

Learner:	Mentor:	Date:
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Competency	Mentor's comments	Yes	No
Step one: Select			
1. Collects relevant information using the assessment form; selects the transfer board that best meets the person's needs.			
2. Identifies whether the person should be taught how to use the transfer board with or without assistance.			
3. Identifies when a person needs referral and refers to the appropriate service.			
Step two: Fit			
4. Fits the transfer board to the person's transfer environment. Checks: <ul style="list-style-type: none"> • Transfer board is safe to use • Transfer surfaces cleared of obstacles • Transfer board fits distance between both surfaces • Height of surfaces and considers recommendations (if necessary) • There is enough space if the person needs assistance. 			
Step three: Use			
5. Teaches the person how to use the transfer board (in relevant environments) including: <ul style="list-style-type: none"> • Set up • Prepare to transfer and • Transfer. 			
6. Teaches the person's family member or caregiver <ul style="list-style-type: none"> • How to position themselves and assist the transfer. 			
7. Teaches person to care for transfer board: <ul style="list-style-type: none"> • General care and storage. 			
8. Provides person with follow-up information: <ul style="list-style-type: none"> • When follow up is needed • Health warning signs (check skin). 			
Step four: Follow up			
9. Identifies correct follow-up actions, based on re-assessment such as:			

<ul style="list-style-type: none"> • Provide further training • Replace transfer board • Refer to another service. 			
For all steps			
10. Demonstrates safe and client centred practice throughout all service steps.			
Notes for mentors			
<p>Use this skills checklist to help:</p> <ul style="list-style-type: none"> • Evaluate how well trainees perform the skills to safely provide transfer boards and whether: <ul style="list-style-type: none"> ○ They can safely provide transfer boards independently, or ○ Need extra mentoring and if so, which skills they most need to practise. <p>Note that:</p> <ul style="list-style-type: none"> • This checklist focuses on the most important skills that are covered in the TAP module. • There may be other skills you would like your staff to develop, depending on your service needs. You can further develop this checklist if this would be helpful. • You may not be able to observe the skills for all four steps in one session, as follow up will happen at a later date. <p>To use the skills checklist:</p> <ul style="list-style-type: none"> • Observe trainees carrying out transfer board provision steps. This may be through role play (practising on each other) or with clients. • Always make sure that practice with clients is carried out safely. • Note on the form whether the trainee has performed each skill correctly. Use the comments column to provide details. This may be skills that are done well, or areas that need further practice. <p>Providing feedback to trainees:</p> <ul style="list-style-type: none"> • Discuss your observations with trainees. Share with them their strengths, and areas needing more practice. • Provide a copy of the completed checklist to the trainee as their record. • Continue to provide mentoring and support and re-evaluate as they develop skills and confidence. <p>When is a trainee ready to provide transfer boards independently?</p> <ul style="list-style-type: none"> • To provide transfer boards safely, a trainee should consistently complete all skills correctly. • Remember - mentoring and supervision is an ongoing process, to continue improving skills. 			