

# Module Four

Looking After Your  
Passengers and Yourself

Transporting Older People: A Training Resource for Community Transport

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# Module 4. Looking After Your Passengers and Yourself

## Module Outline

### *Module Overview*

This Module provides volunteers with a practical understanding of occupational health and safety; encouraging passenger independence; monitoring passenger well-being; assisting passengers who use mobility aids and specialist equipment; dealing with accidents and emergencies; using a mobile phone and infection control. The aim of the module is to ensure that the volunteers undertake their work in a safe and appropriate manner.

Please note that the module is not designed to meet the training needs of volunteers who transport passengers in their wheelchairs, utilising hydraulic hoists and occupant restraint assemblies. Training volunteers to load and restrain passengers who are transported in their wheelchairs requires “hands-on” training on specialist equipment and vehicles fitted with the appropriate restraint systems. Such “hands-on” specialist training is beyond the scope of this training resource.

However, this Module does provide general guidelines for assisting a person who uses a wheelchair for mobility and the handling of an unoccupied wheelchair, with an emphasis on the safety of the passenger and the volunteer. In Module 2 there is a segment on communicating with a person in a wheelchair and Module 3 addresses legal and safety aspects of transporting a person in their wheelchair.

### *Module Objective*

The objectives of this Module are to provide volunteers with a practical understanding of how to:

- look after their own health and safety;
- encourage independence;
- support passenger mobility;
- handle and care for common mobility aids and specialist equipment;
- deal with an accident or emergency;
- use a mobile phone; and
- implement standard precautions for infection control.

### **Module Contents**

This Module comprises these segments:

- Occupational Health and Safety
  - Manual Handling
  - Dress Sensibly for Safety
- Dealing Sensitively with Passengers and their Families
  - Encouraging Passenger Independence
  - Monitoring Passenger Well-Being
  - Incontinence
- Mobility Aids and Specialist Equipment
  - Introduction
  - Caring For and Handling Mobility Aids and Specialist Equipment
  - Walking Sticks
  - Walking Frames
  - Wheelchairs
  - Oxygen Equipment or Ventilator
  - Guide Dog
- Using a Mobile Phone
  - Safety Guidelines
  - Contacting the Emergency Services
  - General Guidelines on Operating a Mobile Phone
- Accident and Emergency Procedures
  - Medical Emergency
  - Motor Vehicle Accident
  - Vehicle Breakdown or Equipment Failure
- Infection Control and Standard Precautions
  - General Infection Control
  - Standard Precautions

### **Learning Outcomes**

At the completion of this module, volunteers should be able to:

#### **Learning Outcome 1**

Identify tasks that involve hazardous manual handling

#### **Learning Outcome 2**

Discuss ways to eliminate or reduce the risk of manual handling injuries

#### **Learning Outcome 3**

Demonstrate an understanding of organisational policy and procedure in relation to occupational health and safety

#### **Learning Outcome 4**

Demonstrate an understanding of dressing sensibly and safely for their volunteer role

**Learning Outcome 5**

Outline ways to support and encourage older people to remain independent

**Learning Outcome 6**

Describe the key factors to consider when monitoring passenger well-being

**Learning Outcome 7**

Discuss care and safety issues when handling mobility aids and equipment

**Learning Outcome 8**

Demonstrate the correct use of mobility aids and equipment

**Learning Outcome 9**

Outline safety guidelines for using a mobile phone

**Learning Outcome 10**

Demonstrate the correct operation of the mobile phones belonging to the organisation

**Learning Outcome 11**

Discuss procedures for dealing with an emergency or accident

**Learning Outcome 12**

Demonstrate an understanding of infection control

**Learning Outcome 13**

Identify when standard precautions should be used

**Learning Outcome 14**

Describe the work practices required for the basic level of infection control

**Module Symbols**

The following symbols in the text are designed to assist you to prepare and deliver your training:



Insert organisational specific material



Amend or tailor the material to your organisation



Indicates where you should exercise caution or thoroughly consider any changes.



Indicates an essential task that you should complete before proceeding further.



Estimated time for activity, including overhead transparencies



Pairs activity



Small group activity



Group activity



Feedback



Overhead transparency

# Module 4. Looking After Your Passengers and Yourself

## Trainers Guide

### Occupational Health and Safety

#### Assumptions

Eliminating a risk is the most effective way of protecting the safety of staff and volunteers. Hence, many organisations have implemented a 'no lift' policy as part of a risk management process.

Such a policy is particularly relevant in the volunteer context when:

- it is not necessary or appropriate for volunteers to be involved in lifting passengers; and,
- the volunteers have not been appropriately trained to assist with personal care tasks.

This segment is based on the assumption that organisations have a 'no lift' policy for volunteers.

Also, it is assumed that organisations have limitations/boundaries on the duties and types of tasks volunteers can be expected to perform, such as prohibiting volunteers from performing nursing or attendant care duties.

#### Policy and Procedures

It is assumed that your organisation has in place policies and procedures related to occupational health and safety, including guidelines on manual handling, incident reporting and equipment/fault reporting.

#### Resource Material

The relevant resource material for this segment is:

- OHT 4.1: What is Manual Handling?
- Activity 1: Manual Handling Tasks, incorporating
  - OHT 4.2: Risks in Manual Handling
- Activity 2: Safe Manual Handling
- OHT 4.3: Guidelines for Manual Handling
- OHT 4.4: Guidelines for Manual Handling
- OHT 4.5: Dress for Safety
- OHT 4.6: Dress for Safety

## Background Material

### Manual Handling

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OHT 4.1

Manual handling covers any task that requires a person to:

- lift;
- lower;
- push;
- hold;
- pull;
- throw;
- carry; or
- restrain

a person, animal or thing.



In Activity 1 (What is Manual Handling for Us?) the volunteers are asked to identify tasks they perform on a day-to-day basis that involve manual handling.

As the work performed by volunteers involves some manual handling, there is a risk of someone sustaining a manual handling injury. Unsafe manual handling may cause a variety of injuries including:

- muscle sprains and strains;
- injuries to muscles, ligaments, discs in the spine and other parts of the back; and
- injuries to nerves, ligaments and tendons in the wrists, arms, shoulders, neck or legs.



OHT 4.2

Some of the manual handling tasks that may pose a risk include:

- Having to use force repeatedly or for a continuous period of time
- Being in an unnatural or uncomfortable position
- Bending, twisting or stretching
- Using the same part of the body repeatedly or for a continuous period of time
- Doing physically demanding tasks
- Handling loads or objects that are unbalanced or difficult to hold

Examples of these types of manual handling tasks are:

- Having to use force repeatedly or for a continuous period of time
  - Pushing a passenger in a wheelchair
- Being in an unnatural or uncomfortable position
  - Restraining a passenger in their wheelchair in a vehicle
- Bending, twisting or stretching
  - Pulling out a step on a mini-bus
- Using the same part of the body repeatedly or for a continuous period of time
  - Holding the steering wheel for long hours behind the wheel
- Doing physically demanding tasks
  - Supporting a passenger to walk when they are unsteady on their feet
- Handling loads or objects that are unbalanced or difficult to hold
  - Carrying heavy bags of shopping in each hand



In Activity 2 (Safe Manual Handling) the volunteers work in small groups to identify the risk of manual handling injuries in the tasks listed in Activity 1 and suggest ways to eliminate or reduce the risk.



However, when selecting manual handling tasks for the volunteers to discuss it is recommended you do not include any that are covered by an existing organisational policy or procedure. For example, you would not allocate the task of transferring a passenger from their wheelchair to the volunteers for discussion if this task is covered by a 'no lift' policy.

You do not want to encourage suggestions or ideas from the volunteers that may contradict organisational policy and procedures. Instead, you should present your organisation's policy and procedures as mandatory. For example, if you have specifically purchased a trolley to assist with moving a removable bus seat, you do not want the volunteers making other suggestions to manage the risk. You want them to ALWAYS use the trolley.



You should ensure tasks that involve a specific procedure or particular equipment are demonstrated to the volunteers, either during in-service training or during on-the-job training. As well, these procedures and equipment should be incorporated into your learning assessment.



OHT 4.3

These guidelines may help protect you (and others) from a manual handling injury:

- Follow organisational policy or procedure.
- Warm up cold muscles before doing any task involving manual handling.
- Cool down at the end of the day.
- Go for a walk, a swim or lie on the floor for a while to relieve your back (especially after driving).
- Use the equipment provided to assist you.
- Think about the way you do any task to reduce the amount of bending, twisting and stretching required.
- Lift and carry heavy loads correctly by keeping the load close to the body and lifting with the thigh muscles.



OHT 4.4

- Maintain correct posture.
- Always get help to lift or carry heavy loads, such as using a mechanical aid like a hoist or trolley or using another person to assist you.
- Report any concern you have to your Coordinator.
- Report any fault with equipment immediately.
- Discuss any suggestion for improving health and safety with your Coordinator.
- Participate in training.
- Exercise regularly to strengthen muscles and ligaments.

## Dress Sensibly for Safety

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When working as a driver or transport assistant

- dress sensibly:
  - wear flat, comfortable shoes with non-slip rubber soles and covered toes;
  - wear comfortable, loose clothing so you have room to move;
  - tie long hair back away from face;
  - if you wear ear-rings, wear stud ear-rings, not dangly ones;
  - wear sunglasses to reduce the glare from driving (and not just during summer);
  - wear sunscreen to reduce the risk of sunburn though the windows of the vehicle; and
  - wear a hat as necessary.



- use protective clothing when necessary:
  - wear latex gloves when dealing with blood or body fluids; and,
  - wear a face mask for Expired Air Resuscitation.

## Handouts

The relevant handouts for this segment are:

- Guidelines for Manual Handling



You should check that the information on this handout is relevant to your organisation, particularly your policies and procedures.

## References

The primary sources for this segment are:

- Victorian Workcover Authority website ([www.workcover.vic.gov.au](http://www.workcover.vic.gov.au))
- Better Health Channel website ([www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au))

From the Victorian Workcover Authority website you can download the Code of Practice on Manual Handling by clicking on this link:

[Code of Practice on Manual Handling – PDF document](#)

You can download other Codes of Practice, such as First Aid in the Workplace, by clicking on this link:

[Codes of Practice Available to Download](#)

If you do not have access to the Internet, you can obtain Workcover publications from Information Victoria or from Workcover.

You can download copies of relevant Legislation, such as the Occupational Health and Safety Act, from Victorian Law Today by clicking on this link:

[Victorian Law Today](#)

Once on the website, choose the menu option for Victorian Law Today.

If you do not have access to the Internet, you can obtain copies of Legislation from Information Victoria.

On the Better Health Channel website you can access an alphabetical list of articles on a wide range of issues, including manual handling, by clicking on these links:

[Workplace Safety - Manual Handling Injuries](#)

[A to M Topics](#)

[N to Z Topics](#)

If any of these links do not work go directly to the website and use the search facility.

## Dealing Sensitively with Passengers and Their Families

### Resource Material

The relevant resources for this segment are:

- OHT 4.7: Encouraging Independence
- OHT 4.8: Independence and Risk
- OHT 4.9: Discuss Risks
- OHT 4.10: Discuss Alternatives
- OHT 4.11: Remember
- OHT 4.12: Monitoring Passenger Well-Being
- OHT 4.13: Monitoring Passenger Well-Being
- OHT 4.14: Is the Person at Risk?
- OHT 4.15: Remember
- OHT 4.16: Incontinence

### Background Material

#### Encouraging Independence

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Positive Ageing is an important concept linked to the maintenance and enhancement of the quality of life for people as they age. At a very basic level 'positive ageing' is the continuance of 'positive living'.

It is about:

- having an understanding about the ageing process and being older;
- planning and preparing for the future while participating and contributing to society in the present;
- individuals, families and communities beginning at an early age to share the responsibility of achieving healthy, secure and fulfilling lives for themselves and those around them;
- older members of society enjoying the respect and support of a caring community whose values, attitudes and behaviour they helped to shape and continue to influence by the contributions they make; and
- maintenance of a high quality of life.

Volunteers can encourage positive ageing by:

- having an awareness of the concept of positive ageing and countering negative stereotypes of older people;
- assisting older people to develop and maintain healthy relationships;
- respecting the different social, emotional, intellectual and economic conditions of older people;
- assisting older people to exercise their rights and make decisions;
- assisting older people to adjust to the changes brought about by the ageing process;
- monitoring passenger well-being and independence within an acceptable risk framework; and
- always meeting duty of care requirements.



OHT 4.7

- You can offer support and encouragement to older people to help them remain independent.
- When offering support and encouragement it is important to:
  - acknowledge the person's rights; and
  - respect the person's need for independence.
- You must always consider the person's rights while trying to ensure their safety.
- You have a duty of care to protect yourself and your passenger as much as reasonably possible.
- If unclear, ask your Coordinator.

There are certain rights of the individual that do not always result in them being at risk or in danger. Identifying these rights and encouraging an older person to express their rights is often a good way to promote independence.

These rights may involve minimal risk, such as:

- privacy;
- respect;
- confidentiality;
- choice;
- to have an opinion.



OHT 4.8

If you are faced with a person wanting to express a right that may put them at risk you should discuss our concern with your Coordinator.

*Example: Choosing not to wear a seatbelt would place the person and maybe others at risk.*

These points outline ways to address the level of risk compared with allowing the person to express their independence.



OHT 4.9

#### **Discuss Risks**

- Some people are happy to have assistance with certain activities whereas others wish to perform a task independently.
- Where possible try to respect the person's rights.
- Discuss any risks with the person.
- Follow organisational policy and procedure.
- Report any concerns about safety to your Coordinator.

*Example: If the person can do up their seat belt without assistance, let them.*



### Discuss Alternatives

- Discuss with the person what they would like to do independently and what they may need assistance with.
- Allow the person to have some control over their decisions.
- Follow organisational policy and procedure.
- Report any concerns about safety to your Coordinator.

*Example: A person may not want assistance to get up and down the steps of the mini-bus but may like assistance with the buckle on their seat belt.*

### Risk takers

There will be times when you come across people who have been risk takers all their lives. This need does not change when the person becomes older. Some people see taking a risk as a bit of a challenge, but others are happy for you to make some decisions for them. It is important to always acknowledge different personalities as it will give you some insight into the person and how to respect their rights and decisions.

### Change in routine or style

Sometimes all that is required is a slight change to the way the person performs a task to minimise or eliminate the risk.



### Remember

- Encourage and support but protect.
- Respect the person's rights.
- Be patient.
- Follow organisational policy and procedure.
- Report any risk taking behaviour or concerns about safety to your Coordinator.

## Monitoring Passenger Well-Being

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Volunteers often have regular, one-to-one contact with their passengers. They see them in their home environment and have the opportunity to spend time observing the person and talking to them.

It is important that these observations and discussions are dealt with in a manner that respects the privacy of the individual. However, it is also important that volunteers understand that there may be occasions when they will need to inform the Coordinator about the person's well being.



Use these questions to help you monitor a passenger's well-being:

- Has there been a change in the person's health?
  - Increased shortness of breath, reported pain, signs of incontinence.
- Are there notable changes in the person's appearance?
  - Loss of weight, signs of incontinence, cuts and bruises.
- Is the person in some physical risk?
  - Danger within the home environment such as repeatedly leaving the gas on, falls due to deteriorating health issues.



- Has the person's behaviour changed?
  - They have become withdrawn and quiet, angry and abusive or more forgetful.
- Does their behaviour or actions place them at risk?
  - Forgetting to take prescribed medication or refusing to take prescribed medication.
  - Leaving large amounts of cash lying around the house.



If the answer to any of these questions is YES and you believe the person is at risk, then:

- If your concerns are based on information given to you by the person, ask their permission to inform your Coordinator of the situation.

If the person refuses but you still have concerns, discuss your concerns with your Coordinator.

- If your concerns are based on your own observations, report your concerns to your Coordinator.



Remember:

- ✓ If in doubt, seek guidance from your Coordinator
- ✓ Base your actions on factual and observable information
- ✓ Be aware of your own values and bias
- ✓ Always act in the best interests of the person
  
- ✗ Do not offer the person financial, medical or personal advice
- ✗ Do not offer your opinion about what you think the person should do
- ✗ Do not get involved in personal or family matters
- ✗ Do not jump to conclusions

## Incontinence

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Incontinence affects a wide range of people: young and old, men and women. At least one in 20 Australians regularly experiences leaking or incontinence from the bladder (urinary incontinence) or bowel (faecal or anal incontinence). There are many different types of incontinence and many causes.



- Incontinence can:
  - affect the way the person feels about themselves;
  - have an impact on a person's social life; and,
  - stop the person doing the things they enjoy.
- If a continence accident should occur whilst a passenger is being transported it is important to respect the person's privacy and dignity.
- Losing control can be humiliating and embarrassing for the person. You must be sensitive to the person's feelings.

## Handouts

The handout for this segment is:

- Monitoring Passenger Well-Being



You should check that the information on this handout is relevant to your organisation, particularly your policies and procedures.

## References

The primary sources for this segment are:

- Effective Change (1999). *HACC Workplace Orientation Training Package*. Melbourne: Department of Human Services.
- Continence Foundation national website ([www.contfound.org.au](http://www.contfound.org.au)) and the Continence Victoria website ([www.continencevictoria.org](http://www.continencevictoria.org))
- Better Health Channel ([www.betterhealthchannel.vic.gov.au](http://www.betterhealthchannel.vic.gov.au))

On the Better Health Channel website you can access an alphabetical list of articles on a wide range of issues, including incontinence, by clicking on these links:

[Incontinence](#)

[A to M Topics](#)

[N to Z Topics](#)

If these links do not work go directly to the website and use the search facility.

## Mobility Aids and Specialist Equipment

### Assumptions

Separate activities for each mobility aid or item of specialist equipment have not been included as it is assumed you will incorporate both demonstration and practice on your aids and equipment into the training.

### Policy and Procedures

It is assumed that your organisation has in place policies and procedures on assisting passengers who use mobility aids and specialist equipment, incorporating guidelines on manual handling and safe stowage of equipment on vehicles.

### Resource Material

The relevant resource material for this segment is:

- OHT 4.17: Guidelines for Handling Equipment
- OHT 4.18: What are Our Policy/Procedures
- OHT 4.19: Mobility Aids & Specialist Equipment
- OHT 4.20: Mobility Aids & Specialist Equipment

### Background Material

#### Introduction

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A mobility aid is an item of equipment designed to assist an older person or a person with a disability to move about in their home and in the community. Mobility aids are often essential in supporting the person to lead an independent lifestyle.



In Activity 1 (Mobility Aids & Specialist Equipment) the volunteers are asked to identify the range of mobility aids and specialist equipment that their passengers may use.



OHT 4.17

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Walking stick (single point or four point)</li> </ul>                | <ul style="list-style-type: none"> <li>▪ Frail elderly person or a person with a disability</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ Symbol cane (white stick)</li> </ul>                                 | <ul style="list-style-type: none"> <li>▪ Person with a visual impairment</li> </ul>                    |
| <ul style="list-style-type: none"> <li>▪ Crutches (elbow or shoulder crutches)</li> </ul>                     | <ul style="list-style-type: none"> <li>▪ Person with a temporary or permanent disability</li> </ul>    |
| <ul style="list-style-type: none"> <li>▪ Walking frame (pick up or wheelie frame)</li> </ul>                  | <ul style="list-style-type: none"> <li>▪ Frail elderly person or a person with a disability</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ Prosthetic limbs or braces (artificial arm or foot brace)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Person with a disability</li> </ul>                           |



- Wheelchair (manual or electric wheelchair)
- Pavement scooter (gopher)
- Guide dog
- Oxygen equipment or ventilator
- Communication device (communication board, electronic communicator)
- Person with a disability, person with a medical condition or a frail elderly person
- Person with a disability, person with a medical condition or a frail elderly person
- Person with a visual impairment
- Person with a disability, person with a medical condition or a frail elderly person
- Person with a speech impediment

It is important for the volunteers to be aware of the correct use of these mobility aids and specialist equipment so that if requested they can provide assistance to their passengers. As well, the volunteers should recognise any hazards that may accompany the use of mobility aids and specialist equipment.

#### Caring For and Handling Mobility Aids and Specialist Equipment

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- Handle any equipment carefully and sensitively as it is a personal belonging that is often necessary to the person's independence and/or well-being. As well, the equipment is likely to have been designed and/or fitted to suit the person's individual needs and repair/replacement would be costly and inconvenient.
- Listen to and follow instructions from your passenger related to their mobility aid or specialist equipment whenever it is safe to do so.
- Do not follow any direction or instruction you do not believe to be safe.
- Any damage and wear-and-tear may make the equipment unsafe and should be reported immediately.
- Care should be taken when disassembling detachable or foldable mobility aids or specialist equipment. When re-assembling, the equipment should be checked to ensure it is functioning correctly and safely.
- Any injury or problem with equipment should be reported immediately.
- Unauthorised or makeshift repairs should not be carried out on any mobility aid or item of specialist equipment.

## Walking Sticks

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Commonly, walking sticks are a single point stick or a four-point stick. A four-point stick is more stable and offers the user more support. For extra support, two sticks can be used.

### Correct Use

A walking stick should be used on the unimpaired side. Humans walk with the opposite arm and leg moving in unison so a walking stick is held in the hand opposite to the side needing support.

When going upstairs:

1. Stick up to next step
2. Unimpaired leg up to next step (Memory aid: 'Up to heaven!')
3. Impaired leg up

When going downstairs:

1. Stick down to next step
2. Impaired leg down to next step (Memory aid: 'Down to hell!')
3. Unimpaired leg down

### Safety

Walking sticks can slip on loose or slippery surfaces such as gravel or wet floors. Wet or dirty bus floors can be particularly hazardous. The rubber stopper should be tightly fitting and in good condition. A worn or missing rubber stopper on the bottom of a walking stick greatly increases the likelihood of slipping. As well, people can cut themselves on any sharp edge exposed by a missing or worn stopper.

Sticks that have not been correctly fitted and are at the wrong height or have a handle that is not well suited to the user can pose safety problems. The handle should be easy to grip and comfortable to use. The handle of the walking stick should be level with the crease at the user's wrist when the user is standing erect with shoes on.

Walking sticks must be stowed safely on the vehicle because they are a potential missile in the event of a crash. Even under emergency braking, a passenger could be injured if struck in the back of the ankle with an unsecured walking stick.

## Walking Frames

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There are two basic types of walking frames: pick up frames and frames with wheels, or wheelie frames. Wheelie frames may have wheels at the front and/or rear of the frame, they may be fitted with brakes and some have baskets or seats.

Walking frames provide more support than sticks but the person must be able to use both their hands.

## Correct Use

The correct sequence of use is:

1. Move frame forward and place firmly on ground
2. Move impaired leg forward
3. Move unimpaired leg forward

## Safety

With the frame itself, any rubber stoppers should be tightly fitting and not worn. Missing or worn stoppers can cause the frame to slip. As well, people can cut themselves on any sharp edge exposed by a missing or worn stopper. Wheels should be in good condition and the brakes should be checked regularly to ensure they are working correctly.

Loose floor coverings, mats and cords can pose problems for people who use a walking frame and should be eliminated where possible. Care should also be taken on uneven or loose ground surfaces like gravel, pebbles or cobblestones.

Walking frames must be stowed safely on the vehicle because they are a potential missile in the event of a crash.

For passengers travelling in cars, it is not safe for the person to use their walking frame to either lower themselves onto the car seat or to pull themselves up from the car seat. The person should use the doorframe for stability when getting into or out of the car. When getting up from the seat, the person should only use the frame once they are standing and balanced. Similarly, a walking frame should not be used to assist a person up from a chair or bed. Rather, they should push up with their hands on the bed or the arms of the chair and only take hold of the frame when standing and balanced.

A walking frame should be not used to go up or down narrow steps or flight of stairs, although a single, wide step should be safe.

## Wheelchairs

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A person is not 'confined' to a wheelchair. A wheelchair offers the person mobility and independence, and therefore must be treated with respect as it comes to be considered a part of the person and not just an item of equipment.



Assisting a passenger who uses a wheelchair for mobility involves a significant amount of manual handling and poses inherent risks for both the volunteers and the passenger. Please use the blank OHT supplied to present to the volunteers your policy and procedures related to assisting passengers who use a wheelchair for mobility.

You should specifically address your policy and procedures on:

- lifting and transferring passengers to/from their wheelchairs;
- the lifting and storage of unoccupied wheelchairs;
- any limitations on the assistance to be provided to a person in a wheelchair, such as the number of steps that can be negotiated ; and,
- assistance with nursing or personal care duties like toileting not being a part of the volunteer's role.

If you have a 'no lift' policy you should explain the reason for the policy and describe the practical application of the policy within your organisation.

Many wheelchairs are foldable with folding backrests, folding seat, detachable armrests and detachable footplates. You should know how to detach and re-attach these parts and how to operate the braking levers. Most wheelchairs have two brake levers, one for each wheel, which operate independently. Both brakes must be applied for safety.

The push handles and a tipping lever are located at the back of the wheelchair. The push handles should have tightly fitting rubber grips. The tipping lever(s) is located close to the ground and should have a tightly fitting rubber stopper.

Every wheelchair is slightly different and you should make yourself familiar with the various parts and the mechanics of the wheelchair. For example, some wheelchairs have detachable headrests and others are fitted with a food tray.

### **Assisting a Person Who Uses a Manual Wheelchair**

When assisting a person in a wheelchair, their comfort and safety depends on you. Careless assistance, especially bumping and jolting, can cause the person unnecessary discomfort or pain and even anxiety about their personal safety. Bumps and jolts are transferred directly to the person's body, particularly their spine. Hence, care should be taken with kerbs, steps and uneven surfaces.

If you transport passengers in their wheelchairs, you should adjust your speed when travelling over speed humps and through roundabouts to reduce any discomfort for your passengers.

### **General Assistance**

The majority of manual wheelchairs have small front wheels and large rear wheels. The large wheels are your security and stability. The small wheels are like supermarket trolley wheels and are unreliable. The large wheels on a wheelchair should always be used first (i.e. turn the wheelchair around) when on rough or uneven ground as the small wheels catch in small potholes or uneven surfaces.

The instructions differ for the minority of manual wheelchairs (i.e. large front wheels and small rear wheels), however the basic premise is the same. The large wheels are your stability and security – the small wheelchairs are never to be trusted.

These hints may help:

1. Always ask a person in wheelchair if they require assistance – speak to the person at their eye level but do not lean on their wheelchair.
2. If they would like assistance, ask the person how you can best assist.
3. Always tell the person about any action/movement before it happens, eg. I am going to check your chair; I am about to tip your chair.
4. Check the person's arms, legs and feet are positioned correctly to prevent injury.
5. Check the armrests and footplates are securely fixed when the wheelchair is in use.
6. Move the footplates to the side when the person is transferring into or out of the wheelchair.
7. Check any padding is positioned correctly.
8. Ask the person if they are comfortable.

9. Check clothing or rugs cannot get caught in the wheels.
10. Check that any postural support belt/harness or safety belt is done up and secure.
11. Make sure any attachments are fixed to the wheelchair.
12. Check the person has their personal belongings with them.
13. Check the tyres are properly inflated as per the instruction on the tyre.
14. Check the brakes are working correctly.
15. Check the rubber grips on the handles are tightly fitting.
16. Use both hands to ensure you have control of the wheelchair.
17. Apply both brakes when the person is transferring into or out of the wheelchair, when leaving the wheelchair unattended or when stopped.
18. Watch for hazards like rough surfaces, overhanging branches and traffic.
19. Always check the road for traffic prior to moving the wheelchair onto a roadway.
20. Never push a wheelchair onto the roadway first to check traffic.

#### Getting UP a kerb:

Always look for a ramp, which saves you having to tip and manoeuvre the wheelchair. If you cannot locate a ramp:

1. Position the chair as far as possible into the kerb so that the front wheels are almost touching the kerb. Make sure you are square to the kerb.
2. Advise your passenger that you have to tip the chair back to move up the kerb.
3. Grip the handles firmly and place your foot on the tipping lever.
4. Push down and forward on the tipping lever whilst pulling the handles towards you.
5. Balance the wheelchair on its rear wheels.
6. Push the chair forward until both front wheels are on the pavement.
7. When the rear wheels touch the kerb, roll in a forward motion onto the pavement.

#### Getting DOWN a kerb:

Always look for a ramp, which saves you having to tip the wheelchair. If you cannot locate a ramp:

1. Position the wheelchair so that the rear wheels are close and square to the kerb. The wheelchair needs to be backwards, facing the road.
2. Advise your passenger that you are about to lower the wheelchair down the kerb.
3. Gently lower the back wheels down the kerb. The large wheels should not lose contact with the ground at any point.
4. Advise your passenger that you have to tip the chair back to lower them down the kerb.
5. Grip the handles firmly and place your foot on the tipping lever.
6. Push down on the tipping lever whilst pulling the handles towards you.
7. Balance the wheelchair on its rear wheels.
8. Lower the front wheels against the side of the kerb, whilst supporting some of the weight yourself, until all wheels are firmly on the ground.

If these techniques are applied correctly there is no need to lift or manually manoeuvre the wheelchair. These hints may help:

- Tilt the chair back until it needs little effort to hold it steady.
- Tip it back for as short a time as possible.
- Never lift the large wheels, usually the rear wheels, completely off the ground.
- Never allow the large wheels, usually the rear wheels, to lose contact with the kerb.

The trick is to take as little of the weight as necessary, for as short a time as necessary but:

- if you tip the chair too far back it is uncomfortable for the person and you have to bear the weight of the person and the wheelchair to prevent both from falling backwards
- the longer you tip the chair the longer you have to bear the weight
- if the wheels lose contact with the ground or the kerb you have to bear both the weight of the person and the wheelchair unnecessarily

### Safety

When pushing a manual wheelchair there is a risk of tipping the wheelchair forward causing the person to jettison forward onto the ground. Uneven surfaces and soft ground pose particular hazards if the front wheels become caught or bogged. To avoid this problem, it is always safer to turn the wheelchair around and use the large rear wheels rather than the small front wheels to negotiate uneven surfaces, particularly over any distance. Also, it is safer if a person in a wheelchair uses a safety strap or belt. Always check that the strap or belt is buckled as it can stop the person slipping forward in their chair.

With a manual wheelchair, the braking system does not operate if the wheelchair tyres are not correctly inflated. Also, it is much more difficult to push a wheelchair that has flat tyres. **A manual wheelchair is unsafe if the wheelchair tyres are not correctly inflated.**

You should never attempt to lift a manual wheelchair by the armrests or the footplates, as these are often detachable. If you do have to lift an unoccupied manual wheelchair, always lift it by the frame.

Be aware that wheelchairs tend to 'run away' down slopes and that pushing a manual wheelchair up a hill can be physically very demanding. Whenever possible, pick the flattest route and stop on flat, even ground. If at any time, there is any doubt that you can manage to move a chair up, down, or anywhere else, then you should not attempt to do so. Ask for assistance or find another route.

### Assisting a Person Who Uses an Electric Wheelchair

Generally, a person who uses an electric wheelchair should not need assistance with its operation, except perhaps when the person is to be transported in their wheelchair. Some wheelchairs are designed to be operated by an attendant standing behind the wheelchair. However, specific and specialised training is required to operate such wheelchairs and such training is beyond the scope of this training resource.

The type of assistance that a person who uses an electric wheelchair may need is help to open and close doors, check for oncoming traffic, activate pedestrian lights at intersections or move furniture if it is in the way.

### Safety

An electric wheelchair should be switched off when it is not in motion to prevent draining the battery and accidental use/movement of the wheelchair.

Battery acid leaking from a battery is another potential safety issue to be aware of.

## Oxygen Equipment or Ventilator

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People who use portable oxygen equipment or a ventilator use the equipment to assist with breathing and so their equipment must be transported with them.

### Safety

It is important that the equipment be handled carefully and sensitively, as it is vital to the person's health and is very expensive. Clumsy or careless manoeuvring could damage the equipment so always seek advice from the person about the best method to handle the equipment and where to position it in the vehicle.

## Guide Dog

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Guide dogs are working animals and are trained to be quiet and clean. In Australia, guide dogs are legally allowed to travel on public transport, taxis and community transport vehicles.

Whenever a guide dog is wearing its harness it is working and is under the control of its handler. When transporting a person with a visual impairment and their guide dog, the dog is allowed to travel with the person. The guide dog will sit quietly at the person's feet and be well behaved.

### Safety

A guide dog should never be distracted whilst working and it should never be given food. Always ask the handler if you they require assistance and do not grab the person or the dog's harness.

## Handouts

The handout for this segment is:

- Caring For and Handling Mobility Aids and Equipment



You should check that the information on this handout is relevant to your organisation, particularly your policies and procedures.

## References

The primary sources for this segment are:

- Department of Human Services & Bendigo Regional Institute of TAFE (1996). *Home and Community Care Personal Care Training Package*. Melbourne: Bendigo Regional Institute of TAFE.
- Australian Quadriplegic Association Ltd, *Wheelchair Etiquette* brochure.

Thank you to Northern Care and Share for their assistance with this segment.

## Using a Mobile Phone

### Policy and Procedures

It is assumed that your organisation has policy and procedures in place related to the use of mobile phones, incorporating information on:

- fines for using a mobile phone whilst driving; and,
- the use of organisational mobile phones for private purposes.

### Resource Material

The relevant resource material for this segment is:

- OHT 4.21: Safety Guidelines
- OHT 4.22: Making Emergency Calls
- OHT 4.23: What are Our Policy/Procedures

### Background Information

Mobile phones and vehicle or portable hands free kits have become an important safety tool for organisations providing community transport. Mobile phones allow volunteers to report problems, check information, be advised about changes to their transport runs/schedules, and contact the emergency services.

### Safety Guidelines

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These basic safety guidelines should be followed when using a mobile phone.



OHT 4.21

- It is illegal to use a hand held mobile phone whilst driving, even when you are stopped at traffic lights or intersections.
- Always use a mobile phone with a vehicle or portable hands free kit.
- Try to avoid using a mobile phone while driving, even with a vehicle or portable hands free kit. Be aware that research has shown that engaging in a telephone conversation while driving significantly distracts the driver.
- Never take your hands off the wheel to use a mobile phone.
- Limit the length of calls even when using a mobile phone with a hands free kit.
- Avoid unnecessary phone calls.
- Never takes notes or write down messages while driving.
- Stop in a safe place if you need to make a call or write down anything.
- Whenever there is a transport assistant in the vehicle they should deal with the mobile phone.

## Contacting the Emergency Services

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In Australia there are two types of mobile phone networks: the GSM network and the CDMA network. Telstra recommend that you use these phone numbers to contact the emergency services:

Dial 112 for GSM and 000 for CDMA

If the phone is out of service of the telecommunications service provider or displays a message indicating emergency calls only – try 112.

All phone manufacturers include emergency call access in their user manuals so you should check the manual for your specific brand and models of mobile phone.



Please use OHT 4.22: Making Emergency Calls to present the correct phone number for emergency calls using your organisation's mobile phones in your area.

OHT 4.22

## General Guidelines on Operating a Mobile Phone

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You should demonstrate the operation of your organisation's mobile phones and then allow the volunteers to practise using the mobile phones.

You can use this checklist to prepare your training session on the correct use of your organisation's mobile phones:

1. Show ON/OFF button and demonstrate turning phone on.

With many mobile phones, you need to press and hold the ON/OFF button for approximately 2 seconds until the display lights up.

2. If a PIN number is required, demonstrate entering the PIN number.
3. Show the battery strength indicator in the display window.
4. Show the signal strength indicator in the display window.
5. Show the buttons/bar used to make a call and end a call.
6. Demonstrate making a call.

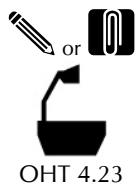
Explain the tone that is heard if the phone is not receiving a sufficiently strong signal.

Explain that walking around or changing location is often enough to solve the problem of a weak signal strength.

7. Show the location of important phone numbers. For example, on the transport schedule or pre-programmed into the phone. It is important for volunteers to know how to access important phone numbers if needed.

If your organisation uses pre-programmed numbers the volunteers need to be confident when using this function.

8. Demonstrate ending a call.
9. Demonstrate answering a call.
10. Discuss with the volunteers, appropriate precautions to protect the privacy of passengers, especially when operating a mobile phone in a vehicle hands free kit. For example, if the Coordinator wishes to advise a volunteer of a change in pick-up address, the volunteer should be asked to contact the Office between passenger trips.
11. Show the Clear button on the mobile phone.
12. Demonstrate using the Clear button to correct errors when dialling or to clear any numbers entered by mistake - for example, touching the keypad in error when picking up the phone.
13. Demonstrate Locking and Unlocking the mobile phone keypad if you wish the volunteers to use this function to prevent numbers being entered and/or dialled in error.
14. Demonstrate any other functions you wish the volunteers to be able to access, like message bank.
15. Outline the functions you do not wish the volunteers to use and the reasons why. For example, you may not wish to use pre-stored phone numbers to prevent phone numbers being dialled in error.
16. Demonstrate the use of vehicle and/or portable hands free kits.
17. Explain that mobile phones should never be left in the vehicle.



Please use the blank OHT supplied to explain any specific policy and procedures related to mobile phone use. It is recommended that you give specific information about fines for using a mobile phone whilst driving, private use of mobile phones and the organisation's expectation about when to use the mobile phone and who to contact. You may wish to present procedural information as a Do and Don't OHT.

### Example

#### Do

- Phone the Coordinator if you are running late.
- Phone the Coordinator with cancellations.
- Contact the emergency services to report an accident.

#### Don't

- Use the mobile phone to make personal phone calls, except in any emergency.

Alternatively, use a handout to discuss your policy and procedures.

## Handouts

The relevant handouts for this segment are:

- Safety Guidelines for Using a Mobile Phone



You should check that the information on this handout is relevant to your organisation, particularly your policies and procedures.

You may wish to prepare these handouts:

- Operation of your organisation's mobile phones
- Contact phone numbers

## References

The primary source for this segment is:

- Telstra ([www.telstra.com.au](http://www.telstra.com.au))

The guidelines on the safe use of mobile phones and contacting the emergency services were sourced from Telstra.

Telstra's Drive Safe.Phone Safe community safety initiative can be accessed by clicking on this link:

[Drive Safe.Phone Safe Information](#)

For further information about making emergency calls from mobile phones, click on this link:

[Making Emergency Calls from a Mobile Phone](#)

If these links do not work correctly, go to the Telstra website ([www.telstra.com.au](http://www.telstra.com.au)) and search for Drive Safe.Phone Safe and Emergency Calls.

If you do not have access to the Internet, contact Telstra by phone.

For information about making emergency calls on a specific brand and model of mobile phone refer to the user manual supplied with the phone.

## Accident and Emergency Procedures

### Assumptions

It is assumed that the volunteers have received first aid training and hold a current First Aid Certificate. Hence, the guidelines for dealing with a medical emergency and a motor vehicle accident are written on the basis that the volunteers are trained to render first aid assistance if required.



If your volunteers are not first aid trained you should carefully review this segment and make changes to more appropriately reflect the procedures your volunteers should follow.



Please note that the Ambulance Services (Rural Ambulance Victoria and Metropolitan Ambulance Service) recommend that when calling for an ambulance the caller should not hang up as the Ambulance Operator can give first aid instruction whilst the ambulance is responding.

### Policy and Procedures

It is assumed that your organisation has policy and procedures in place on dealing with accidents and emergencies.

### Resource Material

The relevant resource material for this segment is:

- OHT 4.24: Calling An Ambulance
- OHT 4.25: Calling an Ambulance
- OHT 4.26: What are Our Policy/Procedures
- OHT 4.27: After a Motor Vehicle Accident
- OHT 4.28: What are Our Procedures
- OHT 4.29: What are Our Procedures

### Background Information

#### Medical Emergency

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In the event of a serious illness or serious injury to a passenger an ambulance should be called to provide emergency medical treatment and/or transport if required.



The Ambulance Services (Rural Ambulance Victoria and Metropolitan Ambulance Service) advise against transporting people directly to a hospital or a medical practitioner.

Hence, in a medical emergency, an ambulance should be called and appropriate first aid given.

These procedures for calling an ambulance are recommended by the Ambulance Services and should be followed:



- Dial 000 (or 112). Ask the operator for the Ambulance Service. If you are calling from a mobile phone you will be asked the city and state you are in.
- When the Ambulance Operator answers, be prepared to answer these questions:

- What is the exact location of the emergency?

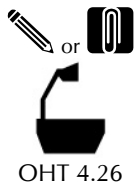
If calling on a mobile phone, include your state in the address details.  
In rural areas, a CFA or Vic Roads map reference would be helpful.

- What is the phone number you are calling from/what is your call back phone number?

If you are calling from a fixed phone line like the passenger's home phone, the Ambulance Operator can access the billing address of the phone and dispatch an ambulance even if accurate address details cannot be given.

- What is the problem? (What exactly happened?)
- How many people are hurt?
- How old is the person?
- Is the person conscious (Is the person talking to you?)?
- Is the person breathing?

- **Do not hang up.** Follow the instructions offered by the Ambulance Operator as you wait for the ambulance. The Ambulance Operator can give essential first aid advice whilst the ambulance is responding.
- If at a home or community facility and if it is possible, have someone wait outside to meet the ambulance and take the Ambulance Officers to the person. At night, leave an outside light on or use a torch to signal the ambulance.



If your organisation has specific requirements for contacting the Coordinator please use the blank OHT supplied to explain this procedure.

## Motor Vehicle Accident

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These guidelines may assist volunteers if they are involved in a motor vehicle accident.



- Try to remain calm.
- Look for potential dangers to yourself first, bystanders, your passengers and anyone who is injured.
  - Potential dangers can include leaking petrol, people smoking at the scene, fallen power lines and even other traffic. Remove or reduce the danger if possible, eg. ask people to stop smoking, warn oncoming traffic.
- Move your vehicle to the side of the road and switch off the ignition.
  - Consider moving your passengers to safety if you cannot position the vehicle safely.
- Make the accident scene safe and protect the injured.
  - Warn others of the accident.
  - Switch on hazard lights or headlights.
  - Ask someone to warn oncoming traffic.
- Call 000 (or 112) to get help.
  - If you need help from several of the emergency services, request the service that is most urgently needed in terms of threat to life. That service will then organise for other emergency services to attend, if needed.
  - If anyone is injured in the accident and/or any property is damaged and the owner is not present, the Police must be notified.
  - Answer the questions you are asked by the emergency service operator calmly.
- Assist anyone who is injured, if you can
  - Follow first aid procedure: DR ABC.
  - Avoid contact with blood by using gloves and face shield, if necessary.
  - People should only be moved if they are unconscious or in danger.
  - Reassure anyone who is injured but conscious. If possible make them comfortable and keep them warm.
- Never admit or discuss fault or negligence with any party.
- Exchange details with other drivers and make notes about accident
  - Exchange name, address, phone number and licence number with the other parties involved. If the driver is not the owner of the vehicle, obtain the owner's details as well.
  - Record the registration number, make, model and colour of any other vehicles involved in the accident.
  - Draw a picture of the accident scene, including traffic signs, position of other vehicles and direction of travel of vehicles involved
  - Note the time, road conditions and place of the accident.
  - Record the name, address and phone numbers of as many witnesses as possible.



If your organisation has forms for this purpose in your vehicles:

- identify the location of the forms
- explain the form
- demonstrate completing a form, if necessary



Use the blank OHT supplied to advise the volunteers of your organisation's procedures to notify the Coordinator of an accident.



OHT 4.28

## Vehicle Breakdown or Equipment Failure

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Please use the blank OHT supplied to outline your organisation's procedures for dealing with vehicle breakdown or equipment failures.



OHT 4.29

Alternatively, assist the volunteers to develop a Do and Don't Checklist that is consistent with organisational policies and procedures but ensures the needs of passengers are a priority in such a situation.

The checklist should incorporate:

- Ensuring the vehicle is positioned safely and appropriate warning is given
- Protecting and making the passengers comfortable
- Contacting the Coordinator
- Arranging for emergency roadside assistance or servicing
- Arranging alternative transport for passengers if there is to be a lengthy delay
- Advising the passengers of the situation and the action being taken to rectify it
- Advising the necessary people if passengers are likely to be late

## Handouts

Rural Ambulance Victoria (RAV) has an information card on calling 000. You may wish to download it to use as a handout. It can be accessed by clicking on this link:

[Rural Ambulance Victoria 000 Information Card \(PDF document\)](#)

The RAV website also has an information card on helping at a motor vehicle accident. The 'How to Help' information card can be accessed by clicking on this link:

[Rural Ambulance Victoria How to Help Information Card \(PDF document\)](#)

If these links do not work correctly, go to the RAV website ([www.rav.vic.gov.au](http://www.rav.vic.gov.au)). The RAV website does not have a search facility so check on the Home page or try selecting Media Releases. If you cannot locate the cards, send an email to the RAV Webmaster.

If you do not have access to the Internet, contact the RAV by phone.

## References

The primary sources for this segment are:

- Rural Ambulance Victoria website ([www.rav.vic.gov.au](http://www.rav.vic.gov.au))
- Metropolitan Ambulance Service website ([www.ambulance.vic.gov.au](http://www.ambulance.vic.gov.au))
- Victoria Police website ([www.police.vic.gov.au](http://www.police.vic.gov.au))

On the RAV website there is a comprehensive article on 'How to Call an Ambulance', which outlines the procedure for calling an ambulance. Most of the information in the article is included in the Background Material and on the OHTs but the article provides further information.

It can be accessed by clicking on this link:

[Rural Ambulance Victoria How to Call an Ambulance](#)

If these links do not work correctly, go to the RAV website ([www.rav.vic.gov.au](http://www.rav.vic.gov.au)). The RAV website does not have a search facility so check on the Home page or try selecting Media Releases. If you cannot locate the card, send an email to the RAV Webmaster.

If you do not have access to the Internet, contact the RAV by phone.

Metropolitan Ambulance Service (MAS) has a section on their website devoted to Calling 000, which can be accessed by clicking on this link:

[Metropolitan Ambulance Service Calling 000](#)

If this link does not work correctly, go to the MAS website ([www.mas.vic.gov.au](http://www.mas.vic.gov.au)) and select Calling 000 on the Home page.

# Infection Control and Standard Precautions

## Assumptions

This segment provides a general introduction to infection control procedures and standard precautions.

The background material does not address issues related to HIV/AIDS or Hepatitis, except within the context of standard precautions.



If you wish to present specific information on HIV/AIDS or Hepatitis you should carefully review this segment and make changes as appropriate.



## Resource Material

The relevant resource material for this segment is:

- OHT 4.30: Infection Control
- OHT 4.31: Wearing Gloves and Masks
- OHT 4.32: Handwashing
- OHT 4.33: Environmental Control & Disposal
- OHT 4.34: What are Our Procedures

## Background Material

### General Infection Control

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“Infection is the result of a harmful living agent entering the body and multiplying. Infections can be present with or without any visible signs or symptoms of disease” (Source: Department of Human Services (2000). *Sure Protection Against Infection*. p. 2). These living agents, like bacteria and viruses “can be passed on to the next person in a number of ways including:

- Sneezing and/or coughing by an infected person spreads germs by airborne droplets.
- Agents in the faeces of an infected person may be passed directly from soiled hands to mouth or indirectly through contaminated objects soiled with faeces.
- Skin-to-skin contact or sharing of contaminated personal clothing, linen or objects.
- Direct contact with blood and body fluids where there is broken skin or splashes to the mucous membrane such as eyes and mouth” (p. 3).

The aim of infection control procedures is to prevent germs entering the body. However, in any setting where people interact, infection control is much broader than minimising the risk of blood-borne infection. Older people can be vulnerable to other infections like the common cold, flu and viral gastroenteritis.

Hence, staff and volunteers should consider the risk of passing on bacterial and viral infections to others in their workplace and to vulnerable passengers. For example, a staff member or volunteer with an infection like a flu or gastroenteritis should be not working with older people because of the risk of passing on these infections. Remember that eliminating a risk is the most effective method of dealing with it.

### Standard Precautions

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Germs that are spread through blood and body fluids can come at any time from any person. Staff and volunteers may not know if someone is infected with a bacteria or virus such as hepatitis or HIV. The infected person may not even know they are infected.



OHT 4.30

Everyone must behave as if **every** individual might be infected with **any** germ in **all** situations where there is potential contact with blood or body fluids.

According to the Public Health Division of the Department of Human Services, Standard Precautions are now being recommended as the basic risk minimisation strategy for blood-borne infection control. Additional Precautions are required where Standard Precautions may be insufficient to prevent transmission of infection.

Standard Precautions are work practices required for the basic level of infection control. They include good hygiene practices, particularly washing and drying hands before and after personal contact, the use of protective barriers including gloves, gowns, plastic aprons, masks, eye shields or goggles, appropriate handling of contaminated or infectious waste, and use of aseptic techniques.

Standard Precautions include:



OHT 4.31

#### Wearing Gloves & Masks

- Wear disposable, latex gloves:
  - whenever you come into contact with blood or body fluids (such as cleaning up vomit in a vehicle or giving first aid for a cut or scratch)
  - before touching mucous membranes (eyes, mouth) and non-intact, broken skin (cuts, abrasions)
  - touching or cleaning up contaminated items
- Wear a face mask or shield if you have to give Expired Air Resuscitation



OHT 4.32

#### Handwashing

- Wash your hands:
  - after handling body fluids of any kind
  - before and after giving first aid (such as cleaning cuts and scratches or bloody noses)
  - after cleaning up spills or objects contaminated with body fluids
  - after taking off your disposable gloves
- Remember wearing gloves does not mean that you don't have to wash your hands! A waterless antiseptic agent can be used if you do not have access to water.



OHT 4.33

### Environmental Control

- Clean any spillage of blood or body fluids:
  - as soon as possible
  - using a bleach solution (10% solution in water) or with an approved 'hospital disinfectant'
  - wearing disposable gloves

### Proper Disposal of Materials

- Dispose of contaminated material by:
  - double bagging in securely tied plastic bags
  - transporting to the Office for proper cleaning and/or disposal



OHT 4.34

If your organisation has equipment and procedures for dealing with spills and disposing of waste please use the blank OHT supplied to explain this procedure.

## Handouts

The handout for this segment is:

- Standard Precautions



You should check that the information on this handout is relevant to your organisation, particularly your policies and procedures.

## References

The primary source for this segment is a publication titled *The Blue Book*, which is produced by Public Health, Department of Human Services ([www.dhs.vic.gov.au](http://www.dhs.vic.gov.au)).

*The Blue Book* contains specific guidelines for dealing with infectious diseases and is written for health and medical personnel. However, there are a number of Appendices that provide useful background information as well as guidelines for dealing with blood and body fluid spills.

You can access these Appendices by clicking on these links:

[Standard Precautions](#)

[Guidelines for Dealing with Spills of Blood and Body Fluids](#)

[Management of Needlestick Injury and Exposure to Blood or Body Fluids](#)

Another useful document written in simple, non-medical language is the Department of Human Services publication titled *Sure Protection Against Infection*. This publication includes information on HIV, Hepatitis B and Hepatitis C. It is available to be downloaded from the Public Health Division website by clicking on this link:

[Sure Protection Against Infection \(PDF document\)](#)

On the Public Health Division website there is a wide range of material on public health topics, including infection control, Hepatitis, colds and influenza.

You can access the index on Public Health Topics by clicking on this link:

[Public Health Topics Index](#)

Another useful site for general health information, including specific disabilities, is the Better Health Channel website ([www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)).

You can access an alphabetical list of the articles on the Better Health Channel by clicking on these links:

[A to M Topics](#)

[N to Z Topics](#)

If any of these links do not work go directly to the website and use the search facility.

# Module 4. Looking After Your Passengers and Yourself

## Resource Material

### Introduction

This section contains the following resource material for Module 4. Looking After Your Passengers and Yourself:

- Activities
- Activities Appendices
- Overhead Transparency Masters
- Handouts

## Activity 1: What is Manual Handling?

### Aim

The aims of this activity is for the volunteers to identify tasks they perform on a day-to-day basis that involve manual handling

### Timing for the Activity



15 minutes

The estimated time for this activity is 15 minutes, including the OHT.

It is recommended that you do not reduce the time allocated to this activity.

### Facilitating the Activity



Divide the volunteers into small groups of 3 or 4.



OHT 4.1

Leave up OHT 4.1 so the volunteers can refer to it during the activity.

What is Manual Handling?	
Manual handling covers any task that requires a person to:	
<ul style="list-style-type: none"><li>• lift</li><li>• lower</li><li>• push</li><li>• hold</li><li>• pull</li><li>• throw</li><li>• carry</li><li>• restrain</li></ul>	
a person, animal or thing	

Module 4: Looking After Your Passengers and Yourself OHT 4.1

Ask the groups to identify manual handling tasks they perform daily in their volunteer role.



Ask each group in turn for the tasks they have identified and list their suggestions on the whiteboard or butcher's paper.

You need to use these tasks in Activity 2 so please keep the list.



Present this OHT and illustrate each bullet point using an example from the list.

Risks in Manual Handling	
Some of the manual handling tasks that may pose a risk include:	
<ul style="list-style-type: none"><li>• Having to use force repeatedly or for a continuous period of time</li><li>• Being in an unnatural or uncomfortable position</li><li>• Bending, twisting or stretching</li><li>• Using the same part of the body repeatedly or for a continuous period of time</li><li>• Doing physically demanding tasks</li><li>• Handling loads or objects that are unbalanced or difficult to hold</li></ul>	
<small>Module 4: Looking After Your Passengers and Yourself</small>	<small>OHT 4.2</small>

**De-brief** Pose this question to the volunteers so they can demonstrate their learning from this activity.

***How might you use this information on manual handling tasks in your volunteer role?***

## Activity 2: Safe Manual Handling

### Aim

The aim of this activity is for the volunteers to suggest ways to eliminate or reduce the risk of manual handling injuries from tasks they perform on a day-to-day basis.

### Timing for the Activity



20 minutes

The estimated time for this activity is 20 minutes.

It is recommended that you do not reduce the time allocated for this activity.

### Facilitating the Activity



Re-present the list of manual handling tasks identified in Activity 1.



Divide the volunteers into small groups of 3 or 4.

Allocate to each group a set number of tasks from the list and give each group a copy of this worksheet:

<i>Task</i>	<i>Hazard/Risk</i>	<i>Suggestions</i>

There is a copy of the worksheet for distribution to the groups in the Activity Appendices for this Module.

Remember when selecting manual handling tasks for the volunteers to discuss, it is recommended you do not include any that are covered by an existing organisational policy or procedure

Ask the volunteers to complete the worksheet by identifying the potential hazard/risk and suggesting ways to eliminate or reduce the risk of a manual handling injury from performing the task. Their suggestions could involve training, procedures or the use of equipment.



OHT 4.2

Show OHT 4.2 again so the volunteers can refer it when identifying the potential hazard/risk associated with the task.

Risks in Manual Handling	
Some of the manual handling tasks that may pose a risk include:	
<ul style="list-style-type: none"><li>• Having to use force repeatedly or for a continuous period of time</li><li>• Being in an unnatural or uncomfortable position</li><li>• Bending, twisting or stretching</li><li>• Using the same part of the body repeatedly or for a continuous period of time</li><li>• Doing physically demanding tasks</li><li>• Handling loads or objects that are unbalanced or difficult to hold</li></ul>	
<small>Module 4: Looking After Your Passengers and Yourself</small>	<small>OHT 4.2</small>



Ask each group in turn to present their worksheets.

Discuss the group's feedback, particularly any inappropriate suggestions.

Discuss the organisational procedures for tasks on the list that you did not allocate to the volunteers for discussion.



Keep notes on any suggestions made by the volunteers that could improve health and safety in your workplace.

**De-brief**

Pose this question to the volunteers so they can demonstrate their learning from this activity.

***How will you use your knowledge of manual handling to reduce the risk of injury to yourself and others, including your passengers?***

## Activity 3: Mobility Aids and Equipment

### Aim

The aim of this activity is for the volunteers to identify the range of mobility aids and equipment that their passengers may use.

### Timing for the Activity



10 minutes

The estimated time for this activity is 10 minutes, including the OHTs.

### Facilitating the Activity



Ask the volunteers to name any mobility aids or specialist equipment they are familiar with.



List their responses down the left hand side of the whiteboard or on butcher's paper.



Now ask the volunteers to identify who might use each item.



List the suggestions given by the volunteers next to the appropriate mobility aid or item of specialist equipment.



OHT 4.17

Compare the list with these OHTs.

Mobility Aids & Specialist Equipment	
Walking Stick (single point or four point)	Frail elderly person or a person with a disability
Symbol Cane	Person with a visual impairment
Crutches (elbow or shoulder crutches)	Person with a temporary or permanent disability
Walking Frame	Frail, elderly person or a person with a disability
Prosthetic Limbs or braces (artificial arm or foot brace)	Person with a disability
Wheelchair (manual or electric)	Person with a disability, person with a medical condition or frail elderly person

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Pavement scooter (gopher)	Person with a disability, person with a medical condition or a frail elderly person
Guide dog	Person with a visual impairment
Oxygen equipment	Person with a disability, person with a medical condition or a frail elderly person
Communication device (communication board, electronic communicator)	Person with a speech impediment

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**De-brief** Pose this question to the volunteers so they can demonstrate their learning from this activity.

***How do mobility aids assist the people who use them?***

## Activity 2: Safe Manual Handling

<i>Task</i>	<i>Hazard/Risk</i>	<i>Suggestions</i>

## Guidelines for Manual Handling

These guidelines may help protect you (and others) from a manual handling injury.

- Follow organisational policy or procedure.
- Warm up cold muscles before doing any task involving manual handling.
- Cool down at the end of the day.
- Go for a walk, a swim or lie on the floor for a while to relieve your back (especially after driving).
- Use the equipment provided to assist you.
- Think about the way you do any task to reduce the amount of bending, twisting and stretching required.
- Lift and carry heavy loads correctly by keeping the load close to the body and lifting with the thigh muscles.
- Maintain correct posture.
- Always get help to lift or carry heavy loads, such as using a mechanical aid like a hoist or trolley or using another person to assist you.
- Report any concern you have to your Coordinator.
- Report any fault with equipment immediately.
- Discuss any suggestion for improving health and safety with your Coordinator.
- Participate in training.
- Exercise regularly to strengthen muscles and ligaments.

## Monitoring Passenger Well-being

As a volunteer you often have regular, one-to-one contact with passengers. You see them in their home environment and have the opportunity to spend time observing the person and talking to them.

It is important that your observations and discussions are dealt with in a manner that respects the privacy of the individual. However, there may be occasions when you will need to inform the Coordinator about the person's well being.

Use these questions to help you monitor a passenger's well-being:

- Has there been a change in the person's health?
  - Increased shortness of breath, reported pain, signs of incontinence.
- Are there notable changes in the person's appearance?
  - Loss of weight, signs of incontinence, cuts and bruises.
- Is the person in some physical risk?
  - Danger within the home environment such as repeatedly leaving the gas on, falls due to deteriorating health issues.
- Has the person's behaviour changed?
  - They have become withdrawn and quiet, angry and abusive or more forgetful.
- Does their behaviour or actions place them at risk?
  - Forgetting to take prescribed medication or refusing to take prescribed medication.
  - Leaving large amounts of cash lying around the house.

If the answer to any of these questions is YES and you believe the person is at risk, then:

- If your concerns are based on information given to you by the person, ask their permission to inform your Coordinator of the situation.

If the person refuses but you still have concerns, discuss your concerns with your Coordinator.

- If your concerns are based on your own observations, report your concerns to your Coordinator.

Remember:

- ✓ If in doubt, seek guidance from your Coordinator
- ✓ Base your actions on factual and observable information
- ✓ Be aware of your own values and bias
- ✓ Always act in the best interests of the person
- ✗ Do not offer the person financial, medical or personal advice
- ✗ Do not offer your opinion about what you think the person should do
- ✗ Do not get involved in personal or family matters
- ✗ Do not jump to conclusions

## Caring For and Handling Mobility Aids and Specialist Equipment

- Handle any equipment carefully and sensitively as it is a personal belonging that is often necessary to the person's independence and/or well-being. As well, the equipment is likely to have been designed and/or fitted to suit the person's individual needs and repair/replacement would be costly and inconvenient.
- Listen to and follow instructions from your passenger related to their mobility aid or specialist equipment whenever it is safe to do so.
- Do not follow any direction or instruction you do not believe to be safe.
- Any damage and wear-and-tear may make the equipment unsafe and should be reported immediately.
- Care should be taken when disassembling detachable or foldable mobility aids or specialist equipment. When re-assembling, the equipment should be checked to ensure it is functioning correctly and safely.
- Any injury or problem with equipment should be reported immediately.
- Unauthorised or makeshift repairs should not be carried out on any mobility aid or item of specialist equipment.

## Safety Guidelines for Using a Mobile Phone

These basic safety guidelines should be followed when using a mobile phone.

- It is illegal to use a hand held mobile phone whilst driving, even when you are stopped at traffic lights or intersections.
- Always use a mobile phone with a vehicle or portable hands free kit.
- Try to avoid using a mobile phone while driving, even with a vehicle or portable hands free kit. Be aware that research has shown that engaging in a telephone conversation while driving significantly distracts the driver.
- Never take your hands off the wheel to use a mobile phone.
- Limit the length of calls even when using a mobile phone with a hands free kit.
- Avoid unnecessary phone calls.
- Never takes notes or write down messages while driving.
- Stop in a safe place if you need to make a call or write down anything.
- Whenever there is a transport assistant in the vehicle they should deal with the mobile phone.

## Standard Precautions

Standard Precautions are work practices required for the basic level of infection control. They include good hygiene practices, particularly washing and drying hands before and after personal contact, the use of protective barriers including gloves, gowns, plastic aprons, masks, eye shields or goggles, appropriate handling of contaminated or infectious waste, and use of aseptic techniques.

Standard Precautions include:

### Wearing Gloves & Masks

- Wear disposable, latex gloves:
  - whenever you come into contact with blood or body fluids (such as cleaning up vomit in a vehicle or giving first aid for a cut or scratch)
  - before touching mucous membranes (eyes, mouth) and non-intact, broken skin (cuts, abrasions)
  - touching or cleaning up contaminated items
- Wear a face mask or shield if you have to give Expired Air Resuscitation

### Handwashing

- Wash your hands:
  - after handling body fluids of any kind
  - before and after giving first aid (such as cleaning cuts and scratches or bloody noses)
  - after cleaning up spills or objects contaminated with body fluids
  - after taking off your disposable gloves
- Remember wearing gloves does not mean that you don't have to wash your hands! A waterless antiseptic agent can be used if you do not have access to water.

### Environmental Control

- Clean any spillage of blood or body fluids:
  - as soon as possible
  - using a bleach solution (10% solution in water) or with an approved 'hospital disinfectant'
  - wearing disposable gloves

### Proper Disposal of Materials

- Dispose of contaminated material by:
  - double bagging in securely tied plastic bags
  - transporting to the Office for proper cleaning and/or disposal

## Module 4. Looking After Your Passengers and Yourself

### Learning Checklist

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			✓Yes	×No
<p><b>Learning Outcome 1</b> Identify tasks that involve hazardous manual handling</p>	<ul style="list-style-type: none"> <li>▪ Identifies manual handling tasks</li> <li>▪ Identifies the types of tasks that may pose a risk of manual handling injury</li> <li>▪ Lists the types of injuries that can be caused by unsafe manual handling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> </ul>		
<p><b>Learning Outcome 2</b> Discuss ways to eliminate or reduce the risk of manual handling injuries</p>	<ul style="list-style-type: none"> <li>▪ Explains the reason tasks pose a risk of manual handling injury</li> <li>▪ Outlines safe manual handling guidelines</li> <li>▪ Describes ways of eliminating or reducing the risk of manual handling injury</li> <li>▪ Demonstrates the use of relevant equipment, eg:                             <ul style="list-style-type: none"> <li>- hoist</li> <li>- trolley</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> <li>▪ Simulations &amp; role plays</li> <li>▪ Observation</li> <li>▪ Practical demonstration</li> </ul>		
<p><b>Learning Outcome 3</b> Demonstrate an understanding of organisational policy and procedure in relation to occupational health and safety</p>	<ul style="list-style-type: none"> <li>▪ Identifies organisational policies relevant to manual handling, eg:                             <ul style="list-style-type: none"> <li>- 'no lift' policy</li> </ul> </li> <li>▪ Describes organisation procedures relevant to manual handling, eg:                             <ul style="list-style-type: none"> <li>- reporting procedures</li> <li>- safe lifting techniques</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> <li>▪ Simulations &amp; role plays</li> </ul>		

**Module 4. Looking After Your Passengers and Yourself**  
**Learning Checklist**

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			√Yes	×No
<p><b>Learning Outcome 4</b> Demonstrate an understanding of dressing sensibly and safely for their volunteer role</p>	<ul style="list-style-type: none"> <li>▪ Identifies factors to consider when dressing for safely, eg.               <ul style="list-style-type: none"> <li>- covered shoes</li> <li>- tie hair back</li> </ul> </li> <li>▪ Identifies relevant protective clothing</li> <li>▪ Explains the reasons for dressing sensibly and using protective clothing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> <li>▪ Observation</li> <li>▪ Practical demonstration</li> </ul>		
<p><b>Learning Outcome 5</b> Outline ways to support and encourage older people to remain independent</p>	<ul style="list-style-type: none"> <li>▪ Lists factors to consider when encouraging independence               <ul style="list-style-type: none"> <li>- rights</li> <li>- duty of care</li> </ul> </li> <li>▪ Describes appropriate risk taking and safe guards</li> <li>▪ Identifies who to report/discuss issues with</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> <li>▪ Simulations &amp; role plays</li> </ul>		
<p><b>Learning Outcome 6</b> Describe the key factors to consider when monitoring passenger well-being</p>	<ul style="list-style-type: none"> <li>▪ Describes factors to consider when monitoring a passenger's well-being, eg.               <ul style="list-style-type: none"> <li>- health</li> <li>- appearance</li> <li>- behaviour</li> </ul> </li> <li>▪ Outlines procedure for reporting concerns that a passenger is at risk</li> <li>▪ Identifies who to report/discuss issues with</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> <li>▪ Simulations &amp; role plays</li> </ul>		
<p><b>Learning Outcome 7</b> Discuss care and safety issues when handling mobility aids and equipment</p>	<ul style="list-style-type: none"> <li>▪ Outlines guidelines on caring for and handling mobility aids and equipment</li> <li>▪ Identifies correct method of storage during transit</li> <li>▪ Outlines procedure for reporting faults with aids or equipment</li> <li>▪ Identifies who to report/discuss issues with</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> <li>▪ Simulations &amp; role plays</li> <li>▪ Observation</li> <li>▪ Practical demonstration</li> </ul>		

**Module 4. Looking After Your Passengers and Yourself**  
**Learning Checklist**

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			✓Yes	✗No
<p><b>Learning Outcome 8</b> Demonstrate the correct use of mobility aids and equipment</p>	<ul style="list-style-type: none"> <li>▪ Identifies the mobility aids and equipment used by passengers</li> <li>▪ Outlines potential safety issues for passengers using each type of mobility aid or equipment</li> <li>▪ Demonstrates correct use of mobility aids and equipment, eg.               <ul style="list-style-type: none"> <li>- Walking sticks</li> <li>- Walking frame</li> <li>- Manual wheelchairs</li> </ul> </li> <li>▪ Identifies assistance that may be required by passengers using each type of mobility aid or equipment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> <li>▪ Simulations &amp; role plays</li> <li>▪ Observation</li> <li>▪ Practical demonstration</li> </ul>		
<p><b>Learning Outcome 9</b> Outline safety guidelines for using a mobile phone</p>	<ul style="list-style-type: none"> <li>▪ Outlines safety guidelines when using a mobile phone</li> <li>▪ Identifies relevant policies and procedures, eg.               <ul style="list-style-type: none"> <li>- fines</li> <li>- private use</li> </ul> </li> <li>▪ Describes when the mobile phone should be used</li> <li>▪ Lists numbers for contacting the emergency services</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> <li>▪ Observation</li> <li>▪ Practical demonstration</li> </ul>		
<p><b>Learning Outcome 10</b> Demonstrate the correct operation of the mobile phones belonging to the organisation</p>	<ul style="list-style-type: none"> <li>▪ Identifies phones and hands free kits</li> <li>▪ Identifies relevant buttons and features on mobile phone</li> <li>▪ Demonstrates making and ending a call</li> <li>▪ Demonstrates answering a call</li> <li>▪ Demonstrates the use of other functions and features, eg.               <ul style="list-style-type: none"> <li>- locking and unlocking the phone</li> </ul> </li> <li>▪ Demonstrates the use of vehicle and portable hands free kits</li> <li>▪ Explains procedures to protect privacy of passengers</li> <li>▪ Describes problems that may occur with mobile phone</li> <li>▪ Outlines potential steps to overcome problems</li> <li>▪ Identifies location of important phone numbers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> <li>▪ Observation</li> <li>▪ Practical demonstration</li> </ul>		

**Module 4. Looking After Your Passengers and Yourself**  
**Learning Checklist**

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			✓Yes	✗No
<p><b>Learning Outcome 11</b> Discuss procedures for dealing with an emergency or accident</p>	<ul style="list-style-type: none"> <li>▪ Outlines procedure for calling an ambulance</li> <li>▪ Describes guidelines for dealing with motor vehicle accident</li> <li>▪ Identifies procedure for exchanging details with another driver in the event of an accident</li> <li>▪ Describes procedures for dealing with vehicle breakdown or equipment failure</li> <li>▪ Describes procedure for advising Coordinator of an accident or emergency</li> <li>▪ Identifies potential threats to personal safety and safety of passengers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> <li>▪ Simulations &amp; role plays</li> <li>▪ Observation</li> <li>▪ Practical demonstration</li> </ul>		
<p><b>Learning Outcome 12</b> Demonstrate an understanding of infection control</p>	<ul style="list-style-type: none"> <li>▪ Identifies potential sources of infection, eg:               <ul style="list-style-type: none"> <li>- body fluids</li> <li>- sneezing</li> <li>- coughing</li> </ul> </li> <li>▪ Recognises threat to older people from infections like colds and flu</li> <li>▪ Identifies appropriate action if they have an infection like a cold or virus</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> <li>▪ Observation</li> </ul>		
<p><b>Learning Outcome 13</b> Identify when standard precautions should be used</p>	<ul style="list-style-type: none"> <li>▪ Identifies that everyone should be treated as if they might be infected</li> <li>▪ Identifies standard precautions should be used whenever there is the potential with blood or other body fluids</li> <li>▪ Lists potential situations they may encounter</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> <li>▪ Observation</li> <li>▪ Practical demonstration</li> </ul>		

**Module 4. Looking After Your Passengers and Yourself**  
**Learning Checklist**

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			✓Yes	×No
<p><b>Learning Outcome 14</b> Describe the work practices required for the basic level of infection control</p>	<ul style="list-style-type: none"> <li>▪ Describes basic infection control procedures:               <ul style="list-style-type: none"> <li>- wearing gloves and masks</li> <li>- handwashing</li> <li>- environmental control</li> <li>- proper disposal of materials</li> </ul> </li> <li>▪ Identifies equipment provided and its location</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oral questioning</li> <li>▪ Case studies</li> <li>▪ Simulations &amp; role plays</li> <li>▪ Observation</li> <li>▪ Practical demonstration</li> </ul>		