



CHCCCS041

Recognise healthy body systems

2 of 3

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	
CHCCCS041	Recognise Healthy Body Systems	
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	4	M00272A
ASSESSMENT TYPE		
Assessment Method: <i>Select all that apply.</i>	Case Study	Choose an item. Choose an item.

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 3 assessments for Recognise Healthy Body Systems This assessment is broken into one part to test your knowledge, understanding and skills 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: <ul style="list-style-type: none">• Learning content provided
Files for submission
Submit the assessment document with all tasks completed in the spaces provided.
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

1. Click the **File** tab
2. Click **Save As**
 - To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder
3. In the **File Name** box, enter a name for the file, if you haven't already
4. In the **Save as** type list, click **PDF (*.pdf)**.
 - If you want the file to open in the selected format after saving, select the Open file after publishing check box.
 - If the document requires high print quality, click Standard (publishing online and printing).
 - If the file size is more important than print quality, click Minimum size (publishing online).
5. Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.
6. Click **Save**.

macOS: Office for Mac

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

1. Click the **File**
2. Click **Save As**
3. Click **File Format** towards the bottom of the window
4. Select **PDF** from the list of available file formats
5. Give your file a name, if it doesn't already have one, then click **Export**

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

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.

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 Resources
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

Assessment Instructions

Task overview

This assessment task requires you to read through the case studies and answer the questions that follow. Read each question 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.

Case Study 1: Client information file for Betty

Client Details	
Client Name/Gender:	Betty Female
Client Age:	88
Emergency Contact:	David – Son 0421 185 774
Known Medical Conditions:	Osteoporosis
Medications:	Vitamin Calcium Vitamin D Multivitamin Iron supplements Pain medication

Client History

- Betty moved into an Aged Care facility post her husband's death – high level of anxiety and loneliness
- Healthy for most of life
- Had 4 children naturally – 3 living 1 deceased
- Husband deceased- 6 months ago from stroke
- Osteoporosis diagnosed 2 years ago
- Well balanced diet to include calcium and vitamin D.

Mobility and ADL's

- Betty should use a wheeled walker but is quite independent and does not like the walker
- Can shower and dress self – takes time
- Can feed herself
- Can Toilet herself

CLIENT HEALTH SURVEY	
Recent issues:	Betty had a fall recently at the facility
Recent injuries:	Fracture to right humerus Lacerations, bruising and abrasions to right arm and face
History of incident:	Betty wanted to use bathroom, did not use her walker and lost balance, and striking her arm and side of face on the TV stand.
Outcome of incident:	To hospital by ambulance. Right arm in cast Dressing to wounds on lower arm and face

Hearing or Vision Impairments noted:	Nil
Trip or Fall Hazards noted:	Nil
Identified signs and symptoms noted at time of incident:	
Dizziness/Lightheaded	Yes
Shortness of Breath	Yes
Chest Pain	No
Trembling/Shaking	Yes
Sweating	No
Hearing or vision affected	No
Nausea	No
Thirst/Hunger	Unknown
Agitation/Aggression	No
Stability	No
Skin Turgor/Condition	Positive skin turgor
Body Temperature	Normal

Question 1.1

a) Based on the information provided, which four (4) body systems that are currently impacted in Betty’s case.

(Approximate word count: 10 words)

Assessor instructions: The response must include the recognition of at least four (4) body systems that are impacted in this situation. Benchmark standards of student responses are provided below. Student’s wording may vary however must reflect the benchmark answer provided.

- Cardiovascular system
- Respiratory system
- Integumentary – Skin
- Musculoskeletal system
- Digestive system
- Immune system

b) Review the clients information and identify two (2) factors that contribute to the maintenance of a healthy body in this situation?

Assessor instructions: The response must include the recognition of at two (2) factors that contribute to the maintenance of a health body. Benchmark standards of student responses are provided below. Student’s wording may vary however must reflect the benchmark answer provided.

- Taking prescribed medications as directed to manage osteoporosis, pain, and other health conditions.
- Consuming a balanced diet that is rich in calcium, vitamin D, and other nutrients essential for maintaining healthy bones.
- Drinking plenty of fluids, especially water, to help maintain hydration levels, support the health of her skin, and prevent constipation.

Question 1.2

Which two (2) body systems have been impacted by the fall Betty had?

(Approximate word count: 4 words)

Assessor instructions: The response must include the following two body systems, integumentary (skin) and the Musculoskeletal system. Benchmark standards of student responses are provided below. Student's wording may vary however must reflect the benchmark answer provided.

- Integumentary – Skin
- Musculoskeletal system

Question 1.3

Explain how the impacted body systems you identified are impacting each other.

(Approximate word count: 50-60 words)

Assessor instructions: The response must demonstrate an understanding of how the different body systems are impacting each other. Benchmark standards of student responses are provided below. Student's wording may vary however must reflect the benchmark answer provided.

Betty is experiencing, Osteoporosis, this causes the bones to weaken and makes her more susceptible to fractures when she falls.
The low blood pressure Betty is experiencing along with the trembling and shaking may increase her risk of a fall if she is to faint. Therefore, the Cardiovascular and Musculoskeletal systems are impacting each other.

Question 1.4

Describe four (4) strategies you use promote and maintain health and wellbeing with Betty including:

- Nutrition
- Hydration
- Skin integrity
- Movement
- Social interaction.

(Approximate word count: 5-15 words)

Assessor instructions: The response must include a minimum of four strategies to promote and maintain Betty's overall health. Benchmark standards of student responses are provided below. Student's wording may vary however must reflect the benchmark answer provided.

- Suggesting and encouraging a light walk together.
- Encouraging Betty to drink more water with you (a drink bottle)
- Nutrition review and discussion. Suggesting ways Betty could maintain her nutrition (meals on wheels etc)
- ADL's review – use of walker and encouragement
- Health Check/Physio

- Encourage Betty to engage with others in the facility – attend communal lounge and activities within the facility.

Question 1.5

Based on the information above and the recommendations you have provided, now locate some information from reputable sources that you could provide to Betty to help her maintain healthy body functioning. The information should address:

- Maintaining good blood pressure
- Healthy eating (good nutrition)
- The importance of hydration
- Light activity
- Skin integrity
- Social interaction.

Try to find at least one piece of good, current information about each topic.

Attach any hard copy documents to this assessment. If you have used websites, print out the pages or provide the weblinks so your assessor can check them.

Assessor instructions: The response must include, as a minimum, four pieces of useful and current information in relation to healthy body systems. Benchmark standards of student responses are provided below. Student's wording may vary however must reflect the benchmark answer provided.

- <http://www.nutritionaustralia.org/national/resource/healthy-eating-pyramid>
- <https://www.diabetesaustralia.com.au/exercise>
- [Skin and ageing \(health.vic.gov.au\)](http://www.health.vic.gov.au/skin-and-ageing)
- <https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/blood-pressure>
- <https://health.howstuffworks.com/wellness/aging/senior-health-lifestyle/10-low-impact-exercises-for-seniors.htm#:~:text=1%20Golf.%20Golf%20is%20more%20than%20a%20fun,one%20of%20the%20best%20low-impact%20endurance%20exercises.%20>
- <https://healthfully.com/do-light-headed-drink-water-5682573.html>

Question 1.6

- A) What impact is ageing having on Betty and her wellbeing?
- B) What are the indicators of change in her physical condition?

(Approximate word count: 50-60 words)

Assessor instructions: The response must demonstrate an understanding of the impact of ageing and the indicators of change. Benchmark standards of student responses are provided below. Student's wording may vary however must reflect the benchmark answer provided.

A) Ageing is impacting Bettys bone density, she is also having tremors and not steady on her feet.

Due to her condition, she is having more falls.

B) Indicators of change in her condition are the falls she is having more frequently. Her skin integrity is decreasing, and she is tearing and bruising her skin on falls.

Question 1.7

In the role of a support worker, what are you required to report and to whom if Bettys condition was to change or worsen?

(Approximate word count: 50-60 words)

Assessor instructions: The response must demonstrate an understanding of the scope of their role in recognising and reporting changes to the client's condition. Benchmark standards of student responses are provided below. Student's wording may vary however must reflect the benchmark answer provided.

As a support worker you have a duty of care to document and report any changes in the client's condition in their file/notes and to their care team.

In some instances, changes should be reported to the facility manager/supervisor as soon as you become aware of the change.

Case Study 2: Client information file for Philip

Client Details

Client Name/Gender:	Philip - Male
Client Age:	62
Emergency Contact:	Karen – Mother 0425 851 255
Known Medical Conditions:	Cerebral Palsy - Mixed Diabetic Sensory Hypersensitivity (Noise)
Medications:	Novorapid SC Injections Baclofen

Client History

- Philip is a 62-year-old male client with Cerebral Palsy.
- He also has Diabetes Type I since birth and hypersensitive to noise.
- Philip requires general supervision and assistance with:
 - social outings,
 - attending physiotherapy appointments,
 - taking medications
 - meals (especially timing) and nutrition

- general behaviour

Mobility and ADL's

- Phillip is capable of his daily hygiene and dressing with supervision and patience
- Philip has left lower monoplegia although he is capable of the full use of the left leg with the appropriate splint in place
- Assistance in positioning and securing of the left leg splint is required
- Monitoring and observation of skin integrity needed where the splint sits
- Frustration can be an issue with the use of the left leg at times and dressing
- Philip requires close supervision with meals and times to eat due to his diabetes
- Requires supervision with his blood sugar monitoring

CLIENT HEALTH SURVEY

Recent issues:	Collapse
Recent injuries:	Struck head on table
History of incident:	Philip was feeling unwell with nausea and sweating, seemed very agitated
Outcome of incident:	Checked at hospital
Hearing or Vision Impairments noted:	Noise sensitivity
Trip or Fall Hazards noted:	Nil
Identified signs and symptoms leading to incident:	
Dizziness/Lightheaded	Yes
Shortness of Breath	No
Chest Pain	No
Trembling/Shaking	Yes
Sweating	Yes
Hearing or vision affected	Not at time of incident
Nausea	Yes
Thirst/Hunger	Yes
Agitation/Aggression	Yes
Stability	Unsteady on feet
Skin Turgor/Condition	Normal
Body Temperature	Normal

Question 2.1

- a) Based on the information provided, which four (4) body systems that are currently impacted in Philips case.
(Approximate word count: 10 words)

Assessor instructions: The response must include the recognition of at least four (4) body systems that are impacted in this situation. Benchmark standards of student responses are provided below. Student's wording may vary however must reflect the benchmark answer provided.

- Musculoskeletal system
- Metabolic system
- Cognitive system

b) Review the clients information and identify two (2) factors that contribute to the maintenance of a healthy body in this situation?

Assessor instructions: The response must include the recognition of at two (2) factors that contribute to the maintenance of a health body. Benchmark standards of student responses are provided below. Student's wording may vary however must reflect the benchmark answer provided.

- Taking prescribed medications as directed to manage diabetes
- Consuming a balanced diet
- Monitoring skin integrity

Question 2.2

Which two (2) body systems have been impacted by Philips diabetes?

(Approximate word count: 4 words)

Assessor instructions: The response must demonstrate the students understanding of the impacted body systems. Benchmark standards of student responses are provided below. Student's wording may vary however must reflect the benchmark answer provided.

- Metabolic systems
- Cognitive systems

Question 2.3

Explain how the impacted body systems you identified are impacting each other.

(Approximate word count: 50-60 words)

Assessor instructions: The response must demonstrate an understanding of how the different body systems are impacting each other. Benchmark standards of student responses are provided below. Student's wording may vary however must reflect the benchmark answer provided.

Philips Cerebral Palsy is directly affecting his Diabetes due to his inability to monitor his food intake and his blood sugar levels regularly.
The cognitive ability to monitor such signs and symptoms can lead to issues with the diabetes such as a hypoglycemic or hyperglycemic attacks.

Question 2.4

Describe two (2) suggestions you could make to Philip to improve his overall body functioning and health.

(Approximate word count: 5-15 words)

Assessor instructions: The response must include a minimum of two suggestions to improve Philips overall health. Benchmark standards of student responses are provided below. Student's wording may vary however must reflect the benchmark answer provided.

- Improve nutrition and hydration
- Set schedule for time to eat and check BGL
- Monitor medication use closely
- Diabetic review and plan in place

Question 2.5

Based on the information above and the recommendations you have provided, locate some information from reputable sources that you could provide to Philip to help him maintain healthy body functioning. The information should address:

- Healthy eating (good nutrition)
- The importance of hydration

- Monitor Blood Glucose Level

Try to find at least one piece of good, current information about each topic. (3 in total)

Attach any hard copy documents to this assessment. If you have used websites, print out the pages or provide the weblinks so your assessor can check them.

Assessor instructions: The response must include, as a minimum, three pieces of useful and current information in relation to healthy body systems. Benchmark standards of student responses are provided below. Student's wording may vary however must reflect the benchmark answer provided.

- <http://www.nutritionaustralia.org/national/resource/healthy-eating-pyramid>
- <https://healthfully.com/do-light-headed-drink-water-5682573.html>
- [Blood sugar testing: Why, when and how - Mayo Clinic](#)

Case Study

Despite the suggestions to improve Phillips overall health, it appears there has been a decline. Phillip has had a reoccurring infection on a wound on his foot even when it has been treated correctly. Records show that his BGL has been outside of the ideal level on many occasions in the past 7 days. Phillip has been provided his meals at the usual times as per his individualised plan but on several occasions, he has refused to eat his meals.

Question 2.6

You are required to report the change in health to your supervisor. Use the following email template to draft a report with your concerns for Phillips health. (Approximate word count: 60-80 words)

Benchmark standards of student responses are provided below. Student's wording may vary however must reflect the benchmark answer provided.

To: Supervisor (Supervisors Name)

I am writing to inform you of an identified decline in health status and physical condition for Phillip.

It has been identified that he has been refusing to eat some of his meals in the past 7 days which has directly impacted his Blood Glucose levels.

Phillip has presented with a reoccurring infection of a wound on his foot.

The concern is regarding Phillips diabetes management.

Regards,

Student

Case Study 3: Client information file for Mary

Client Details	
Client Name/Gender:	Mary Smith Female
Client Age:	85
Emergency Contact:	Hannah – Daughter 0421 185 111
Known Medical Conditions:	Osteoporosis / Dementia
Medications:	Vitamin D Multivitamin

Client History

- Healthy for most of life
- Osteoporosis diagnosed 5 years ago
- Suffered fractures in the last few years
- Memory and cognitive abilities impacted by dementia

Mobility and ADL's

- Should use a walker to prevent falls/fractures
- Can shower and dress self – takes time
- Can feed herself
- Can Toilet herself

CLIENT HEALTH SURVEY

Recent issues:	Several falls/fractures in last few years
Recent injuries:	Fractured left arm
History of incident:	Fell whilst walking – no walker.
Outcome of incident:	Fractured left arm
Hearing or Vision Impairments noted:	Nil
Trip or Fall Hazards noted:	Nil
Identified signs and symptoms noted at time of incident:	
Dizziness/Lightheaded	No
Shortness of Breath	Yes
Chest Pain	No
Trembling/Shaking	Yes
Sweating	No
Hearing or vision affected	No
Nausea	No
Thirst/Hunger	Unknown
Agitation/Aggression	No
Stability	No

Skin Turgor/Condition	No
Body Temperature	Normal

Question 3.1

Based on the information provided, which two (2) body systems that are currently impacted in Mary case.

(Approximate word count: 4 words)

Assessor instructions: The response must include the recognition of at least two (2) body systems that are impacted in this situation. Benchmark standards of student responses are provided below. Student's wording may vary however must reflect the benchmark answer provided.

- Musculoskeletal system
- Neurological system

Question 3.2

Explain how the impacted body systems you identified are impacting each other.

(Approximate word count: 70-100 words)

Assessor instructions: The response must demonstrate an understanding of how the different body systems are impacting each other. Benchmark standards of student responses are provided below. Student's wording may vary however must reflect the benchmark answer provided.

Mrs. Smith's physical limitations and discomfort due to her bone health issues can lead to decreased physical activity, social isolation, and depression, which can in turn have a negative impact on her cognitive abilities. The interaction between Mrs. Smith's musculoskeletal and neurological systems creates a vicious cycle in which her physical limitations impact her cognitive abilities, and her cognitive decline makes it harder for her to maintain her physical abilities.

Question 3.3

Describe three (3) strategies you use to promote and maintain health and wellbeing with Mary including:

- Nutrition
- Hydration
- Movement

(Approximate word count: 5-15 words)

Assessor instructions: The response must include a minimum of three strategies to promote and maintain Betty's overall health. Benchmark standards of student responses are provided below. Student's wording may vary however must reflect the benchmark answer provided.

- Encouraging Mrs. Smith to eat a balanced diet rich in vitamin D and calcium
- Encouraging plenty of water
- Encouraging walks and use of walker

Question 3.4

Based on the information above and the recommendations you have provided, now locate some information from reputable sources that you could provide to Mary to help her maintain healthy body functioning. The information should address:

- Maintaining good blood pressure
- Healthy eating (good nutrition)
- The importance of hydration
- Light activity.

Try to find at least one piece of good, current information about each topic (4 in total).

Attach any hard copy documents to this assessment. If you have used websites, print out the pages or provide the weblinks so your assessor can check them.

Assessor instructions: The response must include, as a minimum, four pieces of useful and current information in relation to healthy body systems. Benchmark standards of student responses are provided below. Student's wording may vary however must reflect the benchmark answer provided.

- <http://www.nutritionaustralia.org/national/resource/healthy-eating-pyramid>
- <https://www.diabetesaustralia.com.au/exercise>
- [Skin and ageing \(health.vic.gov.au\)](http://www.health.vic.gov.au/skin-and-ageing)
- <https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/blood-pressure>
- <https://health.howstuffworks.com/wellness/aging/senior-health-lifestyle/10-low-impact-exercises-for-seniors.htm#:~:text=1%20Golf.%20Golf%20is%20more%20than%20a%20fun,one%20of%20the%20best%20low-impact%20endurance%20exercises.%20>
- <https://healthfully.com/do-light-headed-drink-water-5682573.html>

Assessor instructions for Assessment Task 2:

Purpose of the task

The purpose of these case studies is for students to demonstrate their knowledge of recognising body systems and how to support healthy body system function.

Reassessment arrangements

If students answer any questions in this task incorrectly, they will need to be given an appropriate time in which to resubmit. Students should only redo questions that are incorrect; however, they will need to resubmit the entire assessment. Provide the student with the date for resubmission.

Guidance to assessors about this task

Students are to read the case studies and answer all questions. Students are required to answer all questions correctly. Benchmarks answers have been provided for each question.

Provide students with the date of submission for this task.

Students can be given the opportunity to answer questions verbally if appropriate.

Record the outcome of this assessment in the Assessment Record Tool.

Assessment checklist:

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

1	Answers to all questions across three case studies	<input type="checkbox"/>
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Congratulations you have reached the end of Assessment 2!

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