



## MARKING GUIDE

HLTWHS002

# Follow safe work practices for client care

Role Plays & Reflective Questions

## Assessment 2 of 2



## Assessment Instructions

### Task overview

This assessment consists of four (4) tasks. Each task consists of a series of short role plays that must be conducted by you along with a set of questions that must be answered and completed.

- Task 1- Role play 1,2 & 3 - This assessment has two parts Part 1 requires you to read the case study and complete the templates and questions and answers and Part 2 is where you will carry out three (3) short Role Plays (1,2 and 3). To carry out this role play you will need two (2) participants including yourself.
- Task 2 - Role play 4 – This role play requires you to demonstrate a manual handling task. To carry out this role play you will need two (2) participants including yourself.
- Task 3 – Role plays 5 &6 - You will conduct two (2) short role plays – Role Play 5, Role Play 6 for these role plays you do not need any additional participants you will be conducting these role plays on your own following the tasks instructions to demonstrate the skills to manage safe infection control practices.
- Task 4 –Role plays 7- You will conduct one role play – Role Play 7 this is a simulated emergency role play which you will be conducting. To carry out this role play you will need two (2) participants including yourself. This role play will require you to demonstrate the skills of managing one emergency situation as per the task requirements.

### Purchased Resources for the Simulated Role Play to be conducted by student in their own home.

**Assessor note:** We have clearly outlined the materials required for the tasks within each tasks below under the resources list. this Include descriptions, specifications, and estimated costs for each of the items. Ensure that you address any concerns or questions from students regarding the purchase of materials. Provide additional information or clarification as needed to ensure students feel confident in their selections.

### Additional resources and supporting documents:

- Access to LMS learning content.
- Access to Happyville Compassionate Care 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 manual handling policies and procedures.
  - Organisations infection control policies and procedures
  - Organisations Emergency policies and procedures
- Access to the following template: (provided within this document)
  - Risk and Hazard Assessment Template
  - Incident Report
  - Reporting template

## 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:

### Task 1: Follow safe work practice for direct client care

#### Students instructions

1.1 To complete this task, you are required to read the case study provided below and refer to Happyville Compassionate Care Policies and Procedures and answer the questions.

1.2 Complete a hazard and risk assessment form, record them and report to a designated person

- Identify two (2) client related risk factors
- Identify two (2) control measures to minimise risk
- Complete an incident and injury report
- Complete a hazard and risk assessment form and report it.

1.3 Participate in a role play following workplace policies and procedures to minimise risk

1.4 Participate in role play and complete the following activities:

- Participate in workplace safety meetings, inspections and consultative activities
- Contribute to the development and implementation of safe workplace policies and procedures in own work area

1.5 Participate in a role play debriefing meeting and complete the following activities:

- Reflect on your own practice and discuss three (3) ways you would maintain currency of safe work practices with regards to workplace systems, equipment and processes.
- Reflecting on your work practices consider the scenario incident in Task 1.3 and discuss:
  - Your own levels of stress and fatigue - thoughts, feelings and reactions to the situation
  - how you handled the situation
  - what you could do if a similar situation happened again
  - whom these situations must be reported to.

**Assessor note: Students responses must be in line with the sample answers provided below for the case studies.**

## PART 1

### CASE STUDY 1: RICHARD (PART 1)

Richard is an 82-year-old person with onset of dementia. He lives in an aged care home where you work as a carer. Whilst you have often met Richard and he has always gently greeted you; you are not his regular caretaker. His regular caretaker is on leave and your supervisor has asked you to cover for their shift.

At your shift you notice that Richard has accidentally cut himself with a sharp object and the open wound now that needs to be cleaned and dressings applied. You get the first aid box and when you arrive to attend to his injury and apply dressing you notice he hasn't been himself today and is quite angry. You find this unusual – he is usually a gentle person.

You go inside and say hello to Richard. You explain and introduce yourself explaining who you are and that you are there to clean up the open wound and apply dressing.

Richard tells you to go away because he doesn't want any milk today. You explain again that you are there to clean up the open wound and apply dressing. You get prepared to do this.

Richard becomes very angry and throws all your first aid box materials on the ground. He yells at you to not touch him. In the process one small tray falls on your foot.

### 1.1 Access and review policies and procedures

- To complete this task, you are required to read the case study provided below and refer to Happyville Compassionate Care Policies and Procedures and answer the questions.

**Assessor note: Students answers must be based on sample answers provided below as for the state/territory legislation this will be based on where students are located.**

a) Refer to the Happyville Compassionate Care Policies and Procedures and identify and write the workplace policy you would refer to in this situation.	WHS policy and procedures
b) Identify and list three (3) the relevant workplace procedures that you must follow to ensure health and safety of the worker	1. Follow safety procedures and safely remove yourself from the situation
	2. Complete an incident report form
	3. Report to supervisor.
c) As a carer identify one (1) state/territory WHS regulations, relevant codes of practice relevant to this scenario as applicable to the worker.	<p>Australian Capital Territory</p> <ul style="list-style-type: none"> <li>Work Health and Safety Act 2011 (ACT)</li> <li>Work Health and Safety Regulation 2011 (ACT)</li> </ul> <p>NSW</p> <ul style="list-style-type: none"> <li>State/territory WHS regulation- Work Health and Safety Act 2011 (WHS Act) and Work Health and Safety Regulations 2011 (WHS Regulations)</li> </ul> <p>The Work Health and Safety Act 2011 (NSW) gives a framework on the employees right to safe workplace.</p> <p>The ACT prescribes that you have a right to a safe workplace and improve safety for yourself.</p> <p>Northern Territory</p> <ul style="list-style-type: none"> <li>Work Health and Safety (National Uniform Legislation) Act 2011 (NT)</li> <li>Work Health and Safety (National Uniform Legislation) Regulations (NT)</li> </ul> <p>Queensland</p> <ul style="list-style-type: none"> <li>Work Health and Safety Act 2011 (Qld)</li> <li>Work Health and Safety Regulation 2011 (Qld)</li> </ul> <p>South Australia</p> <ul style="list-style-type: none"> <li>Work Health and Safety Act 2012 (SA)</li> </ul>

	<ul style="list-style-type: none"> <li>• Work Health and Safety Regulations 2012 (SA)</li> </ul> <p>Tasmania</p> <ul style="list-style-type: none"> <li>• Work Health and Safety Act 2012 (Tas)</li> <li>• Work Health and Safety Regulations 2012 (Tas)</li> </ul> <p>Western Australia</p> <ul style="list-style-type: none"> <li>• Occupational Safety and Health Act 1984 (WA)</li> <li>• Occupational Safety and Health Regulations 1996 (WA)</li> </ul> <p>Federal/Commonwealth</p> <ul style="list-style-type: none"> <li>• Commonwealth Work Health and Safety Act 2011 (Cwth)</li> <li>• Work Health and Safety Regulations 2011 (Cwth)</li> </ul>
	<ul style="list-style-type: none"> <li>• Model code of practice under the Model WHS ACT and Regulations describes the behaviour expected of aged care providers, employers and aged care workers. It prescribes that if the worker/or employee is in any danger they have to act with calm and compassionate way to support the client and remove themselves from the situation.</li> </ul>
<p>d) Imagine you are to conduct a Safety Inspection in Richard's room. Describe two (2) issues that you are likely to identify.</p>	<ul style="list-style-type: none"> <li>• Presence of accessible sharp objects leading to Richard cutting himself</li> <li>• Signs of distress or discomfort in Richard.</li> <li>• Risk of injury from thrown first aid material and Richard's aggressive behaviour.</li> </ul>

## 1.2 Complete Hazard and Risk Assessment

Complete a hazard and risk assessment form, record them and report to a designated person

- Identify two (2) client related risk factors and report them
- Identify two (2) control measures to minimise risk
- Complete an incident and injury report

**Assessor note:** Student must identify two out of three options given below in the risk and hazard checklist

### RISK ASSESSMENT RATING MATRIX

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

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

#### RISK LEVELS

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

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



ISK ASSESSMENT CONTROL FORM – HAPPYVILLE HOME CARE SERVICE						
Site supervisor/manager			<i>Nicole Supervisor</i>		Date	<i>21 August 2015</i>
Name of person completing risk assessment			<i>Jim Student</i>			
Hazard identification and initial risk rating				Control measures and actions		
Hazard (current and existing)	Potential risk/harm	Likelihood of harm occurring	Consequence level	Risk level rating	control measures & effectiveness	Report to
Safety risk to the workers health	Psychological harm, stress	Likely	Major	Extreme	<ul style="list-style-type: none"> <li>▪ Try to remain calm.</li> <li>▪ Consider a method for informing all staff that a patient has dementia,</li> <li>▪ keep a safe distance from the one with Alzheimer's, and remain calm, speaking slowly, softly, and with reassurance.</li> <li>▪ to find the time for yourself as a caregiver, to retreat, to reflect, and to decompress from the height of the event. Such time will give you</li> </ul>	<ul style="list-style-type: none"> <li>▪ Manager/Supervisor</li> </ul>

**ISK ASSESSMENT CONTROL FORM – HAPPYVILLE HOME CARE SERVICE**

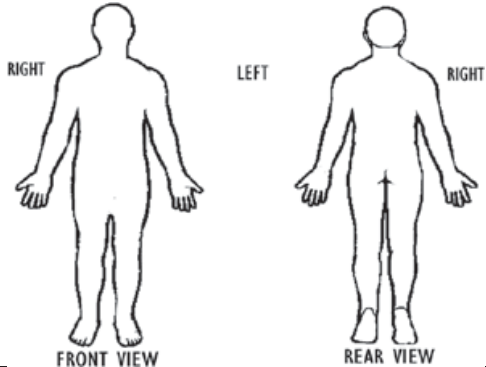
					the chance to find the calm and self-assurance to continue doing the important work you do for your care recipient.	
Client with aggressive behaviour (throwing equipment)	Cuts, injuries	Likely	Major	High	<ul style="list-style-type: none"> <li>▪ Communicate in a way that matches the person's abilities to understand and respond.</li> <li>▪ Avoid confrontation. Try distractions or suggest a different activity.</li> <li>▪ address the underlying feeling that has triggered the aggression.</li> <li>▪ Distraction is often a useful approach. Suggest having a cup of tea, going for a walk or looking at a magazine together.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supervisor/Manager</li> </ul>

ISK ASSESSMENT CONTROL FORM – HAPPYVILLE HOME CARE SERVICE						
Client unwilling to have open wound cleaned	Infection due to open wound	Possible	Major	High	<ul style="list-style-type: none"> <li>▪ Stay calm and speak in a reassuring voice.</li> <li>▪ If possible, address the underlying feeling that has triggered the aggression</li> <li>▪ talk through the feelings and explain the reason you want them to clean and apply bandage</li> </ul>	<ul style="list-style-type: none"> <li>▪ Manager/Supervisor</li> </ul>

**Assessor Instructions**

Student must submit an incident report and a hazard and risk assessment form.  
See below for an example of a completed form.

**Incident Report Form**

Details of injury (e.g., to a worker or visitor) and treatment			
Date of incident	XX/ XX/XXXX	Time of incident	XX.XX am
Nature of incident	Near miss First aid		
Name of injured person	Student name		
Address	(address of place where injury occurred)		
Occupation	N/A		
Date of birth	N/A		
Telephone	XXXXXXXXXX		
Employer	N/A		
Activity in which the person was engaged at the time of injury	Assisting Richard 83-year-old Dementia patient to address to his cut/open wound and Richard threw first aid equipment in anger		
Exact site location where injury occurred	Left foot		
Nature of injury – e.g., fracture, burn, sprain, foreign body in eye	Minor cut		
Body location of injury (indicate location of injury on the diagram)			
Treatment given on site	Attended GP	Name of treating person	Dr
Referral for further treatment? Yes No	Name of doctor or hospital	SafeWork NSW medical certificate received? Yes No	Attach copies
Injury management requirement? Yes No	Notify return to work coordinator	Name of return-to-work coordinator	
Witness to incident (each witness may need to provide an account of what happened)			

Witness name	N/A	Witness contact	N/A
Witness name	N/A	Witness contact	N/A
<b>Description of incident</b>			
Whilst trying to help Richard to attend to his wound he got angry			
Richard started throwing the first aid box /materials on the ground			
A small tray containing bandages and medicines hits your foot			
<b>Immediate response actions (e.g. barricades, isolation of power) to stabilise the situation</b>			
<b>Completed by</b>			
Name	(Student name)	Position	
Signature	(Student signature)	Date	XX/ XX/XXXX

**Part 2**

**Role Play - Instructions**

**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: Student (Yourself)
- Participant B: Support person (can be family/friend/colleague or another fellow student)

**Student Note:** The role play commences from the tasks below. However, before commencing the role play, please ensure you have taken consent from the person who will be supporting you during the role play and playing the various different roles from tasks 1.3-1.5. Brief the participant about

the role they will be playing and provide them with a copy of the Happyville Compassionate Care Handbook. The supporting person role can be played by the same person. The participant role description is provided below within each of the tasks.

Note: for this assessment the assessor will be marking the student (Participant A) not the person playing the supporting role.

The role play must include at least two (2) participants including yourself and must be between 25-35 **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.**

### 1.3 Follow WHS policies and procedures - Role Play 1

#### Follow workplace policies and procedures

##### Case Study – Richard (Part 2)

You have received a small nick on the top part of your foot and have attended to this. Richard continues to be upset and angry.

You have accessed and reviewed the Policies and Procedures and conducted a Risk Assessment. You must try to minimize any further risks to both Richard and yourself by following the workplace policies and procedures.

##### Role play preparation and instructions

- Conduct a role play and minimize further risks between Richard and yourself.
- Your role play will be based on minimizing risks following Compassionate Care's policies and procedures when managing aggressive client behavior.
- You will require one other participant to play the role of Richard.
- Your role play duration should be 3-5 minutes long.
- Access Happyville Compassionate Policies and Procedures (Managing Aggressive Client Behavior Policy)

You are required to:

- a. Work with Richard to minimize further risks to both his and your safety and follow workplace policies and procedures.

**Trainer/Assessor Instructions**

- ensures role play is no longer than 3-5 minutes in duration
- Students should be observed based on the sample answers provided below. However, students' responses may be individualized and vary based on the scenario above and their relevant experience in the field.
- The Observation Checklist must be completed and submitted.
- The student must have accessed the Happyville Compassionate Care Policies and Procedures (Managing Aggressive Client Behaviour Policy)

**Trainer/Assessor Observation**

Your assessor will be looking for evidence that you have the skills and knowledge to:

Consult with your WHS representative to address safety issues and manage it according to the identified hazard.

- a. minimise further risks to both you and Richard's safety following policies and procedures.

**Brief for support person playing the role of client Richard**

You are required to take part in the role play and respond in a manner that supports the student demonstrating the task requirements.

It would be to the student's advantage if you read the Managing Aggressive Client Behavior Policy document relevant to the topic for clarity and understanding.

**Supporting person :** Assume the role of Richard

As Richard, your behaviour should reflect a departure from his usual gentle demeanour due to his onset of dementia and the distress of his injury. Initially, when the student (playing role of carer) approaches as the caretaker, you should exhibit signs of confusion and agitation, expressing anger and refusal towards any assistance. When the student tries to explain their role and purpose, respond with hostility, insisting that you don't want anything and ordering them to leave. As the student persists in their attempt to provide care, escalate your aggression by forcefully throwing the first aid materials on the ground and yelling at them not to touch you. Show the intensity of your anger by maintaining a confrontational stance and vocal tone throughout the interaction, emphasizing Richard's frustration and vulnerability in this unfamiliar situation. Finally, react to the accidental injury caused by your outburst with a mix of realization and concern, illustrating the complex emotions and challenges faced by individuals with dementia in moments of distress. You will acknowledge your understanding as the student works through each of the processes of the Managing Aggressive Client Behavior Policy.



*Observation Checklist 1: Follow workplace policies and procedures*

OBSERVATION CHECKLIST 1: ROLE PLAY 1		
<p>a. Followed Happyville Compassionate Care’s workplace policies and procedures (Manage Aggressive Client Policy)</p>	<p><input type="checkbox"/> S <input type="checkbox"/> NYS</p>	<p><b>The student:</b>                      Followed Happyville Compassionate Care’s workplace policies and procedures (Manage Aggressive Client Policy) and:                      Maintained Calmness: Stay composed despite Richard's aggression.                      Assessed: Quickly understand triggers for his behaviour.                      Built rapport: Approach with empathy, and reassure him.                      Boundaries: Clearly explain your role in treating his injury.                      Verbal De-escalation: Calmly reassure and guide the conversation.                      Choices: Offer options for his care to empower him.                      Safety: Prioritised safety for themselves and Richard.                      Support Staff: Seek assistance if needed to manage the situation.                      Monitor: Continuously assessed and adjusted their approach.                      Follow-Up: Ensured Richard felt supported and addressed underlying issues if necessary.</p>
<p><b>COMMENTS</b>                      (Assessor to add comments related to the achievement of the assessment requirements above)</p>		

## 1.4 Develop, consult and Implement - Role Play 2

<b>Develop, consult and implement</b>	
<p><b>Case Study</b> Happyville Compassionate Care provides care for both elderly residents and people with disabilities. Your supervisor has asked you to review your WHS policies and procedures to make sure they are up to date as there has been an increase with some staff and residents experiencing gastroenteritis.</p> <p>Upon checking, you notice that the Personal Protective Equipment (PPE) and Infection Control Policies and Procedures need some amendments.</p> <p>You provide feedback to your supervisor about this, and they ask that you make changes, updating each of the policies and then communicate these changes to your co-worker who is on shift with you.</p>	
<p><b>Preparation and instructions</b></p> <p>This task is to be conducted in two (2) parts.</p> <ul style="list-style-type: none"> <li>• Part A – Develop</li> <li>• Part B – Consult and implement.</li> </ul>	
<p><b><u>Part A – Develop</u></b></p> <ul style="list-style-type: none"> <li>• Access Happyville Compassionate Policies and Procedures</li> <li>• Read the Hand Hygiene Policy <b>and</b> the Infection Control Policy</li> <li>• Contribute to development by making at least two (2) amendments to each policy's work practices.</li> <li>• The amendments must be at least 50 words minimum for each policy.</li> <li>• Add your suggested amendments in the section below.</li> </ul>	
<p><b>Policy Amendment – Hand Hygiene</b></p>	<p><b>Assessor note:</b> The student's responses will vary, and be similar to the following exemplar answers:</p> <p><b><u>Added further information to the Policy:</u></b></p> <ol style="list-style-type: none"> <li>1. Install touchless faucets to minimise the risk of contamination from touching sinks, enhancing hand hygiene practices.</li> <li>2. Provide visual aids such as posters near sinks to remind staff of the correct handwashing steps, promoting consistent adherence to proper hand hygiene procedures.</li> </ol>
<p><b>Policy Amendment – Infection Control</b></p>	<p><b>Assessor note:</b> The student's responses will vary, and be similar to the following exemplar answers:</p> <p><b><u>Added further information to the Policy:</u></b></p> <ol style="list-style-type: none"> <li>1. Implement regular training sessions to reinforce infection control protocols, focusing on proper handwashing techniques and the importance of maintaining personal hygiene.</li> <li>2. Conduct regular audits to ensure compliance with infection control measures, including the availability and proper use of personal protective equipment (PPE) by all staff members.</li> </ol>

### **Part B – Consult and Implement**

Conduct a role play and participate in a safety meeting with one other student (who will play the role of another co-worker).

You are required to:

- a. Participate in a WHS meeting, consulting with your co-worker to address the WHS policy and procedures issues you identified.
- b. Communicate the amendments you have made to each policy and procedure, discussing your reasoning for the changes.

### **Trainer/Assessor Instructions**

- ensures role play is no longer than 10 minutes in duration
- Students should be observed based on the sample answers provided below. However, students' responses may be individualized and vary based on the scenario above and their relevant experience in the field.
- The Observation Checklist must be submitted.

### **Trainer/Assessor Observation**

Observing the task, your assessor will be looking for evidence that you have the skills and knowledge to: Consult with your WHS representative to address safety issues and manage it according to the identified hazard.

- a. Participate in a WHS meeting, consulting with your co-worker to address the WHS policy and procedures issues you identified.
- b. Communicate the amendments you have made to each policy and procedure, discussing your reasoning for the changes.

### **Brief for support person playing the role of coworker.**

You are required to take part in the role play and respond in a manner that supports the student demonstrating the task requirements.

It would be to the student's advantage if you read the Hand Hygiene Policy **and** the Infection Control Policy document relevant to the topic for clarity and understanding.

**Co-worker:** Assume the role:

- of the Co-worker
- Listen to the student discuss each task instruction
- You will provide the student with input.

### Observation Checklist 2: WHS Consultation

OBSERVATION CHECKLIST 2: ROLE PLAY 2		
a. Participate in a WHS meeting, consulting with their co-worker to address the WHS policy and procedures issues identified	<input type="checkbox"/> S <input type="checkbox"/> NYS	<p><b>The student:</b> Contributed to implementing policies and procedures that include:</p> <ul style="list-style-type: none"> <li>• Clearly articulated their concerns about the current Infection Control and Hand Hygiene policies and procedures</li> <li>• Conveyed the directions given by their supervisor to amend the policies and procedures.</li> </ul>
b. Communicated the amendments made to each policy and procedure, discussing their reasoning for the changes.	<input type="checkbox"/> S <input type="checkbox"/> NYS	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Communicated each amendment of the policies and procedures to their co-worker which clearly matches Part A of this task.</li> <li>• Provided logical reasoning for the changes, which can include:               <ul style="list-style-type: none"> <li>○ Identified key information missing from the policy/procedure</li> <li>○ Identified changes necessary to comply with updated legislation</li> <li>○ Identified the need to improve the effectiveness of the policy and procedure by identifying gaps</li> <li>○ Identified the need to minimise future potential health risks and hazards</li> </ul> </li> </ul>
<b>COMMENTS</b>		
(Assessor to add comments related to the achievement of the assessment requirements above)		

## 1.5 WHS Debrief Meeting Role Play 3

### Work Health and Safety Debrief Meeting

#### Role play preparation and instructions

Based on the scenario in Task 1.3 you will meet with your supervisor to debrief and reflect on the situation including your own levels of stress and fatigue.

- Conduct a role play and participate in a debrief meeting with one other student (who will play the role of your supervisor).
- The duration of your role play must be no longer than 5-10 minutes.
- Your role play will be based on reflecting on personal stress and fatigue levels, reporting as per workplace procedures, and participating in workplace debriefing sessions to address individual needs.

You are required to:

- a) Reflect on your own practice and identify three (3) ways you would maintain currency of safe work practices with regards to workplace systems, equipment and processes.
- b) Reflecting on your work practices consider the scenario incident in Task 1.3 and discuss:
  - Your own levels of stress and fatigue - thoughts, feelings and reactions to the situation
  - how you handled the situation
  - what you could do if a similar situation happened again
  - whom these situations must be reported to.

#### Trainer/Assessor Instructions

- ensures role play is no longer than 5-10 minutes in duration.
- Students should be observed based on the sample answers provided in the Observation Checklist. However, students' responses may be individualized and vary based on the scenario in Task 1.3 and their relevant experience in the field.
- The Observation Checklist must be submitted.

#### Trainer/Assessor Observation

Observing the task, your assessor will be looking for evidence that you have the skills and knowledge to:

- Reflect on own levels of stress and fatigue, and report to designated persons according to workplace procedures.
- c. Participate in workplace debriefing to address individual needs

#### Brief for support person/participant playing the role of supervisor:

You are required to take part in the role play and respond in a manner that supports the student demonstrating the task requirements.

It would be to the student's advantage if you read the tasks relevant for clarity and understanding.

**Supervisor:** Assume the role:

- of the supervisor
- welcome the student to the meeting
- Listen to the student discuss each task instruction
- You will provide the student with input by suggesting they:
  - Continue to attend debriefing meetings for support and encouragement.
  - You have an open-door policy and to let you know whenever they need support or if there are any other issues.

### Observation Checklist 3: Debrief Meeting

OBSERVATION CHECKLIST 3: ROLE PLAY 3		
<p>a. Reflected on their own practice and identified three (3) ways they will maintain currency of safe work practices with regards to workplace systems , equipment and processes.</p>	<input type="checkbox"/> S <input type="checkbox"/> NYS	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Suggests regularly reviewing workplace policies and procedures related to spillage and wet floor management</li> <li>• Discuss attending refresher training sessions</li> <li>• Suggests continuous participation in workplace safety committee meetings, subscribing to WHS peak bodies to stay informed about any updates or changes in safety protocols.</li> </ul>
<p>b. Reflected on their own work practices and considered Task 1.3 scenario and discussed:</p> <ul style="list-style-type: none"> <li>○ Their own levels of stress and fatigue - thoughts, feelings and reactions to the situation</li> <li>○ how they handled the situation</li> <li>○ what they could do if a similar situation happened again</li> <li>○ discussed whom these incidents must be reported to.</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NYS	<p><b>The student:</b> Reflection must include:</p> <p><b>Stress levels</b></p> <ul style="list-style-type: none"> <li>○ May have experienced heightened levels of stress</li> </ul> <p><b>How they managed the situation:</b></p> <ul style="list-style-type: none"> <li>○ Followed workplace policies and procedures for managing aggressive client behaviour.</li> </ul> <p><b>What to do if a similar incident happened:</b></p> <ul style="list-style-type: none"> <li>○ Contribute to prioritising the safety of client and self, staying calm and composed, following de-escalation techniques outlined in workplace policy and procedure, debrief with supervisor afterwards.</li> </ul> <p><b>Report:</b></p> <ul style="list-style-type: none"> <li>○ Discussed that all WHS issues must be reported to Supervisor</li> </ul>
<b>COMMENTS</b> (Assessor to add comments related to the achievement of the assessment requirements above)		

## Task 2 – Manual Handling Tasks

### Role Play - 4

#### Task Background and Overview

In your role as a community support worker whether supporting a client in their home or working at an aged care/disability facility, one of the key day-to-day activities typically involves various manual lifting tasks. Here are some common scenarios involving lifting and storing boxes:

1. Restocking Medical Supplies:
  - responsible for restocking medical supplies in various areas of the aged care facility, such as medication rooms and treatment areas.
2. Receiving and Storing Deliveries:
  - Deliveries of food, linens, and other supplies are regularly received at the aged care facility and need to be stored appropriately.
3. Organizing Resident Belongings:
  - assist residents with moving into or out of the aged care facility, requiring the organization and storage of their belongings.
4. Moving Furniture and Equipment:
  - reorganizations, requiring support workers to move furniture, equipment, and other items.

Let's delve into a role-play scenario where you can effectively demonstrate the techniques and preparation required for manual handling, specifically lifting boxes, using your home environment as a setting.

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

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

- Participant A: Din - Community Support worker - Student (Yourself)
- Participant B: John- WHS representative

**Assessor Note:** The student must conduct this role play task and record it in a home-based simulated environment using the necessary resources listed in the resource checklist to effectively complete the task. You are required to provide any guidance and support to the student before/during the role play to ensure they execute it accurately. We are encouraging the student to reach out to the Trainer/Assessor for any clarification or assistance needed throughout the task. The student's performance must be based on their

ability to effectively execute the role play task while adhering to safety protocols and demonstrating understanding of the task requirements.

**Role Play Scenario:**

You are Din (Student) a home care support worker assigned to assist Mr. Johnson, an elderly client living alone at home. During your visit to Mr Johnsons house you notice that there are several empty boxes scattered around Mr. Johnson's living room, and he mentions that he's been meaning to move and store them but hasn't had the chance. Concerned about the potential trip hazard and wanting to assist Mr. Johnson with maintaining a safe environment, you offer to help to lift, move and stack the boxes to a designated area.

In this role-play scenario, you will simulate a typical day at work where you will gather empty boxes lift and store boxes in a suitable place. Before commencing the tasks you must read and familiarise yourself with the Manual Handling Policies and Procedures provided within the Happyville Compassionate Care Handbook and ensure that you have all resources required to carry out the tasks.

After completing the manual handling tasks, you will conduct a meeting with John who is a WHS representative. For John to contribute to the WHS meeting you must provide John with the Happyville community services organisation manual handling procedures before commencing the role play John will need to familiarise themselves with the manual handling policies, procedures and understand the key aspects of manual handling hazards, risks, and strategies for minimizing them.

Note: Student playing the role of Din (community support worker) will be marked for this assessment and not the student playing the role of John WHS representative

**Student Note: You must record all the tasks.**

You are required to carry out the following tasks for this activity:


- a) Conduct a safety inspection and complete the hazard and risk assessment:
  - Identify two (2) hazards and two(2) risk and assess the risk and take appropriate immediate action in accordance with industry and organisational guidelines.
  - Implement two (2) control measures for each of the identified hazard and risk to minimise risks.
- b) Apply control measures for minimising manual handling risk and carry out manual handling activities following the procedures.
- c) Carry out WHS safety Meeting.

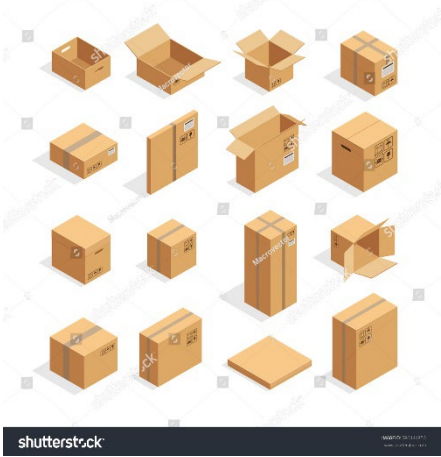

Your task will be to follow manual handling procedures as per the task instructions and complete a hazard and risk assessment.




**Resources required for this task:**

- Access to Happyville Compassionate Care policies and procedures.
- A well-lit area in which manual handling procedures can be demonstrated.
- A storage area where you store and stack the boxes.



Requirements	Image for reference	Condition of Use & approximate costs of items (where applicable)
<p>A safe area in your home where task can be performed</p>		<p><b>Acceptable:</b></p> <p><b>Open Space:</b> A room or area with sufficient open space to maneuver and carry out manual handling tasks safely.</p> <p><b>Flat Surface:</b> A flat and stable surface free from obstructions or hazards where boxes can be stacked and stored securely.</p> <p><b>Good Lighting:</b> Adequate lighting to ensure visibility and reduce the risk of accidents or injuries.</p> <p><b>Ventilation:</b> Proper ventilation to maintain air quality and prevent discomfort during physical activities.</p> <p><b>Accessible:</b> Easy accessibility without obstacles or barriers to allow students to move freely and safely.</p> <p><b>Non-Slip Flooring:</b> Flooring that provides good traction and stability to prevent slips, trips, or falls.</p> <p><b>Clear Pathways:</b> Clear pathways and aisles to facilitate movement and prevent congestion or accidents.</p> <p><b>Non-Acceptable:</b></p> <p><b>Cluttered Space:</b> A cluttered or congested area with limited space to move or carry out manual handling tasks safely.</p> <p><b>Uneven Flooring:</b> Uneven or unstable flooring surfaces that pose a risk of trips, slips, or falls.</p> <p><b>Poor Lighting:</b> Inadequate lighting that hampers visibility and increases the risk of accidents or injuries.</p> <p><b>Limited Ventilation:</b> Poor ventilation or confined spaces that may lead to discomfort or difficulty breathing during physical activities.</p> <p><b>Restricted Access:</b> Areas with restricted access or obstacles that impede movement and hinder safe manual handling demonstrations.</p> <p><b>Unsafe Conditions:</b> Environments with hazards such as sharp edges, protruding objects, or electrical cords that pose risks to student safety.</p>

		<p><b>High-Traffic Areas:</b> Locations with high traffic or distractions that may compromise student focus and increase the risk of accidents.</p>
<p>3 Empty Boxes of varying sizes and shapes as per specifications:  <b>Dimensions:</b>                  Opt for boxes with dimensions that are ergonomic and easy to handle. A commonly used size for easy lifting is around 16 inches (40 cm) in height, 12 inches (30 cm) in width, and 10 inches (25 cm) in depth. These dimensions provide a compact and lightweight box that is easy to grip and carry without straining the arms, back, or shoulders.                  Choose boxes of varying sizes and height to simulate realistic lifting scenarios  <b>Weight:</b>                  Choose boxes made of lightweight materials such as cardboard or plastic to ensure ease of lifting. Aim for boxes that weigh no more than 5-10 pounds (2-4.5 kilograms) when empty.</p>		<p><a href="#">Moving &amp; Packing Boxes - Bunnings Australia</a></p> <p>(Approximate costs would be maximum \$20 for three check the prices in bunnings)</p> <p>Alternatively, most supermarkets such as Coles, Woolworth, local and Aldi stores also supply empty boxes for free</p> <p><b>Acceptable:</b> Choose cardboard boxes made of sturdy and durable material, preferably double-walled or heavy-duty cardboard. These boxes should be able to withstand collapsing or tearing.</p> <p><b>Not Acceptable:</b> Thin or flimsy cardboard boxes that are prone to bending, crushing, or breaking under minimal pressure are not suitable for manual lifting tasks.</p>
<p>PPE</p>		
<p>Work Gloves</p>		<p><a href="#">Work &amp; Safety Gloves - Bunnings Australia</a></p> <p>(Approximate costs may vary from \$15-\$25)                  If you are buying or using your own or borrowed gloves –</p>

		<p><b>Acceptable</b> work gloves for lifting boxes should prioritize durability, protection, grip, flexibility, fit, and wrist closure to ensure the safety and comfort of the wearer during manual handling tasks. It's essential to inspect gloves for signs of wear and tear and replace them to maintain optimal hand protection.</p> <p><b>Not Acceptable:</b> worn out, torn, those that do not provide adequate protection, grip, or dexterity, increasing the risk of injury or accidents.</p>
<p>Safety Glasses/Goggles</p>		<p>Approximate costs (\$8-15) may vary for different states</p> <p><b>Acceptable:</b> Goggles with adjustable straps, cushioned frames, and anti-fog coatings.</p> <p><b>Not Acceptable:</b> Goggles with cracked lenses, loose straps, or inadequate coverage around the eyes.</p>
<p>Closed Shoes</p>		<p><a href="#">Buy Jobmate Safety Boots [Size: UK 8] Online   Kogan.com</a></p> <p>(Approximate costs \$35-\$300) check with your assessor if you can wear sneakers/ sports shoes and if safety is not compromised any other closed footwear</p> <p><b>Acceptable:</b> Work boots or closed-toe shoes made of durable materials such as leather or synthetic materials.</p> <p><b>Not Acceptable:</b> Open-toe sandals, flip-flops, or shoes with worn-out soles or inadequate support</p>
<p>Safety Signage</p>		<p><b>Acceptable:</b> Signs with bold lettering and universally recognized symbols, such as "Caution: Heavy Lifting Zone" or "Use Proper Lifting Techniques."</p> <p><b>Not Acceptable:</b> Signs that are faded, obscured, or illegible, as well as signs with ambiguous or misleading messages that may confuse workers.</p>

		<p><b>You can create safety signage at home - approximate costs of materials (\$25-35) this will vary depending from state to state</b></p> <p><b>Poster Board or Cardstock:</b> Choose a sturdy material such as poster board or cardstock to serve as the base for your safety signs. These materials provide durability and ensure that the signs are visible and long-lasting.</p> <p><b>Markers or Permanent Pens:</b> Use markers or permanent pens with bold, waterproof ink to write or draw the text and graphics on the signage. Opt for colors that are highly visible, such as black, red, or yellow.</p> <ol style="list-style-type: none"> <li>1. <b>Bold and Clear Text:</b> Use large, bold lettering that is easy to read from a distance. Clear and concise messages help convey important safety instructions effectively.</li> <li>2. <b>Universal Symbols:</b> Incorporate universally recognized symbols or pictograms to enhance understanding, especially if language barriers may be present. Symbols such as "lift with care" or "mind your back" can convey messages quickly and universally.</li> <li>3. <b>Contrasting Colors:</b> Use high-contrast colors, such as black text on a yellow background or white text on a red background, to ensure visibility and legibility, even in low-light conditions.</li> <li>4. <b>Adhesive:</b> Depending on how you plan to display your safety signs, you may need adhesive to attach them to surfaces. Options include double-sided tape, adhesive putty, or mounting squares for temporary signage, or glue or tape for permanent signage.</li> </ol>
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Clothing		<p><b>Acceptable:</b> Loose-fitting pants, shorts, or leggings made of breathable fabrics, along with a comfortable shirt or top.</p> <p><b>Not Acceptable:</b> Tight-fitting clothing that restricts movement, clothing with dangling cords or accessories that may catch on objects, or clothing made of flammable materials.</p>
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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.**

**Please read below before commencing the role play:**

**Assessor Note:** The student must conduct this role play task and record it in a home-based simulated environment using the necessary resources listed in the resource checklist to effectively complete the task. They must ensure that they have collected all the resources before commencing the role play. They must provide a recording for the role play. The student's performance must be based on their ability to effectively execute the role play task while adhering to safety protocols and demonstrating understanding of the task requirements.

## Instructions

### 1. Complete Hazard and Risk Assessment

Based on Case Study, complete the hazard and risk assessment form:

- Identify two (2) hazards and two(2) risk and assess the risk and take appropriate immediate action in accordance with industry and organisational guidelines.
- Implement two (2) control measures for each of the identified hazard and risk to minimise risks.

Assessor note: Students must identify two (2) out of three(3) hazards and risk options provided below in the sample answers.

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

**RISKASSESSMENT RATING MATRIX**

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

### RISK LEVELS

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

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

HAZARD AND RISK ASSESSMENT FORM						
Site supervisor/manager			N/A		Date of completion	
Name of person completing risk assessment			[Add student name]			
Hazard identification and initial risk rating					Control measures and actions	
Hazard	Potential risk/harm	Likelihood of harm occurring	Consequence level	Risk level rating	List two (2) Control measures	Who would you report this to
1. Falls injury from manual handling	Slips, trips falls	Possible	Major	High	1. Follow organisations policies and procedures before commencing	<ul style="list-style-type: none"> <li>▪ To the supervisor, RN or care Manager</li> </ul>



HAZARD AND RISK ASSESSMENT FORM						
					<p>manual handling task</p> <p>2. Check and remove any obstacles from walkways and check the best way to carry the load through a small walkway.</p>	
<p>2. Load too heavy at times and uneven weight distribution as boxes are of different shapes and sizes</p>	<p>Back injuries, sprains and other injuries due to bending, twisting and stooping when carrying, placing the load</p>	Likely	Major	Extreme	<p>1. Check the weight of boxes and load similar shaped boxes</p> <p>2. Organise the work area to reduce the amount of bending, twisting and stretching required.</p>	<p>Report it to supervisor, care manager, RN</p>

HAZARD AND RISK ASSESSMENT FORM						
3. Frequent movement leading to fatigue and tiredness	Increased risk of errors due to lack of attention leading to increased risk of injuries/incident	Possible	Moderate	High	<ol style="list-style-type: none"> <li>1. Plan/Take frequent breaks.</li> <li>2. Cool down after heavy work with gentle, sustained stretches.</li> </ol>	Report to supervisor, care manager or RN

## 2. Conduct Manual Handling

Based on the Hazard and Risk Assessment you conducted in Task(a) you will:

- Access, read and follow Happyville Compassionate Care's WHS Procedure on carrying out manual handling tasks and minimise risk as identified in task (a)
- Select and wear appropriate PPE
- Apply appropriate signage where manual handling task will take place.
- Follow correct manual handling procedures for lifting, carrying, and stacking boxes.

### Student Note:

**Be Aware of these Safety Precautions before commencing the manual handling tasks:**

#### 1. Warm-Up Exercises:

- A simple warm-up exercises before lifting is recommended to loosen muscles and reduce the risk of injury.

#### 2. Clear Pathways:

- Ensure that pathways are clear of obstacles to prevent trips and falls while carrying boxes.

#### 3. Additional Support (Optional):

- If available, you can use a back support belt to provide additional protection and support while lifting.

#### 4. Know Your Limits (If applicable)

- Know your physical limits and not to attempt lifting beyond what you can safely handle.

#### 5. Demonstration at Home:

- When demonstrating, ensure that the area is well-lit and free of hazards. Only use empty boxes and items from the resource checklist to demonstrate the manual handling techniques.

**The Key Observation that Assessors will be looking for:**

- Ensuring that you have accessed, read, and followed workplace procedures and manual handling instructions accurately.
- Check you wear appropriate PPE, as required by the task and workplace safety regulations and verifying that PPE is worn correctly and consistently throughout the task demonstration.
- Display correct safety signage.
- Observing if you determined the size and characteristics of the load, including its stability, volume, shape, surface material, and potential hazards.
- Check if you assessed environmental hazards such as sharp edges, extreme temperatures, dangerous substances, obstructed views, and poor flooring conditions and address any potential risks associated with the environment and applied controls if required.

- Observing if you recognize repetitive tasks and awkward postures that may increase the risk of musculoskeletal injuries and demonstrate awareness of proper ergonomic principles and techniques to minimize strain and injury.
- Checking if you follow proper lifting techniques, including proper positioning, squatting at the knees instead of bending at the waist, maintaining a firm grip, lifting slowly, and keeping objects close to the body and demonstrate proficiency in lifting, carrying, and stacking objects safely and efficiently.
- Observing if you carry and stack boxes in an open area with adequate space to manoeuvre safely. The focus will be on your ability to walk steadily without sudden movements, turn your entire body instead of twisting while carrying boxes, and stack boxes securely and evenly to prevent instability. You should also avoid stacking boxes too high, keeping within your capability and workplace guidelines.

Prior to conducting this assessment task activity, you **must** have all the resources ready as per the resource lists provided above.

### Trainer/Assessor Instructions:

To support the student in conducting the role play ensure the student is:

- Students should be observed based on the sample answers provided below in the observation checklist. However, students' responses may be individualized and vary based on the scenario above and their relevant experience in the field.
- The Observation Checklist must be submitted by you.

### Manual Handling Observation Checklist

Manual Handling (tick the tasks completed)		
	Satisfactory (s)/Non Satisfactory (NS)	Assessor Comments:
To minimise risk the students has accessed read and follow WHS workplace procedures and manual handling instructions and procedures	<input type="checkbox"/> S <input type="checkbox"/> NS	
The student must wear appropriate PPE must include gloves, eye protection, safety shoes	<input type="checkbox"/> S <input type="checkbox"/> NS	
The student has displayed the correct signage for manual handling as per resources list	<input type="checkbox"/> S <input type="checkbox"/> NS	
During the role play the student determined the size of the Load before carrying out lifting activities Determined: <ul style="list-style-type: none"> <li>• If the load is difficult to grasp and/or hold because of its</li> <li>• Instability?</li> <li>• volume (bulky)?</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NS	

<ul style="list-style-type: none"> <li>• shape?</li> <li>• surface material?</li> </ul>		
<p>Checked Is the load harmful because of its</p> <ul style="list-style-type: none"> <li>• sharp edges?</li> <li>• high or low temperature?</li> <li>• dangerous substance?</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p>Checked if the load blocks the worker's view?</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p>Before carrying out the activity the student checked the surface is not uneven or slippery or for any tripping hazards and applied controls</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p>The student has checked Is the load being lifted/carried/pushed or pulled in a repetitive manner?</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p>The student has checked if the task require awkward postures like twisting the trunk, bending the back forwards or backwards, reaching, holding objects far from the body?</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p>The student followed proper lifting techniques as per below:</p> <p>Proper Positioning Technique:</p> <ul style="list-style-type: none"> <li>• Stands close to the load being lifted.</li> <li>• Feet are positioned approximately shoulder-width apart.</li> <li>• One foot is slightly ahead of the other to enhance balance.</li> </ul> <p>Squat at the Knees - Technique</p> <ul style="list-style-type: none"> <li>• Bends knees instead of bending at the waist or back.</li> <li>• Keeps back as straight as possible during the lift.</li> </ul> <p>Firm Grip</p> <ul style="list-style-type: none"> <li>• Demonstrates a secure grip on the object before attempting to lift.</li> <li>• Does not attempt to adjust grip after initiating the lift.</li> </ul> <p>Lift Slowly</p> <ul style="list-style-type: none"> <li>• Lifts the load gradually without jerking or sudden movements.</li> <li>• Maintains control throughout the lifting process.</li> </ul> <p>Keep Objects /boxes close:</p> <ul style="list-style-type: none"> <li>• Holds the object close to the body after standing up.</li> <li>• Ensures the object remains stable and secure during movement.</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NS	

<ul style="list-style-type: none"> <li>• Demonstrates awareness of the importance of keeping objects close for back injury prevention.</li> </ul>		
<p>Carry and stack the boxes in an open area.</p> <ul style="list-style-type: none"> <li>• Walks with a steady and controlled pace, avoiding sudden movements or jerks.</li> <li>• Avoids twisting the body while carrying boxes, opting to turn the whole body instead.</li> <li>• Positions boxes in a stable and secure manner when stacking.</li> <li>• Stacks boxes evenly, ensuring they do not overhang or become unstable.</li> <li>• Avoids stacking boxes too high, maintaining a stable stack height based on individual capability and workplace guidelines.</li> <li>• Uses appropriate lifting and bending techniques when placing boxes onto shelves or stacks.</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NS	

### 3. Conduct WHS Safety Meeting

<b>Work Health and Safety Meeting</b>
<p><b>Role play preparation and instructions</b></p> <p>You are required to:</p> <ul style="list-style-type: none"> <li>• Access Happyville Compassionate Policies and Procedures</li> <li>• Conduct a role play with John who is a WHS representative attending the WHS Safety Meeting to discuss the following points: <ul style="list-style-type: none"> <li>a) Discuss the manual handling hazards you identified in Task a and who you are required to report these hazards to.</li> <li>b) Discuss the potential risks you identified in your Hazard and Risk Assessment and discuss the strategies you used to minimise these risks when conducting the practical component of manual handling in Task b</li> <li>c) Discuss the importance of following proper lifting techniques to avoid injuries.</li> </ul> </li> </ul>
<p><b>Brief for the supporting participant (John WHS representative)</b></p> <p>You are required to take part in the role play and respond in a manner that supports the student demonstrating the task requirements.</p>

It would be to the student's advantage if you read the document relevant to the topic for clarity and understanding.

WHS Team participant Assume the role:

- of the WHS Representative / Designated person
- Listen to the student discuss each task instruction
- You will provide the student with input

**Student Note: Key observations that Trainer/Assessor will undertake:**

Observing the task, your assessor will be looking for evidence that you have the skills and knowledge to:

Participate in team meeting regarding:

- manual handling hazards you identified in Task a and who you are required to report these hazards to.
- potential risks you identified in your Hazard and Risk Assessment and how you minimised these risks when conducting the practical component of manual handling in Task b
- Discuss the importance of following proper lifting techniques to avoid injuries

**Trainer/Assessor Instructions:**

To support the student in conducting the role play ensure the student is:

- Students should be observed based on the sample answers provided below in the observation checklist. However, students' responses may be individualized and vary based on the scenario above and their relevant experience in the field.
- The Observation Checklist must be submitted by you.

*Observation Checklist :Conduct WHS Safety Meeting*

Conduct WHS Safety Meeting		
<i>(tick the tasks completed)</i>		
	Satisfactory (s)/Non Satisfactory (NS)	Assessor Comments:
<p>a. The student discussed the manual handling hazards identified in Task a, and who they are required to report these hazards to.</p> <p>The student: Discussed hazards and risks that can include:</p> <ul style="list-style-type: none"> <li>•Lifting heavy boxes without proper technique can cause strain or injury.</li> <li>•Carrying boxes over a distance can strain muscles and lead to accidents.</li> <li>•Stacking boxes in confined spaces may require awkward postures and increase the risk of falling objects.</li> <li>•Maneuvering through small areas with boxes can result in collisions or strained movements.</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NS	

<ul style="list-style-type: none"> <li>• Handling boxes of varied shapes and sizes may require different techniques, posing a risk of strain or mishandling.</li> <li>• Repeated handling of multiple boxes, despite their moderate weight, can lead to fatigue and increased injury risk over time.</li> <li>• Discussed that hazards/risks must be reported to their Supervisor.</li> </ul>		
<p>b. The student discussed potential risks identified in their hazard and risk assessment and how they minimised these risks when conducting manual handling Task b.</p> <p>The student: Discussed ways to minimise potential hazards and risks when conducting manual handling such as:</p> <ul style="list-style-type: none"> <li>• Use proper lifting techniques.</li> <li>• Break down loads into smaller portions.</li> <li>• Provide training on safe handling practices.</li> <li>• Use mechanical aids.</li> </ul> <p>Maintain clear pathways.</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p>c. Student discussed the importance of following proper lifting techniques</p> <p>The student: Discussed the importance of preventing injuries: Proper lifting techniques help reduce the risk of musculoskeletal injuries such as strains, sprains, and back pain. By using correct lifting methods, Promoting workplace safety: Implementing proper lifting techniques in the workplace contributes to overall safety standards and reduce the incidence of work-related injuries.</p> <p>Preventing long-term health issues: By consistently following proper lifting techniques, individuals can mitigate the risk of developing long-term health problems associated with poor lifting habits.</p> <p>1. Setting a positive example:</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	



<p>2. Adhering to legal requirements: In some jurisdictions, employers are legally obligated to provide training on safe lifting practices and ensure that employees adhere to these guidelines. Following proper lifting techniques not only helps maintain compliance with legal regulations but also demonstrates a commitment to employee welfare and workplace safety.</p> <p>3. Improving overall well-being: Proper lifting techniques contribute to overall physical health and well-being by reducing the risk of injury and promoting proper body mechanics. By incorporating safe lifting practices into daily routines, individuals can protect their health and maintain an active lifestyle with less risk of injury-related limitations.</p>		
<p><b>Overall Assessor Comments:</b></p>		

## Instructions

### Task 3 -Infection Control

#### Role Play 5 & 6

#### Task Overview

There are two (2) role plays you will be required to carry out in this task related to infection control in a home-based simulated environment. To carry out these tasks you do not require any additional participant for any part of this tasks. You will need to however ensure that you are able to record yourself demonstrating the tasks requirements and submit the video for grading.


Role Play 5 – Follow and apply standard precautions to prevent infection from spreading.




Role Play 6 – Apply additional precautions.


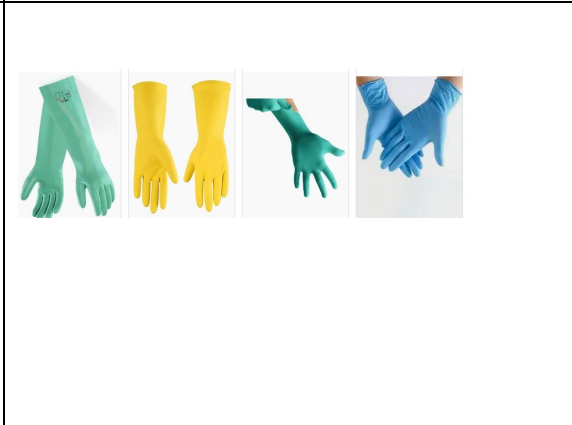
**Assessor Note:** The student must conduct this role play task and record it in a home-based simulated environment using the necessary resources listed in the resource checklist to effectively complete the task. You are required to provide any guidance and support to the student before/during the role


play to ensure they execute it accurately. We are encouraging the student to reach out to the Trainer/Assessor for any clarification or assistance needed throughout the task. The student's performance must be based on their ability to effectively execute the role play task while adhering to safety protocols and demonstrating understanding of the task requirements.


### Role Play 5 – Following Standard Precautions to prevent the spread of infection



Resources required for this task:		
<ul style="list-style-type: none"> <li>• Access to Happyville Compassionate Care policies and procedures for safe infection control</li> <li>• Access to two (2) frequently touched surfaces at home.</li> <li>• Access to a kitchen area with a benchtop.</li> <li>• All resources in the checklist below.</li> </ul>		
Requirements	Image for reference	Costs (approx.) and Condition of Use
Access to Kitchen Area with a benchtop that is mostly used for chopping, cooking etc.		No Cost
Access to two frequently used items for demonstrating cleaning (e.g. TV remote, table, door handle, keys, keyboard and handheld devices)		No Costs
Wash basin with soap or use hand sanitizer.		You can use any hand soap available in your home or you can use hand sanitiser. If you do not have any please purchase costs roughly around \$3-\$5 for hand soap or hand hand sanitiser
Cleaning equipment		
Microfiber cloth		<p><b>Microfiber Cloths:</b>  <b>Pack of 3 microfiber cloths: \$5 to \$10 AUD approx. may vary in different states.</b>  <b>Acceptable</b> microfiber cloths should be lint-free to prevent leaving behind fibers on cleaned surfaces, ensuring a streak-free finish. Consider using color-coded microfiber cloths for different cleaning tasks or areas to prevent cross-contamination.  <b>Not Acceptable</b>  Microfiber cloths with low absorbency are not ideal for cleaning tasks, as they may not effectively soak up spills or liquids. Choose cloths with high absorbency for better cleaning performance.</p>

		<p>Avoid microfiber cloths with an abrasive or rough texture that can scratch or damage delicate surfaces. Opt for cloths with a soft and smooth texture to prevent surface abrasion.</p>
<p>Mop to clean the floor for spills</p>		<p><a href="#"><b>Sabco Blue Wonder Strip Mop - Bunnings Australia</b></a>          Approx costs (\$15.00-\$25.00) if you do not have at home you can purchase</p>
<p>Hospital Grade Disinfectant</p>		<p><b>Standard-size bottle : \$3 to \$30 AUD</b></p> <p><b>Acceptable:</b>          EPA-approved: Choose a disinfectant that is EPA-approved and labeled as effective against a wide range of pathogens, including bacteria and viruses. Designed for healthcare settings: Use disinfectants specifically formulated for use in healthcare settings, as they are designed to meet stringent efficacy and safety standards.</p> <p><b>Non-Acceptable:</b>          Non-EPA-approved: Avoid using disinfectants that are not EPA-approved or lack clear labelling indicating their efficacy against specific pathogens. Household disinfectants: Do not substitute hospital-grade disinfectants with household disinfectants, as they may not provide adequate protection against healthcare-associated infections.</p>
<p>General alcohol based disinfectant for cleaning surfaces</p>		<p>Dettol Antibacterial Surface Cleanser:          Price: AUD 5 to AUD 10 for a 500ml spray bottle.          This surface cleanser contains ethanol (alcohol) as the active ingredient and is effective against a wide range of bacteria and viruses. It can be used on various surfaces in the home, including kitchen countertops, remote controls, and other high-touch areas.</p> <p>Glen 20 Surface Spray Disinfectant:</p>

		<p>Price: AUD 7 to AUD 12 for a 300g aerosol can.</p> <p>Glen 20 is a popular disinfectant spray that contains ethanol and isopropanol as active ingredients. It provides fast-acting surface disinfection and is suitable for use on hard surfaces throughout the home, including kitchen slabs and electronic devices.</p> <p>Coles Antibacterial Surface Wipes: Price: AUD 3 to AUD 5 for a pack of 40 wipes.</p> <p>These surface wipes are infused with alcohol-based disinfectant solution and are convenient for quick cleaning of surfaces like TV remotes and kitchen countertops.</p> <p>They provide effective germ-killing action and are suitable for use on a variety of surfaces.</p>
<p>Biohazard clinical waste disposal bags</p>		<p><a href="#">Biohazard Clinical Waste Bag 50L - 55um (630 x 800mm) – Response Wize</a></p> <p><a href="#">BIOLOGICAL HAZARD BAG 240MM X 160MM - Melbourne Office Supplies</a></p> <p><a href="#">Biohazard Waste Bag Clear - Small - The First Aid Shop (thefirstaidshopau.com.au)</a></p> <p>The bags can vary in costs from a few cents to going up to \$30-40 buying in bul</p>
<p><b>PPE:</b></p>		
<p>Gloves</p>		<p>(Approximate costs may vary from \$15-\$25)</p> <ol style="list-style-type: none"> <li><b>Disposable Nitrile Gloves:</b> Nitrile gloves are preferred for infection cleaning due to their resistance to punctures, tears, and chemicals. They provide a strong barrier against pathogens, including bacteria and viruses, making them suitable for handling</li> </ol>

		<p>contaminated surfaces and materials.</p> <ol style="list-style-type: none"> <li><b>Latex Gloves (if no allergies):</b> Latex gloves offer good protection against pathogens and chemicals and provide excellent tactile sensitivity and flexibility. However, it's essential to ensure that individuals using latex gloves do not have latex allergies, as allergic reactions can occur.</li> <li><b>Vinyl Gloves:</b> Vinyl gloves are an alternative option for infection cleaning, offering protection against pathogens and some chemicals. While they are less elastic and durable than nitrile or latex gloves, they can still provide adequate protection for cleaning tasks.</li> <li><b>Heavy-duty Rubber Gloves:</b> In situations where there is a risk of exposure to harsh chemicals or bodily fluids, heavy-duty rubber gloves may be necessary. These gloves are thicker and more durable than disposable gloves, providing enhanced protection against chemical splashes and abrasions.</li> </ol>
<p>Disposable Apron/Gown</p>		<p><a href="http://thefirstaidshopau.com.au">Individually Wrapped, Plastic Disposable Apron in White (thefirstaidshopau.com.au)</a></p> <p>Approx costs \$1 -\$5 may vary for different states</p> <p>Acceptable:  <b>Protection:</b> Apron gowns should provide adequate coverage to protect the wearer's clothing from contamination during manual handling tasks.  <b>Disposable:</b> Gowns should be designed for single-use and disposal to prevent cross-contamination and maintain hygiene standards.</p>

		<p><b>Waterproof:</b> Gowns should be made of waterproof or water-resistant material to effectively repel liquids and prevent penetration by fluids or contaminants.</p> <p><b>Secure Fit:</b> Gowns should have secure fastenings, such as ties or snaps, to ensure a snug and comfortable fit that stays in place during movement.</p> <p><b>Comfort:</b> Gowns should be comfortable to wear for extended periods, allowing for freedom of movement and flexibility during manual handling activities.</p> <p><b>Non-Acceptable:</b></p> <p><b>Poor Quality:</b> Gowns that are flimsy or made of low-quality materials that tear easily are not suitable for use, as they may fail to provide adequate protection and durability.</p> <p><b>Improper Sizing:</b> Gowns that are improperly sized or too small may not provide full coverage and protection, increasing the risk of contamination or exposure to hazards.</p> <p><b>Lack of Waterproofing:</b> Gowns that are not waterproof or water-resistant may allow fluids to soak through, compromising their protective function and increasing the risk of contamination.</p> <p><b>Insecure Fastenings:</b> Gowns with insecure or unreliable fastenings that come undone easily during movement are not suitable for use, as they may lead to exposure or accidents.</p> <p><b>Uncomfortable Design:</b> Gowns that are uncomfortable to wear or restrict movement may hinder performance and compromise safety during manual handling tasks.</p>
<p>Safety Glasses/Goggles</p>		<p>Student Note: If you have purchased these for the Role Play 4 Manual handling Tasks you can use the same safety goggles for this tasks</p> <p>Approximate costs (\$8-15) may vary for different states</p>

		<p>Acceptable: Goggles with adjustable straps, cushioned frames, and anti-fog coatings.                  Not Acceptable: Goggles with cracked lenses, loose straps, or inadequate coverage around the eyes.</p>
<p>Closed Shoes</p>		<p>Student Note: If you have purchased these for the Role Play 4 Manual handling Tasks you can use the same safety goggles for this tasks</p> <p><a href="#">Buy Jobmate Safety Boots [Size: UK 8] Online   Kogan.com</a></p> <p>(Approximate costs \$35-\$300) check with your assessor if you can wear sneakers/ sports shoes and if safety is not compromised any other closed footwear</p> <p>Acceptable: Work boots or closed-toe shoes made of durable materials such as leather or synthetic materials.                  Not Acceptable: Open-toe sandals, flip-flops, or shoes with worn-out soles or inadequate support</p>
<p>Safety Signage</p>		<p>Student Note: You must use appropriate signage as relevant to the activity. Noting signages would be different for each of the role play activities.</p> <p><b>Acceptable:</b> Signs with bold lettering and universally recognized symbols, such as "Caution: Wet Area" or "Contaminated area cleaning in progress." Signage for separating clean and contaminated zone  <b>Not Acceptable:</b> Signs that are faded, obscured, or illegible, as well as signs with ambiguous or misleading messages that may confuse workers.</p> <p><b>You can create safety signage at home - approximate costs of materials (\$25-35) this will vary depending from state to state</b></p>

		<p><b>Poster Board or Cardstock:</b> Choose a sturdy material such as poster board or cardstock to serve as the base for your safety signs. These materials provide durability and ensure that the signs are visible and long-lasting.</p> <p><b>Markers or Permanent Pens:</b> Use markers or permanent pens with bold, waterproof ink to write or draw the text and graphics on the signage. Opt for colors that are highly visible, such as black, red, or yellow.</p> <ol style="list-style-type: none"> <li>5. <b>Bold and Clear Text:</b> Use large, bold lettering that is easy to read from a distance. Clear and concise messages help convey important safety instructions effectively.</li> <li>6. <b>Universal Symbols:</b> Incorporate universally recognized symbols or pictograms to enhance understanding, especially if language barriers may be present. Symbols such as "lift with care" or "mind your back" can convey messages quickly and universally.</li> <li>7. <b>Contrasting Colors:</b> Use high-contrast colors, such as black text on a yellow background or white text on a red background, to ensure visibility and legibility, even in low-light conditions.</li> <li>8. <b>Adhesive:</b> Depending on how you plan to display your safety signs, you may need adhesive to attach them to surfaces. Options include double-sided tape, adhesive putty, or mounting squares for temporary signage, or glue or tape for permanent signage.</li> </ol>
Clothing		Acceptable: Loose-fitting pants, shorts, or leggings made of breathable fabrics, along with a comfortable shirt or top.



		Not Acceptable: Tight-fitting clothing that restricts movement, clothing with dangling cords or accessories that may catch on objects, or clothing made of flammable materials.
<p>The role play must be completed by the student between 20-25 <b>minutes in duration</b> and must address all requirements listed under Key Observation Criteria.</p>		
<p><b><u>Recording Instructions</u></b></p>		
<p>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.</p>		
<p>The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task1 and submitted with your assessment for marking.</p>		
<p><b>Recording the session:</b></p>		
<p><b>You must read and record the below statement before commencing the role play:</b></p>		
<p>“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.”</p>		
<p>The time taken to capture the above statement at the start of the recording does not count towards the recording time limit.</p>		
<p><b>Include this recording as part of your assessment submission.</b></p>		

## Role Play 5

### Task Overview

Standard precautions are fundamental infection prevention practices that healthcare workers implement to minimize the risk of transmitting infections in healthcare settings. These precautions apply to all healthcare and home care settings regardless of suspected or confirmed infection status.

### Role Play Scenario:

You are a community support worker working for Happyville Compassionate Care organisation that provides care for both elderly residents and people with disabilities. You are working in a group home where four elderly residents reside they are in varied health condition with disability to various co morbidities. Your day-to-day work involves cleaning, cooking, personal care. During one of your shifts, you suspect that one of the elderly persons has mild flu like symptoms and to avoid the spread of infection you are tasked to perform cleaning activities for two (2) frequently touched surfaces using standard precautions. Your tasks are to ensure you follow standard precautions to minimize the risk of transmitting infections.

**Task Instructions:**

You are required to carry out the following tasks for this activity:

Follow standard precautions as part of own work routine to prevent the spread of infection.

- a. Begin your tasks by applying hand hygiene techniques as applicable for carrying out standard precautions.
- b. Wear appropriate PPE as applicable to standard precautions
- c. display signages as appropriate in the work area as per the tasks requirements.
- d. Clean two (2) frequently touches surfaces in your household (eg TV remote, table, door handle, keys, keyboard and hand held devices) using appropriate disinfectant from the resources list. Students Ensure you are not using any products that you are allergic to or can cause you any harm or risks.
- e. Carry out waste disposal activity as per standard procedures.
- f. Complete the questions below.

Q 1: When might additional infection control procedures be necessary?  
(Approximate word count 40-50 words)

**Assessor Note: Sample answers provided below student's answers must be as per the sample answers however the wording may vary.**

**Additional infection control procedures are always required in situations where standard precautions alone are not sufficient to prevent transmission of infection. This can include scenarios involving highly infectious diseases, immunocompromised individuals, or procedures with a higher risk of exposure to bodily fluids or pathogens.**

Q 2: Can you provide two(2) examples of situations that may warrant additional infection control measures?  
(Approximate word count 35-45 words)

**Assessor note: Sample answers provided below student must provide two (2) out of four (4) examples provided below however the wording may vary.**

1. **Dealing with patients or individuals known to have highly contagious diseases such as tuberculosis, measles, or other infectious diseases**
2. **Performing procedures that generate aerosols or splashes of bodily fluids, such as intubation, suctioning, or wound irrigation.**
3. **Providing care to individuals with compromised immune systems, such as cancer patients undergoing chemotherapy or organ transplant recipients.**
4. **Handling contaminated materials or surfaces in environments with a high prevalence of infectious agents, such as healthcare settings or laboratories.**

Q3: Why is it important to recognize situations that require additional infection control procedures?  
(Approximate word count 60-70 words)

**Assessor Note: Sample answers provided below student's answers must be as per the sample answers however the wording may vary.**

**Recognizing situations that require additional infection control procedures is crucial for preventing the spread of infectious diseases, protecting healthcare workers and other individuals**

from exposure, and ensuring the safety of patients or clients. By promptly identifying high-risk situations and implementing appropriate control measures, healthcare facilities and individuals can effectively mitigate the risk of infection transmission and maintain a safe healthcare environment.

**Assessor Note:** Checklist provided below students must demonstrate in their video performing tasks as per the checklist provided below.

### *Observation Checklist : Role Play 5 – Infection control*

<b>Infection Control -Standard Precaution – Role play 5</b> <i>(tick the tasks completed)</i>		
	<b>Satisfactory (s)/Non Satisfactory (NS)</b>	<b>Assessor Comments:</b>
Student must demonstrate: Wash hands thoroughly with soap and water for at least 20 seconds or use hand sanitizer before starting tasks.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Wear appropriate PPE must wear gloves however face masks, gown and eye protection are optional it is not typically required for general cleaning tasks.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Display safety signages as appropriate to the tasks e.g. signage to separate clean from contaminated area.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Clean two (2) surfaces using an appropriate disinfectant recommended for household use. This disinfectant should be a general household disinfectant as per the resources list and as per manufacturer's instructions.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Waste disposal should be done as a general waste as per standard precautions this includes <b>Bagging and Sealing:</b> <ul style="list-style-type: none"> <li>• Collect waste from the cleaning process (such as used wipes, rags, gloves, and other materials) in a plastic bag.</li> <li>• Tie the bag securely to seal the contents and prevent leakage.</li> </ul> <b>Dispose in Regular Trash:</b> <ul style="list-style-type: none"> <li>• Place the sealed bag in the regular trash bin for disposal, according to your local waste disposal regulations.</li> </ul>		

<p><b>Sanitize Your Hands:</b></p> <ul style="list-style-type: none"> <li>• After disposing of waste, remove your gloves and wash your hands thoroughly with soap and water for at least 20 seconds.</li> <li>• Use hand sanitizer if soap and water are not available</li> </ul>		
<p>Complete all the questions within the word limit.</p>	<p><input type="checkbox"/> S <input type="checkbox"/> NS</p>	

## Role Play 6

### Task Overview

Additional precautions in infection control, also known as transmission-based precautions, are implemented when standard precautions alone may not sufficiently protect against certain pathogens or situations. As a home care community support worker you must be able to differentiate when additional precautions need to be implemented or when a client has a known or suspected infection that can be transmitted through specific routes such as airborne, droplet, or contact transmission requiring implementation of additional precautions.

### Role play Scenario

You are working as a support worker in a client home named Sarah. In your last visit to Sarah's house she tells you that she had been experiencing symptoms of illness, including fever, cough, and fatigue since the last few days. Initially, she thought her symptoms were seasonal allergies. However, her condition has now worsened since last two days and she has developed a loss of taste and smell. She also mentions to you that recently there has been local outbreaks in nearby neighbourhoods of COVID19. Sarah has just vomited and suspecting that the vomit could be infectious you are required to demonstrate cleaning the vomit by applying additional precautions.

To carry out this role play select a benchtop area in your home kitchen where you can spill some water that would represent vomit. Then perform cleaning activities applying additional infection control procedures along with waste management.

While carrying out the cleaning activity you suspect at the end of the shift that you might have been exposed to the infection as you have come down with symptoms of cold and cough. You must complete an incident reporting document and a response.

For this activity you will be required to refer to the following documentation:

- Access Happyville Compassionate Care handbook and identify standards and guidelines for safe infection control practices for standard and additional precautions.
- Happyville Compassionate Care Workplace infection control standards and guidelines and policies and procedures
- Happyville Compassionate Care Workplace procedures for handling waste

- Happyville Compassionate Care Workplace policies and procedures for hazard and risk management
- Access the [National standards and guidelines for infection prevention and control and hand hygiene](#)

To complete this activity, you are required to undertake following tasks:

- 1) Complete the table below with questions identifying the need for additional precaution based on the role play scenario.
- 2) identifying the risk assessment control form template provided below and identify and record two (2) infection risks and hazards and identify and record two (2) control measures and two(2) risk management strategies to minimise risk in accordance with relevant national standards and guidelines.
- 3) Carry out additional cleaning activities including correct hand hygiene practice as per the guidelines, selecting correct PPE, applying signage separating clean and contaminated zones and clean spill area and using correct clean up and waste management procedures.
- 4) Complete an incidence report document and reporting one (1) exposure incidence as per the scenario and a response

#### TASK- Students instructions

- a) Complete the questions (1-3) below based on recognising situations when additional infection control procedures are required this is based on the role play scenario.

<p>1. What is coronavirus mode of transmission? (Word count approx. 2 words)</p>	<p>Assessor note student must identify the mode of transmission as sample answer. Sample answer: Airborne/Contact</p>
<p>2. Why are additional precautions important for COVID-19?  (Approximate word count 35-45 words)</p>	<p>Assessor note: Sample answers are provided below. Students' answers must be as per as per the sample answers however wording may vary.  Sample answer - Additional precautions are important for COVID-19 because they help protect support workers, clients, and the community from the spread of the virus. By implementing these measures, workers can reduce the risk of transmission and contribute to controlling the pandemic.</p>
<p>3. What is the identified risk in this situation? (Approximate word count 10-20 words)</p>	<p>Sample answers are provided below. Students' answers must be as per as per the sample answers however wording may vary.</p>

	Sample answers: The risk identified is cross-transmission of infection, due to higher than usual rates occurring.
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- b) Complete a risk assessment control form template provided below and identify and record two(2) infection risks and hazards associated with own role and work setting. Identify and record two(2) control measures and two(2) risk management strategies to minimise risk in accordance with relevant national standards and guidelines.

Assessor note: Students must identify two (2) out of three(3) hazards and risk options provided below in the sample answers.

## RISK ASSESSMENT RATING MATRIX

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

		LIKELIHOOD				
		RARE <small>The event will only occur in exceptional circumstances</small>	UNLIKELY <small>The event is not likely to occur in a year</small>	POSSIBLE <small>The event may occur within a year</small>	LIKELY <small>The event is likely to occur within a year</small>	ALMOST CERTAIN <small>The event is almost certain to occur within a year</small>
CONSEQUENCE	SEVERE/CATASTROPHIC <small>(Accidental death / serious injury)</small>	MEDIUM	HIGH	EXTREME	EXTREME	EXTREME
	MAJOR <small>(serious injury)</small>	MEDIUM	MEDIUM	HIGH	EXTREME	EXTREME
	MODERATE <small>(Lost time due to workplace injury)</small>	LOW	MEDIUM	HIGH	HIGH	HIGH
	MINOR <small>(Minor workplace injury – no lost time)</small>	LOW	LOW	MEDIUM	MEDIUM	MEDIUM
	MINIMAL <small>(no injury)</small>	LOW	LOW	LOW	LOW	LOW

### RISK LEVELS

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

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

High – requires immediate assessment with senior staff consideration, planning and reporting. Target resolution should ideally be within 3 months

Medium – reviewing of existing controls and planning required. Resolution timeframe should be within 1 year

Low – the risk may be tolerable and controlled if managed with high quality process and procedures.

Risk Assessment Control form			
<b>Location</b>	SupportingU	<b>Site supervisor/Manager</b>	Michelle Public
<b>Completed by</b>	Student Name	<b>Date</b>	12.10.2015
<b>Description of work task/activity:</b> Students should provide a description of the tasks. Providing residential care and support assistance to regular clients.Tasks include cleaning, maintaining and supporting the service and the clienst with various tasks on a day to day basis.			

Students must be able to complete each field within the context of the case study scenario. Sample answers provided.

Hazard identification and initial risk rating				Control measures and actions			
Hazard	Potential harm to yourself and others	Likelihood of harm occurring	Risk level rating	control measures and their effectiveness	Risk management strategies	Who's responsible	Date
Cold and flu symptoms that may imitate but could be COVID 19	Getting infected and Spreading virus to other colleagues and patients	Likely	High	1. Taking prescribed medications  2. following correct hygiene procedures at all times  3. Applying additional precautions such as washing hands and	1. Worker to be off-sick until recovered to minimise spread of virus to colleagues and/or patients.  2. Improve hand hygiene initiatives	Manager	As soon as possible



Hazard identification and initial risk rating				Control measures and actions			
Hazard	Potential harm to yourself and others	Likelihood of harm occurring	Risk level rating	control measures and their effectiveness	Risk management strategies	Who's responsible	Date
				sanitising them frequently			
Spread of infection due to contamination	Hands may become contaminated by touching germs present on medical equipment or high touch surfaces which can lead to spread of infection to others.	Possible	High	<ol style="list-style-type: none"> <li>1. Staff required to clean common area regularly as per schedule</li> <li>2. Use effective disinfectant and cleaning procedures for cleaning reusable equipment's and frequently touched surfaces</li> </ol>	<ol style="list-style-type: none"> <li>1. Review schedule with workplace</li> <li>2. staff/Implement sign off process once areas have been cleaned</li> </ol>	Manager/Staff	As soon as possible

Hazard identification and initial risk rating				Control measures and actions			
Hazard	Potential harm to yourself and others	Likelihood of harm occurring	Risk level rating	control measures and their effectiveness	Risk management strategies	Who's responsible	Date
Spread of infection due to exposure to contaminated and commonly used utensils/area	Spread of germs/viruses through surfaces	Possible	High	<ol style="list-style-type: none"> <li>Staff to always wear PPE and follow strict hand hygiene when cleaning areas and disposing off waste</li> <li>Separate contaminated and clean utensils and wash separately to stop cross contamination</li> </ol>	<ol style="list-style-type: none"> <li>Implement 'spot checks' to ensure process and procedures are followed</li> <li>Improved signage around workplace i.e. kitchen area</li> </ol>	All	As soon as possible

- c) Carry out Hand Hygiene practice as per the National standards and guidelines for infection prevention and control provided below

Guidelines: [National standards and guidelines for infection prevention and control and hand hygiene](#)

**The Key Observation that Assessors will be looking for:**

**Student Note:** For this assessment your Trainer and Assessor will be marking/grading you based on the following:

- Demonstrating the correct procedure for removing rings, jewellery, and bracelets before commencing handwashing as per the National standards and guidelines provided above.
- Performing handwashing using Effective Handwashing Technique: ensuring thorough coverage of all surfaces of the hands, wrists, between fingers, and under fingernails. Including Adhere to the recommended duration of handwashing,
- Rinsing and drying hands ensuring they are thoroughly dry. If wearing jewellery, ensure it is dried thoroughly to prevent future contamination.

**Assessor Note:** Checklist provided below students must demonstrate in their video performing tasks as per the checklist provided below.

*Observation Checklist : Role Play 6 – Infection control*

<b>Hand Hygiene Observation Checklist</b> (tick the tasks completed)		
	<b>Satisfactory (s)/Non Satisfactory (NS)</b>	<b>Assessors Comments</b>
Student followed the National standards and guidelines and used the below when demonstrating hand hygiene:	<input type="checkbox"/> S <input type="checkbox"/> NS	
Remove any rings, jewellery and bracelet before commencing hand washing	<input type="checkbox"/> S <input type="checkbox"/> NS	
Wet hands with warm water.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Apply one dose of liquid soap and lather (wash) well for 15–20 seconds (or longer if there is any dirt ingrained).	<input type="checkbox"/> S <input type="checkbox"/> NS	

Rub hands together rapidly across all surfaces of hands and wrists to help remove dirt and germs.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Rubbed the backs of hands, wrists, between fingers and the fingernails.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Rinse well under running water and make sure all traces of soap are removed, as residues may cause irritation.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Pat dry hands using paper towels (or single-use cloth towels). Make sure your hands are thoroughly dry.	<input type="checkbox"/> S <input type="checkbox"/> NS	
If wearing jewelry that is stubborn to remove Dry under any rings you wear, as they can be a source of future contamination if they remain moist.	<input type="checkbox"/> S <input type="checkbox"/> NS	
<b>COMMENTS</b> <b>(Assessor to add comments related to the achievement of the assessment requirements above)</b>		

- d) Selecting and using correct PPE as per the guidelines and as appropriate to use for COVID 19 infection control and prevention.

**The Key Observation that Assessors will be looking for:**

**Student Note:** For this assessment your Trainer and Assessor will be marking/grading you based on the following:

- Observing whether you have performed hand hygiene before donning any PPE equipment.
- Checking if you have selected the correct PPE based on the task requirements, including gown, eye protection, face mask, and gloves.
- Observing if you conduct a fit check to ensure the PPE is fitted properly. For e.g.(Observing if the mask is placed on the face correctly, with the nose piece at the top and fitting comfortably over the nose and under the chin.)

Assessor Note: Checklist provided below students must demonstrate in their video performing tasks as per the checklist provided below.

### Observation Checklist : Role Play 6 – Infection control

Selecting and using PPE Observation Checklist (tick the tasks completed)		
	Satisfactory (s)/Non Satisfactory (NS)	Assessor Comments
Perform hand hygiene before donning any PPE equipment(ensure student have completed this in task 1 correctly)	<input type="checkbox"/> S <input type="checkbox"/> NS	
Select correct PPE for example gown, eye protection, face masks and gloves	<input type="checkbox"/> S <input type="checkbox"/> NS	
Check for any defects in the PPE before use and inform supervisor if there are any defects	<input type="checkbox"/> S <input type="checkbox"/> NS	
<ul style="list-style-type: none"> <li>•Gown selection: Put on gown/apron which is preferably long-sleeved, fluid-resistant or a plastic apron is acceptable when direct physical contact is minimal</li> <li>• Select gowns that are single use or Disposable</li> <li>•Fully cover torso from neck to knees, arms to end of wrists, and wrap around the back.</li> <li>•Fasten at the back of neck and waist</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NS	
Put on surgical masks or PFR such as P2 or n95	<input type="checkbox"/> S	

<ul style="list-style-type: none"> <li>• put the mask on the face, ensuring the nose piece is at the top of the mask</li> <li>• place the headband over the head and at the base of the neck</li> <li>• ensure mask fits comfortably on the nose and under the chin</li> <li>• compress the mask against the face to ensure a seal across the bridge of the nose</li> <li>• compress the mask to ensure a seal across the cheeks and the face</li> <li>• conduct a fit check</li> </ul>	<input type="checkbox"/> NS	
<p>Put on eye protection which should include use of face shield or goggle whichever is applicable and check that it is properly fitted and has no defects</p>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<ul style="list-style-type: none"> <li>•Put on disposable non-sterile gloves</li> <li>•If you have a sensitivity or allergy to latex, inform your manager and ensure you always</li> <li>•use an alternative glove type.</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p><b>COMMENTS</b>          (Assessor to add comments related to the achievement of the assessment requirements above)</p>		

e) Carry out cleaning activities in kitchen as per organisations policies and procedures including removing waste

**The Key Observation that Assessors will be looking for:**

**Student Note:** For this assessment your Trainer and Assessor will be marking/grading you based on the following:

- Checking if you have properly displayed signage to segregate contaminated zones from clean zones before commencing cleaning procedures.
- Observing whether you select and use the appropriate hospital-grade disinfectant effective against viruses for cleaning purposes.
- Ensuring that all items in the contaminated zone are properly cleaned, disinfected, or disposed of before exiting the contaminated zone including cleaning one benchtop area where water is spilt and sweeping the floor.
- Checking the proper procedure for emptying garbage bins and disinfecting them, avoiding touching the inside of the bag.
- Checking that after completing the task, you carefully remove PPE, dispose it properly, and wash and clean your hands thoroughly.

**Assessor Note:** Checklist provided below students must demonstrate in their video performing tasks as per the checklist provided below.

### *Observation Checklist : Role Play 6 – Infection control*

<b>Cleaning and waste management Observation Checklist</b> (tick the tasks completed)		
	<b>Satisfactory (s)/Non Satisfactory (NS)</b>	<b>Assessors Comments</b>
Segregated contaminated zones from clean zones by displaying proper signage before commencing cleaning procedures	<input type="checkbox"/> S <input type="checkbox"/> NS	
Use the appropriate hospital-grade disinfectant that acts against viruses as per the resources list and as per manufacturers specification: <ul style="list-style-type: none"> <li>• Ensuring all items in the contaminated zone are properly cleaned out or disposed off and disinfected thoroughly before exiting the contaminated zone</li> <li>• Wiped down one benchtop area that you use for food</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NS	

preparation where the vomit(water) is spilt		
Swept floor	<input type="checkbox"/> S <input type="checkbox"/> NS	
Use biohazard clinical waste bag make sure the rubbish bag is not completely full, so the contents don't overflow and use two bags if the contents are wet in case it leaks.	<input type="checkbox"/> S <input type="checkbox"/> NS	
Took out garbage	<input type="checkbox"/> S <input type="checkbox"/> NS	
Replaced bin liner	<input type="checkbox"/> S <input type="checkbox"/> NS	
Once the activity is completed following waste management procedures dispose of all used personal care items such as tissues, disposable masks, gloves other PPE's in a rubbish bin that's lined with a plastic bag	<input type="checkbox"/> S <input type="checkbox"/> NS	
After completion of the task student washed and cleaned hands (did the student implement personal hygiene practices)	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p>COMMENTS (Assessor to add comments related to the achievement of the assessment requirements above)</p>		

f) Complete the below exposure incident report in line with the scenario where you are suspected to be exposed to the Covid 19 infection.  
(Approximate word count 70-80 word)



Assessor note: Students responses must correspond with the sample answers provided below however the wording may vary.

**EXPOSURE INCIDENT REPORT  
EXPOSURE TO COVID19 infection**

Employees Name: Student Name

Position: Role/job – As per role play

Estimated date of Exposure: activity date

Est. Time: \_\_\_\_\_ A.M. \_\_\_\_\_ P.M

Source of exposure: suspected from cleaning kitchen vomit area benchtop Or equipment or other frequently touched surfaces while performing cleaning activities for suspected COVID 19 outbreak

How exposure occurred: while carrying out cleaning of the kitchen area and shared equipment in the kitchen.

Response/Immediate action taken : emailed supervisor immediately after symptoms started to show up of cough and cold, requesting leave from work and monitor the symptoms if symptoms persist then get Covid test done within 24hrs.

Protective equipment being used? Yes \_\_\_\_\_ No \_\_\_\_\_ N/A

If protective equipment was not used, why? \_\_\_\_\_

\_\_\_\_\_

Comment: \_\_\_\_\_

\_\_\_\_\_

Incident reported to: **Immediate supervisor/HR officer** \_\_\_\_\_

Physician referral scheduled: N / A \_\_\_\_\_

\_\_\_\_\_ I understand the potential risks related to the exposure incident, which occurred and agree to receive an examination and/or treatment for the exposure, as recommended by my physician. This includes serological (blood) testing for Hepatitis B and HIV Virus, if indicated.

\_\_\_\_\_ I understand the potential risks related to the exposure incident, which occurred and Do Not Agree to have an examination or treatment for the exposure.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**This form is to be kept at the employee's facility.**

Write an email to your supervisor reporting of the incidence and your response to the incidence.

(Approximate word count 65-75 words)

**Assessor note: Students emails and communication must correspond with the sample answers provided below however the wording may vary.**

To: *supervisor@facility.com*

Add a subject: incident reporting and response

(Approximate word count 90-100 words)

Email Body:

Good afternoon,

I wish to bring to your notice that on (date/time) I was on duty to undertake kitchen cleaning service as client Sarah was suspected with having a virus and she vomited due to suspected outbreak of Covid 19 virus.

I followed all the protocols of carrying out the task with all hygiene measures, however once I returned home, I started to cough and had a bit of cold.

I suspect I may have been exposed to the infection at the workplace.

I have since completed the above incident report and my response to managing the exposure incident.

Regards

Student name

### End of Role Play

**Assessor Note:** Student must complete all the activities including questions and answers, reporting templates and email. They must submit the videos of both the role plays.

## Task 4 – Simulating Emergency

### Role Play - 7

To carry out this role play you will need to demonstrate the skills to follow emergency procedures as per the role play tasks. If you have other family members at home while you conduct the demonstration you must inform them that you will be conducting a simulated emergency for educational purposes. Emphasize that it's not a real emergency but a simulation for assessment purposes. Reinforce the importance of safety ensuring the safety of oneself and others is of utmost importance during any simulated emergency demonstration and remind everyone to remain calm during the process.



You will be required to carry out the activity with another participant who will be playing the role of being injured.

- Participant A: Din: Home Care support worker: Student (Yourself) – assisting participant B and following emergency procedures
- Participant B- John (Person playing the role having a cut/bleed)

Resources Required:

- Access to Happyvilly Compassionate Care Handbook
- Access to Individual Support Plan for client \_John

Requirements	Image for reference	Costs (approx.) and Condition of Use
A safe place in your home to conduct role play		Choose a safe area in your home where you can simulate the scenario.

		No Costs
Use dark visible marker OR Paint OR ketchup OR food colouring that you can apply on the skin of the participant to represent blood		<a href="#">Marker Pen ZP-805 Black – Pack Equip Direct</a> Costs – \$1.00-\$2.00  Ensure that the participant is not allergic to the marker/paint before applying you can alternatively use a little bit of ketchup or visible food colouring to represent blood
Use wet paper towel OR clean the area around the wound with antibacterial wipes or solution to reduce the risk of infection.		Wet paper towel -No Costs Antibacterial wipes Approx costs \$2.50-\$4.00 <a href="#">Woolworths Essentials Household Grade Disinfectant Wipes Fresh 120 Pack   Woolworths</a>
A Clean Towel to apply pressure to the wound to help control bleeding		No Costs
Disposable gloves: Wear disposable gloves to protect yourself from exposure to blood and bodily fluids while providing first aid.		Student Note: You can use the gloves any kind of gloves that you have used previously for task 3 infection control. If you have a pack at home you don't need to buy it again.  <a href="#">Clear Disposable Vinyl Powder Free Gloves 100 Pack   PPE Supplier</a> Costs \$5 to \$10
Your own Phone to simulate emergency call		No Costs

The role play is to be conducted by you(student) and another participant and must be done between 10-15 **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 7

### Student Instructions

#### Task Instructions:

#### Role Play:

There are two (2) parts to this role play:

Part A – You will follow steps to manage the wound apply first aid as required.

Part B – You will follow emergency procedures to manage the situation that has escalated.

This role play will be conducted by two (2) participants:

- Participant A: Din: Home Care support worker: Student (Yourself) – assisting participant B and following emergency procedures.
- Participant B- John (Person playing the role having a cut/bleed)

#### Role Play Scenario

You are Din (Student) and are a home care support worker you are assigned by your organisation Happyville Compassionate care to provide day to day services to an elderly person named John who resides alone at home. John is 75 years of age. When you arrive at Johns place you notice he is in his bedroom fixing a chair he is working with many tools. You are also in the room carrying out cleaning activities and notice that john accidentally cuts his arm with a sharp tool. The wound is deep, and blood starts to gush out rapidly. You take necessary actions to stop the wound from bleeding however you notice that John is experiencing profuse bleeding that cannot be controlled and he soon begins to feel lightheaded and dizzy, with his pulse racing and his skin turning pale.

#### Role-play participant A – Student (Din) brief

Participant A (Din): As Din, your role as a home care support worker for Happyville Compassionate Care involves providing day-to-day services to elderly individuals like John, who live alone and may require assistance with various tasks. In this scenario, you encounter John, a 75-year-old man, who is attempting to fix a chair in his bedroom when he accidentally cuts his arm with a sharp tool. Your primary responsibility is to ensure John's safety and well-being. Upon noticing the deep wound and rapid bleeding, you immediately assess the situation and prioritize stopping the bleeding by applying first aid. Recognizing the severity of the situation, you quickly escalate the emergency by calling for medical assistance. While waiting for help to arrive, you continue to provide care by reassuring John, keeping him calm, and monitoring his vital signs closely. Your quick thinking, calm demeanour, and ability to follow proper emergency procedures are crucial in ensuring John receives the urgent medical attention he needs.

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 (Another participant) John brief:** Your role is to react to the injury as you accidentally cut your arm while working with tools, causing profuse bleeding. Express pain and surprise at the injury. When the support worker (Din) applies first aid you follow their instructions during and after first aid is applied. After that you show signs of distress indicating that bleeding has not stopped and show signs of shock such as you begin to feel lightheaded, dizzy, and your pulse races and also let the community worker know how you are feeling, follow any instructions the support worker provides you during managing this emergency. Allow the support worker to call emergency services and administer first aid and remain calm and cooperative during the situation. Trust the support worker to manage the situation until emergency services arrive. Please note you the student playing John role will not be marked on this assessment.

### Task Instructions:

#### Part A:

- **Set the Scene:** Create a realistic environment for the simulation. Choose a comfortable location at home such as a living room/family room. Place props and materials that you will be using during the role play.
- **Read the relevant emergency policy and procedures** in the Happyville Compassionate Care Handbook on managing emergencies at a client's home.
- **Read the clients Individual support plan** to help identify and mitigate risks associated with the individual's health, safety, and well-being.
- **Initiate the Simulation:** Start the simulation by introducing the scenario. Create a sense of urgency by simulating a realistic situation in which the person playing the support role of (John) sustains a deep cut wound while working with tools (you don't need to have real tools this is just an imitation)
- **Apply First Aid:** Having noticed blood coming out you are now required to treat the wound by applying relevant procedures as per organizations policies and procedures. Communicating with John each step that you are undertaking to manage the wound and controlling the bleeding.

#### Part B

- **Evaluate the response:** After the first aid measures have been applied, you communicate with John to evaluate the response. Asks relevant questions that prompt John to share his escalating condition.
- **Respond to Emergency:** Recognizing the severity of the situation, you simulate a call to emergency services (such as 000) immediately to request an ambulance.
- **Provide Comfort and Reassurance:** Stay with John and provide comfort and reassurance to help keep him calm until help arrives. Avoid giving him anything to eat or drink, as he may need surgery to repair the wound.
- **Complete an incident report:** At the end of the shift you complete an incident report in the template provided below
- **Update Case Notes in Johns Individual support plan** to reflect the recent emergency response measures taken by the support worker and ensure that John's ongoing care needs are addressed comprehensively.

### INCIDENT REPORT FORM

Use this form to report accidents, injuries, medical situations, criminal activities, traffic incidents, or student behavior incidents. If possible, a report should be completed within 24 hours of the event.

Date of Report: [date of role play]

### PERSON FILING REPORT

Full Name: [student NAME]                      Title/Role: [TITLE/ROLE]

Signature: \_\_\_\_\_ Date: [DATE]

### THE INCIDENT

Date of Incident: [DATE OF INCIDENT]                      Time: [TIME]  AM  PM

Location: [LOCATION]

Describe the Incident: (Approximate word count 65-75 words) [John, a 75-year-old male, was attempting to fix a chair in his bedroom when he accidentally cut his arm with a sharp tool. The wound was deep, and blood began to gush out rapidly. Immediate first aid measures were applied to control the bleeding. Despite efforts, the bleeding could not be fully controlled. John became lightheaded, dizzy, and his pulse increased rapidly which led to contacting emergency services]

### INJURIES

Was anyone injured?  Yes  No

If yes, describe the injuries: (Approximate word count 10-15 words) [John sustained a deep cut wound to his arm, resulting in profuse bleeding]

### WITNESSES

Were there witnesses to the incident?  Yes  No

If yes, enter the witnesses' names and contact info:

1. Full Name: [NAME]  
Phone: [PHONE]  
E-Mail: [EMAIL]
  
2. Full Name: [NAME]  
Phone: [PHONE]  
E-Mail: [EMAIL]



POLICE / MEDICAL SERVICES	
Police Notified? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <u>If yes, was a report filed?</u> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<u>Was any treatment e.g. first aid, CPR, provided?</u> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Refused	
<u>If yes, where was treatment provided?</u> <input checked="" type="checkbox"/> On site <input type="checkbox"/> Hospital <input type="checkbox"/> Other: [OTHER]	
<b>Describe the treatment provided:</b> (Approximate word count 30-40 words) <b>Applied direct pressure to the wound to control the bleeding, applied first aid cleaning the wound, elevated the arm to reduce bleeding, reassured John and kept him calm. Monitored vital signs while awaiting the ambulance.</b>	
<u>Was an Ambulance called onsite?</u> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
OFFICE USE ONLY	
Report received by: [FULL NAME]	Date: [DATE]

### End of Role Play

Assessor Note: Student must complete all the activities including questions and answers, reporting templates and email. They must submit the videos of both the role plays.

## Observation Checklist : Role Play 7 – Simulated Emergency

Simulated Emergency Observation Checklist (tick the tasks completed)		
	Satisfactory (s)/Non Satisfactory (NS)	Assessors Comments
<b>Part A</b> <b>Set Up the Scene:</b> <ul style="list-style-type: none"> <li>Did the student choose a safe area to simulate the emergency?</li> <li>Did the student gather all the required props ?</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<b>Refer to Relevant Emergency Policy and Procedures and Individual support plan:</b> <ul style="list-style-type: none"> <li>Did the student refer to the Happyville Compassionate Care Handbook for emergency procedures?</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NS	

<ul style="list-style-type: none"> <li>• Did the student read the Individual support plan for client (John)</li> <li>• Were the relevant procedures followed appropriately?</li> </ul>		
<p><b>Initiate Simulation</b></p> <ul style="list-style-type: none"> <li>• Student initiates the simulation by introducing the scenario and creating a sense of urgency.</li> <li>• Student communicates the situation clearly and effectively to the person playing the support role of John.</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p><b>Followed workplace procedures and applied first aid:</b></p> <ul style="list-style-type: none"> <li>• Wore PPE: gloves</li> <li>• Assess the severity of the cut and the extent of bleeding.</li> <li>• Clean the wound area using antibacterial wipes/paper towel</li> <li>• Apply direct pressure to the wound using a clean cloth/towel</li> <li>• Elevate the affected limb to reduce blood flow to the wound.</li> <li>• maintain steady conversation with John and monitor signs of distress.</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<b>Part B</b>		
<p><b>Evaluate the Response</b></p> <ul style="list-style-type: none"> <li>• Student checks the wound to see if the bleeding is controlled and ensures pressure remains on the wound if necessary.</li> <li>• Student monitors John for signs of shock or changes in condition (e.g., light-headed</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NS	

<p>ness, dizziness, pale skin, or a rapid pulse).</p> <ul style="list-style-type: none"> <li>• Student communicates with John to assess how he is feeling and to evaluate his response to the first aid provided.</li> <li>• Student asks relevant questions prompting John to describe his escalating condition.</li> </ul>		
<p><b>Respond to Emergency</b></p> <ul style="list-style-type: none"> <li>• Student recognizes the severity of John's condition and the need for emergency services.</li> <li>• Student simulates a call to emergency services (such as 000) and provides accurate and concise information about the situation and John's condition.</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p><b>Provide Comfort and Reassurance</b></p> <ul style="list-style-type: none"> <li>• Student stays with John throughout the incident, offering comfort and reassurance.</li> <li>• Student maintains calm and composed demeanor to keep John as relaxed as possible.</li> <li>• Student avoids offering John food or drink in case he needs surgery to repair the wound.</li> <li>• Student keeps John informed about the help that is on the way and encourages him to stay calm.</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NS	
<p><b>Complete an Incident Report</b></p> <ul style="list-style-type: none"> <li>• Student completes an incident report at the end of the shift using the provided template accurately recording and completing all sections of the report.</li> </ul>	<input type="checkbox"/> S <input type="checkbox"/> NS	

<b>Complete Case Notes in Individual support plan (save and submit for grading)</b>		
<p>COMMENTS (Assessor to add comments related to the achievement of the assessment requirements above)</p>		

Complete the question below:

Briefly explain the communication strategies you used with a client before/during and after applying first aid?

(Approximate word count 170-180 words)

**Assessor note: Sample answers provided below however student wording may vary students answers must demonstrated clear and calm communication with John, ensuring understanding and cooperation throughout.**

**Before Applying First Aid:**

- Upon noticing John's injury, I approached him calmly and assessed the situation while reassuring him that I am here to help.
- I informed John of my intention to provide first aid and explain the steps I will take to stop the bleeding and ensure his comfort.

**During the application of first Aid:**

- Communicated clearly and calmly with John, explaining each step of the first aid process to ensure his understanding and cooperation.
- Continuously reassure John that I am there to support him through the situation.
- Monitored John's vital signs and communicated any changes to him while providing ongoing care.

**After Applying First Aid:**

- After applying first aid measures, communicated with John to assess his response and any changes in his condition.
- Recognizing the severity of the situation, immediately call emergency services and follow organizational protocols for reporting incidents.

- Stay with John, provide comfort, and reassure him until help arrives, avoiding giving him anything to eat or drink
- As part of written communication completed the incident report and updated case notes.

### Assessment checklist:

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

Task 1 - Part A& B requirements incl. Role Play 1,2,3		
1	Completed the tasks requirements	<input type="checkbox"/>
Task 2 -All tasks' requirements incl. Role Play 4		
1	Completed All tasks requirements	<input type="checkbox"/>
Task 3 - All tasks' requirements incl. Role Play 5 and 6		
1	Completed All tasks requirements	<input type="checkbox"/>
Task 4 - All tasks' requirements incl. Role Play 7		
1	Completed all tasks requirements	<input type="checkbox"/>



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

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