



# Working in Health Care

## Assessment 2 of 2

### Case Study



Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



## Assessment Details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
CHCCCS036	Support relationships with carers and families	
COURSE AND MODULE DETAILS		
<i>Assessments may be published in more than one course. Add lines for additional courses as needed.</i>		
Course Code (UPed)	Module Number (Order)	Module Code (UPed)
SOE3IS11A	7	M00285A
ASSESSMENT TYPE		
<b>Assessment Method:</b> <i>Select all that apply.</i>	<b>Case Study</b>	Choose an item.    Choose an item.

SECTION 2
STUDENT INSTRUCTIONS
<i>The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.</i>
<b>Student instructions</b>
This is assessment 2 of 2 assessments for this module in addition to SWLA.  This assessment is based on a scenario and consist of three activities that need to be completed.  To be assessed as competent, you must complete all tasks in the spaces required.  You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission.
<b>Supporting documents</b>
To answer some of the questions, you will need to access the following: <ul style="list-style-type: none"><li>• Information technology for sourcing information</li><li>• Access to storyboard in LMS to answer some of the questions</li></ul>

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## Files for submission

All parts

## Submission instructions

### PDF File Submissions

Please save all Word documents as PDF files before submitting.

**IMPORTANT:** Word documents will **not** be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

*Windows: Word 2013 and newer*

Choose **File > Export > Create PDF/XPS**.

*Windows: Word 2010*

1. Click the **File** tab
2. Click **Save As**
  - To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder
3. In the **File Name** box, enter a name for the file, if you haven't already
4. In the **Save as** type list, click **PDF (\*.pdf)**.
  - If you want the file to open in the selected format after saving, select the Open file after publishing check box.
  - If the document requires high print quality, click Standard (publishing online and printing).
  - If the file size is more important than print quality, click Minimum size (publishing online).
5. Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.
6. Click **Save**.

*macOS: Office for Mac*

To save your file as a PDF in Office for Mac follow these easy steps:

1. Click the **File**
2. Click **Save As**
3. Click **File Format** towards the bottom of the window
4. Select **PDF** from the list of available file formats
5. Give your file a name, if it doesn't already have one, then click **Export**

For more detailed instructions refer to [Microsoft Support](#).

## SECTION 3

### ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

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## SECTION 4

### ASSESSMENT DETAILS

Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.

The STUDENT INSTRUCTIONS above will be added directly into the LMS.

All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.

Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

- Instructions to students
- Questions /tasks
- Templates /tables where applicable
- Links to supporting files /websites
- Instructions to assessors
- Sample answers /examples of benchmark answers

## SECTION 5

### STAKEHOLDERS AND SIGN OFF

List all that apply for each of the stakeholder roles below.

UPed Learning Designer/Author name	Rychelle Carmody
SUT VE Quality Compliance name	
Date approved	

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## Assessment Instructions

### Task overview

The following assessment tasks will demonstrate the student's understanding of supporting relationships with carers and families. This task consists of one (1) task:

- Task 1 – Case Studies

### Additional resources and supporting documents

- Access to LMS learning content
- Access to a student to play the role of the colleague in the room



## Assessment Information

### Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

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## ASSESSMENT TASK 1: CASE STUDIES



### TASK SUMMARY:

Students are to read each case study and complete the questions that follow.

### Instructions to students:

Read through the case studies and answer the questions that follow:

#### CASE STUDY 1: CHARLES DALEY

*Charles Daley is a 47-year-old male client of the agency you work for.*

*Charles is partially blind and paraplegic. Charles was able to see and walk 2 months ago, before he was involved in an accident. He has just been allowed to go home after a 2-month confinement in the hospital.*

*Charles lives in a two-storey apartment that has lifts, with his wife Lisa. As they anticipate that Charles will need to adjust to his current condition. Lisa is a small lady and is unable to safely assist Charles transferring from his wheelchair to the bed, from the wheelchair to the toilet, etc.*

*Lisa is an administrative supervisor and used to work at an office every day from 9AM to 5PM.*

*However, since the accident, Lisa has reduced her work hours to 10am to 2PM so she can be at home to assist with Charles' morning personal care needs like showering, toileting and to begin preparation of evening meals. Lisa also ensures meals are prepared for during the day for Charles and places these in the fridge before she leaves for work.*

*Charles and Lisa has arranged for home care assistance Mondays through Fridays to assist with showering in the morning, and community access such as visit to the physiotherapy and some cleaning.*

*Charles was an IT manager and has stopped working since the accident. This is the first time Charles has stopped working since he was 16 years old.*

To answer Question 5 onwards, please consider the following update on Charles situation:

*Charles has been having a hard time adjusting to his new condition. Charles has always been a very independent person, and he is having difficulty depending on other people for support, especially when Lisa is not around and a support worker has to assist him with his personal care needs, for example, going to the toilet.*

*He's become very irritable and impatient.*

*Lisa used to make sure that she was home before the support worker leaves at 2:30PM. However, lately, Lisa has been staying late at work to avoid dealing with Charles'.*

1. Consider the scenario provided above. What is the importance of Lisa's role in providing care and support for Charles?

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Approx 50-80 words.

*The candidate response must match/reflect the example provided.*

*Lisa plays a central role in caring for and supporting Charles. Her level of involvement and attitude towards the care relationship affect Charles' ability to live as close to a normal and independent life as possible. Her role is also important in ensuring Charles has access to information and services that would help him meet his needs.*

2. Based on the information provided about Lisa, identify relevant knowledge and skills that she may have that can complement your role as a support worker providing support to her and Charles.

Guidance: List one example of knowledge and one example of skill that Lisa may have that can complement how you deliver support services to her and Charles. Approx 50-80 words.

*The candidate response must match/reflect the example provided.*

*Knowledge: Lisa also knows Charles likes, dislikes, strengths, history, etc., and this can be used to help you provide a more personalised care*

*Skill: Lisa is an administrative supervisor which may be indicative of her planning and organisation skills. This would be helpful in making sure we create an effective plan and systems in place to facilitate the seamless provision of care and support to Charles*

3. Give two examples of potential risks of change to the care relationship between Lisa and Charles brought about by the situation. Approx 100-150 words.

*The candidate response must match/reflect the example provided.*

*a) Potential physical harm*

- As both Lisa and Charles are adjusting to Charles' physical limitations, both of them are exposed to risks to injuries, for example, slips and falls, muscle strains, etc. (manual handling injuries)*
- Other physical implications may also include forms of neglect of physical needs, for example, nutrition, exercise, personal hygiene, etc. because of lack of other support (e.g. community services)*

*b) Potential psychological harm*

- Since Charles has always been a very independent man, changes in the dynamics in the household, and the relationship between Charles and Lisa may cause a negative psychological impact on Charles.*
- The increased dependence of Charles on Lisa, and increased role responsibilities of Lisa may cause Lisa pressure and anxiety if not managed properly.*
- Sometimes people may need to reduce their income due to home responsibilities and this increases risk of worry, anxiety and depression.*

4. Give two (2) examples of issues that may impact on the physical and emotional health and well-being of Lisa and explain how you would respond to these issues. Use the table below to complete you answer.

*The candidate response must match/reflect the examples provided.*

	Issues (30-50 words)	How to respond to these issues (30-50 words)
a) Impacting physical health, exercise and	<i>The physical requirements taking care of a person with limited mobility, such as the case with Charles, puts stress on Lisa's physical health and well-being.  This includes but are not limited to:</i>	<i>Ensure proper use of relevant mobility aids and equipment as needed; (Ensure Lisa knows when and how to use these aids and equipment correctly)</i>

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overall well-being of Lisa	<ul style="list-style-type: none"> <li>- <i>Manual handling hazards</i></li> <li>- <i>Additional responsibilities may result to neglecting own physical needs: lack of sleep, not eating properly, etc.</i></li> </ul>	<i>Help ensure Lisa is also taking good care of herself, for example, provide assistance needed to care for Charles so Lisa will not neglect her own needs.</i>
b) Impacting emotional health and well-being of Lisa	<p><i>The change in the dynamics of Lisa's relationship with Charles will affect her emotional health and well-being. This may include but are not limited to:</i></p> <ul style="list-style-type: none"> <li>- <i>Feeling of helplessness</i></li> <li>- <i>Feeling of burden</i></li> <li>- <i>Feeling of guilt</i></li> <li>- <i>Feeling of resentment</i></li> </ul>	<p><i>Ensuring Lisa has access to information where she could get support.</i></p> <p><i>Ensuring Lisa has time to maintain some if not most of her normal routine, for example, meeting friends and family, doing her hobbies, etc.</i></p>

5. How will you respond to the routine problems encountered by Lisa as she provides care and support to Charles? Approx 100-150 words.

*The candidate response must match/reflect the example provided.*

- *Issues related to assisting Charles with activities of daily living, for example, toileting, bathing/showering, preparing meals, cleaning up after self, etc.*
- *Issues related to feeling loss of self-worth due to losing job hours, and being unable to do routine tasks that Charles used to do*
- *Charles with the aid of a support worker, needs to access community services to encourage social inclusion.*
- *Supporting a strength-based approach e.g. Charles can partially transfer with assistance so encouragement is provided for Charles to build on his abilities rather than just seeing his disabilities*
- *Charles is 'quick-witted' and is encouraged/acknowledged for this strength.*

6. Charles has unpredictable changes in his behaviour. When he is having a particularly bad day, he prefers not to engage in any activities, not engage in conversation and be left alone. These mood variations often result in arguments between Charles and Lisa.

Because of this, Lisa has been frequently staying late at work to avoid Charles.

How will you respond to these unpredictable problems related to the care relationships between you (as the Support Worker), Charles and Lisa? Approx 100-150 words.

*The candidate response must match/reflect the example provided.*

- *Develop a good professional relationship and use effective communication and listening skills with Lisa to ensure that support worker is able to communicate with her when such unpredictable issues are encountered.*
- *Have an agreed action plan in place to help you address such issues, or to provide you guidance how to proceed. For example, establish possible issues that would require you to contact Lisa*

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*immediately, and issues that Lisa feels comfortable for support worker to use best judgment and manage on his/her own. (Must be within scope of responsibility)*

- *Support worker may need to report concerns to supervisor for referral for professional assistance (in consultation with both care and client) such as counselling for Charles and Lisa and Charles on his own to assist him to adapt to the trauma he has been through.*
- *Support work may need additional training and education to manage challenging behaviours. This also helps keeping up professional development.*

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**Assessment checklist:**

Students must have completed all tasks within this assessment before submitting. This includes:

Assessment Task 1: Case studies		
1	Completed the tasks requirements	<input type="checkbox"/>



**Congratulations you have reached the end of Assessment 2!**

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