

ACE Dementia Series Prerequisites Checklist

For Registered and Enrolled Nurses

Student's Name:

Facility Name:

Unit Standard 5012 (Version 3) – Lift and Position People Safely

Element 1

Describe and demonstrate how safe lifting and positioning techniques prevent back injuries.

(Tick when competent)

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| PC 1.1 – The student is able to give two examples of factors for each of the following categories that contribute to back injury when lifting and positioning people: | |
| • Movement, posture & layout | |
| • Task (type of lift/transfer) & person | |
| • Work environment | |
| • Individual lifter factors | |
| PC 1.3 – The student is able to demonstrate any three back exercises to strengthen the back and minimize back injuries, in accordance with industry guidelines. | |

Element 2 – Use lifting and positioning methods that provide for comfort, dignity and safety for the client and safety for the lifter.

(Tick when competent)

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| For all lifts the student has short fingernails, removes sharp rings, uses palms of their hands, does not drag or pull clothing and limbs of client, wears appropriate footwear and ensures that the client has appropriate footwear. | |
| All lifts are carried out in accordance with the organization's policies and procedures and in accordance with the manufacturer's instructions for the lifting aid. | |
| PC 1.2 – Preparation for the lift meets the client's Care Plan and the organization's policies and procedures. | |
| PC 2.1 – The one-person transfer is demonstrated with any two <u>different</u> lifting aids, when the client can assist. | |
| PC 2.2 – The two-person lift is demonstrated. | |
| PC 2.3 – The two-person transfer is demonstrated using any two <u>different</u> lifting aids | |
| PC 2.4 – All lifts and transfers promote client safety and preserve their dignity. | |
| PC 2.5 – For each lift: 1. The client is positioned safely and comfortably in accordance with their Care Plan. 2. The student demonstrates transferring a client to one of the following positions: seated in a chair, seated in a bed, on their side in bed, or on their back in bed. Position the client in a <u>different</u> position for each lift/transfer. | |

Unit Standard 5019 (Version 3) – Assist an older person to meet their physical needs.

Element 1 – Describe the ageing process and its effect on individuals.

Note: When a resident is selected, all activities must comply with any policies, procedures and requirements of your workplace, be in accordance with the resident’s Care Plan and be in accordance with the resident’s condition on the given day.

(Tick when competent)

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| PC 1.1 – The ageing process is described in terms of its impact on the body systems. Two affects are required for each of the following systems. | |
| • Musculo-skeletal | |
| • Urinary | |
| • Gastrointestinal | |
| • Cardiovascular | |
| • Nervous | |
| • Reproductive | |
| • Endocrine | |
| • Respiratory | |
| PC 1.2 – The ageing process is described in terms of how it may impact on an individual’s body and personal routines. The student should include two impacts on each of the following: | |
| • Nutrition | |
| • Hydration | |
| • Mobility | |
| • Dexterity | |
| • Ability to perform skin, hair, nail, oral and dental care | |
| • Sensory losses | |
| • Elimination | |
| • Sleeping patterns | |
| PC 1.3 – The student identifies residents who have health conditions that affect each of the following body system’s. They need to describe how each condition has impacted on the individual in terms of pain, nutrition, hydration, mobility, dexterity, skin care, oral and dental care, sensory losses and elimination. | |
| • Musculo-skeletal health condition | |
| • Urinary health condition | |
| • Gastrointestinal health condition | |
| • Cardiovascular health condition | |
| • Nervous System health condition | |
| • Reproductive health condition | |
| • Endocrine health condition | |
| • Respiratory health condition | |

Element 2 – Assist an older person to ensure that their physical needs are met. The student selects a resident and describes or demonstrates the following:

(Tick when competent)

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| PC 2.1 - The student describes the level of assistance required by the resident in terms of: | |
| • Bathing or showering | |
| • Mouth care | |
| • Hair, foot, hand and skincare | |
| • Eye & ear care | |
| • Dressing & grooming | |
| • Eating & drinking | |
| • Toileting | |
| • Mobility | |
| • Rest & sleep | |
| PC 2.2 & 2.3 – The student demonstrates safely, and in accordance with the resident’s Care Plan and the organization’s policies and procedures, the individual care needs of the resident. All practices are demonstrated with regard to promoting the rights of the resident and their freedom of choice. Competency in the following areas is demonstrated: | |
| • Physical care | |
| • Psychological care | |
| • Spiritual care | |
| • Cultural care | |
| • Social care | |
| • Sexual care | |
| • Observing, reporting and recording changes | |
| • Environment | |
| • Hygiene, infection control | |
| • Medical requirements | |
| • Transfer and/or lifting | |
| • Personal dressing | |
| • Assistance with food and fluids | |
| • Prevention of neglect (active and passive) | |
| • Uses preferred form of address | |
| • Uses appropriate conversation style | |
| • Gains informed consent | |
| • Gives residents choice | |
| • Respects privacy of residents | |

Unit Standard 5020 (Version 3) – Support an older person to maintain their rights and responsibilities.

Element 1 –

Describe the demographics and care requirements of New Zealand’s ageing population.

(Tick when competent)

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| PC 1.1 - The student is able to identify, for people aged 65 years and over in New Zealand, the approximate percentage who are: | |
| • Living alone | |
| • Living in a private residence | |
| • Living in residential care | |
| • Living in hospital care | |
| • European | |
| • Maori | |
| • Pacific Island | |
| • Asian | |
| • Other ethnic groups | |
| PC 1.2 – The student is able to identify <u>local</u> community support systems available to <u>specifically</u> meet the needs of older people. Four examples are required for each of the following: | |
| • Health Services | |
| • Community Services | |
| • Social Services | |
| • Mental Health Services | |
| • Leisure | |
| • Transport | |
| • Residential care facilities | |
| • Home support | |
| • Financial support | |
| PC 1.3 – The student is able to describe three valid demographic trends relating to people aged 65 years and over, and the possible impact of these trends over the next twenty years. | |
| • Trend 1: Possible impact on health, housing and income | |
| • Trend 2: Possible impact on health, housing and income | |
| • Trend 3: Possible impact on health, housing and income | |

Element 2 - Describe the ageing process and encourage an individual to maintain their personal rights and responsibilities.

(Tick when competent)

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| PC 2.1 - Using an individual resident's care plan, the student identifies changes that have occurred for the resident through ageing, and which have altered their: | |
| • Daily living | |
| • Lifestyle | |
| • Independence | |
| • Social activities/social isolation | |
| PC 2.2 – The student can describe the term ageism and state two ways that ageism may affect an older person. | |
| Under the following headings, the student can define the type of abuse and give two examples of signs or effects of this type of abuse. | |
| • Physical abuse | |
| • Emotional abuse | |
| • Material abuse | |
| • Sexual abuse | |
| • Neglect | |
| The student is able to identify and describe your workplace policies and procedures for dealing with abuse. | |
| The student is able to identify support networks to provide care for someone who has been subject to abuse or neglect, and for the abuser. | |
| PC 2.3 – An older person is encouraged to maintain their rights and responsibilities in accordance with the organisation's policies and procedures. The student is able to: | |
| • Correctly state the location of the Code of Health & Disability Services Consumers' Rights in your facility | |
| • Describe how workplace practice, policies and procedures link to each of these rights. | |
| The student consistently upholds professional and ethical standards | |
| The student has signed and understood the workplace policy on confidentiality | |

I the undersigned (Nurse Manager) attest that (the student) has demonstrated competency in all of the above.

Signed: Date:

Name in full:

I verify that I have sighted and agree with this completed document:

Student's signature: Date: