



Provide individualised support

CHCCCS031

Assessment 2 of 2

Role Play & Reflective Questions



Assessment Instructions

Task overview

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)
 - Appendix 3: Individual Support Plan: Lina Smyth
 - Appendix 4: Email Template

Submission requirements

To be eligible to be deemed competent in this assessment, you are required to complete and submit this assessment document. Word documents will not be accepted. Please save any Word documents as PDF files before submitting.

Most modern web browsers can open and display a PDF file. However, if you have an older operating system, 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](#)

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. Peers/family members or friends supportive of your studies who will play the role of each character. It is recommended that you share the context of the activity and role play expectations with them before conducting your role play.
3. 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.

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)
- Continence 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.

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.	Student discussed and confirmed client's preference for personal support and participation.	<input type="checkbox"/> S <input type="checkbox"/> NYS
b.	Student prepared and assemble the lifter/sling to hoist Fred whilst communicating the process, its purpose and how it facilitates with his transfer.	<input type="checkbox"/> S <input type="checkbox"/> NYS
c.	Student completed Appendix 2 – Risk Assessment	<input type="checkbox"/> S <input type="checkbox"/> NYS
d.	Student Transferred client using lifter, sling and hoist to transfer Fred from bed to transport chair.	<input type="checkbox"/> S <input type="checkbox"/> NYS
e.	Student maintained Fred's privacy and dignity when supporting with showering, toileting and applying continence aids.	<input type="checkbox"/> S <input type="checkbox"/> NYS
f.	Student supported client with toileting and applying continence aids.	<input type="checkbox"/> S <input type="checkbox"/> NYS
g.	Student assembled and prepared aids, appliances and/or equipment for shower	<input type="checkbox"/> S <input type="checkbox"/> NYS
h.	Student ensured client had access to all necessary equipment required Student ensured necessary showing aids and equipment was easily accessible for the client to use.	<input type="checkbox"/> S <input type="checkbox"/> NYS
i.	Student prepared the shower	<input type="checkbox"/> S <input type="checkbox"/> NYS

j.	Student undressed client	<input type="checkbox"/> S <input type="checkbox"/> NYS
k.	Student proceeded with showering and drying client when finished	<input type="checkbox"/> S <input type="checkbox"/> NYS
l.	Student dressed client	<input type="checkbox"/> S <input type="checkbox"/> NYS
m.	Student assisted client to shave.	<input type="checkbox"/> S <input type="checkbox"/> NYS
n.	Student assisted client with oral hygiene (dentures)	<input type="checkbox"/> S <input type="checkbox"/> NYS
o.	Student brushed client hair	<input type="checkbox"/> S <input type="checkbox"/> NYS
p.	Student provided support in accordance with workplace policies and procedures.	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments:		

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_Task2 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

a.	Student accessed Lina’s Individual Support Plan to determine the tasks she requires support with.	<input type="checkbox"/> S <input type="checkbox"/> NYS
b.	Student communicated with Lina to encourage her independence and right to make informed decisions.	<input checked="" type="checkbox"/> S <input type="checkbox"/> NYS
c.	Student applied appropriate infection control measures before meal preparation.	<input type="checkbox"/> S <input type="checkbox"/> NYS
d.	Student discussed whether Lina’s assistive technology tools	<input type="checkbox"/> S <input type="checkbox"/> NYS
e.	Student confirmed, prepared, and assembled mealtime assistance techniques and assistive technologies, supporting Lina with her eating and drinking.	<input type="checkbox"/> S <input type="checkbox"/> NYS
f.	Student supported her to take her pre-packaged medication according to workplace practices and procedures and demonstrated the “rights” of medication.	<input type="checkbox"/> S <input type="checkbox"/> NYS
g.	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.	<input type="checkbox"/> S <input type="checkbox"/> NYS
h.	Student transferred Lina into and out of a vehicle.	<input type="checkbox"/> S <input type="checkbox"/> NYS
i.	Student supported service concerns	<input type="checkbox"/> S <input type="checkbox"/> NYS
j.	Student reported the issue to Supervisor via Email using Appendix 4 Email Template.	<input type="checkbox"/> S <input type="checkbox"/> NYS

k.	Student provided support in accordance with workplace policies and procedures.	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments:		

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_Task3 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.	Student confirmed Noel's support requirements and preferences according to workplace policies and procedures	<input type="checkbox"/> S <input type="checkbox"/> NYS
b.	Student prepared for the bed bath:	<input type="checkbox"/> S <input type="checkbox"/> NYS
c.	Student used slide sheets to adjust/move Noel in preparation for bed bath:	<input type="checkbox"/> S <input type="checkbox"/> NYS
d.	Student maintained the client's dignity, confidentiality and privacy while bed bathing.	<input type="checkbox"/> S <input type="checkbox"/> NYS
e.	Student ensured Noel is dressed and comfortable	<input type="checkbox"/> S <input type="checkbox"/> NYS
f.	Student checked to ensure all equipment was packed away and that Noel was comfortable.	<input type="checkbox"/> S <input type="checkbox"/> NYS
g.	Student listened, discussed and addressed Noel's concerns with him and supervisor.	<input type="checkbox"/> S <input type="checkbox"/> NYS
h.	Student provided support in accordance with workplace policies and procedures.	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments:		

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 and 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_Task4 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	<input type="checkbox"/> S <input type="checkbox"/> NYS
b.	Student respectively consulted with Min's mother to see if there are any specific physical, sensory or cultural preferences that you need to be aware of.	<input type="checkbox"/> S <input type="checkbox"/> NYS
c.	Student sat with Min and her mother to ensure they monitored Min's safety once they supported her to the sitting position.	<input type="checkbox"/> S <input type="checkbox"/> NYS
d.	Student completed the attached Appendix 2 Incident Report	<input type="checkbox"/> S <input type="checkbox"/> NYS
e.	Provided support in accordance with workplace policies and procedures.	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments:		

Task 5 – Reflective Questions

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>
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>
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>
	1.
	2.
	3.
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>
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>
f.	<p>Walk through the steps you would take if Lina had an adverse reaction to her medication? (Word count 30-35)</p>
g.	<p>What process would you consider if Lina refused to or was unable to take her medication (Word count 195-200)</p>
h.	<p>Consider Lina’s Individual Support Plan then list 2 legal and ethical considerations as a support worker. (Word count 40-45)</p>

	Legal considerations	Ethical considerations
	1.	1.
	2.	2.
i.	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)	
j.	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)	

APPENDIX 1 – Lina Smyth Individual Support Plan

Lina Smyth – Individual Support Plan (ISP)

My Service Coordinator is: A. Supervisor
Office number: 03 2541 1455

My Case Manager is : A. Student
Mobile number: 0400 1001 100
Email: a.student@email.com

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.

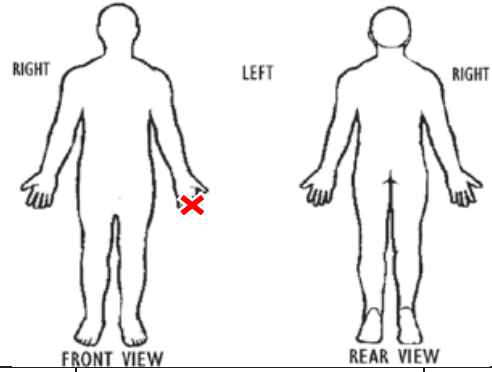
Goal

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		Time of incident	XX.XX am pm
Nature of incident	Near miss	First aid	Medical treatment/doctor
Name of injured person			
Address			
Occupation			
Date of birth			
Telephone			
Employer			
Activity in which the person was engaged at the time of injury			
Exact site location where injury occurred			
Nature of injury - e.g., fracture, burn, sprain, foreign body in eye			
Body location of injury (indicate location of injury on the diagram)			
Treatment given on site			
Referral for further treatment? Yes No			
Injury management requirement? Yes No			
Witness to incident (each witness may need to provide an account of what happened)			
Witness name	Min's Mother	Witness contact	
Witness name		Witness contact	
Description of incident			

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

Completed by

Name

Position

Signature

Date

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						Date
Name of person completing risk assessment						
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
						▪
					▪	▪
						▪
					▪	▪
						▪

Appendix 4: Task 2: Lina- Email to Supervisor

To: supervisor@hcc.com.au
From: astudent@hcc.com.au
Subject: Client: Lina Smyth
Insert text here

Congratulations you have reached the end of Assessment 2!

© Copyright 2021 Eduworks Pty. Ltd.

All rights reserved. This publication is copyright to Eduworks Pty Ltd. No part of this publication or its supporting documents may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, without prior written permission from the publisher.

© UP Education Online Pty Ltd 2021

Except as permitted by the copyright law applicable to you, you may not reproduce or communicate any of the content on this website, including files downloadable from this website, without the permission of the copyright owner.