

Home Health Aide Training

Module 18. Assisting with Ambulation and Transfers; Making a Bed

Goals

The goals for this module are to prepare participants to:

- Assist clients to use assistive devices for walking.
- Assist clients to use wheelchairs safely.
- Assist clients to sit at the edge of the bed and stand prior to ambulating.
- Assist clients to transfer from bed to wheelchair.
- Assist clients to transfer from a wheelchair to a toilet.
- Identify special equipment that may be used for transfer.
- Properly make a bed, both occupied and unoccupied.

Time

3 hours

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Activities	Teaching Methods	Time
1 Assisting a Client to Stand, Transfer, and Use Assistive Devices for Ambulation	Interactive presentation and demonstration	1 hour and 15 minutes
2 Making a Bed	Interactive presentation, demonstration, and large-group discussion	1 hour
3 Practice Lab: Assisting to Stand, Transfer, and Ambulate; Making a Bed	Practice triads	45 minutes

Supplies

- Samples of assistive devices for ambulation—canes, walkers, crutches, wheelchairs
- One or two single beds—at least one hospital bed, if available
- Each bed needs two (2) sets of sheets, pillows, and pillowcases, draw sheet and bed protector, mattress pad, blanket, and cover
- Special mattresses, pillows, and pads that may be used when positioning a client in bed
- Optional—If participants will be expected to use the following devices also, samples should be available for demonstration:
 - Mechanical/hydraulic lift (e.g., Hoyer)
 - Slide board
 - Safety (transfer) belt
 - Braces, splints, and slings
 - Trapeze
 - Electric lift chair

Learner's Book

- 1. Kinds of Walkers
- 2. Kinds of Canes and Crutches
- 3. Guidelines for Assisting Clients to Get Around with a Walker, Cane, Crutches, or Wheelchair
- 4. Special Equipment: The Home Care Worker's Role
- 5. Making a Bed: Why It Matters
- 6. Making a Bed Safely

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Skills Checklists

- Skills Checklist 1. Assisting a Client to Walk (DOH Procedure Checklist XII-14)
- Skills Checklist 2. Assisting a Client to Sit at the Side of the Bed (DOH Procedure Checklist XII-24)
- Skills Checklist 3. Assisting a Client to Stand from Bed (DOH Procedure Checklist XII-25)
- Skills Checklist 4. Assisting a Client to Transfer from Bed to Wheelchair, Chair, or Commode (DOH Procedure Checklist XII-26)
- Skills Checklist 5. Positioning a Client in Wheelchair or Chair (DOH Procedure Checklist XII-27)
- Skills Checklist 6. Assisting a Client to Transfer from Wheelchair to Toilet (DOH Procedure Checklist XII-28)
- Skills Checklist 7. Assisting with the Use of a Mechanical/Hydraulic Lift (DOH Procedure Checklist XII-37)
- Skills Checklist 8. Assisting a Client with a Slide Board Transfer (DOH Procedure Checklist XII-38)
- Skills Checklist 9. Making an Empty Bed (DOH Procedure Checklist XII-15)
- Skills Checklist 10. Making a Bed with Someone in It (DOH Procedure Checklist XII-16)

Handouts

- Handout 1: Summary of Key Information

Advance Preparation

Review all training and presentation materials for this module. Note that icons are used to remind the trainer of the following:



When you are *presenting* or covering Key Content *in the discussion*. (Key Content is also addressed in the Learner’s Book and the handouts, but we use the “key” icon only when it is covered elsewhere in the learning process.)



When it is important to ask a particular question to get participants’ input.



When it is time to refer to the Learner’s Book.

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When it is time to distribute a skills checklist.



When it is time to distribute a handout.

Copy all handouts for participants.

Prepare copies of the skills checklists. You will need one copy for each participant, to be collected and reused for subsequent trainings. Laminating the skills checklists will make them more durable and reusable. (An electronic version is provided for trainers to use to document return demonstrations.)

Gather all necessary supplies and equipment.

Please note that the Key Content is meant to be background information for the trainer. **DO NOT READ OUT LOUD TO PARTICIPANTS.**

Activity 1. Assisting a Client to Stand, Transfer, and Use Assistive Devices for Ambulation

Prepare a flip chart page with the “Learning Agenda” (Step 1).

Set up workstations around the training space for the following:

- assisting a client to walk
- stand and transfer from bed to wheelchair; safe use of a wheelchair
- assisting a client to transfer from wheelchair to toilet
- stand and transfer from chair to walker; assisting a client to use a walker
- assisting a client to walk with canes and crutches
- assisting with the use of a mechanical/hydraulic lift and/or slide board (if appropriate)

Workstations will be used for both demonstration and practice (during Activity 3).

Post the “Observe, Record, and Report” flip chart page from the module on Providing Care in the Client’s Home.

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Activity 2. Making a Bed

Set up the demonstration area for making an unoccupied bed. Remove all bedding, sheets, and pillows that will be used prior to starting the demonstration.

Have a second set of all the bedding and sheets ready to demonstrate how to change an occupied bed.

Activity 3. Practice Lab: Assisting to Stand, Transfer, and Ambulate; Making a Bed

Participants will probably need to use all of the allocated time for practicing the skills. However, trainers should be prepared with the electronic version of the skills checklists to document return demonstrations, if anyone is ready.

The required return demonstrations for this module are:

- Skills Checklist 1. Assisting a Client to Walk (DOH Procedure Checklist XII-14)
- Skills Checklist 2. Assisting a Client to Sit at the Side of the Bed (DOH Procedure Checklist XII-24; also D-2 from the HRT curriculum)
- Skills Checklist 3. Assisting a Client to Stand from Bed (DOH Procedure Checklist XII-25; also D-3 from the HRT curriculum)
- Skills Checklist 4. Assisting a Client to Transfer from Bed to Wheelchair, Chair, or Commode (DOH Procedure Checklist XII-26)
- Skills Checklist 10. Making a Bed with Someone in It (DOH Procedure Checklist XII-16)

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Activity 1. Assisting a Client to Stand, Transfer, and Use Assistive Devices for Ambulation

1 hour and 15 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

Define “assistive devices.”

List the types of assistive devices available to assist the client with ambulation and explain how they are used.

List the types of assistive devices available to transfer the client from bed to wheelchair or chair and explain how they are used.

Explain the role of the home care worker when assisting with special equipment.



Key Content

- “Assistive device” is the term for any piece of equipment that helps the client to do routine tasks more easily and independently. The purposes of assistive devices are to enable the client to:
 - Do tasks more easily and quickly.
 - Remain independent or become independent.
 - Maintain their chosen lifestyle.

- Walkers, canes, crutches, and wheelchairs are examples of assistive devices that clients commonly use to get around more safely and easily, whether inside or outside the home.

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- Medical personnel determine what type of assistive devices a client needs. A physical therapist determines the right size for the device and teaches the client how to use it properly. The home health aide's role is to assist the client in following the proper steps for use, and to observe, record, and report key information about the client's ambulating experiences.
- In order to use assistive devices for ambulation, many clients need assistance getting out of bed or getting up from a chair. Assisting a client to get into a standing position from the bed and transferring the client from the bed to a chair or wheelchair are two important procedures that support the client's ability to use assistive devices and to stay mobile.
- In some cases, the aide may be required to assist with a mechanical (or hydraulic) lift in order to transfer the client out of bed. This is generally done only under special circumstances, in which case the nurse will give instructions on how to do this with the individual client.
- Other devices that may be used to assist with ambulation and/or transfer include: braces, splints, and slings; a trapeze; a safety (transfer) belt; an electric lift chair; and a slide board. If these will be used by your participants in their work settings, they should be covered in this activity.

Activity Steps

Interactive Presentation—10 minutes

1. **Introduce module.** Explain that this module is a companion to the module on Providing Care in the Client's Home, in which participants "meet" Carmen Garcia, a client living at home. Post the prepared flip chart page with the "Learning Agenda" and review. In this module, participants will learn about one of the activities of daily living—ambulation—and the use of assistive devices to help clients move around and transfer. They will also learn about making a bed—both when it is empty and while someone is still in it.

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Flip Chart


LEARNING AGENDA:
Ambulation and Transfers;
Making a Bed

- Assisting a client to stand from bed
- Assisting a client to transfer from bed to a chair or wheelchair
- Assistive devices for ambulation and transfer
- Making a bed—empty and with someone in it


2. **Define “ambulation.”** This is the activity of daily living that means being able to move from one place to another. Much of our independence and self-esteem are based on being able to get around, especially within our own homes. That mobility allows us to do other things for ourselves, such as cooking, cleaning, or going to the bathroom.
3. **Define “assistive device.”** This is the term for any piece of equipment that helps the client to do routine tasks more easily and independently. The purposes of assistive devices are to enable the client to:
 - Do tasks more easily and quickly.
 - Remain or become independent.
 - Maintain their chosen lifestyle.
4. **Give additional information.** Assistive devices for ambulation include walkers, canes, crutches, and wheelchairs. These will be discussed in detail later in this module. It is important to note that the client must be standing up and steady before starting to use a walker, cane, or crutches. So the first step in assisting a client to use these devices may be assisting him or her to get into a standing position from a chair or a bed. Similarly, before using a wheelchair, the client may need assistance in transferring from a chair or bed into the wheelchair.


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Demonstrations (6)—35 minutes



5. **Explain the process for skills demonstration.** Explain that you will conduct a series of demonstrations of how to assist the client with ambulating and transferring. In each demonstration, you want participants to watch what you are doing and listen to how you communicate with the client. After the demonstration, they will get a checklist for the skill, which you will review with them. At the end of the module, they will each have a chance to practice the skill in the “Practice Lab.”
6. **Introduce the first demonstration.** The first skill that participants will learn in this module is how to assist a client to walk, without assistive devices. Explain that clients should be encouraged to walk on their own as much as they can. However, there may be times when they are unsteady. It is important for the aide to be there if needed, but encourage the client’s independence.
7. **Demonstrate assisting a client to walk.** Ask for a volunteer to help you demonstrate by playing the role of Carmen Garcia, who can walk but is slow and unsteady in her steps. Demonstrate the steps in **Skills Checklist 1. Assisting a Client to Walk** by walking next to “Carmen Garcia.”
8.  **Wrap up the first demonstration and discuss the skills checklist.** Thank the volunteer and ask him or her to go back to his or her seat. Distribute and review **Skills Checklist 1. Assisting a Client to Walk**. Ask participants if they have any questions.

Then ask:

 *What steps are most important to ensure the client’s safety?*

 *How are proper body mechanics used to ensure that the home health aide doesn’t get hurt?*

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- 9. Demonstrate assisting a client to stand from bed.** The next skill participants will learn in this module is how to assist a client to stand up from bed. Ask for a different volunteer to help you demonstrate by playing the role of Carmen Garcia and lying down in the bed. Bring a chair next to the bed (for support when the client is standing) and place the walker within reach. Demonstrate each step as described in **Skills Checklist 2. Assisting a Client to Sit at the Side of the Bed** and **Skills Checklist 3. Assisting a Client to Stand from Bed**. Explain each step and answer any questions as you demonstrate.
- 10. Continue demonstration.** With the volunteer holding onto the chair for support, reach for the walker and bring it to the volunteer. Note the importance of having the client standing and steady before you reach for the assistive devices. (You will show how to use the walker later.)
- 11.**  **Discuss the skills checklists.** Thank the volunteer. Distribute and quickly review **Skills Checklists 2. Assisting a Client to Sit at the Side of the Bed** and **3. Assisting a Client to Stand from Bed**. Then ask the same questions as above about ensuring the client's and the worker's safety (Step 8).
- 12. Demonstrate assisting with transfer from bed to chair.** Ask for a new volunteer to assist you. Ask the volunteer to sit down on the edge of the bed. Demonstrate transferring a client to a wheelchair, following the steps in **Skills Checklist 4. Assisting a Client to Transfer from Bed to Wheelchair, Chair, or Commode**. Prompt the volunteer to resist some of your transfer efforts to demonstrate how to handle such situations.
- 13.**  **Review and discuss skills checklist.** Thank your volunteer, and ask him or her to stay seated in the chair. Distribute and review **Skills Checklist 4. Assisting a Client to Transfer from Bed to Wheelchair, Chair, or Commode**. Then ask the same questions as above about ensuring the client's and the worker's safety (Step 8).
- 14. Demonstrate positioning a client in a wheelchair or chair.** Working with the same volunteer, show how to position a client for comfort and safety, once they are in the chair or wheelchair. Follow the steps in **Skills Checklist 5. Positioning a Client in a Wheelchair or Chair**.

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15. **Review and discuss skills checklist.** Thank your volunteer at the end. Distribute and review **Skills Checklist 5. Positioning a Client in a Wheelchair or Chair**. Then ask the same questions as above about ensuring the client’s and the worker’s safety (Step 8).

16. **Demonstrate assisting a client to transfer from a wheelchair to a toilet.** Working with a different volunteer, show how to assist a client to transfer from a wheelchair to a toilet. (You can use a chair in place of the toilet. Make sure it is safely secured, so it won’t move during the transfer.) Follow the steps in **Skills Checklist 6. Assisting a Client to Transfer from Wheelchair to Toilet**.



17. **Review and discuss skills checklist.** Thank your volunteer at the end. Distribute and review **Skills Checklist 6. Assisting a Client to Transfer from Wheelchair to Toilet**. Then ask the same questions as above about ensuring the client’s and the worker’s safety.


Interactive Presentation and Demonstrations—10 minutes





18. **Display a selection of assistive devices.** Refer to **1. Kinds of Walkers** and **2. Kinds of Canes and Crutches** in the Learner’s Book. Show the examples of walkers, canes, crutches, and wheelchairs that you have available. Note that there are many different types of walkers, canes, crutches, and wheelchairs, but that the steps for using them are basically the same.
19. **Set up and conduct demonstrations for assisting with walkers, canes, crutches, and wheelchairs.** Ask for a new volunteer to be “Carmen Garcia” for your demonstrations. Ask participants to assume that you have already helped “Mrs. Garcia” into a steady standing position. (Ask the volunteer to stand near you, and hold onto the chair back for support.) Using **3. Guidelines for Assisting Clients to Get Around with a Walker, Cane, Crutches, or Wheelchair** as a guide, demonstrate how to:

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- Assist a client to use a walker.
- Assist a client to use a cane.
- Assist a client to use crutches.
- Assist a client to use a wheelchair.

20.  **Refer to the Learner’s Book.** Refer to **3. Guidelines for Assisting Clients to Get Around with a Walker, Cane, Crutches, or Wheelchair** in the Learner’s Book. Then ask:


 *What are some important safety tips to follow when assisting a client to use a walker, cane, or crutches?*

 *What are some important safety tips to follow when assisting a client to use a wheelchair?*

21. **Review ORR protocols.** Refer to the “Observe, Record, Report” flip chart sheet from the module on Providing Care in the Client’s Home. Ask what they would add to the list for Mrs. Garcia, based on what they learned from this activity.

22. **Emphasize person-centered approach.** Conclude this section by reminding participants that each client is unique in how they prefer to be assisted in using a walker, cane, crutches, wheelchair, or mechanical lift. Communication is key to providing clients with the assistance they need in the way that makes them most comfortable and also respects their dignity.



Interactive Presentation and Demonstrations—20 minutes

23.  **Review Learner’s Book 4. Special Equipment: The Home Care Worker’s Role.** Show examples of the different types of special equipment. If you do not have examples, show pictures from text book or websites.

Teaching Tips

If participants are not expected to assist with a mechanical or hydraulic lift, nor with slide board transfer, you do not have to do Steps 24 and 25.

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24.  **Explain the purpose of a mechanical lift.** Show an example of a mechanical (or hydraulic) lift. Explain the purpose of using it and the conditions under which it can be used. Distribute and review **Skills Checklist 7. Assisting with the Use of a Mechanical/Hydraulic Lift**. Demonstrate how to use the lift.
25.  **Demonstrate how to assist a client to transfer using a slide board.** Show an example of a slide board. Explain the purpose of using it and the conditions under which it can be used. Distribute and review **Skills Checklist 8. Assisting a Client with a Slide Board Transfer**, then demonstrate how to do it.

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Activity 2. Making a Bed

1 hour

Learning Outcomes

By the end of this activity, participants will be able to:

Explain the importance of keeping a clean and comfortable bed for the client.

List key points of infection control during bedmaking.

Describe how to make a bed, both occupied and unoccupied.



Key Content


- Some clients will spend much of their time in bed, due to illness or a disabling condition. Having a clean, neat bed is important for both health and comfort. Wrinkled sheets or food crumbs can irritate the skin and cause pressure ulcers. Soiled sheets can spread infection.
- Good body mechanics are important in making a bed, especially when making an occupied bed.
- Infection control is important when bed covers have body fluids on them.
- The schedule for changing the bed with clean sheets is worked out with the care plan and the client's preference. Clients who are in bed most of the time should have their sheets changed daily. Clients who are rarely in bed may only need to have their sheets straightened and smoothed each day and changed weekly.


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Activity Steps


Interactive Presentation—10 minutes

1. Invite participants to share their experiences. Ask:

 *What are your first memories of making a bed?*

 *Who first uttered the words “make your bed”?*

Then ask:

 *What reasons were you given to make your bed?*

Note that they were probably told to make their beds early in life by their mother or another authority figure. It is also likely that they were not told *why* bedmaking was important—other than “because I said so!”

2.  Review 5. **Making a Bed: Why It Matters** in the Learner’s Book.


3.  Review 6. **Making a Bed Safely** in the Learner’s Book.

Demonstration—40 minutes

4. **Conduct first demonstration.** Starting with a bare bed, demonstrate making a bed by following the steps in **Skills Checklist 9. Making an Empty Bed**. Explain why each step is important. Answer any questions.




5. **Conduct second demonstration.** Ask a volunteer to help you by getting into the bed. Demonstrate how to change the bedding while the client is still in the bed, following the steps in **Skills Checklist 10. Making a Bed with Someone in It**. Explain each step as you do it. Don’t forget to communicate with the client! Answer any questions.


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6.  **Distribute skills checklists.** Thank the volunteer for his or her help with the demonstration. Give each participant **Skills Checklist 9. Making an Empty Bed** and **Skills Checklist 10. Making a Bed with Someone in It**. Allow a few minutes for participants to review the skills checklists.

Large-Group Discussion—10 minutes

7. **Review key points.** To review bedmaking skills, ask:

-  *How is making a bed for a client different from making your own bed?*
-  *What steps are most important to ensure proper infection control?*
-  *What steps protect a client from having skin problems?*

8.  **Summarize the module.** Distribute and review **Handout 1. Summary of Key Information**. Ask participants if they have any questions.

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Activity 3. Practice Lab: Assisting to Stand, Transfer, and Ambulate; Making a Bed

45 minutes

Learning Outcomes

By the end of this activity, participants will be able to:

Practice how to assist a client to stand from bed.

Practice how to assist a client to transfer from bed to chair or wheelchair.

Practice how to position a client in a chair or wheelchair.

Practice how to assist a client to transfer from wheelchair to toilet.

Practice how to assist a client to walk.

Practice how to assist a client to use key assistive devices for ambulation, including cane, walker, and crutches.

Practice how to make an occupied and unoccupied bed.



Key Content

- Assisting a client to stand and transferring a client are key skills that form the basis of many tasks of a home health aide. It is important to use good body mechanics and communication skills to do these tasks effectively and without injuring either the worker or the client.
- Knowing how to use an assistive device is different from knowing how to *help someone else* to use it. In this practice lab, participants will practice the necessary communication skills to enable them to find out *what* assistance the client needs and *how* the client wants that assistance to be provided.

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Activity Steps

Practice Triads—45 minutes

- 1. Introduce activity.** Explain to participants that most of the practice labs will be conducted through “practice triads.” Participants will form teams of three. Workstations are set up around the training space. Each team will start at a different workstation, but will move around the room until they have completed their skills practice at each workstation.
- 2. Give instructions for practice triads.**
 - In their groups of three (“triads”), participants will take turns playing different roles. One person will be the home health aide, one person will be the client, and the third person will be the observer.
 - When performance checklists are available for a particular task or skill, the observer will use the checklist to provide guidance to the participant who is practicing and to give feedback afterwards. This is also a tool to help the observers reinforce their knowledge of the steps involved in performing the task. If a checklist is not available, they will follow guidelines that have been provided for that task.
 - After one person completes the task, participants switch roles so that the second person can practice being the home health aide, the third can be the client, and the first can be the observer. After one more switch, all three participants will have performed in all three roles.
 - Then the team will move on to the next available workstation.
- 3. Explain the trainers’ role.** Explain that the trainer(s) will be moving around the room to monitor how participants are doing, to answer questions, and to provide additional instructions as necessary.
- 4. Point out workstations.** Workstations for this practice lab include: assisting to stand and transfer from bed to wheelchair or chair; assisting to stand from chair and then use a walker, cane, and crutches; assisting to transfer from wheelchair to toilet; and bedmaking (unoccupied and occupied). (Hoyer lift and slide board transfers may also be practiced, if applicable.)

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Teaching Tips

Ideally, you will set up as many workstations as the number of triads in your group. You can have more than one station for practicing with walkers or canes.

Encourage participants in the “client” role to incorporate as much of the profiled client as possible (in this case, Carmen Garcia). At times you may want to develop new client roles for a particular workstation—be creative!

Some trainees may be ready to do their return demonstration during this practice lab. Use the electronic version to document their return demonstration. Then give feedback following the return demonstration. If a participant’s performance is not satisfactory, encourage him or her to practice more and do another return demonstration at a later date.

- 5. Wrap up practice triads.** When all the triads have rotated through all the workstations (or 45 minutes has passed), bring participants back to the large group for the closing activity. If there is not enough time for all participants to complete all the workstations, keep the equipment and materials available for the next practice lab.

Learner's Book

Module 18. Assisting with Ambulation and Transfers; Making a Bed

Activity 1. Assisting a Client to Stand, Transfer, and Use Assistive Devices for Ambulation

Skills Checklist 1. Assisting a Client to Walk

Skills Checklist 2. Assisting a Client to Sit at the Side of the Bed

Skills Checklist 3. Assisting a Client to Stand from Bed

Skills Checklist 4. Assisting a Client to Transfer from Bed to Wheelchair, Chair, or Commode

Skills Checklist 5. Positioning a Client in a Wheelchair or Chair

Skills Checklist 6. Assisting a Client to Transfer from Wheelchair to Toilet

1. Kinds of Walkers

2. Kinds of Canes and Crutches

3. Guidelines for Assisting Clients to Get Around with a Walker, Cane, Crutches, or Wheelchair

4. Special Equipment: The Home Care Worker's Role

Skills Checklist 7. Assisting with the Use of a Mechanical/Hydraulic Lift

Skills Checklist 8. Assisting a Client with a Slide Board Transfer

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Activity 2. Making a Bed

5. Making a Bed: Why It Matters

6. Making a Bed Safely

Skills Checklist 9. Making an Empty Bed

Skills Checklist 10. Making a Bed with Someone in It

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1. Kinds of Walkers

There are different kinds of walkers.

- Folding walker
- Walker with wheels and hand brakes
- One-button foldaway
- Walker with wheels

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2. Kinds of Canes and Crutches

There are different kinds of canes and crutches.

CANES

- Single-tipped cane
- Tripod cane
- Four-point or quad cane
- Ortho cane with handle

CRUTCHES

- Forearm crutches with release handles keep arms in place.
- Platform crutches allow forearms to bear weight for greater stability.

Note: For most older adults, standard crutches are seldom used.

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3. Guidelines for Assisting Clients to Get Around with a Walker, Cane, Crutches, or Wheelchair

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Assistive devices are types of equipment that make it easier for clients to do Activities of Daily Living (ADLs).

These assistive devices make it easier for the client to get around (ambulate):

- Canes and walkers make it easier for clients to keep their balance while walking.
- Crutches make it easier to get around when one leg is weak.
- Wheelchairs let the client roll along when both legs are weak.

Sometimes, clients want or need your assistance to use a cane, walker, crutches, or wheelchair. **Always ask if they want you to assist them.** If they say yes, make sure you are clear about what they want you to do.

The home care worker can help by making sure the client wears non-slip shoes when using this equipment. You can also check the rubber tips on canes, walkers, and crutches to make sure they're not worn off.

Here are some guidelines for assisting a client with each of the assistive devices for ambulating.

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3. Guidelines for Assisting Clients to Get Around with a Walker, Cane, Crutches, or Wheelchair

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WALKER

To assist a client to use a walker:

1. Make sure the client is wearing shoes that won't slip.
2. Make sure the rubber tips on the walker are in good shape. Take off any items that are hanging from the walker.
3. Put the walker about 1 foot in front of the client. Make sure all four wheels or legs are on the ground.
4. Assist the client to stand (if needed/requested).
5. Ask the client if they want tips on using the walker.

If they say yes, tell them:

- Grasp the bar with both hands, one on each side.
 - Stand still and move the walker forward.
 - Then move one foot at a time toward the walker.
6. Walk beside the client as they use the walker.

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3. Guidelines for Assisting Clients to Get Around with a Walker, Cane, Crutches, or Wheelchair

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CANE

To assist a client to use a cane:

1. Make sure the client is wearing shoes that won't slip.
2. Make sure the rubber tip on the cane is in good shape.
3. Put the cane where the client can reach it.
4. Assist the client to stand (if needed/requested).
5. Ask the client if they need tips on how to use the cane.

If they say yes, tell them:

- Move in this order—cane, weaker leg, stronger leg.
 - If your right leg is weak, hold the cane in your left hand.
 - If your left leg is weak, hold the cane in your right hand.
6. Walk next to the client on their weaker side as they use the cane.

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3. Guidelines for Assisting Clients to Get Around with a Walker, Cane, Crutches, or Wheelchair

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CRUTCHES

To assist a client to use crutches:

1. Make sure the client is wearing shoes that won't slip.
2. Make sure the rubber tips on the crutches are in good shape.
3. Put the crutches where the client can reach them.
4. Assist the client to stand (if needed/requested).
5. Ask the client if they need tips on how to use crutches.

If they say yes, tell them:

- Lean on the hand bars. Do **not** lean on the armpit rests.
 - Move the crutch forward; then bring their legs forward.
6. Walk next to the client as they use the crutches.

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3. Guidelines for Assisting Clients to Get Around with a Walker, Cane, Crutches, or Wheelchair

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WHEELCHAIR

To assist a client to use a wheelchair:

1. Ask the client if they want you to assist them. (Not all clients need help with the transfer, but most will need some assistance.) If they say yes, ask what they want you to do.
2. Make sure both wheel brakes are locked before the client gets into or out of the chair.
3. Follow the steps in **Skills Checklist 4** to transfer the client to the wheelchair.
4. Assist the client to use the foot and calf rests.
5. Make sure the client is comfortable and safe before releasing the brakes. Always assist the client to wear a seat belt before taking the client outside.
6. Make sure that the client's clothing or blanket does not trail behind or get caught in the wheels.
7. Go backwards with the wheelchair when going:
 - Over bumps
 - Down a hill

Module 18. Assisting with Ambulation and Transfers; Making a Bed

4. Special Equipment: The Home Care Worker's Role

Sometimes the client will need to use special equipment for transferring and ambulating. This includes:

- Mechanical/hydraulic lift (Hoyer lift, for example)
- Slide board
- Safety (transfer) belt
- Braces, splints, and slings
- Trapeze
- Electric lift chair

Remember these important points before assisting your client with any of these equipment items.

- Do not try to assist if you are not familiar with this equipment. Contact your supervisor to request instruction. This should be part of your orientation to working with a new client, if special equipment is used.
- Check the care plan for special instructions.
- Read the operating instructions before assisting.
- Encourage the client to be as independent as possible when using the equipment.
- Change or charge batteries with electrical equipment.
- Follow the operating instructions to maintain and store the equipment.
- Dispose of non-reusable equipment, as instructed.
- Observe for worn-out, missing, or broken parts of the equipment.
- Observe for problems the client may be having—for example, skin breakdown from rubbing against the equipment.
- Record and report your observations to your supervisor.

Module 18. Assisting with Ambulation and Transfers; Making a Bed

5. Making a Bed: Why It Matters

Making the bed is an important job. Read why it matters to these workers.

Don’s tip—Making the bed is good for the client’s skin.

“Wrinkled sheets can hurt the skin. They can even cause bed sores! So I try to keep the sheets smooth.”

Abdul’s tip—Making the bed makes the client happy.

“Some people spend a lot of their day in bed. I think they should have a clean place to rest.”

Pat’s tip—Making the bed gets rid of germs.

“Sheets can have body fluids on them. That means germs. I don’t want those germs on me, or anyone else!”

Jamie’s tip—Making the bed keeps bugs away.

“Quite a few folks eat in bed. Food can bring bugs. And who needs that?”

Review—Why Making a Bed Matters:

- Making the bed is good for the client’s skin.
- Making the bed makes the client happy.
- Making the bed gets rid of germs.
- Making the bed keeps bugs away.

Module 18. Assisting with Ambulation and Transfers; Making a Bed

6. Making a Bed Safely

There are safety issues in making a bed. Follow these guidelines for making a bed safely.

To keep germs from spreading:

- Wear gloves when you touch dirty linens.
- Fold dirty linens. Hold them away from your body. **Don't** shake them.
- Put dirty linens in a laundry bag or covered hamper right away. Wash them as described in the Infection Control module
- Wash your hands before touching clean linens. Wash them again after making the bed.
- Put clean linens in a clean place.
- Keep all linens—clean and dirty—off the floor.

To keep from getting hurt:

- Use good body mechanics for reaching, lifting, and turning.

To protect the client's skin:

- Put sheets and pillow cases over plastic covers (if used).
- Smooth out wrinkles.

Module 18. Assisting with Ambulation and Transfers; Making a Bed

1. Summary of Key Information

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Assistive devices are types of equipment that make it easier for clients to do Activities of Daily Living (ADLs). The following assistive devices make it easier for the client to get around (ambulate):

- Canes and walkers make it easier for clients to keep their balance while walking.
- Crutches make it easier to get around when one leg is weak.
- Wheelchairs let the client roll along when both legs are weak.

Sometimes, clients want or need your assistance to use a cane, walker, crutches, or wheelchair. **Always ask if they want you to assist them.** If they say yes, make sure you are clear about what *they* want *you* to do.

The home care worker can help by making sure the client wears non-slip shoes when using this equipment. You can also check the rubber tips on canes, walkers, and crutches to make sure they're not worn off.

There are different types of canes, walkers, crutches, and wheelchairs. It is important to be familiar with the guidelines for assisting a client with each of the assistive devices for ambulating.

Module 18. Assisting with Ambulation and Transfers; Making a Bed

1. Summary of Key Information

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Sometimes the client will need to use special equipment for transferring and ambulating. This includes:

- Mechanical/hydraulic lift (Hoyer lift, for example)
- Slide board
- Safety (transfer) belt
- Braces, splints, and slings
- Trapeze
- Electric lift chair

Remember: Do not try to assist if you are not familiar with any equipment. Contact your supervisor to request instruction. This should be part of your orientation to working with a new client, if special equipment is used.

Making the bed is an important job in home care because:

- Wrinkles in the bedding can cause pressure ulcers (bed sores).
- A clean bed feels better than a dirty bed, especially if a client has to be in bed a lot.
- Changing the bedding gets rid of germs and body fluids.
- If people eat in bed, there may be more bugs to eat the crumbs. Changing the bed helps keep bugs away.

There are safety issues in making a bed.

- Use good body mechanics to prevent injury to yourself.
- Use infection control practices to prevent the spread of germs.
- Put sheets and pillowcases over plastic covers to protect the client's skin from pressure ulcers.

Module 18. Assisting with Ambulation and Transfers; Making a Bed

Skills Checklist 1. Assisting a Client to Walk

Prepare yourself and the client
1. Wash your hands.
2. Greet the client by name and explain that you are going to assist them to walk.
3. Reassure the client.
4. Instruct the client regarding which shoes to wear.
Walk beside the client
5. Assist the client in practicing standing and shifting weight.
6. Walk slowly, taking small steps.
7. Walk with the client on the client's weak side. Use correct positioning.
8. Walk for short distances.
Observe, record, and report.
9. Observe, record, and report any changes in the client's condition or behavior during and after walking.

Module 18. Assisting with Ambulation and Transfers: Making a Bed

Skills Checklist 2. Assisting a Client to Sit at the Side of the Bed

Page 1 of 2

Prepare yourself and the client
1. Wash your hands.
2. Greet the client by name. Tell your name if they don't know you.
3. Provide for privacy.
4. Tell the client that you are ready to assist them to sit at the side of the bed. Explain what you are going to do.
5. Put on gloves, if you may be in contact with body fluids.
Position bed (and chair or assistive device, if needed)
6. If a hospital bed is being used, lock the wheels of the bed.
7. A) If preparing for transfer to a wheelchair or chair, bring the wheelchair or chair close to the bed, with the arm of the chair almost touching the bed. Make sure the chair won't move (for a wheelchair, lock the wheels). B) If preparing to use a walker, cane, or crutches, bring those within reach.
8. If transferring to a wheelchair, place a pillow, folded blanket, towel, or cushion on the seat of the wheelchair. Fold the footrests out of the way.
9. If possible, raise or lower the bed to a level where the client can sit on the side with feet flat on the floor (see Step 15).
Assist client to sitting position on edge of bed
10. Ask the client to roll onto their side to face you. Assist as needed.
11. If hospital bed is being used, raise the head of the bed. Allow the client to lie on their side, with their head raised, for a couple of minutes.
12. Bend the client's knees.
13. Put one arm under the client's neck and shoulder area. Put the other arm under the client's knees.
14. Bend your knees; spread your feet apart.
15. Count 1-2-3 and rock back. While you do this, slowly swing the client's legs over the side of the bed and gently pull the client's shoulders toward you to help them to sit up. (If possible, their feet should be flat on the floor.)

Module 18. Assisting with Ambulation and Transfers; Making a Bed

Skills Checklist 2. Assisting a Client to Sit at the Side of the Bed

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16. Allow the client to sit for a couple of minutes. Remain in front of the client with both hands on him/her until you are sure the client is able to safely sit alone.
17. Wash your hands.
18. Observe, record, and report any changes in condition or behavior.

Module 18. Assisting with Ambulation and Transfers: Making a Bed

Skills Checklist 3. Assisting a Client to Stand from Bed

Assist the client to sit at the side of the bed
1. Follow the steps in Skills Checklist 2 to assist the client to sit at the side of the bed.
2. Put nonskid shoes on the client's feet.
Assist client to stand
3. Explain what the next steps will be—what the client will do and what you will do.
4. Place one foot forward between the client's feet. If the client has a weak knee, brace your knee against the client's weak knee.
5. Ask the client to put their stronger foot under him/herself. (Prepare to put their weight on their stronger leg or foot.)
6. Bend your knee and lean onto your front foot. Place both of your arms around the client's waist and hold the client close to you.
7. Ask the client to push down on the bed with their arms and lean forward. Count 1-2-3, rocking slightly. On "3" you and the client both begin to slowly straighten your legs and stand up.
8. Wait a moment and make sure the client is steady and able to safely stand alone before continuing.
9. Bring assistive device to client and assist as needed while they use it (Learner's Book 3). Or continue with transfer to chair or wheelchair.
10. Wash your hands.
11. Observe, record, and report any changes in condition or behavior.

Module 18. Assisting with Ambulation and Transfers: Making a Bed

Skills Checklist 4. Assisting a Client to Transfer from Bed to Wheelchair, Chair, or Commode

Assist client to stand
1. As part of your preparation, bring the wheelchair, chair, or commode next to the bed with the arm of the chair almost touching the bed. Make sure the chair won't move (for a wheelchair, lock the wheels).
2. Place a pillow, folded blanket, towel, or cushion on the seat of the chair. For a wheelchair, fold the footrests out of the way.
3. Follow the steps in Skills Checklist 2 and 3 to assist the client to stand up. If needed for the transfer, place a safety belt (transfer belt) on the client, after helping them to sit at the side of the bed.
Assist client to pivot and sit in wheelchair, chair, or commode
4. Continue holding on to each other. Take small steps together, and gradually turn your whole body toward the chair. Stop when the client's back is facing the chair.
5. Assist the client to back up until both of the client's legs are against the seat.
6. Ask the client to take their arms away from your shoulders and reach back for the chair arms, to help steady themselves.
7. Count 1-2-3, and slowly bend your knees and hips (together) to lower the client into the chair. Make sure you are using good body mechanics.
Make sure the client is safe and comfortable
8. Ask the client to move their hips until they are against the back of the chair. Assist if needed.
9. If using a wheelchair, put the footrests down and position the client's feet on them. Release the brakes.
10. Assist the client to get comfortable. Bring a blanket, if requested. If using a wheelchair, assist them to go where they want to go.
11. Wash your hands.
12. Record anything unusual you observed during the transfer.

Module 18. Assisting with Ambulation and Transfers: Making a Bed

Skills Checklist 5. Positioning a Client in a Wheelchair or Chair

Get ready
1. Wash your hands.
2. Greet your client and explain the procedure—what you will do and what he/she will do. Ask the client for his/her preferences.
3. Assemble the pillows you will need.
4. Put on gloves, if you may be in contact with body fluids.
Make client safe and comfortable
5. (Assuming that you have already assisted the client to sit in the chair) Position your client's hips back in the chair.
6. Position your client's feet appropriately.
7. Check for position of male genitals. Make sure your client is comfortable (nothing is pinching).
8. Check that your client's arms are supported, with pillows if needed.
9. Make sure your client is safe. Fasten a safety belt (transfer belt) if you are going outside in the wheelchair with the client.
10. Wash your hands.
11. Observe, record, and report any changes in the client's condition or behavior during this procedure.

Module 18. Assisting with Ambulation and Transfers; Making a Bed

Skills Checklist 6. Assisting a Client to Transfer from Wheelchair to Toilet

Get ready
1. Wash your hands.
2. Greet your client and explain the procedure—what you will do and what he/she will do. Ask the client for his/her preferences.
3. Put on gloves, if you may be in contact with body fluids.
4. Check the bathroom for supports and grab bars.
Assist the client to transfer from wheelchair to toilet
5. Place the wheelchair so that it is facing the toilet.
6. Lock the wheels.
7. Raise the footrests.
8. Assist the client to stand.
9. Assist the client to turn so that their back is toward the toilet.
10. Arrange the client's clothing.
11. Assist the client to sit on the toilet.
12. Provide for privacy.
Assist the client from toilet to wheelchair
13. After toileting, assist the client to clean themselves.
14. Wash your hands.
15. Assist client to stand.
16. Arrange the client's clothing.
17. Assist the client to turn so that their back is toward the wheelchair.
18. Assist the client to sit in the wheelchair.
Clean up and ORR
19. Assist the client to wash their hands.
20. Wash your hands again.
21. Observe, record, and report any changes in condition or behavior.

Module 18. Assisting with Ambulation and Transfers: Making a Bed

Skills Checklist 7. Assisting with the Use of a Mechanical/Hydraulic Lift (to Transfer a Client from Bed to Wheelchair or Chair)

Page 1 of 2

Get ready.
1. Wash your hands.
2. Greet the client. Explain what you are going to do and if they have any suggestions.
3. Gather all the equipment needed for the mechanical lift (sling, chains). Check whether valves are working on the lift.
4. Clear the floor around the area where you are working.
5. Put on gloves if you may come in contact with body fluids.
Position the lift and the client.
6. Open the legs of the lift stand to the widest position.
7. Bring a wheelchair or chair close to the bed. Lock the wheels of the wheelchair and bed (if hospital bed). a) If possible, raise or lower the bed to accommodate the height of the lift. b) If available, raise side rails on the far side of the bed.
8. Roll one long edge of the sling up to one-half of its width.
9. Place the sling on the bed, on the far side of the client. The sling should be midway between the client's head and thigh.
10. Roll the client towards you and move the sling so it covers one-half of the client's back.
11. Roll the client back onto the sling and over on the other side (over the hump of the sling).
12. Keeping the client rolled away from you, unroll the sling, making sure it is flat and unwrinkled.
13. Roll the client onto his/her back and adjust the sling so that it is midway between the client's head and thigh.

Module 18. Assisting with Ambulation and Transfers: Making a Bed

Skills Checklist 7. Assisting with the Use of a Mechanical/Hydraulic Lift (to Transfer a Client from Bed to Wheelchair or Chair)

Page 2 of 2

Engage the lift with the sling.
14. Raise the lift (by closing the valve and pumping up the lift arm).
15. Steady the swinging bar as you position it over the client.
16. Lower the lift arm and attach the chains or hangers to the sling. Attach the longer chain to the thigh part of the sling and the shorter chain to the head area. Be sure the tips of the chain or hangers are facing away from the client's body.
Use the lift to move the client.
17. Ask if the client is ready, and then start to pump up the lift.
18. After lifting the client a few inches—before you move the lift away—check that all the connections are fastened tightly and working properly.
19. Pump up the lift until the client is in a half-sitting position.
20. Lift the client's feet and move them off of the bed.
21. Move to the handles or bar of the lift for steering.
22. Gently and slowly move the base of the lift out from under the bed. Slowly turn the lift toward the wheelchair or chair.
23. Position the lift so the client is over the wheelchair or chair.
24. Lower the client to the seat by slowly opening the valve until the client is just above the seat.
25. Hold the sling near the client's head and put your knees against the client's knees. Support the client's upper body against yourself. Use your knees to push gently on the client's knees. Then release the valve so that the client sits in the wheelchair or chair.
26. Remove the S-shaped hooks while holding onto the bar.
27. Close the valve and pump the lift up and out of the client's way.
Clean up and ORR.
28. Make sure your client is safe and comfortable.
29. Move the lift away and store it properly.
30. Wash your hands.
31. Observe, record, and report any changes in the client's condition or behavior, or if there are problems with the equipment.

Module 18. Assisting with Ambulation and Transfers: Making a Bed

Skills Checklist 8. Assisting a Client with a Slide Board Transfer

Get ready.
1. Wash your hands.
2. Greet the client. Explain what you are going to do and if they have any suggestions.
3. Gather all the equipment needed.
4. Put on gloves if you may come in contact with body fluids.
5. Place the wheelchair or chair at a 45-degree angle to the bed or alternate chair (that the client is transferring to). If wheelchair, lock the breaks and remove the armrest (if possible).
6. If the client is not wearing any clothes below the waist, cover the board by slipping it into a pillowcase.
7. Position the slide board so that it is like a bridge between bed and wheelchair or chair.
8. Ask the client to lean away from the slide board.
9. Place the slide board under the client's buttocks. Transfer toward the client's strong side if possible.
10. Make sure the slide board is securely placed before the client begins the transfer.
Assist the Client to Use the Slide Board to Transfer
11. Ask client to place hands on the slide board, at each side and next to their thighs.
12. Ask the client to do small push-ups across the board until they reach the other side of the board. Assist the client with each push-up as needed.
13. Use a gait belt (safety or transfer belt), as needed.
Clean Up and ORR
14. When the transfer is complete, make sure the client is comfortable.
15. Clean and store the slide board.
16. Wash your hands.
17. Observe, record, and report any changes in condition or behavior.

Module 18. Assisting with Ambulation and Transfers: Making a Bed

Skills Checklist 9. Making an Empty Bed

Page 1 of 2

Get ready to make the bed.
1. Wash your hands.
2. Get the clean linens you will need. These may include: <ul style="list-style-type: none">• Bedspread• Blanket• Bottom sheet• Top sheet• Draw sheet• Pillowcase• Bed protector• Mattress pad
3. Put the clean linens in a clean place near the bed.
4. If the client's bed adjusts, raise the bed to a good height for working.
5. Put on gloves if bedding is soiled with body fluids.
Strip the bed
6. Take off bedding that will be used again. Fold them. Put them in a clean place.
7. Take off dirty linens. Fold them, holding them away from your body. Turn soiled pillowcase inside out.
8. Put dirty linens in a laundry bag or covered hamper.
9. Remove and discard gloves.
Make the bed
10. Smooth out wrinkles in the mattress pad or put on a clean one.
11. Put the clean bottom sheet in the middle of the bed. Unfold it. Tuck it in. If it's a flat sheet, miter the corners (fold up on a diagonal, then tuck under).
12. Put the draw sheet in the middle of the bed, if needed.
13. Put the clean top sheet in the middle of the bed. Unfold it, with the wrong side up and the wide hem at the top. Tuck it in, and miter corners.
14. Put the blanket in the middle of the bed. Unfold it. Tuck it in, and miter corners.
15. Put the bedspread in the middle of the bed. Unfold it. Make sure it covers the sheets and blanket.

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Skills Checklist 9. Making an Empty Bed

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16. Put on the clean pillowcase. Here's how:

- Open the pillowcase.
- With one hand, hold the case by the middle of the bottom seam.
- Still holding the seam, turn the case inside out over your hand.
- With the same hand, hold the end of the pillow in the middle.
- With your other hand, pull the case over the pillow.

17. Put the pillow at the top of the bed, with the open end away from the door.

Pull the bedspread over the pillow.

Finish making the bed

18. Lower the bed if you raised it before.

19. Wash your hands.

Module 18. Assisting with Ambulation and Transfers; Making a Bed

Skills Checklist 10. Making a Bed with Someone in It

Page 1 of 2

Get ready to make the bed.
1. Wash your hands.
2. Greet the client by name.
3. Tell the client what you will do. Keep talking while making their bed.
4. Give the client privacy.
5. Get the clean linens you will need. These may include: <ul style="list-style-type: none">● Bedspread● Blanket● Bottom sheet● Top sheet● Draw sheet● Mattress pad● Bed protector● Pillowcase
6. Put the clean linens in a clean place near the bed.
7. If the client is in a hospital bed, raise the bed to a good height for working. Lower the head of the bed. Lower the side rail on the side where you will start.
8. Take off linens that will be used again. Fold them. Put them in a clean place.
Make one side of the bed
9. Put on gloves if you might touch body fluids.
10. Loosen the dirty top sheet and blanket at the bottom of the bed.
11. Assist client to turn on their side, facing away from you. Loosen the dirty bottom sheet on the side near you. Move it to the middle of the bed.
12. Put on a clean bottom sheet on the side near you. Unroll it halfway across the bed. Tuck it in.
13. Assist client to turn on their other side, onto the clean bottom sheet.
14. If the client's bed has side rails, raise the side rail by the client's face.

Module 18. Assisting with Ambulation and Transfers; Making a Bed

Skills Checklist 10. Making a Bed with Someone in It

Page 2 of 2

Make the other side of the bed
15. Go to the other side of the bed. Lower the side rail if there is one.
16. Take off the dirty bottom sheet. Fold it, holding it away from your body. Put it in a laundry bag or covered hamper.
17. Finish unrolling the clean bottom sheet. Tuck it in. Smooth out wrinkles.
18. Take off the dirty top sheet. Fold it, holding it away from your body. Put it in a laundry bag or covered hamper.
19. Cover the client with the clean top sheet. Tuck it in, and miter corners.
Finish making the bed
20. Cover the client with the clean blanket. Tuck it in, and miter corners.
21. Put the bedspread in the middle of the bed. Unfold it. Make sure it covers the sheets and blankets.
22. Gently take the pillow out from under the client's head. Take off the dirty pillowcase. Turn it inside out, holding it away from your body. Put it in a laundry bag or covered hamper.
23. Put on the clean pillowcase. Follow steps in Skills Checklist 10.6.
24. Gently put the pillow back under the client's head. Assist the client to get comfortable.
25. Raise the side rail. Lower the bed, if you raised it before.
26. Throw away your gloves. Wash your hands.