buttocks off surface |  |  |  |  |
| Stands up |  |  |  |  |
| **STANDING:** | **Unassisted** | **Minimal Assistance** | **Moderate Assistance** | **Maximal Assistance** |
| Stand still unassisted |  |  |  |  |
| Step from side to side |  |  |  |  |
| March on spot |  |  |  |  |

**Appendix F -** **Nova Scotia Participant SHM Risk Profile (Page 3 of 3)**

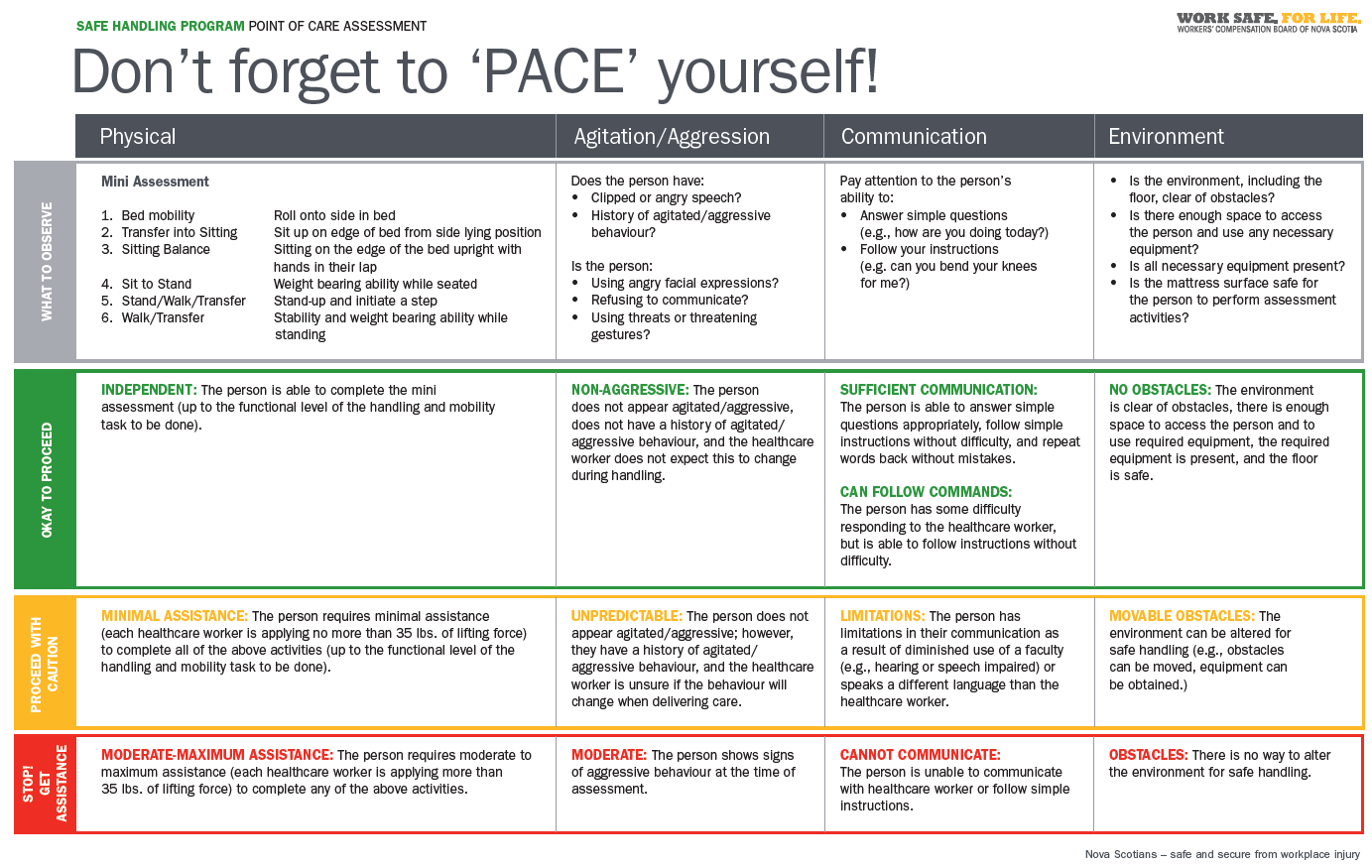
**SHM Plan for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SHM Plan Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SHM Task Risk Levels:  **L**ow = Weight bear / fully assist & cooperative **M**edium = Cooperative but only partially weight bear / assist **H**igh = Unable to assist / can’t weight bear **OR** uncooperative | **L** | **M** | **H** | Required Equipment/Assistive device | # Health care workers |
| Place / remove sling in bed |  |  |  |  |  |
| Place / remove sling in chair |  |  |  |  |  |
| Reposition / boost in bed |  |  |  |  |  |
| Reposition / boost in chair |  |  |  |  |  |
| Sitting up / laying down in bed |  |  |  |  |  |
| Turn / position on side in bed |  |  |  |  |  |
| Move from laying down to sitting up on the edge of bed |  |  |  |  |  |
| Move from sitting up on the edge of the bed to laying down |  |  |  |  |  |
| Move from sitting to standing / walker |  |  |  |  |  |
| Transfer from bed to chair / commode / toilet |  |  |  |  |  |
| Transfer from chair to commode / toilet / bathtub / bed |  |  |  |  |  |
| Transfer from commode / toilet / bathtub to chair |  |  |  |  |  |
| Other: |  |  |  |  |  |
| Other: |  |  |  |  |  |
| Other: |  |  |  |  |  |

**Sling choice**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Sling Size**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sling Type**: Seated \_\_\_\_\_\_\_\_ Seated (Amputation) \_\_\_\_\_\_\_\_ Standing \_\_\_\_\_\_\_\_

Supine \_\_\_\_\_\_\_\_ Ambulation \_\_\_\_\_\_\_\_ Limb Support \_\_\_\_\_\_\_\_

**Appendix G: [Organization’s Name] SHM Program Pre-Mobility Check (PACE) Process**

| **Appendix H: [Organization’s Name] SHM Program Equipment Inventory Form** *Last Updated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Type of Equipment** | **Model Information** | **Current #** | **# Required** | **Approved for Use** | **Comments** |
| Floor Lifts |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Ceiling Lifts |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Gantry Lifts |  |  |  |  |  |
|  |  |  |  |
| Sit to Stand Lift |  |  |  |  |  |
|  |  |  |  |
| Sit to Stand Aids |  |  |  |  |  |
|  |  |  |  |
| Slings |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Hospital Beds |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Wheel Chairs |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Walkers |  |  |  |  |  |
|  |  |  |  |
| Transfer Belts |  |  |  |  |  |
|  |  |  |  |
| Fitted Slider Sheets |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Non-fitted Slider Sheets |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Positioning Wedges |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Doff &  Donners |  |  |  |  |  |
| Other: \_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| Other: \_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| Other: \_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| Other: \_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| Other: \_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| Other: \_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
|  | | | | | |

**Appendix I: [Organization Name] SHM Program Equipment Needs Assessment Form**

[Organization’s Name] will ensure that an assessment of their SHM Equipment Needs, along with an up-to-date inventory, is regularly documented (See Appendix H: [Organization’s Name] SHM Program Equipment Inventory Form). This information will then be reviewed considering participant needs, changes, or when new types of SHM equipment becomes available and/or recommended for use.

|  |  |  |
| --- | --- | --- |
|  | **Data** | **Comments** |
| Number of participants: |  |  |
| Number / Percentage of participants with up-to-date SHM Plans on file |  |  |
| Number of participants requiring 2 person assisted care |  |  |
| Number of participants that require SHM Equipment: |  |  |
| * Mechanical Lift |  |  |
| * Bariatric Lift |  |  |
| * Slider Sheet Systems |  |  |
| * Transfer Belt |  |  |
| * Positioning Wedge |  |  |
| * Wheelchair |  |  |
| * Bariatric Wheelchair |  |  |
| * Walker |  |  |
| * Adjustable Care (Hospital) Bed |  |  |
| * Bariatric Care (Hospital) Bed |  |  |
| * Sit / stand aid or lift |  |  |
| * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |

**Appendix J: [Organization’s Name] SHM Program Area Assessment Form (Page 1 of 4)**

Purpose: To identify an area’s specific design features / hazards that may increase the risk of injury to employees and participants while performing SHM tasks / activities. Identification will allow for mitigation and/or elimination as much as possible.

This assessment will be reviewed, and if necessary - updated on an annual basis or whenever changes to the design, layout, equipment, or purpose of an area occur.

|  |  |
| --- | --- |
| Date | Time: |
| Identify Location: | |
| Completed by (Name, Position): | |
| Reviewed by (Name, Position): | |

| **SHM Program Area Assessment** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Yes** | | **No** | **N/A** | **Observations & Existing Controls** | **Risk Level (L, M, H)** | **Action Items** | **Intended Outcomes** |
| **General Environment (including all common areas)** | | | | | | | | |
| Floors are even, non-slip, with no obvious trip hazards | 🞎 | | 🞎 | 🞎 |  |  |  |  |
| Corridors / Doorways are wide enough for walkers, wheelchairs, & other mobility aids, including bariatric equipment; free of clutter | 🞎 | | 🞎 | 🞎 |  |  |  |  |
| Doors are designed to open automatically when button is pressed, and/or to stay open on their own when moving through; do not have raised thresholds | 🞎 | | 🞎 | 🞎 |  |  |  |  |
| Ramps are designed for safe travel up / down (grade of 1:14 or less) with non-slip flooring. Outside ramps are maintained. | 🞎 | | 🞎 | 🞎 |  |  |  |  |
| Sufficient ambient lighting for all care tasks | 🞎 | | 🞎 | 🞎 |  |  |  |  |
| Furniture / equipment layout allows for movement of required SHM equipment and for staff to safely provide care | 🞎 | | 🞎 | 🞎 |  |  |  |  |
| SHM equipment / devices/ supplies stored in a location that is easy and convenient to access, on the same floor as where it is to be used | 🞎 | | 🞎 | 🞎 |  |  |  |  |
| SHM equipment storage areas are designed with battery charging areas / ability | 🞎 | | 🞎 | 🞎 |  |  |  |  |
| SHM equipment supplies (slings, batteries, etc.) are stored in a location that is easy and convenient to access, in the same area as the equipment, and on the same floor where it is to be used | 🞎 | | 🞎 | 🞎 |  |  |  |  |
| Travel paths for employees and participants are free of obstructions and clutter | 🞎 | | 🞎 | 🞎 |  |  |  |  |
| Participants are safe / secure while they are being transported to and from dining / recreation areas | 🞎 | | 🞎 | 🞎 |  |  |  |  |
| **Other:** | 🞎 | | 🞎 | 🞎 |  |  |  |  |
| **Bedrooms** | | | | | | | | |
| Bedrooms are equipped with ceiling lifts that are properly positioned relative to the bed, can easily travel to all areas needed, and allow for safe, suitable king for ceiling lifts with required power supplies | 🞎 | | 🞎 | 🞎 |  |  |  |  |
| Bedrooms have sufficient clear floor space for easy movement of SHM equipment and staff | 🞎 | | 🞎 | 🞎 |  |  |  |  |
| participants beds can be easily accessed from three sides | 🞎 | | 🞎 | 🞎 |  |  |  |  |
| Portable SHM equipment (floor lifts and sit to stand lifts) can be positioned correctly beside / under beds | 🞎 | | 🞎 | 🞎 |  |  |  |  |
| **Other:** | 🞎 | | 🞎 | 🞎 |  |  |  |  |
| **Toileting / Bathing Areas** | | | | | | | | |
| Toileting / bathing areas have ceiling/portable lifts suitable for all participants | 🞎 | 🞎 | | 🞎 |  |  |  |  |
| Toilet / bathing areas have sufficient space for wheel-chairs, walkers, other required mobility devices, portable SHM equipment | 🞎 | 🞎 | | 🞎 |  |  |  |  |
| Toilet / bathing areas have slip-resistant flooring | 🞎 | 🞎 | | 🞎 |  |  |  |  |
| Bathtub lifts have a weight capacity that is suitable for participants | 🞎 | 🞎 | | 🞎 |  |  |  |  |
| Devices are available to ensure participants are secure while in the tub | 🞎 | 🞎 | | 🞎 |  |  |  |  |
| The weight capacity of the commode(s) is / are suitable for participants | 🞎 | 🞎 | | 🞎 |  |  |  |  |
| There is space on both sides of the toilet for an employee to safely perform all toileting / care tasks | 🞎 | 🞎 | | 🞎 |  |  |  |  |
| Grab bars are situated and designed so as to not interfere with equipment or workers | 🞎 | 🞎 | | 🞎 |  |  |  |  |
| **Other:** | 🞎 | 🞎 | | 🞎 |  |  |  |  |
| **Other Areas (specify):** |  | |  |  |  |  |  |  |
|  | 🞎 | | 🞎 | 🞎 |  |  |  |  |
|  | 🞎 | | 🞎 | 🞎 |  |  |  |  |
|  | 🞎 | | 🞎 | 🞎 |  |  |  |  |
|  | 🞎 | | 🞎 | 🞎 |  |  |  |  |

**Appendix K: [Organization’s Name] SHM Program General Use of Equipment (Pages 1 of 15)**



**Bed to Chair Transfer with Mechanical Lift (Ceiling or Portable)**

**Qualification: Participant not suitable for any active form of transfer (sit to stand or assisted)**

* Read Care Plan
* Complete PACE Assessment
  + **IF DIFFERENT -**
    1. document!
    2. Identify safe and appropriate mobility technique

*(Remember, level of assistance can be increased but not decreased without an official re-assessment)*

**This is a TWO STAFF / EMPLOYEE TRANSFER**

**Applying Sling in Bed**

*\*Check the sling for bleached, frayed or torn part. Take out of service and replace if damaged.*

1. Explain to the participant what is going to be done and what they can do to help.
2. Adjust the height of the bed so that employee can work at waist height. If employees are of different height use the waist height of the shorter person. If the head of the bed is up, lower it, unless the participant’s condition requires that it be left up.
3. Ask or assist participant to bend knees. Assist participant to roll away from you and into side lying position. Once on their side second employee should hold participant in position at shoulder and hip.
4. Only use the sling that is indicated in participant’s care plan.
5. Ensure back loops and label are on the outside, facing away from participant. Place the sling under where the participant would be lying flat on their back. When centering sling, ensure middle of sling legs line up with the participant’s tail bone. Shoulders should be covered by sling
6. The center of sling should run up along participant’s spine. Tuck one half of sling under participant and other place other half over side of participant facing you.
7. Reposition participant on their back, second employee should roll Participant to opposite side and pull sling out on the other side.

**Attaching Sling to Lift**

*\*If using a portable lift may need to raise participant’s bed or move furniture to use lift in participant’s rooms*

*\*If using a portable lift do not engage brakes when using the lift.*

1. Raise head of participant’s bed
2. Pass strap under one leg and up between legs, cross straps between legs before attaching to carrier bar. Straps should be positioned so participant is unable to inadvertently slide downward through sling (Any deviation from the normal process will be indicated in participant care plan).
3. Attach sling straps to carrier bar. Check that sling is applied smoothly and symmetrically.

**Lifting the Participant**

1. Ensure participant’s wheelchair is located at the bedside, with brakes applied.
2. Before raising lift, ensure that all loops are attached symmetrically and the strap locks are pulled down properly over hooks on spreader bar. If needed adjust the leg straps toward participant’s knees to ensure sling is smooth under thighs.
3. Raise participant by using hand control. Before moving participant above chair, ensure that there are no wrinkles in sling and that there is nothing to hook on the sling as you raise participant.
4. Only raise participant as high as necessary making sure heels clear all surfaces.
5. One employee should use the hand control and move the lift. The other employee should guide participant by their shoulders or knees during the lift. The guiding employee should not hold onto sling seat as this may cause the weight of participant to shift in the sling.
6. Position participant over top of back of wheelchair and lower them using hand control. Their buttocks should slide down the back of wheelchair. The wheelchair will tip in this process, but this is a good indicator that participant will be positioned correctly.
7. Unhook sling and move mechanical lift away.
8. The sling must be removed from under participant unless otherwise documented in the participant’s care plan.

**Appendix K: [Organization’s Name] SHM Program General Use of Equipment (Page 3 of 15)**

**Bed to Chair Transfer with Mechanical Sit Stand Lift** 

**Qualification: Participant can maintain trunk control, has cognitive awareness of the situation (i.e. can knowingly participate), and has at least 30% weight bearing ability in one leg.**

* Read Care Plan
* Complete PACE Assessment
  + **IF DIFFERENT -** 
    1. document!
    2. Identify safe and appropriate mobility technique

*(Remember, level of assistance can be increased but not decreased without an official re-assessment)*

**This IS A TWO STAFF / EMPLOYEE TRANSFER**

**Applying Sling in Bed**

*\*Check the sling for bleached, frayed or torn part. Take out of service and replace if damaged.*

1. Explain to the participant what is going to be done and what they can do to help.
2. Remove or lower the bed rail. Adjust the height of the bed so that Participant is able to place their feet flat on the floor with their knees at an 80°-90° angle. Ask or assist the Participant to sit on the edge of the bed and place both feet flat on the floor. Pause for a moment to let Participant adjust to the upright position.
3. Apply the sling and tighten until snug. Ensure back loops and label are on the outside, facing away from participant

**Attaching Sling to Lift**

1. Attach sling straps to carrier bar. Check that sling is applied smoothly and symmetrically.

**Lifting the Participant**

1. Ensure participants (wheel) chair is located at the bedside, with brakes applied.
2. Before raising lift, ensure that all loops are attached symmetrically and the strap locks are pulled down properly over hooks on spreader bar.
3. Have the participant lean backwards to keep the sling tight and from riding up underneath their arms. Raise participant with the lift by using the hand control, while also cueing them to use their upper body to pull/hold themselves up.
4. One employee should use the hand control and move the lift. The other employee should guide participant by their shoulders.
5. Position participant directly in front of the (wheel) chair and lower them using hand control, with them simultaneously lowering themselves. Their buttocks should slide down the back of (wheel) chair ensuring they’re seated properly.
6. Unhook sling and move mechanical lift away.
7. The sling must be removed from behind the participant.

**Appendix K: [Organization’s Name] SHM Program General Use of Equipment (Page 5 of 15)**

**Two Person** **Assist Transfer with Transfer Belt** 

**Qualification: Participant is full weight bearing on at least one leg and needs assistance rising from a seated position but not more than 70lbs of force and they can take some steps.**

* Read Care Plan
* Complete PACE Assessment
  + **IF DIFFERENT -** 
    1. document!
    2. Identify safe and appropriate mobility technique

*(Remember, you can move up the decision ladder based on PACE results, not lower without an official re-assessment)*

1. If the participant’s current status matches care plan/logo begin procedures. Clear all obstacles from the path of the transfer, ensure the participant is wearing appropriate clothing and non slip footwear. Explain to Participant what you are going to do and what they must do to help with the procedure.
2. Position the wheelchair at a 45o angle to the bed on the side to which the participant is to be transferred, preferably their stronger side. Remove the footrests and the armrest closest to participant. If possible, lock all wheels of the equipment in use, unless otherwise required. If using a walker keep the walker within reach of the participant (or other walking aid).
3. Remove or lower the bed rail. Adjust the height of the bed so that participant is able to place their feet flat on the floor with their knees at an 80°-90° angle. Ask or assist the participant to sit on the edge of the bed and place both feet flat on the floor. Pause for a moment to let Participant adjust to the upright position.
4. Apply the transfer belt and tighten until snug. Place transfer belt around the participant’s waist - **NOT the hips or ribs**, ensure it is snug
5. One employee should be on each side of the participant. Each employee uses the hand closest to participant to grasp the back of the transfer belt. Grip the entire transfer belt or a loops. With the other hand, if necessary stabilize through participants elbow. **DO NOT** grab the participant under the arm or by their pants or underwear. **DO NOT** insert entire hand through loop.
6. Ask the participant to look up and lean slightly forward (nose over toes). Participant’s feet should be shoulder width apart. Ask the participant to assist as much as possible with their arms by pushing down when it is time to transfer.
7. Based on the specific care plan – an employee may block the participant’s foot / feet with their foot. To do this, place one foot in front of the participant’s weaker side to prevent slipping. The employee’s rear foot should be aligned with the participant’s hip, employee’s lead foot should be in front of the participant’s feet and facing in the direction you want to go.
8. Employees should bend their knees; tighten the abdominal and buttock muscles. Count “1…2…3…stand”. On “stand”, employee should use their body-weight (using no more then 70lbs of force-35lb each) to initiate the movement, straighten the knees and assist the participant to a standing position using a smooth motion. Stop, with participant standing, double check transfer belt snugness and position before proceeding. Employees final position should be shoulder to shoulder and hip to hip with the participant
9. Ask the participant to walk forward, using a mobility device if needed, then toward the wheelchair until they feel the backs of their knees touching the chair. Place both hands, if possible, on the arm rests of the wheelchair. If using a walker, the participant should **NOT** pull themselves up using the walker. Keep the walker within reach of the participant
10. Count “1…2…3…down”. Slowly assist the participant to sit back down in wheel chair. Remove the transfer belt. Replace the footrests and ensure the participant is comfortable, safe and well supported.

**Appendix K: [Organization’s Name] SHM Program General Use of Equipment (Page 7 of 15)**

**One Person** **Assist Transfer with Transfer Belt**  

**Qualification: Participant is full weight bearing on at least one leg and needs assistance rising from a seated position but not more than 35lbs of force and they can take some steps.**

* **Read Care Plan**
* **Complete PACE Assessment**
  + **IF DIFFERENT -** 
    1. document!
    2. Identify safe and appropriate mobility technique

*(Remember, you can move up the decision ladder based on PACE results, not lower without an official re-assessment)*

1. If the participant’s current status matches care plan/logo begin procedures. Clear all obstacles from the path of the transfer, ensure the participant is wearing appropriate clothing and non slip footwear. Explain to the participant what you are going to do and what they must do to help with the procedure.
2. Position the wheelchair at a 45o angle to the bed on the side to which the participant is to be transferred, preferably their stronger side. Remove the footrests and the armrest closest to participant. If possible, lock all wheels of the equipment in use, unless otherwise required. If using a walker keep the walker within reach of the participant (or other walking aid).
3. Remove or lower the bed rail. Adjust the height of the bed so that the participant is able to place their feet flat on the floor with their knees at an 80°-90° angle. Ask or assist the participant to sit on the edge of the bed and place both feet flat on the floor. Pause for a moment to let Participant adjust to the upright position.
4. Apply the transfer belt and tighten until snug. Place transfer belt around the participant’s waist - **NOT over the hips or ribs**, ensure it is snug

1. Use the hand closest to the participant to grasp the back of the transfer belt. Grip the entire transfer belt, not just loops. With the other hand, if necessary stabilize through participants elbow. **DO NOT** grab participant under their arm or by their pants or underwear.
2. Ask the participant to look up and lean slightly forward (nose over toes). The participant’s feet should be shoulder width apart. Ask the participant to assist as much as possible, using their arms to push down when it is time to transfer.
3. Based on specific care plan, an employee may block the participant’s foot / feet with their foot. To do this, place one foot in front of participant’s weaker side to prevent slipping. The employee’s rear foot should be aligned with participant’s hip. The employee’s lead foot should be in front of participant’s feet - facing in the direction you want to go.
4. Employee should bend their knees; tighten the abdominal and buttock muscles. Count “1…2…3…stand”. On “stand”, the employee should use their body-weight (using no more then 35lbs of force) to initiate the movement, straighten the knees and assist the participant to a standing position using a smooth motion. Stop, with participant standing, double check transfer belt snugness and position before proceeding. The employee’s final position should be shoulder to shoulder and hip to hip with the participant
5. Ask the participant to walk forward, using walker if needed, then backup toward the wheelchair until they are able to feel their legs touching the chair and to place both hands, if possible, on the arm rests of the wheelchair. If using a walker, the participant should **NOT** pull themselves up using the walker. Keep the walker within reach of the participant
6. Count “1…2…3…down”. Slowly assist the participant to sit back down in wheelchair. Remove the transfer belt. Replace the footrests and ensure the participant is comfortable, safe and well-supported.

**Appendix K: [Organization’s Name] SHM Program General Use of Equipment (Page 9 of 15)**

**Bed Repositioning using Fitted Slider Sheet (ie Swift Glider Sheet Systemtm)**

**Qualification: Dependent and heavier clients who need frequent repositioning.**

* Read Care Plan
* Complete PACE Assessment
  + **IF DIFFERENT -** 
    1. document!
    2. Identify safe and appropriate mobility technique

*(Remember, level of assistance can be increased but not decreased without an official re-assessment)*

**THIS IS A TWO STAFF / EMPLOYEE TRANSFER**

**Making the Bed**

1. Base sheet is the mattress cover and should be put on with coloured slippery strip facing up.
2. Draw sheet should be placed directly over the base sheet with the coloured slippery material facing down. Smooth-out draw sheet. Align draw sheet under the participant’s upper torso (shoulders to hip) and tuck side flaps firmly under mattress to prevent unwanted sliding of sheets.

**Reposition**

1. Explain to participant what you are going to do and how they can provide assistance.
2. Adjust the height of the bed so that employee can work at waist height. If employees are of different heights, use the waist height of the shorter person. If the head of the bed is up - lower it, unless the participant’s condition requires that it be left up. Lock the bed brakes.
3. Place a pillow at the head of the bed to protect the participant’s head. With an employee on each side of the bed, lower the bedrails
4. Participant should be lying on draw sheet and base sheet.

***Note: If there is a soaker pad present, the sheets will be under the soaker pad.***

1. Untuck the draw sheet from each side of the bed.
2. Grasp the draw sheet with both palms up. Roll or bunch the draw sheet in your hands until your hands are close to the participant, elbows tucked to sides (keeping in mind - this is not a lift).
3. With one foot placed in the direction of the move, place the other to ensure a wide base of support. With knees bent, place weight on your leg at foot-end of the bed.
4. Together: Count “1, 2, 3, move”. On “move,” **slide** participant up in bed. Repeat in several small stages if needed. The employees should move their feet and knees forward at each stage.
5. Smooth out the draw sheet and tuck side flaps back underneath mattress. Ensure the sheet is under the participant’s upper torso from shoulder to hip (soaker pad would be under pelvis).
6. Ensure the participant is comfortable, safe and well supported. Raise the bed rails, if necessary

**Appendix K: [Organization’s Name] SHM Program General Use of Equipment (Page 10 of 15)**

**Bed Repositioning using Slider Sheet System (ie. Maxi Slidetm)**

**Qualification: 1. Participant in a wheelchair and has little capacity to support themselves**

**2. No capacity to support themselves**

**3. Completely bedridden**

* Read Care Plan
* Complete PACE Assessment
  + **IF DIFFERENT -** 
    1. document!
    2. Identify safe and appropriate mobility technique

*(Remember, you can move up the decision ladder based on PACE results, not lower without an official re-assessment)*

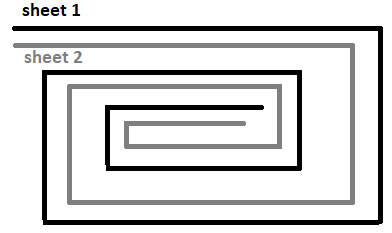
**THIS DEVICE REQUIRES 2 STAFF / EMPLOYEES TO COMPLETE TASK**

**Start**

1. Explain to participant what you are going to do and what they must do to help.
2. Adjust the height of the bed so that employee can work at waist height. If employees are of different height use the waist height of the shorter person. If the head of the bed is up, lower it, unless the participant’s condition requires that it be left up. Lock the bed brakes.

**Apply Slider Sheet**

1. Put the two slider sheets together lengthwise. Fold them over into 6-8” folds. Roll the folds underneath. Such as the diagram below:



1. Place under the participant’s head with loose end towards head of bed. Sliding the sheets under the participant’s pillow is the preferred method. If no pillow carefully raise the participant’s head off of bed. Bring the sheets as close to the participant’s shoulders as possible.
2. The hand closest to the head of the bed pushes the loose ends down against the bed to hold in place. The hand closest to the foot of the bed grabs the roll from underneath with palms up and unravels the sheet towards the feet of the participant, without lifting up or lifting the hand off of the bed (prevents skin shearing).
3. Unravel the next fold in the same method moving down the bed, repositioning your hands along the edge of the slider sheets (to prevent over reaching). Continue until the sheet is fully unraveled.

**Note: If there is a soaker pad present, the sheets can be unraveled under the soaker pad.**

**Reposition Participant**

1. Place a pillow at the head of the bed to protect the participant’s head. With an employee on each side of the bed, lower the bedrails
2. Grasp the maxi slide with both hands palms up and elbows tucked to sides (keeping in mind this is not a lift). Roll or bunch the draw sheet in your hands until your hands are close to the participant.
3. With one foot placed in the direction of the move, place the other on the floor giving yourself a wide base of support. With knees bent, and weight on your leg at foot end of the bed.
4. Together: Count “1, 2, 3, move”. On “move,” **slide** participant up in bed. Repeat in several small stages if needed. The staff should move their feet and knees forward at each stage.

**Remove Maxi Slide**

1. Starting at the participant’s feet, grasp the corner of the bottom slider sheet and slowly begin pulling it out from underneath the participant. This sheet will slide out nice and easy. Remove the complete sheet
2. For the remaining slider sheet, grasp the far bottom corner and fold this underneath the slider sheet back to your side. Slowly pull the complete slider sheet out from underneath the participant.

**Appendix K: [Organization’s Name] SHM Program General Use of Equipment (Page 12 of 15)**

**Side Repositioning using J-RO EZ Rest**

**Qualification: 1. Participants who are unable to lay on their side at 90-degrees because of varying physical limitations ex. MS, Parkinson’s, obesity, a CVA**

**2. Participants who are resistive and push back excessively i.e. some with dementia**

* Read Care Plan
* Complete PACE Assessment
  + **IF DIFFERENT -** 
    1. document!
    2. Identify safe and appropriate mobility technique

*(Remember, level of assistance can be increased but not decreased without an official re-assessment)*

**\*THIS DEVICE IS NOT MEANT TO REPLACE A 2nd PERSON**

**Rolling Participant on Side w/ Draw Sheet**

1. Explain to the participant what you are going to do and what they must do to help
2. Adjust the height of the bed so that lines up with **mid thigh of lead employee**. If the head of the bed is up - lower it, unless the participant’s condition requires that it be left up. Lock the bed brakes.
3. With an employee on each side of the bed, lower the bedrails
4. Ask or assist the participant to bend their knees (or cross their ankles if they cannot) and cross their arms over their chest
5. Employee located on the side participant is rolling away from **(lead employee),** grips the draw sheet with palms up and rolls or bunches the sheet until the hands are close to the participant.
6. Lead employee **slides** participant from center towards them. From squatted position, core tight, and elbows against side, resume a standing motion stepping into bed while rolling participant on their side while the **assisting employee** (on other side of bed) helps guide.
7. Roll the participant on their hip to at least 90 degrees. Assisting employee takes the sheet from lead employee to hold participant.

**Inserting J-RO EZ Rest**

1. Lead employee grasps the base sheet and pulls it away tightly directly behind participant’s back to prevent wrinkles.

**NOTE: Do not place J-RO EZ Rest on top of a repositioning draw sheet.**

1. Lead employee firmly pushes the black angled edge of the J-RO EZ Rest towards the participant’s back between the shoulders and small of the back. The bottom black side should be in contact with the bottom sheet.
2. J-RO EZ Rest is positioned correctly if the zipper is away from participant and the zipper is not visible when looking down at the wedge.
3. Lead employee holds the J-RO EZ Rest in place as the participant lies back against it. Ensure the J-RO bears all weight of the participant before releasing it. Raise bed to waist height to perform care.

**Lowering Participant to Back**

After care is completed, remove J-RO EZ rest and guide the participant onto their back. Tuck draw sheet back under mattress ensuring to eliminate creases. Put rails back up.

**Appendix K: [Organization’s Name] SHM Program General Use of Equipment (Page 13 of 15)**

**Putting on / Removing Stockings using Doff N’ Donner**

**Prepping the Stocking for Donning**

1. Place the donning cone on a level surface and secure to surface using the suction cup mechanism.
2. Take the compression stocking and slide it over the donning cone. You want to ensure that the stocking is pulled tightly all the way down the cone and remove as many creases as possible.
3. It is now time to apply the stocking onto the Doff N’ Donner. Slowly slide the Doff N’ Donner down the donning cone all the way to the bottom, flipping the open end of the stocking over the edge of the Doff N’ Donner. Slowly roll the Doff N’ Donner up the donning cone until it is removed and the stocking is completely rolled onto the device.

**Donning (Putting on) the Stocking**

1. Position yourself squarely in front of the participant; they can either be in a sitting or prone lying position, explaining the participant what it is you are about to be doing, and select the foot you are going to begin with.
2. If the participant can provide assistance have him / her raise their leg into an extended position; if they cannot assist, raise the heel off of any supporting surface.
3. Position participant’s toes against the toe seam of the Doff N’ Donner, ensuring the heel of the stocking is facing down.
4. Slowly begin to roll the Doff N’ Donner around the participant’s heel, continuing up over their ankle and calf until the stocking is completely unraveled.
5. Roll the Doff N’ Donner over the applied stocking to remove it from the participant’s leg.
6. Finish by ensuring the stocking is pulled tightly onto the foot and up the leg by removing any wrinkles.

***Repeat this process for the other foot/leg.***

**Doffing (Taking off) the Stocking**

1. Slowly slide the Doff N’ Donner up the participant’s leg until approximately an inch of stocking is left showing on top.
2. Flip the open end of the stocking over the edge of the Doff N’ Donner. Slowly roll the Doff N’ Donner down the participants leg until it is removed and the stocking is completely rolled onto the device.
3. Remove the stocking from the Doff N’ Donner using the donning cone for support.

**Appendix K: [Organization’s Name] SHM Program General Use of Equipment (Page 14 of 15)**

**Participant Falls**

* Read Care Plan
* Complete PACE Assessment
  + **IF DIFFERENT -** 
    1. document!
    2. Identify safe and appropriate mobility technique

*(Remember, you can move up the decision ladder based on PACE results, not lower without an official re-assessment)*

**THESE ARE ALL TWO STAFF / EMPLOYEE TASKS**

**Mandatory Pre-Assessment**

* If a participant experiences a fall it is important to have the RN or LPN on duty complete a Falls Assessment to determine if the participant is injured and is safe to move.
* Once they determine it is safe to move the participant, the participant can be guided to get up on their own with the assistance of a chair, or if unable to do so, **must be lifted** with mechanical lift.

**If the participant is able to get themselves up**

* Explain to the participant what you are going to do and what they must do to help.
* Bring a sturdy chair with arms and no wheels and place it at the participant’s head.
* Have one employee member hold the chair secure to prevent it from sliding or tipping. Have the other employee cue the participant to roll onto their side, and then onto all fours.
* Bring the chair closer to the participant and have the participant place their hands on the seat or arms of the chair.
* Cue the participant to bring one leg up so the knee is bent and the ankle is below the knee.
* Cue the participant to use their thigh muscles to bring the other leg into position and stand up. Together: Count “1, 2, 3, up”. On “up” have the participant stand up.
* Cue the participant to turn around and sit in the chair.

**If the participant has fallen in a small space (i.e. bathroom)**

1. If using a portable lift is not possible due to the small space the participant is in, they must be moved to a larger space.
2. Apply a set of slider sheets underneath the participant by assisting the participant to roll onto their side away from the staff member. Tuck the sheet under the participant leaving half of the sheet where the participant will lie. Roll the participant back onto their back and then roll them towards you. Have the other employee present smooth out the sheet behind the participant or reach over and smooth it out. Return participant to their back.
3. Whenever possible pull the participant out of the small space head first, but if not possible place a pillow or towel under the head. Pull the sheet around the participant’s legs, grip the sheet firmly and pull the participant out of the small space. Each employee can grip onto a side of the sheet to pull the participant out into an open area.

***TIP: Roll up two towels and string through the lead handles on either side. The will provide each employee with better leverage and postures while completing the pull out of the small space.***

**Lifting a participant from the floor with a mechanical lift**

1. Explain to the participant what you are going to do and what they must do to help.
2. With an employee on each side of the participant, assist participant to roll onto side. The employee that the participant has rolled towards should help maintain the participant in the rolled position. The other employee should place the sling under where the participant will be laying when they return to their back. The sling should be centered along participants back with shoulder area covered and center of sling leg section lined up with the participant’s tailbone
3. Tuck the remainder of the sling under the participant and ensure the sling is smooth.
4. Assist the participant to return to their back and then assist them to roll onto their other side.
5. Employee then smooths out sling and then return participant to lie on their back.
6. Place sling legs under the participant and cross one strap through the other.
7. Ensuring the wheel locks are not engaged, widen the legs of the portable lift. While one employee lifts the participant’s legs, the other employee rolls the lift close to the participant so the spreader bar is hanging over the participant’s mid section.
8. Hook the designated leg loops onto the spreader bar, then the side straps and finally the shoulder strap loops.
9. With one staff member operating the lift and one monitoring the participant, raise the participant slightly and ensure all straps are connected properly, again ensuring the wheel locks are not engaged.
10. Raise the participant only as high as necessary to clear obstacles and move participant in lift to place in bed or wheelchair.

**Appendix L: [Organization’s Name] SHM Program Equipment Inspection and Testing Requirements (Page 1 of 4)**

**MECHANICAL LIFT INSPECTION PROCEDURES**

For all ceiling, gantry, floor lifts and Sit-to-Stand lifts, employees will perform a visual inspection prior to each use. Employees will tag and remove from service, equipment or devices with identified issues or concerns that cannot be immediately addressed. A **documented** monthly inspection will be performed for these lifts as well. Key aspects of the inspection are listed below.

**Employees will ensure:**

1. the annual testing / inspection tag is present and valid
2. the manufacturer’s decal indicating model type, serial number and weight capacity is present
3. the frame and all metal parts are in good condition, free of deep scratches, damage, corrosion, and free of any deformities
4. the lift mast is securely attached to the base and the boom is securely attached to the mast
5. the boom moves freely up and down and/or rotates through full range of motion
6. casters / wheels are in good condition, clear of debris, and roll and turn freely
7. caster / wheel brakes are working
8. For ceiling and gantry lifts, the track doesn’t show any visible damage, cracks, or have missing hardware, bolts, screws, etc.
9. the lift / sling bar is free of any deep scratches, sharp edges or deformities
10. the sling bar rotates freely
11. sling clips are securely attached and move freely
12. the sling bar is securely attached to the lift strap and the connector is free of damage and all bolts / rivets / springs / etc. are in place and free of corrosion
13. The full length of the lifting strap doesn’t have any frayed edges, signs of wear and tear, heavy wrinkles or loose stitching.
14. adjustable legs / bases are tested and move through their full range of motion
15. hand control buttons and, if present, the cord for the hand control, are not damaged and all controls tested to ensure they all work as expected
16. the emergency stop button works, prevents use of lift when activated, and allows for use of lift when released
17. any levers / locking handles are present and working as required
18. there are no leaks of hydraulic systems and no sign of damage for electrical motors or actuators
19. the emergency lift/lower functions work correctly when there is no power for the lift
20. battery chargers are working as expected and all indicator lights are working

**NOTE**: Review the user manual for further details

**Appendix L: [Organization’s Name] SHM Program Equipment Inspection and Testing Requirements (Page 2 of 4)**

**SLING INSPECTION PROCEDURES**

**Undocumented Sling Integrity Inspection (to be completed by staff prior to each use)**

Lay sling out on a flat surface so that all areas of the sling are visible.

1. Check the stitching of the sling, look for any fraying or loose stitching.
2. Check the body of the sling for any rips or holes.
3. Check all loops at their connection/stress points.
4. Check all loops for signs of wear or damage
5. Ensure that all loops are securely attached to the sling body at their connection points
6. Check to make sure the manufacturers label is still attached and legible (size and weight limit present)
7. If there is any question concerning the safe condition of a sling, take it out of service.

**documented Sling Integrity Inspection (to be completed after laundry or at minimum - scheduled monthly)**

Lay sling out on a flat surface so that all areas of the sling are visible.

1. Check all loops at their connection/stress points. Twists these with your fingers and look for any signs of fraying. Depending on the sling model there may be up to 12 loop points in total.
2. Check the stitching of the entire slings, look for any fraying or loose stitching.
3. Check the sling for heat damage. This may be detected as an overall shrinking of the sling or may be noticed on the padded leg section and be identified by a shrinking or scrunching of the leg portion. Additionally, heat damage may be found on other areas by noticing a brittle or ridged/stiff feel to the fabric (check straps for warping).
4. Check the body of the sling for any rips or holes.
5. Check the sling for signs of exposure to bleach. This may be suspected if there is fading of the sling ID and/or caution labels. Reject any sling laundered with bleach.
6. Check the sling for excessive staining. While some staining may occur through use by an incontinent Patient/Participant other staining may indicate exposure to chemicals.
7. Failure to pass your inspection in any one of the above areas demands for safety reasons, that you remove the sling from service. Remember, if there is any question concerning the safe condition of a sling, take it out of service.

**NOTE**: Review the user manual for further details

**Appendix L: [Organization’s Name] SHM Program Equipment Inspection and Testing Requirements (Page 3 of 4)**

**HOSPITAL BED INSPECTION PROCEDURES**

**Undocumented Hospital Bed Inspection (to be completed by staff prior to each use)**

Staff will ensure that:

1. all foot and head boards are in good condition and firmly attached to the bed frame
2. bed side rails are in good condition, firmly attached to the bed frame and can be raised / lowered easily
3. bed adjustments (height, upper torso angle) are working
4. there is no obvious damage or missing pieces of hardware
5. caster locks are in place and functioning
6. casters show no obvious damage or build up around them
7. Any issues or concerns identified during the daily inspection, and any actions taken to address the concerns, will be documented by staff in an incident report. Staff will ensure that a copy of the incident report is provided to their supervisor / manager
8. If serious issues are identified, staff will report these to their supervisor / manager in order to have a replacement bed provided as soon as possible and, as required, adjust any care or safe handling and mobility plans.

**documented Hospital Bed Inspection (to be completed annually at minimum, though monthly is recommended)**

Staff will ensure that:

1. the manufacturer’s label and the most recent annual inspection / testing tags are in place
2. the bedframe is stable and all joints / bolts are tight and secure with no signs of wear or corrosion
3. any electrical cable or cords are secured and free of tension
4. the footboard and headboard are securely attached to the bed frame
5. there is 60 mm or less between the mattress and the foot and headboard and the side rails on both sides
6. there is at least 220 mm between the top of the mattress and the top of the side rails when side rails are lock in their raised position
7. the side rails are securely attached to the bed frame, are easy to raise and lower, and lock securely in place when raised
8. the bed controls aren’t damaged and work as expected
9. the bed adjustments all function as required and move through their full range of motion
10. the mattress is in good condition with no damage, holes, tears, visible springs, etc.
11. the casters / wheels are in good condition and move / turn freely
12. the caster / wheel locks all work

**Appendix L: [Organization’s Name] SHM Program Equipment Inspection and Testing Requirements (Page 4 of 4)**

**WHEELCHAIR / WALKER INSPECTION PROCEDURES**

Note: a pre-use visual inspection should be done prior to every use

**documented Wheelchair / Walker Inspection (to be completed annually at a minimum, though monthly is recommended)**

Staff will ensure that:

1. the manufacturer’s label and the most recent inspection tags are in place
2. the chair / walker frame is stable, side panels are in place and undamaged, and all joints / bolts are tight and secure with no signs of wear or corrosion
3. if foldable, the chair / walker can be folded and opened up easily and no joints are loose or seized
4. handles for moving the wheelchair are in good condition and secure
5. safety belts, if present, are in good condition, with no frayed edges and a functioning latch
6. wheels / casters are in good condition (tires, spokes) and move / turn freely without any visible wobbling
7. wheels / casters are securely attached to the frame, with no corrosion or visible issues with axles, axel locking nuts, or other hardware
8. wheel / caster brakes work, rubber handles are in place and are not damaged
9. handles and arm rests are in good condition, with no damage, sharp edges or tears in any coverings. If removable or adjustable, they are secure and locked in place
10. foot rests are in good condition, with no damage, sharp edges, etc. If removable, they are securely attached to chair
11. foot rests can be easily moved / rotated out of the way
12. seat and back rest material is in good condition with no tears, excessive wear and tear, loose stitching, etc.
13. if powered, the wheelchair controls are undamaged, and work as expected, with all adjustments working through their full range of motion

**NOTE**: Staff will tag and remove from service equipment or devices with identified issues or concerns that cannot be immediately addressed. Staff will document this in an incident report and ensure a copy of the incident report is provided to their supervisor/manager

**Appendix M: [Organization’s Name] SHM Program PACE Logos**

Approved by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Approval date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Policy Statement**: [Organization Name] has adopted and approved the safe handling and mobility logos shown in Appendix K.1

**Policy Objectives**: To ensure that all employees who provide care to any specific participants are reminded of the need to use required / approved SHM techniques and equipment. To prompt employees who are not aware of a specific participant’s SHM plan to review the plan and/or ask a staff member to review the plan with them.

|  |  |
| --- | --- |
| Transfer Type | Logo |
| Unsupervised Transfer  With this transfer, participant requires no physical assistance or supervision and no verbal assistance. |  |
| Supervised Transfer  With this transfer, the participant requires no physical assistance. Participant may be supervised from a distance. Participant may require verbal guidance, cueing and/or device set-up. |  |
| One Person Minimum Assistance with Transfer Belt  With this transfer, the participant may require some assistance to use equipment. In most cases, the participant is still able to take steps. |  |
| Two Person Side-by-Side with Transfer Belt  This transfer is appropriate for a participant who can stand with assistance but whose balance or behavior may be unpredictable. Two staff are required. |  |
| Two Person Side-By-Side with Transfer Belt and Sit-Stand Aid  This transfer is appropriate for a participant who can stand with assistance but may be unpredictable. Two staff are required. |  |
| Sit-Stand Aide  This transfer is appropriate for use with participants who have good torso control, ability to weight bear, good cognition and ability to follow directions. It is designed to be used when transferring participants from a seated position to a seated position. |  |
| Mechanical Lift  This transfer is used for moving a non-weight bearing participant or a participant who is inconsistent with transfers from surface to surface. |  |

**Appendix N: [Organization’s Name] SHM Program Safety Huddles Booklet**

Safety

Huddles

Safe Handling & Mobility

|  |
| --- |
| Part of implementing and sustaining a Safe Handling Mobility (SHM) program at your workplace is communicating and reinforcing the key elements of the program.  **One way to do is this through regular (i.e. daily/weekly) supervisor talks, also known as Safety Huddles.**  Use of the following examples is suggested to engage your employees in SHM discussions to promote awareness and encourage application of best practices.  Choose a topic from the 4 categories suggested (i.e. Bed Repositioning, Transfers, PACE, or Reporting) and start with the lead-off question. Use the follow-up questions to continue the discussion. |

|  |  |
| --- | --- |
| **TOPIC: Bed Repositioning (Page 2 of 7)** | |
| **Lead off question** | **Follow up questions specific to your organization** |
| 1. What piece of equipment can position a participant on their side while administering bed (personal) care?   **Answer: J-RO EZ Rest Wedge** | Which participants currently benefit from use of the J-Ro EZ Rest wedge? |
| List 2 or 3 benefits from using the wedge with these participants. |
| 1. Use of a mechanical lift requires two employees. When should the second person participate in the process?   **Answer: From the beginning - specifically when donning of the sling** | Describe the process for inspecting a sling |
| How can the bed be utilized when using a mechanical lift? |
| List some types of slings we currently have in our organization |
| 1. What is an absolute “must” when using the fitted slider sheet system?   **Answer: That the draw sheet is tucked in under the mattress** | Which participants would benefit from use of the slider sheet system? |
| When is a participant not suitable for use of the slider sheet system? |
| 1. When repositioning a participant or moving them in bed, the   **S-T-A-B-L-E** technique says:  a) arms should be kept in front - away from your body  b) arms should be close to your body  **Answer: Arms should be close, with elbows tucked in and down** | How should your feet be positioned when boosting up a participant in bed using the slider sheet system? |
| How should your wrists be positioned on the draw sheet to turn a participant onto their side – positioned towards the ceiling or towards the floor? |
| 1. True or false, the J-RO EZ wedge should be placed on top of a draw sheet to position a participant for personal care   **Answer: False, as the J-RO has a grip surface, it can rest on a fitted sheet without risk of moving. A J-Ro placed on a draw sheet may move - compromising the participant’s safety.** | Can you identify any participants who would benefit from using a positioning wedge? |
| What challenges currently exist using the wedge?  *(if some are noted - h*ow might we overcomes these challenges? |
| 1. The legs of a bariatric participant can weigh in excess of 35lbs. What tool can assist with raising the leg to provide care?   **Answer: Limb sling (attached to a ceiling/mechanical lift)** | What other tools could help us provide care to bariatric participants? |
| Describe how a limb sling is valuable for providing foot care |

|  |  |  |  |
| --- | --- | --- | --- |
| **TOPIC: Transfers (Page 3 of 7)** | | | |
| **Lead off question** | **Follow up questions specific to your organization** | | |
| 1. If transferring a participant requiring more than 70 pounds of force and two person assistance, what should you do?   **Answer: Switch to a mechanical lift or leave in bed and perform bed care (worker 35lbs limit)** | When there is a change in participant’s mobility, who updates and what is documented / shared? | | |
| Which participants may benefit from using lifts (mechanical and or ceiling)? Why? | | |
| What do you do when the lift is not functioning properly? | | |
| 1. Using a mechanical lift requires two workers to perform the task. When should the second person aid in the process?   **Answer: From the beginning, specifically the donning of the sling** | How do you inspect a sling? | | |
| How do you leverage the bed when using a mechanical lift? | | |
| What types of slings do we currently have at our facility? | | |
| 1. When using a transfer belt, how many times should the belt be tightened around the participant?   **Answer: Twice -once when sitting & again when they are standing to ensure a snug fit** | Where are the transfer belts stored? | | |
| How many participants require use of a transfer belt? | | |
| How do you use a transfer belt (demonstrate)? | | |
| 1. When should a pre-mobility check be done?   a) Twice; in the morning/afternoon  b) when you first engage with the participant  c) every time the participant needs to be transferred.  **Answer: c) Every time the participant needs to be transferred** | When / how do we request formal assessments? | | |
| What are some signs that suggest a participant’s transfer / mobility status may have changed? | | |
| What is the process for gauging a participant’s mobility? | | |
| 1. True or false - Transfer belts can remain on a participant while in a wheelchair, to be ready for the next transfer?   **Answer: False - transfer belts should be removed once a participant is seated in the desired location.** | Where do you locate a participant’s mobility status? | | |
| How do you ask a participant to stand during a transfer? | | |
| Why is the use of transfer belts helpful? | | |
| 1. What brakes should be engaged when using a portable mechanical lift to move a participant to a wheelchair   a) both lift and wheelchair brakes  b) lift but not wheelchair brakes  c) wheelchair but not lift  **Answer: c) wheel chair brakes but not the lifts brakes** | How many participants currently use a wheelchair? | | |
| How do you inspect a lift? | | |
| Do we have any participants who slide down in their wheelchairs? If so what do you do? | | |
| **TOPIC: PACE (Page 4 of 7)** | | | |
| **Lead off question** | | **Follow up questions specific to your organization** | |
| 1. When beginning a SHM task, it is important to communicate with:   a) participant  b) co-worker(s)  c) all of the above  **Answer: c) all of the above** | | How can we involve the participant in the completion of the transfer? | |
| Do we discuss the planned activity before entering the room? Do we include the participant in the conversation as we do the task? | |
| 1. True or false, if the participant’s current mobility has improved from their previously assessed level, you can change the movement status from a moderate to a minimum assist?   **Answer: False, you can increase mobility assistance but never decrease (i.e. 2 person assist cannot be a 1 person on a good day)** | | Where do you document a change in a participant’s mobility? Who do you inform? | |
| 1. A participant must be able to do what …to be considered appropriate for a one-person minimal assist transfer?   a) Turn to their side in bed  b) Sit up on the edge of the bed  c) Balance and weight bear while seated  d) All of the above  **Answer: d) all of the above** | | What do you do If the PACE assessment differs from the documented care plan? | |
| How do you assess a participant’s ability to communicate if they are unable to speak? | |
| 1. When assessing a participant’s level of aggression, you should evaluate:   a) their communication  b) their facial expressions  c) their history  d) all of the above  **Answer: d) all of the above** | | What are some triggers that increase agitation / aggression in our participants? | |
| Who do you notify if you see new / changing patterns of agitation / aggression in a participant? | |
| 1. What do the P-A-C-E letters stand for?’   **Answer: Physical, Agitation, Communication, Environment** | | What is the actual order we follow to apply PACE? | |
| What are some strategies to remind ourselves and others to use PACE? | |
| 1. When should you do the PACE process?   a) only with the first participant of your shift  b) once per shift when providing care  c) every time you are providing care  **Answer: c) Every time you are providing care to participants** | | Does use of the PACE process help you to pause and think before rushing to do a task? | |
| How often does use of the PACE process result in a change in the care activity you were planning to do? | |
| **TOPIC: PACE (Continued – Page 5 of 7)** | | | |
| **Lead off question** | | | **Follow up questions specific to your organization** |
| 1. Often a participant will show signs of agitation or aggression because of?   **Answer: An unmet need: hunger, thirst, need to use the washroom, pain or discomfort, or an unrecognized trigger** | | | What are some unrecognized triggers with some of our participants? |
| Do we have participants who are aggressive with some employees and not with others? Possible triggers? |
| 8. Which of the following fall under the Environment check:  a) lighting levels - appropriate for task  b) bed positioning  c) equipment – assembled / ready prior to activity  d) all of the above  **Answer: d) all of the above** | | | What are some common environmental obstacles you typically encounter when entering a room? |
| What are some unmovable objects you have to be aware of when maneuvering in a participant’s room? |
| 9. True or False, you should communicate what you are doing to the participant/client during the entire activity.  **Answer: True - by explaining the task, you are including the participant and continuously checking their feedback and understanding** | | | How do you change your approach to communicate with a participant who is unable to speak? |
| What are some non-verbal cues that confirm a participant understands your question / request? |
| 10. True or False, communication is just the sharing of information.  **Answer: False, for real communication to occur the recipient must also understand the message** | | | Where do you document and locate changes in a participant’s communication level? |
| What are some nonverbal ways to communicate with participants? |
| 11. If a participant has a history of agitation or aggression and is having an “off moment”, when should you provide care? What do you do?  **Answer: Assess the situation – if you are not in danger of injury, tell them you will be back in a bit to check on them again. If you are in danger of injury, get assistance and use appropriate de-escalation techniques.** | | | What are some strategies to use when approaching a participant with a history of aggression even if it seems like a “good day”? |

|  |  |
| --- | --- |
| **TOPIC: Reporting (Page 6 of 7)** | |
| **Lead off question** | **Follow up questions specific to your organization** |
| 1. The purpose of reporting an incident to a supervisor is   a) to trigger an incident investigation  b) to prevent others from getting hurt  c) to practice the Internal Responsibility System  d) to log relevant information in case it results in a WCB claim  **Answer: d) all of the above.** | Who do you report incidents to? What if that person is not available? |
| How do you typically report an incident? (Verbal, written, email, etc.) |
| Who fills out the internal incident form (i.e. yourself, supervisor, or other) |
| 1. The steps of an Incident Investigation are:   a) Report, Implement corrective actions, Investigate, Identify Root Cause  b) Report, Investigate, Identify Root Cause, Implement corrective actions  c) Report, Identify root cause, implement corrective actions, investigate  **Answer: b) Report, Investigate, Identify root cause, Implement corrective actions** | How are you made aware of incidents that happen in our workplace? |
| Name two members of our JOHSC committee |
| 1. Which areas of the body are most often injured by health care workers?   **Answer: Back, shoulder, and neck** | What is the most frequent cause of MSIs among health care workers? |
| When do you inform your supervisor of your injury? |
| When should you see a physiotherapist for your discomfort? |
| 1. When should informal inspections be done on equipment (slings, lifts etc.)?   a) Daily  b) weekly  c) monthly  d) annually  e) before every use?  **Answer: e) before every use** | Who do you notify if there is a problem with a mechanical/ceiling lift? |
| Are there documents to complete when performing a formal equipment inspection? |
| 1. What is a near miss?   **Answer: A near miss is an event that didn’t occur, but could have resulted in an incident. They should be viewed by their potential for harm not the outcome.** | How do you report a near miss? |
| What are some typical near misses we see in our facility? |
| 1. Which of the following should be reported   a) injury  b) hazard  c) near miss  d) all of the above  **Answer: d) all of the above** | What are some common hazards at our workplace? |
| Are there any existing hazards that have not been attended to or controlled that you are aware of? |
| 1. When do you need to fill out a WCB report?   **Answer: When you either miss time from work or seek outside medical attention (ex: physio or tor) for an injury that occurred during and in the course of work** | Who is a service provider we use for functional assessments? |
| What are some transitional duties that can be performed as part of a gradual RTW plan? |
| **Identify your own topic – specific to your location… (Page 7 of 7)** | | |
| **Lead off question** | | **Follow up questions specific to your organization** |
|  | |  |
|  |
|  | |  |
|  |
|  | |  |
|  |
|  | |  |
|  |
|  | |  |
|  |

**Appendix O: [Organization’s Name] SHM Program Employee SHM Incident Follow-Up Tool (Page 1 of 2)**

**Employee SHM Incident Follow-Up**

The reason for doing an incident investigation is to make sure the incident does not happen again. It is a way to learn from experience and is used for ‘Fact Finding not Fault Finding’ purposes. Below are some questions using the PACE format, listed in the order they are completed; you can ask after a SHM incident to identify the root and/or contributing causes to the incident. This will also help in the auditing of the SHM Program. The “things to look for” section is a guide to help you during the process but does not encompass every element of SHM.

**Environment** (Was the environment clear of obstacles and did you have all necessary equipment):

|  |  |
| --- | --- |
| **Things to look for:**   * Cleared obstacles and cleaned spills that hinder maneuvering and transferring (if not why) * Bed position appropriate for task (if not why) * Equipment is available (ex: JRO) equipment is secure (ex: bed rails) (if not why) | **Notes:** |

**Communication** (Did the participant and/or co-worker understand the procedure before beginning):

|  |  |
| --- | --- |
| **Things to look for (checked to see if client/participant could do at least 1 of the following):**   * Client/participant answered questions (if not why) * Client/participant followed instructions (if not why) * Client/participant could respond to verbal cues (if not why) | **Notes:** |

**Agitation / Aggression** (Were there indications of change in behavior before or during the task being performed):

|  |  |
| --- | --- |
| **Things to look for:**   * Reviewed/aware of participant/client violent history (if not why) * Noted verbal cues before proceeded (if not why) * Noted non-verbal cues before proceeded (if not why) | **Notes:** |

**Physical** (Were there physical limitations of the participant or the employee that may have contributed to the incident):

|  |  |
| --- | --- |
| **Things to look for:**   * Pre mobility physical assessment completed (if not why) * Force exertion 35lbs or less (if not why) * Utilized available equipment (if not why) * Checked any documented changes in mobility (if not why) | **Notes:** |

(Page 2 of 2)

**Corrective Actions**

|  |  |  |
| --- | --- | --- |
| **Actions to consider:**   * Review of PPE * Repair/replace equipment * Task rotation (compliance/fatigue) | * Policy review by Management * Improve/develop work procedures * On the job education/training | * Request for assessment of job task * Improve communication (verbal/documentation) |

**Action(s) required to prevent the problem from occurring again with the *injured worker*:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Management Action(s) required to prevent the problem from occurring again with *other staff*:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix P: [Organization’s Name] SHM Program Addressing Participant Refusal**

**ADDRESSING PARTICIPANT REFUSALS PROCEDURE**

1. If a participant has questions or raises concerns regarding the techniques and procedures outlined in their SHM plan, staff will answer the inquiries / address the concerns in a calm and professional manner and to the best of their ability. If this does not resolve the issue, they will ask their manager / supervisor for assistance.
2. If a participant refuses to allow staff to follow the techniques and procedures outlined in their SHM plan, staff will, where possible, seek to understand the participant’s concerns, fears, etc. and, if possible, address so that the participant allows the SHM procedures to be used.
   1. If the staff member / employee is unable to gain the participant’s permission to use the required SHM procedures, they will:
      1. complete the required [care / support] tasks **if it is possible for them to do so without increasing the risk to themselves or the participant** (e.g. no need to adopt additional awkward postures, exert high forces, or use unacceptable handling and mobility practices) and/or,
      2. report the participant’s refusal to their manager / supervisor in order to have them attempt to gain the participant’s permission to follow the required SHM procedures. The manager / supervisor will ensure that the participant understands that it may not be possible for them to receive the same / desired level of care / support unless SHM procedures are followed.
   2. If the participant continues to refuse to allow staff / employees to follow the required SHM procedures, the manager / supervisor will work with the participant’s support team (OT / PT, Behaviour Specialist, Substitue Decision Maker, etc.) to decide what steps to take, **but at no time will employees be required to perform high-risk / unacceptable SHM techniques.**

**Appendix Q: [Organization’s Name] SHM Program Addressing Concerns or Refusals from Family Members / Substitute Decision Makers**

**ADDRESSING CONCERNS OR REFUSALS FROM**

**FAMILY MEMBERS / SUBSTITUTE DECISION MAKERS PROCEDURE**

1. If a family member / substitute decision maker has questions or raises concerns regarding the techniques and procedures outlined in the specific participant’s SHM plan, staff will answer the questions / address the concerns in a calm and professional manner and to the best of their ability. If this does not resolve the issue, they will ask their manager / supervisor for assistance.
2. If a family member / substitute decision maker refuses to allow staff / employees to follow the techniques and procedures outlined in the specific participant’s SHM plan staff will, where possible, seek to understand the family member’s / substitute decision maker’s concerns, fears, etc. and, if possible, address so that the family member / substitute decision maker does not object to the SHM procedures being used.
   1. If the family member is not authorized to make care decisions on behalf of the specific participant but insists that staff / employees not follow the established SHM plan, they will:
      1. ask their manager / supervisor to speak to the family member in an area away from where participant care is being provided in order to reinforce with the family member the reasons why staff / employees use SHM techniques, and that these techniques will be used at all times.
      2. Staff / employees should wait until the family member is removed from area where care / support is being provided and then continue to provide care / support following the SHM plan.
   2. If the person with objections is an substitute decision maker (family member or otherwise), and the staff providing care / support is unable to gain permission to use the required SHM procedures, they will:
      1. complete the required [care / support] tasks **if it is possible for them to do so without increasing the risk to themselves or the participant** (e.g. no need to adopt additional awkward postures, exert higher levels of force, or use unacceptable SHM practices) and/or,
      2. report the substitute decision maker’s refusal to allow SHM techniques to be used to their manager / supervisor in order to have them attempt to gain the substitute decision maker’s permission to follow the required SHM procedures.
   3. If a substitute decision maker continues to refuse to allow staff / employees to follow the required SHM procedures, the manager / supervisor will work with the participant’s support team (OT / PT, Behaviour Specialist, etc.) to decide what steps to take, **but at no time will employees be required to perform high-risk / unacceptable SHM techniques.**

**Appendix R - Glossary and Definitions (Page 1 of 3)**

Glossary / list of definitions of words and terms related to SHM, transfers and repositioning. Individual policies and procedures may also include definitions for words and terms that are unique to the specific policy and/or procedure.

|  |  |
| --- | --- |
| TERM | DEFINITION |
| Participant | An person who receives care in a disability support services facility |
| Dependent | Participant is unable to safely move without more than minimal assistance |
| Employee / Staff / Worker | A person employed by *[Organization’s name]* whose salary and compensation are provided by *[Organization’s name]*. |
| Hazard | A condition or practice with a potential for harm to people or damage to equipment, materials, property, or the environment. |
| Incident | An unplanned and unwanted event that causes, or has the potential to cause, harm to a person or damage to equipment, materials, property, or the environment. |
| Independent | Level of assistance where the participant is able to safely move without help |
| Joint Occupational Health and Safety Committee (JOHSC) | Site-based committee of management and non-management employees required at workplaces with 20 or more employees that is composed and functions in accordance with the NS Occupational Health and Safety Act. |
| Manager/delegate | Includes administrators, directors, managers, assistant managers, supervisors, and others who have management or supervisory roles. |
| Maximal Assistance | Level of assistance where the participant requires one or more staff members to exert more than 35 pounds of force to move / transfer. See Dependent |
| Minimal Assistance | Level of assistance where the participant is able to safely move with staff assistance of not more than 35 pounds (16 kg) of exertion |
| Mobility Assessment | Assessment conducted by Registered Staff member to determine the ability of the participant to safely self-mobilize. Considers physical ability, stability, cognitive status, and the likelihood of responsive behaviours |
| Near Miss | An incident that had the potential for harm or damage, but where no harm or damage occurred. This includes a situation where staff, through use of training or another intervention, was able to recognize the need to change a safe handling and mobility plan / care plan, and implement the change that helped them to protect their own health and safety or the health and safety of the participant they are providing care to. |
| PACE | A pre-care check that considers the participant’s physical ability, level of aggression, communication abilities, and the environment where the care is to be provided |
| Pre-care Check | A process to determine current status of the participant prior to the delivery of care, or other interactions with the participant. See PACE |
| Person-Centered Care | Person-centred care takes into account the desires, values, family situations, social circumstances and lifestyles of the participant; seeing the person as an individual, and working with them to develop appropriate and safe care plans |
| Post Incident Debrief | A post incident discussion with those involved in a workplace violence related incident, conducted by a designated person who is trained on how to conduct debriefing sessions. These sessions may be conducted for specific individual staff members, with a group of staff members who were involved in or impacted by the incident, or may involve involved / impacted staff along with other stakeholders (e.g. participants, family member / substitute decision makers, managers, external partners, etc.).  A post incident debriefing session should ensure that any staff who were involved / impacted by the incident are recognized and get the support they need. The session may also look to identify factors leading to onset of violence, the responses taken, the effectiveness of the responses, and recommendations for how to minimize the risk of a similar incident occurring in the future. |
| Safe Handling and Mobility Assessment | An assessment conducted by Registered Staff that determines the Safe Handling and Mobility requirements (level of assistance, staffing levels, equipment needs, etc.) for a specific participant. Considers the results of a Mobility Assessment, Falls Risk Assessment, Behavioural Profile, care needs, etc. |
| Safe Handling and Mobility Equipment | Equipment and devices that are designed and used to help staff safely mobilize, move, transfer, reposition, etc. participants (e.g. ceiling and portable lifts, slings, slider sheets, transfer boards, transfer belts, adjustable beds) |
| Safety Huddle / Shift Report | A brief, interactive team meeting covering such topics as staffing issues, changes to participant status, equipment status, challenges, updated procedures / care plans, positive results. The purpose is to ensure staff are updated on current issues and situation, and discuss how these challenges will be address in order to ensure safe delivery of care. |
| Serious Incident | Serious Incidents are defined as:   * Unconsciousness * A fracture of skull, spine, pelvis, arm, leg, ankle, wrist or major part of the hand or foot * Loss or amputation of leg, arm, hand, foot finger or toe * Third degree burn to any part of the body * Loss of sight in one or both eyes * Asphyxiation or poisoning * Any Injury that requires admission to hospital * Any injury that endangers life * An accidental explosion * A major structure collapse of building or other structure * Major release of a hazardous substance * A fall from a work area where fall protection is required * Death or any injury that may cause or prove to be fatal in the Workplace |
| Workplace | Any place where an employee is or is likely to be engaged in any occupation and includes, but is not limited to: *[Organization]* owned / leased managed facilities, community locations where care is provided, offices, locations where work-related meetings are held, any vehicle used or likely to be used by employees engaged in an occupation.  Can also include other spaces used by employees for work activities or during work hours, including washrooms, cafeterias, facilities / routes required for business travel, conferences, work related social functions, employee / staff rooms, etc. |

(Page 3 of 3)