

Self-Assessment of Person-Centred Care

This tool is for you to consider your approach when transferring the care of your consumers.

Please rate the following questions on a scale of 1 – 5: (1) never, (5) always

RATING **Transfer planning**

| | |
|--|---|
| | I consider the person's physical, social, psychological, spiritual and cultural needs when planning their care |
| | I make time to listen to a person's goals and concerns |
| | I gather all the relevant information to support transfer planning including: <ul style="list-style-type: none"> <input type="checkbox"/> whether previous assessments have been attended <input type="checkbox"/> if other service providers support the person in the community <input type="checkbox"/> who the important relationships are |
| | I involve the person in decision-making when planning their transfer |
| | I involve the person's family and/or carers in decision-making regarding their care (if applicable) |
| | I explain the transfer timeframes to the person and their family before the transfer occurs |
| | I arrange follow-up appointments prior to the transfer |
| | I arrange the person's ongoing support needs prior to the transfer |

RATING **At time of transfer**

| | |
|--|---|
| | I give the person a copy of their medication list and explain how to take the medications |
| | I give the person a copy of their clearly documented care plan |
| | I explain the symptoms and health problems the person should look out for and what to do if these occur |
| | I explain who the person should contact if they have any concerns about their condition or treatment and provide a number to contact back into the hospital |
| | I check that the person understands the information they have been given using a 'teach back' technique Do I address the SHARED principles? |

Considering your responses above, highlight one area where you feel you could improve and write this as an **action statement**. ie *"This week I will ensure that I listen to and document the person's goals of care"*