

ICE *Lesson Plan*

FACILITATING SIT TO STAND



This lesson plan is designed to supplement your lab on mobility and transfer skills.

Learning Objectives

By the end of this activity, the successful student will be able to:

1. Analyze specific movement patterns observed during mobility tasks and transfers, including common compensatory strategies.
2. Assist the client with transfer from sit to stand while providing maximum assistance.

This activity supports the requirements for:

- *The Accreditation Council for Occupational Therapy (ACOTE) standard B.4.4*
- *The Commission on Education for Physical Therapy Education (CAPTE) standard 7D27*

LEARNING ACTIVITIES

Watch

Assign this video for students to watch before, during, or after class: **Sit to Stand: Maximum Assist.1**. In this 3-minute video, the clinician demonstrates specific handling methods used to help stroke survivors stand from a wheelchair with maximum assistance.

Discuss

Stimulate small or large group discussions with questions, such as:

1. What is the normal pattern of movement for sit to stand?
2. Where should the feet be placed during sit to stand?
3. What are the three points of control when assisting the client in sit to stand?
4. How do you protect yourself during assist to stand?
5. What functional activities require sit to stand?
6. How and when should a gait belt be used?
7. How do you determine a Functional Independence Measure (FIM) score for sit to stand?
8. How would you document interventions involving sit to stand?
9. How does the technique used in this this video compare to those used in other videos in the ICE Video Library? (See additional videos on this topic provided on page 2, Watch more!).



Create an assignment

REFLECTION:

Have students complete a reflection paper or worksheet using the discussion questions provided. This would be great to use as a flipped classroom assignment prior to lab.

SIMULATION:

- Have students practice sit to stand with patients, simulated patients, friends, or relatives. Be sure that the students practice on simulated clients of all sizes and abilities.

DOCUMENTATION:

Have students determine the level of assistance provided and document this patient interaction in the objective section of a SOAP note. Students could also write the mobility goal that they believe would be most appropriate for this client now and a month from now.



Watch more!

Search the ICE Video Library for additional videos on this topic.

Here are four examples:

- **Spinal Stenosis, 3 months Post Surgery: Sit to Stand**
- **Acute Care Part 4: Dizziness while Standing**
- **Ventilator Part 3: Sit to Stand at Edge of Bed**
- **Movement Analysis during Mobility and Self-Care tasks**

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