



CHCCCS031

Provide individualised support

Assessment 2 of 2

Role Plays & Reflective Questions



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	
CHCCCS031	Provide Individualised Support	
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	9	M00286A
ASSESSMENT TYPE		
Assessment Method: <i>Select all that apply.</i>	Written Assessment	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>
Student instructions
This is assessment 2 of 2 for CHCCCS031 Provide Individualised Support, in addition to the portfolio, third-party report and interview questionnaire completed in the SWLA process.
This assessment requires you to read the case studies provided, conduct simulated role plays and answer the questions to test your knowledge and understanding required of this unit.
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.
Supporting documents
To answer some of the questions, you will need to access the following documents:
<ul style="list-style-type: none">• Access to your learning materials.• Access to a computer and the Internet.• Access to workplace's (or work placement) policies and procedures.
Files for submission

Submit the assessment document with all tasks completed in the spaces provided.

Submit the following files:

- Assessment document

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

Click the **File** tab

Click **Save As**

To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder

In the **File Name** box, enter a name for the file, if you haven't already

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).

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.

Click **Save**.

macOS: Office for Mac

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

Click the **File**

Click **Save As**

Click **File Format** towards the bottom of the window

Select **PDF** from the list of available file formats

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.

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	EduWorks
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

Assessment Instructions

Task overview

1. The following project will demonstrate the student's understanding of workplace policies and procedures. This task consists of five (5) tasks. Each task has specific instructions of what you will need and what will be required to do.

- Task 1 : Video recorded role play
- Task 2: Video recorded role play
- Task 3: Video recorded role play
- Task 4: Video recorded role play
- Task 5: Reflective Questions

Additional resources and supporting documents

- Access to LMS learning content
- Access to Happyville Compassionate Care Handbook which includes the following policies and procedures:
 - Health, safety and wellbeing
 - Incidents, injury, trauma and illness
 - Manual handling procedures
 - Administering Medication
 - Accident, Illness and injury policy
 - Hazard management Policy
 - Infection control policy
- Access to at least two (2) participants to play the role of client or colleague in the role plays.
- Access to the following templates:
 - Appendix 1: Individual Support Plan for Lina (provided in this document)
 - Appendix 2: Incident Report template (provided in this document)

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.

Assessment Instructions

Role play and Written Questions

This assessment task consists of a set of **simulated** role play video recordings and reflective questions.

For this task there are:

- Four (4) video recordings where simulations must occur prior to being assessed in the workplace.

They are based on four (4) different scenarios which will allow you to demonstrate your skills and knowledge in supporting clients with the use of infection control, assessing support plans, using aids, equipment and devices used by the individual and transferring clients **before** completing the Structured Workplace Learning Activities (SWLA).

As per the information within the SWLA Portfolio, you must have access to and be able to use the necessary aids, appliances or equipment relevant for the case scenarios, e.g.:

- Slide sheets
- Hoists
- Slings/lifters
- Showering/toileting equipment or continence aids

Important:

You must consult with your Workplace Supervisor and refer to your SWLA Portfolio about this Assessment task for further information.

The activities consist of:

- Task 1 – Fred, a 73-year-old who lives in residential aged care facility
- Task 2 – Lina, a 45-year-old who lives in her own home
- Task 3 – Noel, a 62-year-old who lives in a residential aged care facility
- Task 4 – Min, a 43-year-old who lives in a shared home for people with disability

The tasks within the role plays will include:

- Infection control – hand hygiene process
- bed bathing
- dressing, undressing, and grooming.
- eating and drinking using appropriate feeding techniques (video recording)
- shaving (video recording)
- oral hygiene: natural teeth and gums/denture removal, cleaning and insertion/recognising ill-fitting dentures/effective and alternative brushing (video recording)
- showering
- toileting and the use of continence aids
- assisting a person to take pre-packaged medication.
- assisting a person who has fallen.
- transferring a person:
 - between a bed and a chair
 - from seated to standing; and
 - in and out of a car.

Each role play has a specific set of tasks that need to be demonstrated. The role play tasks must include the support of one (1) to two (2) participants for each. The duration for each role play is within each of the tasks and must address all elements of the Observation Checklist below.

Your role play participant/s may be resourced using one of the following options:

1. Peer/s who you are already working with, in the industry your qualification relates to.

2. Fellow student/s who will play the role of each character. Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

If you are unable to find a participant/s to play the role of the other team member/s, contact your assessor via the Discussion Forum who will discuss options for pairing up with another student/s to complete this task.

Important Note: All role plays must be conducted in your workplace.

Option 1: Peer/s participant

Should you complete this task with your Peer/s, you must fully brief all participant/s, providing them with the context to the role play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

Peer/s will need to state their name and job title at the start of the recording to inform consent.

Option 2: Fellow student/s participant

Fellow student/s participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist so that they can prepare for the recording.

Student/s will need to state their name and that they are a student (as their job title) at the start of the recording to inform consent.

Recording instructions

Your role plays must be recorded with all participant/s captured in a virtual room using a system such as Zoom, Skype or Teams.

Consent

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying to their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include all recordings as part of your assessment submission.

Task 1 – Fred

IMPORTANT: This is a role play *simulation* only. Please ensure the privacy and dignity of your participants are respected.

You will require:

- One (1) volunteer to play the role of Fred.
- One (1) volunteer to play the role as a colleague to assist you with this task.
- A bed that Fred will lie in
- A lifter with sling and hoist to transfer Fred
- A transport chair next to the bed to support Fred with toileting and showering
- Equipment to assist Fred with showering (e.g. a Shower Commode)
- Grooming items (brush, toothpaste/toothbrush/denture items/shaver)
- Contenance aids
- Appendix 3 Incident Report
- Your video recording must be no more than 30 minutes in duration.

Scenario

Fred is 73 years old and lives in a residential care facility. He requires daily support to help him with showering, undressing, dressing, oral hygiene (dentures), shaving and toileting.

Fred uses continence aids.

Fred has limited movement due to a stroke approximately 2 months ago and according to his individualised support plan, he will need a lifter/hoist and sling to hoist him from his bed when moving him.

According to Fred's Individual Support Plan, you must ensure all equipment is prepared to support the showering and toileting activity and seek the support of another worker to assist you.

It is 7.00am and you are assigned to work with Fred. To help him prepare for the day you are required to assist Fred with toileting, showering and grooming. To do this, you will need to transfer Fred from his bed using a lifter, hoist and sling to transfer him.

General well-being/Introduction

- a. Discuss and confirm Fred's preference for personal support and his level of participation.
- b. Prepare and assemble the lifter/hoist and sling to transfer Fred and communicate with him the process, its purpose, and how it will facilitate his transfer.
- c. Prior to physically transferring Fred, conduct a risk assessment, e.g. assess physical environment, apply safe work practices and complete Appendix 3 – Risk Assessment ensuring all sections are completed.

Transferring with lifter/sling/hoist

- d. With another participant who plays the role of a support worker, prepare and transfer Fred from his bed to a transport chair next to his bed using a lifter/hoist and sling.

Toileting and Shower

- e. Maintain Fred's privacy and dignity before, during and after personal care
- f. Support Fred with toileting and applying continence aids.
- g. Assemble and prepare aids, appliances and/or equipment for the shower.
- h. Make sure Fred has access to the necessary equipment required.
- i. Prepare the shower
- j. Undress Fred
- k. Shower, Dry
- l. Dress appropriately

Grooming

- m. Help him to shave.
- n. Support him with oral hygiene including denture removal, cleaning and insertion.
- o. Brush his hair
- p. Provide support in accordance with workplace policies and procedures

Role-play participant (student) brief

You will build rapport as you greet Fred and work through each of the task instructions in a respectful and professional manner. Using person centred approaches, aim to encourage Fred's independence, for example "Fred would you like to try..... or Fred are you able to..."

Role-play participant (Fred) brief

You are required to play the role of Fred who is lying in his bed waiting for the support worker (student).

The student is responsible for using appropriate skills and knowledge to work with you to prepare you for the day ahead. This will include a **simulation** for showering, undressing, dressing, applying continence aids, oral hygiene, shaving and toileting. The student will seek assistance from another work colleague to transfer you from the bed into a chair using equipment.

Role-play participant (work colleague) brief

You are required to play the role of a work colleague assisting the student.

The student is responsible for using appropriate skills and awareness of when to seek your support. E.g. to help transfer the client. Your role is to be near the student and observing them whilst they conduct the task instructions and wait for when they ask for your assistance.

Recording instructions

To ensure that the recorded elements of this task meet assessment requirements, carefully review the *Observation Checklist* below that will be completed by the Assessor, based on your performance in the video recording.

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task1 and submitted with your assessment for marking.

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues and yourself) at the start of the meeting. This is achieved by you reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

Observation checklist: Task 1: Fred

a.	<p>Student discussed and confirmed client’s preference for personal support and participation.</p> <p>Student confirmed client’s preferences, for example: Discussing best ways to support him and how he wishes to proceed with showering such as:</p> <ul style="list-style-type: none"> • Assessed his ability to assist • Assessed any special needs • Is he comfortable with support worker assisting him with showering/toileting? • What parts of the task does Fred prefer to do himself? 	<input type="checkbox"/> S <input type="checkbox"/> NYS
b.	<p>Prepare and assemble the lifter/sling to hoist Fred whilst communicating the process, its purpose and how it facilitates with his transfer.</p> <p>Student communicated process and purpose to client whilst assembling equipment such as:</p> <ul style="list-style-type: none"> • Assembling lifter, sling and hoist, checking it is in good working order • Placing lifter, sling and hoist next to the bed and locking wheels • Moving Fred onto his side • Laying out components onto the bed, e.g., sling • Placing Fred into the sling • Ensuring the sling is hooked into the lifter and straps are positioned and secured • Activating the lifter to gently hoist Fred up from the bed 	<input type="checkbox"/> S
c.	<p>Completed Appendix 2 – Risk Assessment</p> <p>Student completed all sections of Appendix 2 Risk Assessment and:</p> <ul style="list-style-type: none"> • Conducted an environmental check of the surroundings, e.g., the room is clear of obstacles that could impact using the hoist, making sure there is enough room to lift and move Fred. 	<input type="checkbox"/> NYS
d.	<p>Transfer client using lifter, sling and hoist to transfer Fred from bed to transport chair.</p> <p>Student used the lifter, sling and hoist:</p> <ul style="list-style-type: none"> • With the assistance of another participant, carefully help Fred into the sling, e.g., rolling him over onto his side to slide the sling under his back and repeating process on other side. • Attaching the sling to the hoist once he is ready to be lifted • Double checking that attachments are properly fitted and secure • Commence lifting Fred gently until hovering over the surface, e.g., the floor or the bed, ensuring he has been lifted enough so his feet are dragging on the surface of the floor or bed before moving him. 	<input type="checkbox"/> S <input type="checkbox"/> NYS

e.	<p>Maintain Fred's privacy and dignity when supporting with showering, toileting and applying continence aids.</p> <p>Student has ensured they:</p> <ul style="list-style-type: none"> • Used curtains or screens to provide visual privacy • Used appropriate clothing and towels to maintain the person's modesty. • Maintained a professional and respectful demeanor 	
f.	<p>Student supported client with toileting and applying continence aids.</p> <p>Student prepared items, e.g., disposable gloves, towel, washcloth</p> <ul style="list-style-type: none"> • Spoke to client about assisting them • Helped client to the toilet • Ensure toilet is clean and that there is enough toilet paper • Help client to sit safely and arrange their clothing if required • Respect the client's privacy • Help the client wipe themselves and dispose of used gloves • Help the client safely from the toilet • Fix their clothing • Help to wash their hands 	<input type="checkbox"/> S <input type="checkbox"/> NYS
g.	<p>Student assembled and prepared aids, appliances and/or equipment for shower</p> <p>Student prepared equipment such as:</p> <ul style="list-style-type: none"> • Soap • Shampoo • Towels • Face cloth • Shaver and shaving cream 	<input type="checkbox"/> S <input type="checkbox"/> NYS
h.	<p>Ensured client had access to all necessary equipment required</p> <p>Student ensured necessary showing aids and equipment was easily accessible for the client to use.</p> <ul style="list-style-type: none"> • Shower surroundings were safe, e.g., non-slip surfaces, remove unnecessary obstacles, loose bathmats etc. to reduce tripping, falling. • All showering aids such as face cloth, towels, shaver and shaving cream were within easy reach • Showering equipment was steady and could not slip/move. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
i.	<p>Prepared the shower</p> <p>Student ensured:</p> <ul style="list-style-type: none"> • Bathroom was warm • Windows were closed • The client's privacy was preserved • the shower was at right temperature and checked with client 	<input type="checkbox"/> S <input type="checkbox"/> NYS
j.	<p>Undressed client</p> <p>Student applied the following or similar skills:</p> <ul style="list-style-type: none"> • Preserved the modesty of the client and discussed what clothing is being removed before it is removed • Keeping the room warm and private • Using gentle movements when removing clothes 	<input type="checkbox"/> S <input type="checkbox"/> NYS

	<ul style="list-style-type: none"> Encouraged the client as much as possible to remove clothing himself to boost independence and morale 	
k.	<p>Proceed with showering and drying client when finished</p> <p>Student applied the following or similar skills:</p> <ul style="list-style-type: none"> encouraged client to do as many tasks as possible preserved the privacy and dignity of the client turned shower off when the client finishes showering Dried the client 	<input type="checkbox"/> S <input type="checkbox"/> NYS
l.	<p>Dressed client</p> <p>Student applied the following or similar skills:</p> <ul style="list-style-type: none"> Preserved the modesty of the client and discussed what clothing is being put on Keeping the room warm and private Using gentle movements when removing clothes Encouraged the client as much as possible to dress himself to boost independence and morale 	<input type="checkbox"/> S <input type="checkbox"/> NYS
m.	<p>Student assisted client to shave.</p> <p>Student applied the following or similar skills</p> <ul style="list-style-type: none"> Ensure all aids such as shaver, shaving cream, face cloth is prepared Place towel on the client's lap or chest to catch the hair Wash and towel dry the face using warm face cloth Apply shaving cream. Shave in the direction of the hair growth Ask the client how it feels to ascertain whether more or less pressure to the face is applied Use short strokes taking care of the throat, mouth, chin, and Adams Apple. Rinse the blade after every few strokes. Use warm face cloth to remove excess lather. Apply moisturizer or aftershave. Rinse the razor clean before storing it away. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
n.	<p>Student assisted client with oral hygiene (dentures)</p> <p>Student applied the following or similar skills.</p> <ul style="list-style-type: none"> Ensured necessary aids or products were prepared such as soft toothbrush, paste for cleaning dentures, denture container and denture disinfectant product. Took standard infection control measures – washing hands before and after and wearing gloves Brushed gums and tongue once dentures removed. Assisted client to rinse mouth out. Cleaned client dentures using adequate denture brush/tool and denture paste to clean all surfaces. 	<input type="checkbox"/> S <input type="checkbox"/> NYS

o.	<p>Student brushed client hair</p> <p>Student applied the following or similar skills:</p> <ul style="list-style-type: none"> • Prepared equipment, e.g., brush, wide tooth comb, towel or hair oil. • Performed hand hygiene measures. • Preserved the client's privacy. • Positioned the client appropriately. • Comb out any tangles in small sections at a time. • Brush one side at a time • Arrange the hair neatly and as attractively as possible. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
p.	<p>Provided support in accordance with workplace policies and procedures.</p> <p>Student demonstrated appropriate support such as:</p> <ul style="list-style-type: none"> • Maintaining client rights • Duty of care • dignity of risk considerations of risk considerations • Maintaining client's privacy 	<input type="checkbox"/> S <input type="checkbox"/> NYS
<p>Recording comments:</p>		

Task 2 – Lina

IMPORTANT: This is a role play *simulation* only. Please ensure the privacy and dignity of your participant is respected.

You will require:

- One (1) volunteer to play the role of Lina.
- Appendix 1 – Lina's Individual Support Plan
- Breakfast meal for you to prepare and assemble (e.g., cereal, milk, tea, coffee, etc)
- Mealtime assistive technologies (e.g., non-skid bowl/plate)
- An area where you can wash and dry your hands.
- A simulated medication package (blister pack)
- A vehicle to transfer Lina in and out of.

Lina is 45 years old and lives in her home. You support Lina twice a week to help with transport, meal preparation, medication management and shopping. Another support worker does her washing and household duties such as dusting, sweeping, mopping floors, and making her bed 3 times per week.

Lina has some issues with her mobility. At times it can be difficult for her to lift or pick things up using her hands. She also can experience a lot of pain when bending. With your assistance, she can walk to and from the car and will need help to get into and out of the vehicle.

You are concerned that the current support services she has are not meeting her needs. Additionally, you are also concerned for yours and Lina's safety when you support her with walking to and from the vehicle and think that it may help if Lina had a walking aid to assist her.

She is sitting at the kitchen table and today you will be preparing Lina's breakfast, administering her medication, and transferring her into and out of vehicle.

You will be required to:

Individual Support Plan (Appendix 1)

- a. Access Lina's Individual Support Plan to determine the tasks she requires support with.
- b. Communicate with Lina to encourage her independence and right to making informed decisions.

Food

- c. Apply appropriate infection control measures before assisting with food preparation.
- d. Discuss whether Lina's assistive technology tools (e.g., Meal Divider, Angled cutlery, insulated cups/bowls) are doing ok for her?
- e. Confirm, prepare, and assemble mealtime assistance techniques and assistive technologies, supporting Lina with her eating and drinking.

Medication

- f. You must be sure to work through the "Rights" of medication when supporting Lina with her pre-packaged medication. **Important:** If you do not have access to workplace policies and procedures, please refer to the Administering of Medication Procedure in the Happyville Compassionate Care Handbook within the LMS.

Transferring

- g. Being mindful of safe manual handling practices ensure Lina is comfortable and assist her by transferring her from the Kitchen dining room chair where she is *sitting*, to a *standing position*; and
- h. Transfer Lina into and out of a vehicle.

Support service concerns

- i. Discuss your concerns with Lina regarding:
 - Identified need for assistive technology
 - Current safety issues when walking Lina to and from the car for yourself and for her
 - Potential solutions with assistive technology that could assist her to meet these needs
 - Ask Lina for her opinion and consider her input, addressing any concerns she has
 - Engage in collaborative decision making and respect her autonomy in making the final decision
 - Access the Appendix 4 Email Template and write an email to report this incident to your supervisor.

Your video recording must be no more than 30 minutes in duration.

Role-play participant (student) brief

You will be supporting Lina by helping to prepare breakfast, taking her medication, and transferring her in and out of vehicle. Lina has some issues with her mobility. At times it can be difficult for her to lift or pick things up using her hands. She also can experience a lot of pain when bending. She can walk to the car but will need help to get into and out of the vehicle.

You will confirm any changes with Lina and advise her that you will report this information to your supervisor and who will organise another support worker as soon as possible.

Role-play participant (Lina) brief

You are required to play the role of Lina who has some issues with mobility and can find it difficult to pick things up using her hands. Lina also finds it painful when bending. You will be sitting at a table waiting for the student to prepare breakfast.

The support worker (student) is responsible for using appropriate skills and knowledge to work with you to prepare the meal with the use of assistive technology such as a meal divider. The student will also simulate administering medication and transferring you into and out of a vehicle.

The student will discuss concerns about unfinished household duties that were meant to be completed by another support worker. When the student asks the following questions, your response should be similar to the following:

1. You feel that the support worker who conducts your household duties has not been meeting your needs for the past few weeks, but you haven't had the energy to tell anyone about it.
2. You would like a new support worker to take over who is capable of doing the household duties as required in a proper and efficient manner.

Recording instructions

To ensure that the recorded elements of this task meet assessment requirements, carefully review the *Observation Checklist* below that will be completed by the Assessor, based in your performance in the video recording.

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task1 and submitted with your assessment for marking.

Consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues, and yourself) at the start of the meeting. This is achieved by you reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

Observation checklist: Task 2: Lina

<p>a.</p>	<p>Student accessed Lina’s Individual Support Plan to determine the tasks she requires support with.</p> <p>Student accessed Lina’s plan and determined her support requirements which include:</p> <ul style="list-style-type: none"> • Meal preparation • Assembling mealtime assistive equipment • Medication administration • Transport 	<p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>
<p>b.</p>	<p>Student communicated with Lina to encourage her independence and right to make informed decisions.</p> <p>Student communicated with client and discussed:</p> <ul style="list-style-type: none"> • Having client choose their meal themselves and then offering to prepare it with them (instead of <i>for</i> them) • Having the client make an informed decision about what meal she wants. 	<p><input checked="" type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>
<p>c.</p>	<p>Student applied appropriate infection control measures before meal preparation.</p> <p>Student applied infection control measures before assisting with food preparation, e.g.:</p> <ul style="list-style-type: none"> • Washed their hands • Applied gloves • Prepared the area, e.g., wiped benches with soapy water 	<p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>
<p>d.</p>	<p>Student discussed whether Lina’s assistive technology tools (e.g., Dinner Divider, Angled cutlery, insulated cups/bowls are doing ok for her?</p> <p>Student</p> <ul style="list-style-type: none"> • Confirmed with client that the tools to support her with mealtime was satisfactory • Supported Lina to use assistive technology, e.g., insulated bowl, meal divider. 	<p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>
<p>e.</p>	<p>Student confirmed, prepared, and assembled mealtime assistance techniques and assistive technologies, supporting Lina with her eating and drinking.</p> <p>Student asked client:</p> <ul style="list-style-type: none"> • Helped client prepare the meal • Ensured all assistive equipment was clean and ready for use • Supported Lina with eating and drinking 	<p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>
<p>f.</p>	<p>Student supported her to take her pre-packaged medication according to workplace practices and procedures.-</p> <p>Student must demonstrate the “Rights” of medication when administering this to the client, including:</p> <p>Right person: Asking the person’s first and last name</p> <p>Right time: Making sure the medication matches the information on their Individual Support Plan</p> <p>Right dose: Ensuring the medication strength matches and label is checked</p> <p>Right medication: Ensuring medication expiry date is checked</p> <p>Right route: Ensuring medication is given appropriately</p> <p>Right reason: Ensuring medication is given for correct reason</p> <p>Right documentation: Ensuring medication is documented about administering.</p>	<p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>

<p>g.</p>	<p>Student was mindful of safe manual handling practices to ensure Lina is comfortable and assist her by transferring her from the Kitchen dining room chair where she is sitting, to a standing position.</p> <p>Student safely:</p> <ul style="list-style-type: none"> • Asked Lina for support, e.g., “Lina are you able to scoot to the edge of the seat”.. “Can you lean forward a little bit” • Ensured Lina’s feet are flat on the floor and under her body • Stood on the side of Lina • Supported her to use both hands to push from the surface of the chair (or armrests on the chair) • Stabilised Lina if needed • Asks her to stand up ensuring hips, knees and back are tall. 	<p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>
<p>h.</p>	<p>Student transferred Lina into and out of a vehicle.</p> <p>The student safely transferred client into a vehicle by:</p> <ol style="list-style-type: none"> 1. Walked client to the vehicle 2. Unlocked vehicle and opened door 3. Positioned client beside the open door 4. Student placed client’s left palm into their hand, with workers thumb through for client to grip (thumb-hand grip). 5. Asked client to use their other hand to grip inner handle of vehicle door for support. 6. Student placed their free hand at base of client’s neck. 7. Explained all steps to client as proceeding. 8. Asked client to lean forward, bending their knees (see diagram). 9. Student ensured client does not bump their head on vehicle roof as they sit down. 10. Once Lina is safely seated, release hand grip. 11. Student positioned themselves in front of seated client. 12. Using a bent knee stance, placed both hands on client’s leg nearest door, then lift leg slowly up into vehicle, placing foot firmly on floor. 13. Student repeated process with other leg. 14. Student ensured client has turned their torso to face forward with legs. 15. Student ensured client is comfortably seated in vehicle seat, with legs and torso all facing forward for travel. 16. Student securely applied seatbelt around client (or allow client to do if capable). 17. Ensured client was comfortable 18. Student closed door of vehicle. <p>The student safely transferred client out of a vehicle by:</p> <ol style="list-style-type: none"> 1. Slid the car seat back as far as it will go to allow maximum space to lift the legs out 2. Checked the seat back is fully upright 3. Asked the client to lift their legs out of the car. It is generally easier to move in small movements and move one leg at a time. If they have difficulty doing this, you can place a scrunched-up slide sheet under the buttocks to reduce friction 	<p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>

	<ol style="list-style-type: none"> 4. Asked her to move forward until their feet are flat on the ground 5. The client will need to hold on to something as they stand. They can push using the car seat or backrest. Alternatively, wind the window down and the client can use the door for support while the student used their body weight to prop the door for safety* 6. Once standing, the client transfers their hands to the walker (with brakes applied) 7. If they are unable to stand and step around, another technique or aid should be considered. 				
i.	<p>Support service concerns</p> <p>Student discussed their concerns with Lina regarding:</p> <ul style="list-style-type: none"> • the unfinished household duties you noticed. • the support services that support workers should be providing • whether or not she feels this is being met. • whether she would like to make changes to the services she receives. • Confirm any changes and advised Lina that you will report her concerns to your supervisor • Provide support in accordance with workplace policies and procedures 				
j.	<p>Student reported the issue to Supervisor via Email using Appendix 4 Email Template.</p> <p>Email benchmark provided; however, student's wording will vary:</p> <table border="1" data-bbox="225 1198 1114 1305"> <tr> <td>To: supervisor@hcc.com.au</td> </tr> <tr> <td>From: astudent@hcc.com.au</td> </tr> <tr> <td>Subject: Client: Lina Smyth</td> </tr> </table> <p>Email Body:</p> <p>Dear Supervisor</p> <p>I wanted to report that I met with Lina today and wanted to raise the following issues with you. Lina has some issues with her mobility. I have been helping Lina walk to and from the car when I take her to art class each week and I am concerned for our safety given her mobility issues and the risk of slipping, losing balance, or falling.</p> <p>For myself, I am worried about strain and injury because of the physical support I am providing her, even though I use adequate manual handling techniques.</p> <p>I spoke with Lina, and we discussed various types of walking aids that could help with walking to and from the vehicle and she has decided that she would like to be provided with a walking aid to assist her. She is interested in a Seat Walker which will not only give her support when needed, but she is also able to use it as a seat if she needs to rest.</p> <p>Can you please approve this request so that we are able to help Lina.</p> <p>Thank you</p>	To: supervisor@hcc.com.au	From: astudent@hcc.com.au	Subject: Client: Lina Smyth	
To: supervisor@hcc.com.au					
From: astudent@hcc.com.au					
Subject: Client: Lina Smyth					

	A.Student	
k.	<p>Provided support in accordance with workplace policies and procedures.</p> <p>Student demonstrated appropriate support such as:</p> <ul style="list-style-type: none"> • Maintained client rights • Duty of care • dignity of risk considerations • Maintained client's privacy and confidentiality 	<input type="checkbox"/> S <input type="checkbox"/> NYS
<p>Recording comments:</p>		

Task 3 – Noel

IMPORTANT: This is a role play *simulation* only. Please ensure the privacy and dignity of your participants are respected.

You will require:

- One (1) volunteer to play the role of Noel
- One (1) volunteer to play the role of a Supervisor
- A bed
- Slide Sheets
- Grooming items (e.g. shampoo, face towel, brush, toothbrush, toothpaste)
- Basin
- Towels
- Clothing

Noel is 62 years old and lives in an aged care facility. He is quite independent and able to take care of himself. Recently Noel had a fall, spraining his ankle and has a swollen right wrist, so he is not able to get out of the bed for the moment.

Today you will be assisting him with a bed bath and brushing his natural teeth. Your supervisor will be supporting you.

Once you have completed bathing Noel, he will discuss his concerns with you, and that he finds the use of Slide Sheets uncomfortable and would prefer a lifter/hoist and sling. He tells you that he doesn't like to be bathed in bed and would prefer to be taken to the bathroom or shower where it is more private.

You will be required to:

- a. Confirm Noel's support requirements and preferences according to workplace policies and procedures.
- b. Prepare the necessary equipment to brush Noel's teeth and to give his *bed bath*, e.g. adjust the bed, remove jewellery, ensure the room is warm, have toothbrush, toothpaste ready.
 - When brushing Noel's teeth, you must provide him with information about:
 - Taking care of his natural teeth and gums
 - Effective brushing; and
 - Alternatives to brushing.
- c. With the support of your Supervisor, apply slide sheets to be able to safely manoeuvre Noel when you are giving him a bed bath
- d. Ensure you maintain dignity, confidentiality, and privacy while you bathe Noel.
- e. Ensure Noel is dressed and comfortable.
- f. After brushing Noel's teeth and bathing him you will need to ensure all equipment is packed away and the area is clean.
- g. Listen, discuss, and address Noel's concerns with him and your supervisor ensuring that you:
 - Introduce Noel's concerns about transitioning from bed bathing to using the shower and replacing slide sheets with a hoist/lifter and sling.
 - Summarise Noel's reasons for requesting the change.
 - Emphasise that Noel's safety and desire for the transition are the main focus of the discussion.
 - Address the safety measures in the bathroom, such as non-slip mats, grab bars, and shower chairs, to ensure a safe showering experience for Noel.
 - Provide information and options regarding the transition and available equipment.
 - Discuss the possibility of a trial period to facilitate the transition.
 - Encourage Noel to share his thoughts and feedback during the discussion.
 - Collaborate on the decision-making process, involving Noel and the supervisor.
 - Document the decision reached and the agreed-upon plan for Noel's transition to shower/bathroom use with a lifter/hoist and sling.
- h. Provide support in relation to Noel's concerns in accordance with workplace policies and procedures

Your video recording must be no more than 30 minutes in duration.

Role-play participant (student) brief

You will build rapport as you greet Noel and advise him that it is time to prepare for the day, e.g. brush teeth, and bed bath. You will also identify a small lesion on Noel's back and advise him and your supervisor.

When discussing any concerns with Noel, he will advise you that he prefers not to use slide sheets as he finds them uncomfortable.

Role-play participant (Noel) brief

You are required to play the role of Noel who is lying awake in bed. The support worker (student) will demonstrate their skills and knowledge to:

- Brush teeth
- Prepare the necessary equipment to conduct a bed bath.

The student will ask you if you have any concerns and you will advise the student that:

- You would prefer to use the bathroom instead of a bed bath
- You find the use of Slide Sheets very uncomfortable
- You would prefer a lifter/hoist and sling be used for transfer without using slide sheets.

Role-play participant (supervisor) brief

You are required to play the role of a supervisor who is assisting the student.

The student is responsible for using appropriate skills and awareness of when to seek your support. E.g. to help transfer the client, to discuss the lesion on Noel's back. Your role is to be near the student and observing them whilst they conduct the task instructions and wait for when they ask for your assistance. Once you have assisted the student, you may excuse yourself from the role play.

Recording instructions

To ensure that the recorded elements of this task meet assessment requirements, carefully review the *Observation Checklist* below that will be completed by the Assessor, based on your performance in the video recording.

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task1 and submitted with your assessment for marking.

Consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues and yourself) at the start of the meeting. This is achieved by you reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

Observation checklist: Task 3: Noel		
a.	<p>Student confirmed Noel's support requirements and preferences according to workplace policies and procedures</p> <p>Student ensured:</p> <ul style="list-style-type: none"> • They asked Noel if they were comfortable with the room temperature • They asked if he would like any other support requirements before commencing. • Discussed the bed bathing process with him before starting. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
b.	<p>Student prepared for the bed bath:</p> <p>Student prepared the environment:</p> <ul style="list-style-type: none"> • Close the window, turn up the heat and otherwise keep the room at a comfortable temperature. • Filled the basins with warm water and arrange them on the table or stand. • Tested the water with their elbow. • Placed towels or a waterproof covering on the bed to keep it dry during the bed wash. • Covered Noel with a large towel or blanket and help them undress. • Kept him covered with the blanket to keep them warm and help them feel more dignified. <p>Oral hygiene preparation:</p> <p>Prepared all equipment</p> <ul style="list-style-type: none"> • When brushing Noels teeth information provided may include: <ul style="list-style-type: none"> ○ Natural teeth and gums – brushing teeth and gums twice a day, flossing regularly, visiting dentist for cleaning and checkup, eating a well balanced diet, avoiding sweet food and drinks. ○ Alternatives to brushing may include gnawing on fresh vegetables, e.g., carrots, celery 	

<p>c.</p>	<p>Student used slide sheets to adjust/move Noel in preparation for bed bath:</p> <ul style="list-style-type: none"> • Student and supervisor were positioned on either side of the bed before starting. • Checked the slide sheet for any damage, ensuring it is in good condition and not thin, worn, or dirty. • Communicated with Noel being moved to understand what assistance they can provide, if possible. <p>Folded the slide sheet in half, with the open ends positioned on the side of the bed where the Noel will be moved. If moving the Noel up the bed, the open ends should be under their head and the fold under their thighs.</p> <p>Placed the slide sheet beneath the Noel's shoulders and hips:</p> <ul style="list-style-type: none"> • Inserted one side of the sheet under Noel's body. • Crossed Noel's arms over their chest and bend their far knee or place their far leg over their near leg. • Rolled Noel onto their side, coordinating with the other caregiver. Used body weight rather than shoulders for rolling. • Rolled the Noel back onto their back, gently pulling the slide sheet through the other side and straightening it. <p>Once the slide sheet is properly positioned, coordinate a sliding motion (not lifting) to move Noel:</p> <ul style="list-style-type: none"> • Student should stand with one foot in front of the other on opposite sides of the bed. • Start by moving Noel's legs before the rest of their body. • Student pulls the top layer of the slide sheet while supervisor pushes the Noel's shoulder and hip, sliding them across the bed. 	<p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>
<p>d.</p>	<p>Student maintained the client's dignity, confidentiality and privacy while bed bathing.</p> <p>Student ensured:</p> <ul style="list-style-type: none"> • Adequate covering of client as much as possible • Included the client in everything that is being done, e.g., provided an opportunity for the client to perform the tasks himself. • The room/curtains/windows were fully closed/covered <p>Student bathed the client:</p> <ul style="list-style-type: none"> • Wet the washcloth without soap and wiped one eyelid from the inner corner to the outer corner and then pat dry. Repeat on the other eye. • Wet the washcloth with soapy water. Wash and dry Noel's face, neck and ears. Ensuring not to lather the soap too much or risk getting suds in their eyes or mouth • Washed one side of the body at a time. Started with the shoulder, upper body, arm and hand. Then, move down to the hip, legs and feet. Pulling the blanket or towel back as they wash an area and then replace it after they have dried him off. • Look for rashes, redness, sores and other skin irritations as student is washing him. • Changed the bath water before washing the genital area, which must be the last area to be washed. 	<p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>

	<ul style="list-style-type: none"> Moistures any dry spots on the patient's skin, such as the feet, with lotion and let it absorb. 	
e.	<p>Student ensured Noel is dressed and comfortable</p> <p>Student ensured:</p> <ul style="list-style-type: none"> Client was dressed and comfortable Removed any wet towels or bed coverings and help your patient get dressed again. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
f.	<p>Student checked to ensure all equipment was packed away and that Noel was comfortable.</p> <ul style="list-style-type: none"> Disposed of the dirty water, clean the basins and put the used towels and washcloths in the laundry to be cleaned. Asked Noel if he was comfortable 	<input type="checkbox"/> S <input type="checkbox"/> NYS
g.	<p>Student listened, discussed and addressed Noel's concerns with him and supervisor.</p> <ul style="list-style-type: none"> Introduced Noel's concerns about wanting to change from bed bathing to using shower and replacing slide sheets with hoist/lifter and sling Summarise Noel's concerns and their reasons for requesting change Highlighted that Noel's desire to transition using the shower and his safety are at the forefront of the discussion. Addressed safety measures that are implemented in the bathroom to ensure Noel has a safe showering experience, e.g., non-slip mats, grab bars, shower chairs Provided information and options Discussed potential trial period and transition Encouraged input from Noel to share his thoughts and feedback Collaborated the decision making process including Noel and the supervisor Documented the decision reached and the agreed upon plan of transitioning Noel from bed bathing to shower/bathroom and the use of lifter/hoist and sling. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
h.	<p>Student provided support in accordance with workplace policies and procedures.</p> <p>Student demonstrated appropriate support such as:</p> <ul style="list-style-type: none"> Maintaining client rights Duty of care dignity of risk considerations of risk considerations Maintaining client's privacy 	
<p>Recording comments:</p>		

Task 4 – Min Yan

IMPORTANT: This is a role play *simulation* only. Please ensure the privacy and dignity of your participants is respected.

You will require:

- A clear inside space for volunteer to lie on the ground to simulate a fall.
- One (1) volunteer to play the role of Min
- One (1) volunteer to play the role of Min’s mother

Min is 43 years old and Chinese Australian. She has an acquired brain injury caused from an accident when she was 13 years old. She lives in a shared support home with one other person. Support workers assist her with her daily living activities.

Min’s mother is also part of the Support Team and is included in all decision making for and with Min. Her mother visits Min every Saturday and Sunday.

You arrive for your shift and find Min on the kitchen floor. Her mother is kneeling on the floor trying to help her daughter. Min has said that her left hand hurts from trying to stop her fall, but she can still move it.

You are required to:

- a. Use fall recovery techniques to assist Min up from the floor.
- b. Respectively consult with Min’s mother to see if there are any specific physical, sensory or cultural preferences that you need to be aware of.
- c. Sit with Min and her Mother and monitor Min’s safety once you have supported her to the sitting position.
- d. Respectfully advise Min’s Mother that you will complete an Incident Report and ask whether she has any questions.
- e. Complete the attached Appendix 2 Incident Report
- f. Provide support in accordance with workplace policies and procedures

Your video recording must be no more than 5 minutes in duration.

Role-play participant (student) brief

You go to the kitchen floor to help Min and work through each of the task instructions in a respectful and professional manner.

Role-play participant (Min Yan) brief

You are required to play the role of Min, who is lying on the floor.

The student is responsible for using appropriate skills and knowledge to work with you to conduct the falls recovery process. Min’s right hand is hurting when trying to hold the fall, but it is not sprained or broken.

Role-play participant (Min’s Mother) brief

You are required to play the role of Min’s Mother who is kneeling on the floor with Min and trying to help her.

Once the student conducts the floor recovery process, they will address you respectfully, and let you know that an Incident Report will be completed. The student will ask if you have any questions, to which you will reply “no”.

The student is responsible for using appropriate skills to support Min from the floor onto a chair. The student will ask you if there are any specific physical, sensory or cultural preferences that they need to be aware of when support Min, in which you will respond “no”.

Recording instructions

To ensure that the recorded elements of this task meet assessment requirements, carefully review the *Observation Checklist* below that will be completed by the Assessor, based on your performance in the video recording.

The recordings must be clearly labelled ‘yymmdd_studentname_studentID_CHCCS031_AT2_Task1 and submitted with your assessment for marking.

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues and yourself) at the start of the meeting. This is achieved by you reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

“This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title.”

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

Observation checklist: Task 4: Min

a.	Student used floor recovery techniques to assist Min up from the floor Student remained calm and applied floor recovery techniques: <ul style="list-style-type: none">• Check if Min is injured and if experiencing any pain• Proceeded slowly to assist Min off the floor.• Ask if Min can roll over onto her side and help her to get onto her hands and knees• If you need to wait for help. Keep the person comfortable and warm.	<input type="checkbox"/> S <input type="checkbox"/> NYS
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b.	<p>Student respectfully consulted with Min's mother to see if there are any specific physical, sensory or cultural preferences that you need to be aware of.</p> <p>Student is respectful and:</p> <ul style="list-style-type: none"> • Asked Min's mother if there are any physical, sensory or cultural preferences that they need to be aware of. 	<input checked="" type="checkbox"/> S <input type="checkbox"/> NYS
c.	<p>Student sat with Min and her mother to ensure they monitored Min's safety once they supported her to the sitting position.</p> <p>Student ensured client safety and:</p> <ul style="list-style-type: none"> • Stayed with Min to ensure she was okay. • Called the supervisor for assistance • Offered her and her mother a drink of water • Monitor Min carefully and watch for any signs of change, e.g., pain, discomfort or dizziness • Ensure she is monitored for the next 24 hours. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
d.	<p>Student completed the attached Appendix 2 Incident Report</p> <p>Student</p> <ul style="list-style-type: none"> • Completed Appendix 2 Incident Report 	<input type="checkbox"/> S <input type="checkbox"/> NYS
e.	<p>Provided support in accordance with workplace policies and procedures.</p> <p>Student demonstrated appropriate support such as:</p> <ul style="list-style-type: none"> • Maintaining client rights • Duty of care • dignity of risk considerations of risk considerations • Maintaining client's privacy 	<input type="checkbox"/> S <input type="checkbox"/> NYS
<p>Recording comments:</p>		

Task 5 – Reflective Questions

Assessor instructions: The students answers must be as per the benchmark answers provided below however their wording may vary.

a.	<p>Consider Fred’s dignity of risk, your duty of care and upholding his rights. Now, imagine that Fred did not want you to help him with showering, and insisted on showering himself. How could you arrange to have his matter addressed? (Word count 60 – 70)</p>
	<p>Fred has the right to choose to shower himself as long as he understands the potential risks involved. The support worker has a duty of care, but his preference can still be addressed where Fred showers himself, and the support worker provides support while he showers. i.e. supervising and monitoring him before, during and after showering to ensure he is safe.</p>
b.	<p>What could you do if Fred tells you that his dentures are uncomfortable, and he is having issues chewing his food? (Word count 30 – 35)</p>
	<p>As a support worker you could check if Fred has any pain, swelling, ulcers, abscesses, cracks in corner of his mouth. Remove the dentures from his mouth and clean dentures thoroughly.</p>
c.	<p>You notice a change in Fred’s behaviour over the past week. He seems to be sad, quiet and becoming increasingly withdrawn.</p> <ol style="list-style-type: none"> 1. How could you find out what is going on and what he needs? 2. What signs can you identify? 3. Would this issue need to be referred and/or reported and if so how? <p>(Word count 65-70)</p>
	<p>1. Communication is key when trying to find out what is going on with Fred. Checking in with him. A worker can also regularly assess his physical, emotional and mental health to identify any changes that need to be addressed.</p>
	<p>2. He may be restless, confused, agitated or loses interests in activities. He may also be aggressive or irritable and not wanting to engage with others.</p>
	<p>3. Any changes in behaviour should either be referred and/or reported in written form (client file notes/incident report) or verbally to a supervisor.</p>
d.	<p>Noel has advised you that he would like to see a dietician as he is concerned that he may be eating too much sugar. You support Noel by making a referral to a dietician.</p> <p>What is the process you would use to make a referral? (Word count 55-60)</p>
	<p>Referral processes may include:</p> <ul style="list-style-type: none"> • Follow workplace procedures and referral process. • Seeking services and services offered to support Noel • Checking eligibility criteria • Ensuring consent has been provided by Noel • Identifying what information is relevant for the service from Noel • Service location, Contact details and identification of the person/worker • Arrange appointment • Arrange to take Noel to the appointment.
e.	<p>You have supported Min and applied the falls recovery technique to help her. Why do you need to document and report this incident? (Word count 85-90)</p>
	<p>It is important to report and document any client incidents for various reasons that can include:</p> <ul style="list-style-type: none"> • Compliance – it is a legal requirement to report certain types of incidents or injuries and provide a detailed account of the incident. It shows that an employer is complying with regulations and

	<p>legislation. It also provides a formal record of the incident which can be used in legal proceedings. It helps to ensure that all incidents are properly documented and what actions/steps are taken to prevent similar situations from happening again.</p>							
f.	<p>Walk through the steps you would take if Lina had an adverse reaction to her medication? (Word count 30-35)</p> <p>Steps to take include:</p> <ul style="list-style-type: none"> Follow workplace policies and procedures. Stop the medication immediately. Contact the supervisor Monitor Lina's vital signs Document the incident (client file and WHS/OHS Risk Management/ Incident Report) 							
g.	<p>What process would you consider if Lina refused to or was unable to take her medication (Word count 195-200)</p> <p>General procedures to consider if a client refuses to take their medication are outlined below:</p> <ul style="list-style-type: none"> Ask the client why they do not wish to take their medication. Explain to the client the reason for taking the medication and the possible effects on their health if medication is not taken. Wait 15 minutes and ask the client to take the medication again. If the client still refuses then the prescribing Doctor must be contacted for instructions. If the Doctor is unavailable, call the afterhours Doctor, Pharmacist or Poison's Information Centre. Observe the client for changes in behaviour or wellbeing as a result of the medication mistake and report these to the Supervisor or Doctor. Report and record the incident using your organisations reporting documentation processes. If Lina refuses to take their medication, comply with your organisations policies and procedures and seek guidance from your supervisor. <p>If Lina was unable to take her medication you could:</p> <ul style="list-style-type: none"> Assess the reason to determine why she is unable to take the medication Explore other alternatives, e.g. if swallowing is difficult, seeking a form of liquid medication instead Consult with supervisor Involve other healthcare professionals (GP) Document the incident. 							
h.	<p>Consider Lina's Individual Support Plan then list 2 legal and ethical considerations as a support worker. (Word count 40-45)</p> <table border="1"> <thead> <tr> <th>Legal considerations</th> <th>Ethical considerations</th> </tr> </thead> <tbody> <tr> <td>1. The support worker has a duty of care to Lina.</td> <td>1. Treating Lina respectfully, fairly and equitably.</td> </tr> <tr> <td>2. The support worker must report any incidents</td> <td>2. Respecting Lina's right to make their own decisions.</td> </tr> </tbody> </table>		Legal considerations	Ethical considerations	1. The support worker has a duty of care to Lina.	1. Treating Lina respectfully, fairly and equitably.	2. The support worker must report any incidents	2. Respecting Lina's right to make their own decisions.
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1. The support worker has a duty of care to Lina.	1. Treating Lina respectfully, fairly and equitably.							
2. The support worker must report any incidents	2. Respecting Lina's right to make their own decisions.							
i.	<p>Choose one (1) video role play that you have completed and describe how you monitor your work to ensure you are meeting your required work procedures and standards when supporting the client. (Word count 80-85)</p> <p>The following skills can be applied when monitoring work to ensure the client's needs are being met:</p> <ul style="list-style-type: none"> Following workplace policies and procedures Following the client's Individual Support Plan Regularly assessing the client's physical, emotional and mental health to identify any changes that need to be addressed. Seeking feedback from the client and colleagues to give an insight into the workers own performance to identify areas for improvement. Participating in professional development and training to stay up to date with best practices. 							
j.	<p>When you have completed recording, reporting or documenting incidents or notes about a client, describe how you maintain and store this information according to workplace policies and procedures. (Word count 55-60)</p> <p>The following skills can be applied in regard to recordkeeping and storing client information:</p>							

- | | |
|--|---|
| | <ul style="list-style-type: none">• Storing client files securely according to workplace procedures, e.g. locking filing cabinets and ensuring password protection if stored electronically.• Recording information accurately and being concise, clear and avoiding jargon or abbreviations.• Follow privacy and confidentiality procedures when handling client information |
|--|---|

APPENDIX 1 – Lina Smyth Individual Support Plan

Lina Smyth – Individual Support Plan (ISP)

My Service Coordinator is:	A. Supervisor Office number: 03 2541 1455
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My Case Manager is :	A. Student Mobile number: 0400 1001 100 Email: a.student@email.com
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ISP start date:	21.03.2023
ISP review due date:	21.04.2024

About me

Hi, my name is Lina, and I am 45 years old. I love to draw, and I go to art classes. My favourite food is all Chinese food, and I also like a treat from our Fish and Chip Shop. I have bad arthritis in my hips, arms, shoulder and fingers which sometimes stops me from being able to take care of myself. My support worker needs to help me if my body is in too much pain, especially if I am bending or holding things in my hands.

Date of birth: 06/09/1979

Preferred contact details:

Home number: No home phone

Mobile number: 04320412456

Email: linasmyth@email.com

My appointed guardian or carer contact details:

Name: Mary and Troy Smyth (parents)

Mobile number: 0432 1234 5678

Email: myparents@email.com

My family and friends

My mum, my dad and my sister are my informal supports. They come and check in on me every week. We have dinner every Friday night. Sometimes my mum will cook dinner and bring it to the house and other times my dad or sister will take me to their home for dinner.

My services and community involvement

- I go shopping once a fortnight with my support worker or with my mum and dad.
- I go to my art class once a week.

My supports

My mum my dad and my sister come to see me every week and I love their visits.

My physiotherapist also comes to my house each week.

I have 2 support workers.

One comes and sees me 2 times a week to help me with things I like to do like art and take me out shopping for food. Sometimes they have to help me prepare my meals and also feed me.

Another support worker helps with my house chores 3 times per week. They help with chores such as cleaning the lounge and kitchen, dusting, mopping the floors, doing the laundry and making my bed.

Medication administration

Lina has Meloxicam medication to manage her joint pain each morning.

Medication to be administered daily by support worker.

If I have any questions or my circumstances changes, I will contact my Case Manager.

Concerns:

Experiences lower back pain, arm (both) and joint pain which impacts on her daily life. She has become increasingly isolated. Lina is still mobile, however will often require support standing/sitting or transferring and eating depending on the pain levels. Lina can experience ongoing body pain in her hips, knees, arms, shoulders, neck and fingers due to severe arthritis.

Goal

Lina feels comfortable walking around the shops accompanied with a family member or support worker for short periods of time.

Abilities:

- Able to shower, dress, undress
- Is mobile but may need support at times.
- Able to eat independently but depending on pain in arms and hands may need assistance
- Able to communicate if pain is too much.

Appendix 2 – Incident Report

Incident report			
Details of injury (e.g., to a worker or visitor) and treatment			
Date of incident	XX/ XX/XXXX	Time of incident	XX.XX am pm
Nature of incident	Near miss	First aid	Medical treatment/doctor
Name of injured person	Min Yan		
Address	Unit 1/15 McLeod Street		
Occupation	N/A		
Date of birth	21/06/1991		
Telephone	XXXXXXXXXX		
Employer	N/A		
Activity in which the person was engaged at the time of injury	Min was attempting to walk towards the sofa from the kitchen and tripped, falling on the ground.		
Exact site location where injury occurred	Min has advised that she has hurt her left hand, but it doesn't feel too bad.		
Nature of injury – e.g., fracture, burn, sprain, foreign body in eye	Sore hand.		
Body location of injury (indicate location of injury on the diagram)	<p>The diagram consists of two human silhouettes. The left silhouette is labeled 'FRONT VIEW' and has 'RIGHT' above its right side and 'LEFT' above its left side. A red 'X' is marked on the left hand. The right silhouette is labeled 'REAR VIEW' and has 'LEFT' above its left side and 'RIGHT' above its right side. An arrow points to the left hand.</p>		
Treatment given on site	Attended GP	Name of treating person	Dr
Referral for further treatment? Yes No	Name of doctor or hospital	SafeWork NSW medical certificate received? Yes No	Attach copies
Injury management requirement? Yes No	Notify return to work coordinator	Name of return to work coordinator	
Witness to incident (each witness may need to provide an account of what happened)			
Witness name	Min's Mother	Witness contact	0422 1234 5687
Witness name		Witness contact	
Description of incident			

Student walked into the kitchen and noticed Min lying on the floor. Min's mother was sitting next to her trying to help her up from the floor.

Min advised that she was walking from the kitchen to the lounge but tripped over. Her left had felt sore but not sprained or broken.

Immediate response actions (e.g. barricades, isolation of power) to stabilise the situation

Checked Min and supported her using the Floor Recovery process. Offered Min water and monitored her for half an hour. Supervisor notified of incident. Medical Appointment made for Min to see her local GP.

Completed by

Name	(Student name)	Position	
Signature	(Student signature)	Date	XX/ XX/XXXX

Appendix 3 - Risk Assessment form

RISK ASSESSMENT RATING MATRIX

Use this table to determine the current risk for each identified hazard.

		LIKELIHOOD				
		Rare The event will only occur in exceptional circumstances	Unlikely The event is not likely to occur in a year	Possible The event may occur within a year	Likely The event is likely to occur within a year	Almost certain The event is almost certain to occur within a year
CONSEQUENCE	Severe/Catastrophic (Accidental death/serious injury)	MEDIUM	HIGH	EXTREME	EXTREME	EXTREME
	Major (serious injury)	MEDIUM	MEDIUM	HIGH	EXTREME	EXTREME
	Moderate (Lost time due to workplace injury)	LOW	MEDIUM	HIGH	HIGH	HIGH
	Minor (Minor workplace injury – no lost time)	LOW	LOW	MEDIUM	MEDIUM	MEDIUM
	Minimal (no injury)	LOW	LOW	LOW	LOW	LOW

RISK LEVELS

Resolution at each level involves reducing the risk level to a lower level of risk

- **Extreme** – requires immediate assessment with management consideration. A detailed plan, regular monitoring and reporting are required with a target resolution within 1 month timeframe

- **High** – requires immediate assessment with senior staff consideration, planning and reporting.
Target resolution should ideally be within 3 months
- **Medium** – reviewing of existing controls and planning required. Resolution timeframe should be within 1 year
- **Low** – the risk may be tolerable and controlled if managed with high quality process and procedures.

RISK ASSESSMENT FORM						
Site supervisor/manager			<i>(Supervisors name)</i>		Date	<i>XX/XX/XXXX</i>
Name of person completing risk assessment			<i>(Students name)</i>			
Hazard identification and initial risk rating				Control measures and actions		
Hazard (current and existing)	Potential risk/harm	Likelihood of harm occurring	Consequence level	Risk level rating	Current control measures & effectiveness	Further action/controls required
Environmental	Obstacles	Low	Minimal	Low	Room is clear and free of clutter. No-slip mats are in place	
Equipment malfunction	Hoist and lifters may experience equipment malfunction or failures	Low	Minimal	Low	Regular inspections and upkeep of maintaining the equipment. Adequate staff training to use equipment.	

RISK ASSESSMENT FORM

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Appendix 4: Task 2: Lina- Email to Supervisor

To: supervisor@hcc.com.au

From: astudent@hcc.com.au

Subject: Client: Lina Smyth

Email Body:

Dear Supervisor

I wanted to report that I met with Lina today and wanted to raise the following issues with you. Lina has some issues with her mobility. I have been helping Lina walk to and from the car when I take her to art class each week and I am concerned for our safety given her mobility issues and the risk of slipping, losing balance or falling.

For myself, I am worried about strain and injury because of the physical support I am providing her, even though I use adequate manual handling techniques.

I spoke with Lina, and we discussed various types of walking aids that could help with walking to and from the vehicle and she has decided that she would like to be provided with a walking aid to assist her. She is interested in a Seat Walker which will not only give her support when needed, but she is also able to use it as a seat if she needs to rest.

Can you please approve this request so that we are able to help Lina.

Thank you
A.Student