



MARKING GUIDE

CHCADV001

Facilitate the interests and rights of clients

Assessment 3 of 3

Role Plays & Reflective Questions



MARKING GUIDE



Assessment Instructions

Task overview

This assessment consists of five (5) role plays.

- Role Play 1- To carry out this role play you will need two (2) participants including yourself.
- Role Play 2- To carry out this role play you will need two (2) participants including yourself.
- Role Play 3- To carry out this role play you will need five (5) participants including yourself.
- Role Play 4- To carry out this role play you will need two (2) participants including yourself.
- Role Play 5- To carry out this role play you will need three (3) participants including yourself.

Additional resources and supporting documents:

- Access to LMS learning content.
- Access to Empower Care Community Services Handbook including the following policies and procedures:
 - Privacy and confidentiality
 - Consent policy.
 - Roles and responsibilities of organisation, support workers and of the client
 - Organisation resources
 - Organisation Complaints handling policies and procedures.
- Access to the following templates all provided within this assessment.
 - Client Advocacy Assessment Template
 - Client Complaint Form

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.

Student Instructions:

Role Play 1:

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

This is role play 1. To carry out this role play you will need two (2) participants including yourself as per below.

- Participant A: Sam – Support worker- Student (Yourself)
- Participant B: Georgette – client with Mild Cognitive Impairment

Role Play Scenario:

Georgette is sixty-five years old and living with dementia. She has been diagnosed with mild cognitive impairment (MCI), causing a slight but noticeable decline in her cognitive abilities, including her memory and thinking skills. Georgette is a widow and living alone. Before her diagnosis Georgette had been enjoying a lot of activities such as gardening, attending her monthly knitting classes and reading books. However, since her decline in memory she sometimes misses attending her knitting classes. Her son, Felix, visits her on weekends and holidays to help with the household chores. Having been diagnosed with MCI, it has become difficult for her to accomplish her activities of daily living (ADLs). There was one instance when she forgot that she had turned the stove on. Luckily, Felix, who was at home at that time, noticed the stove was still on and turned it off.

Georgette and Felix have decided to seek home care and support services from Empower Care Community services. They believe that, with the help of these services, Georgette can be fully supported in her activities of daily living (ADLs) while maintaining a level of independence and autonomy. She also needs mild to moderate assistance in her mobility as she is at risk of falls. She uses a walking stick to aid her in walking around, although she sometimes misplaces it.

As one of its newest Home and Community Care clients, Georgette will be on-boarded into Empower care Compassionate Care's services and informed of its policies and procedures, and her rights and responsibilities as a client. You have been assigned as Georgette's support worker who is to conduct her on boarding. As part of this process, you will also facilitate her interests and rights as a client in the home and community care services.

Read the role play brief below to become acquainted with your role and the roles of other participants.

Role-play participant A (Team Leader) Sam brief:

Participant A (Sam): Your primary responsibility is to provide support and carry out activities that demonstrate the skills to facilitate the interest and rights of your client Georgette. As the support worker at Empower Care Community Services, your role in this scenario is to start the onboarding process by explaining the concept of rights and responsibilities to Georgette in a simple and understandable manner. Emphasize that both clients and service providers have specific rights and responsibilities to ensure a respectful and collaborative relationship. Offer Georgette researched, relevant, and timely information on her rights and responsibilities as a client of Empower Care Compassionate Care. Present the information in a format that suits her cognitive abilities, possibly using visual aids or simplified written materials. Engage in a conversation with Georgette to assist her in identifying her own interests, needs, choices, and responsibilities. Encourage her to express her preferences and concerns, ensuring that her voice is heard in decisions about her care and support. Educate Georgette on signs that her rights may be infringed or not being met, particularly in the context of home care services. Discuss the importance of communication and how she can raise concerns if she feels her rights are not being respected. Provide Georgette with information on the available options for meeting her rights and needs within the home care services framework. Collaborate with her to identify her preferred options, taking into consideration her interests, abilities, and personal choices.

To carry out these activities, you will be required to complete templates/documentation within the tasks.

Remember you will be marked on this assessment based on the techniques you apply during the role play and task completion.

Role-play participant B (Client with mild cognitive impairment) Georgette brief:

You will play the role of Georgette, the client with mild cognitive impairment (MCI) seeking support services at Empower care Community services organisation. During the role play you will actively engage in the onboarding process facilitated by Sam, the support worker. Ask questions and seek clarification about the services, policies, and procedures of Empower Care Compassionate Care. Share Georgette's interests, such as gardening, knitting, and reading, with the support worker. Discuss preferences for daily activities and any specific care needs or considerations related to her mild cognitive impairment (MCI) and mobility issues. Collaborate with the support worker to understand your rights and responsibilities as a client within the home and community care services. Work with the support worker to identify own interests, needs, and preferences. Communicate openly about activities such as gardening, knitting, and reading, to ensure they are incorporated into the care plan. Discuss specific needs related to activities of daily living (ADLs) and mobility. Work together with the support worker to strike a balance between maintaining independence and receiving necessary assistance.

Please note you the student playing Georgette role will not be marked on this assessment.

The role play must include at least two (2) participants including yourself and must be between 20-25 **minutes in duration** and must address all requirements listed under Key Observation Criteria.

Participant information

During the role play, you will demonstrate your skills in interacting with at least one other person.

Participants in your role play may be:

1. friends or family members; or
2. Fellow student/s who will play the role of a team member.

Option 1: Friend/s or family member/s

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Key Observation Criteria' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

Option 2: Fellow student/s participant

Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

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 with the 'Key Observation Criteria' so that they can prepare for the recording.

Student/s will need to state their name and the role they are playing at the meeting at the start of the recording to provide consent.

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.

Role play 1- Student Instructions

Student note: you will be required to carry out two (2) following activities prior to commencing the role play. Also note that you will be required to use the information you have gathered within this task in task (iii) of this role play.

Task Instructions:

- i. Before commencing the role play you are required to carry out the two (2) following activities below:
 - Read the role play scenario and based on your client's current situation review and research either my aged care website or NDIS website on the clients' rights and responsibilities in a community services settings as relevant to the client's situation and complete the questions below.
 - Read the relevant sections of the Empower care community handbook and learn about the rights and responsibility of the client, service provider and of you as a support worker and complete the questions below.

Complete the questions below:

Name and include the website link from where you researched about the clients' rights and responsibility.

(Approximate word count 3-8 words)

Assessor note: Ensure that the student has correctly identified the website where they researched information about the clients' rights and responsibilities as per the sample answers provided below.

1. My Aged Care:

- Website: [My Aged Care](#)

2. National Disability Insurance Scheme (NDIS):

- Website: [NDIS](#)

Briefly explain two (2) specific rights and two(2) responsibilities that are relevant to the client's situation based on the website you researched?

(Approximate word count 100-120 words)

Assessors Note: Sample answers provided below however the students answers will be deemed competent based on the student's ability to accurately identify and articulate specific rights and responsibilities relevant to Georgette's situation based on the researched website and provides a clear and accurate explanation of two rights and two responsibilities relevant to the client's situation from the chosen website.

My Aged Care:

Georgette's Rights:

1. Choice and Control:
 - Georgette has the right to choose her care provider and be involved in decisions about her care plan, ensuring it aligns with her preferences and goals.
2. Dignity and Respect:
 - Georgette has the right to be treated with dignity and respect by the care providers, recognizing her individuality and unique needs.
3. Information and Communication:
 - Georgette has the right to receive clear and understandable information about the services available, costs, and any changes to her care plan.
4. Privacy and Confidentiality:
 - Georgette's privacy and confidentiality should be respected, ensuring that her personal information is handled with care and in accordance with privacy laws.

Georgette's Responsibilities:

1. Collaboration in Assessment:
 - Georgette is responsible for actively participating in the assessment process to determine her eligibility and care needs.
2. Open Communication:
 - Georgette is responsible for openly communicating her preferences, concerns, and any changes in her circumstances to her care provider to facilitate effective care planning.
3. Consent for Services:
 - Georgette needs to provide informed consent for the services offered and actively engage in decisions regarding her care.
4. Regular Review of Care Plan:
 - Georgette should participate in regular reviews of her care plan to ensure it remains relevant and meets her evolving needs.

National Disability Insurance Scheme (NDIS):

Georgette's Rights:

1. Choice and Control:
 - Georgette has the right to exercise choice and control over her support services, allowing her to set goals and determine how her NDIS funding is utilized.
2. Individualized Support:
 - Georgette has the right to receive support tailored to her individual needs and preferences, recognizing the impact of her mild cognitive impairment on her daily life.
3. Advocacy and Representation:
 - Georgette has the right to access advocacy and representation services to ensure her voice is heard in decisions related to her care and support.
4. Access to Information:

- Georgette has the right to access information about the NDIS, her plan, and available services in a format that is understandable and accessible to her.

Georgette's Responsibilities:

1. **Goal Setting and Planning:**
 - Georgette is responsible for actively participating in the development of her NDIS plan, setting goals that align with her aspirations and needs.
2. **Managing Funding:**
 - Georgette is responsible for managing her NDIS funding, making choices that align with her goals and ensuring that funds are utilized appropriately.
3. **Feedback and Review:**
 - Georgette should provide feedback on the effectiveness of her support services and actively participate in plan reviews to make adjustments based on her changing circumstances.

After reading the relevant sections of the Empower care Community handbook write two (2) rights and two (2) responsibilities of the organisation and support worker to support the clients' requirements.

(Approximate word count 275-285 words in total)

Assessor note: Benchmark answers are provided for each right and responsibility however students wordings may vary. Students' responses should clearly articulate the organization's right to ensure high standards of quality care, aligning with individual needs and promoting well-being. Assessors should recognize that there are multiple valid areas of responsibility for both organizations and support workers. A competent response could include any relevant and justifiable area of responsibility beyond those explicitly provided below. The focus of students responses should be on demonstrating an understanding of core principles, such as quality care, individualized planning, communication, and safety, even if they choose different areas

Organization's Rights:

Duty to provide Quality Care:

- Empower Care Community Services has the right to ensure that the care and support services provided to Georgette align with high standards of quality, meeting her individual needs and promoting her well-being.

Access to Relevant Information:

- Empower Care Community Services has the right to receive accurate and timely information about Georgette's condition, preferences, and any changes in her circumstances, enabling them to provide effective and responsive care.

Organization's Responsibilities:

Individualized Care Planning:

Empower Care Community Services is responsible for developing and regularly updating an individualized care plan for Georgette, taking into consideration her unique needs, goals, and preferences.

Communication with Family and Client:

Empower Care Community Services has the responsibility to maintain open communication with Georgette and her son Felix, ensuring they are informed about the care plan, any changes in services, and actively seeking feedback to improve the quality of care.

Support Worker's Rights:

Safe Working Environment:

Support workers have the right to work in an environment that prioritizes safety, both for themselves and for the client. This includes adequate training, equipment, and support to perform their duties safely.

Respect for Professional Boundaries:

Support workers have the right to be treated with respect by the client and their family, maintaining professional boundaries to ensure a positive and productive working relationship.

Support Worker's Responsibilities:

Adherence to Care Plan:

Support workers are responsible for following the individualized care plan developed for Georgette, ensuring that care is provided in accordance with her preferences, needs, and goals.

Reporting Changes and Concerns:

Support workers have the responsibility to promptly report any changes in Georgette's condition or concerns about her well-being to the relevant authorities or supervisors within Empower Care Community Services.

Assessor note: Students must complete (task i) before commencing the role play

Role play instructions

- ii. Choose a suitable location that replicates a workplace setting and ensure the space is accessible and comfortable and obtain the client consent to carry out activities.
- iii. Engage in a conversation with Georgette and discuss the rights and responsibility of the(client), service provider (your organisation) and of yourself (support worker) as per the tasks (i) completed above.

Complete the questions below.

How did you ensure the information you provided to Georgette about her rights and responsibilities was well researched, relevant and timely?

Assessor note : sample answers provided below however students wording may vary. A competent answer should demonstrate a clear understanding of Georgette's situation, the use of reliable sources, thorough research, tailoring information to her needs, alignment with organizational policies, and a comprehensive approach to her care.

(Approximate word count 180-190 words)

From the scenario, I gained insight into Georgette's specific circumstances, considering her age, mild cognitive impairment (MCI), and the daily challenges stemming from memory decline. Acknowledging the impact of MCI on Georgette's abilities, I utilized reputable and reliable sources of information in the realms of aged care and disability support. This ensured that the information I conveyed to Georgette regarding her rights and responsibilities was thoroughly researched, pertinent, and timely. I tailored the information to address Georgette's individual needs, incorporating details related to her condition, level of independence, and the support necessary for her daily activities and mobility. I furnished Georgette with timely information regarding her rights and responsibilities, ensuring that they were both relevant and accurately presented, taking into account her unique circumstances, particularly her mild cognitive impairment. In aligning with Empower Care Community Services' policies and procedures, I verified their consistency with Georgette's rights and organizational responsibilities. Emphasis was placed on individualized care planning and effective communication with the client and family. Recognizing the implications of

Georgette's cognitive decline, specifically in memory and thinking skills, I adopted a comprehensive approach to her care.

- iv. Initiate a discussion with Georgette and complete the questions below.
- Gather information and understand Georgette's interests and preferences for tailoring support needs. Assist Georgette to identify and choose one (1) activity she finds most interest in and would like to continue with.
 - Empower Georgette by informing her about her rights as a client and assist her in ways she can exercise one (1) of the rights in relation to her chosen activity.
 - Encourage Georgette and assist her in identifying one (1) area of need based on her current situation and support her in collaborative planning to meet the need.
 - Georgette expresses her choice to actively participate in her decision making about her daily living activities assist her to identify one (1) area where she would like to have a say in decision making and provide her with the support.
 - Discuss and explain Georgette's responsibilities as a client and emphasize the collaborative nature of the support. Assist Georgette to identify one (1) area of responsibility in line with her needs and choices.
 - Based on your conversation with Georgette you are required to provide her with tailored solutions and information on two (2) available options that meets her rights and needs and assist her to identify her preferred option. Discuss the options with her and involve her in decision-making.

Assessor note: Sample answers provided below Students' responses may vary based on the chosen activity, Georgette's specific needs, and her expressed preferences. Evaluate the student's ability to gather relevant information, communicate effectively, and collaborate with Georgette in supporting personalized support options. Consider the appropriateness of the chosen activity, the depth of understanding regarding Georgette's rights and responsibilities, and the effectiveness of communication and collaboration throughout the process.

Complete the questions below:

Based on the completed role play complete the following:

Write one (1) activity that interests Georgette and that she would like to continue and briefly explain how did you assist Georgette to identify this area of interest?
(Approximate word count 110-120 words)

I engaged in a conversation with Georgette about her past hobbies and interests. I asked her open-ended questions about activities she enjoyed before her diagnosis of mild cognitive impairment. Georgette mentioned that she used to love gardening. To explore this interest further, I asked her specific questions about her experiences with gardening, the types of plants she liked, and the satisfaction she derived from it. Considering Georgette's previous interests and activities, she may want to continue with a modified version of her gardening hobby. Gardening can be adapted to her abilities and provide a sense of accomplishment and joy. Container gardening or smaller, manageable garden beds could be set up to cater to her needs.

Write one (1) area of need that Georgette would like assistance with and briefly explain how did you assist Georgette to identify this area of need?

(Approximate word count 110-120 words)

I discussed with Georgette the various aspects of her daily life to identify areas where she might need assistance. I asked about her experiences with activities of daily living (ADLs) and if she can recall any instances where she needed assistance. Georgette shared instances where she found it challenging to accomplish certain tasks independently due to her mild cognitive impairment. She mentioned that on one occasion she forgot that she had left the stove on. I realised that based on this Georgette may need assistance with memory aids that can assist her to remember things such as visual schedule, reminder notes, or alarms for important tasks. This support can help her maintain her health and well-being.

On one of the occasions Georgette expressed her choice to actively participate in decision-making for her daily routines. Briefly explain how you facilitated and assist Georgette with this choice.

(Approximate word count 125-135 words)

I facilitated Georgette in recognizing the option to actively engage in decision-making for her daily activities. I initiated a conversation with Georgette about her preferences and choices related to her daily routines. I asked her about the aspects of her day that were most important to her and where she would like to have a say in decision-making. Georgette expressed a desire to be actively involved in determining her daily activities, emphasizing the importance of feeling in control of her own life. To assist Georgette in identifying this choice, I encouraged open communication and asked specific questions about the aspects of her routine that mattered most to her. I also provided examples of decisions she might want to make, such as choosing the time for activities or selecting preferred meals.

Considering Georgette's situation, identify one (1) area of responsibility that you discussed and that aligns with her needs and choices as a client of home and community care services and briefly explain how you assisted georgette in identifying the area of responsibility.

(Approximate word count 170-180 words)

One area of responsibility that aligns with Georgette's needs and choices is to actively communicate any safety concerns or incidents related to her mild cognitive impairment. For instance, promptly informing her support worker about instances where she misplaces her walking stick or forgets to turn off appliances is crucial for maintaining a safe environment. This communication will assist in tailoring the support services to address her specific challenges and enhance her overall well-being. In assisting Georgette to identify areas of responsibilities, I engaged in open communication during the onboarding process. I discussed her daily activities, preferences, and concerns, focusing on aspects where she could actively participate. Considering her tendency to misplace her walking stick, we collaboratively identified this as a crucial area of responsibility. I emphasized the importance of her involvement in keeping the walking stick accessible, and we discussed strategies to ensure its availability. This process empowered Georgette to contribute to her own safety and mobility, fostering a sense of control and independence in managing specific aspects of her daily life.

Write three (3) strategies you used to assist clients to identify their own interests, rights, needs, choices and responsibilities.

(Approximate word count 90-110 words)

Assessor note: Students response must be as per sample answers provided below however the wording may vary. Students must select three (3) out of six(6) strategies listed below.

Active listening

- Practice active listening to understand the client's interests. Allow them to express their thoughts and preferences without interruption, ensuring they feel heard and valued.

Reflective Questions:

- Use open-ended and reflective questions to encourage clients to articulate their interests, rights, needs, choices, and responsibilities. For example, "Can you tell me more about the activities you enjoyed before your diagnosis."

Collaborative Decision-Making:

- Emphasize collaborative decision-making, involving clients in discussions about their care plan, services, and support options. This encourages a sense of empowerment and ownership over their choices and responsibilities.

Respectful Exploration:

- Approach the exploration of interests and preferences with respect and sensitivity. Avoid making assumptions and allow clients the space to discover or rediscover their own interests over time.

Empowerment Language:

- Use empowering language that reinforces the client's ability to make choices and decisions. Phrases like "What would you like?" or "How do you envision your daily routine?" promote a sense of agency.

Flexibility and Adaptability:

- Be flexible in the approach, recognizing that preferences and interests may evolve. Adapt care plans accordingly, ensuring they reflect the client's changing needs and desires.

After identifying Georgette's challenges and needs particularly in relation to memory support, how did you discuss potential options to meet her rights and needs in relation to this?

(Approximate word count 35-45 words)

I discussed various memory support options with Georgette, including visual schedules, reminder notes, alarms, daily checklists, and mobile applications. Each option was presented as a means to enhance her right to autonomy while addressing memory-related challenges.

Briefly explain how the suggested options align with Georgette's rights.

(Approximate word count 20-30 words)

The suggested options respect Georgette's autonomy by providing memory support tools that empower her to manage daily activities independently while addressing her need for assistance.

Explain how did you assisted Georgette in the decision-making process regarding the memory support options?

(Approximate word count 55-65 words)

I discussed each option with Georgette, considering her preferences and comfort level. I encouraged her to express her preferences and actively participate in deciding which memory support tool would best suit her needs. I emphasized that the suggested options aim to enhance Georgette's autonomy by providing tools that support her memory while allowing her to maintain control over her daily activities.

End of role play 1 – Submission.

Assessors note: Student must complete all the tasks and submit it for marking.

Role play 1 - video recording – Assessor Observation Checklist

During the role play the student was able to:

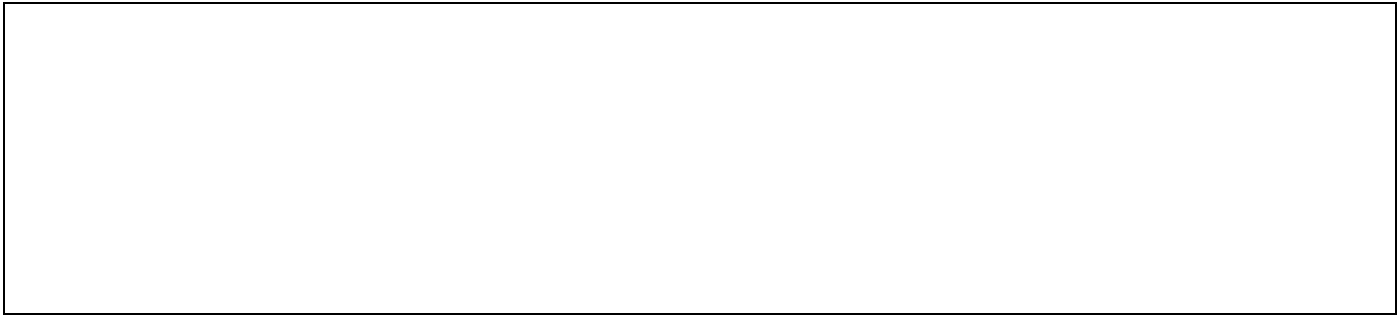
i	<p>Student to complete the activities prior to commencing the role play:</p> <ul style="list-style-type: none"> • Did the student identify and provide the website links for My Aged Care OR NDIS. • Did the student correctly identify two specific rights and two responsibilities from each website accurately. • Did the student complete the questions with clear, relevant information based on Georgette's situation, and reflect an understanding of the chosen websites. • Did the student accurately identify and explain one right and one responsibility for the organization, support worker and the client. • Did the student complete the questions within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
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Assessor Comments:

ii	<p>Provide a comfortable and safe working environment to work with Georgette.</p> <p>Student must provide a safe environment during the role play</p> <p>Respecting privacy and confidentiality by ensuring a private closed off area to speak with Georgette</p>	<input type="checkbox"/> S <input type="checkbox"/> NS
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Assessor Comment:

iii	<p>Discuss the rights and responsibilities and complete the questions :</p> <p>Student must demonstrate any of the following:</p> <ul style="list-style-type: none"> • Did the student demonstrate effective communication skills with Georgette, ensuring that information was presented accurately and comprehensively? • Was the information provided tailored to address Georgette's individual needs, taking into account her cognitive impairment, level of independence, and support requirements for daily activities and mobility? • Did the student ensure that the information provided to Georgette about her rights and responsibilities was timely based on her situation? • Did the student verify the alignment of the information with the policies and procedures of Empower Care Community Services, ensuring consistency with both Georgette's rights and organizational responsibilities? • Did the student complete the questions correctly and within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
ASSESSOR COMMENTS:		
iv	<p>Initiate a discussion with Georgette and complete the questions:</p> <p>Student must demonstrate any of the following:</p> <ul style="list-style-type: none"> • Did the student effectively gather information about Georgette's interests and preferences to tailor support needs? • Was the chosen activity aligned with Georgette's past hobbies and interests, considering her mild cognitive impairment? • Did the student empower Georgette by informing her about her rights as a client, and did they assist her in exercising one right related to her chosen activity? • Did the student assist Georgette in identifying one area of need based on her current situation, and was the support plan collaborative and tailored to meet this need? • Was the identified area of responsibility in line with Georgette's needs and choices? • Did the student complete the questions correctly and within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
Assessor Comments		
<p>COMMENTS (Assessor to add comments related to the achievement of the assessment requirements above)</p>		



Role play 2

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

This is role play 1. To carry out this role play you will need two (2) participants including yourself as per below.

- Participant A: Sam – Support worker- Student (Yourself)
- Participant B: Georgette – client with Mild cognitive impairment

Role Play Scenario:

Georgette is currently receiving home and community services from Empower Care Community Services to assist with daily support at her residence, coordinated by the HACC team. She avails herself of various services, such as a handyman, meals on wheels, and a house cleaner who also aids her with shopping. Despite experiencing a decline in her memory function, Georgette remains independent and actively contributes to the tasks whenever possible. She is adamant about not wanting to impose on others. However, Georgette condition has declined further in the last few months due a side effect of one of the medications Georgette has developed mild hearing impairment which has added a new layer of challenge and has now been advised to go for further investigation as this hearing impediment is becoming a hindrance as she often has difficulty in understanding spoken conversations, leading to isolation and frustration and difficulty communicating with house cleaners and other service providers who are part of HACC team which is now affecting the coordination and delivery of her daily support services.

Read the role play brief below to become acquainted with your role and the roles of other participants.

Role-play participant A Sam support worker brief:

Participant A (Sam): Your primary responsibility our role is as a support worker assisting Georgette, who is experiencing a decline in memory function and mild hearing impairment. Your objective is to undertake an assessment of Georgette's ability to advocate for herself, initiate relevant strategies to address her rights and needs, identify potential barriers and resources, contact appropriate individuals/organizations, and maintain confidentiality unless authorized otherwise. her preferences and concerns, ensuring that her voice is heard in decisions about her care and support. Educate Georgette on signs that her rights may be infringed or not being met, particularly in the context of home care services. Discuss the importance of communication and how she can raise concerns if she feels her rights are not being respected. Provide Georgette with information on the available options for meeting her rights and needs within the home care services framework.

To carry these activities, you will be required to complete templates/documentation within the tasks. Remember you will be marked on this assessment based on the techniques you apply during the role play and task completion.

Role-play participant B (Client with Mild cognitive impairment) Georgette brief:

You will play the role of Georgette the client with mild You are Georgette, a client receiving home and community services from Empower Care Community Services. Despite experiencing a decline in memory function, you remain independent and contribute to daily tasks. You utilize various services, including a handyman, meals on wheels, and a house cleaner. Recently, a mild hearing impairment has developed, causing difficulties in understanding spoken conversations and contributing to frustration and isolation. Communicate your preferences, concerns, and any challenges you're facing due to the recent decline in memory function and hearing impairment. Emphasize your desire for

independence and reluctance to impose on others. Describe how hearing impairment is affecting your daily life, including difficulties in communication with service providers who are part of the HACC arrangements and provide assistance with daily tasks such as meals. Share any frustration or isolation you may be experiencing due to this new challenge.

Please note you the student playing the Georgette role will not be marked on this assessment.

The role play must include at least two(2) participant including yourself and must be between 20-25 **minutes in duration** and must address all requirements listed under Key Observation Criteria.

Participant information

During the role play, you will demonstrate your skills in interacting with at least one other person.

Participants in your role play may be:

1. friends or family members; or
2. Fellow student/s who will play the role of a team member.

Option 1: Friend/s or family member/s

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Key Observation Criteria' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

Option 2: Fellow student/s participant

Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

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 with the 'Key Observation Criteria' so that they can prepare for the recording.

Student/s will need to state their name and the role they are playing at the meeting at the start of the recording to provide consent.

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.

Role play 2

Instructions

Task Instructions

- i. You begin the role play by explaining Georgette about the purpose of the assessment and assure the client that the goal is to understand their preferences, needs, and ability to advocate for themselves. You are required to undertake an assessment to identify Georgette's ability to advocate for self by completing the advocacy assessment template below.

Assessor's Note: The sample responses provided in the advocacy assessment below. It is important to note that students' answers may vary. Responses will be considered competent if they showcase an understanding of client needs, advocacy rights, and a well-balanced approach to self-advocacy. Evaluate the acknowledgment of the impact of health conditions on emotional well-being and the willingness to explore additional options for improvement.

CLIENT ADVOCACY ASSESSMENT TEMPLATE	
Clients Name	[type clients name]
Date of Assessment	[Type the date of the role play]
Assessment conducted by	[Type Student name]
Purpose of the assessment	
Briefly explain the purpose of this assessment (Approximate word count 20-30 words)	
This assessment aims to evaluate the client's capacity to advocate for their rights, preferences, and well-being within healthcare or support service settings.	
Section 1: General Information	
1.1 Overview of Services	
Question: Can you provide an overview of the services you are currently receiving from Empower Care Community Services? (Approximate word count 18-20 words)	
I receive assistance from a handyman, meals on wheels, and a house cleaner who also helps with shopping.	
Section 2: Independence and Contribution to Tasks	
2.1 Level of Independence	
Question: How would you describe your level of independence in managing daily tasks, considering the support services you receive? (Approximate word count 20-30 words)	
I try to remain as independent as possible and contribute actively to tasks whenever I can. I prefer not to impose on others.	

Section 3: Health Impact

3.1 Hearing Impairment and challenges

How has the mild hearing impairment, developed as a side effect of your medication, impacted your daily life and interactions?

(Approximate word count 55-60 words)

It has become a hindrance, especially in understanding spoken conversations. This has led to feelings of isolation and frustration. It's been challenging due to the difficulty in understanding spoken information, it has affected my interactions with the people who provide support to me such as handyman, house cleaner and meals delivery person leading to misunderstanding, confusion and misinterpretation of information.

Section 4: Advocacy Attitude

4.1 Comfort with Advocacy

How comfortable do you feel advocating for yourself and expressing your needs and preferences to the HACC team or healthcare professionals?

(Approximate word count 30-40 words)

I prefer not to impose, but I understand the importance of expressing my needs. It's a bit challenging with the recent changes in my health. I need assistance with how to advocate effectively.

Conclusion: In the conclusion include, based on the assessment finding, does the client possess the ability to advocate for themselves?

(Approximate word count 55-65 words)

Assessor note: Students answers must be as per the benchmark answer provided below however there wording may vary. The students' answers must acknowledge the client's need for assistance in advocacy and provide a clear assessment of their current struggles in advocating for themselves. Overall, the conclusion must align with the assessment findings based on client's situation.

The assessment reveals that while the client demonstrates a willingness to advocate for themselves, they face barriers due to challenges in communication stemming from their mild hearing impairment. Despite understanding the importance of self-advocacy, they require assistance in effectively expressing their needs. Therefore, the client currently struggles to advocate for themselves fully and are unable to advocate for themselves.

Signed:

[student name]

Date:

[date of completion]

- ii. Collaborate with Georgette and initiate, negotiate and implement two (2) relevant strategies for addressing her rights and needs in collaboration with her and complete the questions below.

Assessors note: Sample answers provided below for the questions however students wording may vary. Students' responses will be deemed competent if the students' responses align with Georgette's needs and highlight effective initiation, collaborative negotiation, clarity in strategy implementation, clearly explains the role of advocacy and demonstrates an understanding of the client rights and accommodations.

Briefly explain how did you initiate a conversation with Georgette to discuss her communication challenges, considering her recent decline in health and hearing impairment?
(Approximate word count 55-65 words)

I recognized the impact of Georgette's hearing impairment and initiated discussions on communication enhancement strategies. I used effective communication strategies to ensure Georgette feels heard and respected, taking into account her hearing impairment. I paid attention to specific challenges related to her memory decline and hearing impairment, and how they affect her daily life and interactions.

In negotiating with Georgette to establish a personalized communication strategy, how did you ensure her active involvement in decision-making regarding preferred communication methods?
(Approximate word count 70-80 words)

I discussed her preferences regarding support services and involve her in decision-making. I collaborated with Georgette to explore communication aids, visual cues, and other tools that may facilitate effective communication. I involved her in decision making by providing her with choices and explore alternatives including training for service providers on effective communication, the possibility of additional support services or modifications to the existing services to better align with Georgette's current requirements.

List and explain the two (2) strategies you discussed and implemented in collaboration with Georgette.
(Approximate word count 135-150 words total)

1. Training HACC team members: I collaborated with Georgette and discussed implementation of additional training for service providers on effective communication with individuals experiencing hearing impairment including service providers such as the handyman, meals on wheels provider, and house cleaner, to enhance their communication skills when interacting with Georgette, who is experiencing hearing impairment. The training would focus on practical techniques, adapting communication styles, and using visual aids to ensure effective and respectful communication.
2. Explore additional support services: using a collaborative approach I identified and implemented adjustments to Georgette's support services. The potential modifications or additional services that we discussed aligned with Georgette's requirement such as introducing assistive technology like communication devices or apps ect, introducing georgette to local support groups, counselling services who can provide social interaction and emotional support to reduce isolation and enhance her overall well-being.

Briefly explain the role of advocacy for client rights in this scenario and how did you ensure addressing Georgette's rights?
(Approximate word count 75-85 words)

Advocacy for Georgette's rights involves ensuring she receives necessary support and accommodations, addressing any barriers related to her hearing impairment. I involved Georgette in collaborative decision-making regarding her support services, ensuring her active participation in understanding her needs and preferences, hence meeting her right to participate in Decision-Making. I collaborated on implementation strategies such as communicating with relevant stakeholders and seeking appropriate accommodations to meet her right to services that contribute to her overall quality of life.

iii. Based on Georgette's situation identify two (2) potential barriers as well as two (2) resources to assist Georgette and complete the questions below.

Assessors note: Sample answers provided below however students responsa may vary. Students' answers will be deemed competent where they are demonstrating an understanding of the specific challenges faced by Georgette and proposing practical and realistic resources that are aligned with the barriers identified.

List and explain two(2) potential Barriers (Approximate word count 20-30 words)	List and explain two (2) potential resources (Approximate word count 60-70 words)
<p>Communication Challenges: Georgette's mild hearing impairment poses a significant barrier to effective communication with service providers, potentially leading to misunderstandings, frustration, and isolation.</p>	<ol style="list-style-type: none"> 1. Community Support Groups: Connecting Georgette with community support groups for individuals with hearing impairments or memory-related challenges can provide emotional support, shared experiences, and strategies for coping. 2. Assistive Listening Devices: A resource to address Georgette's hearing impairment could be the provision of assistive listening devices, such as hearing aids or amplifiers, to enhance her ability to hear and engage in conversations. 3. Memory Aids and Reminders: Implementing memory aids, such as calendars, reminders, or even a digital assistance device, could help Georgette manage her daily schedule and remember important details.
<p>Barriers to self-advocacy: Georgette's mild hearing impairment poses difficulties in expressing her needs and preferences, impacting her ability to advocate for herself effectively. Georgette's adamant stance against imposing on others may hinder her from actively asserting her needs and advocating for necessary adjustments.</p>	<ol style="list-style-type: none"> 1. Explore advocacy training options and enroll Georgette in advocacy training programs offered by reputable organizations, community colleges. 2. Online Advocacy Courses: Explore online platforms that offer courses on self-advocacy, communication skills, and navigating healthcare systems.

	<p>3. Connect Georgette with online support groups or forums specifically designed for individuals facing hearing impairment challenges. These platforms offer a supportive community where she can share experiences, learn from others, and gain insights into effective self-advocacy.</p>
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iv. There are two (2) tasks you are required to complete for this part:

- a) Seeking client's consent: Based on the above tasks you have so far completed in this role play; you are now required to identify and contact two (2) individuals and two (2) organisations to represent Georgette and optimise outcomes that are best to support her needs. However, before doing this, you are required to inform Georgette about maintaining confidentiality about her information and clearly explain to her the purpose to seek her consent to share information.

Inform Georgette that in her best interest you will be emailing and contacting relevant individuals and organisations to consult with them and would need her explicit consent to share the following information with them:

- Client's name: [Georgette's]
- The nature of the support you are seeking: [Brief description of your mild hearing impairment and the desire to connect with local support groups/resources]
- Any additional relevant information for the purpose of receiving appropriate assistance.

You are required to obtain Georgette's verbal consent if she agrees to above and asks her if she has any questions regarding confidentiality of the information.

Assessor note: Student should clearly introduce the purpose of seeking consent and explain the importance of confidentiality. Student must seek verbal consent of client before proceeding to the next part.

- b) You are now required to identify and contact two (2) most appropriate individuals and two (2) Organisations and represent Georgette and optimise outcomes for the client. You are required to email the individual/organisation you found most appropriate based on Georgette's needs. Complete the questions below.

Student Note:

- Take your time to go through the completed tasks above (Role play 2 i-iii) and work out two appropriate individuals you would contact by identifying the key stakeholders involved in Georgette's care.
- Two organisations you would approach these could be a local organisation, support group or community groups, advocacy groups and tailor your communications based on Georgette's need.
- Once you have identified the two individuals and the two organisations you are required to write an email to each of the individual and organisation in the

templates provided below clearly stating the purpose of the communication, the current situation with Georgette, and the desired outcomes. Request meetings or discussions as needed.

Assessors note: Sample answers provided however students responses may vary. Acceptable student responses must include identification of two appropriate individuals and two organizations based on Georgette's needs and stakeholders involved in her care and provide insightful reasoning for choosing specific individuals and organizations, considering Georgette's unique situation. All the emails should clearly state Georgette's condition, a request for a meeting, and provide necessary details. They should demonstrate a deep understanding of Georgette's needs and articulate potential outcomes with a high level of professionalism.

Email 1:

(Approximate word count 120-130 words)

Email to: Empower Care Community Services (Support Care Provider):

Subject: Coordination of Support Services for Georgette - Request for Meeting

Dear [Add the designation Support Care Provider],

I trust this email finds you well. I am writing as a support worker working closely with Georgette, a client receiving daily support care services from Empower Care Community Services.

Georgette's condition has undergone changes recently, particularly with a side effect from her medication and the development of mild hearing impairment. These changes are impacting her ability to coordinate and receive daily support services effectively.

I would like to request a meeting to discuss potential adjustments or additional support required for Georgette. Your insights and collaboration are crucial in optimizing outcomes for her. Please let me know a convenient time for such a meeting, and we can coordinate further details.

Thank you for your attention to this matter. I look forward to our collaboration.

Best regards,

[Your Full Name]

[Your Contact Information]

[Support Worker Organization].

Email 2

(Approximate word count 230-250 words)

Email to: HACC Team Leader

Subject: Collaboration for Enhanced Support for Georgette

Dear [Add the designation],

I hope this email finds you well. My name is [Your Name], and I am a support worker currently assisting Georgette, a valued client under the care of Empower Care Community Services.

I am reaching out to you with a shared goal of ensuring the optimal well-being of Georgette. Over the past few months, Georgette has experienced a decline in her health due to a side effect of her medication, leading to the development of mild hearing impairment. These changes have started to impact her ability to effectively communicate and coordinate daily support services.

Given your leadership role within the HACC team, I believe your insights and collaboration are instrumental in addressing Georgette's evolving needs. The purpose of this communication is to

discuss potential adjustments to Georgette's support services and to explore ways in which we can collectively ensure her continued independence and well-being.

I propose a meeting at your earliest convenience to delve into the specifics of Georgette's situation, share information, and collaborate on a plan that aligns with her preferences and requirements. Your expertise and guidance are valued, and I am confident that our collaboration will lead to enhanced support for Georgette.

Please let me know a time that suits you for a meeting, whether in person or virtually. I am eager to work together to optimize outcomes for Georgette.

Thank you for your time and consideration. I look forward to our collaboration.

Best regards,

[Your Full Name]

Email 3

(Approximate word count 140-150 words)

Organisation type: [Add the type Local Hearing Impairment Support Group]

Subject: Inquiry Regarding Support for Mild Hearing Impairment

Dear [Organization Name],

I hope this email finds you well. My name is [Support Worker's Name], and I am currently assisting a client named Georgette who is experiencing a mild hearing impairment. Georgette has expressed interest in connecting with local support groups or resources that can provide assistance and foster community engagement.

I am reaching out to inquire about the services and support your organization offers for individuals with hearing impairments. Georgette is looking for opportunities to enhance her communication skills, receive guidance, and potentially connect with others who may share similar experiences.

If possible, could you please provide information about any upcoming events, support sessions, or resources that would be beneficial for Georgette? We are eager to optimize outcomes for Georgette and appreciate any assistance or guidance your organization can offer.

Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

[Support Worker's Full Name]

Email 4

(Approximate word count 120-130 words)

Organisation: [Add the type of organisation]

Subject: Advocacy Support Needed for Individual Facing Health Challenges

Dear [Advocacy Group Representative's Name],

I trust this email finds you well. I am [Your Name], a support worker at Empower Care Community Services, and I am reaching out to your organization seeking advocacy support for our client, Georgette.

Georgette is currently facing health challenges, including a recent decline in her health and the development of mild hearing impairment. These challenges are impacting her ability to communicate effectively and receive optimal support services.

We believe that Georgette would greatly benefit from the advocacy services your organization provides. I would appreciate an opportunity to discuss Georgette's case further and explore how your advocacy group could assist in ensuring she receives the necessary support and accommodation.

Thank you for your attention to this matter. I am available for a discussion at your earliest convenience.

Best regards,

[your full name]

Complete the questions below:

Write the designation of the two individuals you chose as per above emails and why did you choose the two individuals?

(Approximate word count 85-95 words)

Assessor note: Sample answers provided below however the students response may vary. Students response must demonstrate a thoughtful consideration of Georgette's needs and how the chosen individuals contribute to her well-being.

I chose the HACC team leader as their team is directly involved in coordinating Georgette's daily support services. Communicating with them is crucial to share information about Georgette's health changes, discuss potential adjustments to services, and ensure a coordinated approach to address her evolving needs.

I chose service provider; each service provider plays a vital role in Georgette's daily life. Contacting them is essential to communicate changes in Georgette's condition, discuss potential adjustments to their services, and ensure they are aware of her hearing impairment to adapt communication methods accordingly.

List the two organisations you chose to contact as per above emails and why?

(Approximate word count 75-85 words)

Assessor note: Sample answers provided below however the students response may vary. Students response must demonstrate a thoughtful consideration of Georgette's needs and how the chosen organisations contribute to her well-being

1. Local support group

- Connecting Georgette with local support groups provides her with emotional support, shared experiences, and additional resources. It helps address the psychosocial aspects of her situation, fostering a sense of community and understanding.

2. Advocacy organisation

- I chose advocacy organization as they can provide support in protecting Georgette's rights and ensuring she receives necessary accommodations and services. Seeking guidance from these organizations aligns with the goal of advocating for Georgette's well-being and addressing any potential legal considerations.

End of role play 2 – Submission.

Assessors note: Student must complete all the tasks and submit it for marking.

Role play 2 - video recording – Assessor Observation Checklist

During the role play the student was able to:		
i	<p>Student to collaborate with the client and complete advocacy assessment template:</p> <ul style="list-style-type: none"> • Did the student commence the role play with clearly explaining the client about the purpose of assessment and outline the goal of evaluating the client's capacity to advocate for their rights, preferences, and well-being within healthcare or support service settings? • Did the student accurately gather all the required information and collaborated with the client to complete the advocacy form • Did the student complete all sections of the template correctly and within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
Assessor Comments:		
ii	<p>Initiate, negotiate and implement relevant strategies for addressing client rights and needs in collaboration with the client and complete the questions:</p> <p>Student must demonstrate the following:</p> <ul style="list-style-type: none"> • Did the student demonstrate an understanding of Georgette's recent decline in health and hearing impairment when initiating the conversation about communication challenges? • Did the student effectively negotiate with Georgette to establish a personalized communication strategy? • Did the student discuss and implement two relevant strategies in collaboration with Georgette to address her rights and needs? • Throughout the role play did the student demonstrate an understanding of advocacy as a means to ensure necessary support, accommodations, and the active participation of the client in decision-making? • Did the student complete the questions correctly and within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS

Assessor Comments:

iii	<p>Student to identify barriers/potential barriers and recommend resources and complete the table:</p> <ul style="list-style-type: none"> • Did the student identify and explain two potential barriers based on Georgette's situation? • Are the identified barriers specific, relevant, and aligned with Georgette's mild hearing impairment and related challenges? • Did the student identify and provide resources appropriate to the barriers based on Georgette's situation? • Did the student complete the table within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
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Assessor Comments:

iv	<p>Student to complete the two (2) tasks and complete questions at the end of the task</p> <p>Task A (Seeking Client's Consent):</p> <p>Student must demonstrate the following:</p> <ul style="list-style-type: none"> • Did the student effectively inform Georgette about the need to contact individuals and organizations for support? • Was Georgette asked for verbal consent to share specific information, including her name, the nature of support needed, and any additional relevant information? • Did the student ask Georgette if she had any questions regarding the confidentiality of the information? • Was there a clear affirmative response from Georgette, indicating her consent /agreement to share the specified information? <p>Task B (Identifying and Contacting Individuals and Organizations):</p> <ul style="list-style-type: none"> • Did the student identify the appropriate individuals and the Service Provider as appropriate individuals? • Was there a clear rationale provided for choosing these individuals based on their roles in Georgette's care? 	<input type="checkbox"/> S <input type="checkbox"/> NS
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	<ul style="list-style-type: none"> • Did the student identify appropriate support group and an advocacy organization as appropriate? • Was the reasoning behind selecting these organizations clearly explained, aligning with Georgette's needs for emotional support and advocacy? • Did the student effectively tailor the emails to address Georgette's specific situation and needs? • Are the emails crafted to foster collaboration and optimize outcomes for Georgette? • Did the student complete all four emails correctly and within the word limit. 	
Assessor Comments:		
<p>COMMENTS</p> <p>(Assessor to add comments related to the achievement of the assessment requirements above)</p>		

Instructions

Role Play - 3

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

This is role play 2. To carry out this role play you will need five (5) participants including yourself as per below.

- Participant A: Sam (Support worker 1)- Student
- Participant B: Georgette (client desiring to pursue gardening activities)
- Participant C: Terry (supervisor)
- Participant D- Jack (other support worker /Sam’s colleague)
- Participant E- Jim (Empower care service representative)

Assessor note: Only Participant A, playing the role of Sam will be marked for this assessment. Other participants in this role play will not be graded on this assessment.

Role Play Scenario:

Georgette has always been enthusiastic about gardening and one of the occasions she expressed her personal preference to continue with gardening activities. Despite relying on a walking stick for mobility Georgette expresses a strong desire to engage in gardening activities, a hobby she has cherished for many years. Georgette, an avid gardener, expresses her longing to continue gardening but is concerned about potential risks due to her reliance on a walking stick and there are concerns about her safety and the potential risks associated with her current physical condition. In this role play support worker is to collaborate with the supervisor, support worker, and service representative to find a solution that allows Georgette to engage in gardening while ensuring her safety and legal compliance.

Participant A (Sam) Support Worker (SW): You are the primary support worker for Georgette, responsible for understanding her gardening aspirations and collaborating with the supervisor, another support worker, and a service representative to find a solution that balances Georgette's desire for gardening with safety considerations. Initiate the role play by acknowledging Georgette's enthusiasm for gardening. Discuss her concerns about safety and potential risks. Collaborate with the supervisor, another support worker, and the service representative to explore viable solutions. Be attentive to Georgette's preferences and concerns.

To carry these activities, you will be required to complete templates/documentation within the tasks. Remember you will be marked on this assessment based on the techniques you apply during the role play and task completion.

Participant B: Georgette (Client): You are an avid gardener who has always found joy in gardening. Despite relying on a walking stick, you express a strong desire to continue engaging in gardening activities. You are concerned about potential risks and safety issues but are eager to find a solution that allows you to pursue your cherished hobby.

Please note you the student playing Georgette role will not be marked on this assessment.

Participant C : Terry (Supervisor): You are the supervisor overseeing the support worker team. Your role is to provide guidance, assess potential risks, and work collaboratively with the support worker, Georgette, and the service representative to find a solution that ensures Georgette's safety while honoring her gardening preferences. Assess the potential risks associated with Georgette's gardening activities and contribute to finding practical solutions. Ensure legal and organizational compliance while supporting Georgette's preferences.

Please note you the student playing Terry role will not be marked on this assessment.

Participant D : Jack (Other Support Worker): You are another support worker involved in Georgette's care. Your role is to collaborate with the primary support worker, supervisor, and service representative to contribute insights and suggestions regarding Georgette's gardening aspirations and safety concerns. Collaborate with the primary support worker, supervisor, and service representative. Share insights, suggestions, and ideas that could contribute to a solution that addresses Georgette's gardening aspirations while considering safety factors.

Please note you the student playing Jack role will not be marked on this assessment.

Participant E: Jim (Service Representative): You represent the community care organization providing support services to Georgette. Your role is to ensure that any proposed solutions align with legal and organizational requirements while facilitating a positive outcome for Georgette's gardening activities. Consider the organization's policies and procedures while working towards a solution. Please note you the student playing Jim role will not be marked on this assessment.

The role play must include at least five(5) participant including yourself and must be between 30-35 **minutes in duration** and must address all requirements listed under Key Observation Criteria.

Participant information

During the role play, you will demonstrate your skills in interacting with at least one other person.

Participants in your role play may be:

1. friends or family members; or
2. Fellow student/s who will play the role of a team member.

Option 1: Friend/s or family member/s

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Key Observation Criteria' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

Option 2: Fellow student/s participant

Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

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 with the 'Key Observation Criteria' so that they can prepare for the recording.

Student/s will need to state their name and the role they are playing at the meeting at the start of the recording to provide consent.

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.

Role play 3

Task Instructions:

- i. Choose a suitable location that replicates a workplace setting and ensure the space is accessible and comfortable and obtain the client consent to carry out activities.
- ii. In this task you are required to:
 - Engage in a conversation with Georgette to understand her interests in gardening, actively involving her in the decision-making process, and addressing any fears or concerns she may have.
 - Encourage and support Georgette to exercise her right, discuss any risks and how these can be mitigated.
 - Discuss about measure you would undertake to maintain safety of the client and others.

Complete the questions below:

Briefly explain how you encouraged and support Georgette in exercising her right to pursue her Gardening hobby while maintaining a safe environment for everyone?

(Approximate word count 30-40 words)

Assessor note: Sample answers provided below however student wording may vary. Student answer must demonstrate an understanding of the need for Georgette's involvement in the planning process.

I encouraged and supported Georgette by actively listening to her concerns, involving her in the planning process, implementing necessary safety measures, and ensuring that legal compliance is maintained throughout the gardening activities.

Lists the potential risks associated with Georgette's reliance on a walking stick, and how can these risks be mitigated during gardening activities?

(Approximate word count 30-40 words)

Assessor note: Sample answers provided below however student wording may vary. A student must demonstrate potential risks and a clear understanding of effective mitigation strategies.

Potential risks may include balance issues and the risk of falls. These risks can be mitigated by identifying and addressing environmental hazards, providing additional support or assistance, and considering adaptive tools or equipment to enhance safety.

Briefly explain how did you empower Georgette to actively participate in the decision-making process regarding her gardening activities and safety measures?

(Approximate word count 30-40 words)

Assessor note: Sample answers provided below however student wording may vary. Student answer must demonstrate a comprehensive understanding of empowering Georgette and involvement in the decision-making process.

I empowered Georgette by involving her in the planning process, seeking her input on safety measures, and considering her preferences and concerns. This collaborative approach ensured that Georgette is an active participant in shaping the solution, promoting autonomy while addressing safety considerations.

- iii. In light with Georgette's desire to peruse gardening consult with supervisor, other support workers and the service representative about the clients' interests, rights and needs in a way that upholds their rights and supports reasonable expectations.
 - Consult with the supervisor on risk assessment activities.

MARKING GUIDE

- involve other support worker in the consultation encouraging them to share their insight in relation to Georgette's preferences and any potential risks
- Consult with the service representative regarding organisational policy and resources to support Georgette interest in gardening.

Complete the questions below:

Write two rights that you identified and discussed with the team members.

(Approximate word count 45-55 words)

Assessor Note: Sample answers provided below. Students' answers must clearly identify and articulate two specific rights related to Georgette's autonomy and independence and demonstrate a clear understanding of each right and its relevance to Georgette's preferences and well-being.

1. Right to Personal Choice:

- Georgette has the right to make choices regarding her hobbies and activities, including her interest in gardening.

2. Right to Independence:

- Georgette has the right to maintain her independence and engage in activities that contribute to her well-being, such as gardening.

When consulting with the supervisor what specific information did you seek from the supervisor on risk assessment activities for Georgette's gardening?

(Approximate word count 65-75 words)

Assessor Note: Sample answers provided below. Students' answers must clearly outline the specific information sought from the supervisor regarding potential hazards, Georgette's mobility challenges, and safety measures.

When consulting with the supervisor, I sought detailed information on potential hazards, Georgette's mobility challenges, and any safety measures already in place. Additionally, I discussed the level of supervision or assistance Georgette might need during gardening, seeking guidance on adapting the environment or providing extra support to mitigate potential risks. This information forms the basis for identifying situations of risk or potential risk and take appropriate action.

Briefly explain how did you actively involve other support worker in the consultation process to gather insights into Georgette's gardening preferences and potential safety considerations?

(Approximate word count 40-50 words)

Assessor Note: Sample answers provided below. Students' answers must clearly describe a proactive approach to involving other support workers through open communication and sharing of information.

I encouraged open communication and shared Georgette's background, emphasizing her enthusiasm for gardening and her mobility challenges. I encouraged support worker to share any creative solutions or adjustments they might have implemented in similar situations, promoting a collaborative problem-solving mindset within the team.

When consulting with the service representative regarding organizational policy and resources for Georgette's gardening, what specific information did you seek to ensure compliance and support?

(Approximate word count 45-55 words)

Assessor Note: Sample answers provided below. Students' answers must clearly specify the information sought from the service representative, including policies, legal compliance, and available resources.

I sought details from the service representative on organizational policies governing individuals with mobility challenges in hobbies, focusing on gardening. I inquired about legal compliance, available resources, and support programs for effective assistance. This ensured alignment with policies and utilization of resources to support Georgette safely in her gardening activities.

- iv. Based on your discussion with your colleagues about Georgette’s interest in gardening you are now required to:
- identify three (3) situations of risk or potential risk.
 - Explain how the risk identified impacts Georgette.
 - refer appropriately.
 - apply work practices to minimise potential for harm to clients, self and others to the identified situation of risks.

complete the table below.

Assessor note: Sample answers provided below. Students’ answers must be as per the sample answers however the wording may vary. Students’ answers must demonstrate understanding of specific risks, their impact, and appropriate referral and work practices in relation to the gardening activity and client’s situation.

Type/situation of risk or Potential Risk (approximate word count 2-7 words)	How the risks impact the client (Approximate word count 10-20 words each)	Referral (Approximate word count 25-35 words each)	Apply work practices. (Approximate word count 55-75 words each)
1. Uneven Terrain	Georgette may face challenges on uneven surfaces with her walking stick.	Refer to a service specialist to carry out a thorough assessment of the garden terrain. Seek recommendation for modifications to enhance accessibility and reduce the risk of trips or falls.	Client: Encourage her to communicate any areas of concern and preferences for modifications. Actively involve her in the decision-making process. Self: Regularly inspect the garden terrain for potential hazards. Implement temporary solutions like pathway markers or gravel to address immediate risks while awaiting specialist recommendations. Others: Inform other support workers and service providers about Georgette’s mobility challenges and the ongoing assessment. Collaborate to maintain shared spaces and

			pathways free from obstacles, ensuring a safer environment for everyone.
2. Tool Usage	Handling gardening tools with a walking stick may compromise Georgette's stability.	Refer to an assistive technology specialist to explore adaptive tools or modifications that enhance Georgette's ability to engage in gardening safely.	<p>Client: Discuss with Georgette about her preferred gardening tools and any modifications she may need. Encourage her to use lightweight tools and consider adaptive grips or handles for better stability.</p> <p>Self: Consult with Georgette to understand her preferred gardening tools and modifications. Collaborate with an assistive technology specialist to explore adaptive tools that enhance stability and safety.</p> <p>Others: Educate about Georgette's use of adaptive gardening tools. Encourage shared tool storage with easy access to lightweight and adapted tools for communal use.</p>
3. Physical Strain	Prolonged or strenuous gardening activities might lead to physical strain given Georgette's reliance on a walking stick.	Refer to Georgette's healthcare team to determine appropriate limits and recommend exercises or stretches to minimize the risk of strain.	<p>Client: Collaborate with Georgette's healthcare team to establish and communicate clear limitations for gardening activities. Encourage regular breaks to prevent overexertion.</p> <p>Self: Prioritize proper body mechanics, use ergonomic tools, and take breaks when necessary to avoid personal physical strain.</p> <p>Others: Educate fellow support workers and any assisting individuals about Georgette's limits and the importance of managing physical strain during gardening.</p>

<p>4. Emergency Response</p>	<p>In the event of an accident or emergency, Georgette may face challenges in seeking assistance with her walking stick.</p>	<p>Refer to healthcare /recreational team to establish an emergency response plan.</p>	<p>Client: Ensure Georgette is familiar with the emergency response plan, including communication devices and nearby alert systems. Encourage her to wear a medical alert bracelet with emergency contact information. Self: Stay trained in basic first aid and emergency response procedures. Familiarize oneself with Georgette's emergency plan to provide timely assistance if needed. Others: Educate other about Georgette's emergency plan. Encourage them to assist if they witness an emergency and ensure they know how to contact emergency services</p>
<p>5. Allergies or skin irritation due to Plants or other gardening materials</p>	<p>Certain plants or gardening activities may cause allergies or skin irritation.</p>	<p>Refer with a horticulturist or gardening expert to identify plants that align with Georgette's health needs. Ensure safe practices, such as wearing gloves, to minimize the risk of allergic reactions.</p>	<p>Client: identify any known allergies or sensitivities to plants. Encourage her to communicate any skin reactions or discomfort during or after gardening. Self: Research and familiarize oneself with Georgette's specific health needs and potential plant allergies. Work closely with a horticulturist or gardening expert to select plants that align with her health requirements. Others: Inform other support workers and service providers about Georgette's specific considerations. Encourage shared practices such as</p>

			wearing gloves to minimize the risk of allergic reactions for all individuals participating in communal gardening spaces.
6. Sun Exposure and other weather conditions	Prolonged sun exposure during gardening may pose a risk, particularly considering Georgette's age.	Refer to care worker/recreational worker to establish safe durations for gardening in the sun. Recommend protective measures like sunscreen, hats, or gardening during cooler times of the day.	Client: Collaborate with Georgette to establish safe durations for gardening in the sun based on her preferences and tolerance. Encourage her to use protective measures like sunscreen, hats, and appropriate clothing. Self: Model sun safety by wearing appropriate clothing and applying sunscreen. Schedule gardening activities during cooler times of the day to reduce the risk of sun exposure. Others: Inform other support workers and services about Georgette's gardening schedule and sun safety practices. Encourage shared spaces to have shaded areas for communal use.
7. Insect Bites or Stings	Gardening activities may expose Georgette to insects, leading to potential bites or stings.	Recommend and refer to consulting with a healthcare professional for guidance on managing allergies or reactions to insect bites.	Client: Incorporate insect-repelling measures such as wearing long sleeves, using insect repellent, and avoiding peak insect activity times. Consult with healthcare professionals for guidance on managing allergies or reactions to insect bites. Self: Implement personal protective measures to avoid insect bites, such as wearing appropriate clothing and using insect repellent. Stay informed about

			<p>local insect activity and take precautions.</p> <p>Others: discuss with members about Georgette's susceptibility to insect bites and the importance of minimizing insect activity in shared spaces. Collaborate to address potential breeding grounds for insects.</p>
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- v. In this task you are required to reflect back on the role play activities and answer questions below based on conducting all activities in accordance with legal, organisation and duty of care requirements.

Write three (3) ways you ensured you conducted all activities in accordance with legal, organisation and duty of care requirements.

(Approximate word count 95-110 words)

Assessor note: Sample answers provided below however students answers may vary acceptable responses should demonstrate a clear understanding of legal, organizational, and duty of care requirements in the context of client activities completed within the role play.

1. Familiarize with Policies and Procedures:

- Ensure a thorough understanding of the organization's policies and procedures related to client care and support. This includes understanding legal obligations and duty of care requirements.

2. Risk Assessment and Reporting:

- Conduct a comprehensive assessment of the client's needs, preferences, and any potential risks associated with the activities. This assessment should align with legal and duty of care standards.

3. Collaboration with Supervisors:

- Consult regularly with supervisors to discuss client needs, progress, and any emerging issues. Seek guidance on legal considerations and duty of care obligations related to specific client situations.

4. Adherence to Protocols:

- Follow established protocols and guidelines for each activity. This includes adherence to safety measures, client confidentiality, and respectful communication, all of which contribute to legal and duty of care compliance.

5. Communication and Collaboration with team members:

- Maintain open communication with Georgette and collaborate with other professionals involved in her care. This ensures a holistic approach to meeting her needs while upholding the duty of care.

6. Client centred approach

- Involve Georgette in decision-making processes related to her gardening activities. Ensure she is informed about any potential risks and benefits, empowering her to make choices that align with her preferences and well-being.

7. Respecting Rights:

- Uphold and respect Georgette's rights and personal preferences while adhering to legal and organizational requirements. Balance her autonomy with the responsibility to ensure a safe and supportive environment.

End of role play 3 – Submission.

Assessors note: Student must complete all the tasks and submit it for marking.

Role play 3 - video recording – Assessor Observation Checklist		
During the role play the student was able to:		
i	Student to choose a Suitable Location and Obtain Client Consent: <ul style="list-style-type: none"> • Was the chosen location appropriate for replicating a workplace setting? • Was the space accessible and comfortable for Georgette? • Was client consent obtained before carrying out the activities? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Assessor Comments:		
ii	Student to engage in a conversation and ensure client's rights: Student must demonstrate the following: <ul style="list-style-type: none"> • Did the student engage in a meaningful conversation with Georgette? • Were Georgette's interests and concerns actively addressed? • Was Georgette encouraged and supported in exercising her right to pursue gardening? 	<input type="checkbox"/> S <input type="checkbox"/> NS

	<ul style="list-style-type: none"> • Were safety measures discussed and implemented to maintain a safe environment? • Did the student empower Georgette to actively participate in decision-making? • Did the student complete the questions correctly and within the word limit. 	
Assessor Comments:		
iii	<p>Student to consult with Supervisor, Support Workers, and Service Representative:</p> <p>Student must demonstrate the following:</p> <ul style="list-style-type: none"> • Did the student clearly identify and discuss two rights with the team members? • Were the identified rights relevant to Georgette's autonomy and well-being? • Did the student seek detailed information from the supervisor regarding risk assessment activities? • Was open communication encouraged, and insights into Georgette's preferences shared involving other support worker in the consultation process? • Did the student seek specific information from the service representative regarding policies and resources? • Did the student complete the questions within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
Assessor Comments:		

iv	<p>Student to complete tasks on identifying potential risk and apply practices:</p> <p>Student must demonstrate the following:</p> <ul style="list-style-type: none"> • Did the student demonstrate an understanding of specific risks associated with gardening and their potential impact on the client. • Did the referral suggestions align with the identified risks and demonstrate a proactive approach to addressing Georgette's well-being. • Did the work practices include preventative measures to minimize potential harm during gardening activities. • Did the student complete the table within the word limit. • Was the reasoning behind selecting these organizations clearly explained, aligning with Georgette's needs for emotional support and advocacy? • Did the student effectively tailor the emails to address Georgette's specific situation and needs? • Are the emails crafted to foster collaboration and optimize outcomes for Georgette? • Did the student complete all four emails correctly and within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
Assessor Comments		
v	<p>Student to reflect on the role play and complete questions on conducting all activities in accordance with legal, organisation and duty of care requirements:</p> <p>Student must demonstrate:</p> <ul style="list-style-type: none"> • demonstrate a clear understanding of legal, organizational, and duty of care requirements in the context of client activities conducted during role-play. • Did the students responses reflect a comprehensive and accurate understanding of the principles and practices associated with legal, organizational, and duty of care compliance in the role-play context. • Did the student complete all the answers within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS

Assessor Comments:
COMMENTS (Assessor to add comments related to the achievement of the assessment requirements above)

Role play 4

Instructions

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

This is role play 4. To carry out this role play you will need two (2) participants including yourself as per below.

- Participant A: Sam – Student (Yourself)- Support worker
- Participant B: Georgette– Client facing issues in receiving care.

Role Play Scenario:

On one of the occasions Georgette raises concerns with you about the quality of service she is receiving from Empower Care Community Services, citing issues with punctuality especially from one of the HACC team members named Jen who is responsible for house cleaning and taking her for shopping. Jen is scheduled to provide services to Georgette twice a week on Tuesday and Thursday from 10:00 am -3:00 PM. She mentions to you that in the last one-month Jen has either not showed up on the allocated days or has showed up late in the evening hence disrupting her daily routine, causing inconvenience and uncertainty about when to expect the house cleaned next time. She expresses her dissatisfaction and frustration, indicating a desire to file a formal complaint. As her support worker, you need to guide Georgette through the process of addressing her concerns through the organization's complaints mechanism.

Role-play participant A (student) brief who will play the role of support worker.

Participant A (Support worker): You are employed at Empower Care Community Services and your role is to support Georgette in complaints management. Begin by expressing understanding and empathy towards Georgette's concerns. Let her know that you take her concerns seriously and that you are here to support her in resolving the issue. Explain the organization's complaints procedure. Share details on how and where she can file a complaint. Outline the steps involved in filing a formal complaint with Empower Care Community Services, assist her in documenting the complaint. Monitor progress. Use open-ended questions to encourage the client to share their thoughts and feelings about the support received. Identify any additional services or resources that may be beneficial to the client's well-being or goals. Request feedback from the client on their experience with the support provided, encouraging both positive and constructive feedback.

Please note you will be marked by you assessor based on the techniques you have used during the role play along with completing all tasks requirements.

Role-play participant B Georgette brief:

Participant B Instructions: You are playing the role of Georgette, based on the scenario you are required to raise concerns with support worker Sam about the quality of service you have been receiving from Empower Care Community Services. Specifically, experiencing issues with punctuality from one of the HACC team members responsible for house cleaning and taking you for shopping. Georgette is frustrated and wants to file a formal complaint. Sam's role is to guide you through the process of addressing your concerns through the organization's complaints mechanism. Please note you student playing the role of Georgette will not be marked on this assessment.

The role play must include at least two (2) participants including yourself and must be between 20-25 **minutes in duration** and must address all requirements listed under Key Observation Criteria.

Participant information

During the role play, you will demonstrate your skills in interacting with at least one other person.

Participants in your role play may be:

1. friends or family members; or
2. Fellow student/s who will play the role of a team member.

Option 1: Friend/s or family member/s

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Key Observation Criteria' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

Option 2: Fellow student/s participant

Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

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 with the 'Key Observation Criteria' so that they can prepare for the recording.

Student/s will need to state their name and the role they are playing at the meeting at the start of the recording to provide consent.

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.

Role play 4

Student Instructions

In this task you are required to:

- i. In this task you are required to read the scenario and read the empower care community services organisations complaints policies and procedures.
 - initiate a conversation with Georgette to discuss her concerns. Ensure the conversation takes place in a confidential and comfortable setting.
 - Explain the organisations complaints mechanism including internal processes.
 - Provide Georgette with information detailing her rights and responsibilities as a client.
 - Briefly explain legal frameworks related to client rights and complaints including one (1) specific law that support complaints mechanism.
 - Encourage Georgette to ask questions and seek clarification ensuring she feels informed and empowered to make decisions regarding her concerns.

Complete the questions below:

Briefly outline the steps in the organization's complaints handling process that you explained to Georgette.

(Approximate word count 30-40 words)

Assessor note: Sample answers provided below however student wording may vary. Students answers must include correct identification of key steps in the complaints handling process.

The key steps included:

- Contacting the designated person within the organization responsible for handling complaints.
- Providing detailed information about the specific instances of issues, including dates, times, and the impact on her daily routine.
- Documenting the complaint using the organization's prescribed format or procedure.
- Receiving acknowledgment of the complaint and being informed about the expected timelines for resolution.
- Feedback and follow up process.

Explain responsibilities that Georgette has as a client in ensuring effective communication with the organization?

(Approximate word count 20-30 words)

Assessor note: Sample answers provided below however student wording may vary. Students answers must include correct identification of client responsibilities for effective communication.

Clients are responsible for providing accurate and up-to-date information, communicating concerns promptly, and actively participating in decisions about their care.

Name at least three rights that clients have according to the organization's policy.

(Approximate word count 15-20 words)

Assessor note: Sample answers provided below however student wording may vary. Students' answers must include identification of three or more client rights.

Clients have the right to quality service, right to dignity and respect, right to privacy and confidentiality, right to participation in decision-making, and the right to voice concerns without fear of reprisal.

Briefly explain provision of one(1) legal framework/law that supports Georgette in addressing concerns about the quality of services provided?
(Approximate word count 40-60 words)

Assessor note: Sample answers provided below. Students' answers must clearly identify and explain one relevant legal framework or law. It should articulate how the legal framework supports Georgette in addressing concerns about service quality and demonstrate understanding of the legal context.

1. National Disability Insurance Scheme (NDIS) Act 2013:

- The NDIS Act establishes the framework for the NDIS, a national program providing support to individuals with a disability.
- Georgette may have NDIS funding, and the Act outlines the rights and responsibilities of both participants and service providers.

2. Disability Discrimination Act 1992 (DDA):

- The DDA prohibits discrimination based on disability and promotes equal rights, opportunities, and access for people with disabilities.
- Georgette has the right to receive services without discrimination, and the Act supports her in addressing concerns related to the quality of service.

3. Charter of Aged Care Rights:

- This Charter outlines the rights of individuals receiving aged care services, focusing on dignity, choice, and control.
- While not directly applicable to Georgette, the principles of respect, fairness, and accountability can be considered in addressing her concerns.

4. Aged Care Quality and Safety Commission Act 2018:

- This Act establishes the Aged Care Quality and Safety Commission, which oversees quality standards in aged care services.
- While Georgette may not be in aged care, the principles of quality and safety outlined in this Act can be considered relevant to her concerns.

- ii. Assist client in lodging a complaint by completing the complaint form template below together with the client and explain the expected timeline for the resolution of the complaint, highlighting that Georgette will be kept informed of progress.

Assessor note: Sample answers provided below in the form however student responses may vary. Students must correctly complete the complaint form, providing Georgette's information, a clear description of the incident, and details about the person involved and desired resolution along with an understanding of the expected resolution timeline and communication aspects.

EMPOWERCARE ORGANISATION	
COMPLAINT FORM	
[Organization Name]	
[Address]	N/A
[Complaint form completion date]	
Client Complaint Form	
Client Information:	

Name:	
Contact Number:	
Email Address:	
Address:	
Details of the Complaint:	
Description of the Incident/Concern:	
<p>[Provide a clear and concise account of the incident or concern. Include relevant details such as what happened, who was involved, and any specific actions or behaviors that caused the concern. Attach additional pages if necessary.] (Approximate word count 150-160 words)</p>	<p>I've been facing significant issues with the service provided by Empower Care Community Services, primarily revolving around the punctuality of the HACC team member, Jen. She is designated to assist with house cleaning and accompany me for shopping twice a week, specifically on Tuesdays and Thursdays, from 10:00 am to 3:00 pm. However, over the past month, it's been chaotic. Jen has either failed to show up on the designated days or, when she does, arrives significantly later in the evening, disrupting my entire daily routine. The lack of predictability is causing considerable inconvenience, affecting not only the cleaning aspect but also disturbing other aspects of my life. This situation has reached a point where I'm genuinely frustrated and dissatisfied, prompting my desire to file a formal complaint. It's making my daily life unnecessarily challenging. I want this matter addressed promptly so that I can receive the service I'm entitled to without further disruptions.</p>
Any Supporting Documentation or Evidence:	N/A
Job role of the person involved in care provision (Approximate word count 10-15 words)	HACC team member Jen, responsible for house cleaning and accompanying Georgette for shopping.
Desired Resolution:	
What outcome or resolution are you seeking? (Approximate word count 40-50 words)	I am seeking a prompt and effective resolution to address the ongoing punctuality issues. I expect Empower Care Community Services to take corrective actions to ensure that the assigned team member adheres to the agreed-upon schedule and arrives on time for their responsibilities.
Any specific actions you would like to be taken? (Approximate word count 10-20 words)	reviewing and improving the scheduling system, enhancing communication protocols, or implementing measures to ensure staff punctuality.
How can the organization address your concerns? (Approximate word count 30-40 words)	Empower Care Community Services can address my concerns by conducting a thorough investigation into the reported incidents, implementing corrective actions promptly, and communicating any changes made to prevent the recurrence of similar issues in the future.

<p>Declaration: I [Add Clients name] hereby declare that the information provided in this complaint form is true and accurate to the best of my knowledge. I understand that this complaint will be treated confidentially, and I am willing to cooperate in any investigation related to this matter.</p>	
<p>Client's Signature:</p>	
<p>Date:</p>	
<p>Your concerns are important to us, and we will ensure a thorough investigation and resolution process. Thank you for bringing this matter to our attention. We anticipate a thorough investigation and resolution within [14 days] from the submission date of this complaint form.</p>	

- iii. After lodging the above complaint form you received the information from complaints department that recently, due to unforeseen circumstances, the complaints department is currently understaffed, leading to a backlog in processing and investigating client complaints. Georgette's complaint, though lodged and acknowledged promptly, is experiencing delays in reaching a resolution.

You are now required to follow steps to:

- a) Monitor Process and provide ongoing support to the client by acknowledging the delay and communicating proactively with the client explaining the cause of the delay,
- b) propose two (2) actions and two (2) resolutions to enhance the monitoring process.

Complete the questions below:

<p>Briefly explain how did you initiate the process of monitoring and providing ongoing support to Georgette in light of the delay? (Approximate word count 90-100 words)</p> <p><i>Assessor note: Samples answers provided below however student wording may vary. Students answer must demonstrate a strong understanding of client support, acknowledging concerns, and maintaining proactive communication.</i></p> <p><i>I began by acknowledging her concerns and expressing empathy. I proactively engaged in regular check-ins with Georgette and explained to her that I will contact the complaints department, seeking updates on the status of her complaint. I communicated transparently about the reasons behind the delay, specifically addressing the current understaffing in the complaints department. I assured Georgette that her concerns were being taken seriously and outlined the organization's efforts to expedite the resolution process. This approach aimed to keep Georgette informed, supported, and actively involved in the ongoing monitoring and resolution of her complaint.</i></p> <p>Provide two (2) actions you proposed to enhance the monitoring process and provide support to Georgette during this challenging period? (Approximate word count 70-80 words)</p> <p><i>Assessor note: Samples answers provided below however student wording may vary. Students answer must reflect proposing specific, relevant actions to enhance the monitoring process.</i></p> <ol style="list-style-type: none"> 1. Collaboration with Complaints Department: <ul style="list-style-type: none"> • Engage in regular communication with the complaints department to understand specific challenges and collaborate on potential solutions. 2. Prioritising timeframes:
--

- Explore prioritizing urgent cases and possibly seeking temporary staffing to expedite the resolution of complaints.

Briefly explain two(2) resolutions you proposed to expedite the resolution process for Georgette's complaint?

(Approximate word count 75-85 words)

Assessor note: Samples answers provided below however student wording may vary. Students answer must include proposing clear, actionable resolutions that directly contribute to expediting the resolution process.

1. Implement a Fast-Track Process:
 - Work with the complaints department to establish a fast-track process for urgent cases like Georgette's.
 - Outline clear guidelines and procedures to expedite the investigation and resolution of complaints affected by the staffing shortage.
2. Enhance Communication Protocols:
 - Advocate for improved communication protocols between the complaints department and clients during periods of understaffing.
 - Explore the implementation of automated updates or regular client check-ins to keep them informed about the progress of their complaints.

- c) In this task you are required to discuss progress and outcomes with the client and collaborate on further action as necessary and ensure you follow up and links to other services as required and in accordance with client preferences.

To complete the task, you are required to undertake following three (3) tasks:

1. You are required to read the email below where the complains team has now come back with the response to Georgette's complaint.

Subject: Update on Your Service Complaint and Request for Collaboration

Dear Georgette,

I trust this email finds you well. We wanted to provide you with an update on the service concerns you raised in your recent complaint. Your feedback is highly valued, and we have taken decisive steps to address the issues you brought to our attention.

Upon thorough investigation, particularly regarding the punctuality of the HACC team member, Jen, we have identified challenges in the scheduling system and communication protocols. We recognize the impact this has had on the service you receive, and we are committed to implementing improvements.

To enhance communication and ensure a more reliable service, we are in the process of implementing a more efficient communication system that will provide real-time updates on schedules.

In the interim, we would like your support worker to engage in a discussion with you the following next steps:

Next Steps:

1. **Discussion with Support Worker:**
 - Your support worker will reach out to you to discuss the further actions and to collaboratively plan further improvements based on your preferences.
2. **Seeking Your Feedback:**

- We value your opinion. As we work towards resolutions, we encourage you to share your feedback and any additional measures you believe would contribute to a more satisfactory service.

3. Linking to Other Services:

- We understand that consistent, reliable support is essential. As part of our commitment to your well-being, we are proposing that exploring additional services that may better meet your needs. During your discussion with the support worker, please feel free to express any specific preferences or areas where you believe additional support would be beneficial.

Your satisfaction is our top priority, and we appreciate your patience and cooperation as we strive to enhance the quality of our services.

If you have any immediate concerns or if there's anything specific you would like to address during the discussion with your support worker, please don't hesitate to let us know.

Thank you for entrusting us with your care, Georgette. We look forward to working collaboratively with you to achieve the service standards you deserve.

Best regards,
Complaints Department Empower Care Community Services

2. Discuss progress and outcomes with the client and collaborate on further action as necessary. You must identify at least one (1) action item as an interim support measure that meets Georgette's needs.

Write one (1) action item you discussed as an interim support measure to meet Georgette's needs?

Assessors note: Sample answers provided below however student wording may vary. For the purpose of this question, the student needs to choose one clear and specific action item. The selected action should be relevant to addressing Georgette's needs and demonstrating an understanding of interim support measures.

The action discussed included:

- adjustments to the service schedule
- changes in personnel,
- explore alternative transportation services for her shopping needs
- requesting a change in service times

3. As per the action item identified above you are now required to:

- discuss one linking service understanding her preference for adjustments.
- Write an email to the complaints department as a follow up in accordance with briefly writing actions undertaken by you to meet Georgette's preference.

Assessor note: Sample answers provided below however students wordings may vary. Students' responses may vary based on their interpretation and understanding of Georgette's preferences and needs. Competent answers should demonstrate a clear understanding of the role of linking services in addressing Georgette's requirements and providing appropriate support options. Assessors should evaluate responses based on their alignment with the action item and correct linking service.

Action Item	Linking service
For adjustment to service schedule (Approximate word count 20-30 words)	<p>Collaborating closely with the HACC team, by doing this Georgette can ensure that any necessary adjustments to her service schedule are implemented smoothly and effectively.</p> <p>Other linking service is My Aged Care that can provide information and assistance in finding alternative service providers or programs that offer flexible scheduling options.</p>
Change in personnel. (Approximate word count 20-30 words)	<p>Connect to HACC team leader if Georgette's need for schedule adjustments is due to changes in her health or care needs,</p> <p>Other option is to contact ACAT who can conduct an assessment to determine the appropriate level of care and recommend services with suitable scheduling options.</p>
Explore alternate transportation service. (Approximate word count 35-45 words)	<p>Connect with My Aged Care who can offer information about local transportation options specifically tailored for seniors and individuals with disabilities. They can provide details about eligibility criteria, booking processes, and any available subsidies or funding support.</p>
Requesting change in service time (Approximate word count 20-30 words)	<p>The HACC team can assess her request and work with her to understand the reasons for the change and any specific preferences she may have.</p> <p>The HACC team will communicate with Georgette's current service providers to discuss the requested change in service time.</p>

Assessor note: This sample email aligns with the action items identified and respects Georgette's preferences. It provides clear and relevant information to the Complaints Department while maintaining a professional tone. Students' emails must be based on their alignment with the action item and as per the sample answer however the wording may vary.

Write an email to the complaints department to follow up the progress of Georgette's complaint and briefly writing actions undertaken by you to meet Georgette's preference.

(Approximate word count 190-210 words)

Subject: Follow-Up: Progress on Service Improvement Initiatives

Dear Complaints Department,

I hope this email finds you well. I am writing to follow up on the recent communication regarding the service concerns raised by Georgette and the subsequent steps taken to address them. Since the email was sent, we have facilitated a discussion between Georgette and her support worker to explore further actions and plan improvements based on her preferences.

Georgette expressed her appreciation for the opportunity to provide input and was actively engaged in the discussion.

We have begun exploring additional services that may better meet Georgette's needs, as suggested. This involves researching alternative transportation options for her shopping needs and assessing their suitability based on her preferences and requirements.

We remain committed to ensuring Georgette receives the best possible care and are continuously striving to enhance the quality of our services.

We value the feedback provided by Georgette and appreciate the support of the Complaints Department in addressing her concerns promptly and effectively.

If there are any further updates or if additional assistance is required, please do not hesitate to reach out. We are dedicated to resolving any outstanding issues and ensuring Georgette's satisfaction with our services.

Thank you for your attention to this matter.

Best regards,

[Your Name] Empower Care Community Services

- iv. Obtain feedback based on this role play from Georgette and asks Georgette about areas where you can improve. You are then required to identify two (2) opportunities for improvement to own work and two (2) action as appropriate.

Assessor note: Sample feedback and actions provided below however student wording may vary. Competent responses should align with the benchmark answers, addressing both positive aspects and areas for improvement while providing specific and actionable steps to enhance performance. The actions should be clear, relevant, and directly address Georgette's concerns and preferences.

Complete the questions below.

Briefly describe the informal feedback Georgette gave you including areas of improvement.

(Approximate word count 145-155 words)

Sam, I appreciate you listening to my concerns about the service from Empower Care Community Services. I felt that you genuinely understood and empathized with my frustrations regarding Jen's punctuality issues. Your acknowledgment of the disruption to my routine made me feel heard. Your willingness to guide me through the complaints process was reassuring, and I appreciate your efforts in assisting me in documenting the complaint.

While our conversation was helpful, I felt there were moments when I struggled to express my frustration and concerns clearly. It might be beneficial for us to explore different techniques or tools that can facilitate a smoother exchange of information also based on my given condition with hearing impairment and MCI this could be helpful in the future. I believe better communication and regular check-ins regarding the progress of the complaint could help in managing expectations and keeping me informed about any updates.

Write two (2) actions you would undertake to act upon the feedback provided by Georgette.
(Approximate word count 40-50 words)

1. Reinforce Positive Behaviour and Continue demonstrating empathy and understanding in all interactions.
2. explore the use of visual aids or tools, such as diagrams or charts, to help Georgette express her concerns more clearly. Sometimes, visual representations can aid in conveying information effectively.
3. Explore the use of communication platforms that facilitate regular updates. This could include email updates, an online portal, or a messaging system that Georgette can access easily. Providing clear instructions on how to access and navigate these platforms is essential.

End of role play 4 – Submission.

Assessors note: Student must complete all the tasks and submit it for marking.

Role play 4 - video recording – Assessor Observation Checklist

During the role play the student was able to:		
i	<p>Student to initiate a conversation with Georgette and carry out all tasks:</p> <p>Student to demonstrate following:</p> <ul style="list-style-type: none"> • Did the student initiate a conversation with Georgette in a confidential and comfortable setting? • Did the student explain the organization's complaints mechanism, including internal processes, to Georgette? • Did the student provide Georgette with information detailing her rights and responsibilities as a client? • Did the student briefly explain legal frameworks related to client rights and complaints, including at least one specific law that supports the complaints mechanism? 	<input type="checkbox"/> S <input type="checkbox"/> NS

	<ul style="list-style-type: none"> • Did the student encourage Georgette to ask questions and seek clarification, ensuring she feels informed and empowered to make decisions regarding her concerns? • Did the student complete all the questions correctly and within the word limit. 	
Assessor Comments:		
ii	<p>Student to assist client in completing the complaint form:</p> <p>Student must demonstrate the following:</p> <ul style="list-style-type: none"> • Did the student assist Georgette in completing the complaint form, ensuring all required fields are accurately filled out, including Georgette's personal information, details of the complaint, desired resolution, and declaration? • Did the student explain the expected timeline for the resolution of the complaint, highlighting that Georgette will be kept informed of progress? • Did the student ensure that Georgette understood the purpose of each section of the complaint form and provided clear and concise descriptions of the incident or concern, including relevant details such as what happened, who was involved, and the impact on Georgette's daily routine? • Did the student address any concerns or questions Georgette had about the complaint process and provide reassurance that her concerns would be taken seriously and handled confidentially? • Did the student ensure that Georgette signed and dated the complaint form, indicating her agreement with the information provided and her willingness to cooperate in any investigation related to the matter? • Were all sections of the complaint form completed correctly and within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
Assessor Comments:		

iii	<p>Student to acknowledge the delay in complaint process and carry out activities in accordance:</p> <p>Student must demonstrate the following:</p> <ul style="list-style-type: none"> • Did the student acknowledge the delay in reaching a resolution to Georgette's complaint and communicate proactively with Georgette, explaining the cause of the delay? • Did the student propose two specific actions to enhance the monitoring process and provide support to Georgette during the challenging period, such as collaborating with the complaints department and prioritizing timeframes? • Did the student propose two clear and actionable resolutions to expedite the resolution process for Georgette's complaint, such as implementing a fast-track process and enhancing communication protocols? • Did the student effectively discuss progress and outcomes with Georgette and collaborate on further action as necessary, identifying at least one action item as an interim support measure that meets Georgette's needs? • Did the student write an email to the complaints department as a follow-up in accordance with Georgette's preferences, addressing one of the linking services identified based on Georgette's need, and providing relevant updates and information? • Did the student complete all the questions correctly and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Assessor Comments:		
iv	<p>Student to complete feedback and action items:</p> <p>Student must demonstrate the following:</p> <ul style="list-style-type: none"> • Did the student accurately describe the informal feedback provided by Georgette, including positive aspects such as empathy and understanding, as well as areas for improvement such as difficulties in expressing concerns clearly? • Did the student propose two specific actions to act upon the feedback provided by Georgette, such as reinforcing positive behavior and exploring the use of visual aids or communication platforms? • Are the proposed actions clear, relevant, and directly address Georgette's concerns and preferences? 	<input type="checkbox"/> S <input type="checkbox"/> NS

	<ul style="list-style-type: none"> • Did the student demonstrate an understanding of the importance of ongoing communication and responsiveness to client feedback in improving service delivery? • Are the proposed actions actionable and achievable within the student's role and responsibilities? • Did the student complete all questions correctly and within the word limit. 	
Assessor comments:		
COMMENTS (Assessor to add comments related to the achievement of the assessment requirements above)		

Role play 5

Instructions

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

This is role play 5. To carry out this role play you will need three (3) participants including yourself as per below.

- Participant A: Sam – Student (Yourself)- Support worker
- Participant B: Mr Smith – Client
- Participant C: Felix Mr Smith's daughter

Role Play Scenario:

Mr. Smith, a 70-year-old man who finds himself grappling with profound changes in his life. His recent loss of his wife, who succumbed to a long-term illness, has left him navigating the challenges of loneliness and grief. Living alone in his own home, Mr. Smith receives occasional visits from his daughter (Felix), who resides nearby. Recognizing her father's increasing need for support, she has arranged for a dedicated support worker to assist him with daily tasks and provide companionship. However, despite these efforts, Mr. Smith still experiences overwhelming feelings of hopelessness and loneliness. Seeking solace, he reaches out to the online Empower Care support service, where you (Sam) receive his call. During the

conversation, Mr. Smith reveals his struggles and confides in you about sharing his feelings with his daughter, expressing concern that his situation may also be causing her stress. In the conversation her daughter also informs you that Mr Smith seems to have lost weight in last few months, and she has also noticed recently that he has on occasion skipped meals. She has been very concerned of his situation and feels quite emotionally drained with the whole situation which is now also affecting her personal life. Your role is to assist Mr Smith and his daughter and identify situations of harm / potential risk and refer appropriately and apply work practices to minimise potential for harm to clients, self and others.

Role-play participant A (student) brief who will play the role of support worker.

Participant A (Support worker): You are employed as a community support worker at Empower Care Community Services online helpline and your role is crucial in providing immediate assistance, guidance, and emotional support to distressed clients like Mr. Smith. Operating within the in-home care support program, your main responsibilities include offering empathetic listening, assessing for risks or harm to the client or others, suggesting coping strategies, and connecting clients with necessary resources to improve mental health and well-being. Specifically, in Mr. Smith's case, your primary objective is to assist him in managing his emotions related to grief and loneliness, while also collaborating with his daughter, Felix, to ensure she receives the support needed to navigate her father's stress and recent loss. Identifying potential risks and applying appropriate work practices to minimize harm to clients, yourself, and others are paramount in your role, emphasizing confidentiality, empathy, and adherence to established protocols and procedures. You will also be required to apply one(1) self-care strategy on yourself to demonstrate its effectiveness in managing emotions and promoting well-being.

Student note that: The organization Empower care has strong ties to many support groups in the community, including:

- The Rainbow Foundation – an organisation that provides specialised support services to people who have lost family members to terminal illnesses
- The Melody Foundation – an organisation that provides specialised support services to friends and family members of suicide victims
- Helping Hearts – a bereavement support group for people who have lost family members to terminal illnesses. The group meets at the local community centre every Tuesday at 6 p.m. and every Saturday at 3:00 PM
- Healing Circle – a bereavement support group for women who have suffered miscarriages and stillbirths. The group meets at the local community centre every Wednesday at 6 p.m.
- The Other Side – a seniors support group for individuals struggling with depression and anxiety. The group meets at the local community centre every Monday and Friday at 6 p.m.

Please note you will be marked by you assessor based on the techniques you have used during the role play along with completing all tasks requirements.

Role-play participant B Mr Smith brief:

Participant B Instructions: You are playing the role of Mr Smith, based on the scenario you are required to portray vulnerability and a willingness to seek help, emphasize your need for emotional support and assistance in managing your grief. Communicate openly with Sam, conveying your feelings and concerns authentically. Actively participate in the conversation, allowing for a realistic exchange between yourself and the support worker. Emphasize that despite occasional visits from your daughter, Felix, and the support of a dedicated worker, you continue to struggle with overwhelming feelings of hopelessness and loneliness.

Please note you student playing the role of Mr Smith will not be marked on this assessment.

Role play participant C Mr Smith's Daughter Felix

Participant C Instructions: You are playing the role of Mr Smith's daughter Felix, based on the scenario you are required demonstrate empathy for your fathers' emotional struggles and show genuine concern for his well-being. Understand that he may be experiencing feelings of loneliness and

hopelessness following your mother's passing. Recognize that current situation has been emotionally taxing for you and is affecting your personal life. Be open to expressing your own feelings and seek support from the support worker or other resources if needed. Work collaboratively with the support worker, Sam, to ensure that along with Mr. Smith you too receive the necessary care and assistance and resources.

Please note you student playing the role of Felix will not be marked on this assessment.

The role play must include at least three (3) participants including yourself and must be between 30-35 **minutes in duration** and must address all requirements listed under Key Observation Criteria.

Participant information

During the role play, you will demonstrate your skills in interacting with at least one other person.

Participants in your role play may be:

2. friends or family members; or
3. Fellow student/s who will play the role of a team member.

Option 1: Friend/s or family member/s

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Key Observation Criteria' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

Option 2: Fellow student/s participant

Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

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 with the 'Key Observation Criteria' so that they can prepare for the recording.

Student/s will need to state their name and the role they are playing at the meeting at the start of the recording to provide consent.

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.

Role play 5

Student Instructions

In this task you are required to:

- i. In this task you are required to apply work practices and initiate a conversation with Mr Smith and Felix and identify and discuss:
 - a) one (1) situation of potential harm and risk for Mr Smith and one(1) situation of potential harm and risk for his daughter.
 - b) After identifying the potential harm and risks for both Mr Smith and Felix you are required to collaborate with the Mr Smith and Felix and apply workplace practices to minimise potential for harm for both.

Complete the table below

Assessor note: Sample answers provided below. Students must be able to identify one (1) out of three (3) potential harms for Mr. Smith, articulate the associated risk, and propose appropriate work practices to address the identified risk. Student's responses must demonstrate alignment with the identified potential harm, risk, and appropriate work practices applied to assist Mr. Smith. Student must refer the client appropriately to the service/support services as per sample answers. Noting student wording may vary.

Write (1) Potential harm you identified for Mr Smith (Approximate word count 2-4 words)	Write the potential Risk. (Approximate word count 25 - 45 words)	Write work practices you applied to assist Mr. Smith you must include one (1) referral service for the identified risk/harm. (Approximate word count 100-130 words)
Neglect or self Neglect	Increased risks of Malnutrition and Health Complications: Mr. Smith's declining physical health, indicated by weight loss and skipping meals, increases his risk of malnutrition and various health complications such as weakness, fatigue, and susceptibility to illnesses.	<p>Encourage the client to share their thoughts and feelings by asking open-ended questions.</p> <p>Acknowledge the client's emotions and validate their experiences without judgment.</p> <p>Demonstrated empathy by expressing understanding and compassion for the client's struggles. For example, "I can imagine that must be really difficult for you."</p> <p>Collaborated with the client to explore coping strategies within the boundary of my role that can help them manage stress and improve self-care. This included considering relaxation techniques, mindfulness</p>

		<p>exercises, or engaging in enjoyable activities.</p> <p>Referred the client to additional support services as needed, such as nutritional counselling, meal delivery programs, or community resources for older adults.</p>
Social Isolation	<p>Increased Risk of Depression: Mr. Smith's social isolation and emotional distress put him at risk of developing or worsening depression, which can negatively impact his overall quality of life and well-being.</p>	<p>Provide a safe and non-judgmental space for Mr. Smith to express his feelings of loneliness.</p> <p>Validated his emotions and offered empathetic listening to help him feel understood and supported.</p> <p>Assessed Mr. Smith's level of emotional distress and risk of depression by asking open-ended questions about his thoughts and feelings.</p> <p>Monitored for any signs of suicidal ideation or self-harm.</p> <p>Suggested coping strategies to help Mr. Smith manage his grief and loneliness, such as engaging in hobbies, connecting with supportive individuals, or attending support groups.</p> <p>Provided information on relevant resources in the community, such as the Rainbow Foundation or Helping Hearts, where he can receive specialized support for his situation.</p> <p>Confirmed Follow up meeting with Mr. Smith regularly to assess his progress and provide ongoing support as needed.</p>
Grief and Emotional Distress:	<p>Increased risks of emotional stress Unresolved grief can lead to prolonged feelings of sadness, despair, and hopelessness exacerbating</p>	<p>Created a safe and supportive environment for clients to express their feelings of grief and emotional distress.</p>

	feelings of loneliness and potentially leading to further decline in mental and emotional health.	<p>Practiced active listening and validate clients' emotions by acknowledging their experiences without judgment.</p> <p>Educated Mr Smith about the grieving process and common reactions to loss, such as sadness, anger, and loneliness.</p> <p>Referred client to specialized grief support services such as helping hearts and rainbow foundation or counselling programs in the community, such as bereavement support groups or individual therapy.</p>
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Assessor note: Assessor note: Sample answers provided below. Students must be able to identify one (1) out of three (3) potential harms for Felix, articulate the associated risk, and propose appropriate work practices to address the identified risk. Student's responses must demonstrate alignment with the identified potential harm, risk, and appropriate work practices applied to assist Felix. Student must refer the client appropriately to the service/support services as per sample answers. Noting student wording may vary.

Write (1) Potential harm you identified for Felix (Approximate word count 2-4 words)	Write the potential Risk. (Approximate word count 25 -45 words)	Write work practices you applied to assist Felix you must include one (1) referral service for the identified risk/harm. (Approximate word count 100-130 words)
Caregiver Stress/burnout	Risk of Emotional Strain and Burnout Felix's well-being may be compromised by the emotional toll of caring for her father.	<p>Provided a safe space for Felix to express her feelings and concerns about the challenges of caregiving, offering empathy and validation. Encouraged Felix to prioritize self-care practices, such as regular breaks, exercise, and relaxation techniques.</p> <p>Provided information about support services, including counselling or support groups, to address emotional challenges and promote well-being.</p> <p>Discussed establishing boundaries and realistic expectations for caregiving duties to prevent overexertion and burnout.</p> <p>Scheduled a follow up to check in on her wellbeing.</p>
Social Isolation	Risk on emotional mental wellbeing - Isolation and loneliness may contribute to	<p>Actively listened to Felix's concerns and validated her feelings of loneliness and isolation.</p> <p>Encouraged Felix to engage in social activities or hobbies that she enjoys, even if it's just for short periods of time.</p>

	worsening mental health for felix.	<p>Offered respite care options to temporarily relieve Felix of her caregiving responsibilities, allowing her time to engage in self-care activities or social outings.</p> <p>Provided information about support services available to caregivers, such as counselling or support groups, where Felix can find additional emotional support and coping strategies.</p> <p>Educated Felix about the importance of self-care and encouraged her to prioritize activities that promote her own well-being, such as exercise, relaxation techniques, or engaging in hobbies.</p> <p>Scheduled follow-ups to see how she is coping.</p>
Negative Impact on Personal Relationships	Felix's focus on her father's care and emotional well-being may detract from her ability to nurture and maintain personal relationships with friends and family.	<p>Actively listened to Felix's concerns and how caregiving is impacting her personal relationships. Provided emotional support by validating her feelings and understanding, acknowledging the challenges she faces in balancing caregiving with her personal life.</p> <p>Discussed with Felix about maintaining a balance between caregiving duties and personal relationships by encouraging time management strategies and setting boundaries.</p> <p>Suggested social activities that Felix can participate in with her friends, such as inviting them over for a meal or attending events together.</p> <p>Provided information about community events or social gatherings where Felix can reconnect with friends and engage in enjoyable activities outside of her caregiving responsibilities.</p>

- ii. You are now required to write a reflective journal which is an effective way for support workers to apply work practices to manage their emotions. So, reflect back on this role play write the challenge (s) you faced, how did you overcome it, how you felt during and after the role play and what would help you further to keep your emotions in check as you continue on your journey as a support worker.

Assessor note: Sample reflective journal provided below however students' responses may vary depending on their own reflective experiences and personal insights. Overall, a journal would be deemed competent where the student provides a comprehensive understanding of the importance of managing emotions effectively as a support worker and provide thoughtful reflections on their experiences and strategies for emotional management.

(Approximate word count 375-395 words)

Throughout the role play as a support worker, I encountered several challenges that tested my emotional resilience and ability to provide effective support. One of the primary challenges I faced was grappling with the depth of emotional distress and loneliness faced by Mr Smith following the loss of his wife. Witnessing his pain and despair stirred up feelings of empathy and sadness within me, making it challenging to maintain a sense of professional detachment.

To overcome this challenge, I focused on applying work practices aimed at providing empathetic support while also maintaining boundaries to prevent emotional burnout. I created a safe and non-judgmental space for Mr. Smith to express his feelings, allowing him to feel heard and understood. By actively listening and validating his emotions without internalizing them as my own, I was able to provide meaningful support while safeguarding my emotional well-being.

During the role play, I experienced a mix of emotions ranging from empathy and compassion to moments of sadness and helplessness. While it was emotionally taxing to witness the client Mr. Smith and his daughter going through the struggle, I also felt a sense of fulfillment knowing that I was able to provide them with the support and assistance they needed during a challenging time.

After the role play, I took time to reflect on my experience and assess how I could further enhance my emotional resilience as a support worker. Moving forward, I believe engaging in activities such as mindfulness meditation, regular exercise, and seeking supervision or peer support will provide me with the necessary tools to cope with the emotional demands of my role.

Additionally, ongoing professional development and training in areas such as emotional intelligence and self-awareness will enable me to deepen my understanding of my own emotions and how they impact my interactions with clients. By continually refining my skills and knowledge, I can better equip myself to navigate the emotional complexities of supporting individuals while maintaining my own well-being.

In conclusion, the role play served as a valuable learning experience that highlighted the importance of managing emotions effectively as a support worker. By identifying challenges and applying appropriate work practices such as setting the boundaries of my role, and prioritizing self-care, I can continue to fulfill my role with compassion and empathy while safeguarding my emotional well-being.

End of role play 5 – Submission.

Assessors note: Student must complete all the tasks and submit it for marking.

Role play 5 - video recording – Assessor Observation Checklist

During the role play the student was able to:		
I a,b	Student to initiate a conversation with Mr Smith and Felix:	<input type="checkbox"/> S
	Student to demonstrate following:	<input type="checkbox"/> NS
	<ul style="list-style-type: none"> Did the student accurately identify a potential harm and associated risk for Mr. Smith? Did the student apply correct work practices to minimize potential harm for Mr. Smith? 	

	<ul style="list-style-type: none"> • Did the student accurately identify a potential harm and associated risk for Felix? • Did the student apply appropriate workplace practices to minimize potential harm for Felix? • Did the student accurately identified the correct referral service? • Did the student complete the information in the table correctly and within the word limit. 	
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Assessor Comments:

ii	<p>Student completed a reflective journal:</p> <p>Student must demonstrate the following:</p> <ul style="list-style-type: none"> • Did the student provide a reflective journal that effectively addresses the challenges faced during the role play, strategies for overcoming them, and insights into managing emotions as a support worker? • Were the responses clear, well-organized, and free of grammatical errors? • Did the student complete the journal within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
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Assessor Comments:

COMMENTS
 (Assessor to add comments related to the achievement of the assessment requirements above)

Assessment checklist:

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

Role Play 1		
1	Completed the tasks requirements	<input type="checkbox"/>
Role Play 2		
1	Completed All tasks requirements	<input type="checkbox"/>
Role Play 3		
1	Completed All tasks requirements	<input type="checkbox"/>
Role Play 4		
1	Completed all tasks requirements	<input type="checkbox"/>
Role Play 5		
1	Completed all tasks requirements	<input type="checkbox"/>



Congratulations you have reached the end of Assessment 3!

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