

# Friction and Shear

## Week 4

**Objective** To focus your staff on proper prevention techniques that reduces friction and shear.

**First** Ask staff how many days their unit has been since they acquired a pressure injury?

- a. If zero, ask how many days in the past week have they been without an acquired pressure injury.
- b. Congratulate each successful day!
- c. Update your Pressure Free Zone tracking wipe board.

### Review

- a. "You're Tearing Me Apart" education lesson plan
  - i. Need: wax paper
- b. The Pressure Points poster and review each tip

### Ask

- a. Staff for tasks that place the residents at high-risk for friction and shearing?
  - i. Have staff identify some residents at high risk and tell why.
- b. What can you do differently in your daily routine to reduce friction and shear for your residents? (possible answers: use lifts, use draw sheets and lift pads, lay bed flat, use two staff, use cushioning devices in positioning, etc.)

**Emphasize** Shear and friction cause damage to tissue under the skin and cannot always been seen immediately. Avoidance of friction and shear plays an important part in eliminating acquired pressure injuries.

**Lesson** Using proper lifting, transferring and positioning techniques reduce friction and shear. Damage to tissue under the skin places the resident at a high risk for pressure injuries.

# Friction and Shear

## Week 4: Educational Demonstration

### You are Tearing me Apart

**Objective** As the participant slides against the wall with the wax paper, he/she is replicating friction and shearing. The wax paper should crinkle and may even tear.

- To make this fun, ask for a participant, who is the “wild one” in the group. Usually the group points out this individual.
- Give participant a piece of wax paper
- Advise the audience to think of the wax paper as fragile skin and the wall as the bed linen.
- Have the participant lean against the wall on the paper
- Advise the participant that you are going to see how “wild” he/she really is. Have him/her slide up and down the wall, and side to side. At the same time, ask the participants what they expect to happen to the wax paper.
- Allow the audience to view the participant’s wax paper.
- Ask the participants to discuss ideas on how to reposition residents to reduce friction.

**Lesson** To prevent friction and shearing, use draw sheets and lifting devices to “lift” rather than “drag” residents. Keep the HOB at, or below, 30 degrees or at the lowest degree of elevation, consistent with the resident’s medical condition, to prevent sliding and shear injuries. Use cushioning devices, such as pillows, to prevent the touching of bony prominences.

# Friction and Shear

## Week 4: Pressure Points

**FRICTION** injuries involve the superficial skin layers and occur when moving across a coarse surface (for example: elbows on tabletops)

**SHEARING** injuries involve damage to tissue under the top layer of skin and occur when skin slides over muscle and bone causing friction, abrasion and a decrease in circulation (for example: pulling up in bed)

- Prevent residents from **sliding** down or **slouching** in a bed and/or in a chair
- **Avoid massage** of red areas as this can damage the tissue under the skin

### High-Risk Residents

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• May have frequent <b>agitation</b></li><li>• May have uncontrollable <b>spasticity or movement</b></li><li>• May have a <b>recent decline</b> in physical and mental health</li><li>• May require assistance with <b>transfer aids</b> such as lifts, gait belt, slide boards, etc.</li><li>• May require assistance with a <b>bed</b></li></ul> | <ul style="list-style-type: none"><li>• May have <b>poor nutrition</b></li><li>• Need to be <b>lifted</b>...not dragged</li><li>• Use <b>draw sheets</b> or lift pads to pull residents up in bed</li><li>• ALWAYS lay the <b>bed flat</b> and use 2 people</li><li>• Use mechanical <b>lifts</b>, as needed</li></ul> |
|--|--|

**No matter how you say it,  
STOP injuries from Friction and Shear**