



HLTWHS002(Follow safe work practices for direct client care)&HLTINF006( Apply basic principles and practices of infection prevention and control)

# Safe work practices and infection control

**Assessment 3 of 3(Clustered Module)**

Project and Role Play



## 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	
HLTINF006&HLTWHS002	Safe work practices and Infection control	
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)
SOE3IS12A	5	M00270A
ASSESSMENT TYPE		
<b>Assessment Method:</b>	Written Assessment    Case Study    Choose an item.	
<i>Select all that apply.</i>		

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>
<b>Student instructions</b>
This is assessment 3 of 3 for HLTINF006 and HLTWHS002 clustered Module 5 sage work practices and infection control, in addition to the portfolio, third-party report and interview questionnaire completed in the SWLA process.
This assessment requires you to read the project and participate in a role play.
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.
<b>Supporting documents</b>
To answer some of the questions, you will need to access the following documents:
<ul style="list-style-type: none"><li>• Access to your learning materials.</li><li>• Access to a computer and the Internet.</li><li>• Access to workplace's (or work placement) policies and procedures.</li></ul>
<b>Files for submission</b>
Submit the assessment document with all tasks completed in the spaces provided.
Submit the following files:

- 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.

*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

## Assessment Instructions

### Task overview

The following project will demonstrate the students understanding of workplace policies and procedures. This task consists of there (3) task

- Task 1.1 : read the scenario and answer the questions.
- Task 1.2 : Complete risk and hazard assessment form, incident report based on the scenario
- Task 1.3: This task requires students to undertake a role play and participate in a WHS session, reflect on own safe work practices and participate in debrief session.

### Additional resources and supporting documents

- Access to LMS learning content
- Access to Happyville Compassionate Care Handbook which includes the following policies and procedures:
  - Health, safety and wellbeing
  - Incidents, injury, trauma and illness
  - Manual handling procedures
  - Emergency response
  - Environment policy
  - Accident, Illness and injury policy
  - Hazard management Policy
  - Infection control policy
- Access to a student to play the role of the colleague in the room
- Access to the following templates:
- Risk assessment template (provided in this document)

## 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.

## Assessment Instructions

**Activity 1** - Follow safe work practices for direct client care

### Task 1 – Students instructions

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

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

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

1.3 Participate in role play and complete the following activities:

- Raise WHS issues with designated persons according to organisational procedures
- Participate in workplace safety meetings, inspections and consultative activities
- Contribute to the development and implementation of safe workplace policies and procedures in own work area
- Identify ways to maintain currency of safe work practices in regards to workplace systems, equipment and processes in own work role
- Reflect on own levels of stress and fatigue, and report to designated persons according to workplace procedures
- Participate in workplace debriefing to address individual needs

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

## Case study

### CASE STUDY 1:

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

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

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

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

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

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

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

<p>a) Refer to the Happyville Compassionate Care Handbook and Identify and write the workplace policy you would refer to in this situation.</p>	<p>WHS policy and procedures</p>
<p>b) Identify and list three (3) the relevant workplace procedures that you must follow to ensure health and safety of the worker</p>	<p>1. Follow safety procedures and safely remove yourself from the situation</p>
	<p>2. Complete an incident report form</p>
	<p>3. Report to supervisor.</p>
<p>c) As a carer identify one (1) state/territory WHS regulations, relevant codes of practice relevant to this scenario as applicable to the worker.</p>	<ul style="list-style-type: none"> <li>State/territory WHS regulation- Work Health and Safety Act 2011 (WHS Act) and Work Health and Safety Regulations 2011 (WHS Regulations)</li> </ul> <p>The Work Health and Safety Act 2011 (NSW) gives a framework on the employees right to safe workplace.</p> <p>The ACT prescribes that you have a right to a safe workplace and improve safety for yourself.</p>
	<ul style="list-style-type: none"> <li>Model code of practice under the Model WHS ACT and Regulations describes the behaviour expected of aged care providers, employers and aged care workers. It prescribes that if the worker/or employee is in any danger they have to act with calm and compassionate way to support the client and remove themselves from the situation.</li> </ul>

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

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

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



## RISK ASSESSMENT RATING MATRIX

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

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

### RISK LEVELS

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

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

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

<b>Site supervisor/manager</b>	<i>Nicole Supervisor</i>	<b>Date</b>	<i>21 August 2015</i>
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<b>Name of person completing risk assessment</b>	<i>Jim Student</i>
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Hazard identification and initial risk rating					Control measures and actions	
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Hazard (current and existing)	Potential risk/harm	Likelihood of harm occurring	Consequence level	Risk level rating	control measures & effectiveness	Report to
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Safety risk to the workers health	Psychological harm, stress	Likely	Major	Extreme	<ol style="list-style-type: none"> <li>1. Try to remain calm.</li> <li>2. Consider a method for informing all staff that a patient has dementia,</li> <li>3. keep a safe distance from the one with Alzheimer's, and remain calm, speaking slowly, softly, and with reassurance;</li> <li>4. to find the time for yourself as a caregiver, to retreat, to reflect, and to decompress from the height of the event. Such time will give you the chance to find the calm and self-assurance to continue doing the</li> </ol>	5. Manager/Supervisor
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**RISK ASSESSMENT CONTROL FORM – HAPPYVILLE HOME CARE SERVICE**

					important work you do for your care recipient.	
Client with aggressive behaviour (throwing equipment)	Cuts, injuries	Likely	Major	High	6. Communicate in a way that matches the person's abilities to understand and respond. 7. Avoid confrontation. Try distractions or suggest a different activity. 8. address the underlying feeling that has triggered the aggression. 9. Distraction is often a useful approach. Suggest having a cup of tea, going for a walk or looking at a magazine together.	10. Supervisor/Manager
Client unwilling to have open wound cleaned	Infection due to open wound	Possible	Major	High	11. Stay calm and speak in a reassuring voice. 12. If possible, address the underlying feeling that has triggered the aggression	14. Manager/Supervisor

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

					13. talk through the feelings and explain the reason you want them to clean and apply bandage	
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**Assessor Instructions**

Student must submit an incident report and a hazard and risk assessment form.

See below for an example of a completed form.

**Incident report form**

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

Witness to incident (each witness may need to provide an account of what happened)

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

### 1.3 ROLE PLAY

#### Students Instructions

This is a role play task based on Task 1 that you completed previously, you will be required to work with one(1) of your fellow students to complete the role play as per the instructions provided in the task.

#### Task instructions

You are required to participate in a role play with one of your team members who can be fellow students following the role play instructions below.

#### During the task you may refer to your:

- Workplace policies and procedures as applicable to carrying out task
- Learning content as applicable to task

#### Roleplay instructions

This meeting must include at least one(1) participants, must not exceed 15 minutes duration and must address all elements of the Observation checklist.

**In this task, you will participate in WHS meeting, raise WHS issues in line with task 1, participate in consultative activities, contribute to improving safety at workplace with the student who will play the role of a WHS representative who works with you in the same aged care facility.** Participants may be resourced using one of the following options:

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

If you are unable to find participants to play the role of your executive team, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

### **Option 1: Peers**

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the presentation, Appendix 2 – Audience instructions and a copy of the observation checklist so that they can prepare for the recording.

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

### **Option 2: Fellow students**

Fellow students participating in the recording must be provided with *Appendix 2 – Audience instructions* for context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist to prepare for the recording.

Students 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 meeting must be recorded with all participants captured in a virtual room using a system such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for all participants 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 with their name and job title to inform consent.

“This meeting 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.

Conduct a role play, participate in the safety meeting with your fellow student (who will play a role of WHS representative working in the same aged care home) and discuss the following:

### **Role play Task**

Brief your WHS member about the situation including your findings that you have completed in the table above (Task 1) by completing the following task:

- a) Consult with your WHS representative about one (1) safety issue and manage safety issue based on the hazard identified above.

- b) Identify and suggests two ways you would contribute to the development and implementation of the policies based on what you think could be best practice to enhance current policies as applicable.
- c) Reflecting on your own practice identify three (3) ways you would maintain currency of safe work practices with regards to workplace systems , equipment’s and processes. You can refer to your workplace policies and procedures or learning materials to identify ways of maintaining safe work practices.
- d) Reflecting on your work practices identify three(3) possible causes of stress and fatigue and who will you report these too. You can refer to your workplace policies and procedures and learning content to identify possible causes of stress.
- e) Participate in the team meeting, consult with your co-worker and debrief your team member on addressing individual needs as identified during the task

Assessors note: Students should be observed based on the sample answers provided below. However, students’ responses may be individualised and vary based on the scenario above and their relevant experience in the field.

Role Play Observation Checklist Template (tick the tasks completed)		
	Date and time: Click or tap to enter a date.	Comments
a) Consult with your WHS representative about one (1) safety issue and manage safety issue <b>For example: There is safety issue due to clients aggressive behavior of throwing equipment/first aid medical supplies leading to injuring the worker</b> Managing the safety issue raise this with supervisor.	<input type="checkbox"/>	
b)Two ways you would contribute to the development and implementation of the policies <b>for example Suggests an education program/training sessions is developed and provided to staff members so they can understand the policies and implement them to manage caring for patients with Dementia diagnosis whilst maintaining their own safety at workplace.</b>  Suggests to regularly seek feedback from the staff members on current policies and procedures in workplace and review and participate in policy changes/updates to better suit the clients needs and support the workplace.	<input type="checkbox"/>	
Reflecting on your own practice identify three (3) ways you would	<input type="checkbox"/>	



<p>maintain currency of safe work practices with regards to workplace systems , equipment's and processes For example</p> <ol style="list-style-type: none"> <li>1. Following WHS policies and procedures</li> <li>2. Participating in training and workshops to keep up to date with latest industry trends and practices</li> <li>3. regularly carry out workplace inspections. ensure equipment and tools are safe to use, regularly serviced (if required) and maintained in good working condition.</li> <li>4. Participate in workplace team meetings and report any hazards and risks</li> </ol>		
<p>Reflecting on your work practices identify three(3) possible causes of stress and fatigue and who will you report these too</p> <ol style="list-style-type: none"> <li>1. Work related stress – such as heavy workload and long working hours</li> <li>2. Job insecurities</li> <li>3. Conflict with co-workers</li> <li>4. Personal stress impacting work</li> </ol> <p>Report it to :Manager, supervisor</p>	<input type="checkbox"/>	
<p>Participate in the meeting and debrief to address individual needs For example:\</p> <ol style="list-style-type: none"> <li>1. Discuss and address individual training needs</li> <li>2. impact this situation has on you such as stress, fatigue, injury</li> <li>3. Discuss and establish better systems to identify and control hazards</li> <li>4. Follow organisation policies and procedures for additional precautions to manage outbreaks</li> </ol>	<input type="checkbox"/>	

<add rows as needed>			
I, Workplace Supervisor, confirm that all tasks listed above have been completed by the student.	Supervisor's signature:  _____	Supervisor's signature:  _____	
	Date: _____	Date: _____	
	Comments:	Comments:	

**Assessment checklist:**

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

<b>Part A</b>		
1	Completed the tasks requirements	<input type="checkbox"/>
<b>Part B</b>		
1	Completed All Templates	<input type="checkbox"/>
<b>Part C</b>		
1	Completed Role Play	<input type="checkbox"/>



**Congratulations you have reached the end of Assessment 3!**

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