

Service delivery checklist: Dressing aids



Learner:		Mentor:		Date:	
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Tasks	Did not perform	Performed inadequately	Performed satisfactorily	Performed excellently
	Without being reminded	Before being helped	Before being helped	Before being helped
Step one: Select				
1. Collects relevant information on the assessment form: <ul style="list-style-type: none"> Identifies if person may benefit from dressing aid/s Selects suitable dressing aid/s. 				
2. Identifies when person needs referral to a suitable service. For example, a rehabilitation or vision service.				
Step two: Fit				
3. Checks dressing aid is in good working order.				
4. Checks dressing aid is suitable: <ul style="list-style-type: none"> Size to hold Weight to lift Length to reach Person's ability to operate moving parts. 				

Step three: Teach				
5. Teaches person how to use dressing aid/s more easily including: <ul style="list-style-type: none"> • Changing dressing position • Changing how to get dressed • Choosing different types of clothing and/or shoes. 				
6. Explains and demonstrates how to use selected dressing aid/s.				
7. Teaches person to look after dressing aid/s.				
Step four: Follow up				
8. Provides person with follow up information.				
9. Identifies correct follow up actions: <ul style="list-style-type: none"> • Replace dressing aid • Adjust dressing aid • Provide further training • Refer. 				
For all steps				
10. Demonstrates safe and person-centred practice in all service steps.				

Notes for mentors
<p>Use this service delivery checklist to help:</p> <ul style="list-style-type: none"> • Evaluate how well learners perform the tasks to safely provide dressing aid/s and whether:

- They can safely provide dressing aids independently, or
- Need extra mentoring and if so, which tasks they most need to practice.

Note that:

- This checklist focuses on the most important tasks that are covered in the TAP module.
- There may be other tasks you would like your learners to develop. You can further develop this checklist if this would be helpful.
- You may not be able to observe the tasks for all four steps in one session, as follow up will happen later.

To use the checklist:

- Observe learners following the four service steps. This may be through role play (practising with each other) or with people who may require dressing aids.
- Always make sure that practice with people is carried out safely.
- Note on the form whether the learner has performed each task using the following:
 - **Did not perform:** Without being reminded.
 - **Performed inadequately:** Before being helped.
 - **Performed satisfactorily:** Before being helped.
 - **Performed excellently:** Before being helped.
- Include comments on what the learner has done well, or areas that need further practice.

Providing feedback to learners:

- Discuss your observations with learners. Share with them their strengths, and areas needing more practice.
- Provide a copy of the completed checklist to the learner as their record.
- Continue to provide mentoring and support; and re-evaluate as they develop skills and confidence.

When is a learner ready to provide dressing aids independently?

- To provide dressing aids safely, a learner should consistently complete all tasks correctly.
- Remember - mentoring and supervision is an ongoing process, to continue improving skills.