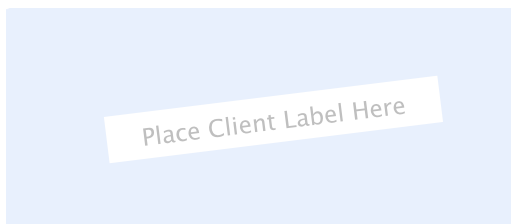


## Community Care Violence Assessment Tool (VAT)

This form is to be completed by clinical healthcare worker or manager/supervisor.



Client's Name: \_\_\_\_\_

Identification #: \_\_\_\_\_

Initial Assessment     Reassessment

### Section A: Risk Indicators

Read the list of behaviours below and identify behaviours that will require specific care interventions. A score of 1 is applied for past occurrence of any of the History of Violence behaviours; and additional scores of 1 are applied for each observed behavior. Add the scores — **the maximum is 12.**

HISTORY OF VIOLENCE: Score 1 for past occurrence of any of the following:	SCORE
<ul style="list-style-type: none"> <li>▪ Exercising physical force, in any setting, towards any person including a caregiver that caused or could have caused injury</li> <li>▪ Attempting to exercise physical force, in any setting, towards any person including a caregiver that could cause injury</li> <li>▪ Statement or behaviours that could reasonably be interpreted as threatening to exercise physical force, in any setting, against any person including a caregiver that could cause injury</li> </ul>	
OBSERVED BEHAVIORS: Score 1 for each of the observed behaviour categories below.	SCORE
<b>Confused</b> (Disoriented – e.g., unaware of time, place, or person)	
<b>Irritable</b> (Easily annoyed or angered; Unable to tolerate the presence of others; Unwilling to follow instructions)	
<b>Boisterous</b> (Overtly loud or noisy – e.g., slamming doors, shouting etc.)	
<b>Verbal Threats</b> (Raises voice in an intimidating or threatening way; Shouts angrily, insulting others or swearing; Makes aggressive sounds)	
<b>Physical Threats</b> (Raises arms / legs in an aggressive or agitated way; Makes a fist; Takes an aggressive stance; Moves / lunges forcefully towards others)	
<b>Attacking Objects</b> (Throws objects; Bangs or breaks windows; Kicks object; Smashes furniture)	
<b>Agitate/Impulsive</b> (Unable to remain composed; Quick to overreact to real and imagined disappointments; Troubled, nervous, restless or upset; Spontaneous, hasty, or emotional)	
<b>Paranoid / suspicious</b> (Unreasonably or obsessively anxious; Overly suspicious or mistrustful – e.g., belief of being spied on or someone conspiring to hurt them)	
<b>Substance intoxication / withdrawal</b> (Intoxicated or in withdrawal from alcohol or drugs)	
<b>Socially inappropriate / disruptive behaviour</b> (Makes disruptive noises; Screams; Engages in self-abusive acts, sexual behaviour or inappropriate behaviour – e.g., hoarding, smearing feces / food, etc.)	
<b>Body Language</b> (Torso shield – arms / objects acting as a barrier; Puffed up chest – territorial dominance; Deep breathing / panting; Arm dominance – arms spread, behind head, on hips; Eyes – pupil dilation / constriction, rapid blinking, gazing; Lips – compression, sneering, blushing / blanching)	
TOTAL SCORE	
<b>Client's Risk Rating:</b> <input type="checkbox"/> Low (0) <input type="checkbox"/> Moderate (1-3) <input type="checkbox"/> High (4-5) <input type="checkbox"/> Very High (6+)	

Completed By (Name/ Designation) \_\_\_\_\_

Date: \_\_\_\_\_

### Section B: Overall Risk Rating

Apply the total behaviour score to the Risk Rating Scale to determine whether the client's risk level is low, moderate, high or very high. Each level provides cues for further action to consider. If moderate or high / very high risk is determined, complete Section C to identify factors that may trigger or escalate violent, aggressive, or responsive behaviour and ensure the care plan includes measures to avoid or reduce risk behaviours identified.

Overall Score	Actions to take
<b>Low Score of 0</b>	<ul style="list-style-type: none"> <li>Continue to monitor and remain alert for any potential increase in risk</li> <li>Communicate any change in behaviours, that elevate the score/concern and may put others at risk, to the manager/clinical lead/supervisor</li> <li>Ensure communication device / processes are in place – (e.g., phone, personal safety/ "panic button" alarms, check-in or working alone protocols, emergency plans); respectfully terminate client engagement/visit if concerns arise</li> </ul>
<b>Moderate Score of 1-3</b>	<ul style="list-style-type: none"> <li>Apply client alert in client record (electronic documentation systems that may be in use, or applicable paper documentation if electronic systems not used by program)</li> <li>Promptly notify manager/clinical lead/ supervisor/other PHCDS managers, as applicable, so they can inform relevant staff and coordinate appropriate staffing, and workflow</li> <li>Alert casual and other support staff/security/police and request assistance when needed</li> <li>Scan environment for potential risks and remove if possible</li> <li>Arrange to meet client in a public location as needed</li> <li>Ensure section c is completed and initiate the violence prevention care planning process – care plan should address known triggers, behaviours and include safety measures appropriate for the situation for clients and workers</li> <li>Use effective therapeutic communication (e.g., maintain a calm, reassuring demeanor, remain non-judgmental and empathetic, and provide person-centered care.</li> <li>Be prepared to apply behaviour management and self-protection teachings appropriate for the situation in accordance to organizational policy, including non-violent crisis intervention (NVC) techniques</li> <li>Ensure communication device / processes are in place – (e.g., phone, personal safety/"panic button" alarm, check-in or working alone protocols and/or lone working applications (i.e. Medacom/Stay Safe)</li> <li>Communicate any change in behaviours, that may put others at risk, to manager/clinical lead/supervisor/other PHCDS managers as applicable</li> <li>Inform client or substitute decision maker of the VAT results, if/when safe to do so</li> <li>Other: _____</li> </ul>
<b>High Score of 4-5</b>  <b>OR</b>  <b>Very High Score of 6+</b>	<ul style="list-style-type: none"> <li>Apply client alert in client record (electronic documentation systems that may be in use, or applicable paper documentation if electronic systems not used by program)</li> <li>Promptly notify manager/clinical leader/supervisor/other PHCDS managers as applicable so they can ensure relevant staff are on high alert and prepared to respond</li> <li>Alert casual or other support staff/security/police and request assistance when needed</li> <li>Scan environment for potential risks and remove if possible</li> <li>Determine if an alternate service delivery model is applicable (i.e., meet client in public location, consider in-office vs in-home visit, 2 staff to visit together or in collaboration with other services such as law enforcement or child protection services).</li> <li>Ensure section c is completed and initiate the violence prevention care planning process – care plan should address known triggers, behaviours and include safety measures appropriate for the situation for both clients and workers, including non-violent crisis intervention techniques</li> <li>Initiate applicable referrals</li> <li>Use effective therapeutic communication (e.g., maintain a calm, reassuring demeanor, remain non-judgmental and empathetic, and provide person-centered care</li> <li>Be prepared to apply behaviour management and self-protection teachings appropriate for the situation in accordance to organizational policy, including non-violent crisis intervention (NVC) techniques</li> <li>Ensure communication device/process is in place – (e.g., phone, personal safety/"panic button" alarm, check-in or working alone protocols and / or lone working applications (i.e. Medacom, Stay Safe)</li> <li>Communicate any change in behaviours, that may put others at risk, to the manager/clinical leader/supervisor/ other PHCDS managers as applicable</li> <li>Call 911/activate safety plans as necessary</li> <li>Inform client or substitute decision maker of VAT results, if/when safe to do so</li> <li>Other: _____</li> </ul>

### Section C: Contributing Factors

Physical, psychological, environmental, and activity triggers can lead to or escalate violent, aggressive or responsive behaviours. Documenting known triggers and behaviours and asking your client or substitute decision maker to help identify them can help you manage them more effectively and safely. Use the information collected to develop an individualized violence prevention care plan and a safety plan to protect workers at risk.

QUESTION FOR CLIENT:		CONSIDERATIONS – Select any that			
To help us provide the best care possible, please describe if there is anything during your stay that could cause you to become agitated, upset or angry  e.g., I am agitated when...	<b>PHYSICAL</b> <input type="checkbox"/> hunger <input type="checkbox"/> pain <input type="checkbox"/> infection <input type="checkbox"/> new medication <input type="checkbox"/> other _____	<b>PSYCHOLOGICAL</b> <input type="checkbox"/> fear <input type="checkbox"/> uncertainty <input type="checkbox"/> feeling neglected <input type="checkbox"/> loss of control <input type="checkbox"/> being told to calm down <input type="checkbox"/> being lectured <input type="checkbox"/> other _____	<b>ENVIRONMENTAL</b> <input type="checkbox"/> noise <input type="checkbox"/> lighting <input type="checkbox"/> temperature <input type="checkbox"/> scents <input type="checkbox"/> privacy <input type="checkbox"/> time of day <input type="checkbox"/> days of the week <input type="checkbox"/> visitors <input type="checkbox"/> small spaces/ overcrowding <input type="checkbox"/> other _____	<b>ACTIVITY</b> <input type="checkbox"/> bathing <input type="checkbox"/> medication <input type="checkbox"/> past experiences <input type="checkbox"/> toileting <input type="checkbox"/> changes in routine <input type="checkbox"/> resistance to care <input type="checkbox"/> other _____	
	What works to prevent or reduce the behaviour(s) e.g., When I am agitated, it helps if I...	<input type="checkbox"/> Go for a walk <input type="checkbox"/> Listen to music <input type="checkbox"/> Watch TV <input type="checkbox"/> Draw <input type="checkbox"/> Read (Bible/Book) <input type="checkbox"/> Have space and time alone <input type="checkbox"/> Talk 1:1 with _____ (who?)  <input type="checkbox"/> Participate in activities <input type="checkbox"/> Consult a family member or friend		<b>POTENTIAL DE-ESCALATION TECHNIQUES</b> Identify potential de-escalation strategies using above information such as respect personal space, actively listen, offer choices, give eye contact, use humor	

