Participant Workbook

SMART
Safe Moving And Repositioning Techniques

SASKATCHEWAN ASSOCIATION FOR
SAFE WORKPLACES
IN HEALTH

Workplace health and safety:
a priority for all.

Successful Completion

Successful completion requires you to:

- participate in discussions and learning activities;
- practice the risk assessment and safe moving techniques; and
- provide a return demonstration of risk assessment process and safe moving techniques.

During the general session, ensure that you:

- understand safe body mechanics, the complete risk assessment process and safe moving techniques;
- have time for hands-on practice of the risk assessment process, safe moving techniques, appropriate documentation and communication;
- receive mentoring, coaching and feedback on the return demonstration of risk assessment and safe moving techniques, documentation and communication; and
- ask questions, help problem-solve and share ideas.

What you will learn today

- there are laws that your employer and you must follow for safety;
- the importance of safe posture and safe body mechanics;
- how to identify risks in a moving task through a risk assessment process;
- ways to eliminate or manage those risks;
- safe moving techniques; and
- the importance of evaluating the move, communicating and documenting.

Accountability

The general definition of accountability includes:

- being bound to give an explanation of your conduct
- being responsible; answerable.

In day to day work, accountability means:

- following the policy
- using the skills you have received in training
- being responsible for the decisions/actions you make at work
- performing your job duties accurately and appropriately and using your knowledge, skills and abilities received during training - including making appropriate choices
- asking for help/assistance or additional training

Saskatchewan's Occupational Health and Safety Legislation

Every employer has a legal duty to provide a safe and healthy workplace, equipment, training and competent supervision.

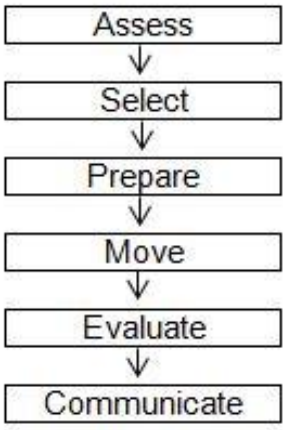
Every worker has three rights:

1. The right to know.
2. The right to participate.
3. The right to refuse work *believed to be unusually dangerous*.

Every worker has responsibilities:

- follow (i.e. be compliant with) your employer's policies;
- be accountable for the way you work;
- take training and use skills taught;
- use equipment safely; and
- report anything that is unsafe.

Steps to a Moving Task



Assess: complete a risk assessment of self, environment, equipment, object, not just once, but also *In the Moment* the task is being performed

Select: the safest moving technique will be determined through the risk assessment process

Prepare: footwear, personal protective equipment (PPE), equipment, assistance, roles clarified, command established, route, second location, pathway, clear visibility

Move: *In the Moment* Assessment

Evaluate: ask yourself questions

Communicate: verbal and written

Safe Posture

Standing Posture:

- tighten core
- flex the knees often
- work at an appropriate height for the task
- wear comfortable shoes that have support and are appropriate for the task
- stand on a cushioned or anti-fatigue mat when standing for extended periods of time
- to assist in relieving the static posture of standing, place one foot up on an elevated ledge (e.g., 10-15cm or 4-6” high)

Sitting Posture:

- sit in alignment with ears over shoulders and shoulders over hips. Position reading material to avoid looking up or down for prolonged periods of time
- use a chair appropriate for the task that provides good lumbar support
- sit with feet flat on the floor, thighs at approximately a 90 degree angle, and knees slightly lower than the hips
- place both feet on appropriate foot rests when necessary
- sit close to the work
- stretch frequently

SMART Checkpoints to Safe Body Mechanics

Safe stance
- feet shoulder width apart (parallel or stride stance)

For the top
- ears over shoulders
- shoulders over hips

For the bottom
- bend at the knees (e.g., soft knees)
- bend at the hips
- "sit" into it (buttocks move down and back)
- tighten core (i.e. abdominal muscles)

Safe effective grip
- wrists in neutral position (wrists aligned with forearm)
- elbows close to your sides
- thumbs up or out

Comfort zone
- vertical zone: area between the shoulders and thighs (where the fingertips touch the thighs when standing in an upright posture); and,
- horizontal zone: area in front of you when your elbows are at or near a 90 degree angle and are close to your sides
- keep the load close

Weight transfer
- side to side
- front to back

Risk Assessment

A **risk** is any factor that has the potential to jeopardize the safety of those involved in the moving task. In SMART, **Risk Assessment** is the process by which the worker identifies and then eliminates or manages risks in order to select the safest moving technique.

Self Risk Assessment

Risk	How does this impact a safe move?	Action to eliminate or manage the risk
Physical Status previous injury/illness/surgery height/weight relative to other workers safe body mechanics good posture physical fatigue physical fitness nutrition stimulant/depressant usage clothing		
Emotional Status stress emotional fatigue		
Training and Experience assessment and decision-making ability to perform the move attitude/approach observation/awareness/focus policies/OH&S legislation		
Communication Skills with other workers vision/hearing		
Workload time to safely perform the move availability of assistance extended shifts		

Environment Risk Assessment

Risk	How does this impact a safe move?	Action to eliminate or manage the risk
Potential for violence/aggression Clients/family/visitors Other workers		
Room/Area Size/layout Doorway Floor Clutter Furniture Climate		
Colours/Lighting Colours Lighting Shiny surfaces Shadows Contrasts		
Noise/Distractions Technology/entertainment/ events Conversation Voice tone Distractions		
Working Surfaces Level/stability Height/width Friction		

Equipment Risk Assessment

Risk	How does this impact a safe move?	Action to eliminate or manage the risk
Quantity Accessible		
Capacity Ability		
Quality Function Maintenance		
Design Ergonomically correct Adjustable		
Manufacturer's Intended Use Limitations		

Object and Task Risk Assessment

Risk	How does this impact a safe move?	Action to eliminate or manage the risk
The object: size/shape Weight Texture Contents Handles Balance Temperature		
The task: Location Distance to be moved Force to initiate, maintain or stop movement Frequency/repetition		

SMART Safe Work Practice - *In the Moment* Risk Assessment

For each object moving task:

1. **Verify** before performing a moving technique. Find out:
   - what you need to know about the object through labeling, co-workers
   - what may be new or has changed since the last move, last shift
   - is the moving technique a lift or reposition and what equipment is needed

2. **Assess** for risks:
   - assess yourself before, during and even after the moving task: ask yourself questions such as “How am I feeling?”, “What is my attitude like today?”
   - assess the environment: clutter, noise, lighting, aggression/violence
   - assess the equipment: ensure appropriate assistance and equipment is available in quantity, capacity and quality
   - assess the object: hot, cold, heavy, awkward

3. **Select** the moving technique:
   - ensure it is the safest technique if it is already identified
   - the technique may need to change if the assessment has identified a change

4. **Prepare** for the move:
   - appropriate footwear
   - the plan is in place (equipment, assistance, route)
   - clear visibility

5. **Move** the object:
   - duties are assigned
   - use safe body mechanics (stance, grip, weight transfer)
   - use the appropriate steps for the moving task

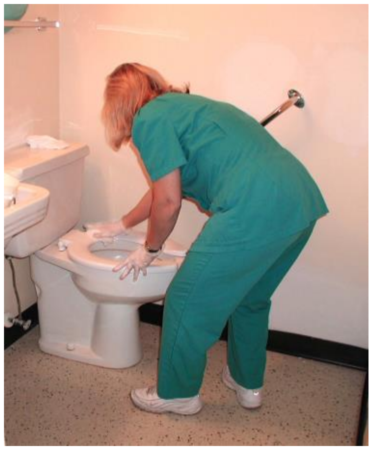
6. **Evaluate**
   - did you feel that the move compromised your own safe body mechanics?
   - at any time did you feel the load was too heavy, awkward or unstable?

7. **Communicate**
   - what went well
   - what the recommended moving technique should be
   - how risks were eliminated or managed
   - what needs to be documented

SMART Checkpoints to Safe Body Mechanics - Review Exercise

- Safe stance ❑
- For the top ❑
- For the bottom ❑
- Safe, effective grip ❑
- Comfort zone ❑
- Weight transfer ❑

Areas of Risk:



- Safe stance ❑
- For the top ❑
- For the bottom ❑
- Safe, effective grip ❑
- Comfort zone ❑
- Weight transfer ❑

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- Safe stance ❑
- For the top ❑
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- Weight transfer ❑

Areas of Risk:

SMART Manual Handling Strategies
(these strategies are also included in the Glossary)

De-casing/breakdown
The process of taking larger boxes or items and separating into smaller/lighter more manageable pieces.

Minimal Handling
The process of identifying the minimum number of times possible that an object/material must be handled.

Task Variation
The process of alternating isolated repetitive tasks of greater than 60 minutes with other tasks involving different bodily movements for greater than 15 minutes.

Micro-breaks
The process of taking frequent, shorter breaks involving rest and/or tasks of a different bodily movement every 20 minutes for 20 to 60 seconds.

Trip Frequency
The strategy of performing more frequent trips with lighter loads than fewer trips with heavier loads.

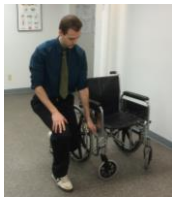
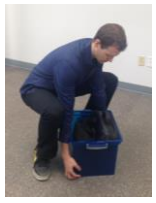
Procedure Logo
The process of identifying and posting the safest, most efficient steps to complete a specific manual handing task. The Procedure Logo can consist of a series of pictures, written descriptions or both.

Storage/Retrieval Strategy
The process of analyzing and identifying a safe process for storing and retrieving items/objects based on the following parameters: frequency of use, availability of storage/retrieval equipment (step stools, mobile stairs, pallet jacks), size/shape, weight/load, shelving depth/height and storage area accessibility. For example, store frequently used items or heavier items at waist height and store smaller items on platforms above knee height rather than on the floor.

Chunking
The process of analyzing and then breaking a task down into the completion of smaller sub tasks, and not completing the entire task at one time.

General (Object) Moving Techniques

Refer to the SMART User Manual for steps to perform each of the moving techniques.

Pushing/pulling 	Wheeled equipment is appropriate for use in situations when: ▪ load is required to be moved from one location to another ▪ load is too heavy or awkward to be moved manually ▪ workers are trained on the use of the equipment
Reposition 	Sliding motion to shift, move or adjust an object on the same surface or between two surfaces of equal height. The objects' entire weight is supported by the surface. May be appropriate in situations when: ▪ the worker can safely perform the technique ▪ all steps have been taken to minimize the load ▪ safe and effective hand positioning can be used ▪ repositioning requires the least amount of effort by the worker
Golfer's Lift 	May be safe for an object that is: ▪ light enough to be handled by one hand (e.g., pen, shoe) using a safe and effective grip; and ▪ designed for use by one hand (e.g., locking/unlocking wheelchair brakes, plugging in/unplugging electrical items)
One Handed Partial Squat 	May be safe for an object that: ▪ has an appropriate handle that is at the lower end of the worker's comfort zone; and ▪ is light enough to be lifted/handled by one hand (e.g., pail, briefcase) using a safe and effective grip; and ▪ is lifted up on one side of the body (e.g., a suitcase, a pail); and/or ▪ is designed for use by one hand (e.g., wheelchair brakes, placing/removing "wet floor" signage).
Tripod Lift 	Completed in stages. It may be safe for a small object that is of appropriate: ▪ shape; and ▪ weight The worker: ▪ utilizes their thighs to support the object ▪ maintains a safe effective grip; keeps the load close during each stage of the lift
Diagonal Lift 	May be safe for an object that is of appropriate: ▪ size; and ▪ shape; and ▪ weight Allows a worker to safely handle the object with both hands. The worker: ▪ utilizes their trunk and lower body to lift and move the object ▪ maintains a safe effective grip and keeps the load close
Power Lift 	May be safe for an object that is of appropriate: ▪ size; and ▪ shape; and ▪ weight Allows a worker to safely handle the object with both hands. The worker: ▪ utilizes their trunk and lower body to lift and move the object ▪ maintains a safe effective grip and keeps the load close during each stage of the lift

Test My Knowledge

Use resources to complete this test, such as your participant handbook and the SMART User Manual. Ask your SMART trainer for assistance if needed; your trainer is here to help you.

1. My three rights under Saskatchewan's occupational health and safety legislation are:

1: _____

2: _____

3: _____

2. Give an explanation of each of the SMART Checkpoints to Safe Body Mechanics. The first one is completed for you.

Safe stance: feet shoulder width apart - stride or parallel

For the top: _____

For the bottom: _____

Safe, effective grip: _____

Comfort zone: _____

Weight transfer: _____

3. Finish this sentence:

A risk is _____.

4. In SMART, you assess for risks that would impact the safety of the moving task. From the list below, check all of the areas where you would perform a risk assessment.

Area of SMART Risk Assessment	✓
My own self	
The environment I am working in and moving to	
Any equipment I will be using	
The object I will be moving and the task	

5. SMART uses a command so that workers are all aware of the moving task. From the list below, check the appropriate SMART command.

Commands	✓
Ready - Set – Go	
1-2-3-Lift	
On your mark, get set, go	
OK, let's lift	
Lift on 3…1-2-Lift	

SMART General Participant Session Evaluation Form

Please check the applicable level: [ ] initial training or [ ] re-evaluation

SMART Trainer Name(s): _____ Date: _____

Participant Name: (optional) _____ Length of Session: _____

Please use the reverse side of this evaluation if you require additional space for your comments.

Rate yourself for each of the statements below:	**Prior to the session (1 low; 5 high)**	**After the session (1 low; 5 high)**
I understand my legislated rights and responsibilities	1 2 3 4 5	1 2 3 4 5
I use safe posture and safe body mechanics	1 2 3 4 5	1 2 3 4 5
I am able to complete a self risk assessment	1 2 3 4 5	1 2 3 4 5
I am able to complete an environment risk assessment	1 2 3 4 5	1 2 3 4 5
I am able to complete an equipment risk assessment	1 2 3 4 5	1 2 3 4 5
I am able to complete an object & task risk assessment	1 2 3 4 5	1 2 3 4 5
I am able to perform safe object moving techniques	1 2 3 4 5	1 2 3 4 5

Rate the SMART trainer for each of the questions below:	**(1 low; 5 high)**
Appeared well prepared to deliver the course.	1 2 3 4 5
Demonstrated a thorough knowledge of the subject matter.	1 2 3 4 5
Responded effectively to questions and challenges.	1 2 3 4 5
Held my attention throughout the course.	1 2 3 4 5
Was/were responsive to participant ideas and concerns.	1 2 3 4 5
Presented course material at a comfortable pace.	1 2 3 4 5
What other comments do you have about the SMART trainer?	

Rate the training environment:	**(1 low; 5 high)**
Room was favorable to learning.	1 2 3 4 5
What other comments do you have about the room?	

Describe one new skill that you will begin to use as soon as you return to your job:

_____

_____

What did you find most important or most helpful during this session?

_____

_____

please continue to the next page

If you could change one thing about this session, what would it be?

In your workplace, what specific occupational health and safety concerns are you aware of?

SMART Split Classroom (online theory and required classroom training)
If you completed the online portion prior to the classroom, please complete the following questions to assist SASWH in evaluating this approach to learning.

Demographics: Male Female Age: 18-25 26-40 40+

Course Materials and Content

- ☐ I was able to print/download and complete the document for classroom training
- ☐ The course content was understandable and presented clearly
- ☐ The *Test My Knowledge* activities assisted with retention of course information

Computer Knowledge

- ☐ I understand computers and had no challenges completing the course
- ☐ I understand computers and still had challenges completing the course
- ☐ I have limited understanding of computers but had no challenges completing the course
- ☐ I have limited understanding of computers that contributed to challenges with completing the course

Please provide additional comments:

Online & Classroom Timing

Length of time between completing the online portion and then attending a classroom session

☐ 1-2 weeks ☐ 3-4 weeks ☐ 4-6 weeks ☐ +6 weeks - please indicate _____ weeks

- ☐ I was able to retain information from the online course to aide in my learning during the classroom portion.
- ☐ I was not able to retain enough information from the online course to effectively utilize during the classroom portion.

Please provide additional comments:

If you were to complete this course again, what would be your preference?

☐ online and then classroom ☐ attend a full classroom session

Why?

Thank you for completing this evaluation form.

Anonymity and confidentiality will be protected.