COMPLETING THE NCAS TOOL IN AGED CARE

This document provides Clinical Facilitators & Aged Care staff with information on how to assist students in completing their NCAS assessment.
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Important Information

This document focusses on Aged Care and can be applied to – Independent Living, Assisted Living, High Care, Low Care.

This guide provides clinical facilitators examples of activities students may participate in in order to meet their assessment needs.

Each section listed relates to the 8 employer competency assessments (pages 36-71) of the NCAS assessment tool.
Initial and Ongoing Nursing Assessment of a Client-Patient

NCAS pages 36-40

Students may become involved in the following activities.

Explore these activities in relation to the performance criteria:

- Initial assessment of a resident or client on admission to the service
- Use of validated assessment tools appropriate to aged care clients e.g. Abbey Pain Scale
- Participation in ongoing assessment (prompted by regular care plan review timeline or change in resident condition) in the following domains of care:
  - Behaviour
  - Communication and Sensory
  - Cognitive and Psychological
  - Elimination
  - Mobility/Falls
  - Hygiene
  - Medication
  - Nutrition/Hydration
  - Oral/Dental
  - Pain
  - Palliative
  - Skin Integrity
  - Sleep
  - Wounds/Pressure Area (but this could fit into wound management also)
- Engagement with family within the assessment process
- Responding to assessment findings:
  - Identification of specific areas of need/further attention
  - Referral
  - Documentation
  - Family discussion
Caring For a Client/Patient Requiring Wound Management

*NCAS pages 42-45*

RN review of wound management delegated to EN within residential unit. This includes:

- Reviewing client/resident condition
- Provision of evidence based wound assessment technique
- Demonstrated knowledge of leg ulcer aetiology and type (venous/arterial/diabetic)
- Assessing for ongoing risk factors for further skin breakdown eg pressure
- Reviewing existing wound care treatment for client/resident
- Demonstrating clear rationale for continuing treatment or change in wound dressing
- Use of evidenced based practice in decision making for wound management eg knowledge of and use of CSI tool in decision making
- Reviewing indication/contraindications for compression therapy
- Reviewing infection status and infection control precautions for wound management
- Referrals for additional inter-professional management eg dietetics, wound care specialist nurse, podiatrist, vascular team
Managing Medication Administration

*NCAS pages 46-49*

Aged care specific considerations:

- Understands the role of the RN in delegation and accountability in medication administration within the aged care environment
- Understands the concept of a designated nurse
- RMMR and HMR in aged care
- Understands MAC and QUM processes within the aged care environment
- Assesses client/resident’s ability to self-administer medication and or swallowing capacity
- Refers to speech pathologist for swallowing assessment
- Evaluates the effect of medication such as analgesia and uses appropriate assessment tools to validate these results
Managing the Care of a Client-Patient

*NCAS pages 50-53*

Students may become involved in the following activities. Explore these activities in relation to the performance criteria:

- Care planning based on evidence gathered through assessment (both initial and ongoing)
- Referral to the interprofessional team of clinicians as required including Medical Practitioner, Speech Pathology, Physiotherapy, Occupational Therapy, Dietician, Exercise Physiologist and Podiatrist
- Liaison and coordination of medical care to client/resident
- Assessment and implementation of Palliative/End of Life care
- Assessment and implementation of decisions around risk including restraint
- Communication and involvement of family in care and decision making
- Assessment and documentation in relation to ACFI requirements
Managing the Care of a Group of Clients-Patients

NCAS pages 54-57

Students may become involved in the following activities.

Explore these activities in relation to the performance criteria:

- Understanding allocation of client/resident numbers to RN in aged care
- Development of processes to identify clients at risk within a shift and prioritising their care requirements to ensure their needs are met
- Development of understanding of team member roles (EN and care worker) within the provision of nursing care to large group of clients/residents
- Ensuring staff are informed of activities they are required to complete to provide effective care for residents
- Development of a team environment amongst EN’s and Care Workers
- Provision of communication methods to ensure client/resident needs are met
- Checking resident/client group data to determine those resident’s at risk e.g. weights, MUSTS
- Initiation of ACFI related documentation across a group of clients
Monitoring and Responding to Changes in a Client-Patient Condition

NCAS pages 58-61

Students may become involved in the following activities. Explore these activities in relation to the performance criteria:

- Responding to sudden changes in client/resident condition in relation to FALLS including assessment techniques/protocols, responding to findings of these assessments and reporting and documenting outcomes
- Responding to sudden changes in client/resident condition in relation to BEHAVIOUR FALLS including assessment techniques/protocols, responding to findings of these assessments and reporting and documenting outcomes
- Responding to sudden changes in client/resident condition in relation to DYSPHAGIA including assessment techniques/protocols, responding to findings of these assessments and reporting and documenting outcomes (includes Speech Pathology involvement)
- Identifying key components of hospital avoidance plans
- Use of ECP in aged care
- Responding to clients/residents with Dementia including identifying Delirium as a possible cause of increased confusion.
- Initiation of palliation plans in conjunction with medical team and family
Teaching a Client-Patient

NCAS pages 62-66

Students may need to focus on the following when engaging with residents/clients in aged care:

- Communication skills:
  - For example, clients with Dementia
  - Take into consideration planning interactions when working with people at risk of behavioural disturbance to reduce the likelihood of poor outcomes (distress/resistive behaviour/agitation/aggression)

- Investigate evidence based strategies around working with people who are cognitively impaired to support:
  - Independence
  - Sense of belonging and meaningful engagement

- Engagement with other inter-professionals for example Speech Pathology team
Teaching of a Colleague

*NCAS pages 68-71*

Students may become involved in the following activities.

Explore these activities in relation to the performance criteria:

- Infection control in relation to:
  - Gastro break out protocols
  - MRSA, VRE protocols
  - Hand washing
- Wound assessment and management within the aged care environment
- BGL
- S/C medication
- PEG management
- Falls management protocols
- Students must also demonstrate evidence based practices around teaching techniques, learning styles