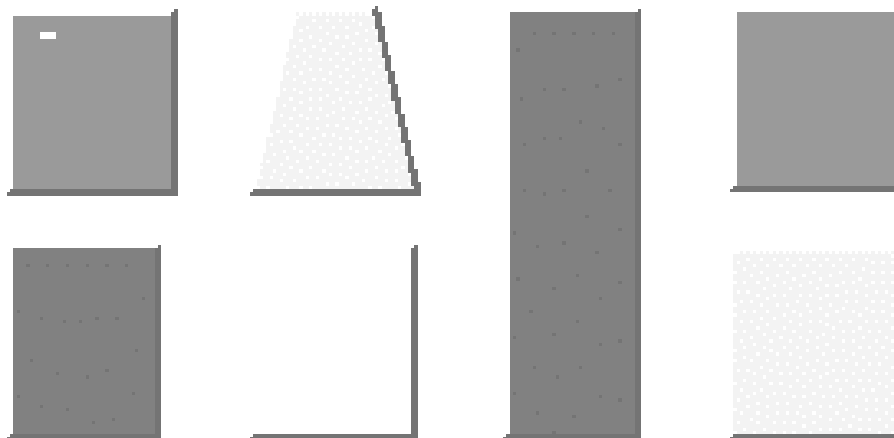


The Core Assessment & Outcomes Package for Single Assessment

FACE Overview Assessment V.5

User's Guide



FACE Recording & Measurement Systems

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Acknowledgements

Many, many people have been involved in the development of this tool. Special thanks to Keith Strahan, Chris Green, Debbie Grimwood, Tricia Morris, Ruth Pyner, Lelly Oboh, Theresa Rutter, Nicky Binder, John Bangs, Charlotte Klass, Amy Leadbeater, Kathy Gavigan, Jane Taubman and Alison Melabie for their contributions. Acknowledgements also to the many members of the FACE user group who contributed to discussions.

Introduction to the Overview Assessment

This document provides notes, guidance and prompts for use with the FACE Overview Assessment. It is designed to help you become familiar with both the principles underlying the Overview Assessments and the detail of the assessment. It is especially important to refer to it when you first start using the tool as a method of ensuring that you are completing the tools correctly

General guidance on the Assessment

The assessment tool is designed to support a conversational style of interaction between the service user and practitioner. Thus each area of assessment should be introduced in a natural way with a clear explanation given as to why that area is to be assessed. The person should then be given the opportunity to explain their perspective on each area before any direct questions are asked. On this basis the assessor should then explore the area further, using prompt questions as required, in the order that best suits the context. So, for example, if asked to describe where they live the person begins by remarking on how they are scared to go out then this should be taken as the starting point for exploring whether they have been a victim of crime, whether they feel secure in their home etc.

Associated with each question is a list of prompts/considerations to support accurate assessment pertaining to that question. The prompts are for guidance only: they provide an approach to information gathering during the assessment and can help ensure that the assessment follows a conversational style. However, the list of prompts is not intended to provide a definitive set list of questions to be asked nor does it provide a replacement for the practitioner's own skills in assessment or natural approach to interaction. Rather the prompts are designed to indicate the areas to be covered by the practitioner in coming to their professional judgment.

The assessment prompts thus need to be used in a sensitive person-centred way rather than as the basis for a mechanical set of questions and answers. The prompts are written to be exploratory in nature and it would not be expected that more than one or two prompts for each area would typically be used.

The assessor also needs to be sensitive to the personal nature of the information being requested. If the practitioner has built up rapport with the person then these can be delivered in a way that does not threaten the person's self-esteem and personal dignity. Cultural aspects of assessment need to be borne in mind at all times, and reflected in practice. Issues associated with ethnic/gender/age match and mismatch of the assessor or person need to be taken into consideration. Respect for differences and the range of human diversity may often be sufficient to convey to the person that they are being treated in a manner which indicates respect for their personal and cultural belief systems. Gentle and tentative exploration in a verbal manner can be useful in identifying certain barriers and alternatives including the use of a different assessor may sometimes need to be discussed.

The crucial role of non-verbal behaviour (including body language, facial expression and tone of voice) also needs to be recognised by assessors in order to put the person sufficiently at ease to allow them to divulge personal information. Maintaining

good rapport is generally more important than the exact wording of questions. Especially sensitive areas include questions about cognitive functioning, mental state and personal care. Practitioners need to bear in mind that cultural differences include differences in cultural values between age groups. For example, some older people may have been socialised into minimising reported difficulties and demand on services, having grown up in a world where asking for State help was regarded as a demeaning process.

A constant balance needs to be drawn between eliciting information required to offer help and support to the individual on one hand and being non-intrusive and respecting personal boundaries on the other. Good communication rests on the bridge of rapport and requires the assessor sometimes to allow the person assessed to lead the pace level and emotional tone of the conversation within the assessment structure and process. Responsivity and shared mutually respectful humour, for instance, can create a natural atmosphere where the task of assessment can be lightened on both sides. These general points will need to be regarded when utilizing guidance notes and prompts, which are designed to be used in a flexible manner to support rather than to overly restrict the approach taken to assessment.

In addition the following points should be taken into account:

- *Does the person know who to contact if they would like advice?*
- *How will you know that the person has understood any information that you have provided?*
- *Have you provided information in a way that the person can understand? Is it age-appropriate, culturally appropriate etc?*
- *Does the person believe that they have a problem/difficulty?*

Information-sharing

Local services will have their own approach to consent and information-sharing. Prior to the assessment the assessor should explain:

- *The principles of confidentiality.*
- *Possible situations where principles of confidentiality may be overridden by e.g. considerations of personal or public safety.*
- *The reasons for and benefits of information-sharing.*
- *That information-sharing need not be all or nothing – the service user may request that certain information only is shared.*
- *That they may request confidentiality regarding a certain item of information at any time during the assessment.*
- *That the person does not need to make a final decision regarding information-sharing until the end of the assessment.*

Identifying communication difficulties

If you have been able to identify a problem with the communication process you may wish to complete the FACE Communication assessment. This will help identify any aids or supports that may be required to:

- *Prevent miscommunication.*
- *Reduce anxieties in the person.*
- *Establish the person's ability to understand what is happening in the assessment.*
- *Establish the person's ability to read and write (e.g. assessment details & care plan).*
- *Respond to the fact that more and more people with a learning disability are now accessing mainstream services, which will need to take into account their individual needs.*

If there are some communication difficulties but not sufficient to prevent you from continuing with the assessment, there are a number of things you can do to help the communication process:

- *Talk about the most important things first.*
- *Be aware of potential barriers to communication, e.g. culture, gender, age.*
- *Take into account significant life changes which can affect the way people understand their care and the outcomes of the assessment and care plan e.g. bereavement, people who are depressed.*
- *Use short sentences.*
- *Repeat information given to confirm that you have understood it.*
- *Allow people the opportunity to ask questions about their care.*
- *When required, give the person appropriate information leaflets e.g. large print', language appropriate, Braille etc.*

Deciding if an Overview assessment is required

- *Have any problems or difficulties been identified that suggest the need for a more in depth assessment? Or do you have enough information already to discuss possible courses of action with the person?*
- *Is there a need to refer on to another colleague/other service, or can you continue with the Overview assessment using your skills and judgment?*
- *Has the person indicated that they would welcome a more detailed assessment? Or does their reaction suggest that they may prefer not to discuss things further with you?*
- *Is specialist or comprehensive assessment required? If so, Overview assessment should be by-passed.*

Introducing the assessment

It is important that person being assessed understands the purpose of the assessment and what is involved, as well as the fact that they are not required to answer all questions if they do not wish to. See the Prompts and Considerations provided with the Overview tool for more details.

- *Explain to the person that this is what will be happening and describe the areas that will be covered and about how long you expect it to take. Explain that the purpose is to arrive at a clear understanding of the person's needs and to agree what to do to address them.*
- *Also explain that if there is any area touched upon that they do not wish to discuss then there is no requirement for them to do so and that this will not jeopardize their receipt of adequate care.*

Key/annotation method for completing the assessment items

The Overview Assessment uses a standard method of annotation in order to indicate the presence of a problem/need. This key is shown in the table below:

Key to completing assessment items	
*	<i>problem/need</i>
?	<i>possible problem/need</i>
no	<i>no need/problem</i>
n/k	<i>not known</i>
n/a	<i>not applicable</i>
u	<i>not assessed</i>

The use of this key enables easy indication of the presence of a problem/need.

Order of completion

The Overview Assessment does not have to be completed in the order listed. However, the order provided flows smoothly and naturally in many contexts, especially those where the initial focus is a health problem. In contexts where the presenting problem is clearly of a more social nature then the assessor may wish to begin with more social sections of the tool and move on to health issues at a later stage.

FACE Overview Assessment: Guidance, prompts and considerations

Front page	Considerations
<p>Explain what an 'assessment' is and its purpose e.g. "to assess any problems, difficulties or concerns you might be having and to identify what assistance you may need (from health and social care agencies)". This will involve asking about different aspects of the person's every day life and will include positive aspects of their life (such as their strengths and abilities) as well as areas of difficulty or concern.</p> <p>Explain how long it might take, the areas that will be covered. Make clear that the aim will be to focus on those areas of concern to them and that if there are areas touched upon that they consider irrelevant or do not wish to discuss they should feel free to state this.</p> <ul style="list-style-type: none"> ✓ Make clear that the person does not have to answer any question they do not wish to, that not doing so will not jeopardise receipt of services and that any information provided is confidential and need not be shared with anyone else if they do not want it to be. ✓ Explain that they may request confidentiality regarding a certain item of information at any time during the assessment. ✓ Explain that the person does not need to make a final decision regarding information-sharing until the end of the assessment. ✓ Finally, explain that at the end the person will have the opportunity to indicate if there is any information they do not wish to be communicated to others who might help in their care. <p>If carer involved, check whether person is happy for the family member/carer to be present during assessment, happy for them to be kept informed or does not wish them to be present. Do not assume that the person wants family there.</p> <p><i>The assessment should be carried out in a conversational style, starting with and following the person's main concerns rather than mechanically working through the overview assessment in sequence. In completing the assessment the space available for free text should be used to record details of needs, including practitioner's, person's and carer's views where relevant. All checked boxes and ratings should be used to record the practitioner's view/assessment, taking into account the expressed views of the person and carer.</i></p>	<p>Is problem/need straightforward or does it have many aspects?</p> <p>Is referral elsewhere clearly indicated?</p> <p>Is the person expecting a detailed assessment?</p> <p>Happy for carer/family to be present?</p>
<p>Brief description of person's presenting problems or needs</p> <p>If the assessor conducting the Overview assessment is the same as the assessor who undertook the Contact assessment it may be sufficient to enter 'As per contact assessment' or at most a very brief summary. If the assessor conducting the Overview assessment is different to the assessor who undertook the Contact assessment then it is important to re-cap on the reported findings of the Contact assessment and to record here a brief summary. If there has been a significant time lapse between Contact and Overview assessment check that circumstances have remained unaltered.</p>	<p>Does the summary cast a different light on what appeared to be the problem initially?</p> <p>Has significant time elapsed between Contact and Overview assessment? Have things remained the same?</p>
<p>Relevant personal history</p> <p>Information that places both the person and their problems/needs in context e.g. recent life events such as bereavement, life history e.g. background, employment, how long in area, who lives with, how things have changed recently e.g. Mr X is a retired mechanic whose wife recently died. He has suffered ill-health since then and has been less active etc...</p>	<p>Record enough information to enable others to see the person as a person and not have to repeat basic questions on background; but do not record excessive detail if not otherwise relevant.</p>
<p>Cultural/spiritual/personal issues relevant to assessment</p> <p>Provide opportunity for the person to raise any issues they wish to bring to attention and detail, in persons own words if possible. Refer back to this section throughout assessment if issues emerge later.</p> <p>Are there aspects of your personal or cultural background that it may be important for me to understand or know about in discussing your needs?</p> <p>Do you have any special requirements or needs that you would like me to take into account?</p> <p>Include: age, gender, race, cultural context, disability and other individual choices/preferences.</p>	<p>Place presenting problems/needs in personal/cultural context.</p> <p>Does personal/cultural background affect perception of problem/needs?</p> <p>Does personal/cultural background constrain/facilitate approaches to addressing needs?</p>
<p>Formal care/support currently received</p> <p>Are you receiving help from any healthcare professionals? What about your G.P.?</p> <p>Receiving any other form of help e.g. help at home with practical tasks?</p> <p>Do you go to a day centre or other regular place to meet other people?</p> <p>Check all areas of support being provided at present. Include voluntary helpers (e.g. from befriending organisations) and other professional carers.</p> <p>Other support might include e.g. community pharmacist, warden.</p>	<p>Person may not perceive e.g. attending day centre as receipt of provision.</p>

Physical well-being	Considerations
Speech/expression/understanding Can you make your needs and wishes known? Do you have any problems with your speech? Do you use any aids to help? Do you have any difficulties understanding what people say to you? Do you need anyone to help you?	Uses or requires aids? Impact upon assessment. Possible causes. Specialist referral?
Medical history Have you ever had any serious illnesses? Have you been ill or injured recently? If so, what was the diagnosis? Have you been admitted to hospital or had an operation?	Impact on lifestyle. Link to medicines taking. Need for information.
Diagnosis Record both text and ICD-10 code if known/available. If not, check with GP/Dr. or, indicate general nature of condition(s) e.g. arthritis in the hip, upper respiratory tract infection etc.	Medical notes or hospital discharge letter available?
General physical well-being Have you been in good health recently? How are you feeling in yourself? Have there been any recent changes in your health or how you feel?	Cultural differences in response.
Weight loss/gain Have you noticed that you have had a change in your weight recently? Have you noticed your clothes becoming tighter/looser? Have you intended to lose/gain weight? Do you know what the cause has been?	Link to appetite, emotional state, medication, illness? Change intentional? Excessive dieting?
Allergies Are you allergic to anything? (e.g. foods, insect bites, animals)? Have you had allergy tests? Have you ever had a bad reaction to any medicine? How do you react?	Record medications. Need for GP / DN assessment?
Pain (indicate if acute or chronic, specify site, whether pain is acute or chronic, exacerbating factors, when experienced etc.) Are you experiencing any pain or discomfort at the moment? Please describe the pain - are you aware of what is causing the pain?	What pain relief is used? Known cause? Impact on daily life.
Breathing Do you ever get out of breath when walking on a flat level? Are you able to climb gradients of any description, or stairs without becoming breathless? Do you experience any difficulties when you are lying down in bed? What do you do to relieve it?	Try to observe. Link with smoking? Needs further assessment?
Eyes/eyesight Wears glasses for reading or general use? Do you feel your eyesight is getting worse? When did you last have your eyes checked? Can you see well enough to go up/down stairs, pour a cup of tea? Do you have any problems recognising faces when someone is talking to you?	Are aids effective? Eye test needed? Lighting in home e.g. stairs, landing, kitchen
Hearing Do you have a hearing aid? When do you wear it? Have you noticed that you need people to speak up a bit more when you are talking to someone? Has this come on suddenly or has it been getting worse for some time?	Does person tilt head to hear? Needs hearing test?
Oral health Are you suffering from soreness or discomfort in your mouth? Have you noticed bleeding gums? Dry mouth? Eating difficulty? No recent dental care (within 2 years)? Tooth or mouth pain? Alteration or changes in food selection? Lesions, sores, or lumps in the mouth? (2)	Dentures fit? Info required? If Yes to any D-E-N-T-A-L item then refer to dentist.
Seizures/epilepsy Do you ever experience any fits or blackouts? Suffer from epilepsy? Do you get any warning signs/aura before a seizure? Do other people know what to do if you have a fit/seizure?	Safety information required? Adequately controlled?
Swallowing Do you ever feel like you are choking when you eat or drink anything, or feel like something is sticking in your throat? Have you nearly choked or needed help to clear your throat?	What do they do? Effect on daily life. Link to medicines taken.
Skin Noticed any skin changes, for example moles that have changed shape, texture or colour, or any other marks that you can't explain? Skin conditions e.g. eczema, psoriasis?	Info required? Culturally-specific issues?
Pressure area If you sit or lie down for any period of time, do you have an area on your skin that gets red or begin to feel uncomfortable? Have you identified any actual sores?	Link with mobility? At risk? Risk assess?
Falls (including history of falls) Have you tripped over, or had any falls recently/in the past? What were the circumstances around the fall? Did you seek medical help? How long ago was the fall? What happened - (did you trip/slip/fall etc)? Do you worry about falling? In what situations?	>1 incident? Obstacles in home? Limited joint movement? Falls assessment needed?
Bowels (e.g. constipation/diarrhoea) Are you experiencing any difficulties with your bowels (altered bowel habits, blood in stools etc)? Do you ever have problems with being constipated? What do you usually do to relieve it? Cause?	Sensitivity of area. Linked to lifestyle/stress? Anxiety re. link with cancer.
Continence Do you have any problems with passing urine? What is the nature of your difficulty? (e.g. dribbling, urinary retention, burning sensation when passing urine) How long has this been a problem?	Sensitivity of area. Use person's vocabulary. Specialist assessment?
Foot health Do you have any problems or discomfort with your feet, like pain, shoes rubbing etc? Can you look after your own feet? Can you cut your own toenails? Do you have any problem with ill fitting shoes (too tight or too loose)?	Link to mobility problem? Needs podiatry referral?
Routine screening Blood pressure taken recently? Was it normal? When did you last see your GP? Reason? Do you check yourself for lumps? Detail results of most recent screening: vital signs, blood count, urine test; cervical/breast/prostate screening.	Need for screening/check-up? Health education?
Fluid intake What do you usually drink in an average day? Are you drinking more or less than average at the moment?	Drinks enough? Drinks more than expected?
Diet/nutrition Have you noticed any changes in your eating and drinking habits lately? Has your appetite increased/decreased? Explore quantity and quality of intake if problem apparent.	Information needed? Dietetic assessment?
Vaccinations Have you been vaccinated for flu in the past few years? Do you remember what vaccinations you had when younger? Specify dates of last flu/pneumovax vaccination if relevant.	Vaccinations required?
Exercise How much exercise do you take daily? Do you feel fit/think you take enough exercise?	Limitations due to illness.
Alcohol/smoking Do you drink alcohol? How often do you have a drink? Do you smoke? Did you ever smoke? Would you like to stop smoking? Would you like help or advice on stopping smoking?	Quantity and pattern of intake. Fire safety. Help needed?
Sexual health Do you have any worries about your sexual health that you would like to discuss? For example, infections, problems with your periods, contraception, or any other sexual problems? Are there any recent changes or concerns that might be important to this assessment?	Sensitive area. Explore only if person wishes to. Is sexual health relevant to assessment?
Integrating the information Consider impact on daily life, positive aspects of physical well-being, link to other needs/problems.	

Psychological well-being	Considerations
Reaction to bereavement/loss Have you lost someone close to you recently? In what way has this affected you?	Reaction to loss may not be immediate, may include ambivalence.
Depressed mood (<i>feeling low or hopeless, suicidal ideas, distress</i>) Do you feel sad, low or fed up with things? Have you ever had any ideas about ending it all? Do you ever feel that life is not worth living any more? Are you buying or receiving medicines for this?	Link to loss of appetite, irritability, poor sleep.
Irritability Have you noticed yourself becoming more irritable lately? Has anyone else complained that you are irritable? Have you found yourself becoming more angry or upset about little things that wouldn't normally bother you?	If present consider possibility of depressed mood.
Lowering of energy, drive and interest (<i>doing less or feeling like doing less</i>) Have you noticed having less interest and energy in doing things lately? What do you usually like to do on a day to day basis? Have you managed to keep up your usual routines? Have you lost your appetite or felt like you can't be bothered to eat?	Change in routine or feeling? Change noticed by others? Loss of appetite may also have physical causes
Sleep (<i>e.g. early waking, insomnia, disrupted sleep-wake cycle</i>) Do you sleep well? Do you ever have any problems with sleeping? What is your usual sleep pattern? Are you buying or receiving medicines for this?	Is anything affecting ability to sleep?
Memory (<i>e.g. forgetful of familiar places/people, getting lost</i>) Have you been more forgetful than usual recently? Do you ever get lost and forget where you are when out of the house?	Change noticed by others? Sensitive area. Use (but not rely on) standard tool?
Orientation (<i>in time, place or person</i>) Do you sometimes lose track of the day/date/month/year? Can you remember what day/date/month it is right now?	Can make accurate guess? Relies on others for cues?
Anxiety/phobias (<i>e.g. about going out</i>) Is there anything that makes you feel worried or anxious? Do you tend to avoid certain activities or situations e.g. going out.	Extent of avoidance. Social anxiety Cause of anxiety
Indicators of severe mental illness (<i>e.g. hallucinations, odd/inappropriate behaviour</i>) Base upon observation, contact w. mental health services, receipt of anti-psychotic medication; rather than direct questioning. Have you noticed a recent change in how you have been feeling?	In contact w. mental health services? Early signs of relapse? Refer if any signs.
Risk behaviours (<i>e.g. wandering, suicide attempts, aggression</i>) Have you felt like there's no point in going on any more? Have you made plans to end your life? Have you felt aggressive towards other people?	Reports by others. Definite plans. Refer if any indication.
Substance misuse Do you ever drink too much? Do you ever take drugs for pleasure? Are you currently using any non-prescription medications or drugs?	Link to alcohol/medication sections. Link to social activities / relationships.
Self-neglect Do you find you are looking after yourself less than you used to? For example do you feel like you can't be bothered to	Link to contact assessment. Recent life events that may have resulted in self neglect?
Other mental health problem (<i>e.g. obsessional behaviour, mania, post-traumatic stress disorder, emotional distress</i>)	Any indications of other mental health problems?
History of mental health problems/diagnosis Have you suffered from mental health problems? Have you ever seen a counsellor or psychiatrist? What was the diagnosis?	Sensitive issue, may not want to discuss/share. Notes/reports available?
Integrating the information. Consider person's perception of well-being, impact on daily life, positive aspects of psychological well-being. Are problems linked to e.g. physical, social or relationship problems? Do personal or cultural issues affect perception of mental health or approaches to needs? Consider need for counselling or specialist referral/assessment, risks e.g. if driving.	
Medication (Include supplements, complementary medicines, non-prescribed medicines or if taking medicines prescribed for someone else or for a previous condition.) Mention sources of information e.g. label on medicine containers, pharmacist, repeat prescription leaflet, patient record.	
Access to medication Do you need help getting a regular supply of your medicines? Do you need help ordering your repeat medicines or collecting prescriptions from the surgery or pharmacy? Do you buy any medicines from the shops/chemist?	Help required to order/collect prescriptions/medicines from surgery or pharmacy
Taking medication as prescribed Do you always take your medicines the way your doctor asked you to? Do you know what you are taking each medication for? Do you always take your medicines as prescribed? Does your pharmacist advise you or help you with your medicines? Is the pharmacist, district nurse or a carer involved with managing your medicines? Do you need help remembering to take your medicines regularly?	Need for information on use/benefits Need for support to take/use medicines Link with memory loss.
Managing labels/containers/Swallowing, taking or using medication/ Use of medication aids. Do you have any difficulty taking or using your medicines e.g. swallowing tablets, opening containers, using inhalers, drops, creams, insulin? Can you read the labels? Do you use a compliance aid e.g. Dosette box, Nomad tray, blister trays?	Need for support ? Link with conditions e.g. arthritis, poor eye sight.
Does the person feel that their medication is effective? Do you feel that your medication is effective? Does your medication help you or do you feel they could work better? Does it make you feel worse? Do you know what side effects to look out for? Are you experiencing any side effects? Do they affect your daily activities?	Need for medication review e.g. if on more than 4 medicines, medicines not helping, side effects present. Link with condition.
Integrating the information Does medication need a review? Does person need support to take/use medicines? Consider need for referral to GP/ pharmacist for medication review? Is approach to medication in tune with broader abilities and needs? e.g. are there problems caused by forgetfulness? Consider impact on health and daily activities as well as upon carer. Consider need for specialist assessment by pharmacist.	

Activities of daily living	Considerations
Complete scale for all items. If difficulties present in maintaining independence explore and record range of possible causes, including physical and motivational. Record difficulties (reasons why unable to perform, aids used/required, help given etc.) and positive aspects of independence. Describe person's view and assessor's view, noting differences, especially in balancing risks of undertaking activities independently with benefits of independence.	
Eating/drinking Do you need any help with cutting up food or eating meals? Do you need any assistance to hold a cup when drinking?	Aids used appropriately? Cultural culinary issues.
Bathing/washing Do you need any help to get washed or have a bath or shower? Can you wash your own feet (including drying in between your toes)? Do you have difficulty getting in or out of the bath? Do you worry about slipping or falling?	Bathes/washes independently? Personal cleanliness preferences. Gender preference for helper.
Toileting Do you have any difficulty in getting to the toilet? Can you get to the toilet in good time? Do you sometimes struggle getting on or off the toilet?	Sensitive area. Difficulty with dress. Post-elimination hygiene.
Dressing/undressing Do you ever have any difficulty getting dressed or undressed? Do you have a problem/difficulty with any part of your clothing for example your upper or lower garments or shoes?	Wears suitable clothing? Privacy/cultural issues. Need for aids?
Grooming Do you wash your own hair? Can you comb/brush/style your hair as you would like to?	Appears well-groomed? Personal preferences.
Preparing food/cooking Do you prepare or cook meals during the week? Can you manage hot pans? Do you use the oven as well as the hob? Do you make snacks? Can you make yourself a cup of tea or coffee?	Experience in preparing meals. Used to meals prepared at home?
Housework Do you have any difficulties with any housework tasks? Can you do the housework without help? What help do you need?	Likes housework? Personal standards. Used to housework?
Laundry Do you have any difficulty washing/cleaning your clothes and linen? Do you have a washing machine or do you use the launderette?	Is there a washing machine in home? Evidence of drying clothes/dirty washing? Odours?
Shopping Do you do your own shopping during the week, or do you have any help from someone else? Are there shops nearby? Is getting to the shops a problem? Do you have difficulty using public transport?	Would help with transport enable person to shop? Can carry shopping?
Mobility outside the home Do you ever have any difficulty getting out and about away from the home? Do you have any difficulty getting in and out of the house? What is the farthest you would normally walk e.g. to the local shops, bus stop, park? (A short walk is defined as less than half a mile in total e.g. to nearest shop, bus stop). Do you have problems climbing steps when you are outside?	Uses or needs aids? Manages steep gradients? Transferring in/out of vehicle.
Mobility inside the home Can you get about the house without any problem/difficulty? Are you able to get up and down the stairs without difficulty? Can you think of any obstacles that might need some attention? Do you ever have any difficulty getting in/out of a chair? What about getting in/out of bed? Or getting on/off the toilet? Do you have difficulty turning over in bed or staying propped up in bed? If the person requires a hoist document whether the person is happy/consents to the use of a hoist.	Uses or needs aids? Shoes appropriate? Need for OT assessment? Provide info on aids? Need for adaptive aid? Education to person/carer re. safe transfers.
Does the person use aids, equipment or adaptations? Do you use any aids in the home? Have any adaptations been made to your home or equipment supplied? How long have you been using these? Do you feel more secure? Do you have any difficulties with the aids you use?	Link to previous assessments. Link to mobility needs If in hospital discuss with staff mobility needs. Risk assessment needed?
Has a decline in skills been observed Recently, have you found you have more difficulty doing everyday activities than you used to? In what areas? Why do you think this is?	Sensitive area. Obvious physical cause? Memory difficulties? Observed by carer?
Can the person respond to emergencies? If there was an emergency at home e.g. you fell or there was a fire, what would you do?	Can call for help? Body worn call system? Fire safety
Integrating the information Include positive aspects of person's abilities/activities. How does level of independence interact with other aspects of the assessment e.g. does it cause frustration, low mood, limit activity? What are the main areas where the person values their independence? Does the person's dependency have a major impact upon their carer/other family members? Is the person concerned about this?	

Social circumstances	Considerations
<i>Consider positive and negative impact of support/circumstances on independence and other concerns/needs, both now and in relation to future risks. Document both person's view and assessors view. Consider impact of support on needs identified earlier.</i>	
Level of social contact Do you get out to see people very much? Who are the people you see most of? Is there anyone you would like to see more of? What prevents you from seeing more of them?	Possible social isolation. Feasibility of enhanced contact.
Level of carer support <i>Include family, friends, neighbours and others who may provide care or support to the person. Include voluntary helpers (e.g. from befriending organisations) but exclude other professional carers (these are documented separately under Formal support).</i> How much help do you receive from your partner/husband/wife? What about your children? Friends? Other people?	Tailor questions to person's circumstances/contacts as described previously. Would others be able to offer more support?
Relationships with family/carers Do you generally get on well with your family? Are there members of the family you get on with particularly well? Have there been any difficulties lately? Who within the family do you most confide in? Is there a particular family member you don't get on with? (We need to record the negatives as well as the positive aspect of relationships!)	Positive and negative aspects of relationships. Impact upon independence Stability of situation.
Caring for others Do your difficulties make it harder for you to look after your spouse/child/pet? In what ways? Are you concerned about the effect on their well-being? What is the biggest problem? What do they think about it? Do they complain?	How serious/long-term is impact? Risk? ?adult/child protection issues
Other relationships Who are the most important people to you, excluding family members? How often do they see them? Do you frequently speak together on the telephone? Do you have any pets? Do you have any difficulty looking after your pet(s)?	Change in circumstance Concern about welfare of other(s) that person cares for.
Adult/child protection issues <i>Raise directly only if there are indications or warning signs or the person raises issues of their own accord.</i> Does anyone you are close to ever upset you? Do they ever get irritable or angry with you? What do they do then?	Approach cautiously. Explain legal/information-sharing implications.
Housing situation <i>(including location, access)</i> Does the person own their accommodation? If not what type of tenancy do they have? Does the person have any concerns about their tenancy rights? Do you like the neighbourhood that you live in? Is your home conveniently situated for the shops or for getting out? How easy is it for you to get in and out of your home? Are there any difficult steps or stairs? Or is the entrance sometimes slippery or blocked?	See housing details in Contact assessment Accommodation appropriate? Transport support required? Issues re. ease of access to home.
Home environment <i>(including amenities, heating, adaptation, general state e.g. cluttered, trailing wires)</i> Do you feel happy with your current home environment? Do you feel comfortable at home? Is there anything that would make life much easier at home? Do you ever have difficulty keeping warm in winter? Is the heating easy to operate? Working smoke alarm? Person able to check that is working?	Presence of basic amenities. Ease of use/ control of heating. Need for adaptation. check function if fitted, if not advise on HOW to get alarm
Access to services/amenities Can you manage to use the local community services that you'd like to? (shops, post office, health centre, library, theatre, place of worship etc) What prevents you from doing so? Do you have adequate access to public transport? What would you like to do that you can't do now?	Include access to transport Extent of limitations. Limitations in access to care services?
Activities and employment Are you working? If yes: Is this paid or voluntary? Are you experiencing any difficulties with your job (due to health or other issues)? If the person is not working: Do you want to work? Why are you not employed at the moment? Do you need help to access these? Who can help? Are you having problems in find work due to health or other issues? What sort of help are you getting to find work? Do you need help to find employment? What sort of help is required? Do you want to study? What would you like to study? What would help you to study? Do you need to improve your skills? If yes, how? What leisure activities do you already take part in? Are their other activities that you would like to be involved in? What are these? Do you need help to access these? Who can help?	Explore both the positive and negative issues. Health or other risks / limitations in access to work/activities Cultural issues? Link to age/disability? Explore skills training required. Consider risk/extent of social isolation.
Income and benefits <i>(including income, problems receiving benefits)</i> Do you have difficulty making ends meet/paying bills? Do you ever go without to make ends meet? Has anyone checked to see whether you are getting all of the benefits you are entitled to? When? Check for entitlement to Attendance Allowance: e.g. if the person needs help with toilet needs twice at night/for 20 minutes or more at night or has 3 care needs throughout the day such as bathing, getting out of bed, getting dressed, medication or needs constant supervision, then consider referral for assessment for Attendance Allowance.	Income above national minimum? Stigma of receiving State benefits. Personal attitudes towards money. Need for benefits review (if none in past 2 yrs)
Finance management Do you manage your own finances? Who helps you manage your finances? Would you like to have some assistance with/advice about your finances? Are direct payments a possibility?	Difficulties covering debts. How stable is situation? Risk of financial exploitation.
Recent victim of crime <i>(if yes detail; explore concerns if expressed, specify if fear of crime limits activity)</i> Have you been robbed or burgled in the past year or so?	Long-term impact of crime. Fear of crime, even if no incident.
Integrating the information Include positive aspects of the support received, their home environment or opportunities afforded by their financial situation. Link with other areas of assessment e.g. does lack of social contact play a role in the person's psychological well-being? Do physical problems limit social contact? Do problems of access and/or individual needs affect ability to socialise? In what way? Is specialist Social assessment required?	

Family and carers	Considerations
Main carer/background details What is their relationship to the person? How long have they been caring? Do they live with the person? What is broad nature of caring role?	Check for language/communication problems. Carers may not view themselves as carers. Cared for person may not view them as a carer. Registered with GP?
Are their other carers? Include details of other carers. In particular note details of young carers, aged 18 and under.	Eligible for assessment of own needs? Impact on child - education, isolation from friends
Carer's view of person's difficulties/needs How long have they been caring? What does the carer hope to gain for the person as a result of the assessment? What do they hope to gain for themselves as a carer?	History of caring role? What is the quality of the relationship with person? What are differences in perception?
Support to communication Do you help the person make themselves understood? Are there situations where only you can understand the person or explain what is going on to them or for them?	Uniqueness of relationship Is carer's skill transferable?
Help with getting up/dressing Do you help the person to get up/get dressed? How long does it take? Do you have problems/difficulties with providing this assistance?	Suitability of clothing? Privacy/cultural issues?
Assistance at night Do you provide assistance at night? On average how often do you get up? How well are you sleeping at night? What is your sleep pattern?	Impact on carer's own health? Need for night time breaks?
Assistance at mealtimes Do you need to help person with cutting food, eating or holding cup? Do you assist at every mealtime?	Aids used appropriately? Cultural issues?
Cooking Do you cook for or help the person to prepare and cook meals. Are there any food preferences/needs that you have to take into account? Do you make snacks/hot drinks for them?	Frequency and nature of help? Cultural requirements
Washing/bathing Do you help the person to have a bath or shower? Do you have any difficulties getting the person in and out of the bath/shower? How do you feel about providing intimate personal care to the person? How do they feel about you providing such care?	Appropriate aids/adaptations? Frequency/degree of help? Education needed for carer re: safe transfers?
Toileting Do you help the person use the toilet? How do you feel about providing such intimate personal care? How do they feel about you providing such care?	Continence care can be highly stressful, especially faeces.
Help with domestic tasks Do you help the person with domestic tasks such as housework? What help do you provide and how often?	Frequency/nature of help? Likes housework?
Shopping Do you provide assistance with shopping? Do you experience any difficulties getting to the shops e.g. transport, location of shops, carrying shopping, leaving person?	Frequency/nature of help? Help with transport or need for sitting service?
Accompanying outside Do you assist the person to go outside? How often? Do you experience any difficulties accompanying the person outside? Can you describe these difficulties?	Appropriate aids? Help with transport?
Emotional support To what extent do you provide emotional support to the person? What is the nature of that support?	Level and nature of emotional support to person?
Managing finances Do you help the person manage their own finances? How do you assist? Are you experiencing any difficulties? Are direct payments for the person a possibility?	Need for benefits review? Capacity of person to manage direct payments?
Help with medication Do you assist the person with their medication? For example do you help to remind them, read labels, open containers, collect medication?	Nature of assistance? Advice with medication?
Physical care e.g. catheters, colostomy bags, dressings, bowel care, oxygen. Do you help with physical aspects of health care, for example.... Do you find this demanding?	Adequately informed/supported/trained? Has situation become more demanding?
Risk to carer re: moving and handling Do you worry about your own health when moving and handling the person? Do you experience back pain? Have you suffered any injuries when caring for the person? Have you received training on how to care?	Back care. Aids and adaptations Education and training re: safe transfers
Regular and substantial care Do you feel your caring role is sustainable? How great is the risk of you not being able to carry on with your caring role? What do you feel has been the impact of your caring role on your own physical and emotional health, employment, other family roles and responsibilities?	Impact of whole caring situation Carer eligible for own assessment when providing 'regular and substantial' care.
Carer's view of help or support required by person What do you think might assist the person to be as independent as possible and improve their quality of life e.g. equipment, adaptations to the home, home care, informal support? What services for the person might enable you to sustain your caring role if that is your wish e.g. home care, regular day care?	Does carer understand types of help or support available? Does carer wish to continue caring? If not, consider alternative care arrangements.
What would happen if you were unavailable? What would happen if you were ill and unable to care (either temporarily or permanently)? What would help you if this should happen?	Has carer a named contact in case of an emergency? Fear of dying before the cared for person?
Carer's assessment preference Inform carer of their right to an assessment of their own needs, not only to help them to continue caring but to help them access a life beyond caring e.g. employment, leisure, education. Explain options of joint assessment with the cared for person or separate carer's assessment.	Carer may not wish to discuss certain issues in front of the person. The person cannot refuse a carer's assessment on the carer's behalf. Carers may refuse own assessment if benefits not fully explained.

Carer's needs and concerns	Considerations
Financial difficulties Do you worry about making ends meet? Do you have difficulty paying bills? Do you feel your standard of living has been affected as a result of your caring role? Has any one checked with you if you are claiming all the benefits you are entitled to? Would you like some assistance/advice?	Debts? Is carer claiming carer's allowance? Other benefit entitlements? Personal attitudes to claiming benefits?
Limits on independence Do you feel you have enough private time for yourself? Do you feel in control of your caring situation? When did you last take a break or take a holiday? Are you able to get out and about?	Level of control over own life? Explore sensitively possible feelings of guilt about giving time for self
Negative impact on relationship with person Has your caring role put a strain on your relationship with the person? Does the person you care for help as much as they are able? Do you feel you still have a meaningful relationship with the person? Do you ever get irritable or angry? Do you ever worry that you might accidentally harm the person? Do you ever worry that they might harm you? Can you describe an incident when this has happened or nearly happened?	Approach sensitively Aiming to identify issues before risk thresholds re adult protection are crossed Raise adult protection issues only if there are warning signs Might the person cared for harm the carer?
Impact on other relationships/social life Has your caring role put a strain on other family relationships? What other roles and responsibilities do you have in your family? Do you get help with caring from other family members? Do other relatives/friends keep in touch with you as often as you would like? Do you see friends as often as you would like? Has the person's caring needs affected the children in the family?	Level of family support will vary – cultural issues and role of family? Does carer have other caring roles? May be feeling socially isolated Young carers with needs?
Coping emotionally Do you have someone you can talk to about your role? Do you find it difficult to discuss caring issues with others? How do you cope with the emotional demands of caring? How do you let off steam? Do you feel caring can be satisfying and in what ways?	Explore sensitively range of feelings Consider satisfactions of caring and coping strategies as well as difficulties of caring
Coping physically Is your caring role physically tiring? In what ways do you feel your physical health has suffered? Have you needed any medication or treatment as a result? Is your sleep affected? What training or education have you received from services in caring? Are you able to exercise or find other ways to relax?	Consider long term physical impact of caring e.g. ulcers, back problems, heart problems, blood pressure
Mental health difficulties Do you sometimes feel angry about your situation? Do you ever feel sad, upset or depressed? Have you sought help about how you feel?	Long term caring can lead to depression and other mental health problems
Impact on education Has your caring role affected your attendance at classes, college or other similar education programmes? Have you ever thought about learning as a way of giving time to yourself? Would you like advice on retraining issues? Would funding be a barrier?	Legal duty to address education Explore how learning can give confidence & choice
Impact on leisure time To what extent are you able to maintain interests outside of caring? How do you take your mind off things e.g. reading, TV or similar? How do you relax?	Explore interests of individual Ways to enable individual to access hobbies
Impact on employment Are you struggling to juggle work with care? What effect is your caring role having on your job? Are you considering giving up work? Is your employer aware that you are a carer? Is your employer sympathetic to your situation? Have you told other colleagues? Has anyone discussed with you your employment rights as a carer e.g. time off in emergencies? What support would work for you e.g. job sharing, flexible working patterns, working from home? Would you like advice on how to return to work? What might be your first steps and what support might you need?	How stable is their working situation? At risk of losing job? Help required to get back to work? Consider local and national support organisations
Immediate risks to ability to care Explore with the carer which of the above needs and concerns pose an immediate risk to the sustainability of their caring role. If a potential carer, explore with them the realities of becoming a carer and possible pitfalls during early stages.	Carer is willing and able to continue caring? Immediate support/services for the carer. If new to caring is carer aware of potential impact? Right information and education to care?
Longer- term risks to ability to care Does person wish to continue caring? Many carers cope by dealing with one day and a time and this may be the first time they are encouraged to think about the longer term consequences of being a carer. Explore sensitively with the carer which needs and concerns pose longer term risks to their physical and emotional well being.	Choice to care longer term? Would like to consider alternatives? Planned approach to reducing caring role? Need for regular planned breaks?
Carer's view of help or support that would help them What might help you deal with the demands of caring? What would help you to juggle your caring role with other roles and responsibilities? What practical help might assist you? What would help you to take your mind off your caring role? What would help to give you more private time for yourself? What support might you need to access work, learning and leisure opportunities?	Has carer eligible needs? Carers services NOT restricted to services provided through community care legislation Carers services cannot be used to meet needs of person nor 'intimate' needs Carer Direct payments give flexibility
Separate carer's plan A written record of what has been agreed in terms of services/support to the carer once their needs is helpful. Complete with carer, highlighting actions/ timescales.	Clearly documented? Does carer have copy?
Consent Explain the principles of confidentiality, benefits of sharing information, ability to place limits on sharing, situations where confidentiality may be overridden	Has person fully understood? Are limitations fully documented?
Signature Space provided for signature of carer	Document where carer unwilling or unable to sign.

Assessment summary

Strengths and protective factors supporting the person's independence	<p>Include all positive factors that may assist the person to achieve or maintain independence and positive well-being, such as:</p> <ul style="list-style-type: none"> ✓ Support provided by others. ✓ Regular activities. ✓ Employment/work. ✓ Relationships. ✓ The person's abilities/resilience/attitudes and motivation.
Summary of risks arising	
In assessing risks link back to earlier sections of the assessment as shown below. In all cases consider whether risk is enhanced by communication difficulties.	
Risk re. physical condition	Physical well-being; mobility; adaptation of home environment; orientation problems.
Domestic risk (inc. fire risk)	Able to cope with emergencies; decline in skills; home environment.
Risk of falling	Mobility, history of falls, activities of daily living Access to home, problems with home environment
Risk of loss of autonomy	Loss of ability to make decisions and undertake activities without the involvement of other people. This may arise from problems/needs in all areas.
Risk to daily activity/routines	May arise from problems/needs in all areas.
Risk to relationships	Communication; weekly activities; social support and circumstances; mobility (e.g. if restricts activities); physical well-being (if affects contact); psychological well-being (if affects interactions with others); family and carers.
Risk of social exclusion/isolation	Communication; weekly activities; social support and circumstances; mobility (e.g. if restricts activities); physical well-being (if affects activity); psychological well-being (if includes withdrawal/affects interactions with others); family and carers.
Risk of abuse/neglect by others	Physical well-being (e.g. if signs of abuse); social circumstances and support; weekly activities; family and carers. Consider the following types of abuse: neglect, financial, sexual, physical, psychological, and verbal. Use of the word "neglect" may help recognition of the situation.
Risk of severe self-neglect	Psychological well-being; self-neglect; self-care.
Risk of suicide/deliberate self-harm	Depressed mood, risk behaviours.
Risk related to wandering	Risk behaviours, psychological well-being, orientation.
Risk to others from person	Orientation; memory; risk behaviours.
Risk related to medication management	Risks arising from not taking medicines appropriately due to problems with access, administration, compliance, side effects and the use of multiple medications (typically 4 or more). See section on Medication.
Moving/manual handling risk	Related to support with mobility outside and inside the home.
Risk of pressure sores	Pressure area/other skin problems related to difficulties with mobility/transferring.
Risk of loss of carer support	Related to carer's situation or other factors e.g. increasing dependency.
Summary of person's views/priorities	Of all the things we have discussed what do you think has the biggest impact on your quality of life? What areas of your life are most affected by the latter? How have these areas been affected?
Summary of carer's views/priorities	Record whether agrees with person's priorities, including noting any differences of opinion. Also refer to or include brief summary statement derived from carer's section.
Assessor's summary	<p>Record the impact of the person's current needs on their day-to-day life including:</p> <ul style="list-style-type: none"> ✓ The extent to which current needs limit or restrict the person's daily activities. ✓ The extent to which current needs present a risk to the person or those around them. ✓ The extent to which different areas of need or areas of the person's life affect each other. ✓ The impact of needs on the perception of the person. ✓ Predictability and stability of needs.

Health and Social Care Needs	
Health and social care needs	Summarise briefly the key problems/needs identified throughout the assessment. Attempt to arrive at a brief description, agreed with the person that accurately captures each identified need. List needs in order of priority, as identified by the person. Indicate if no priority can be attached to the needs identified.
Overall level of need/risk	Provide overall FACS banding and detail justification. To be completed by Social Services staff only unless otherwise agreed locally.
Would the person benefit from support in managing their own (long-term) condition?	Is the need for management of long-term conditions indicated? Or is there a need for support with self-care/self-management?
Has the person or their carer requested Direct Payments?	In line with greater service user choice in managing personal care needs, is the person aware of how the DP scheme works? Has DP been requested as part of the assessment detail? Consider age, complexity of need, presence of carer / friend to assist with DP.
Is the need for continuing care possibly indicated?	Is there a high level of dependency and personal care being provided to the person to manage the identified need? If so, then assessor will need to consider referral for Continuing Care as an option if agreed with person / carer. Consider implications of reduced functional and physical ability with increased risk of managing without additional nursing management.
<p>Further actions</p> <p>Indicate which actions are to be undertaken and give details in the relevant box. This section may provide a useful summary for the person to take with them so ensure everyday language is used wherever possible.</p> <p>When indicating actions, note the person's view if expressed.</p> <p>Complete care plan if required.</p>	<p>Has the person fully understood what is to be done?</p> <p>Are they in agreement with it? Do they have reservations?</p>
<p>Actions to support carers</p> <p>Space is provided to indicate these. Separate boxes are provided for Information and advice, Community care services to give carer a break and Carer's services to enable easy collection of Social service performance indicators.</p>	
<p>Signatures and authorisation</p> <p>Space is provided for signature of person assessed, assessor and authorising line manager (if applicable).</p>	
<p>Consent and information sharing</p> <p>The approach to recording is deliberately non-prescriptive and non-legalistic, it being assumed that local services will be using either locally-agreed or nationally-accepted protocols to request and document consent. Thus the aim here is simply to document in an easy-to-transmit form agreements concerning information-sharing, so that receivers of the assessment will be informed of the situation. Completion once the assessment is complete is most appropriate since the person is unlikely to be aware of the depth or sensitivity of the overview assessment until after it is completed.</p> <p>It is important to be sensitive to a wide range of issues in obtaining consent. For example, someone may believe that they may jeopardize their chances of receiving services if they do not give consent and may therefore need reassurance.</p>	
<p>Explain:</p> <ul style="list-style-type: none"> ✓ The principles of confidentiality. ✓ Possible situations where principles of confidentiality may be overridden by considerations of personal or public safety. ✓ The reasons for and benefits of information-sharing. ✓ That information-sharing need not be all or nothing – the person may request that certain information only is shared. <p>Detail any requested limitations in information-sharing in the free text box provided.</p>	<p>Has the person fully understood with whom information may be shared?</p> <p>Are any requested limitations in information-sharing documented fully and clearly?</p> <p>Do communication difficulties impede gaining of consent?</p>
<p>Further assessments required</p> <p>Indicate which further assessments are required and explain to the person what may be involved, whom they may see and possible outcomes.</p>	<p>Has the person fully understood the need for further assessment and what may be involved?</p>
<p>Other assessments undertaken Record here results of other supporting assessments/observations e.g. TPR, blood pressure, local pressure sores tool score etc.</p>	