



CHCCCS040

Support independence and wellbeing

Assessment 2 of 2

Project 1 – Case Studies



Assessment Details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
CHCCCS040	Support independence and wellbeing	
COURSE AND MODULE DETAILS		
<i>Assessments may be published in more than one course. Add lines for additional courses as needed.</i>		
Course Code [UPed]	Module Number [Order]	Module Code [UPed]
SOE3IS11A	8	M00286A
ASSESSMENT TYPE		
Assessment Method:	Written Assessment	Case Study Choose an item.
Select all that apply.		

SECTION 2
STUDENT INSTRUCTIONS
<i>The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.</i>
Student instructions
This is assessment 2 of 2 for CHCCCS040 Support independence and well-being, in addition to the portfolio, third-party report and interview questionnaire completed in the SWLA process.
This assessment requires you to read the case studies provided and answer the questions to test your knowledge and understanding required of this unit.
To be assessed as competent, you must complete all tasks in the spaces required.
You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission.
Supporting documents
To answer some of the questions, you will need to access the following documents:
<ul style="list-style-type: none">• Access to your learning materials.• Access to a computer and the Internet.• Access to workplace's (or work placement) policies and procedures.
Files for submission
Submit the assessment document with all tasks completed in the spaces provided.
Submit the following files:

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

- Assessment document

Submission instructions

PDF File Submissions

Please save all Word documents as PDF files before submitting.

IMPORTANT: Word documents will **not** be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

Windows: Word 2013 and newer

Choose **File > Export > Create PDF/XPS**.

Windows: Word 2010

Click the **File** tab

Click **Save As**

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

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

In the **Save as type** list, click **PDF (*.pdf)**.

If you want the file to open in the selected format after saving, select the **Open file after publishing** check box.

If the document requires high print quality, click **Standard** (publishing online and printing).

If the file size is more important than print quality, click **Minimum size** (publishing online).

Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.

Click **Save**.

macOS: Office for Mac

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

Click the **File**

Click **Save As**

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

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

Give your file a name, if it doesn't already have one, then click **Export**

For more detailed instructions refer to [Microsoft Support](#).

SECTION 3

ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

SECTION 4

ASSESSMENT DETAILS

Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.

The STUDENT INSTRUCTIONS above will be added directly into the LMS.

All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>



SWINBURNE
OPEN
EDUCATION

Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

- Instructions to students
- Questions /tasks
- Templates /tables where applicable
- Links to supporting files /websites
- Instructions to assessors
- Sample answers /examples of benchmark answers

SECTION 5

STAKEHOLDERS AND SIGN OFF

List all that apply for each of the stakeholder roles below.

UPed Learning Designer/Author name	EduWorks
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

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



Assessment Instructions

Task overview

This assessment task is divided into three [3] case scenarios and questions.

Read each of the case scenarios carefully before typing your response in the space provided.



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



Task 1: Case Scenario Regina

Read through each of the case scenarios and answer a set of relating questions.

Regina is a new client at the Evergreen Aged Care Residential Facility.

She is 63 years old, with no children and has come into aged care due to a stroke. Her partner Susan is no longer able to care for her. Regina is finding it challenging to adjust to life in the facility without Susan.

Regina's brother Richard brings Susan to visit her every Sunday as she cannot drive. Regina and Susan have been in a same sex relationship for over 25 years, but her brother Richard has never accepted their relationship due to his strong religious beliefs. In fact, each time he takes Susan to visit Regina, the visits are cut short by Richard once any type of affection is shown between them. This makes Susan and Regina feel very hurt, upset and uncomfortable.

Regina tells her carer that she misses being with Susan and wishes there was a way she could be with her. Regina also tells the carer about how Richard makes them feel each time he brings Susan for a visit. She says that he may as well not bring Susan at all because of the way he stares at them with an almost disgusted glare in his eyes. Regina just wants to show her love and affection towards Susan and vice versa, but they are too scared to do so, in fear that Richard will want to leave.

Assessor note: Students must answer all the questions correctly and in line with the benchmark sample answers provided below however there wording may vary.

1. What effect do you think Regina's separation from Susan is having on her emotional wellbeing?

[Word count approximately 45 words in total]

Susan is grieving the separation of Regina. She may be feeling sad, isolated and alone. Her whole lifestyle and routine has changed, and this will also have an impact on Regina's feelings. Regina will also feel conflicted because of the relationship with her brother.

2. What effect is Richard's behaviour having on Regina's psychological wellbeing?

[Word count approximately 50 words in total]

Richard's discriminatory attitude is having a negative effect on Regina's wellbeing. Richard is isolating her from her partner. His attitude is disrespectful. Being apart from Susan will make Regina feel lonely and sad. It may also make her feel inadequate or 'different' and reduce her self-confidence and self-respect.

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

3. List three strategies that you could support Susan with so that she can be with Regina to enjoy some time together. Take into account her needs, stage of life and strengths.

(Word count approximately 40 words in total)

Strategy 1	They could arrange another means of transport so that Susan can visit more often.
Strategy 2	Arrangements may be made for Regina to have home visits
Strategy 3	Arrangements could be made for Susan to stay overnight.

4. If Susan and Regina are unable to be together, this may impact Regina’s overall physical health. List two (2) physical health implications and explain what you need to do if you notice a decline in Regina’s physical health?

(Word count approximately 35 words in total)

Impact 1	May result in weight gain or weight loss
Impact 2	May result in not being able to sleep or oversleeping
If Regina’s physical health declines, this must be reported in accordance to the organisations policies and procedures.	

5. Research two organisations that can support Regina and Susan to seek advice about the issues they are experiencing?

(Word count approximately 20 words in total)

Organisation 1	LGBTIQ support group (for example, Switchboard Victoria) http://www.switchboard.org.au
Organisation 2	Rainbow families Council http://www.rainbowfamilies.org.au

Susan has managed to organise a free community transport bus that can take her to see Regina every week and no longer needs to rely on Richard.

Regina and Susan have also managed to get some time together – in fact, Susan is going to stay overnight. A trundle bed has been wheeled into Regina’s room for her to sleep in.

6. Supplying a trundle bed is a great start at supporting Susan and Regina, but what other support could you give to them to provide a suitable environment where they will feel secure, private and comfortable?

(Word count approximately 60 words in total)

Answers will differ but must align with the exemplar responses below:

- Ask Regina and Susan if there is anything that they need
- Discuss arrangements for tea and breakfast

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



- Arrange a Do Not Disturb sign
- Tell Regina what time support workers will need to come in to provide care/give medications and so on
- Advise other staff members that Regina should not be disturbed after a specific time that night.

Regina is excited to have Susan stay overnight. You see her preparing the room and placing candles around the windowsills. You think this is a romantic idea, however, you are also concerned about the risk of fire. You let Regina know about the safety risks and she becomes discouraged.

7. Using positive and supportive communication, what would you say to Regina so that she is still able to maintain a safe and healthy environment? Remember to consider your organisation's WHS workplace procedures.

(Word count approximately 65 words in total)

The student must explain they could tell Regina that:

- candles are a work health and safety hazard as there is potential to burn the curtains or blinds.
- If the worker allows them to keep the candles burning, they are breaching their duty of care obligations and also breaching work health and safety procedures.
- The name of the WHS Policy is XXXX WHS Policy and Procedure.

8. What suggestions could you make as a safer alternative?

(Word count approximately 30 words in total)

Student suggestions may include:

- Use of electric tea lights
- Use of bedside lamps that can be dimmed
- Use of string lights that are plugged into mains power.

You tell Regina and Susan that you are finishing up your shift and wish them a lovely evening. As you leave the building and head to your car, you glance in the direction of Regina's windows and can make out the flicker of candles on the windowsill.

9. Based on your workplace policies and procedures, what will you need to do?

(Word count approximately 50 words in total)

The student must identify that:

- Workplace health and safety policies and procedures must be adhered to as well as duty of care requirements.
- They must go back into the building and report what they have seen to their supervisor.
- They may also be requested to complete paperwork to support their verbal report.

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

Regina is much happier now Susan is able to visit regularly. However the other day they got a bit carried away in the dining room and offended some of the other residents who complained that their behavior was putting them off their dinner!

10. How would you manage this situation?

[Word count approximately 60 words in total]

The student should note that it is not appropriate for couples to behave this way in the dining room. Actions could include:

- Tactfully and respectfully talking to Regina and Susan about keeping their intimacies private.
- Suggest that if they wish they can have their meals in Regina's room.
- Explaining that it is inappropriate behaviour for any couple no matter what their sexuality.

11. If your values and attitudes about sexuality differ from that of Regina, how do you make sure that you are respecting her social differences and not imposing your views onto her?

[Word count approximately 40 words in total]

The student responses must include any of the following:

- Need to be non-judgmental and respect the preferences of others.
- Respect the rights of others for their sexuality so long as their behaviour is not dangerous to themselves or others.

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

Task 2: Scenario 2 – William

Scenario 2 – William

William has recently entered care. Through the assessment process it has been noted that William has the following needs:

- Assistance to get out of his chair.
- Has recently had hip replacement. Recovery has been slow and muscles are deteriorating.
- Likes to shower everyday but requires assistance.
- Incontinent.
- Enjoys reading novels, chess and reading the newspaper.

Assessor note: Students must answer all the questions correctly and in line with the benchmark sample answers provided below however their wording may vary.

1. In what way do you think William's physical disabilities may impact on his overall wellbeing?

[Word count approximately 26 words in total]

Student's responses will vary. An exemplar answer is provided below to include:

- Pain levels
- Frustration
- May not like to be dependent on people (e.g. for shower)
- Lack of exercise may cause constipation and other gut issues
- Possible depression.

2. List five (5) resources that will be needed to suit William's needs.

[Word count approximately 25 words in total]

Student's responses will vary. An exemplar answer is provided below.

1. Electric chair that will lift William to standing position
2. Walking aid [erg walking frame]
3. Exercise activities
4. Physiotherapy
5. Support with walking

Additional responses may include:

- Support worker to assist with shower each morning
- Incontinence pads
- Access to books
- Chess set
- Person to play chess with to support his spiritual wellbeing [feeling connected, belonging]
- Access to newspapers.

3. Complete the following table and identify:

- a. What three (3) strategies could be put in place to increase William's strength that he has lost due to the hip replacement?

Student name: <<Insert student name here>>

Student number: <<Insert student number here>>

- b. List two [2] benefits and explain how these would assist William
- c. List three strategies of how you as a Support Worker could support William with each process.

[Word count approximately 95 words in total]

Assessor note: students must provide three [3] strategies, two [2] benefits and [3] support worker strategies. An exemplar is provided below, however wording may vary.

Three [3] strategies for William		Two [2] benefits	Three [3] Support Worker strategies
a.	Physiotherapy	1. Provide massage and other treatment	1. Support William to arrange physio appointments
		2. Devise suitable exercises to strengthen muscles	2. Arrange transfer to appointments
			3. Document any exercises or treatment required on care plan
b.	Regular walking, building up to 20 minutes twice a day	1. Increases strength and balance	1. Arrange physio appointments
		2. Increases William's physical activity	2. Arrange transfer to appointments
			3. Document any exercises or treatment required on care plan
c.	Attend light exercise group	1. Increases strength and balance	1. Arrange physio appointments
		2. Increase in social engagement and activities	2. Provide motivation to attend
			3. Liaise with group leader to monitor performance

4. What strategies would you use to monitor William's physical status? List three [3].

[Word count approximately 25 words in total]

Strategy 1	Document observations
Strategy 2	Identify any variations in William's physical condition and report to supervisor
Strategy 3	Identify any abnormal physical indications, e.g. tiredness, physical swelling

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



5. How will you ensure you include William in the decisions surrounding his activities and care? Provide at least two strategies.

(Word count approximately 25 words in total)

Strategy 1	Provide William with options and ask questions to discuss his preferences.
Strategy 2	Encourage William to speak up and discuss how he feels about certain activities.

6. Why is it important to include William in the types of activities he is going to be involved in and to ensure his routine is predictable and safe?

(Word count approximately 90 words in total)

William is going through a major lifestyle change by entering care. He needs to feel that he can keep aspects of his independence and still make decisions in his life.

Involving William in his decision making is a client-centred approach that will enable William to be in control of his activities and care while still receiving the support he needs.

Ensuring William's routine is consistent provides a predictable and safe environment for him that can contribute to his sense of security.

This will benefit his overall wellbeing.

After two months in the residence, you notice that William is not relying on his walking frame anymore for short walks to the bathroom or the dining room. His muscles seem to be getting stronger and he is very pleased with himself when he doesn't rely on his walking frame.

7. How can you help William to be as independent as possible and ensure he uses all available supports when it is necessary?

(Word count approximately 110 words in total)

The student must explain how to assist William to be independent and still seek support if needed.

For example:

- Support him to take a longer walk – perhaps to the garden – and taking his walking frame to him in the garden so he can use it for the walk back
- Make sure that he doesn't get too tired on the way there and perhaps walk with him and bring the walker along in case he decides he needs it.
- Ensure he has all available service support contact details in an accessible area and stored in his telephone to contact if needed.
- Encourage and identify William's strengths through validating and acknowledging his achievements.

8. What will you do with your observations of William's improved physical strength and his ability to walk unassisted for short periods? Explain your answer, including reference to workplace procedures.

(Word count approximately 50 words in total)

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

Student must indicate that:

- Observations must be reported to their supervisor.
- William's case file notes must be updated with his progress so that any services he is receiving can be reviewed and modified based on his improvements.
- Organisation WHS Policies and procedures, and Reporting procedures must be adhered to

William has just started leaving the residence once per month for a day to visit his daughter and her husband on her farm. They come and pick him up and then bring him back after the day is over.

You notice after one of these trips that he has bruises all over his upper arms. You ask him how he got the bruises, and he just shrugs it off and says it's nothing, he hasn't even noticed them.

William appears rather melancholy, but you can see he is upset, and he keeps rubbing the bruises.

9. What will you do in this situation and why? Use your organisation's policies and procedures in this case to guide your answer. In your answer, identify the name of the organisational procedure you would follow.

(Word count approximately 80 words in total)

The student must identify that:

- The incident needs to be reported to the supervisor immediately due to the signs of possible abuse.
- They may need to report formally in writing in the client's case notes/file or complete workplace forms make a report.
- They need to reference their organisation's policies and procedures on reporting suspected cases of abuse, clearly detailing the name of the document used [for example, 'XXXX Services' Reporting of Suspected Client Abuse Policy and Procedure'].

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

Task 3: Scenario 3 – Asif

Asif is 25 years old and is very overweight. Because of this, mobility is difficult, his breathing is laboured, and the doctor is concerned about his heart.

Asif has an intellectual disability which makes communication difficult. Asif’s doctor has asked that he be given a diet and exercise program.

He lives at home with his older brother who is his carer. Asif comes to your facility on a part-time basis. He is on a Disability Support Pension and does not want to spend too much money as he already helps his brother with rent and board. They have no other family in Australia. Their parents were killed in a car accident when Asif was 14 years old. Asif and his brother live in a housing commission unit in Broadmeadows, Victoria.

Asif’s most favourite thing to do is to go to movies, but most of his Disability Support Pension goes towards living expenses and he is not able to do this as often as he wants to.

Assessor note: Students must answer all the questions correctly and in line with the benchmark sample answers provided below however their wording may vary.

1. Write a goal for Asif’s individual diet and exercise plan in relation to his diet and nutrition.

(Word count approximately 35 words in total)

The student must write a goal for Asif’s diet and exercise plan. A sample response is provided: A nutritious, weight reducing meal plan and walking routine to be provided to Asif, together with appropriate support.

2. What are the objectives of the diet and exercise that are planned for Asif? List two [2]?

(Word count approximately 20 words in total)

1.	Increase Asif’s knowledge of healthy meal planning
2.	Introduce Asif to walking routine to increase his fitness levels

3. What actions may be specified in Asif’s care plan to support him with his exercise and menu planning routine? List two [2] actions each.

(Word count approximately 50 words in total)

The student must list two [2] actions each. A sample response is provided, although their wording may vary.

Menu Planning	
1.	Sit with Asif and discuss his favourite foods and consider alternative versions.
2.	Organise a dietician to meet with Asif to discuss healthier options and help to prepare meal plan
Exercise Planning	
1.	Work with Asif to agree on walking 5-10 minutes per day for 3 days per week and gradually increase the walking distance

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



2.	Work with Asif to attend free community walking groups
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4. What assistance can be given to Asif to help him recognise his strengths and achievements as you support him to work on his goals?

[Word count approximately 70 words in total]

Assessor note: A sample response is provided, although their wording may vary.

Assistance could be provided to Asif through:

- Using a visual wall bright wall chart that outlines Asifs goals and menu planning
- Providing a small reward at the end of each week
- Attending a movie once a month
- Encouraging Asif with positive and supportive communication
- Asking his brother if he would like to participate with Asif sometimes

5. What support services could Asif be referred to obtain expert advice and assistance outside your scope of practice? List two [2].

[Word count approximately 50 words in total]

Assessor note: The student must list two services. A sample response is provided, although their wording may vary.

1.	Asif could be referred to a dietician who is culturally competent to assist with menu and meal planning and preparation.
2.	Asif could be referred to a Personal Trainer/Health Service that is specifically trained to work with people with disability

6. What documentation should be kept to track progress towards Asif's goals? List two [2].

[Word count approximately 17 words in total]

Assessor note: The student must list two services. A sample response is provided, although their wording may vary.

1.	Case file notes should be maintained and updated
2.	Asif's Individual Plan must be updated/adjusted when necessary

7. How would you identify any cultural or financial issues that may be impacting on Asif's wellbeing?

[Word count approximately 60 words in total]

Assessor note: A sample response is provided, although their wording may vary.

- Speaking with Asif about cultural preferences
- Speaking with Asif's brother [with Asif's consent] about any cultural/financial issues
- Recognise and respect Asif's cultural, spiritual and religious beliefs when planning activities
- Support Asif with budget planning
- Locate services that are of low or no costs
- Use community transport to assist with traveling to and from programs or social groups

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

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You have worked with Asif for four [4] weeks. He is now able to walk three [3] times per week for 15 minutes at a time. A dietician has also been working with Asif to develop healthy meals within his budget. Your organisation is helping Asif with free vegetables once per week which helps him and his brother.

As you are helping Asif to prepare his meals for the day, he tells you that he can't go for his walks anymore. When you ask him why, he tells you that he's not losing weight and all his hard work isn't paying off.

8. Using positive and supportive communication, how would you encourage Asif to continue on with his exercise routine?

(Word count approximately 90 words in total)

- Given Asif's intellectual disability it is important to:
- Speak slowly – leave pauses in between so Asif can process the words
 - Speak directly to Asif to acknowledge his concerns, to ensure he feels heard and validated
 - Speak clearly, using short encouraging sentences and simple words
 - Be aware of your body language and use positive facial expressions and gestures
 - Use positive, encouraging and empowering words when speaking with Asif. E.g. "you are doing a great job", "let's look at your goal chart to see how you've been doing", "you are so amazing",

9. Identify Asif's risk and protective factors that may relate to his mental health. List two [2] each.

(Word count approximately 50 words in total)

Assessor note: A sample response is provided, although their wording may vary.

Risk Factors	
1.	Minimal community interaction or attachment [e.g. no social groups apart from the service Phillip attends on a part time basis]
2.	Economic disadvantage. Asif lives with his brother, in a low economic area of Victoria in a housing commission home.
Protective Factors	
1.	Social skill and interaction with others
2.	Having strong support at times of need

10. List two [2] strategies you can use to encourage Asif to reach out to you or your organisation if he is wanting to reschedule his appointment times or future activities?

(Word count approximately 40 words in total)

1.	Provide Asif with contact details of the organisation
2.	Provide Asif with brochure or contact details have these in an easy to access area, such as on the fridge in the kitchen so that he is able to easily access contact details.



Assessment checklist:

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

1	Case scenario questions to be completed in the spaces provided.	<input type="checkbox"/>
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Congratulations you have reached the end of Assessment 1!

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

