



CHCLEG001

ASSESSOR GUIDE

Work legally and ethically

Assessment 3 of 3

Case Studies and Role Play

Version 1



SWINBURNE
OPEN
EDUCATION

Assessment Instructions

Task overview

This assessment task is divided into 2 parts:

- Part A: Ethical role play
- Part B: Review and develop policies and procedures

Read each question carefully before capturing your answers in the formats indicated.

Assessment Information

Submission

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

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

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

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

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

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

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



Please consider the environment before printing this assessment.

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Part A: Legal and ethical responsibilities

Read the case study below and then complete the tasks that follow.

CASE STUDY

You work as a Program Coordinator at Community Service Centre (CSC), a rural organisation offering community services and health support to locals in need. As part of their offerings, you run multiple support group programs aimed at helping individuals in the local community. These include (but are not limited to) the following:

- Alcohol and substance abuse
- Grief and loss
- Victims of abuse (domestic violence)
- Mental health conditions such as anxiety and depression

Jordan has a history of alcohol abuse that has had a significant impact on his marriage. He loves his wife Amari and 6 year old daughter Amana – but when he drinks Jordan gets violent. Jordan has agreed to participate in the alcohol and substance abuse program run by you, so Amari has decided to give him one more chance.

All is going well and Jordan has not had a drink in two months, until one day his mate, Casey, comes to town and they go out for a drink for old time's sake. One drink leads to two, which leads to many more and Jordan and Casey go back to Jordan's house after midnight very drunk.

Amana runs and hides under her bed and she is scared of Jordan when he is like this. Amari is scared too, but is still holding on to hope that Jordan will not escalate the way he has before. Amari pulls Jordan aside to remind him of this, but he just loses his temper. He calls Amari names, says she is poisoning Amana against him and he pushing Amari around.

Despite Casey trying to stop him, Jordan hits Amari across the face and she falls backwards, banging her head against the door jamb.

Casey calls Amari an ambulance and she and Amana are taken to hospital. Amari has serious but not critical head injuries. Amana is picked up by Amari's sister and taken to her house at Amari's request.

The next day Jordan shows up dirty and unwashed from last night – he looks terrible. And he still smells of alcohol. He is there to tell you what happened in the hopes you will help him to see Amana. In his recount he says he knows he shouldn't have drunk anything. Jordan claims to be very sorry, however he blames Amari for shaming him in front of his friend and keeping Amana from him. He says he had to shut her up.

Jordan had been a model client and was going so well but he has undone all of it, letting himself and his family down in one night. He also doesn't seem to see the cause and effect in his behaviour, blaming Amari for the consequences.

You want to shout at Jordan and kick him out of the program, however he has come to you for help. You suspect this may just be so that he can convince you to collect Amana from his sister-in-law and help him to talk Amari into taking him back when she is out of the hospital, however you cannot prove this.

Amari and Amana are also in need of support and you already offer a program for victims of abuse which you would like to invite Amari to. There are also additional housing supports available to Amari and Amana should they wish to leave.

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Task 1: Legal and ethical role play

You are unsure how to proceed in relation to Jordan's care. You find a quiet place and video-call your manager to seek advice on the situation. During this conversation, you must:

- Summarise the situation.
- Discuss how Jordan's behaviour makes you feel.*
- Discuss any potential care that can be offered to Amari and Amana as victims of family violence.
- Identify any ethical issues and dilemmas, including conflicts of interest you have in supporting Jordan, Amari and Amana.
- Agree appropriate next steps in relation to Jordan's care.
- Agree appropriate next steps (if any) in relation to Amari and Amana's care.

In this role play you must demonstrate the following:

1. Apply professional verbal and non-verbal communication skills.
2. Discussion around your personal values and attitudes.*
3. Discussion around potential and actual conflicts of interest.
4. Discussion around potential ethical issues and dilemmas arising from the need to support Jordan AND Amari and Amana.
5. Problem solving to create care plans that address competing values and ensure non-judgemental support for Jordan, Amari and Amana going forward.

* IMPORTANT NOTE: You **ARE NOT** being assessed on your feelings or your personal values and attitudes as they relate to this case study. You **ARE** being assessed on the demonstration of you recognising your own personal values and attitudes and seeking a solution to ensure non-judgemental practice.

This meeting should not exceed 5 minutes. Details on who to engage and the recording requirements are captured in the Role Play Instructions below.

ROLE PLAY INSTRUCTIONS

The role play/meeting must include at least 1 other participant, must not exceed 5 minutes duration and must address all elements of the Observation Checklist below.

Participant requirements:

- **Number of participants:** 1
- **Role:** Your Manager.
- **Contribution:** They must contribute as follows:
 - Perform the role of Manager at a rural Community Services Centre that offers support group programs to individuals in the community.
 - Read the case study and engage with the student to discuss the following:
 - their own personal values and attitudes
 - potential and actual conflicts of interest
 - ethical issues arising from the care for Jordan, Amari and Amana
 - solutions regarding the ongoing care of Jordan and initiating care for Amari and Amana.

Resourcing requirements:

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In this task you will participate in a role-play meeting with another person. This may be resourced using one of the following options:

1. A peer who you are already working with in the industry your qualification relates to.
2. A fellow student. Please contact your fellow students via the Discussion Forum and coordinate your role play with them directly.

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

Option 1: Peer participant

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

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

Option 2: Fellow student participant

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

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

Recording instructions

Your role play must be recorded with all participants captured in a virtual room.

Once you have logged into your course assessment page, there is the option to record directly into the online platform. Alternatively you may use a system such as Zoom, Skype or Teams to record the session and then load the file on completion.

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

Assessor instructions: Students must conduct a role play conversation with 1 participant playing the role of their manager.

This conversation must address the following points:

- Summarise the situation.
- Discuss how Jordan's behaviour makes you feel.*

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- Discuss any potential care that can be offered to Amari and Amana as victims of family violence.
- Identify any ethical issues and dilemmas, including conflicts of interest you have in supporting Jordan, Amari and Amana.
- Agree appropriate next steps in relation to Jordan's care.
- Agree appropriate next steps (if any) in relation to Amari and Amana's care.

Students must complete the tasks and demonstrate the skills outlined in the observation checklist below.

ASSESSOR OBSERVATION CHECKLIST: Part B, Task 1

Students are required to engage in a short conversation to discuss the incident with Jordan and Amari. During this conversation they must discuss any personal bias and conflicts of interest in order to identify appropriate next steps in the care plan for them both.

This meeting should be a maximum of 5 minutes. Participants must address specific presentation and performance elements as identified.

Students must ensure they demonstrate each of the performance criteria outlined in the observation checklist below.

Students will be graded as S (Satisfactory) or NYS (Not Yet Satisfactory) for each of the following elements.

ACTIVITY	Tick as appropriate	ASSESSOR COMMENTS Where NYS is selected, Assessors must include a comment on the gap below.
Delivery checklist		
Completed the session with 1 other participant playing the role of a Manager at the Community Services Centre.	NYS <input type="checkbox"/> S <input type="checkbox"/>	
Captures consent of all parties to the role play recording.	NYS <input type="checkbox"/> S <input type="checkbox"/>	
Conducted the recording within the 5 minutes allocated (excluding recording consent time).	NYS <input type="checkbox"/> S <input type="checkbox"/>	
Task checklist		
Cover the following conversation points with your Manager:	NYS <input type="checkbox"/> S <input type="checkbox"/>	
• Summarise the situation.	NYS <input type="checkbox"/> S <input type="checkbox"/>	
• Discuss how Jordan's behaviour makes you feel.	NYS <input type="checkbox"/> S <input type="checkbox"/>	
• Discuss any potential care that can be offered to Amari and Amana as victims of family violence.	NYS <input type="checkbox"/> S <input type="checkbox"/>	
• Identify any ethical issues and dilemmas, including conflicts of interest you have in supporting Jordan, Amari and Amana.	NYS <input type="checkbox"/> S <input type="checkbox"/>	
• Agree appropriate next steps in relation to Jordan's care.	NYS <input type="checkbox"/> S <input type="checkbox"/>	
• Agree appropriate next steps (if any) in relation to Amari and Amana's care.	NYS <input type="checkbox"/> S <input type="checkbox"/>	

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Skills checklist		
<p>1. Apply professional verbal and non-verbal communication skills.</p> <p>Students must demonstrate verbal communication by:</p> <ul style="list-style-type: none"> • Speaking clearly in plain English. • Ensuring their words are appropriate to the message and audience. • Ensuring words are spoken at an appropriate speed, pitch, tone and volume for the audience. <p>Students must demonstrate non-verbal communication by:</p> <ul style="list-style-type: none"> • Engaging facial expression including eye contact, nodding and smiling. • Use of body such as gesturing, not fidgeting etc. 	<p>NYS <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	
<p>2. Discuss your personal values and attitudes.</p> <p>Students must demonstrate this by:</p> <ul style="list-style-type: none"> • Identifying and contextualising their personal values and attitudes as it relates to Jordan's alcohol abuse, violence towards Amari and fear in Amana. These may include an impatience around alcohol use and/or domestic violence, the lack of remorse from Jordan for his behaviour, frustration with Amari that she does not leave the situation or remove Amana from it etc. <p>IMPORTANT NOTE: Students are not being assessed on what their personal values and attitudes are, just that they have recognised them as they relate to this case study.</p>	<p>NYS <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	
<p>3. Discussion around potential and actual conflicts of interest.</p> <p>Students must demonstrate this by:</p> <ul style="list-style-type: none"> • Identifying conflicts of interest as they relate to Jordans confidentiality (you cannot discuss or disclose anything that came up during Jordan's sessions with Amari), encouraging Amari to leave or stay with Jordan depending on Jordans needs, manipulation of Jordans behaviour in order to better align with Amari and Amana's needs etc. 	<p>NYS <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	
<p>4. Discussion around potential ethical issues and dilemmas arising from the need to support Jordan AND Amari.</p> <p>Students must demonstrate this by:</p> <ul style="list-style-type: none"> • Identifying ethical issues - these may include: <ul style="list-style-type: none"> ○ Bias towards Jordan for alcohol abuse ○ Bias towards Jordan for domestic violence ○ Bias towards Jordan for scaring Amana ○ Bias towards Amari for enabling Jordan ○ Bias towards Amari for not leaving ○ Bias towards Amari for not keeping Amana safe 	<p>NYS <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	

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<ul style="list-style-type: none"> ○ Conflict of interest in supporting all parties without breaching privacy/confidentiality and providing them individual and appropriate support. 		
<p>5. Problem solving to create care plans that address competing values and ensure non-judgemental support for both Jordan and Amari going forward.</p> <p>Students must demonstrate this by:</p> <ul style="list-style-type: none"> ● Identifying a non-judgemental care plan for Jordan that involves him being able to continue his program. Students may also suggest he seek additional support for his alcohol issues and/or his violence issues. ● Identifying a non-judgemental care plan for Amari that involves her receiving care and support to help her recover physically and mentally from her abuse. ● Identifying a non-judgemental care plan for Amana that involves her receiving care and support to help her recover mentally from her fear. ● All support must be offered with a focus on the care and support of the individual it is aimed. ● Only 1 party can be offered continuing support by the student with the others being cared for by another coordinator to minimise any conflict of interest. 	<p>NYS <input type="checkbox"/></p> <p>S <input type="checkbox"/></p>	

Part B: Review and develop policies and procedures

Read the case study below and details of the 2 incidents witnessed and then complete the tasks that follow.

CASE STUDY

You work as a Case Manager at Community Service Centre (CSC), a rural organisation offering community services and health support to locals in need. Recently you have witnessed some worrying practices at the centre.

INCIDENT X:

Another Case Worker went on leave and during their absence you were required to support a range of their clients. It was not expected that these clients would need much during this time, however two days before they were due to return, one of their clients came in quite distressed.

She had been following her Case Workers advice and had packed up her things and moved to a women’s shelter to get away from her abusive husband. This was meant to be a temporary placement with her Case Worker confirming they had a more permanent arrangement organised. It was all confirmed at the very last minute before their leave so while the new housing was ready, the Case Worker did not get a chance to record

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the details in the clients file or catch up with them before they went on leave. They did, however, make an appointment with the client for the morning they returned.

Unfortunately the clients husband tracked her down at the women’s shelter and while she had an appointment to see her Case Worker immediately on their return (in two days), she needed to know the details of the permanent housing so that she could go there instead of returning to the compromised shelter.

INCIDENT Y:

You see an old school friend, Mido, bring his cousin into the centre as a new client seeking help. Mido introduced you to Khalid, his cousin, last week when you saw them at the shops. Khalid had just moved to the area and was temporarily staying with Mido until he found his feet.

Mido told the receptionist that Khalid was looking for a counsellor who can help him with his Post-Traumatic Stress Disorder (PTSD). While he can speak it well, Khalid doesn’t read or write English so Mido took the New Client Intake Form and was filling it in for Khalid. When he was completing the Medicare details you saw Mido take his own Medicare card out of his wallet and copy down the details. Khalid then returned the completed form to the receptionist.

Shortly after you saw the centre’s Counsellor enter the waiting room and call out Mido’s name. Khalid got up and went into the treatment room with him. Mido did not go with them.

For both incidents above, complete the following tasks.

Task 1: Identify work practice improvements

The centre is still new and is in the process of identifying priority policies and procedures for development. For the time being the current practices are very much based on each individuals’ experience at prior workplaces.

With this in mind, identify 2 work practices that could be improved to better meet the centre’s legal and ethical responsibilities for each of the incidents outlined. For each, include details of how the proposed improvement is aligned to enhancing workplace responsiveness to legal and ethical requirements.

(Approximate word count: 70 words each)

Assessor instructions: Students must identify 2 work practice improvements for each of the incidents outlined. The work practices must address legal and ethical issues that arose in the situations witnessed. An explanation of how each improvement will support legal and ethical issues must be included in the answer.

Sample answers are provided below. Students answers will vary, however must address the elements captured in the assessor instructions above.

	INCIDENT X: Case Worker Leave	INCIDENT Y: Mido and Khalid
1.	Documentation and information management: Establish comprehensive client information documentation protocols. These need to outline why (the importance of record keeping), how (systems, security and retrieving processes), what (client’s personal information, status of support,	Accurate documentation and verification: Improve the practice of collecting client information by incorporating a step for verification. This would involve requesting photo-identification (such as a drivers licence or passport) to be sighted by

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	<p>next of kin etc.) and when (timeframe for recording) information is captured</p> <p>This practice aligns with legal requirements regarding client record-keeping and supports ethical responsibilities of maintaining accurate and up-to-date client information.</p>	<p>administration staff when new clients first attend the centre.</p> <p>It is crucial to verify and record accurate information to ensure compliance with legal requirements and avoid potential fraudulent activities.</p>
2.	<p>Continuity of care and communication:</p> <p>Develop Case Worker buddying protocol that involves regular scheduled communication between pairs of case workers so that each client has a primary case worker and a secondary (back up) case worker who is across their situation and is ready to step in when needed.</p> <p>By implementing clear procedures for back up and/or handover, the centre can ensure the continuity of care and reduce the likelihood of gaps or disruptions in service provision.</p>	<p>Cultural sensitivity and inclusivity:</p> <p>Foster a practice of cultural sensitivity and inclusivity to meet the diverse needs of clients. This may involve providing interpreters or translation services to ensuring that forms and information are available/collected in multiple languages. This will promote inclusivity and respectful care.</p> <p>By promoting cultural competence and language access, the centre can ensure equitable and inclusive service delivery, respecting clients' diverse linguistic and cultural backgrounds.</p>

Task 2: Communicate feedback with colleague

Keeping in mind that the centre is yet to formally implement policies and procedures that set out clear and consistent work practices, based on the issues experienced during Incident X, write an email to Jie Sun, the Case Worker who went on leave. Share your feedback on what happened and ask for his input on your 2 proposed work practice improvements as identified in Part C Task 1.

You must include the following details in your email:

- A summary of the issues experienced during his leave, including the impacts on the client and the centre.
- Details of the 2 proposed work practice improvements.
- A request for his feedback on the proposal.

This communication must be professional, respectful in tone and apply appropriate use of language.

Capture this communication in the email template below.

(Approximate word count: 350 words in the body of the email)

Email Template	
To:	Jie@CSC.org.au
From:	You@CSC.org.au
CC:	<<Add names and position title of carbon copy email recipients here (leave blank if none)>>
Date/time:	<<Add the time and date of the email here>>
Subject:	<<Add the subject of the email here>>
Attachments:	<<Add the name of any attachments here (leave blank if none)>>

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To <<Add recipient name here>>, <<Add your message content here>> Kind regards, <<Add your name here>>
Case Manager – Community Service Centre 1001 Merimbula Dr, Merimbula, NSW 2548 Phone: 1800 333 333 http://www.CSC.org.au

Assessor instructions: Students must draft an email communication to Jie Sun, the Case Worker who went on leave during Incident X, sharing your feedback on the experience and asking for his input on your 2 proposed work practice improvements.

This communication must be positive and professional and incorporate the following information in order to provide feedback to a colleague and receive their input:

- A summary of the issues experienced during their leave, including the impacts on the client and the centre.
- Details of the 2 proposed work practice improvements.
- A request for their feedback on the proposal.

A sample answer is provided below. Students answers will vary, however must address the elements captured in the assessor instructions above.

Email Template	
To:	<i>Jie@CSC.org.au</i>
From:	<i>You@CSC.org.au</i>
CC:	
Date/time:	<i>Xx/x/xx @ x:xx</i>
Subject:	<i>Proposed work practice improvements</i>
Attachments:	<i>N/A</i>
<p>To <i>Jie,</i></p> <p><i>During your recent leave I was tasked with offering support to some of your current clients as needed.</i></p> <p><i>While you were away, one of your clients came in a few days before you returned with an urgent issue. She had been staying in emergency accommodation that had become compromised. She was able to let me know that you had secured an alternate arrangement but with you away and no details in her file I was unable to determine what this was in the timeframe it was needed.</i></p> <p><i>Due to the urgency of her situation the impact of this was that instead of directing her to the more permanent option you had already secured, I was required to quickly source a secondary temporary option for her, which also means she will have to move a third time.</i></p>	

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Sadly, we do not currently have any formal policies or procedures in place that would help us to avoid this situation and others like it. In order to address this however I was thinking of recommending the following policies, procedures and/or protocol:

1. Documentation and information management:

Establish comprehensive client information documentation protocols. These need to outline why (the importance of record keeping), how (systems, security and retrieving processes), what (client's personal information, status of support, next of kin etc.) and when (timeframe for recording) information is captured. This practice aligns with legal requirements regarding client record-keeping and supports ethical responsibilities of maintaining accurate and up-to-date client information.

2. Continuity of care and communication:

Develop Case Worker buddying protocol that involves regular scheduled communication between pairs of case workers so that each client has a primary case worker and a secondary (back up) case worker who is across their situation and is ready to step in when needed.

By implementing clear procedures for back up and/or handover, the centre can ensure the continuity of care and reduce the likelihood of gaps or disruptions in service provision.

I would very much appreciate your feedback on these ideas before I submit them to management for consideration. Please let me know your thoughts at your earliest convenience.

Kind regards,

<<Add your name here>>

Case Manager – Community Service Centre
1001 Merimbula Dr, Merimbula, NSW 2548
Phone: 1800 333 333
<http://www.CSC.org.au>

Task 3: Communicate recommendations with management

Jie Sun has had a look at your ideas as proposed in Part C Task 2 and is onboard that something needs to be done. He confirms he had raised similar concerns before he went on leave when he did not have anyone to handover his most critical cases too so he is particularly keen on having a buddy system for Case Workers to provide this back up. He thinks your suggestions will be a great way to offer your clients a more consistent service and for the centre to ensure they are meeting their legal and ethical responsibilities.

With Jie's support, and that of the other Case Workers you have spoken to, based on the issues experienced in Incident X, you have decided to offer feedback and suggestions for improvements with Zahra Amini, your manager.

You must include the following details in your email:

- A summary of the issues experienced during Incident X, including the impacts on the client and the centre.
- Details of the 2 proposed work practice improvements.
- Confirmation of input from colleagues (Jie Sun as outlined above).
- A request for the opportunity to contribute to a formal review of current practices and development of policies and protocols.

This communication must be professional, respectful in tone and apply appropriate use of language.

Capture this communication in the email template below.

(Approximate word count: 400 words in the body of the email)

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Student name: <<Insert student name here>>
Student number: <<Insert student number here>>

Email Template	
To:	Zahra@CSC.org.au
From:	You@CSC.org.au
CC:	<<Add names and position title of carbon copy email recipients here (leave blank if none)>>
Date/time:	<<Add the time and date of the email here>>
Subject:	<<Add the subject of the email here>>
Attachments:	<<Add the name of any attachments here (leave blank if none)>>
<p>To <<Add recipient name here>>, <<Add your message content here>> Kind regards, <<Add your name here>></p>	
<p>Case Manager – Community Service Centre 1001 Merimbula Dr, Merimbula, NSW 2548 Phone: 1800 333 333 http://www.CSC.org.au</p>	

Assessor instructions: Students must draft an email communication to Zahra Amini, their Manager, sharing their feedback, consultation input, recommendations and asking for the opportunity to participate in the review and development of policies and protocols.

This communication must be positive and professional and incorporate the following information in order to provide feedback to their manager and request the opportunity to participate in implementing improvements:

- A summary of the issues experienced during Incident X, including the impacts on the client and the centre.
- Details of the 2 proposed work practice improvements.
- Confirmation of input from colleagues (Jie Sun as outlined above).
- A request for the opportunity to contribute to a formal review of current practices and development of policies and protocols.

A sample answer is provided below. Students answers will vary, however must address the elements captured in the assessor instructions above.

Email Template	
To:	Zahra@CSC.org.au
From:	You@CSC.org.au
CC:	
Date/time:	<i>Xx/x/xx @ x:xx</i>
Subject:	<i>Proposed work practice improvements</i>
Attachments:	<i>N/A</i>

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Student name: <<Insert student name here>>
 Student number: <<Insert student number here>>

To Zahra,

Recently I was asked to provide back up support to the clients of another Case Worker while they were on leave. While they were away, one of their clients came in with an urgent issue. The client had been staying in emergency accommodation that had become compromised. She was able to let me know that her Case Manager had secured an alternate arrangement but as they were away and no details were in her file I was unable to determine what this was in the timeframe it was needed.

Due to the urgency of her situation the impact of this was that instead of directing her to the more permanent option already secured, I was required to quickly source a secondary temporary option for her, which also meant she have to move a third time.

I do not believe we currently have any formal policies or procedures in place that would help us to avoid this situation and others like it. In order to address this however I would like you to consider the following policies, procedures and/or protocol:

1. Documentation and information management:

Establish comprehensive client information documentation protocols. These need to outline why (the importance of record keeping), how (systems, security and retrieving processes), what (client's personal information, status of support, next of kin etc.) and when (timeframe for recording) information is captured. This practice aligns with legal requirements regarding client record-keeping and supports ethical responsibilities of maintaining accurate and up-to-date client information.

2. Continuity of care and communication:

Develop Case Worker buddying protocol that involves regular scheduled communication between pairs of case workers so that each client has a primary case worker and a secondary (back up) case worker who is across their situation and is ready to step in when needed. By implementing clear procedures for back up and/or handover, the centre can ensure the continuity of care and reduce the likelihood of gaps or disruptions in service provision.

I have raised these suggestions with other Case Managers, including the Case Manager who was on leave and they confirmed that they feel these improvements would be helpful going forward and would be a great way to offer our clients a more consistent service and for the centre to ensure it is meeting our legal and ethical responsibilities.

I would very much appreciate your feedback on these ideas and an opportunity to contribute to the review and development of some of these foundational policies and protocols.

Kind regards,

<<Add your name here>>

Case Manager – Community Service Centre
1001 Merimbula Dr, Merimbula, NSW 2548
Phone: 1800 333 333
<http://www.CSC.org.au>

Task 4: Review and develop recommendations

Read the email reply below and complete the tasks that follow.

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Student name: <<Insert student name here>>
Student number: <<Insert student number here>>

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Email Template

To:	You@CSC.org.au
From:	Zahra@CSC.org.au
CC:	
Date/time:	19/6 4:02pm
Subject:	Proposed workplace improvements
Attachments:	

Hello,

Thank you so much for your email last week and thank you so much for bringing these issues to my attention. I am quite impressed by your recommendations - As you know there is a bit of a void in relation to the work practices around this at the moment.

There really isn't much but I was hoping you could cast your eye over the draft Code of Practice (included below) and provide me with any comments, including any spelling and grammar errors.

I was also hoping you would be able to start the policy and procedure documents in line with your recommendations. I don't need you to build them out as full policies and procedures at this stage, but would appreciate if you could complete the headings and Policy Overview for each of them so that we can use this as a basis to flesh out the full policy and procedure document.

Once I have this I will update the Code of Practice and push forward with the details of the policy and procedure document so that we can offer our clients, and our staff some consistency.

Kind regards,

Zahra Amini

Manager – Community Service Centre
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CODE OF PRACTICE

Purpose and Overview

The purpose of this Code of Practice is to establish guidelines and standards for ethical conduct and professional behaviour within Community Services Centre (CSC). It aims to ensure the delivery of high-quality services and the protection of the rights and well-being of our clients, stakeholders and staff.

Professionalism and Integrity

- *All staff members may uphold the highest standards of professionalism, honesty, and integrity in their interactions with clients, colleagues, and the community.*
- *Our services shall be delivered with a client-centred approach.*

Respect and Cultural Sensitivity

- *We are committed to promoting diversity, inclusion, and respect for the cultural backgrounds, beliefs, and values of all individuals and communities we serve.*
- *Staff members shall demonstrate cultural sensitivity.*

ASSESSOR GUIDE

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>

Duty of Care

- The safety and well-being of our clients, staff, and community is of the utmost importance.
- Staff members shall exercise duty of care.
- All staff members are responsible for promptly reporting any incidents, potential risks, or ethical breaches they become aware of.
- A transparent and accessible complaints and incident reporting system shall be in place to address any concerns, grievances, or breaches of the Code of Practice.

Legal and Ethical Rules and Regulations

- The organization and its staff members shall comply with all relevant laws, regulations, and legal obligations applicable to the provision of community services.
- Ethical standards outlined in this Code of Practice shall be followed in addition to legal requirements.
- Confidentiality and privacy of client information shall be maintained at all times.

Review and Revision

- This Code of Practice shall be reviewed periodically to ensure its relevance effectiveness, and alignment with evolving legal and ethical standards.
- Feedback and suggestions for improvement from staff members, clients, and stakeholders shall be welcomed and considered during the review process.

Date of Approval: xx/xx/xx

Signature: TBC

Role: Director, Community Services Centre

- a. As outlined in your Managers email above, review the draft **Code of Practice** and correct 3 spelling and grammar errors and make 2 content recommendations to clarify the details or how it is achieved.

Using red font in the copy included below, capture your notes as follow:

- Using the Font/Formatting tab, mark up spelling and grammar corrections by striking through errors (~~error~~) and adding corrections in red (correction).
- Add any comments in red font, placing them in brackets and identifying them as COMMENTS (COMMENTS: Add "text").

Assessor instructions: Students must review and provide feedback on the Code of Practice provided. Students must correct 3 of the 6 spelling and grammar errors. Students must also provide 2 content clarification recommendations relating to clarifying a point or element of the Code of Practice or how it is achieved in practice.

Spelling and grammar corrections are included in the content below. Some sample answers in relation to 2 recommendations are captured in this content also. Students recommendations may relate to any point and may therefore vary, however they must clarify the point or reflect how the identified component of the Code of Practice is achieved.

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Professionalism and Integrity

ASSESSOR GUIDE

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>

- All staff members ~~may~~ shall uphold the highest standards of professionalism, honesty, and integrity in their interactions with clients, colleagues, and the community.
- Our services shall be delivered with a client-centred approach. (COMMENT: Add “focusing on the individual needs, preferences, and goals of our clients.”)

Respect and Cultural Sensitivity

- We are committed to promoting diversity, inclusion, and respect for the cultural backgrounds, beliefs, and values of all individuals and communities we serve.
- Staff members shall demonstrate cultural sensitivity. (COMMENT: Add “avoiding any form of discrimination, bias, or prejudice.”)

Duty of Care

- The safety and well-being of our clients, staff, and community is of the utmost importance.
- Staff members shall exercise duty of care. (COMMENT: Add “taking necessary steps to prevent harm and ensure a safe and secure environment.”)
- All staff members are responsible for promptly reporting any incidents, potential risks, or ethical breaches they become aware of.
- A transparent and accessible complaints and incident reporting system shall be in place to address any concerns, grievances, or breaches of the Code of Practice.

Legal and Ethical Rules and Regulations

- The organization and its staff members shall comply with all relevant laws, regulations, and legal obligations applicable to the provision of community services.
- Ethical standards outlined in this Code of Practice shall be followed in addition to legal requirements.
- Confidentiality and privacy of client information shall be maintained at all times. (COMMENT: Add “in line with relevant laws and regulations.”)

Review and Revision

- This Code of Practice shall be reviewed periodically to ensure its relevance, effectiveness, and alignment with evolving legal and ethical standards.
- Feedback and suggestions for improvement from staff members, clients, and stakeholders shall be welcomed and considered during the review process.

Date of Approval: xx/xx/xx

Signature: TBC

Role: Director, Community Services Centre

- b. As outlined in your Managers email above, complete the **Policy Title** and **Policy Purpose and Overview** for each of your 2 recommendations as presented to Zahra in Part C Task 3. These will be used as the basis for developing the policy and protocol document for the implementation of your recommendations.

Assessor instructions: Students must develop the Policy Titles, Policy Purpose and Overview to be used as the basis for the policy and protocol document for the recommendations put forward in Part C Task 3.

Sample answers are provided below. Students answers will vary, however they must reflect their recommendations from Part C Task 3, capturing an appropriate title, purpose and overview to be used as the basis for a policy and procedure document.

Policy 1 Title: (Up to 5 words)	Information management
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ASSESSOR GUIDE

Student name: <<Insert student name here>>
 Student number: <<Insert student number here>>



Policy 1 Purpose and Overview: (Approximate word count: 80 words)	<p>Reliable and consistent record keeping practices aligns with legal requirements regarding client record-keeping and supports our ethical responsibilities of maintaining accurate and up-to-date client information.</p> <p>This will be achieved by establishing comprehensive client information documentation protocols. These will outline why (the importance of record keeping), how (systems, security and retrieving processes), what (client’s personal information, status of support, next of kin etc.) and when (timeframe for recording) information is captured and managed.</p>
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Policy 1 Title: (Up to 5 words)	Continuity of care/ Communication
Policy 2 Purpose and Overview: (Approximate word count: 80 words)	<p>By implementing clear procedures for Case Manager/Client back up and/or handover, the centre can ensure the continuity of care and reduce the likelihood of gaps or disruptions in service provision to Clients stemming from changes in Case Manager.</p> <p>This will be achieved by developing a Case Worker buddying protocol that involves regular scheduled communication between pairs of case workers so that each client has a primary case worker and a secondary (back up) case worker who is across their situation and is ready to step in when needed.</p>

Assessment checklist:

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

Part A: Identify and address Role Play		
1	Recording: 5 minute role play with Manager	<input type="checkbox"/>
Part B: Workplace Improvements		
1	Recommendations table	<input type="checkbox"/>
2	Email feedback to colleague	<input type="checkbox"/>
3	Email recommendation with management	<input type="checkbox"/>
4	a. Review “Code of Practice” and provide feedback	<input type="checkbox"/>
	b. Develop recommendations title, purpose and overview	<input type="checkbox"/>



Congratulations you have reached the end of Assessment 3!

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Student name: <<Insert student name here>>
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