



PRINCIPES POUR  
LE DÉPLACEMENT  
SÉCURITAIRE  
DE PERSONNES

# Administrative Guide for the Institutional PDSP Training Program



ASSTAS

ASSOCIATION PARITAIRE POUR  
LA SANTÉ ET LA SÉCURITÉ DU TRAVAIL  
DU SECTEUR AFFAIRES SOCIALES



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Thanks to Jacques Côté for his participation in the creation of this document, and to the companies and organizations that generously agreed to let us use their illustrations and texts for educational purposes.

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## **Principes pour le déplacement sécritaire de personnes**

**Administrative Guide for the Institutional  
PDSP Training Program**, 28 pages

© Le Centre d'élaboration des moyens d'enseignement  
du Québec (CEMEQ), April 2023

**ISBN 978-2-89790-917-8**  
**(Original edition: ISBN 978-2-89790-576-7)**

Legal Deposit – Bibliothèque et Archives nationales du Québec, 2023  
Legal Deposit – Library and Archives Canada, 2023

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**PUBLICATION: APRIL 2023**

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# 1. Prevention of MSDs: An Organizational Approach

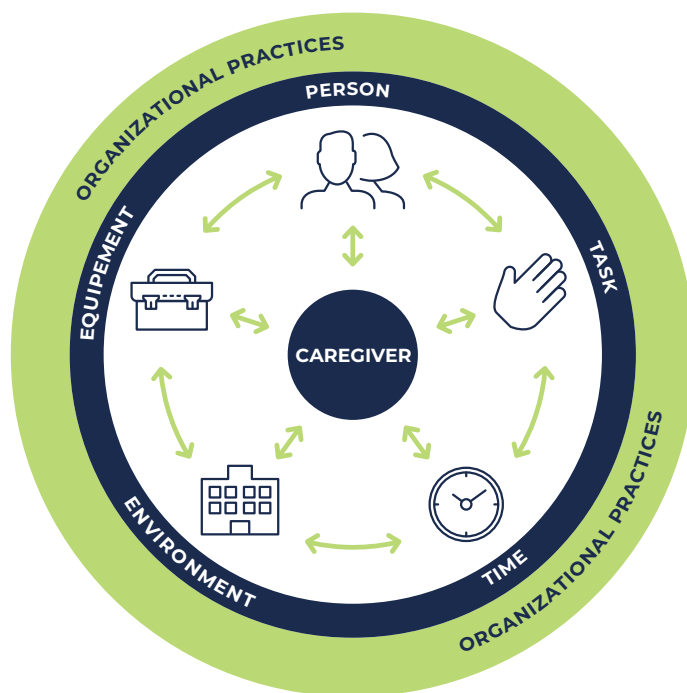
This document is intended for establishments that want to implement or improve their training program *Principes pour le déplacement sécuritaire de personnes* (PDSP), formerly *Principes pour le déplacement sécuritaire des bénéficiaires* (PDSB). It is specifically targeted to those responsible for training and the prevention of accidents, in particular musculoskeletal disorders (MSDs), in the workplace. It provides the method for ensuring the implementation of the PDSP training program and the keys to its success.








PDSP training alone cannot eliminate MSDs. It must be part of a broader approach aimed at implementing an MSD prevention program. ASSTSAS provides establishments with many tools that can be used for this purpose (see: <http://asstsas.qc.ca/dossier-thematiques/pdsb-deplacement-de-personnes>). ASSTSAS can also provide institutions with personalized support services.

In establishments where OHS resources dedicated to prevention are limited, prevention strategies and the PDSP training program can be adapted to take into account the size of the organization and its resources.

ASSTSAS uses a global approach to the work situation to ensure that all risk and protection factors are considered.

## Global approach to the work situation



- 
**Caregiver**  
 Experience, PDSP training, application of PDSP, etc.
- 
**Person**  
 Weight, height, physical and cognitive abilities, etc.
- 
**Task**  
 Prescribed method, type of movement, etc.
- 
**Environment**  
 Clutter, available space, etc.
- 
**Equipment**  
 Availability, condition, etc.
- 
**Time**  
 Allotted time, time of day, etc.
- 
**Organizational practices**  
 OHS policies, equipment preventive maintenance program, etc.

**In a work situation, a caregiver performs tasks for people in a given environment, within a specified time, using specific equipment, all in accordance with organizational practices**

## 2. From PDSB to PDSP

ASSTSAS' mission is to contribute to the development of a culture of prevention that promotes sustainable and joint OHS management by partners in the health and social services sector. As a result, in the past 30 years, ASSTSAS has trained thousands of PDSP instructors, who, in turn, have taught their co-workers the principles of safe person handling and mobility.

Over 1,500 PDSP instructors currently have ASSTSAS certification. They work in healthcare establishments, the private sector and educational institutions. They include mainly personal support workers (PSWs), health and social services assistants, rehabilitation professionals (occupational therapists, physiotherapists, physiotherapy technologists), nurses and teachers. Although their profiles are different, they share an interest in OHS and teaching. They are all committed to sharing their knowledge and helping prevent MSDs on a daily basis.

Over time, tens of thousands of workers have been trained in PDSP and have adopted and continue to support the values of this signature program.

ASSTSAS has made several changes to the PDSP training content in the past 30 years. Our observations in establishments, comments by PDSP instructors and their supervisors, and the evolution of knowledge, needs, available resources, working conditions and best practices have led to a need for change.

In an effort to pursue its continuous improvement process, ASSTSAS has developed a program built on educational best practices and safe person handling and mobility best practices which corresponds to the reality in the field and is based on current learning technologies.

This new training, which goes by the name *Principes pour le déplacement sécuritaire de personnes* (PDSP), is a revision of the PDSB program, and is one of the key components of an MDS prevention program.

### 3. Conditions That Favour the Implementation of PDSP

Based on current knowledge and according to some studies,<sup>1</sup> specific conditions favour and are even essential to the implementation and application of principles for safe person handling and mobility. The list of conditions is as follows:

- People at every hierarchical level are involved in the prevention of MSDs.
- PDSP training is part of an integrated MSD prevention program.
- The PDSP training program is endorsed by management and aligns with the establishments' orientations.
- Financial and material resources are allocated for the PDSP program.
- The roles and responsibilities of those targeted by the application of PDSP are identified.
- A person who received PDSP training is designated as the establishment's PDSP program manager.
- The staff is stable, including managers, unit leaders, the program manager and the PDSP instructor.
- The program provides for a sufficient number of multiplying agents (referred to as PDSP coaches, PDSP follow-up agents, PDSP instructors) in the healthcare environments.
- The choice of PDSP instructors is the result of a selection process.
- The majority of the care staff (e.g., PSWs, health and social services assistants, in addition to nursing and rehabilitation professionals, and technologists) have received PDSP training.
- Caregivers adopt an interdisciplinary approach, and PSWs take part in team meetings and decisions.
- Unit leaders receive targeted training in order to support the application of PDSP.
- The training (comprehensive or in the form of a follow-up activity) is offered when onboarding new employees as well as during their employment.

1 Ziam, S., Lakhali, S., Laroche E., Alderson M., Gagné, C. (2017). *Application des pratiques préventives par les infirmières et infirmiers : la perspective innovante de la capacité d'absorption* [with the collaboration of Courant, É., Roy-Blais C., and Simard, Y.]. Research report no. R-985. Montreal: Institut de recherche Robert-Sauvé en santé et en sécurité du travail.

Aubry, F., Feillou, I. (2018). *L'influence des rythmes de travail sur l'appropriation et l'application des principes de déplacement sécuritaire des bénéficiaires par les préposés dans les centres d'hébergement du Québec* IRSST – Rendez-vous de la science – June 12, 2018, Montreal. [https://medias.irsst.qc.ca/videos/1806\\_et\\_cr\\_HD\\_2014-0029\\_fr\\_pdf.pdf](https://medias.irsst.qc.ca/videos/1806_et_cr_HD_2014-0029_fr_pdf.pdf).

Aubry, F., Feillou, I., Torres, M., Ledoux, E., Couturier, Y., Desmarais, L. (2017). *Comprendre l'influence de la régulation des contraintes temporelles sur l'appropriation des principes généraux de déplacement sécuritaire des bénéficiaires par les recrues préposés aux bénéficiaires*. Scientific report no. R-998; Rapports scientifiques : prévention durable en SST et environnement de travail. IRSST. <http://www.irsst.qc.ca/media/documents/PubIRSST/R-998.pdf>.

## 4. A Program With Five Areas of Focus

PDSP training needs differ according to the job held and the resulting responsibilities. ASSTSAS makes new training accessible in various forms to raise stakeholders' awareness and equip caregivers to ensure safe person handling and mobility.

The program is divided into five areas of focus, according to stakeholders' roles and responsibilities.

Area of focus	For whom	Goals
Managing the prevention of MSDs related to person handling and mobility	Prevention officers working with care departments Care unit leaders Members of the occupational health and safety joint committee Union representatives Training managers Owners and managers of intermediate resources, seniors' residences, domestic help social economy businesses, private nursing homes (source: RAMQ) PDSP project/program managers	Structure the PDSP training program within MSD prevention activities during care Promote collaborative OHS management
Training PDSP instructors	Anyone chosen to assist and support staff	Assist and support workers in PDSP learning and application
Training workers	Anyone who provides people with direct care and services during employment, vocational training or volunteer activities	Offer protection against the risk of MSDs when caring for and moving people
Training those responsible for prescribing work methods	Rehabilitation professionals (occupational therapists, physiotherapists, physiotherapy technologists, kinesiologists, psychoeducators, special educators) Nursing professionals (nurses, clinical nurses, nursing assistants, care directors)	Adopt an OHS perspective with regard to decisions and recommendations to avoid exposing caregivers to health and safety risks
Raising awareness	Managers who are not in direct contact with the risk of MSDs among care staff (e.g., equipment installation, risk management, procurement) Prevention officers who are not attached to care-related departments General public Families Volunteers Etc.	Be familiar with the guidelines of PDSP training Be familiar with OHS issues and the expected benefits of a comprehensive approach to MSD prevention

## 5. Implementing a PDSP Training Program

Implementing a PDSP training program involves several roles taken on by various people, depending on the structure and size of the establishment. The roles and responsibilities of all stakeholders must be clearly defined in order to develop a sense of shared responsibility within a culture of MSD prevention. The functions associated with the PDSP program are as follows:

- Decision making
- Coordination of the PDSP program
- Support for instructors
- Coordination of training sessions
- Support regarding the application of PDSP
- Operational support for PDSP
- Prescription of safe methods
- Application of safe methods

### 5.1 Decision making (this role can be taken on by managers in the establishment or prevention department)

- Implement a prevention program for MSDs related to the movement of people
- Establish guidelines, roles and responsibilities for all stakeholders in the establishment in terms of the prevention of MSDs when providing care
- Identify the stakeholders in the PDSP program (e.g., program manager, instructors) and notify the entire staff
- Allocate the human, material and budgetary resources for the PDSP training program and the application of PDSP on a daily basis

### 5.2 Coordination of the PDSP program (this role can be taken on by a prevention officer or the PDSP program manager)

- Ensure that the training plan is incorporated into the action plan provided for in the MSD prevention program
- Develop and implement the PDSP continuing training program
- Analyze the specific training and follow-up activity needs (e.g., PDSP video clips, mentoring activities)
- Work in collaboration with various partners involved in care and training (e.g., managers, training department, staff on recall lists, *Approche relationnelle de soins* project manager, risk management team, rehabilitation team)
- Advise and support managers in the analysis of their needs and those of their teams
- Support managers with regard to the standardization of practices and promote the use of PDSP
- Ensure a connection with the OHS joint committee and issue recommendations regarding ways of reducing MSDs related to care
- Work in collaboration with various partners: facility management (physical plant), hygiene and sanitation, food services, etc.



- Support the person responsible for training coordination and the application of the PDSP training continuum
- Inform ASSTSAS of the organization's needs in terms of support for the application of PDSP

### **5.3 Support for instructors (this role can be taken on by a prevention officer or the PDSP program manager)**

- Participate in the selection of instructor candidates and evaluation of their skills
- Keep the PDSP instructor log up to date
- Support instructors in the development and delivery of activities (training, intervention, follow-up)
- Facilitate ongoing development of instructors' skills (e.g., recertification, knowledge upgrade)
- Draft an assessment report based on instructors' activity reports
- Organize meetings with teams of instructors
- Inform ASSTSAS of the organization's needs in terms support for the application of PDSP

### **5.4 Coordination of training sessions (this role can be taken on by a training department manager, a human resources agent or the PDSP program manager)**

- Coordinate the activities of the training program for workers:
  - Plan, coordinate and oversee the logistics of training and follow-up activities (e.g., reservation of rooms, equipment) in cooperation with the departments concerned
  - Ensure that the trained workers and care units have achieved the training objectives
- Coordinate training activities for PDSP instructors, rehabilitation and nursing professionals and managers
- Inform ASSTSAS of the organization's needs in terms of PDSP-related training

### **5.5 Support regarding the application of PDSP (this role is taken on by the PDSP instructors)**

- Apply the PDSP training program strategies
- Follow the training standards set out by ASSTSAS
- Practise methods of movement with workers to obtain a PDSP card
- Provide short training capsules as part of follow-up activities
- Accompany workers in residential and care settings to help them acquire or consolidate PDSP knowledge and skills, for example:
  - During online learning
  - When onboarding new employees
  - When a caregiver returns to work following an extended leave (e.g., illness, maternity, work accident)
  - When a caregiver has difficulty applying PDSP

- Participate in the analysis of follow-up needs
- Complete activity reports
- Lead problem-solving processes
- Act as a PDSP resource person for care units
- Provide PDSP expertise in various areas, for example:
  - During an inquiry and analysis of an accident related to the movement of a person
  - When purchasing equipment to facilitate movement
  - When redesigning care spaces
  - As part of activities of the OHS joint committee or any work group related to OHS
- Inform ASSTSAS of the organization's needs in terms support for the application of PDSP

## **5.6 Operational support for PDSP (this role is taken on by the managers in charge)**

- Ensure that caregivers under their supervision follow the process related to safe care and PDSP
- Implement the prevention measures needed to apply PDSP, according to the global approach to the work situation
- Identify training needs
- Put in place the conditions needed to carry out the training
- Provide the equipment needed to apply PDSP
- Notify care providers, family caregivers, and persons about the conditions for PDSP compliance

## **5.7 Prescription of safe methods (function carried out by rehabilitation and nursing professionals)**

- Apply safe work methods
- Prescribe safe work methods following the assessment of the person
- Help identify solutions for reducing risks when providing care
- Follow the procedure for safe care
- Follow the procedures regarding the application of PDSP

## **5.8 Application of safe methods (this role is taken on by all caregivers)**

- Apply safe work methods
- Identify hazardous situations and notify management
- Help identify solutions for reducing risks when providing care
- Follow the procedure for safe care
- Follow the procedures regarding the application of PDSP

## 6. Choice of Instructors

The PDSP training model proposed by ASSTSAS is based on the presence of instructors who are trained and certified by ASSTSAS, whose primary role is to support the application of PDSP (see Section 5.5).

The person chosen by their establishment to become a PDSP instructor must have the following specific characteristics:

- Has the physical capabilities to correctly perform a caregiver's movements (e.g., weight and counterweight transfer)
- Has a good understanding of French and English (written and spoken) if the course is given in English
- Recognizes the importance of occupational health and safety
- Applies safe work methods
- Expresses themselves clearly, using language that is adapted to the group
- Is at ease speaking in front of a group
- Is able to ask questions and encourage reflection
- Has strong analytical skills and a good sense of observation
- Demonstrates the motivation to help and support co-workers
- Shows concern for others: empathy, openness, patience, respect
- Is familiar with a caregiver's tasks
- Is able to build credibility with co-workers and managers
- Demonstrates the ability and desire to act as a resource person
- Demonstrates leadership skills
- Exhibits a positive attitude

The PDSP training philosophy is closely linked to *Approche relationnelle de soins* (ARS) training. Receiving this training is an asset for becoming a PDSP instructor.

Adherence to PDSP is facilitated when a participant identifies with an instructor who has the same job title as theirs. That is why ASSTSAS recommends that instructors with different types of jobs receive training. The number of instructors must be adapted according to each establishment's needs.

It is suggested that a transparent selection process for instructors be adopted in order to choose the best candidates. A qualified or experienced caregiver will not necessarily make a good instructor, since the qualifications for these two roles are different.

Tools to facilitate the selection process are available in the appendices:

- A sample job posting (see Appendix A)
- The questionnaire "To Be or Not to Be a PDSP Instructor" (see Appendix B)
- An interview checklist for PDSP instructor candidates (see Appendix C)

## 7. PDSP Training Process and Procedure

ASSTSAS offers various types of training relating to the five previously described areas of focus:

Area of focus	Title of training	Registration procedure
Managing the prevention of MSDs related to person handling and mobility	PDSP prévention des TMS	<a href="http://asstsas.qc.ca/formations-nos-formations/pdsp-prevention">http://asstsas.qc.ca/formations-nos-formations/pdsp-prevention</a>
	PDSP gestion	<a href="http://asstsas.qc.ca/pdsp-gestion">http://asstsas.qc.ca/pdsp-gestion</a>
Training PDSP instructors	PDSP moniteurs	<a href="http://asstsas.qc.ca/formations-nos-formations/pdsp-moniteurs">http://asstsas.qc.ca/formations-nos-formations/pdsp-moniteurs</a>
Training workers	PDSP travailleurs	<a href="http://asstsas.qc.ca/formations-nos-formations/pdsp-travailleurs">http://asstsas.qc.ca/formations-nos-formations/pdsp-travailleurs</a>
Training those responsible for prescribing work methods	PDSP réadaptation	<a href="http://asstsas.qc.ca/formations-nos-formations/pdsp-readaptation">http://asstsas.qc.ca/formations-nos-formations/pdsp-readaptation</a>
	PDSP soins infirmiers	<a href="http://asstsas.qc.ca/formations-nos-formations/pdsp-soins-infirmiers">http://asstsas.qc.ca/formations-nos-formations/pdsp-soins-infirmiers</a>
Raising awareness	PDSP sensibilisation	<a href="http://asstsas.qc.ca/pdsp-sensibilisation">http://asstsas.qc.ca/pdsp-sensibilisation</a>

The PDSP training procedure for workers and instructors involves several steps, as described below.

### 7.1 PDSP workers

Procedure for obtaining a PDSP card	
<b>Prerequisite:</b> None	
STEP 1	<p><b>Registration for the online training <i>Principes pour le déplacement sécuritaire de personnes on a learning platform</i></b></p> <ul style="list-style-type: none"> <li>• Directly on the online learning platform</li> <li>OR</li> <li>• Through an instructor or an establishment with prepaid <a href="#">licences</a></li> </ul>
STEP 2	<p><b>Online training</b></p> <p>Duration: approx. 3 hours</p> <p>The online training requires a strong command of French or English. If necessary, the training can be completed with a companion.</p>
STEP 3	<p><b>Successful completion of the final test for the online training and issuing of a preliminary certificate in the student's name</b></p> <p>Pass mark: 80%</p> <p>The student can redo the test in the event of a failure.</p> <p>NOTE: This certificate is NOT the PDSP card.</p>

## Procedure for obtaining a PDSP card (cont.)

STEP 4	<p><b>A practical training session on safe methods of movement with a certified PDSP instructor in a real care context or in a training room. The instructor may be:</b></p> <ul style="list-style-type: none"><li>• an employee of the establishment</li><li>• a <a href="#">consultant</a> hired by the establishment</li></ul> <p>The duration of the practical session can vary depending on the context (in a real setting or in a training room) and the number of participants. For reference purposes, the duration of the practical session is 7 hours with a group of 8 participants in a training room.</p> <p>The time between the date that the online training test is successfully completed and the start of the practical session must be as short as possible and <b>must not exceed 60 days</b>. It is possible to redo the online training test (Module 10) if the deadline has passed.</p> <p>The practical training can take place in the language of the instructor's or the establishment's choice.</p>
STEP 5	<p><b>Request for a PDSP card by the instructor, in the learner's name</b> (through the <a href="#">Guichet – Demande de cartes</a>)</p>
STEP 6	<p><b>Issuing and mailing of PDSP card to instructor, who then gives it to the learner</b></p>

### Workers' skills maintenance

**The PDSP card has no expiry date.** ASSTSAS encourages establishments to plan continuing training activities, including **PDSP training capsules** and peer-supervised practice for workers on the job in order to:

- Maintain their learning
- Consolidate or update their knowledge and skills
- Support caregivers in applying best practices

**PDSP training capsules:** A certified PDSP instructor provides a group of caregivers with training on specific topics. Certified instructors can use the content of the theoretical and practical components on an "à la carte" basis. Instructors can also develop original material according to the establishment's discretion.

**Peer-supervised practice:** A certified PDSP instructor accompanies a caregiver during real-life care activities in order to provide feedback on the application of PDSP. Based on our experience, this training approach is the one that is most likely to produce conclusive and long-lasting results.

## 7.2 PDSP instructors

<b>How to become a certified PDSP instructor</b>	
<p><b>Prerequisites:</b> Completed PDSP training or be committed to doing so</p> <p>Completed the questionnaire “To Be or Not To Be a PDSP Instructor” (see Appendix B) (recommended but not mandatory).</p> <p>Have been informed by the establishment of their future role and responsibilities</p> <p>Demonstrated proficiency in caregiver’s movements (e.g., lateral weight transfer, forward-backward weight transfer, counterweight transfer)</p> <p><b>IMPORTANT: An inability to correctly perform these movements will result in a failure.</b></p>	
STEP 1	<b>Application completed by the establishment</b>
STEP 2	<b>Application analyzed by an ASSTSAS advisor</b>
STEP 3	<p><b>Acceptance of the application or contact with the establishment</b></p> <p>If the analysis of the application reveals that the conditions for successfully training an instructor have not been met, an ASSTSAS advisor will contact the establishment to propose consulting support in order to fulfill these conditions. The candidate’s registration could be postponed.</p>
STEP 4	<b>Candidate’s registration for a training session</b>
STEP 5	<p><b>Successful completion of the online training test less than 30 days before the training begins and printing of the preliminary certificate in the learner’s name</b></p> <p>If the candidate completed the online training more than 30 days before the training begins, they can redo the test (Module 10) and reprint their preliminary certificate with the date updated.</p> <p>IMPORTANT: This certificate is NOT the PDSP card.</p>
STEP 6	<p><b>Practice of caregivers’ movements</b></p> <p>The candidate must be proficient in the caregiver’s movements (e.g., weight transfer, forward-backward weight transfer, counterweight transfer) before starting their training. To do so, they can:</p> <ul style="list-style-type: none"> <li>• practise with a certified PDSP instructor from their establishment</li> <li>• practise with a certified consulting PDSP instructor</li> </ul>
STEP 7	<p><b>Days 1 and 2</b> of the candidate’s <b>training</b> with an ASSTSAS master instructor</p> <p>The PDSP program manager will be contacted if the candidate is experiencing difficulties that could compromise their success.</p>
STEP 8	<p><b>Completion of the homework assignment</b> by the candidate and meeting with the PDSP program manager at their establishment</p> <p>If the training is offered locally, the PDSP program manager is asked to attend a 1-hour meeting with the entire group on day 5.</p> <p><b>ASSTSAS suggests that the establishment give the candidate 3 hours’ leave to complete their homework assignment and to meet with their PDSP program manager.</b></p>
STEP 9	<b>Days 3, 4 and 5</b> of the candidate’s <b>training</b> with an ASSTSAS master instructor

## How to become a certified PDSP instructor (cont.)

STEP 10	<b>Correction and compilation of results</b> by the ASSTSAS master instructor
STEP 11	<b>Issuing of certified PDSP instructor's card</b> within a period of 14 days following the end of the training Once certified, the instructor receives a personal ID number and an access code for the <a href="#">Guichet – Demande de cartes</a> . In the event of a failure, a meeting will take place between the ASSTSAS master instructor, the candidate and the PDSP program manager to determine whether the final test can be redone.
STEP 12	<b>Start of certified PDSP instructor activities</b> in their establishment. At this stage, the certified PDSP instructor can have the candidate practise safe methods of movement and have PDSP cards issued to workers.

### Maintaining instructor's skills

Instructors must participate in the recertification activity offered by ASSTSAS every 3 years in order to maintain their certification. ASSTSAS urges them to consult PDSP publications in order to keep their knowledge up to date.

## 8. Appendices

### APPENDIX A: SAMPLE POSTING

#### *Looking for a PDSP Instructor*



#### **IMPORTANT**

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The establishment can expand the instructor's role according to its needs. It must, however, ensure that the instructor has the knowledge required to play an expanded role.

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#### **Role**

PDSP training is intended for all caregivers and aims to reduce the risks of musculoskeletal disorders during the delivery of care. To promote the application of PDSP by caregiver staff, the establishment seeks instructors to assume the following responsibilities:

- Transfer PDSP knowledge in accordance with the training standards established by ASSTSAS
- Transfer PDSP knowledge in accordance with the establishment's internal procedures
- Practise methods of movement with workers in order to qualify them for and issue their PDSP card
- Provide short training capsules as part of follow-up activities
- Accompany workers in care settings to help them acquire and consolidate PDSP knowledge and skills
- Participate in the analysis of follow-up needs
- Fill out activity reports
- Lead problem-solving processes
- Act as a resource person regarding safe person handling and mobility
- Lend expertise to different areas pertaining to PDSP
- Inform ASSTSAS of the organization's needs regarding support for the application of PDSP

#### **PDSP instructor support**

The instructor is assigned to their care unit. However, their activities as a PDSP instructor are supported by the PDSP program manager and the training coordinator.

#### **Desired profile**

The candidate:

- Has the physical capabilities to correctly perform a caregiver's movements (e.g., weight and counterweight transfer)
- Has a strong command of French (written and spoken)
- Recognizes the importance of occupational health and safety
- Applies safe work methods
- Expresses themselves clearly, using language that is adapted to the group
- Is comfortable speaking in front of a group
- Is able to ask questions and encourage reflection



- Has strong analytical skills and a good sense of observation
- Demonstrates the motivation to help and support co-workers
- Shows concern for others: empathy, openness, patience, respect
- Is familiar with a caregiver's tasks
- Builds credibility with co-workers and managers
- Demonstrates the ability and desire to act as a resource person
- Demonstrates leadership skills
- Exhibits a positive attitude

### **Requirements**

- Education (to be specified according to the establishment's needs)
- Successful completion of the PDSP online training test

### **Assets**

- Trained in the *Approche relationnelle de soins*

### **Compensation and release time**

*Add compensation terms and conditions, if relevant.*

Instructors will be given paid time off during their training. They will also be given paid time off as part of their PDSP instructor activities.

## APPENDIX B: TO BE OR NOT TO BE A PDSP INSTRUCTOR

1. The aim of this questionnaire is to present the skills and profile needed to become a PDSP instructor, and to spark reflection to determine whether or not you see yourself in that role.
2. This is not an exam. There are no right or wrong answers. Answer the questions as honestly as possible, based on your personal and work experience.
3. Choose the number that corresponds to what best describes you.

The role of instructor requires the following skills:

- Minimum **physical capabilities**: bending and standing up without holding on, firmly grasping an object and pulling using your body weight, standing endurance, etc.
- Knowledge of **French and English**: understanding a written text and verbal explanations.

How would you describe your skills?

	YES	NO
• I have the required physical capabilities.	<input type="radio"/>	<input type="radio"/>
• I have a strong command of French and English (written and spoken).	<input type="radio"/>	<input type="radio"/>

If you answered “no” to either of these questions, plan a discussion with your employer to be sure that you are able to complete the training and fulfill the role of PDSP instructor.

Describe yourself on a scale of 1 to 6.

This statement describes me accurately: 1 → Strongly disagree  
6 → Strongly agree

Occupational health and safety	1	2	3	4	5	6
1. I strongly believe in occupational health and safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In the course of my work, I apply safe work methods and use equipment appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I correct situations that could pose a risk for me or my co-workers or report them to my employer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to communicate/observe/ask questions	1	2	3	4	5	6
4. I find it easy to relate to people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I enjoy observing and then asking thought-provoking questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I express myself easily and the messages that I convey are clear and courteous, even in delicate situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Ability to communicate/observe/ask questions (cont.)</b>	1	2	3	4	5	6
7. I am attentive to others and make sure that the person I am talking to understands the meaning of my message.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I show concern for the impact of my words and gestures on others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I enjoy explaining and demonstrating work methods to my peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I like speaking to a group of people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Support for co-workers</b>	1	2	3	4	5	6
11. I know how to show empathy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I am very patient and I am able to respect each person's pace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I express an interest in my co-workers' difficulties and I offer to help when necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I am open to different ideas and I avoid judging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Credibility with peers</b>	1	2	3	4	5	6
15. I have excellent credibility in my workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I like to act as a resource person in my workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I have a very good knowledge of a caregiver's tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. People often call upon me to find solutions to difficult situations involving movement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I always seek ways to improve in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Attitude</b>	1	2	3	4	5	6
20. I always react calmly when faced with difficulties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I get along well with the people around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I perform my tasks and fulfill my commitments according to expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I consider myself to be someone who always has a positive attitude.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After considering these questions, plan a discussion with your employer to confirm your interest in becoming an PDSP instructor.

## APPENDIX C: INTERVIEW CHECKLIST FOR PDSP INSTRUCTOR CANDIDATES

This checklist may be adapted according to the establishment's needs. Having someone on hand who can evaluate the application of PDSP (e.g., a certified instructor) is highly recommended.

### Introduction

Explain the interview goals and process. The interview will include:

- Open questions
- A short text to read
- Theoretical scenarios
- Practical scenarios

Scale:

- 1 → Poor
- 2 → Fair
- 3 → Good
- 4 → Excellent

### SECTION 1 Motivation and desire to become an instructor and support peers

#### Proposed questions:

- ✓ Why do you want to become a PDSP instructor?
- ✓ How do you see your role as a PDSP instructor within the establishment?
- ✓ Can you give us an example of a situation where you helped a co-worker who was having difficulty performing a task?
- ✓ Tell us about a situation where you showed a co-worker how to perform a task. How did you go about it?
- ✓ Have you had any personal experiences that would make you a good instructor (e.g., teaching, coaching sports)?

	1	2	3	4
a. Interest in committing to become an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Interest in accompanying peers in their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Relevant personal experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Comments:

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## SECTION 2 Occupational health and safety

### Proposed questions:

- ✓ Since your PDSP training, have you found it easy to incorporate the principles into your work? In what context is it more difficult/impossible? What do you do then?
- ✓ Why do you think caregivers get injured, despite PDSP training?
- ✓ Can you give us an example where you witnessed a dangerous situation at work? What did you do?

	1	2	3	4
a. The values of occupational health and safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Understanding of the limitations of the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Reporting of dangerous situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Comments:

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## SECTION 3 Knowledge and credibility

### Proposed questions:

- ✓ Can you tell us about your experience as a caregiver? What positions have you held? Can you describe your career path? What did you like the most and the least?
- ✓ How do you think a person establishes credibility with their co-workers and supervisors?
- ✓ Do you have the qualities that you just described?
- ✓ Can you give us an example where you were called on to solve a problem?

	1	2	3	4
a. Knowledge of a caregiver's work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Credibility with peers and supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ability to be a resource person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Comments:

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## SECTION 4 Ability to analyze, observe and communicate

### Proposed questions:

- ✓ Can you read the text (at the end of the questionnaire) out loud?
- ✓ What main message does the text convey?
- ✓ Can you tell us about a situation where you had to speak to a group of people? How was that experience?
- ✓ What do you think are the qualities of an instructor who successfully conveys their knowledge based on the characteristics of the learners? Do you think you have those qualities?

	1	2	3	4
a. Understanding of French and English (written and spoken)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to communicate easily and express yourself clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Analytical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Comments:

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## SECTION 5 Attitude

### Proposed questions:

- ✓ Can you describe a difficult situation that you faced and what you did to turn it into a positive experience?
- ✓ Can you describe a situation where you took initiative?
- ✓ How would you describe your relationship with your co-workers and supervisors?

	1	2	3	4
a. Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Autonomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Relationships with co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Comments:

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## SECTION 6 Knowledge and application of PDSP

### Proposed questions:

- ✓ Have you received PDSP (formerly PDSB) training? If so, when and where?
- ✓ Do you think applying PDSP can have a real impact on caregivers' health and safety? If so, how? If not, why not?
- ✓ Before moving a person, what should you consider to ensure your safety and that of the person?
- ✓ Why do you think some caregivers don't apply PDSP?

	1	2	3	4
a. Adherence to PDSP values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Comments:

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## SECTION 7 Theoretical scenario

A co-worker known for being a good caregiver cannot manage to correctly perform a safe method of movement that you taught them. Although you have demonstrated it several times, they still cannot do it successfully, despite their efforts. What do you do?

**Type of answer expected:** Some people have more difficulty than others learning a movement. Stay positive, encourage them and acknowledge their efforts and progress, even if they are minor. The goal of a PDSP instructor is not to achieve results. They must do their best to help others improve. Try a different approach. Discuss the situation with another instructor (don't assume that you have all the answers, rely on the strength of the team of instructors). Do they ask for help?

1 2 3 4

a. Quality of response

**Comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

You are asked to help a co-worker correct a work method that puts them at risk of injury and also jeopardizes the safety of the person being moved. This co-worker is known for having a negative attitude and not being open to change. What do you do to make the situation as pleasant as possible?

**Type of answer expected:** The goal of the process must be clear so as to reduce the risk of injury for the worker and the person being moved. Make the co-worker see the benefits for them. Get them involved, ask for their opinion. However, if the caregiver adopts risky behaviour and is unwilling to make improvements, you may have to resort to an administrative measure to resolve the issue. An instructor's role is not to enforce behaviour, and they probably won't succeed even if they try.

1 2 3 4

a. Quality of response

**Comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## SECTION 8 Practical scenarios

Mrs. Tremblay has cognitive issues, but she has no physical limitations. When you ask her to stand up from her chair, she doesn't move. **Demonstrate** how to go about helping her stand up.

**Type of answer expected:** The caregiver helps her only by giving her instructions regarding her natural movements, stimulates her and gives her tips and tricks. When dealing with a person with that type of profile, the caregiver should not use physical efforts.

	1	2	3	4
a. Appropriateness of the chosen method	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Quality of the movement carried out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Comments:

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Mr. Côté has all his cognitive functions, but his left side is paralyzed. He has difficulty moving up to the head of his bed. **Demonstrate** how you can help him move up in bed.

**Type of answer expected:** The caregiver must start by asking him to position himself to use his natural movements so that he can push with his good leg. The caregiver must be sure that there is a friction-reducing device under the person. The tilt (Trendelenburg) function on the bed can also be used to reduce efforts. Lastly, since Mr. Côté can push with his right leg, the caregiver must be on his left side to provide support where he is weakest, and use forward-backward weight transfer or counterweight transfer with one knee on the bed.

	1	2	3	4
a. Appropriateness of chosen method	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Quality of the movement carried out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Comments:

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Mr. Dionne is no longer able to reposition himself in bed, but he moves all the time, so much so that he often finds himself stuck against the bed rail. **Demonstrate** how to recentre him in bed.

**Type of answer expected:** The caregiver must be sure to place a friction-reducing device under the person. Then, they must recentre the person by using forward-backward weight transfer or counterweight transfer.

	1	2	3	4
a. Appropriateness of chosen method	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Quality of the movement carried out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comments:**

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**Additional comments.** Record any difficulties that could limit the candidate when they perform a weight transfer or counterweight:

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## SECTION 9 Conclusion

Ask the candidate to share their thoughts and ask questions that might have come up after completing the questionnaire "To Be or Not To Be a PDSP Instructor."

Inform the candidate about the next step of the selection process.

- ✓ Number of candidates that will be selected
- ✓ Deadline for receiving an answer
- ✓ Next steps if they are selected

### Text to be read by the candidate (Section 4)

A man in a park notices that a cocoon in some nearby foliage appears to be moving. He realizes that it's a butterfly trying to exit through the small hole in its cocoon. After some time passes, the butterfly seems to give up. The man takes his pen knife and opens up the cocoon.

The butterfly is immediately released, but its body is thin and numb, and its severely underdeveloped wings are barely moving. The man believes that, at any moment, the butterfly will spread its wings and begin to fly. But that never happens. Instead, with a thin body and stunted wings, the poor butterfly spends the rest of its days dragging itself along, unable to fly.

## Notes

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