

Unit 2 Working Environment

Lesson 4 – Transporting and Positioning Residents

Goals

- Understand body mechanics as related to the nurse aide
- Understand the terminology for equipment used to transport and position residents
- Read a flow chart
- Understand sequencing

Activities

1. Review

Use one or more of the following activities (see instructor notes for complete instructions) to review previous lesson's vocabulary and/or verb list.

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| 1. Word Bingo (listening) | 2. Oral cloze exercise |
| 3. Word Bingo (definitions) | 4. I can/ I can't Verb Practice |
| 5. Blackboard Bingo (definitions) | 6. Verb tense practice |

2. Introduction to CNA topic – Oral Hygiene

Unit 3 covers hygiene topics with Lesson 1 beginning with oral (mouth) care. Nurse aides help residents with gathering oral hygiene items and setting up equipment. If a resident is too weak or confused to take care of their own oral hygiene, the nurse aide will assist them. This lesson teaches vocabulary associated with the mouth and oral hygiene.

3. Vocabulary and verb lists

Discuss vocabulary and verbs for the lesson

- **Unit 2 Lesson 4 Vocabulary**
- **Unit 2 Lesson 4 Verb**
- **Unit 2 Lesson 4 My Vocabulary list**

4. Equipment for Transporting and Positioning

Every facility will use different kinds of equipment for transporting and positioning. This handout will give students an opportunity to become familiar with two types of equipment they might encounter as well as the vocabulary associated with that particular equipment. The descriptions and use of the equipment will give the student the opportunity to read technical material and answer questions, similar to what they will find when reading and studying their CNA textbook.

- **Unit 2 Lesson 4 Equipment for Transporting and Repositioning**

5. Reading Flow Charts

Read and discuss the flow chart for trouble shooting a lamp that doesn't work. Explain how you move through the flow chart based on how you answer the questions.

Practice: Have students create their own flowcharts for a task that they do frequently and then have them explain their process to the class or a partner. For example, a popular process to practice flowcharting is how to make a peanut butter/jelly sandwich. Discuss sequencing and following directions. Provide the bread and peanut butter and make it interactive too!

- **Unit 2 Lesson 4 Reading A Flow Chart**

Using the information from the simple flow chart and the information try reading the flow chart that describes how to move reposition a resident in bed. This excerpts is from the publication from OSHA – Guidelines for Nursing Homes – Ergonomics for the Prevention of Musculoskeletal Disorders (MSD's). It will give the student the opportunity to read a flow chart and become acquainted with the terminology used when transporting and positioning residents.

Notice the less than and greater than symbols used on the flowchart and explain their use and meaning.

(NOTE: this flowcharts is somewhat technical. Do not attempt to explain the process if you are not a certified nurse aide instructor, just explain the vocabulary and the process of reading the chart)

- **Unit 2 Lesson 4 Flowchart for Repositioning a Resident in Bed**