

Transferring Lifting Repositioning (TLR[®]) program[©] Emergency Medical Services (EMS)

Participant Workbook[©] - 1st Edition

Saskatchewan Association for Safe Workplaces in Health (SASWH)



March 3, 2020

Copyright

© Saskatchewan Association for Safe Workplaces in Health (SASWH). Unless otherwise indicated, no part of this course package may be altered, reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning or otherwise without prior written consent. Contact SASWH for permission.

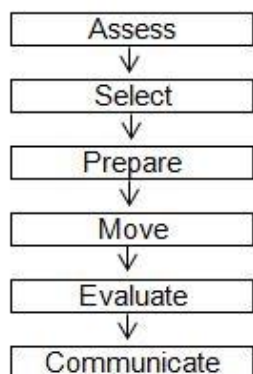
Disclaimer

This program is provided on an “as is” basis. Due to the diverse conditions under which this program may be applied, it is provided to you without any warranties or representations expressed or implied. SASWH, its officers, directors, employees and agents do not accept any liability or responsibility for recourse, claims, causes of action of any kind whatsoever, in respect of all or any personal harm or injury, injury to others or property loss arising out of or connected with preparation for, participation in or application of the procedures in this program.

Acknowledgements

SASWH gratefully acknowledges the Saskatchewan Health Authority, EMS-Regina, for the collaborative effort to develop the TLR EMS program. EMS equipment photos courtesy of EMS-Regina, Medavie Health Services West and Melfort Ambulance Care.

Steps to a Moving Task



Assess: complete a risk assessment of self, environment, equipment, object, client, 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

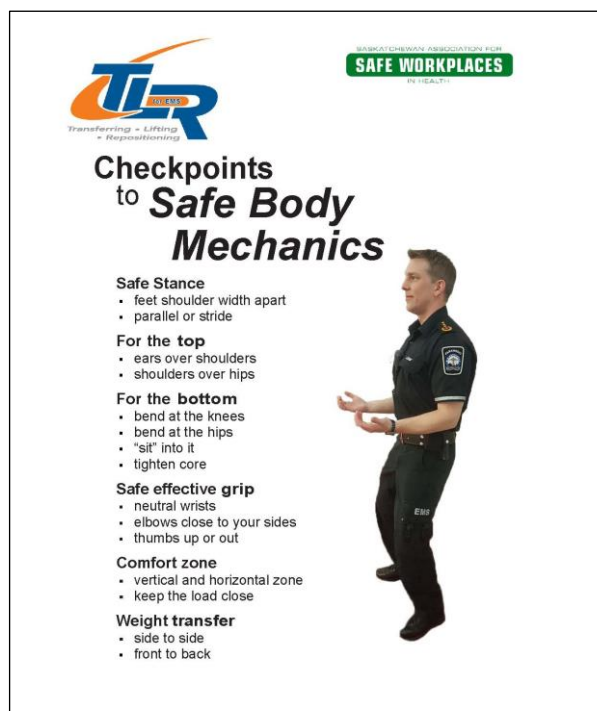
Good Posture

Standing Posture:

- tighten core and 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, knees slightly lower than the hips
- place both feet on appropriate foot rest when necessary; sit close to the work; stretch frequently



Risk Assessment

A **risk** is any factor that has the potential to jeopardize the safety of those involved in the moving task. In TLR, **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 patient/other workers body mechanics physical fatigue physical fitness nutrition stimulant/depressant usage clothing		
Emotional Status stress emotional fatigue		
Training and Experience assessment/decision-making years of service/experience specific certification (EMS) moving task attitude/approach legislation		
Communication Skills patient/other workers vision/hearing		
Workload time constraints availability of staff extended shifts number of calls and degree of emergency		
Time being stationary		
In a moving ambulance		

Environment Risk Assessment

Risk	How does this impact a safe move?	Action to eliminate or manage the risk
Potential for violence/aggression patient/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		
Driving/walking up to the scene ruts hills/slants ice puddles traffic		
Other risks: other people temperature bed bugs/lice/scabies pets/pet excrement doors movable beds		

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 (e.g., tailgate)		
Manufacturer's Intended Use Limitations		
Stair chair		
Spine board		
Scoop		
Standard lift sheet		
Bariatric lift sheet		
Camel		
Blankets/flannels		
KED		
Slider board		
Stretcher/cot		
Rescue seat		
Other equipment?		

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 degree of emergency		

General Moving Techniques

Refer to the TLR EMS User Manual for steps to perform each of the general moving techniques.

<p>Pushing/pulling</p> 	<p>Wheeled equipment is appropriate for use in situations when:</p> <ul style="list-style-type: none"> 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
<p>Reposition</p> 	<p>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.</p> <p>May be appropriate in situations when:</p> <ul style="list-style-type: none"> 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
<p>Golfer's Lift</p> 	<p>May be safe for an object that is:</p> <ul style="list-style-type: none"> 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)
<p>One Handed Partial Squat</p> 	<p>May be safe for an object that:</p> <ul style="list-style-type: none"> 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., monitor, house kit) using a safe and effective grip; and is lifted up on one side of the body (e.g., monitor, house kit); and/or is designed for use by one hand (e.g., wheelchair brakes).
<p>Tripod Lift</p> 	<p>Completed in stages. It may be safe for a small object that is of appropriate:</p> <ul style="list-style-type: none"> shape; and weight <p>The worker:</p> <ul style="list-style-type: none"> utilizes their thighs to support the object maintains a safe effective grip; keeps the load close during each stage of the lift
<p>Diagonal Lift</p> 	<p>May be safe for an object that is of appropriate:</p> <ul style="list-style-type: none"> size; and shape; and weight <p>Allows a worker to safely handle the object with both hands. The worker:</p> <ul style="list-style-type: none"> utilizes their trunk and lower body to lift and move the object maintains a safe effective grip and keeps the load close
<p>Power Lift</p> 	<p>May be safe for an object that is of appropriate:</p> <ul style="list-style-type: none"> size; and shape; and weight <p>Allows a worker to safely handle the object with both hands. The worker:</p> <ul style="list-style-type: none"> 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 workbook and the TLR EMS User Manual. Ask your TLR EMS 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 TLR 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 TLR EMS, 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 TLR EMS 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	

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

TLR EMS General Participant Session Evaluation Form



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

TLR EMS Trainer

Name(s): _____

Date: _____

Participant Name: _____
(optional)

Length of
Session: _____

Rate yourself for each of the statements below:	Before 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 good 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
for patient moving:		
I am able to complete a patient mobility risk assessment	1 2 3 4 5	1 2 3 4 5
I am able to perform safe patient moving techniques	1 2 3 4 5	1 2 3 4 5

Rate the TLR EMS 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 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 TLR EMS 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?

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?

TLR EMS 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.