



HASCAS

**DIGNITY THROUGH ACTION**  
*(Vulnerable Adults)*

**RESOURCE 2**

**DIGNITY WORKSHOP PACK**

**DIGNITY AUDIT TOOLS**

*Health and Social Care Advisory Service (HASCAS),  
11-13 Cavendish Square, LONDON, W1G 0AN*

## DIGNITY AUDIT TOOLS

There are two 'Dignity through Action' self awareness Audit Tools. They can be used at any time before, during or after a dignity workshop at the discretion of the facilitator to help workshop participants focus on the key dignity issues from a personal perspective.

The audit tools should be used anonymously with the results kept private by the individual.

The example timetable for a workshop includes an optional session using audit tools and is scheduled to provide input into the planning exercise during a Dignity Workshop.

The two self audit tools are:

- **Careworkers' Personal Dignity Audit Tool.** This *self-awareness* audit tool has been designed to be used by anyone involved in care practice, but is really aimed at staff in direct contact with vulnerable people. It allows care staff the opportunity to reflect in some detail on the many personal attitudinal and practice issues raised by the Dignity Challenges.
- **Supervisors' and Managers' Dignity Audit Tool.** This audit tool follows much of the same content as the Personal Dignity Audit Tool and includes additional subject material. It focuses on the subject of dignity from the perspective of line management issues and problems. This audit tool can be used by supervisors and managers at all levels to consider how confident they are about how their staff might approach dignity in care.

## **DIGNITY AUDIT TOOL (PERSONAL ASSESSMENT VERSION)**

This is a short set of questions covers the subject of dignity in the care of vulnerable adults. The purpose of these questions is to provide you with a structure for a personal and private assessment of your own attitudes and care practices.

This Personal Audit Tool has been designed to be part of the Dignity through Action Workshop Resources and assumes you have some knowledge of the 10 'Dignity Challenges', although this is not essential. The 'questions' have been developed from the findings of a number of studies and reports which have highlighted concerns about providing care with dignity.

For simplicity the audit tool uses the same scale throughout and should enable you to carry out a reasonably comprehensive and structured self-evaluation of your care practices in the context of dignity in about 15-20 minutes. However the quality of this exercise will be dependent on how much thought you put into it and how honest you are with yourself.

You will probably find that you will assess yourself as 'excellent' many areas, but it is likely that you will also identify aspects of your own practice that may need to change. You may even be aware of other concerns that have not been included in the list below.

If you are using this personal Audit Tool as part of a Dignity through Action Workshop then it may help you identify topics for the Action Planning Exercise.

**Circle a number that best matches your personal assessment:**

Dignity Challenges	Q	Using the scale please assess how you normally act or respond.					
			Never	Not Often	Sometimes	Often	Always
Respect	A1	You conform to your organization's policy on discrimination and abuse.	1	2	3	4	5
Respect	A2	You treat people in your care with dignity and respect at all times.	1	2	3	4	5
Respect	A3	You respect the 'human rights' of people in your care and treat them as 'human beings'.	1	2	3	4	5
Respect	A4	You respect the cultural and religious attitudes and beliefs of people in your care (and their family and friends).	1	2	3	4	5
Respect	A5	You try to ensure that 'quality of life' for people in your care is one of their principle care objectives.	1	2	3	4	5
Respect	A6	You try to introduce yourself properly when meeting a person in your care for the first time.	1	2	3	4	5
Respect	A7	You avoid being over familiar with people in your care.	1	2	3	4	5
Respect	A8	You are polite and courteous to people in your care even when under pressure.	1	2	3	4	5
Respect	A9	You avoid speaking about a people in their presence, as if they are not there.	1	2	3	4	5
Respect	A10	You avoid talking to people in your care using inappropriate noises, tones or childish forms of language.	1	2	3	4	5
Respect	A11	You respect the individual habits and values of people in your care.	1	2	3	4	5
Respect	A12	You are approachable at all times when you are on duty.	1	2	3	4	5
Respect	A13	You provide feedback to other staff and managers about dignity related issues.	1	2	3	4	5
Respect	A14	You explain procedures carefully to people in your care and reassure them.	1	2	3	4	5
Respect	A15	You are alert to the effects of possible undignified experiences which may lead to feelings of humiliation in people in your care.	1	2	3	4	5
Respect	A16	You deliver care and support at a pace to suit the needs of individual people in your care?	1	2	3	4	5

Dignity Challenges	Q	Using the scale please assess how you normally act or respond.	Never	Not Often	Sometimes	Often	Always
			1	2	3	4	5
Respect	A17	You avoid showing 'anger', 'bad temper' or 'frustration' with people in your care.	1	2	3	4	5
Respect	A18	You do not make people in your care attempt tasks they cannot carry out or do not have enough time to carry out?	1	2	3	4	5
Privacy	B1	You consider peoples' privacy as a major factor in planning any activity or procedure that involves them.	1	2	3	4	5
Privacy	B2	You consider peoples' modesty when carrying out any activity or procedure that involves undressing or exposure of nakedness?	1	2	3	4	5
Privacy	B3	You use all the available equipment to preserve the modesty and dignity of people in your care (e.g. bedside curtains, privacy signs & cubicles).	1	2	3	4	5
Privacy	B4	You knock on a person's door before entering their room.	1	2	3	4	5
Privacy	B5	You avoid pulling back peoples' bedclothes without asking first.	1	2	3	4	5
Privacy	B6	You always ask a person's permission before touching or moving them even if semi-unconscious or have limited ability to respond.	1	2	3	4	5
Privacy	B7	You make a point of protecting the security of peoples' possessions.	1	2	3	4	5
Privacy	B8	You always ask permission from people before touching their personal belongings.	1	2	3	4	5
Autonomy	C1	You try to make accurate assessments (not assumptions) about what people in your care want or what is good for them.	1	2	3	4	5
Autonomy	C2	You allow people in your care to have their personal choices where and whenever possible.	1	2	3	4	5
Autonomy	C3	When you carry out procedures you explain to people in your care what is to happen and why, gaining their consent before starting.	1	2	3	4	5
Individualization	D1	You make a point of understanding the individual needs of people in your care.	1	2	3	4	5
Individualization	D2	You try to deliver care and support at the individual pace of people in your care.	1	2	3	4	5
Individualization	D3	You try to ensure people in your care take their prescribed medication correctly, completely and on time (if you have that responsibility).	1	2	3	4	5
Individualization	D4	You try to ensure people in your care have the food they need and want (e.g. timings, portion size, cooking style, content, and acceptable combinations including ethnic and religious factors)?	1	2	3	4	5
Confidence & Self-esteem	E1	You recognise and acknowledge the merits and achievements of people in your care.	1	2	3	4	5
Confidence & Self-esteem	E2	You try to conserve the social standing of people in your care even when mental or physical deterioration has taken place.	1	2	3	4	5
Confidence & Self-esteem	E3	You maximise individual abilities of people in your care at all times and especially during eating, personal care and hygiene activities.	1	2	3	4	5
Confidence & Self-esteem	E4	You ensure people in your care look presentable and act respectably (while respecting the wishes of the person receiving services as far as possible).	1	2	3	4	5
Confidence & Self-esteem	E5	You support people in your care by helping them maintain their personal hygiene?	1	2	3	4	5
Confidence & Self-esteem	E6	You try to ensure people in your care receiving services wear their own clothes wherever possible.	1	2	3	4	5
Confidence & Self-esteem	E7	You try to allow enough time for people in your care to complete tasks within their capability?	1	2	3	4	5
Confidence & Self-esteem	E8	You avoid placing people in situations where they can easily fail (particularly if witnessed by others).	1	2	3	4	5
Confidence & Self-esteem	E9	You identify and respond to the anxieties of people in your care?	1	2	3	4	5

Dignity Challenges	Q	Using the scale please assess how you normally act or respond.	Never	Not Often	Sometimes	Often	Always
			1	2	3	4	5
Loneliness & Isolation	F1	You encourage people in your care to take part in enjoyable, stimulating and challenging activities.	1	2	3	4	5
Loneliness & Isolation	F2	You assist people in your care to keep in touch with other people, relatives and friends.	1	2	3	4	5
Loneliness & Isolation	F3	You can recognise when a vulnerable person is lonely and when all they want is solitude (i.e. when they want to interact with others and when they want 'quiet time').	1	2	3	4	5
Loneliness & Isolation	F4	You seek opportunities to sit with people in your care and spend time with them.	1	2	3	4	5
Communication	G1	You encourage people in your care to talk to you (expressing opinions and making choices about their care) and listen to them in a way that makes them feel valued?	1	2	3	4	5
Communication	G2	You ensure people in your care know which person is currently in charge of their care.	1	2	3	4	5
Communication	G3	You understand the arrangements in place for where people in your care need to call for assistance? (Taking into account: language barriers, sensory impairment etc?)	1	2	3	4	5
Communication	G4	You deal with requests for assistance from people in your care in a timely and willing manner (this includes your response to 'call bells' or 'alarms').	1	2	3	4	5
Communication	G5	You refer to multi-cultural or religious sources for help when required to understand the specific needs of people in your care.	1	2	3	4	5
Communication	G6	You try to contribute to team work by sharing relevant written and verbal information about the people in your care in your care.	1	2	3	4	5
Complaints	H1	You try to deal with complaints in a timely and willing manner following your organization's policy (if this is one of your roles).	1	2	3	4	5
Complaints	H2	You complete incident forms when mistakes are made or where care is found to be not up to standard (if this is one of your roles).	1	2	3	4	5
Complaints	H3	How confident are you in knowing how to communicate effectively with abusive or distressed people in your care.	1	2	3	4	5
Complaints	H4	You ensure that people in your care, their family and friends are not subject to repercussions (treated less well) because they have made a complaint.	1	2	3	4	5
Engagement with carers	I1	You try to involve the family and friends of people in your care as far as possible in the planning and implementation of their care.	1	2	3	4	5
Engagement with carers	I2	You make a point of obtaining information from relatives and friends as to how people in your care wish to be treated and about their likes/dislikes?	1	2	3	4	5
Engagement with carers	I3	Do you provide the family and friends of people in your care with relevant and adequate information to help them care for the older person (especially at case conferences)?	1	2	3	4	5

<b>Examine the overall pattern of your answers.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Count the number of boxes circled in each column.					

You should now have an overall personal assessment about your care practice in the context of dignity as well as an indication of areas where you need to reflect further on and decide on future actions.

## **DIGNITY AUDIT TOOL (SUPERVISORS' AND MANAGERS' VERSION)**

This is a short set of questions covers the subject of dignity in the care of the vulnerable people from the perspective of your responsibilities and care practices as a team leader, supervisor or manager. The purpose of these questions is to provide you with a structure for a personal and private overall assessment of your staff or team.

This Audit Tool has been designed to be part of the Dignity through Action Workshop Resources and assumes you have some knowledge of the 10 'Dignity Challenges', although this is not essential. The selected 'questions' have been developed from the findings of a number of studies and reports which have highlighted concerns about providing care with dignity to vulnerable adults.

For simplicity the audit tool uses the same scale throughout and should enable you to carry out a reasonably comprehensive and structured evaluation of your staff in the context of dignity in about 20 minutes. However the quality of this exercise will be dependent on how much thought you put into it and how honest you are.

You will probably find that you are very confident about your staff in many areas, but this assessment may identify aspects of care practice that may need further review and development. You may even be aware of other concerns that have not been included in the list below.

If you are using this Audit Tool as part of a Dignity through Action Workshop then it may help you identify topics for the Action Planning Exercise.

You should note that the set of statements below aligns closely with the statements contained in the Personal Assessment Version.

**Circle a number that best matches your personal assessment.**

Dignity Challenges	Q	Using the scale please assess how confident are you that your staff:	Low Confidence			High Confidence	
			<<<				>>>
Respect	A1	Know and understand your organization's policy on discrimination and abuse?	1	2	3	4	5
Respect	A2	Treat vulnerable adults in their care with dignity and respect at all times?	1	2	3	4	5
Respect	A3	Respect the 'human rights' of vulnerable adults and treat them as 'human beings'.	1	2	3	4	5
Respect	A4	Respect the cultural and religious attitudes and beliefs of vulnerable adults and their family and friends?	1	2	3	4	5
Respect	A5	Ensure that 'quality of life' for a vulnerable person is one of their principle care objectives.	1	2	3	4	5
Respect	A6	Carry out a proper induction and familiarisation of vulnerable adults entering the care environment?	1	2	3	4	5
Respect	A7	Understand the difference between being friendly and being over-familiar in their behaviour towards vulnerable adults?	1	2	3	4	5
Respect	A8	Are polite and courteous to vulnerable adults, even when under pressure?	1	2	3	4	5
Respect	A9	Do not speak about a vulnerable person in their presence, as if they are not there?	1	2	3	4	5
Respect	A10	Do not talk to a vulnerable person using inappropriate noises, tones or childish language?	1	2	3	4	5
Respect	A11	Respect the individual habits and values of vulnerable adults in their care?	1	2	3	4	5
Respect	A12	Are visible, well presented, professional and easily identifiable when on duty?	1	2	3	4	5

Dignity Challenges	Q	Using the scale please assess how confident are you that your staff:	Low Confidence			High Confidence	
			<<<				>>>
Respect	A13	Provide feedback to you about dignity related issues?	1	2	3	4	5
Respect	A14	Explain procedures carefully to vulnerable adults and reassure them?	1	2	3	4	5
Respect	A15	Are alert to the effects of possible undignified experiences which may lead to feelings of humiliation in vulnerable adults.	1	2	3	4	5
Respect	A16	Deliver care and support at a pace to suit the needs of individual vulnerable adults?	1	2	3	4	5
Respect	A17	Do not show 'bad temper' or 'frustration' with vulnerable adults in your care, whatever the reason?	1	2	3	4	5
Respect	A18	Do not make vulnerable adults attempt tasks they cannot carry out or do not have enough time to carry out?	1	2	3	4	5
Respect	A19	Monitor the food consumption of vulnerable adults accurately?	1	2	3	4	5
Respect	A20	Ensure vulnerable adults have access to fluids as a matter of routine (and the drinks are left within reach)?	1	2	3	4	5
Respect	A21	When using special equipment (bibs, special cutlery, special food trays, special diets etc?) minimise drawing attention to vulnerable adults?	1	2	3	4	5
Abuse	A22	Can recognise the signs of abuse?	1	2	3	4	5
Abuse	A23	Know how to recognise and report signs of abuse?	1	2	3	4	5
Abuse	A24	Know what to do if they are not happy with the way their reports of abuse are being treated?	1	2	3	4	5
Abuse	A25	Understand your organization's policy on 'whistle blowing'?	1	2	3	4	5
Abuse	A26	Do not use inappropriate terms to describe vulnerable adults?	1	2	3	4	5
Abuse	A27	Monitor the actions of other staff for signs of discrimination and abuse?	1	2	3	4	5
Abuse	A28	Can recognise the signs of malnutrition in vulnerable adults and know how to report it?	1	2	3	4	5
Abuse	A29	Would never administer inappropriate medication?	1	2	3	4	5
Privacy	B1	Consider a vulnerable person's privacy as a major factor in planning any activity or procedure?	1	2	3	4	5
Privacy	B2	Are aware of the issues about undressing or exposure of nakedness for vulnerable adults?	1	2	3	4	5
Privacy	B3	Use all available equipment to preserve the dignity of vulnerable adults (e.g. bedside curtains, privacy signs, cubicles etc)?	1	2	3	4	5
Privacy	B4	Knock on a person's door before entering their room.	1	2	3	4	5
Privacy	B5	Avoid pulling back bedclothes without asking?	1	2	3	4	5
Privacy	B6	Always ask a person before touching or moving them?	1	2	3	4	5
Privacy	B7	Protect the security of peoples' possessions?	1	2	3	4	5
Privacy	B8	Ask permission from a person before touching their belongings.	1	2	3	4	5
Privacy	B9	Maintain confidentiality - are discrete about things they see and hear about a person in their care (never spread rumours or gossip about vulnerable adults)?	1	2	3	4	5
Autonomy	C1	Make accurate assessments - not thoughtless assumptions about what vulnerable adults want or what is good for them?	1	2	3	4	5
Autonomy	C2	Allow vulnerable adults to have their personal choice where and whenever possible.	1	2	3	4	5

Dignity Challenges	Q	Using the scale please assess how confident are you that your staff:	Low Confidence			High Confidence	
			<<<				>>>
Autonomy	C3	Explain procedures to people and what is to happen gaining their consent and co-operation?	1	2	3	4	5
Autonomy	C4	Carry out risk assessments, so as to provide vulnerable adults with choices and independence (i.e. not overly risk adverse)?	1	2	3	4	5
Autonomy	C5	Have the ability and general knowledge to advise vulnerable adults in general where it is within their role to do so (e.g. about their benefit claims or where to obtain advice from)?	1	2	3	4	5
Individualization	D1	Consider the physical, cultural, spiritual, psychological and social needs, and preferences of individual vulnerable adults on a day to day basis?	1	2	3	4	5
Individualization	D2	Deliver care and support at the pace of the individual person being cared for?	1	2	3	4	5
Individualization	D3	Ensure vulnerable adults take their prescribed medication completely and on time (where they have that responsibility)?	1	2	3	4	5
Individualization	D4	Understand the food preferences of the individual vulnerable adults in their care (e.g. timings, portion size, cooking style, content, and acceptable combinations including ethnic and religious factors)?	1	2	3	4	5
Individualization	D5	Maintain documentation about vulnerable adults accurately and on time?	1	2	3	4	5
Confidence & Self-esteem	E1	Acknowledge the social standing, status and merit of individual vulnerable adults?	1	2	3	4	5
Confidence & Self-esteem	E2	Try to conserve the social standing of vulnerable adults even when mental or physical deterioration has taken place?	1	2	3	4	5
Confidence & Self-esteem	E3	Maximise peoples' individual abilities at all times during eating and personal care and hygiene activities?	1	2	3	4	5
Confidence & Self-esteem	E4	Try to ensure vulnerable adults look presentable and act respectfully (while respecting the wishes of the person receiving services as far as possible)?	1	2	3	4	5
Confidence & Self-esteem	E5	Support people by helping them maintain their personal hygiene?	1	2	3	4	5
Confidence & Self-esteem	E6	Try to ensure people receiving services wear their own clothes wherever possible rather than gowns etc?	1	2	3	4	5
Confidence & Self-esteem	E7	Try to allow enough time for vulnerable adults to complete tasks within their capability?	1	2	3	4	5
Confidence & Self-esteem	E8	Ensure they never place vulnerable adults in situations where they can easily fail, particularly if witnessed by others?	1	2	3	4	5
Confidence & Self-esteem	E9	Identify and respond to the anxieties of vulnerable adults?	1	2	3	4	5
Confidence & Self-esteem	F1	Help vulnerable adults find enjoyable, stimulating and challenging activities (leisure and social activities, therapeutic treatments, and paid or voluntary employment) – where this is relevant?	1	2	3	4	5
Loneliness & Isolation	F2	Enable vulnerable adults to keep in touch with other people, relatives and friends?	1	2	3	4	5
Loneliness & Isolation	F3	Know the difference between when a person is lonely and when they want solitude?	1	2	3	4	5
Loneliness & Isolation	F4	Seek opportunities to sit with vulnerable adults and spend time with them?	1	2	3	4	5
Communication	G1	Encourage vulnerable adults to talk to them (expressing opinions and making choices about their care) and listen to them in a way that makes them feel valued?	1	2	3	4	5



Dignity Challenges	Q	Using the scale please assess how confident are you that your staff:	Low Confidence			High Confidence	
			<<<				>>>
Communication	G2	Help vulnerable adults understand and know who is currently in charge of their care?	1	2	3	4	5
Communication	G3	Understand the arrangements in place for where vulnerable adults need to call for assistance (taking into account: language barriers, sensory impairment etc)?	1	2	3	4	5
Communication	G4	Deal with requests for assistance from vulnerable adults in a timely and willing manner (this includes your response to 'call bells' or 'alarms').	1	2	3	4	5
Communication	G5	Refer to multi-cultural or religious sources for help when required to understand the specific needs of vulnerable adults.	1	2	3	4	5
Communication	G6	Contribute to team work by sharing relevant information about the needs and wants of people in their care?	1	2	3	4	5
Complaints	H1	Deal with complaints as quickly as possible and in a way that ensures progress is communicated fully (where this is their role)?	1	2	3	4	5
Complaints	H2	Complete incident forms when mistakes are made or where care is found to be not up to standard (which might anticipate future complaints)?	1	2	3	4	5
Complaints	H3	Are confident in communicating effectively with abusive or distressed vulnerable adults?	1	2	3	4	5
Complaints	H4	Act in such a way that vulnerable adults, relatives and friends feel able to make comments and complaints without fear of retribution?	1	2	3	4	5
Engagement with carers	I1	Try to involve family and friends as far as possible in the care of vulnerable adults?	1	2	3	4	5
Communication	I2	Know how to obtain information from relatives and friends as to how vulnerable adults wish to be treated and about their likes/dislikes?	1	2	3	4	5
Engagement with carers	I3	Provide the family and friends of vulnerable adults with adequate relevant and accurate information to help them take part in caring for them?	1	2	3	4	5

<b>Examine the overall pattern of your answers.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Count the number of boxes circled in each column.					

You should now have an overall assessment about the care practices of your staff in the context of dignity as well as an indication of areas where you need to reflect further on and decide on future actions.