**Marker Guide 4**

**CERTIFICATE IV IN HEALTH ADMINISTRATION**

Communicate and Work in Health or Community Service

CHCCOM005



First Edition, July 2023

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Assessment Instructions

**All of the information that you need to complete your assessment tasks are included in your Study Guide and associated Readings.** Before attempting to complete this Assessment Book you must read through all of the information supplied to you in the Study Guide and Readings for this unit. You are required to complete all assessment questions successfully in order to be deemed competent in this unit.

This Assessment Book is designed to assess **your** knowledge. Copying sentences and blocks of text directly from your Study Guide, Readings, or other documents does not demonstrate your understanding of the topic. Neither does copying the work of another student. Such practices are regarded as plagiarism and will not be tolerated. (Please see your Student Handbook for further information regarding Plagiarism).

A guideline for the number of words required for a response is included to give you an idea of the depth of information that is required to successfully answer the question. If you are well under the approximate number of words you may need to ask yourself whether you have been too superficial in your response. If you are well over the word limit, then you may need to ask yourself whether you have included irrelevant information or repeated yourself unnecessarily.

If you do not understand what is required for you to complete an assessment, please contact an Education Adviser.

**Important Note:**

When an assessment item asks you to *write what you would say* to a client, this means that you need to write, word for word, what you could say to the client if you were in session. These items assess your ability to generate appropriate responses and demonstrate important skills in the counselling context. As such, it is **not** acceptable to write out the topics you would cover. Rather, you need to imagine that you are in the session with the client and write out how you would verbally respond in the scenario. We have provided an example to indicate how you should approach this type of assessment item.

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| **Assessment Item:**  Karen has come to counselling after the end of a long-term friendship. Karen has been struggling to make sense of how the friendship ended and is also wondering why she is in so much pain. She says that she is as hurt by this friendship ending as she has been by the worst break-ups she has been through, and she worries she is over-reacting or having a ‘mental breakdown’. What would you say to Karen to normalise this experience? (Your response should be approximately 70 words.) |
| **Response:**  “Karen, although we don’t often see the pain of friendship loss represented in television shows or movie or pop songs, and we only seem to talk about relationship loss in terms of romantic relationships, the loss of a friendship can be just as significant. The loss of an important friendship brings on grief, just the way the loss of any other kind of important relationship does.” |

Submitting an Assessment Book

Please submit your assessment book via your online student portal at <http://my.aipc.net.au>

Use the following as a checklist before submitting your Assessment Book:

Have all of the questions and activities been completed?

Is your name and student number noted in your Assessment Book? (on the following page)

Have you completed the Candidate Declaration? (on the following page)

Have you saved a copy of all of your work (in case of loss)?

This Assessment Book Belongs To:

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| Student Name: |  |
| Student Number: |  |

Candidate Declaration:

By signing below, I declare that:

* I am the enrolled student.
* I have been advised of the assessment requirements and my rights and responsibilities as an assessment candidate, and I choose to be assessed at this time.
* All of the responses within this Assessment Book are my own.
* This Assessment Book contains no material written by another person except where due reference is made.
* I am aware that a false declaration may lead to the withdrawal of a qualification or statement of attainment.

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| Signature: |  | Date: |  |
|  | (Type your full name in the field above) |  |  |

Assessment Summary

Please find below the results of your first submission (this will be completed by your assessor after your Assessment Book has been submitted)

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| **Result** | **Date Assessed** | **Assessor Name** | **Assessor Initials** |
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| **Questions to resubmit (if first submission is not yet competent)** |
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***Students, please note:***

***A Not Yet Competent (NYC) result does not mean that you have to redo the whole unit. In the box above, the marker has identified exactly which questions you need to resubmit. Feedback is provided (in a comment box) beside your current answer. All resubmissions have to be completed at the end of this marked book.***

To make a resubmission,

**Step 1:** Go right to the end of this Assessment Book to the “Resubmission Page”. ***Please do not change your original answers.*** Your marker will need to look at your original answer and your resubmitted answer.

**Step 2:** Write the question number and then enter your answers into the Resubmission Box. The box will expand as you enter text.

**Step 3:** Make sure that you have answered all of the questions that you have been asked to resubmit.

**Step 4:** Resubmit this assessment book for marking via the student portal.

*All the best!*

Please find below the results of your resubmission (this will be completed by your assessor after your Assessment Book has been resubmitted)

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| **Resubmission Result** | **Date Assessed** | **Assessor Name** | **Assessor Initials** |
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SHORT RESPONSE

Section 1

Communicate Effectively with People

1.1 Provide a definition of each type of communication and three (3) examples of how a person may use the communication type in the work setting. (Each example approximately 100 words.)

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| 1. **Communication type: Non-verbal communication** |
| **Definition:**  Nonverbal communication refers to the use of body language, facial expressions, gestures, tone of voice, and other nonverbal cues to convey information and meaning in communication. It is often used unconsciously and can influence how a message is received and interpreted by the receiver. Nonverbal communication can communicate emotions, attitudes, and social status, and it can be used to support, enhance, or contradict verbal messages. |
| **Student’s response should demonstrate an understanding of the purpose of verbal and non-verbal communication. Responses may include, but are not limited to, reference to:**  **Examples (3):**  Examples of nonverbal communication within the workplace in health or community services include:   1. Facial expressions: Smiling, frowning, raising eyebrows, and squinting can all convey different emotions and attitudes. 2. Gestures: Hand gestures, such as pointing, waving, or shaking hands, can communicate respect, greeting, or agreement. 3. Posture: Standing tall or slouching can convey confidence or lack thereof, respectively. 4. Eye contact: Maintaining eye contact can convey attention, respect, or confidence. 5. Tone of voice: The tone of voice, such as volume, speed, or pitch, can convey emotion or attitude. 6. Touch: Touching a client's shoulder or holding their hand can convey empathy or support. 7. Personal space: Standing too close or too far away can convey discomfort or lack of respect. |
| 1. **Communication type: Verbal Communication** |
| **Definition:**  Verbal communication refers to the use of words, language, and speech to convey information and meaning in communication. It can be either spoken or written and includes the use of tone, pitch, inflection, and other vocal cues to convey meaning. |
| **Student’s response should demonstrate an understanding of the purpose of verbal communication. Responses may include, but are not limited to, reference to:**  **Examples (3):**  Examples of verbal communication within the workplace in health or community services include:   1. In-person conversations: Conversations between healthcare providers and patients or clients, or between colleagues, can take many different forms, such as interviews, assessments, or consultations. 2. Phone calls: Health or community service workers may communicate with patients, clients, or colleagues over the phone to discuss appointments, provide information, or follow up on care. 3. Meetings: Team meetings, staff meetings, or case conferences are common in health or community services and involve verbal communication between colleagues to discuss issues, share information, or plan care.   Bottom of Form |
| 1. **Communication type: Written Communication** |
| **Definition:**  Written communication refers to any message or information that is conveyed using written or printed words, symbols, or signs. |
| **Student’s response should demonstrate an understanding of the purpose of written communication. Responses may include, but are not limited to, reference to:**  **Examples (3):**   1. Written reports: Written reports such as progress notes, care plans, or incident reports are important forms of written communication in health or community services. 2. Emails: Health or community service workers may use email to communicate with colleagues, patients, or clients to follow up on care, provide information, or schedule appointments. 3. Brochures and pamphlets: Healthcare providers may create written materials such as brochures or pamphlets to educate patients or clients about their condition, treatment options, or health promotion. |

1.2 Why is it important to consider the broader contexts (i.e., cultural differences) when interpreting non-verbal communication? (Your response should be approximately 150 words.)

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| A student’s response should demonstrate an understanding of the broader contexts when interpreting non-verbal communication. Responses may include, but are not limited to, reference to:  It is important to consider broader contexts, including cultural differences, when interpreting non-verbal communication because different cultures may use different non-verbal cues to convey meaning.  For example, a gesture that is considered positive in one culture may be considered negative or offensive in another. Additionally, non-verbal cues may have different meanings depending on the context in which they are used. For example, a smile may indicate happiness or approval in one context, but in another context, it may be used to mask negative emotions or convey sarcasm.  By considering the broader context, including cultural differences, workers can avoid misunderstandings and misinterpretations that could lead to communication breakdowns and negatively impact the quality of care provided to patients or clients. Additionally, being sensitive to cultural differences in non-verbal communication can help workers build trust and rapport with patients or clients from diverse cultural backgrounds, which is important for promoting effective communication and patient-centered care. |

1.3 Imagine you work as a health wokrer at a chiropractic clinic called Elite Chiropractic Centre and a client has come in for their appointment and is talking to you while they are visibility upset.

a) Consider how you would respond the client and discuss what skills you would ulitise to ensure you are able to comprehend what they are communicating. (Your response should be approximately 100 words.)

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| A student’s response should demonstrate an ability to ulitise communication skills they would use in a work setting to promote understanding. Responses may include, but are not limited to, reference to:   1. Pay 2. Bottom of Form 3. attention to what non-verbal behaviours the client is showing. i.e., are they shaking, crying, clenching their fists, wringing their hands? Etc 4. Ask open ended questions to try to understand what the problem is. 5. Clarify/paraphrase their response to ensure you understand accurately what they are trying to say. 6. Avoid jargon and technical terms that may confuse the client if discussing treatment 7. Track my own body language, i.e., maintain open body posture to convey approachability. Maintain eye contact and face them as they speak to make sure they feel they’re being heard. 8. Make sure the conversation is had in private, where possible, to avoid breaches in confidentiality or potential external barriers to communication |

b) While in the same chiropractic clinic, you witness a client, 40-year-old Diane Fletcher, tripping over the leg of a chair in the waiting room. The client says she is fine, but she keeps cradling her wrist. She is also shaking and looking at the floor, while everyone in the waiting room is staring at her. Explain what you would do and say to Diane to check if she needs medical attention. (Your response should be approximately 60 words.)

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| A student’s response should demonstrate they are able to respond appropriately to an incident. Responses may include, but are not limited to, reference to:  I would take Diane away from the waiting room, either to another room or off to the side, and say: “Diane, I notice you’re cradling your arm. That was quite a fall you took, and I need to make sure that you’re not hurt. Can we please look at your arm to make sure it is okay?” |

c) Complete the Incident Report below following the client’s fall in the waiting room as described above. Ensure that you use clear, accurate, and objective language when filling out the documentation. (Complete the Incident Report template form below).

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| Marker note: student’s response must use clear, accurate, and objective language. An example of a complete critical incident report was provided to students in the Study Guide.  Example response below. |
| **CRITICAL INCIDENT REPORT**  Date of incident: 12/09/20XX Time of incident: 1:40pm  Location (include address where applicable):  Elite Chiropractic  Name of person completing form:  [student’s name]  Position of person completing form: Health Worker Contact no: 12345678  Employees/Volunteers/Management Committee members involved in incident:  1. Name: [student’s name] Age: [student’s age]  Clients or community members involved in incident:  1. Name: Diane Fletcher Age: 40  2. Name:       Age:  3. Name:       Age:  Description of incident and background (relevant Information leading up to the incident, circumstances, whether the incident was witnessed and other relevant issues):  “Diane Fletcher tripped over the leg of a chair in the waiting room and hurt her wrist. First aid was supplied at the scene, and an appointment was made for Diane to see a GP.”  Who was informed of the incident (Manager, Police, Fire Brigade)?  1. Manager  2.  3.  Actions taken to date: (including date and time of contact that Manager and other agencies were informed, as well details of support provided):  1. Manager informed on 12/09/20XX 1:55pm  2. Health Worker debriefed manager on 12/09/20XX at 2pm  3.  4.  Follow up action planned:  1. “Diane to book an appointment with a GP”  2. “Waiting room to be assessed for other potential tripping hazards”  3.  4  Critical incident report form authorised by: [student’s name] Date: 12/09/20XX  (Signature of Employee)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[student’s name]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: 12/09/20XX  (Signature of Manager) |
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d) Upon completing the Incident Report Form, you’re not sure what else may be required of you. You check your position description, but there is nothing specifically outlining what to do following an incident, only that your job involves “Comforting distressed patients”, “keeping a clean and calm reception area” and “following WHS procedures”. Outline below how you would clarify your role regarding this incident with your supervisor. (Your response should be approximately 70 words.)

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| A student’s response should demonstrate their ability to read workplace documents relating to role and clarify understanding with supervisor. Responses may include, but are not limited to, reference to:  “I have completed the Incident Report as per organisational requirements, and I am not sure what else it required of me. I have checked my position description which does not mention what to do beyond filling out the form. Can you provide me with some advice on what else is expected of me following an incident with a client in the waiting room?” |

1.4 The basic skills that Motivational Interviewing is dependent on is often explained by the acronym ‘OARS’ – namely asking Open ended questions, making Affirmations, using Reflections, and Summarising. Complete the table below by outlining the main purpose behind each of these skills in the context of Motivational Interviewing. (Each response should be approximately 50 words.)

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| **MI Skill Purpose** | **A student’s response should be able to articulate the main purpose of the following Motivational Interviewing techniques. Responses may include, but are not limited to, reference to:** |
| **Asking Open Ended Questions** | The main purpose of asking open-ended questions is to encourage the person to provide a more detailed and thoughtful response. Open-ended questions are designed to elicit a narrative response, rather than a simple "yes" or "no" answer. By encouraging the person to provide more detail, open-ended questions can help you gain a better understanding of their perspective, experiences, and needs. |
| **Making Affirmations** | The main purpose of using affirmations is to help clients shift their negative self-talk and beliefs into positive ones. Affirmations are positive statements that reflect a desired state of being or mindset, and they can help clients to develop more self-awareness, self-esteem, and confidence. |
| **Using Reflections** | The main purpose of reflecting is to help clients gain a deeper understanding of their thoughts, feelings, and experiences. Through reflection, clients may also gain a better understanding of how their past experiences or current circumstances are affecting their thoughts and feelings. |
| **Summarising** | The main purpose of summarising is to help clients organise their thoughts and gain a clearer understanding of the key points discussed in a session. Summarising involves the worker restating or synthesising the information shared by the client, often at the end of a session or a particular topic.  By summarising, the worker can help the client to identify patterns or themes in their experiences, and to see how different pieces of information are connected. This can promote a deeper understanding of the client's situation and can help to identify areas that require further exploration or clarification.Top of Form |

1.5 Consider how you would change the following closed questions into open questions.

*A student’s response be able to demonstrate their ability to recreate a closed question into an open question. Responses may include, but are not limited to, reference to:*

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| **Closed Question** | **Open Question** |
| a) “Do you like watching action movies?” | “What kinds of movies do you like?” |
| b) “Do you practice self-care? | “What do you do for self-care? |
| c) “Are you happy with the way things are?” | “Tell me about the things that are going well for you?” |
| d) “Are you feeling worried?” | “How are you feeling” |

1.6 Imagine you are working in a physiotherapy clinic and oversee intake appointments via phone where you collect as much information as possible for the allied health professional. You are speaking with a new client, Beth, who is seeking support for her teenager, Sam who is 14 years old. Beth informs you that Sam has been having issues with his movement for months now and feels Sam is being disrespectful towards her and often spends time alone in his bedroom. You decide to use motivational interviewing skills to speak with Beth.

a) In the space below, write an open-ended question you could ask Beth to assist in getting a deeper understanding of her relationship with Sam. (Your response should be approximately 30 words.)

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| A student’s response should demonstrate they are able to communicate effectively utilising an open question assist with clarifying understanding of the client’s relationship. Responses may include, but are not limited to, reference to:  “It sounds like a lot has been happening, can you tell me how long Sam has been experiencing these symptoms?” |

b) During the conversation, Beth tells you that she often feels like a “terrible mother” since she cannot help Sam with his pain. During the session Beth tells you she wants her “little boy back” as well as stating she wants to be a better parent.

In the space below, write one statement that you could say to Beth in order to affirm and reflect on what Beth has told you. (Your response should be approximately 50 words.)

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| A student’s response should demonstrate they are able to create an affirming statement from the case study. Responses may include, but are not limited to, reference to:  "It sounds like you are really struggling coping with Sam’s injury and it's causing you a lot of stress. I hear you say you would love to have your little boy back. That can be difficult to manage on your own. We’re here to support you and the allied health professional can work with you to find strategies to help you cope." |

c) Beth discusses with you that she feels she has no influence over Sam, and he does “whatever he wants”. Beth explains she feels “exhausted” and states Sam just “does not listen”. Beth expresses she feels she just needs a break as she is finding parenting difficult.

In the space below, write what you would say to reflect what Beth has told you. (Your response should be approximately 50 words.)

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| A student’s response should demonstrate they are able to create a reflective response from the case study. Responses may include, but are not limited to, reference to:  "It sounds like you're feeling exhausted and you feel Sam just does not listen. You acknowledge you would like to have a break as you are finding things to be very difficult at the moment. Is that right?" |

d) Beth goes on to tell you that for the last few weeks she has been thinking about doing a parenting program aimed at reconnecting parents with their teenagers. Beth tells you that she is very busy and does not know if she has the time to complete the parenting program, but is willing to learn about teenage development and learn strategies to better communicate with Sam.

In the space below, write what you would say to summarise what Beth has told you. (Your response should be approximately 50 words.)

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| A student’s response should demonstrate they are able create a summary statement from the case study. Responses may include, but are not limited to, reference to:  So it sounds like you're feeling you could benefit from learning more about teenage development, but you are struggling to find the time to complete a parenting program. You are open to exploring other strategies in developing your learning of the adolescent years. Did I capture that correctly?" |

e) During this discussion, Beth discussed her own childhood, explaining her parents had strict boundaries and felt she always followed the rules, or else she disclosed she would get a “clip of the ear” if she misbehaved. Beth stated she has become very angry with Sam on a few occasions, as he’s been lashing out because of stress, which has led to her smacking him and she disclosed on one occasion, she smacked him with her shoe, which left a red mark on his face.

In the space below, discuss what steps you would take ensuring you are following your legal obligations are upon hearing these disclosures from Beth. (Your response should be approximately 100-130 words.)

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| A student’s response should demonstrate their ability to recognise child protection concerns, including duty of care when the child is not the client, indicators of risk and adult disclosure. Responses may include, but are not limited to, reference to:  Document the disclosures: The mandatory reporter should document the details of the disclosures made by Beth, including the date, time, location, and any other relevant information.  Report the incident: The mandatory reporter should make a report to the appropriate authorities, which may include child protective services or law enforcement. The report should include the details of the disclosures made by Beth and any other information that may be relevant to the investigation.  Follow up: The mandatory reporter may be required to provide additional information or cooperate with the investigation. They should follow any instructions or requests from the authorities.  Support the child and family: The mandatory reporter should also offer support and resources to the child and family, such as providing information on counselling or parenting resources. |

1.7 a) Explain the difference between motivational interviewing and a coercive approach. (Your total response should be approximately 50 words.)

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| A student’s response should be able to articulate the differences between motivational interviewing and coercive approach. Responses may include, but are not limited to, reference to:  The key difference between these two approaches is that motivational interviewing emphasises the client's autonomy and choice, while a coercive approach emphasises external control and manipulation. Motivational interviewing fosters a collaborative and respectful relationship between the worker and the client, whereas a coercive approach can damage the therapeutic relationship and create resistance or defensiveness in the client. |

b) Explain the difference between collaborative approach and a confrontation approach when working with clients. (Your total response should be approximately 50 words.)

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| A student’s response should be able to discuss the differences between using a collaborative approach and confrontation approach. Responses may include, but are not limited to, reference to:  The key difference between collaboration and confrontation is that collaboration emphasises working together with the client, whereas confrontation involves challenging the client's beliefs or behaviors. Collaboration aims to build a positive and respectful therapeutic relationship, while confrontation may create resistance or defensiveness in the client. While confrontation may be effective in some cases, it can also damage the therapeutic relationship if used inappropriately. |

**Integrate 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.

1.8 Michelle is a health worker at a GP clinic and has noticed that a client, Mr. Harris, has become a bit unsteady when using his walking stick. Michelle would like Mr. Harris to use a walking frame instead of his walking stick to ensure he feels more stable in his walking.

a) Consider how Michelle could utilise motivational interviewing techniques and strategies to approach with Mr. Harris using a collaborative approach to encourage him to use the walking frame. (Your total response should be 250 words.)

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| A student’s response should be able to demonstrate their knowledge of how to ulitise motivational interviewing techniques and strategies with a client. Responses may include, but are not limited to, reference to:  Michelle could use the following motivational interviewing techniques and strategies to approach Mr. Harris about using a walking frame:   1. Express empathy: Michelle can begin by expressing empathy for Mr. Harris's current situation and acknowledging that it may be difficult for him to consider using a walking frame. She can say, "Mr. Harris, I can imagine it might be tough to think about using a walking frame when you've been using your walking stick for so long." 2. Develop discrepancy: Michelle can help Mr. Harris to see the discrepancy between his current situation and his goals. She can say, "I know you want to remain as independent as possible, and using a walking frame could help you achieve that." 3. Roll with resistance: Michelle can avoid being confrontational or coercive, and instead, roll with Mr. Harris's resistance by acknowledging his concerns and validating his feelings. She can say, "I understand it may be hard to make a change, but we want to ensure your safety and comfort while walking." 4. Support self-efficacy: Michelle can help Mr. Harris to build his confidence and self-efficacy by focusing on his strengths and resources. She can say, "You have been so determined to remain active and independent. Using a walking frame can help you achieve this goal."   Overall, Michelle can use a collaborative approach to encourage Mr. Harris to use a walking frame by engaging him in the decision-making process, focusing on his strengths and resources, and providing support and validation throughout the process. By utilising motivational interviewing techniques and strategies, Michelle can help Mr. Harris feel empowered and motivated to make a positive change. |

b) Why would it be preferrable for Michelle to use a collaborative approach, rather than a coercive approach when assisting Mr. Harris to consider using a walking stick? (Your total response should be 75 words.)

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| A student’s response should be able to discuss why it would be preferrable to use a collaborative approach with a client. Responses may include, but are not limited to, reference to:  It would be preferable for Michelle to use a collaborative approach instead of a coercive approach when assisting Mr. Harris to consider using a walking frame because a collaborative approach emphasises working together with the client to achieve their goals which is more likely to result in a positive outcome; whereas, coercive approaches can create resistance and defensiveness in the client, which can make it more difficult to achieve the desired outcome. |

Section 2

Potential Constraints to Effective Communication

2.1 List three (3) common barriers to effective communication between workers and clients within health or community services, and discuss how these barriers can be identified and addressed to improve communication outcomes. (Your total response should be 180 words).

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| The student’s response should demonstrate an understanding of some common barriers to effective communication and how these barries can be identified and addressed. Responses may include, but are not limited to, reference to:  Some common barriers to effective communication between workers and clients within health or community services include:   * Language barriers: When clients and workers do not speak the same language, it can be difficult to communicate effectively. This can be particularly challenging for clients who may not have the necessary language skills to express their needs and concerns. Language barriers can be identified by asking the client about their preferred language and arranging for an interpreter or language support service. * Cultural differences: Clients and workers may come from different cultural backgrounds, which can result in different communication styles and expectations. This can make it difficult for workers to understand the client's needs and preferences, and for clients to understand the care they are receiving. Cultural differences can be addressed by learning about the client's culture and communication style, and adapting communication strategies to meet their needs. * Emotional barriers: Clients may be experiencing emotional distress, such as anxiety or fear, which can affect their ability to communicate effectively. Emotional barriers can be identified by observing the client's behaviour and body language, and by encouraging them to express their feelings.   More barriers/influences to communication are listed in the Study Guide in Section 2. |

2.2 What techniques or considerations can be used/made ensure effective verbal communication? (Your total response should be 60 words.)

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| The student’s response should be able to articulate techniques of verbal communication to promote effective communication. Responses may include, but are not limited to, reference to:   * Using clear, concise language. Avoid jargon. * **Grammar:** Proper grammar helps to convey the intended meaning and avoid misunderstandings. * Speed: Speaking at an appropriate speed helps the listener to understand and retain the information being communicated. * **Pronunciation:** Clear pronunciation helps the listener to understand the message and reduces confusion, especially in situations where there are language barriers or when the listener has limited exposure to a particular accent or dialect. |

2.3 a) How can cultural differences, such as variations in religions, language, customs, and beliefs, create barriers to effective communication between individuals from different cultures? (Your total response should be 150 words)

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| The student’s response should consider cultural differences and how this can create barriers to effective communication. Responses may include, but are not limited to, reference to:   * Language barriers: A communication barrier is likely to occur if a client primarily speaks a language that is different to the workers language. * Nonverbal communication: Nonverbal communication, such as facial expressions, gestures, and body language, varies across cultures. This can create confusion and misinterpretations when individuals from different cultures try to communicate with each other. Differences in customs and practices, such as greeting rituals, gift-giving, and social etiquette, vary across cultures. * Cultural differences in values and beliefs: Values and beliefs are deeply ingrained in one's culture, and they can influence communication styles and behaviors. For example, individuals from some cultures may view direct communication as rude, while others may view indirect communication as untruthful. * Discrimination: Stereotyping and prejudice based on cultural differences can lead to negative attitudes and biases, which can further create barriers to effective communication. This can cause individuals to make assumptions about each other based on cultural stereotypes, leading to misunderstandings and mistrust. |

b) What approaches can be used to bridge these cultural divides and promote effective communication within allied health? (Your total response should be 100-130 words)

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| The students’ response discuss approaches which could be implemented within their communication to promote understanding when considering different cultures. Responses may include, but are not limited to, reference to:  Cultural differences can create significant barriers to effective communication between individuals from different cultures. Here are some ways that cultural differences can create barriers and some approaches that can be used to bridge these divides and promote effective communication within health or community services:  Language barriers:   * Use interpreters and translation services to ensure understanding for different modes and means of communication..   Customs and beliefs:   * Learn about the customs and beliefs of the cultures they are working with. * Be respectful of cultural practices and beliefs. * Be willing to adapt their communication style to meet the needs of clients from different cultures.   Non-verbal communication:   * Be aware of their own non-verbal communication and how it may be perceived by clients from different cultures. * Be open to feedback from clients about their non-verbal communication.   Discrimination:   * Be aware of their own biases and prejudices. * Avoid making assumptions about clients based on their cultural background. |

2.4 Imagine you are a health worker within am allied health organisation. A client of the organisation, Bohdan, is a 55-year-old man who moved from Poland and has resided in Australia for four months. Bohdan has limited English and struggles to understand complex concepts.

a) As the health worker, how you would communicate to Bohdan in a manner which is clear and easily understood? (Your total response should be 150-200 words.)

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| The students’ response should demonstrate their ability to communicate service information in a manner that is clear and easily understood, taking into consideration, communication barriers. Responses may include, but are not limited to, reference to:   * Use simple language: Use plain language that is easy to understand, avoiding medical jargon and technical terms. Avoid using idiomatic expressions or culturally specific language that might be unfamiliar to Bohdan. * Use visual aids: I would use visual aids such as diagrams, pictures, or videos to help Bohdan understand the concepts being discussed. This can be especially helpful when dealing with complex medical or legal concepts. * Repeat key points: Repeat key points several times to help reinforce Bohdan's understanding. Ask him to repeat back what he has understood to ensure that he has grasped the information correctly. * Check for understanding: Ask Bohdan questions to check his understanding, using open-ended questions to encourage dialogue. * Use an interpreter or translator: If necessary, using an interpreter or translator to facilitate communication. This would be important if Bohdan's English proficiency is very limited, and he is not able to understand the information being presented. * Provide written materials: Provide Bohdan with written materials in his native language that explain the informed consent process and the details of the proposed intervention or treatment. This would allow him to review the information at his own pace and consult with family members or others who may be able to help him understand the material. |

b) What questions you would ask Bohdan to confirm his understanding? (Your total response should be 120 words.)

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| The students’ response should demonstrate their ability to confirm a client understanding. Responses may include, but are not limited to, reference to:  The health worker could ask Bohdan the following questions to confirm his understanding:   * Can you tell me in your own words what we have discussed so far? * Do you have any questions about what we have talked about? * How would you explain this concept to someone else? * Can you show me or demonstrate what you understand about this? * Is there anything you would like me to explain further or in more detail? * Have I explained everything clearly and in a way that makes sense to you?   By asking these questions, I can gauge Bohdan's level of understanding and address any potential misunderstandings. This can also help to build trust and rapport between us, as Bohdan will feel heard and respected. |

c) What are some specific examples of how you could incorporate nonverbal cues such as posture, facial expressions, and hand gestures to enhance communication with Bohdan? (Your total response should be approximately 100 words.)

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| The students’ response should demonstrate their ability to incorporate nonverbal cues such as posture, facial expressions, and hand gestures to enhance communication with her clients. Responses may include, but are not limited to, reference to:   * Use eye contact to convey interest and attention, and to establish a connection with the client * Use a friendly smile to help put clients at ease and to convey a positive attitude * Use nodding and other affirmative head gestures to show that she is listening and understanding what the client is saying * Use hand gestures to supplement verbal communication, such as pointing to objects or using gestures to illustrate ideas * Use an open body posture to convey approachability and openness, such as facing the client directly, keeping arms uncrossed, and leaning slightly forward to show engagement * Use appropriate touch, such as a gentle pat on the hand or a reassuring touch on the shoulder, to convey empathy and support. |

2.5 How can the below communication tools promote effective communication between individuals or groups? (Your total response should be 100 words.)

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| The student’s response should demonstrate an understanding of how utilising technology within the workplace can promote communication. Responses may include, but are not limited to, reference to: | |
| Video conferencing: | Video conferencing platforms like Zoom or Skype allow people to have face-to-face conversations even when they are in different locations. |
| Instant messaging: | Instant messaging allows people to exchange messages in real-time, making it easier to communicate quickly and efficiently. This can be useful for sending quick updates, sharing files, or asking questions. |
| Social media: | Social media platforms like Facebook or Twitter can be used to connect with individuals or groups, share information, and engage in discussions. |
| Email: | Email is still a widely used communication tool, especially for formal or business communication. It allows people to send detailed messages, attach documents or files, and organise their communication in a structured way. |
| Digital devices: | Digital devices like smartphones or tablets can be used to access communication platforms and tools on-the-go, making it easier for individuals to stay connected and respond to messages quickly. |
| Translation tools: | Translation tools, such as Google Translate, can be used to translate messages between different languages, making it easier for individuals or groups who speak different languages to communicate effectively. |

2.6 Language differences, such as variations in dialect, accent, or vocabulary, can create barriers to effective communication such as cultural differences and language barriers. What strategies can be used by health worker to bridge these language divides and promote effective communication within he allied health? (Your total response should be 130 words.)

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| The student’s response should demonstrate an understanding of how language differences create barriers to effective communication. Responses may include, but are not limited to, reference to:  Some strategies to bridge these language divides and promote effective communication include:   1. Health workers should speak slowly and clearly, and ask for clarification when necessary. 2. Health workers should use simple language and avoid jargon or technical terms, and they can also use visual aids or gestures to help convey important concepts. 3. To acknowledge or address cultural differences, health workers should learn about each other's cultures and to be respectful of cultural differences. 4. Interpreters can be used to facilitate communication between individuals who speak different languages. And translation tools, such as Google Translate, can also be used to facilitate communication between individuals who speak different languages. While these tools may not be perfect, they can be a helpful supplement to in-person communication or interpretation services. |

2.7 How can emotions, such as anger, fear, or anxiety, create barriers to effective communication? (Your total response should be approximately 50 words.)

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| The student’s response should demonstrate an understanding of how a person’s emotional state can impact communication and be able to articulate ways to overcome these barriers. Responses may include, but are not limited to, reference to:  Emotions can create barriers to effective communication, as they can interfere with the ability to listen, process information, and respond appropriately. Strong emotions such as anger, fear, sadness, or anxiety can make it difficult to remain focused and may lead to misinterpretations or misunderstandings. |

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.

2.8 Salvo is a client of a physiotherapy clinic where you work as a health worker. Salvo is 78 years old and has been diagnosed with diabetes. His diabetes has gotten worse and is affecting his sight. Salvo finds this very distressing, and he is becoming worried that he will not be able to continue with his physio appointments, for which he finds immense relief.

a) Explain what the communication barriers are to effective communication within the case study? (Your total response should be 50 words.)

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| In this case study, there are several communication barriers that can hinder effective communication. The student’s response should demonstrate what these communicate barriers are. Responses may include, but are not limited to, reference to:   * Health/disability: Salvo has lost his sight, which can make it difficult for him to receive visual cues and nonverbal communication, in addition to barriers presented from his worsening diabetes. * Emotional state: Salvo's emotional distress may affect his ability to concentrate and process information effectively. * Age: age also introduces barriers to communication. |

* 1. How would you assist with overcoming these communication barriers to support Salvo to continue coming to appointments? (Your total response should be 150 words.)

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| The student’s response should be articulate ways to overcome communication barriers to support the client. Responses may include, but are not limited to, reference to:  To assist Salvo in overcoming the communication barriers and support, the following strategies can be used:   1. Use clear and concise language: Use simple and easy-to-understand language while communicating with Salvo. Avoid using jargon or medical terms that he may not understand. Use short sentences and ask Salvo if he understands the information/advice provided. 2. Use alternative communication methods: Since Salvo has lost his sight, using alternative communication methods such as braille, audio tapes or large-print documents can help him receive information and instructions. 3. Active listening: It is important to listen actively to Salvo's concerns, fears, and needs. Encourage him to express his feelings and validate his emotions. This will help him to feel more comfortable and confident in communicating his needs. 4. Provide assistance: Offer to refer Salvo to additional support services, such as assistance with getting to appointments or arranging house visits with the physiotherapist. |

2.9 Edith is 66 years old and has trouble reading small words and her hearing is impaired slightly. You are a health worker at a physiotherapy clinic and Edith approaches the front desk with a brochure that has been offered to clients in the lobby. She says she is having trouble reading the brochure and would like to know what services the clinic offers.

a) Explain what the communication barriers are to effective communication within the case study. (Your total response should be 50 words.)

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| The student’s response should demonstrate an understanding of how language differences create barriers to effective communication. Responses may include, but are not limited to, reference to:  The communication barriers in this case study are related to Edith's physical limitations caused by her poor eyesight and hearing. These barriers make it difficult for Edith to read the brochure that has been provided. Age may also present a barrier to understanding. |

b) How you would assist Edith in receiving the information she is after and communicating any questions she may have, taking her communication barriers into account? (Your total response should be 50 words.)

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| The student’s response should demonstrate an understanding of how to overcome communication barriers when working with clients. Responses may include, but are not limited to, reference to:  To assist Edith in understanding and communicating, the following strategies can be employed:   1. Use simple language and short sentences: When communicating with Edith, it is important to use simple language and short sentences that are easy to understand. This will help to reduce confusion and frustration on both sides. 2. Use non-verbal cues: Edith can be encouraged to use non-verbal cues such as nodding, shaking her head or pointing to communicate her preferences. 3. If Edith has a support member with her, then this person may also be available to help facilitate communication. 4. Take time and be patient: When communicating with Edith, it is important to take time and be patient. Rushing the conversation or showing frustration can cause Edith to feel anxious or upset, making communication more difficult. |

2.10 Describe one (1) way in which each of the following digital media communication tools can be used effectively in an allied health environment. (Each response should be approximately 50 words.)

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| **Website** | **Possible examples of use** |
| 1. Providing information and resources: A website can be used to provide clients and the community with access to information and resources related to health and community services. This information may include information on services offered, contact information, opening hours, staff profiles, and FAQs. Additionally, resources such as brochures and fact sheets. |
| 1. Online communication: A website can also be used to facilitate online communication between clients and service providers. For example, clients may be able to request appointments or referrals online. Online communication can also provide a more convenient way for clients to access services, reducing the need for face-to-face appointments and enabling providers to deliver care more efficiently. |
| **Email** | 1. Email can be used to communicate with clients in a convenient and efficient manner. For example, health professionals can use email to provide clients with important information about their health, such as test results, medication changes, or appointment reminders. |
| 1. Email can also be used to communicate with colleagues within the same organisation or across different organisations. This can help to coordinate care and improve collaboration between different providers involved in a client's care. Additionally, email can be used to share important updates, policies, and procedures, ensuring that all staff members are informed and up to date. |
| **Social Media** | 1. Social media can also be used to promote community events, fundraisers, and other initiatives that support health and well-being. |
| 1. Social media can be used to engage and support clients and their families, providing them with a platform to connect with others who are going through similar health experiences, provide resources and information to clients, and offer emotional support and encouragement. |
| **Podcasts and videos** | 1. Podcasts can be used as a means of delivering educational and training content to health professionals, community workers, and the general public. This can help keep workers up-to-date with the latest research and practices, as well as provide the public with valuable information. |
| 1. Podcasts can also be used to educate clients and their families about their conditions or situations. For example, a healthcare provider can create a podcast series that explains the different aspects of a particular medical condition, the treatment options available, and the potential side effects. This can help patients better understand their condition, be more engaged in their care, and make informed decisions about their treatment. |
| **Tablets and application** | 1. Tablets can be used to provide clients with access to information, such as information on medication, nutrition, and exercise. Health care providers can also use tablets to educate clients about their condition or situation. This can improve client outcomes by increasing their understanding and adherence to treatment plans/care plans. |
| 1. Tablets can be used to access electronic medical records, allowing health care providers to access patient information. This can improve the accuracy and completeness of client records, as well as facilitate communication and collaboration between different providers involved in a clients care team. |
| **Newsletters and Broadcasts** | 1. Newsletters can be used to keep clients informed about the latest news, updates, and developments within the organisation. For instance, newsletters can be used to share information about upcoming events, new programs and services, recent research findings, changes in policies and procedures, and other important updates. |
| 1. Newsletters can be a used to educate clients their families about various health-related topics. For instance, newsletters can include articles on healthy lifestyle choices, disease prevention, and management, tips for managing chronic conditions, and other health-related topics. They can also provide information on available resources and services that can help patients and their families manage their health more effectively. |
| **Intranet** | 1. Intranet can be used to share important information such as policies, procedures, guidelines, and news updates within the organisation. It can serve as a centralised location for staff to access the latest information and resources, which can improve communication and productivity. |
| 1. Intranet can be used as a platform to facilitate collaboration and knowledge management within the organisation. Staff members can share knowledge, collaborate on projects, and work together more effectively using tools such as blogs, and discussion forums. This can improve teamwork and innovation, as well as reduce duplication of effort. |

Section 3

Working Collaboratively and in Teams

3.1 How can effective communication be maintained within multi-disciplinary teams to ensure that all members have a common understanding of goals, tasks, and responsibilities, and to promote collaboration and positive outcomes? (Your total response should be approximately 100 words.)

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| The student’s response should demonstrate an understanding of how to maintain communication within colleagues and multi-disciplinary teams. Responses may include, but are not limited to, any of the below references:  Effective communication is essential for interrelationships and multi-disciplinary teamwork within health or community services. Here are some ways to maintain effective communication within these contexts:   * Establishing clear lines of communication, including clear chain of command, setting expectations for communication, and creating opportunities for team members to provide feedback to one another. * Treating all team-members with respect and without discrimination * Being aware of your own scope of practice * Adhering to clear roles and responsibilities * Ensuring dedication to person-centred care * Following standard legislations and communication protocols * Following lines of authority for reporting any issues or confusion. * Practicing active listening and confirming and clarifying instructions and information are integral for team collaboration and communication. * Establishing and respect on agreed timelines |

3.2 How can working in a multi-disciplinary team promote better outcomes for clients? (Your total response should be approximately 100 words.)

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| The student’s response should demonstrate an understanding of how working in a multi-disciplinary team can promote better outcomes for clients. Responses should include reference to the following points:  Working in a multi-disciplinary team can promote better outcomes for clients such as:   * **Shared expertise:** being able to share information, liaise in person, and conduct team consultations improves service delivery and outcomes for clients * **Multiple perspectives**: the diversity of perspectives – unique skills and experience – involved in a multidisciplinary team of allied health professionals fosters innovation * **Continuity of care**: sharing of clinical information means the client avoids having to repeat/retell their story, and it also may reduce wait times * **A Holistic approach:** A multi-disciplinary team can offer a more holistic approach to client care, addressing all aspects of the client's needs, including medical, emotional, and social needs. This can lead to more comprehensive and effective care for the client. |

3.3 Identify two (2) different issues that may arise with multi-disciplinary work relationships or when working with people from different services. (Each response should be approximately 50 words.)

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| The student’s response should demonstrate an understanding of 2 different issues that may arise within multi-disciplinary work relationships or when working with people from different services. Responses should include reference to 2 of the 3 following points:   * **Communication breakdowns:** This may occur due to different professionals using different terminologies or having different levels of understanding of a client's situation, leading to misinterpretations, misunderstandings, or assumptions. * **Role conflicts**: Different professionals may have different views on what their roles should entail, which may lead to misunderstandings and disagreements. For example, one professional may feel that they should have more authority over a particular client, while another may feel that they should have more say in the treatment plan or care plan. * **Power differentials**: Power differentials may also occur in multi-disciplinary work relationships. For example, a medical doctor may be perceived to have more power and authority than a social worker, which may lead to unequal decision-making and power imbalances within the team. This can impact the effectiveness of the team's collaboration and the quality of care provided to the client. * **Time constraints**: There will be occasions where it is hard to schedule time for meetings or discussions due to conflicting schedules. Multi-disciplinary meetings should be scheduled at a time that is convenient for all team members. Setting up an online platform where team members can communicate and share information when they are unable to attend team meetings could assist with addressing this issue. |

**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.

3.4 Image you are a health worker who has recently joined a multi-disciplinary team to support individuals with disabilities. The team comprises of allied health professionals, social workers, and other community workers. You have noticed there are communication barriers within the team, and this is affecting the quality of care that they provide to their clients. The communication barriers you have identified include:

Different communication styles: Some team members prefer to communicate through emails, while others prefer face-to-face communication.

Lack of clarity: Some team members are unclear about their roles and responsibilities, which leads to confusion and misunderstandings. There is also come conflicting industry specific terminology causing confusion between team members.

Time constraints: Some team members are unable to attend team meetings due to busy schedules, making it difficult to discuss important issues.

To address these communication barriers, identify how you would address the following within a team setting:

a) Different communication styles. (Each response should be approximately 50 words.)

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| The student’s response should outline a strategy for dealing with the issue of different communication styles in a multi-disciplinary team. An example response is included:  Teams could set up a communication protocol that outlines the preferred communication style for each team member. This can include using emails for non-urgent communication and face-to-face meetings for important issues. |

b) Identify how you would address the lack of clarity to ensure each team member are clear about their roles and responsibilities. (Each response should be approximately 50 words.)

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| The student’s response should outline a strategy for dealing with the issue of lack of clarity in a multi-disciplinary team. An example response is included:  Each member should review the roles and responsibilities of each team member to ensure that everyone is clear on their responsibilities. This can be done through team meetings or individual discussions. Efforts should also be made to understand or explain relevant industry specific terminology. |

c) Identify how you would address time constraints within the team to ensure communication is improved and care for clients is prioritised. (Each response should be approximately 50 words.)

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| The student’s response should outline a strategy for dealing with the issue of time constraints in a multi-disciplinary team. An example response is included:  Team meetings should be scheduled at a time that is convenient for all team members. Setting up an online platform where team members can communicate and share information when they are unable to attend team meetings would also be a good idea. |

3.5 Maddy works as a health worker in an occupational therapy clinic. Their clinic is working with a client, John, who has complex mental health needs and John is currently working with a psychiatrist, a nurse, and the occupational therapist as part of a multi-disciplinary team.

a) When working with John’s care team, what does Maddy have to consider when sharing information to different muti-disciplinary professionals? (Your total response should be approximately 50 words.)

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| The student’s response should demonstrate an understanding of things that need to be considered when sharing client information. Responses may include, but are not limited to, reference to:  As a health worker, Maddy must consider the importance of confidentiality and ensure that any information shared with John's care team is done in a way that protects his privacy and maintains his confidentiality. Maddy must also ensure that any information she shares is accurate, relevant, and up to date so that the care team can make informed decisions about John's care. It is also essential for Maddy to be aware of any potential barriers to effective communication, such as differences in professional language/terminology or misunderstandings about roles and responsibilities and take steps to address them to ensure that information is shared effectively and efficiently. |

b) Consider how Maddy would work collaboratively with the different professionals caring for John and how would Maddy identify lines of communication between her organisation and other services. (Your total response should be approximately 180 words.)

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| The student’s response should demonstrate an understanding of how to maintain communication within interrelationships and multi-disciplinary teams. Responses may include, but are not limited to, reference to:  To work collaboratively with the different professionals caring for John, Maddy would need to establish clear lines of communication and coordination among the team members. This can be done by scheduling regular team meetings or case conferences where all relevant members can discuss the client's progress, identify any issues, and develop a shared care plan.  Maddy would also need to ensure that all team members are aware of their roles and responsibilities in John's care, and that they have access to all relevant information about John's health status, medication, and treatment plan. This can be achieved through effective documentation, such as keeping up-to-date and accurate client notes, and sharing this information securely and appropriately with the rest of the team.  To identify lines of communication between her organisation and other services, Maddy should first identify the different organisations involved in John's care and establish their communication protocols. This can be done through discussions with her colleagues and other health professionals involved in John's care. Maddy may need to obtain consent from John to share his information with other services. |

3.6 a) What steps can you take to ensure patients are treated with care that aligns with the principles of person-centred care? (Your total response should be approximately 40 words.)

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| The student’s response be able to articulate an understanding of person-centred care. Responses may include reference to:  To ensure the care provided to Sarah aligns with the principles of person-centred care, you should ensure:   * To treat clients with respect * To involve clients in the decision-making process * To communicate clearly regarding client’s condition/s and options * To provide patents with information in a format they understand |

3.7 Imagine you are a health worker working for an allied health organisation that is helping to organise a stall for an upcoming conference. Your manager, Tom, has suggested you assist to organise the stall. What things do you need to consider when creating this event to demonstrate you can listen to, clarify, and agree on timeframes when collaborating with colleagues. (Your total response should be approximately 150 words.)

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| The student’s response should demonstrate how they would consider listening to, agreeing timeframes, and carrying out workplace instructions. Responses may include, but are not limited to, reference to most of the following:   * Listen actively: I should actively listen to their colleagues to understand the task or project requirements and the associated deadlines. * Ask clarifying questions: If there is any ambiguity or confusion, I should ask clarifying questions to fully understand the task or project requirements. * Collaborate to set clear timeframes: I should work collaboratively with colleagues to set clear timeframes for completing the task or project. This should involve discussing the required milestones/ deadlines to ensure that everyone is on the same page. * Confirm understanding: Once the timeframes are agreed upon, the community worker should confirm their understanding of the task or project requirements and the associated deadlines to ensure that they are clear on what needs to be done and when. * Follow-up and communicate progress: Throughout the project or task, the community worker should keep their colleagues updated on their progress and communicate any potential delays or issues that may impact the agreed timeframes. |

**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.

3.8 Jasmine works as health worker in a doctor’s clinic.. She is responsible for coordinating and scheduling appointments for clients, taking payments and organising medicare rebates, and other filing and documentation as required. One of Jasmine's colleagues, Alex, is new to the clinic, but has worked in allied health for years.

Jasmine and Alex have been having conflicts since Alex started a few few weeks ago. Jasmine feels that Alex is not behaving professionally when speaking with clients over the phone if and when they become annoyed, upset, or combative. Alex, on the other hand, feels that Jasmine is being overly critical and micromanaging his work.

The conflict has been affecting the quality of care provided to the clients and creating tension in the workplace. To address the conflict, Jasmine and Alex decide to have a meeting to discuss their concerns.

a) During the meeting, imagine you are Alex in the case scenario. Consider what communication skills you could use to defuse and resolve the situation and create more effective communication within the workplace? (Your total response should be approximately 100-150 words.)

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| The student’s response should be able to demonstrate how they would defuse and resolve conflict situations. Responses may include, but are not limited to, reference to:   * Active listening: I would practice active listening to understand the communication barriers by asking open-ended questions and seeking clarification to ensure the situation is fully understood. * Empathy: I could empathy towards my team members and Jasmine, acknowledging their perspectives and feelings. This would help to create a positive and supportive workplace culture where everyone feels valued and heard. * Clear communication: I could ensure I communicate clearly and concisely, using language that everyone can understand. This would include setting clear expectations, outlining roles and responsibilities, and establishing a communication protocol that works for everyone. * Collaboration: I could encourage collaboration among team members, promoting an environment where everyone feels comfortable sharing their ideas and opinions. This would involve facilitating team meetings where everyone has a chance to speak and participate in decision-making processes. * Feedback: I could then provide feedback to team members on their communication skills, acknowledging their strengths and areas for improvement. This would help to create a culture of continuous improvement, where everyone is committed to enhancing their communication skills. |

b) Why is it important to address and resolve conflict within the workplace in allied health, and what are the potential consequences of leaving conflicts unresolved? (Your total response should be approximately 60 words.)

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| The student’s response should be able to discuss the importance of addressing and resolving conflict within the workplace in health or community services. Responses may include, but are not limited to, reference to:  Unresolved conflict in the workplace can:   * + - create a negative work environment     - lead to absenteeism or turnover     - lead to a breakdown in communication and teamwork     - negatively affect the emotional state of workers leading to stress and/or anxiety     - lead to legal or professional consequences such as complaints, which can damage the reputation of an organisation or an individual.   Bottom of Form |

c) If conflict is unable to be resolved between Alex and Jasmine, what are the next steps Alex should do? (Your total response should be approximately 100 words.)

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| The student’s response should be able to consider what next steps to take if conflict cannot be addressed within the workplace in health or community services. Responses may include, but are not limited to, reference to:   * Speak to a supervisor or manager: Alex could speak to a supervisor or manager about the ongoing conflict and ask for their assistance in finding a resolution. * Request mediation: Alex could request mediation between themselves and Jasmine, where a neutral third party would help facilitate a discussion and find a mutually agreeable solution. * Involve HR: If the conflict involves issues such as harassment or discrimination, Alex could involve HR to ensure that the appropriate policies and procedures are followed. * Consider seeking external assistance: If the conflict is particularly complex or involves legal issues, Alex may want to consider seeking external assistance, such as consulting a lawyer or a professional mediator. |

Section 4

Reporting and Documentation

4.1 a) What are some examples of ‘conflict of interest’ when working with clients’ health or community workers may encounter? (Your total response should be approximately 100 words.)

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| The student’s response be able to consider the impact of failing to adhere to the code of conduct within the workplace in health or community services. Responses may include, but are not limited to, reference to:  Health or community workers may encounter various examples of conflicts of interest, including:   1. Personal relationships: Workers may have personal relationships with service users or colleagues that could compromise their professional judgment or impartiality. 2. Financial interests: Workers may have financial interests in service users or organisations they work with, which could influence their decision-making. 3. Professional relationships: Workers may have professional relationships with colleagues or organisations that could create conflicts of interest, such as dual relationships or conflicts between professional duties. 4. Personal beliefs and values: Workers may have personal beliefs or values that could conflict with their professional duties or the best interests of service users. |

b) What should workers do if a conflict of interest arises within the workplace? (Your total response should be approximately 100 words.)

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| The student’s response demonstrate how they would address conflict of interests within the workplace in health or community services. Responses may include, but are not limited to, reference to:  If a worker in health or community services perceives that there could be a conflict of interest in the workplace, they should take the following steps:   1. Disclose the conflict: The worker should disclose the potential conflict to their supervisor or manager as soon as possible. 2. Seek guidance: The worker should seek guidance on how to manage the conflict of interest from their supervisor or manager. 3. Manage the conflict: The worker should take steps to manage the conflict of interest, which may include recusing themselves from certain tasks or decisions, seeking approval from a higher authority, or avoiding situations that could create a conflict of interest.Top of FormBottom of Form |

4.2 What is the role of informed consent in allied health? (Your total response should be approximately 50 words).

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| The student’s response should demonstrate knowledge of informed consent and role this plays within allied health. Responses may include, but are not limited to, reference to:  The role of informed consent in allied health is to ensure that service users are fully informed with all of the information relevant to the treatment or options of care, and that they consent without coercion. Information relevant to treatment and options may involve the nature, purpose, risks, and benefits of any proposed treatment. Clients have the right to decline treatment once the risks and benefits have been made available to them |

**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.

4.3 Imagine you are the health worker at an occupational therapy clinic. Mrs. Smith is a 65-year-old woman who has been diagnosed with a serious medical condition that affects her mobility/movement. You are looking after intake for Mrs. Smith. How you would ask Mrs. Smith for informed consent to work with her, regarding the provision and disclosure of personal information and medical history? (Your total response should be approximately 140 words).

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| The student’s response should demonstrate their ability to ask the client for informed consent. Responses may include, but are not limited to, reference to:  "Good morning Mrs. Smith, before we proceed with your care, I would like to explain the intake process and obtain your informed consent. Is it okay if I take a few minutes to explain what the care entails, what the risks and benefits are, and to answer any questions you may have?"  After Mrs. Smith agrees, you could continue by explaining the proposed care, including how information is stored and secured, what the information is used for, who will have access, and addressing any concerns or questions that she may have. You should ensure that Mrs. Smith understands the information you have provided and is able to make an informed decision about providing the requested information. Once you have addressed any concerns and obtained her informed consent, you can proceed with the care. |

4.4 What are the limits to confidentiality in allied health, and how can workers navigate situations where confidentiality needs to be breached in order to protect the safety and wellbeing of the client or others involved? (Your total response should be approximately 100 words).

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| The student’s response should demonstrate their knowledge of limits to confidentiality and articulate their understanding of what this means within in the workplace in health or community services. Responses may include, but are not limited to, reference to:  In allied health, the limits to confidentiality can include;   1. When there is a risk of harm or abuse to the service user or others, including children or vulnerable adults. 2. When there is a legal requirement to disclose information, such as a court order or subpoena. 3. When there is a public health risk, such as a communicable disease. 4. When the service user has provided consent to share their information with a third party. 5. When there is a professional duty to report, such as in cases of suspected professional misconduct or malpractice.   In these situations, workers must balance their duty to maintain the service user's privacy and confidentiality with their duty to protect the safety and wellbeing of the service user and others involved. This may involve seeking consent from the service user to disclose information, or seeking advice from a supervisor or legal professional to determine the appropriate course of action. |

4.5 John is a health worker who is responsible for providing care to a client, Daniel, who has a history of self-harm and suicidal ideation. During a routine visit, Daniel expresses to John that he is feeling hopeless and is considering harming himself.

a) Explain what the term “duty of care” means in health or community services. (Your total response should be approximately 50 words.)

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| The student’s response should be able to articulate their understanding of what the term ‘duty of care’ means in the workplace in health or community services. Responses may include, but are not limited to, reference to:  The term "duty of care" in health or community services refers to the legal and ethical responsibility of healthcare professionals or service providers to take reasonable steps to ensure the safety and well-being of their clients or patients. This duty of care extends to a wide range of situations and requires healthcare professionals to act in the best interest of their clients, while upholding professional standards of care. |

b) What are the potential consequences if a healthcare professional or community service worker fails to fulfill their duty of care obligations towards their clients or patients? (Your total response should be approximately 50 words.)

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| The student’s response should be able to demonstrate their understanding of the implications involved when noncompliance of their duty of care completed. Responses may include, but are not limited to, reference to:  Failure to fulfill the duty of care can result in legal liability, disciplinary action, or harm to clients, and can have significant consequences for the healthcare professional or service provider involved. |

4.6 a) What does the term ‘mandatory reporting’ mean? (Your total response should be approximately 70 words.)

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| The student’s response should demonstrate their knowledge of what the term ‘mandatory reporting’ means. Responses may include, but are not limited to, reference to:  The term "mandatory reporting" refers to the legal requirement for certain individuals or professions to report incidents of suspected or actual abuse, neglect, or harm to vulnerable individuals to the appropriate authorities. Mandatory reporting laws are in place to protect vulnerable individuals, including children, the elderly, and people with disabilities, from harm and to ensure that such incidents are addressed in a timely and appropriate manner. |

b) Who is responsible for mandatory reporting in Australia? (Your total response should be approximately 50 words.)

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| The student’s response should be able to articulate who for mandatory reporters are in Australia. Responses may include, but are not limited to, reference to:  The individuals or professions required to make mandatory reports can vary depending on the jurisdiction within Australia, but typically include healthcare professionals, social workers, educators, law enforcement officers, and other professionals who work closely with vulnerable individuals. |

4.7 a)Top of Form Imagine you are Wendy is a health worker working within an occupational therapy clinic. Wendy is working with a 14-year-old teenager, Candice. Candice asks if she can add Wendy as a friend on social media. The organisation has implemented policies and procedures which prohibit staff from connecting with students on social media platforms. Consider how you would explain to Candice that you are unable to add Candice on social media and explain the importance to maintaining a professional boundary within the workplace. (Your total response should be approximately 60 words.)

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| The student’s response should demonstrate their ability to follow workplace policies and procedures and maintain professional boundaries within the workplace. Responses may include, but are not limited to, reference to:  Wendy could say something like: “Thanks Candice for considering me as a friend, but explain that as a health worker, she has a responsibility to maintain a professional boundary with clients. Wendy then could share the organisation’s policy, which prohibits school staff from connecting with students on social media platforms to prevent any potential misunderstandings or misinterpretations of their relationship. |

b) While waiting for her appointment on day, Candice confides in you that she has a crush on Mr. Jones, the English teacher at her school. Candice informs you that Mr. Jones often gives her gifts and has also added her as a friend on Facebook. Outline the steps you would take upon receiving this information. (Your total response should be approximately 150 words.)

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| The student’s response should be able to outline the steps they would take upon receiving information which could be considered suspected abuse and they would be aware of their duty of care obligations. Responses may include, but are not limited to, reference to:   * Stay calm and listen actively: Remain calm and composed while listening actively to Candice. It is important to show that you are taking her seriously and that she can trust you. * Reassure Candice: Reassure Candice that she has done the right thing in sharing this information with you and that you will help her. * Explain the limits of confidentiality: Explain to Candice that you may need to share this information with appropriate parties to ensure her safety. * Report the situation: Report the situation to your supervisor/manager. As Mr. Jones is a member of staff, it is important to report the situation to the relevant school authorities. * Document the conversation: Document the conversation and the actions taken in line with organisational policy. * Offer support: Offer support to Candice and explain the available support and resources, such as counselling, that are available to her. |

4.8 What is the impact of funding on the quality and accessibility of health or community services, and how does the availability of resources affect the ability of providers to meet the needs of their clients? (Your response should be approximately 130 words.)

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| The students’ response should demonstrate their understanding of the role of funding within health or community services. Responses may include, but are not limited to, reference to:  Funding directly affects the resources available to providers. Adequate funding can improve the quality of care and increase access to services, while insufficient funding can lead to a reduction in the quality of care and limit access to services.  When providers have access to sufficient funding, they can invest in staff training, equipment, and facilities to provide better care. This can include hiring more staff to reduce workload and ensure adequate attention is given to each client.  Insufficient funding can lead to a reduction in the quality of care provided, as providers may have limited resources to invest in new equipment or staff. This can lead to longer wait times for services, reduced access to care, and increased stress for both clients and providers. |

Section 5

Contribute to Continuous Improvement

5.1 a) Why is it important for workers in allied health to continually upskill their knowledge and skills? (Your response should be approximately 50 words.)

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| The student’s response should be able to articulate the importance of keeping up their skills and knowledge. Responses may include, but are not limited to, reference to:  Personal development is important for several reasons. From improving quality of care for clients, enhancing job satisfaction, expanding career options, maintain professional standards including licensing and accreditation requirements and adapting to evolving technology and changes, and broadening their knowledge leading to greater innovation within allied health. |

b) Provide two (2) examples of how you can promote changes to continually improve your work practices with health or community services. (Your response should be approximately 250 words.)

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| The student’s response should demonstrate their ability to articulate examples of how they could contribute to changes to continually improve their work practice within the workplace. Responses may include, but are not limited to, reference to:  Seek feedback: Seeking feedback from clients, colleagues, and supervisors can provide valuable insight into your work practices and areas for improvement. You can ask for feedback through letters, reviews, meetings, discussions, or complaints, . Feedback you receive to help you reflect on your own activities and performance and use the information to further develop your skills and knowledge.  Training: Training can be used to refresh skills, up-skill, or to help understand changing practice standards and methods in the allied health industry. As mentioned above, this training can be in-house/internal, which means it relies on a company’s own resources to train employees within their company. This may involve walking staff through a change in procedure or an introduction of a new type of service they will providing. External training refers to the use of more formal training services such as courses, workshops, webinars, seminars covered by an external company or group, or conferences.  Reflect on your work: Regularly reflecting on your work practices can help you identify areas for improvement. You can reflect on your work practices by keeping a journal, discussing your work with colleagues, or seeking the feedback of a mentor. Use your reflections to make changes to your work practices and enhance the quality of care you provide to clients. |

**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.

5.2 Imagine you just started working as a health worker at a busy chiropractic clinic. Over the past few weeks, you’ve been noticing that a few clients have been arriving 10-15 minutes late to their appointments and are expecting to be let straight in. You’ve explained to the clients that, since they were late, the chiropractor had to let in the next client and one client has caused a scene in the waiting room.

* 1. The clinic does not currently have a cancellation policy regarding late arrivals, and you think such a policy would help to avoid this recurring. How can you voice this improvement to work practices to your supervisor/manager? (Your answer should be approximately 80 words.)

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| The student’s response should demonstrate their ability to contribute to identifying and voicing improvements in work practices; and promote and model changes to improve work practices and procedures. Responses may include, but are not limited to, reference to:  “I’ve noticed that there isn’t a policy for clients who are late to their appointments. This is causing some distress and confusion for clients and myself. Perhaps we could implement a cancelation policy for clients who are 10 or more minutes late for their appointment. This way they can be made aware of this policy beforehand, and situations like this can be avoided in the future.” |

* 1. The incident with the client in the waiting room made you uncomfortable and anxious. You realise you do not feel like you have the necessary skills to cope with angry or agitated clients. What would you say to your supervisor/manager regarding a request for assistance in developing these skills? (Your answer should be approximately 80 words.)

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| The student’s response should demonstrate their ability to consult with a manager regarding options for accessing skill development opportunities and initiate action. Responses may include, but are not limited to, reference to:  “The other day a client was upset that they couldn’t go to their appointment and they became loud and argumentative. I was really uncomfortable and scared and I feel that I need some help understanding what I should be doing or saying in situations like this. Can I undergo some in house training on de-escalation techniques or more formal training such as a course, workshop, or seminar so that I can better handle situations like this in the future.” |

* 1. It’s been a few weeks since the incident in the waiting room, and you’ve received skill development training. You have to call a client who you know will be confrontational to reschedule an appointment and you’re worried about how you may handle the conversation. You wish to seek feedback regarding your performance and decide to speak to the other receptionist that works alongside you sometimes. How would you handle this request? (Your answer should be approximately 50 words.)

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| The student’s response should demonstrate their ability to contribute to identifying and voicing improvements in work practices; and promote and model changes to improve work practices and procedures. Responses may include, but are not limited to, reference to:  “When you have some time, would you mind listening in on a phone call I have to make today with a confrontational client. I have been working on my skills with de-escalation and would love some feedback on how I handle the conversation.” |

d) Following on from the incident, your supervisor has requested you fill out an employee feedback form with regards to your concern about the cancelation policy. Fill out the below employee feedback form based on information presented in the case study. Remember to use clear, accurate, and objective language. (Your answer should be approximately 100 words.)

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| **Employee Feedback Form**  *Use this form to record any workplace health and safety hazards, and comments or suggestions for*  *improvement regarding services, processes, and procedures.*  *Please forward the completed form to the Manager or Program Supervisor.*  **Employee details**  Name: “student’s name” Date: “00/00/20XX”  Contact no.: 0123 456 789  **Feedback details**  *(Please record your comments or suggestions)*  “As a result of a lack of formal cancelation policy, clients are becoming frustrated when they’re late to appointments and the chiropractor has moved onto the next client. An incident recently occurred where a client became confrontational and caused a scene in the waiting room over this issue. There should be a cancellation policy in place so that client’s can be made aware of this possibility before the appointment and have warning time to call head and reschedule. It would also ensure we have a policy to refer clients to if a future incident was to reoccur.”  To be completed by Manager or Program Supervisor  Action taken:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |