**TOPIC**

Participate In Workplace Health and Safety

HLTWHS001

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All Case Histories in this text are presented as examples only and any comparison which might be made with persons either living or dead is purely coincidental.

**Marker Guide 1**

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Australian Institute of Professional Counsellors

Head Office

47 Baxter St., Fortitude Valley, QLD 4006.

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SHORT RESPONSE QUESTIONS

Section 1

Following Safe Work Practices

Health and Safety in the Workplace

1.1 There are a number of Commonwealth and State/Territory regulators of work health and safety in Australia.

a) Identify the state/territory you live in and name your local WHS regulator. (Your response should be approximately 10 words)

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| Student’s responses must identify one of the following:   |  |  | | --- | --- | | Australian Capital Territory | WorkSafe ACT | | New South Wales | SafeWork NSW | | Northern Territory | NT WorkSafe | | Queensland | Workplace Health and Safety Queensland | | South Australia | SafeWork SA | | Tasmania | WorkSafe Tasmania | | Victoria | WorkSafe Victoria | | Western Australia | WorkSafe WA | |

b) Name the statutory agency that the Commonwealth government set up to develop and coordinate national policies and strategies related to work health and safety issues. (Your response should be approximately 10 words).

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| Student’s response must refer to Safe Work Australia. |

c) Using your responses to question 1.1a and 1.1b, complete the following table to determine the roles of these two agencies (i.e., your state/territory WHS regulator and the Commonwealth statutory agency on WHS matter).

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| Students’ response must demonstrate an understanding of the role of WHS authorities and Safe Work Australia. | |
| **Roles** | **Whose role is this?** |
| i) Implement WHS laws within their area. | “[State/territory WHS regulator]” |
| ii) Promote consistency in WHS laws across Australia. | “Safe Work Australia” |
| iii) Develop model WHS laws. | “Safe Work Australia” |
| iv) Monitor whether organisations are compliant with WHS laws. | “[State/territory WHS regulator]” |

d) When developing workplace WHS standards, why is it important for community services organisations to consider guidance from local WHS regulator and WHS laws that applied to their own jurisdiction? (Your response should be approximately 50 words)

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| Students’ response must demonstrate an understanding of how state/territory legislation impacts on workplace regulations.  Responses should include reference to:  WHS laws are state/territory based – although most (except Vic) have accepted model WHS laws from Safe Work Australia – they are still regulated at the state/territory level, and they are expected to make variations to the law.  As such, WHS regulator is the most appropriate source of information. |

1.2 In your Study Guide you learned about the key WHS-related duties and responsibilities of different work roles. You must complete the table below by briefly outlining both the key duties of each of the work roles and three (3) critical responsibilities that individuals in each of these positions hold. (Your total response should be approximately 200 words)

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| **Work Role** | | **Key Duties** | | **Three Role Responsibilities** | |
| a) Workers | Wording will vary but student’s response must reflect that their key duty is to:  Carry out their work for the Person Conducting a Business or Undertaking and adhere to all safe work direction. | | Student’s response must demonstrate an understanding of at least three of the following critical role responsibilities:   * Taking reasonable care of yourself. * Not doing anything that would affect the health and safety of others at work. * Following any reasonable health and safety instructions from your employer. | |
| b) Health and Safety Representatives | Wording will vary but student’s response must reflect that their key duty is to:  Facilitate the flow of information about health and safety between the PCBU and the workers in the HSRs work group. | | Student’s response must demonstrate an understanding of at least three of the following critical role responsibilities:   * Represent workers in a work group on WHS matters. * Monitor WHS actions taken by the PCBU. * Investigate WHS complaints from workers of the work group * Look into anything that might be a risk to the WHS of the workers they represent. * Direct unsafe work to stop when they have a reasonable concern that carrying out the work would expose a worker of their work group to a serious risk * Issue a ‘Provisional Improvement Notice’ (PIN) when they reasonably believe there is a contravention of the WHS Act | |
| c) Health and Safety Committees | | Wording will vary but student’s response must reflect that their key duty is to:  Bring together workers and management to assist in the development and review of health and safety policies and procedures for the workplace. | | Student’s response must demonstrate an understanding of at least three of the following critical role responsibilities:   * Facilitate co-operation in developing and carrying out measures to improve the safety of workers * Help develop health and safety standards, rules and procedures. * Other functions that are prescribed by the regulations or agreed between the PCBU and the committee | |
| d) Officers | | Wording will vary but student’s response must reflect that their key duty is to:  Exercise due diligence to ensure their business or undertaking fulfils its health and safety obligations under the WHS Act. | | Student’s response must demonstrate an understanding of at least three of the following critical role responsibilities:   * Acquire and keep up to date knowledge of work health and safety matters. * Gain an understanding of the operations of the business and the hazards and risk involved. * Ensure the PCBU has appropriate processes for receiving and considering information regarding incidents, hazards and risks and responding in a timely way to that information * Ensure that the PCBU has, and implements, processes for complying with any duty or obligation of the PCBU * Ensure appropriate resources and processes are provided to enable hazards to be identified and risks to be eliminated or minimized. * Verify the provision and use of the resources and processes above. | |
| e) Persons Conducting a Business or Undertaking | | Wording will vary but student’s response must reflect that their key duty is to:  Ensure workers and others are not exposed to a risk to their health and safety. | | Student’s response must demonstrate an understanding of at least three of the following critical role responsibilities:   * Provide and maintain a safe work environment, including safe infrastructure, equipment and systems of work. * Provide accessible and adequate facilities (e.g., toilets, drinking water, first aid, dining areas) * Provide instruction, training, information, and supervision required for the workers to perform work safely. * Monitor workers health and conditions at the workplace. * Maintain accommodation owned or under their management. * Consult with workers and WHS representatives. * Manage risks to health and safety (e.g., hazardous manual tasks). | |

1.3 According to WHS laws, which of the roles in question 1.2 has the primary duty of care for WHS matters in a community services organisation?

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| Students’ response must indicate PCBU has the primary duty of care. |

1.4 Describe two (2) types of organisational policy and procedures that are developed to help workers adhere to WHS laws. (Your response should be approximately 60 words)

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| Students’ response must demonstrate an understanding of at least two workplace policies and procedures for WHS.  Responses may include reference to:   * Risk management – includes procedures for hazard identification, risk assessment, and the control measures implemented to monitor and reduce risks identified in the workplace. * Incident and injury reporting – how to fulfil WHS law’s requirement on incident reporting and documentation requirement for near-misses, incidents, and injuries for the organisation. * Consultation and participation – This include how general staff will be consulted in relation to WHS matters as required by the laws (e.g., monthly meetings for all workers in which WHS issues are discussed), as well as involvement of WHS Reps and committee. * WHS policy and procedures on specific matters such as harassment and grievance, induction, anti-bullying, and alcohol and other drug use. – These usually provide guidance for WHS compliance such as documentation requirement, who to report to and steps to escalate the matter (where necessary). * Other appropriate responses may also be accepted. |

Identifying Hazards and Risks

1.5 What is the difference between a hazard and a risk? (Your response should be approximately 40 words)

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| Student’s response must demonstrate an understanding of the difference between a hazard and risk.  Example response:  “A hazard refers to a source of potential for harm while a risk refers to the probability and consequences resulting from exposure to a hazard.” |

1.6 Briefly outline four (4) hazard identification processes that the management of an organisation could use to help identify hazards in the workplace. Your response should be approximately 100 words)

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| Student’s response must demonstrate an understanding of four basic hazard identification procedures (e.g., workplace inspections and review of workplace data).  Responses may include reference to the following:   * Inspecting the workplace (e.g., observing how work is performed, how equipment is used, what safety practices are used, the state of workplace housekeeping, etc) * Consulting with workers (e.g., asking about any problems or incidents that have not been reported) * Reviewing workplace data (e.g., analysing information about reported workplace incidents, results of inspections, complaints, worker sick leave patterns, etc) * Reviewing external data (e.g., external regulators, safety consultants and manufacturers/suppliers are a vital source of information for hazards associated with specific industries, pieces of equipment or the use of specific substances) |

1.7 List three (3) situations in which a hazard identification process should be undertaken. (Your response should be approximately 75 words.)

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| Student’s response must demonstrate an understanding of at least three situations in which hazard identification processes should be undertaken.  Responses may include, but are not limited to, reference to:   * As part of routine workplace procedures * Before new forms of work and organisation of work are implemented (e.g., introduction of a new service) * Before changes are made to a workplace, including changes to equipment, work processes, or work arrangements (e.g., before changing a specific service process) * As a part of planning major tasks or activities, such as equipment shutdowns (e.g., planning a group workshop) * Following an incident report (e.g., following a physical outburst by an angry client) * When new knowledge regarding the workplace becomes available (e.g., a railing at the entrance to the building becomes loose) |

1.8 Briefly outline three (3) potential hazards associated with working in direct client care that you, as the worker, may need to address when undertaking your role. (Your response should be approximately 75 words)

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| Student’s response must demonstrate an understanding of at least three common hazards for workers working in direct client care environments.  Responses may include, but are not limited to the potential for:   * Injury and / or property damage sustained from a violent or aggressive client. * Worker fatigue or burnout. * Health risk associated with working in direct contact with young people carrying an infection such as Hepatitis C. * Personal safety when entering and leaving the premises. * Risks related to work environment when working with young people ‘on the streets’. |

1.9 Depending upon the nature of their role, workers may be required to implement ‘infection control procedures’. Define ‘infection control’ and outline two (2) control methods that could be adopted in the workplace for effective infection control. (Your response should be approximately 75 words)

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| Student’s response must demonstrate an understanding of infection control and list a control method and a specific example in the workplace.   * Definition of ‘infection control’ refers to preventing pathogens (Bacteria, viruses, fungi or protozoa) being passed from one person to another. * The student response must include two of the following control methods and a relevant example: * Personal hygiene practices: handwashing, cover cuts and abrasions, wear gloves, do not share personal items * Food preparation: wash hands before and after handling food, avoid touching your hair, nose or mouth, keep hot food hot and cold food cold etc. * Cleanliness in the workplace: regularly wash the floors, bathrooms and surfaces, spot clean necessary etc. * Handling contaminated sharps: e.g., providing appropriate puncture-proof container |

1.10 Define ‘hazardous manual tasks’ and explain four (4) methods that can be used by management to identify hazardous manual tasks in the workplace, according to the Code of Practice developed by Safe Work Australia. (Your response should be approximately 150 words)

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| The student response must demonstrate an understanding of hazardous manual task and at least four methods that can be used to identify them.  Response should include reference to:   * “a task that requires a person to lift, lower, push, pull, carry or otherwise move, hold or restrain any person, animal or thing involving one or more of the following: repetitive or sustained force, high or sudden force, repetitive movement, sustained or awkward posture or exposure to vibration”. * Student’s response must demonstrate an understanding of the four methods required to identify hazardous manual tasks: * Consult with workers: drawing on workers’ experience to identify tasks that are difficult to carry out, likely to result in muscle tiredness, putting them in awkward positions or movements, or causing any discomfort * Review available information: Review documentations such as workplace injuries and incidents record, inspection reports, worker complaints or compensation claims. * Look for trends: identify certain trends, such whether a particular task is more hazardous than others, or that a particular location has reported more issues than others. * Observe manual tasks: Observing how tasks are carried out (e.g., postures) allows you to identify hazardous tasks. |

Assessing Risk

1.11 Imagine that you are developing risk assessment policy and procedures for your organisation. Outline the steps and considerations that you will include in the procedures. (Your response should be approximately 100 words)

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| Student’s response must demonstrate an understanding of the principles and practices of risk assessment.  Responses may include, but are not limited to, reference to:   * Assessing how severe the risk is, the actions that need to be taken, and how urgent the risk is. * Facts about the nature of the hazard, the way it can lead to injury, accident, or death, and the impact that it will have * Determine how severe a risk is, whether any existing controls are effective, what action you should take to control the risk, how urgently the action needs to be taken * Using organisation WHS documents such as a Hazard Log to record risk assessment. * Using a Risk Matrix to assess risk. |

Emergency procedures

1.12 It is important for workers to know what to do in the event of an emergency.

a) List three (3) emergency situations that a worker may occasionally deal with during the course of their work. (Your response should be approximately 30 words)

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| Student’s answer must demonstrate an understanding of an emergency situation.  Response may include but it is not limited to:   * Injury causing events, e.g., vehicle accident * Events requiring evacuation, e.g., activated fire alarm * Fire or explosion, e.g., fire in staff kitchen * A hazardous material spill, e.g., a cleaner may spill a toxic chemical * Threats of harm, e.g., a bomb threat * Security emergency, e.g., an intruder on the premises * Internal emergency, e.g., loss of power * External emergency, e.g., flood * Students should identify an Emergency Management Plan or other relevant WHS policy as the document they must be familiar with. |

b) What is an emergency management plan and why is it important for individual workers to follow these when an emergency occurs? Hint: Consider what type of information emergency management plans provide. (Your response should be approximately 75 words)

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| Student’s answer must demonstrate an understanding of the purpose of an emergency management plan.   * Response may include, but are not limited to, reference to: * An emergency plan is a written set of instructions that outlines what workers and others at the workplace should do in an emergency. * Outlines the actions for workers and others at the workplace at the time of the emergency * Provides details on evacuation procedures, notifying emergency services, medical treatment and other assistance * Describes the communication processes between the authorised emergency coordinator and all others in the workplace * Outlines the details of testing for emergencies in the workplace * Provides details of information, training and instruction to relevant staff implementing emergency procedures |

1.13 Imagine that your organisation’s fire emergency procedures are developed based on the information provided under **Emergency Procedures** in the Study Guide. One day, you are just about to take a client into a private room to talk to them when you hear an alarm. Your training tells you this is a fire alarm. Outline what actions you should take. (Your response should be approximately 75 words)

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| Student’s answer must demonstrate the ability to follow workplace emergency procedures from the Study Guide.  Responses should include, but are not limited to:   * Calmly explain the situation to the client * Instruct the client to follow me immediately to leave the premises * Move with the client to the designated assembly point outside the premises * Remain with others from the workplace at this assembly point * Speak to the client about any concerns they have * Wait for instructions to return to the office |

1.14 Emergency drills are often included as part of a workplace emergency management policy and procedures. What are emergency drills and how do they support workers’ compliance with emergency procedures? (Your response should be approximately 50 words.)

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| Responses must demonstrate an understanding of emergency drills and its role to support compliance with emergency procedures.  Example response:  “Emergency drills are practices where an alarm is activated on purpose and workers are required to respond as per it is a real emergency and follow relevant procedures. Undertaking drills periodically helps workers to remember what to do in case of a real emergency.” |

1.15 Complete the following table by outlining the meaning of each of the following signs.

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| **Sign** | **Meaning of Sign** |
| Graphical user interface, application, Word  Description automatically generateda) | There are dangerous goods in this area such as chemicals |
| http://www.australiansafetysigns.com/images/stories/SAFETY_EMERGENCY_SHOWER.jpgb) | Indicates the location of an emergency shower in the event a person needs water applied to their body |
| Graphical user interface, application, Word  Description automatically generatedc) | People in this area must wear personal protective equipment, in this case, eyewear |
| Graphical user interface, application, Word  Description automatically generatedd) | A specific hazard, in this case, entering a radiation area. |
| A green and white sign  Description automatically generated with low confidencee) | Directs people to the building’s exit |

1.16 Sam works in a helping profession. He has been with the service for just over a year. All workers in the organisation must complete an induction program before working with clients. The induction program requires workers to demonstrate their understanding of the organisation’s policies and procedures, complete an accredited First Aid course, and complete a non-violence intervention course. Sam’s personal employee handbook provides quick access to procedures in the event of emergencies. The section which refers to medical emergencies is provided below.

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| **Workplace Health and Safety Emergency Procedures**  *Section 4 - Life Threatening Medical Emergencies*  In the event of a potentially life threatening medical emergency all staff members should:   1. Notify the ambulance service immediately 2. Administer first aid 3. Continue with first aid until ambulance service arrives |

Sam is chatting to young person, Paulo, aged 16. During the conversation, Paulo suddenly loses consciousness and appears to have a seizure. What should Sam do? (Your response should be approximately 30 words)

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| Student’s answer must demonstrate the ability to follow workplace emergency procedures.  Example response:  “Follow the organisational procedures by calling the ambulance service immediately and performing first aid until the ambulance officers arrive.” |

Reporting Incidents and Injuries

1.17 Organisations must comply with incident notification requirements set out in the WHS laws.

a) Explain the difference between an incident and a notifiable incident as defined by the legislation. (Your response should be approximately 50 words)

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| Student’s response must include reference to:   * An incident refers to any event that has caused or has the potential for injury, ill-health, or damage. * A notifiable incident occurs when workplaces need to report illness and injury to their state or territory regulators. A notifiable incident refers to a) the death of a person b) a serious injury or illness of a person; or c) a dangerous incident. |

b) Outline the responsibilities of a worker and an employer (i.e., PCBU) in incident reporting. (Your response should be approximately 50 words)

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| Students’ response must demonstrate an understanding the impact of legislative requirements on the responsibilities of employers and workers in incident reporting.   * Responses should make reference to: * Workers are typically required to report and document all near misses and incidents in the workplace. * Employers are not required to report all incidents, but only notifiable incidents, to WHS regulator. |

Integrating Your Knowledge

The following questions require you to draw upon all of the knowledge and skills you have learned throughout this section of the Study Guide.

1.18 Imagine that you have just started a role at a local youth organisation, ‘Youth Connect’. As part of their service, Youth Connect supports young people with complex needs and behaviours. Some of the clients can become physically and verbally abusive towards staff. When this occurs, you are required to help diffuse the situation and ensure a safe environment.

a) One day, you trip over your shoelaces and graze your hand and wrist on the ground. The graze draws a small amount of blood and is bandaged up by your first aid officer. The first aid officer requests that you fill out an incident report.

Refer to the organisational procedure for documenting and reporting injuries and incidents at Youth Connect that is provided in the case study under **Reporting Incidents and Injuries** in the Study Guide. In the space below, outline the steps you would take to report the incident. (Your response should be approximately 50 words)

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| Student’s response must demonstrate the ability to identify and implement WHS procedures and instructions by outlining steps that comply with the following requirements:   * Injury was reported to Head of Youth Services by phone, fax or email as soon as it occurred * A formal incident report completed and submitted to the HR Manager within 24 hours of the incident * A copy of the incident was forwarded to the Managing Director. |

b) Will you document and report this as a ‘notifiable incident’? Justify your reasoning. (Your response should be approximately 30 words)

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| Students’ response must identify that this incident is NOT a ‘notifiable incident’ because it did not lead to death, serious injury, or danger as per the legislative definition. |

c) While you are on lunch break, your colleague, Lily rushed to you for help as two young persons have started fighting. When you arrive, you notice that one of the young persons has fallen to the ground, hit their head and became unconscious. Ambulance was contacted immediately. After the ambulance had left and the other young persons on site were appropriately settled, you finally had time to consider what your reporting duties are. Outline what you will do to document or report this incident, including whom you will report to. (Your response should be approximately 50 words)

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| Student’s response must demonstrate the ability to identify and implement WHS procedures and instructions, and include reference to following requirements:   * Injury was reported to Head of Youth Services by phone, fax or email as soon as it occurred * A formal incident report completed and submitted to the HR Manager within 24 hours of the incident * A copy of the incident was forwarded to the Managing Director. |

d) Will you document and report this as a ‘notifiable incident’? Justify your reasoning. Hint: Refer to Reading Q. (Your response should be approximately 30 words)

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| Students’ response must identify that this incident is a ‘notifiable incident’ because loss of consciousness constitutes a notifiable incident.  This is covered in Reading Q. |

1.19 Imagine that you work for a youth services organisation that provides services to youth with complex needs and behaviours, young people from culturally diverse backgrounds, and young people with physical and/or intellectual disabilities. Your organisation is in the process of seeking out a location for some youth group activities. You have arranged to inspect the facilities at a local community centre. This community centre is located on a main road so that it is close to public transport but gets very noisy at times with trucks and buses passing regularly. The building is an old home that was converted for its current purpose. You notice that the handrail on the front steps is wobbly and that the wooden ramp at the back entrance is starting to rot. The furniture in the group room is old and one of the couches is missing a cushion, allowing the springs to come through. The bookshelf is made from planks of wood separated by bricks. While this is functional it looks a little unsafe, particularly since it is not secured to the wall and the children who access the centre might try to climb onto it. The carpet is worn and raised in some places. The kitchen and toilets are in good condition and workers clean them regularly. Detergents, disinfectants and other cleaners are stored in cupboards under the sinks. The centre appears to have sufficient lighting as well as a fully-functioning heating/air-conditioning unit. While some of the fixtures are dated and worn, the staff keep the work area tidy and uncluttered.

Your manager has asked you to review the centre and conduct a WHS assessment.

a) As part of your organisation’s policies and procedures, there is an itemized checklist that workers are required to complete to assess the safety of potential new centres. Complete the checklist below based upon the information provided. The first two lines have been completed for you to demonstrate the level of detail required. You must complete the rest of the checklist.

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| **Inspection Item** | **Yes** | **No** | **Notes** |
| Area is tidy and uncluttered |  |  |  |
| Floor surfaces are flat and even |  |  | Carpet is raised in some places |
| Floor coverings are in good condition |  |  | Carpet is worn |
| Stairs, steps and handrails are in good condition |  |  | Handrail at the front entrance is loose. The wooden ramp at the back entrance has begun to rot |
| All areas are adequately lit |  |  |  |
| Adequate heating/cooling is available |  |  |  |
| Kitchen/toilet facilities are accessible and clean |  |  |  |
| Furniture is in good repair |  |  | Waiting room furniture is looking old. Couch is missing one cushion. Springs are protruding from the couch |
| Tall furniture (e.g., bookcases) are secured to the wall |  |  | Bookcase is not secured to wall. The bookcase is not secured as one piece |
| Chemicals are secured and cannot be accessed by clients |  |  | Cleaning chemicals are accessible in a cupboard under the sinks |
| Noise levels are acceptable |  |  | The traffic on the main road penetrates the building. Trucks and buses are particularly noisy |

b) Select five (5) hazards you have identified from the checklist and complete the simplified Hazard Log Form below. Hint: see the risk matrix under **Assessing Risk** in the Study Guide to help determine the current risk rating.

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| Hazard | Risk (what could go wrong) | Current Risk Rating |
| Located on a main road | Young people could run out on the road | High |
| Front entrance handrail | A person with a disability might rely on it for stability | Extreme |
| Protruding spring in the waiting room couch | A person would get injured if they sat on it or a young person may jump on it | High |
| The missing couch cushion | A person with low vision may not notice the cushion is missing and sit down on the spring | High |
| The cleaning chemicals under the sink | Young people could access the chemicals | High |
| Note: Risks and risk rating are examples only. Marker must review the student’s response to the risk in order to ensure that their risk rating is appropriate. One risk rating above or below is acceptable. | | |

c) Select one (1) of the hazards you have identified and complete the following simplified Hazard Report Form. (Your total response should be approximately 20 words)

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| Students’ response must demonstrate ability to record hazards using the following form. |
| Description of hazard:  Front entrance handrail |
| Corrective action:  Taken  Required  If action already taken what was done:  Hazard has been reported |
| Further action required:  Handrail needs to be replaced or current handrail secured  Note: this is an example response only. |

d) Who should you report your WHS assessment outcomes to? (Your response should be approximately 10 words)

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| Correct response determined by the type of hazard, risk and workplace procedures but generally the answer should reflect supervisor / manager and maybe even the management of the centre. |

Section 2

Contributing to Safe Work Practices

Raising WHS issues

2.1 Imagine that you work as a helping professional in a small helping organisation. Your organisation requires all staff to be an active part of promoting and maintaining WHS safety. Where actual or potential hazards are identified, workers should:

* Where safe and possible, remove the hazard.
* Where removal is unsafe or not possible:
  + If risk is urgent, close off the area to prevent incident or injury, and report to the building manager as soon as practicable.
  + If there is no immediate risk, the matter should be raised through weekly meeting (WHS is a regular agenda item in the meeting).

a) One day as you attend work, you notice that a wall shelf in the youth activity room is slightly wobbling as the attachment to the wall is getting loose. Whilst you do not think it is likely to pose any urgent risk, you have concerns that this may become an issue in near future. What is the most appropriate way for you to raise this issue, according to your organisational procedures? (Your response should be approximately 25 words)

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| Students’ response must demonstrate the ability to raise WHS issues with designated persons according to organizational procedures.  Example response:  “I will bring this matter up during the weekly meeting and ask that repair work to be undertaken as soon as possible.” |

b) Imagine that a week has passed, and you haven’t seen any work undertaken to fix the wobbly shelf. You believe that the wobbly shelf has now become a fall hazard that could cause risk to others in the room. What actions would you take? (Your response should be approximately 25 words)

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| Students’ response must demonstrate the ability to raise WHS issues and implement safe work procedures.  Example response:  “Since risk has become more urgent, it will be appropriate to close off the area and report this matter to the building manager immediately.” |

Contributing to WHS practices of the Work Team

2.2 Imagine that you work in a youth outreach service, and your role involves driving on a company vehicle to meet with young people at home or in meeting places. Recently, there is a new addition to your team, and your manager has asked that you assist the new worker, Maynard, to understand work routine including the monthly car inspection. Outline what steps you would take to help Maynard learn to carry out car inspection and promote safe work practices. (Your response should be approximately 75 words)

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| Student’s answer must demonstrate the ability to contribute to the implementation of safe work p  Responses may include, but are not limited to:   * Make sure Maynard has access to and has read the relevant policies and procedures manual. * Explain how to implement these procedures. * Demonstrate the car inspection procedures to Maynard. * Observe Maynard carry out an inspection to make sure she is following the procedures. * Sit down with Maynard to review what other support she may need. * Ask if she has questions and assist with problem solving.   Other appropriate responses should also be accepted. |

2.3 Imagine that you observe a new colleague, Jerry, lifting heavy boxes with their legs straight and their back bent. You know from the manual handling training you have completed that this is an unsafe practice that could result in your colleague severely injuring their back. As you express your concern with Jerry, you find out that WHS issues are not covered in his induction process, and he is not aware of where to find information about WHS policies and procedures.

a) Write down what you would say to raise these concerns with your manager, including one (1) suggestion on how these issues can be addressed. (Your response should be approximately 60 words)

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| Students’ response must demonstrate the ability to raise WHS issues with designated persons, by including an appropriate script.  Example response:  “I just want to let you know that Jerry needs to be inducted on safe work practices. From our conversation, it seems that he hasn’t been inducted on manual handling and the WHS policies and procedures. I’m concerned that he might hurt himself.” |

b) Imagine that your manager consulted with you for a solution to address these concerns you have raised. Write down what you would say to your manager in response in order to propose a potential solution. (Your response should be approximately 30 words)

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| Students’ response must demonstrate the ability to participate in WHS consultative activities by providing a script containing a potential solution. Responses may vary depending on the students’ response to question 2.4a.  Examples of solutions may include, but are not limited to:   * Review induction procedures to make sure WHS is included * Demonstrate safe practices to Jerry and show him where the policies and procedures are.   Example response:  “I suggest that we review the current induction procedures we have, and maybe come up with a checklist so we can make sure information about safe manual handling practices are covered.” |

Integrating Your Knowledge

The following questions require you to draw upon all of the knowledge and skills you have learned throughout Part B of the Study Guide.

2.4 Read the following scenario and answer the questions below.

Karen works at a an emergency residential that is currently at capacity with young people. Karen usually works with high-needs clients, many of whom tell her stories of tragedy and trauma in their lives. Some of the young people becomes aggressive at each other at times and Karen was worried about how to manage this. Sometimes she was quite frightened. Karen has been staying back to complete mandatory reporting requirements due to the high volume of incidents. She has been networking with other agencies to ensure her clients receive the best services, participating in team meetings, and assisting her colleagues. She often works late or starts early and this is beginning to impact on her family life. She has not taken a holiday for over a year and there has recently been high levels of staff loss due to the recent spike in the amount of incidents occurring in the residential. Karen is worried that she will be asked to fill more shifts. Karen has not had time to organise supervision due to the lack of staff to cover shifts. Karen recently began getting headaches every day and has been losing interest in her work. She often feels exhausted and, at times, her heart races and she feels anxious for no apparent reason. She is finding it hard to sleep at night and has noticed that she is often dropping things, bumping into things, and has even burnt her hand on the oven.

a) Briefly outline four (4) aspects of Karen’s working situation that may be contributing to feelings of stress. (Your response should be approximately 100 words.)

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| Student’s response must demonstrate that they can identify at least four areas of work-related stress from the case study  Wording will vary, but responses should include reference to at least four of the following:   * High workload * Irregular work hours * Problems with home-life balance * Poor sense of control over their work environment * Lack of workplace support * Exposure to a majority of high needs clients * Exposure to infection * Working with a high number of clients sharing traumatic situations * Fears for personal safety   Workplace factors have been addressed in the Study guide. The student must apply the factors to the case study. |

b) List four (4) warning signs that might indicate that Karen is experiencing stress or fatigue. (Your response should be approximately 40 words)

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| Student’s response must demonstrate that they can identify four warning signs of stress and fatigue.  Wording will vary, but responses should include reference to at least four of the following:   * Headaches * Loss of interest in work * Feelings of exhaustion * Heart issues / racing * Feelings of anxiety * Difficulty sleeping * Increase in accidents or injury   Symptoms of stress and fatigue are listed in the Study Guide. The student must apply this knowledge to the case study. |

c) Who should Karen discuss her stress with? (Your response should be approximately 20 words)

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| Student’s response **should** indicate that Karen should try contacting her supervisor/manager to talk about her stress concerns. |

d) Imagine that you are a colleague of Karen, working in the same role. Outline how you would address your work-related stress so as to ensure your ability to continue to work safely in your role. (Your response should be approximately 50 words)

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| Student’s response **must** demonstrate an understanding of appropriate **strategies for addressing the stress and fatigue in this situation** in order to ensure Karen’s ability to work safely and sustainably.  Responses may include, but are not limited to, reference to:   * Talking to supervisor/manager about concerns in order to negotiate altered duties and/or work hours and/or support * Review time management strategies * Review workload priorities * Foster supportive relationships with other workers in order to share workload * Personal counselling / engage employee assistance programs * Review job satisfaction and competencies * Maintain more appropriate work-life balance * Self-care strategies – exercise, meditation, etc. |

e) Explain what you would do to maintain safe housekeeping practices in your work environment. (Your response should be approximately 50 words)

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| Students’ response must demonstrate the ability to take actions to maintain safe housekeeping practices. Responses will vary, however, must be appropriate for the context described above (i.e., emergency residential services).  Examples of housekeeping practices provided in the Study Guide include:   * Keeping desk clean and tidy. * Keeping common areas clean and tidy. * Keeping walkways clear. * Cleaning up spills or breakages. * Storing materials and equipment safely. * Emptying rubbish/recycling bins regularly. * Reducing unnecessary noise.   Other appropriate responses should also be accepted. |

2.5 For the following questions, consider your future career as a helping professional.

a) Helping professionals must be reflective on their stress level and know when to seek additional support. Outline what strategies you would implement to make sure that you are continuously monitoring your own levels of stress and fatigue and how you may go about seeking support in your workplace. Hint: Take a moment to reflect on what your signs of stress are. (Your response should be approximately 50 words)

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| Students’ response must demonstrate the ability to reflect on own levels of stress and fatigue and report to designated persons.  Example response:  “I will make sure that I take time every day after work to check in and see how I feel. If I am feeling overwhelmed and having tense muscles, I know that my stress level is going up and I will have a chat with my supervisor.” |

b) In the Study Guide, you have learned about your responsibilities and rights as a worker, including contributing to your workplace’s WHS practices. Briefly explain what you would do to take part in the development of WHS policies and procedures in your future workplace. (Your response should be approximately 50 words)

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| Students’ response must demonstrate the ability to contribute to development of safe workplace policies and procedures in own work area.  Responses may include, but are not limited to:   * Raising WHS issues/concerns according to organizational procedures. * Provide WHS feedback. * Participate in workplace meetings, inspections and consultative activities * Become a health and safety representative. * Assist new or less experienced staff members or provide guidance when they are not implementing safe work practices. * Sharing WHS information with work colleagues. |

c) Consider you’re the systems, equipment or processes that you are likely to use as you become a

worker (it may be helpful to think about a particular work role). Identify two (2) strategies you could implement to make sure you maintain your knowledge and skills to carry out work safely. (Your response should be approximately 50 words)

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| Student’s response must demonstrate an understanding of five appropriate strategies for maintaining WHS knowledge in relation to workplace systems, equipment and processes.  Responses may include, but are not limited to:   * Formal training or workshops by accredited trainers * Undertaking certificates in WHS through a Registered Training Organisation * Subscribing to industry newsletters * Industry fact sheets (subscription based) * Union updates * Researching on the internet for the latest standards and techniques * Contacting your local State Government department that looks after WHS and asking them for ideas * Contacting the equipment manufacturer for updated information * Attending staff meetings where WHS updates are a regular agenda item * Contacting the organisational Health and Safety representative or committee to request information * Enquiring about becoming an Health and Safety representative in the organisation * Networking or talking with other people undertaking similar roles |