

D-CP04: Administer a screening/assessment tool – Rowland Universal Dementia Assessment Scale (RUDAS)

Scope and objectives of clinical task

This CTI will enable the Allied Health Assistant (AHA) to:

- accurately collect and record information using a standard screening/assessment tool and procedure, the Rowland Universal Dementia Scale (RUDAS).
- support the delegating health professional and multi-disciplinary team's assessment process for clients presenting with or at risk of cognitive impairment.

VERSION CONTROL

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The CTI reflects best practice and agreed process for conduct of the task at the time of approval and should not be altered. Feedback, including proposed amendments to this published document, should be directed to AHPOQ at: allied_health_advisory@health.qld.gov.au.

This CTI should be used under a delegation framework implemented at the work unit level. The framework is available at: <https://www.health.qld.gov.au/ahwac>

Please check <https://www.health.qld.gov.au/ahwac/html/clintaskinstructions.asp> for the latest version of this CTI.

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Requisite training, knowledge, skills and experience

Training

- Completion of CTI D-WTS01 When to stop.
- Mandatory training requirements relevant to Queensland Health/HHS clinical roles are assumed knowledge for this CTI.
- Completion of the following Queensland Health allied health assistant training modules (or corresponding units of competency in HLT43015 Certificate IV in Allied Health Assistance) or equivalent work-based learning:
 - assist with development and maintenance of client functional status.

Access the module/s at: <https://www.health.qld.gov.au/ahwac/html/ahassist-modules>.

Clinical knowledge

The following content knowledge is required by an AHA delivering this task:

- basic knowledge of cognition and cognitive impairment to the extent required to complete this task, including providing explanation to the client and reporting to the delegating health professional.
- basic knowledge of the purpose and administration of the RUDAS including the process for collecting information, scoring and documentation requirements.

The knowledge requirements will be met by the following activities:

- completing the training program/s (listed above).
- reviewing the Learning resource section.
- receiving instruction from an allied health professional in the training phase.

Skills or experience

The following skills or experience are not identified in the task procedure but support the safe and effective performance of the task and are required by an AHA delivering this task:

- nil.

Safety and quality

Client

- The AHA will apply CTI D-WTS01 When to stop at all times.
- In addition, the following potential risks and precautions have been identified for this clinical task and should be monitored carefully by the AHA during the task.
 - The ideal time to test clients is when they are most alert, such as after breakfast or showering. For clients who are displaying signs of drowsiness, discuss with the delegating health professional if the test should be rescheduled to a time when the client is likely to be more alert.
 - The client's ability to participate in cognitive screening may be impacted by pre-existing conditions including intellectual impairment, mental illness, neurological injury (i.e. stroke/cerebrovascular accident, acquired brain injury), mental illness or a history of drug and/or alcohol abuse. Additionally, the client may present with signs of increasing confusion, a worsening ability to follow directions, reduced alertness or concentration or worsening pain. This will affect the client's

concentration. If the client's presentation does not match the delegation instruction, cease the task and liaise with the delegating health professional regarding observations.

- Non-English speaking clients should complete testing with the use of an interpreter. Confirm the language spoken by the interpreter is one the client is familiar with i.e. same dialect. The interpreter should be instructed to relay the questions and answers in a simple and objective manner which offers no additional assistance to the client. Request the interpreter advise of any subtle or unintended changes to the meaning of test instructions due to language or cultural factors. Note any variances in the instructions provided and the use of an interpreter as part of recording test results. The use of an interpreter should be included in the delegation instruction.
- Clients must be able to communicate answers that can be understood by the interviewer. The clarity of communication can be affected by muscle weakness (dysarthria), when the client has difficulty getting messages from the brain to make their muscles work (dyspraxia) or in their comprehension or expressive language (dysphasia). Compensatory strategies for communicating may include slowing down their speech, using more breath to speak louder, using descriptive strategies, writing or using an i-pad, computer or other communication device. If the client's responses are not clear and able to be understood, and communication strategies were not included in the delegation instruction, or are not effective, cease the task and liaise with the delegating health professional.
- Clients may have physical limitations that impact on testing including being unable to point to a body diagram during body orientation testing, move hands during praxis testing, or difficulty holding a pencil when completing the drawing task. This may be due to hand weakness, deformity, injury or pain. If physical limitations impact the testing, complete the verbal questioning components. The delegating health professional should provide instructions on how to assist the client to physically perform the other components of the test if possible e.g. tape the paper to the desk to prevent movement, provide a pencil grip or thick marker, encourage use of the opposite hand. Note the components not completed and/or assistance provided as part of recording the test results. If the client's presentation does not match the delegation instruction, cease the task and liaise with the delegating health professional regarding observations.

Equipment, aids and appliances

- As part of testing, clients will need to respond to verbal questioning and visual stimulus. If the client requires glasses or hearing aids, ensure these are in working order and fitted correctly.
- Any changes to the standard testing protocol for the test will reduce its validity and reliability. The testing procedure and guidelines should always be applied. For example standard question phrasing, time limitations, and prompts and self-correction should be consistently applied. See the Learning resource section of the CTI for details.

Environment

- The test should be conducted in a quiet location that provides privacy. This includes minimising background noise and distractions e.g. close curtain/door, turn off the radio/TV, request visitors sit outside while testing occurs.

Performance of clinical task

1. Delegation instructions

- Receive the delegated task from the health professional.
- The delegating allied health professional should clearly identify parameters for delivering the clinical task to the specific client, including any variance from the usual task procedure and expected outcomes. This may include:
 - pre-existing conditions impacting on participation including cognition and communication
 - current temporary medical conditions
 - special requirements e.g. interpreter, compensatory strategies for communication or hand weakness.
- Review the medical record and liaise with members of the healthcare team prior to commencing the task and advise the delegating health professional if there are any recent changes which may impact on a client's capacity to participate in the task i.e. recent deterioration.

2. Preparation

- Local recording form
- 2 pens

3. Introduce task and seek consent

- The AHA introduces him/herself to the client.
- The AHA checks three forms of client identification: full name, date of birth, **plus one** of the following: hospital UR number, Medicare number, or address.
- The AHA describes the task to the client. For example:
 - “I'm going to ask you to complete an assessment process with me. These questions check how your thinking is at the moment. It includes memory and concentration. It will show your healthcare team how we can best help you.”
- The AHA seeks informed consent according to the Queensland Health Guide to Informed Decision-making in Health Care, 2nd edition (2017) including Part 2: Informed decision-making and consent for adults who lack or have impaired capacity to make decisions.

4. Positioning

- The client's position during the task should be:
 - at the bedside/in bed with an over bed table positioned in front of the client, including using a clipboard or seated at a table and supported in a chair.
- The AHA's position during the task should be:
 - in a position where the AHA is easily able to point to stimulus items and provide instructions.
- If using an interpreter:
 - seat the interpreter next to the AHA. This will make it easier for the client to synthesise non-verbal cues from the test administrator and the verbal cues from the interpreter.

5. Task procedure

- Explain and demonstrate (where applicable) the task to the client.
- Check the client has understood the task and provide an opportunity to ask questions.
- The task comprises the following steps:
 1. Administer the RUDAS as per the tool guidelines for administration and scoring instructions. See the Safety and quality section and Learning resource section.
 2. Score each question, recording the results on the Local Recording form.
 3. Calculate the overall score using the guidelines.
- During the task:
 - ensure reliability of the tool by:
 - using the written instructions as per the guideline for each test item. Do not alter phrasing by adding or changing words.
 - record the client's first response to each item.
 - monitor for adverse reactions and implement appropriate mitigation strategies as outlined in the Safety and quality section above including CTI D-WTS01 When to stop.
- At the conclusion of the task:
 - encourage feedback from the client on the task.
 - provide a summary comment to the client on performance. Where relevant, a basic comment reflecting specific activities the client found difficult can be included in the comment. For example: "That's the end of the questions in this assessment. You found the (activity) section a little more difficult than the others. I will speak with (the relevant health professional) about this assessment and they will be in contact with you to discuss the results and talk about your care plan."
 - ensure the client is comfortable and safe.

6. Document

- Document the outcomes of the task in the clinical record, consistent with relevant documentation standards and local procedures. Include observation of client performance, expected outcomes that were and were not achieved, and difficulties encountered or symptoms reported by the client during the task.
- For this task the following specific information should be presented:
 - an overall score e.g. X/30.
 - subtask scores including details of incorrect responses e.g. memory recall 6/8 – unable to recall soap.
 - observations including the use of hearing aids, glasses, interpreter, or if the patient appears fatigued or distracted.
- file the screening/assessment tool in the clinical record consistent with relevant documentation standards and local procedures.

7. Report to the delegating health professional

- Provide comprehensive feedback to the health professional who delegated the task.

References and supporting documents

- Queensland Health (2015). Clinical Task Instruction D-WTS01 When to stop.
<https://www.health.qld.gov.au/ahwac/html/clintaskinstructions.asp>.
- Queensland Health (2017). Guide to Informed Decision-making in Health Care (2nd edition).
https://www.health.qld.gov.au/_data/assets/pdf_file/0019/143074/ic-guide.pdf.

Assessment: performance criteria checklist

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Name:

Position:

Work Unit:

Performance Criteria		Knowledge acquired	Supervised task practice	Competency assessment
		Date and initials of supervising AHP	Date and initials of supervising AHP	Date and initials of supervising AHP
Demonstrates knowledge of fundamental concepts required to undertake the task.				
Obtains all required information from the delegating health professional, and seeks clarification if required, prior to accepting and proceeding with the delegated task.				
Completes preparation for the task including obtaining relevant form and materials and ensuring client and environment are prepared for the task i.e. client has glasses or hearing aids, environmental modifications complete.				
Introduces self to the client and checks client identification.				
Describes the purpose of the delegated task and seeks informed consent.				
Positions self and client appropriately to complete the task and ensure safety.				
Delivers the task effectively and safely as per delegated instructions and CTI procedure. a) Clearly explains the task, checking the client's understanding. b) Completes screening/assessment task as per the standard procedure (or deviates from the standard procedure where appropriate to maintain safety). c) Records information from the task accurately and appropriately as per the standard procedure, and where relevant, obtains additional relevant information (observations, client comments or questions) for reporting to the delegating health professional and/or recording in the medical record. d) During the task, maintains a safe clinical environment and manages risks appropriately. e) Provides feedback to the client on performance during and at completion of the task.				
Documents the outcomes of the task in the clinical record, consistent with relevant documentation standards and local procedures.				

Provides accurate and comprehensive feedback to the delegating health professional.				
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Comments:

Record of assessment competence:

Assessor name:	Assessor position:	Competence achieved: / /
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Scheduled review:

Review date: / /
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Administer a screening/assessment tool – Rowland Universal Dementia Assessment Scale (RUDAS): Learning resource

Background

Cognition relates to mental abilities such as knowledge, attention, memory, judgement, reasoning, problem solving, decision making, and comprehension. Some changes in cognition are expected with ageing. Mild Cognitive Impairment (MCI) is a term used to describe the stage beyond the expected cognitive decline of normal ageing. Clients with MCI may experience minor memory or mental function changes, but these may not be sufficient to interfere with usual day to day activities.

Dementia is a form of cognitive impairment where the client's changes in mental function now impact on their ability to complete their usual life roles. There are different forms and causes of dementia. The most common types are Alzheimer's disease, vascular dementia and dementia with Lewy bodies¹.

The RUDAS is a simple and quick cognitive screening tool used to detect possible dementia. It was developed to minimise the effects of cultural learning and language diversity in the assessment of baseline cognitive performance. A score of 22 or less indicates possible cognitive impairment.

Required reading

- Bendigo Health (n.d). Loddon Mallee Regional Dementia Management Strategy. Communication Tips. Available at: http://www.dementiamanagementstrategy.com/Pages/ABC_of_Behaviour_Management/Communication_tips.aspx.
- Rowland Universal Dementia Assessment Scale (RUDAS)
 - Administration and scoring guide
 - Scoring sheet
 - Online DVDAvailable at: <https://www.dementia.org.au/resources/rowland-universal-dementia-assessment-scale-rudas>.

Queensland Health employees only

- Rowland Universal Dementia Assessment Scale (RUDAS) Form.

The RUDAS is a standard clinical form. For clinical use the form should be accessed using the relevant local procedure. For learning purposes, an example can be viewed at: Queensland Government (2011). Rowland Universal Dementia Assessment Scale (RUDAS) Form. SW168 v1.00 - 08/2011: https://gheps.health.qld.gov.au/_data/assets/pdf_file/0033/555459/sw168.pdf.

Optional reading

- Dementia Australia (n.d.). About dementia. Available at: <https://www.dementia.org.au/>.

¹ Dementia Australia (n.d.) Available at: <https://www.dementia.org.au/>.