



# **Communicate and work in health and community services**

## **CHCCOM005**

Assessment 1 of 1

Short Answer Questions



## Assessment Details

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

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
CHCCOM005	Communicate and work in health or community services	
COURSE AND MODULE DETAILS		
<i>Assessments may be published in more than one course. Add lines for additional courses as needed.</i>		
Course Code [UPed]	Module Number [Order]	Module Code [UPed]
SOE3IS11A	1	M0069A
ASSESSMENT TYPE		
<b>Assessment Method:</b>	Choose an item.	Choose an item. Choose an item.
<i>Select all that apply.</i>		

SECTION 2
STUDENT INSTRUCTIONS
<i>The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.</i>
Student instructions
This is assessment 1 of 1 assessments for Communicate and work in health or community services, excluding SWLA. This assessment requires you to answer 16 questions to test your knowledge and understanding required of this unit. To be assessed as competent, you must complete all tasks in the spaces required. You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission
Supporting documents
To answer some of the questions, you will need to access the following documents: (ADDITIONAL RESOURCES) <ul style="list-style-type: none"><li>• <a href="#">3 Principles of Effective Nurse-Patient Communication - Minority Nurse</a></li><li>• <a href="#">Effective Communication - Models (tutorialspoint.com)</a></li></ul>

## Files for submission

Submit the assessment document with all tasks completed in the spaces provided.

## Submission instructions

### PDF File Submissions

Please save all Word documents as PDF files before submitting.

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

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

*Windows: Word 2013 and newer*

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

*Windows: Word 2010*

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

*macOS: Office for Mac*

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

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

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

## SECTION 3

### ASSESSMENT TASK CRITERIA AND OUTCOME

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

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

Refer to the mapping spreadsheet for details for this unit.

## SECTION 4

### ASSESSMENT DETAILS

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

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

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

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

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

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

## SECTION 5

### STAKEHOLDERS AND SIGN OFF

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

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

## Assessment Instructions

### Task overview

This assessment task requires you to answer 16 short answer questions. Read each question carefully before typing your response in the space provided



## Assessment Information

### Submission

You are entitled to three [3] attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment [e.g. allowing additional time]
- the evidence gathering techniques [e.g. oral rather than written questioning, use of a scribe, modifications to equipment]

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

## Question 1

The following table outlines legal and ethical considerations that you will need to be aware of in the community health sector. Describe how each section relates to the way you will apply your communication skills when working with clients legally and ethically.

**Assessor instructions:** For satisfactory performance, students must provide answers based on the sample answers provided in the table below, however wording may vary.

Legal and ethical consideration	Applying communication
Privacy/confidentiality and disclosure [approximately 95 - 101 words]	<p>Client information must not be discussed in areas where non-authorized personnel may hear or with workers' friends and family. Information must not be disclosed for secondary purposes unless consent is obtained from the individual.</p> <p>Privacy and confidentiality must be communicated to clients in a way that they can understand, which includes:</p> <ul style="list-style-type: none"> <li>removing jargon and speaking clearly where the client understands</li> <li>having an awareness of non-verbal language and gestures, such as hands by side, smiling, friendly facial gestures.</li> <li>Checking in with the client for understanding through asking client if they understand what is being said and summarising the information again if needed.</li> </ul>
Discrimination [approximately 90 - 92 words]	<p>Clients have a right to receive high quality care and be treated with dignity and respect. It is unlawful to discriminate against people based on age, gender, ethnicity, disability or impairment, marital status, sexual preference, political or religious beliefs.</p> <p>The student must identify the following characteristics:</p> <ul style="list-style-type: none"> <li>respect when communicating with clients and other stakeholders through use of active listening skills, being polite, courteous, empathetic, avoiding negativity, valuing a client's words and opinions, treating client equally</li> <li>not impose their own biases, opinions, attitudes, or judgements when supporting clients and working with other stakeholders.</li> </ul>
Duty of care [approximately 70 - 77 words]	<p>Duty of care is a legal obligation for a worker and organisation to act in the best interest of their clients.</p> <p>Communication can be shown using the following characteristics:</p> <ul style="list-style-type: none"> <li>respect when communicating with clients and other stakeholders through use of active listening skills, being polite, courteous, empathetic, avoiding negativity, valuing a client's words and opinions, treating client equally</li> <li>Keeping conversations concise and easy to understand</li> <li>Encourage the client to speak and ask questions if clarity is needed</li> </ul>

Legal and ethical consideration	Applying communication
Mandatory reporting [approximately 100 - 110 words]	<p>Under the Aged Care Act, residential aged care providers must report any suspicions or allegations of assaults to the local police and the Department of Health. Reportable assaults include:</p> <ul style="list-style-type: none"> <li>• Unlawful sexual contact with a resident: any sexual contact that is not consensual or involves a resident with a cognitive or mental impairment who cannot provide consent.</li> <li>• Use of unreasonable force with residents: any deliberate, violent attacks on residents that causes visible harm, including punching, hitting, or kicking.</li> </ul> <p>Communication can be shown by:</p> <ul style="list-style-type: none"> <li>• Being aware of tone of voice</li> <li>• Body language</li> <li>• Active listening</li> <li>• Be empathetic, considerate, and respectful</li> <li>• Be clear, objective, and factual when speaking to a client.</li> </ul>
Mandatory reporting [approximately 100 - 110 words]	<p>Under the Aged Care Act, residential aged care providers must report any suspicions or allegations of assaults to the local police and the Department of Health. Reportable assaults include:</p> <ul style="list-style-type: none"> <li>• Unlawful sexual contact with a resident: any sexual contact that is not consensual or involves a resident with a cognitive or mental impairment who cannot provide consent.</li> <li>• Use of unreasonable force with residents: any deliberate, violent attacks on residents that causes visible harm, including punching, hitting, or kicking.</li> </ul> <p>Communication can be shown by:</p> <ul style="list-style-type: none"> <li>• Being aware of tone of voice</li> <li>• Body language</li> <li>• Active listening</li> <li>• Be empathetic, considerate, and respectful</li> <li>• Be clear, objective, and factual when speaking to a client.</li> </ul>

Legal and ethical consideration	Applying communication
<p>Translation [approximately 99 – 101 words]</p>	<p>Under the Charter of Aged Care Rights, people have the right to be treated with dignity and respect and have their identity, culture and diversity valued and supported.</p> <p>There are many clients for whom English is not their first language. People may also have a hearing disability, or a service may require assistance understanding a specific client's culture. It is important that communication is understood by client and practitioners.</p> <p>Communication can be shown by:</p> <ul style="list-style-type: none"> <li>• Speaking clearly and slowly</li> <li>• Steering away from jargon</li> <li>• Keeping sentences short and to the point</li> <li>• Being sincere, and empathetic</li> <li>• Offer translation services or cultural support</li> </ul>
<p>Informed consent [approximately 50 - 52 words]</p>	<p>Informed consent must be sought before any type of treatment, medical or otherwise is administered or provided.</p> <p>Communication can be shown by:</p> <ul style="list-style-type: none"> <li>• Speaking clearly and slowly</li> <li>• Being aware of tone of voice, body language and facial expressions</li> <li>• Being courteous and respect</li> <li>• Seek clarification and questions from the client</li> <li>• Summarising, and paraphrasing information</li> </ul>
<p>Work role boundaries including responsibilities and limitations [approximately 60 - 64 words]</p>	<p>Adhering to work role boundaries, responsibilities and limitations allows clear definitions of a worker's duties, rights, and responsibilities. It also prevents the lines between workers and clients from becoming blurred.</p> <p>Communication can be shown by:</p> <ul style="list-style-type: none"> <li>• Only discussing work related information</li> <li>• Respectfully discussing clear boundaries of the work role</li> <li>• Being courteous, polite and respect</li> <li>• Be aware of tone of voice, body language and facial expressions</li> </ul>

## Question 2

Entering the tearoom you overhear Leanne talking to another colleague. She appears to be making fun of a client's accent by mimicking their voice and speaking with a strong Asian accent. You hear them laugh. They both see you and suddenly stop. What do you do?

[Word count: Approximately 53 words in total]

### Assessor instructions:

Benchmark standards of student responses provided below, however students' wordings may vary.

ASSESSOR GUIDE

[CHCCOM005] Communicate and work in health or community services



Please note students' answers must describe how they addressed the situation.

- Advise Leanne and colleague that making fun of clients is unacceptable and discriminatory and goes against workplace practices and regulations
- The situation must be reported to supervisor.
- The situation is unethical and disrespectful to the client
- There is no need to make fun of others from a different background other than their own.

### Question 3

Identify three (3) sources of information that you could use to assist in your application of legal and ethical aspects of health and community services work.

**Assessor instructions:** Student must be able to identify three (3) sources of information including how this will be applied to their work role. The following are exemplar answers.

	Source (approximately 5 words)	Application to work (approximately 90 - 120 words in total)
1.	Fair Work Ombudsman	As a worker, you must understand the rights and responsibilities that apply to your role in the workplace as guidance to how you perform your work role duties.
2.	Australian Community Workers Ethics and Good Practice Guide (ACWA)	As a worker you must understand the code of ethics and adhere to these ethics in the workplace when performing your work role duties.
3.	Child Protection Services	When working with children, you must understand the child protection requirements including reporting any neglect or abuse of children within your workplace. This is applied through reviewing workplace policies and procedures; understanding how and when to make a report, attending workplace training or seeking advice from your supervisor.

### Question 4

You work as a home and community support worker, and you arrive at your client Meredith's home. You overhear Meredith and her 15 year old daughter screaming at each other. You knock on the door to notify them of your presence. Immediately it becomes quiet and a minute later Meredith opens the door. Her daughter quickly walks past you to leave the house, she is crying, and you notice a bright red mark across her face and her lip appears to be swelling. Before you can say anything she runs down the street. Meredith smiles at you and tells you that it was just a disagreement between herself and her daughter and nothing happened.

Complete the table and consider how you will communicate your legal and ethical considerations as a support worker to Meredith about the following:

**Assessor instructions:** Students must demonstrate communication of their responsibilities in managing a disclosure of a child being at risk. The following is an exemplar answer.

Child protection [approximately 20 - 25 words]	Discuss support worker's role and responsibility with Meredith in a respectful and calm manner, e.g. you have a duty to report any suspicion of abuse, you are concerned for Meredith and her daughter's wellbeing.
Duty of care [approximately 40 - 42 words]	Check in with Meredith in terms of safety – e.g. Is she ok, is she hurt? Discuss duty of care responsibilities as a support worker and that the incident must be reported as part of your role. When communicating show empathy and non-judgement.
Indicators of risk [approximately 40 - 45 words]	Discuss the indicators of risk that you saw or heard, i.e., the arguing and yelling, her daughter crying, the bright red mark across her face and her lip appearing to swell. When communicating be mindful of body language, be non-judgemental, polite and respectful towards Meredith.
Adult disclosure [approximately 40 - 41 words]	Discuss with Meredith that a report will be made to the supervisor and then the appropriate authority. Check in with her for understanding and ask if she has any questions she would like to clarify. Be respectful and clear when speaking.

### Question 5

There are different types of communication models that describe how modes of communication are transmitted between a sender and receiver. There are also various principles of effective communication.

- a) Go to the following [3 Principles of Effective Nurse-Patient Communication site](#) and review the three (3) principles of communication.

Choose two (2) principles and explain how you could apply this when working with a client as a support worker.

[Word count: Approximately 160 - 190 words in total]

**Assessor instructions:** Students must choose two (2) out of the three (3) effective communication principles and provide an example of how it would apply in the workplace. Benchmarks of each communication principle is provided below, however, students' wording may vary.

1.	<p><b>Principle 1 – Always put the patients first</b></p> <p>Apply a person centred approach ensuring the client is aware of who you are and what your role is in caring and supporting them. Be aware of voice tone, body language and ensure communication is clear and welcoming. Always show respect and empathy to make the client feel comfortable and to build a good solid relationship.</p>
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2.	<p><b>Principle 2 – Practice active listening</b></p> <p>Always pay attention to what the client is saying. Paraphrase what you have heard so that information can be corrected or confirmed. Maintain friendly eye contact and be aware of body language, facial expressions, gestures and how your tone of voice when responding to the client. Be consistent with this approach to help build trust.</p> <p><b>Principle 3 – Talk with heart</b></p> <p>Be sincere, honest and genuine when working with clients. Acknowledge and validate a client’s feelings, use open ended questions and steer away from the use of jargon. Check in with the client to ensure they understand the information you are providing and use other communication tools such as handouts, images or notes to demonstrate what you are wanting to say if required.</p>
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b) The following [Effective Communication Models](#) provides information about three (3) communication models.

Choose two (2) models and briefly explain how these can be applied in a work setting.

[Word count: Approximately 160 words]

**Assessor instructions:** Students must choose two communication models and provide an example of how it would apply in the workplace. Benchmarks of each communication model is provided below, however, students’ wording may vary.

1.	<p><b>One-Way Communication Model</b></p> <p>Also called the Linear Model which is used to inform, persuade or command. For example when we watch or listen to the news or listening to a seminar or lecture. This might be applied in a work setting when giving a client information about other services, or information about various procedures.</p>
2.	<p><b>Transaction Model</b></p> <p>Simply put, this means the exchange of words between a sender and receiver and is effective when two people are known to each other and have things in common. This might be applied in a work setting in everyday actions such as a conversation, staff meetings, sharing ideas and concerns.</p> <p><b>Interactive Model</b> This is where ideas are exchanged both verbally and non-verbally between people. Communication in this model is two ways and both people send information back and forth. This might be applied in a work setting when having a conversation, where a worker provides instructions, and a client clarifies the instructions and perhaps asks questions or gives feedback if unsure.</p>

**Question 6**

Provide two (2) examples of communication questioning examples that you might say to clients or other stakeholders using the communication methods in column one (1).

**Assessor instructions:** The student responses must demonstrate two (2) examples of communication questioning techniques. Benchmarks are provided below, however wording may vary.

Communication method	Communication questioning example
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<p>Open-ended questions [word count 10 - 30]</p>	<ol style="list-style-type: none"> <li>1. 'What are you expecting to get out of the support relationship?'</li> <li>2. "How was your weekend, what did you get up to?"</li> </ol> <p><b>Additional questioning example:</b></p> <ul style="list-style-type: none"> <li>• 'It seems like you had a good time, how about you tell me what you did and who you met?'</li> </ul>
<p>Affirmations [word count 10 - 30]</p>	<ol style="list-style-type: none"> <li>1. 'You've done a great job with that painting; we should put that up on display!'</li> <li>2. 'You're really showing progress in your treatment.'</li> </ol> <p><b>Additional questioning example:</b></p> <ul style="list-style-type: none"> <li>• 'You look so happy and content after your family visit.'</li> <li>• 'I think it's great that you've got some ideas on how we can build your skills in that area.'</li> </ul>
<p>Reflections/reflective listening [word count 10 - 30]</p>	<ol style="list-style-type: none"> <li>1. 'Nighttime is hard for you; you're not getting a good nights' sleep.'</li> <li>2. 'You don't seem very enthusiastic about going to the doctor today to get your results.'</li> </ol> <p><b>Additional questioning example:</b></p> <ul style="list-style-type: none"> <li>• 'It sounds like you're unhappy with your daughter because she didn't come to visit you on the weekend?'</li> </ul>
<p>Summarising statements [word count 10 - 30]</p>	<ol style="list-style-type: none"> <li>1. 'So, you want your mother to stop interfering and giving her opinion on what services you are getting, but you don't want to hurt her?'</li> <li>2. 'You want your daughter to take more of an interest in your care.'</li> </ol> <p><b>Additional questioning example:</b></p> <ul style="list-style-type: none"> <li>• 'The visits to the doctor can be nerve wracking, as you don't know what the outcomes of your test results might be.'</li> </ul>

### Question 7

- a) Explain the difference between motivational interviewing and a coercive approach.  
[Word count: Approximately 100-120 words in total]

**Assessor instructions:** Benchmark standards of student responses provided below, however students' wordings may vary.

Motivational interviewing is a tool used to promote change in behaviour. It respects the autonomy of the client and guides them to identify and rely on their own inherent strengths, motivations and resources to change. Rather than taking an authoritarian or lecturing stance, the worker might ask a series of questions to encourage the client to consider their own motivation for change.

A coercive approach means that a person is forcing or pushing someone to do something they may not want to do (that is, the person is feeling pressured). The person is not motivated to change or do something – they are doing it because they feel they have to. Coercive approaches may include threats, whether subtle or obvious.

b) Explain the difference between collaborative and confrontation when communicating.

(Word count: Approximately 100 words in total)

**Assessor instructions:** Benchmark standards of student responses provided below, however students' wordings may vary.

Confrontation involves those engaged in communication to be argumentative and challenging in their responses. This can lead to misunderstandings, confusion, aggression and the issue at hand not being addressed (the discussion can end up going off topic). Each person engaged in the communication is generally looking out for themselves and is not willing to compromise or come to an agreement.

Collaboration involves people working together to conclude, compromise or share ideas. It is an approach that allows people to put forth their ideas and thoughts in a safe and non-confrontational environment.

## Question 8

Explain how each of the following factors influence communication.

**Assessor instructions:** The student's response shows that they understand the influence of communication. The following are exemplar answers.

Language [approximately 14 - 15 words]	Language differences may hinder how the message is transmitted and can contribute to misunderstandings.
Culture [approximately 48 - 50 words]	Cultural differences may impact the way a person communicates with another. For instance, in many indigenous cultures, it is impolite to look another in the eye while talking to them, particularly those who are older, but in western cultures, speaking to another person directly is considered the norm.
Religion [approximately 40 - 41]	Religion can influence communication in a range of ways. For example, it is important to understand the customs and celebrations of the person's religion. Communication between people from different religions can lead to conflicts or misunderstandings based on beliefs and values.
Emotional state [approximately 40 - 41 words]	A person's emotional state can have an impact on how a message is being received and understood. For instance, if a person is upset, angry or in a state of shock they may only hear specific words of a full conversation.
Disability [approximately 120 - 150 words]	Communication is dependent on the type of disability, e.g., verbal/non-verbal/intellectual disabilities will differ in the way we communicate. The methods used to communicate may be in the form of body language, gestures, facial expressions, posture, touch, being aware of our tone of voice, eye contact which influences the way a message is being transmitted and received.
Health [approximately 50 - 56 words]	Health can influence communication in a variety of ways. For example, a person may have a problem with their hearing that may mean they need to use a hearing aid, or they may be deaf. Some people may have health conditions that impact their ability to speak, or they may be mute.  Communication needs to be considered in terms of use of empathy, showing interest in what the person is saying, being present with the person, acknowledging the person's feelings and concerns and being respectful.
Age [approximately 90 - 97 words]	The age of the person will influence the way in which you communicate. For example, you may communicate in a less formal manner with younger clients, you may use jargon or slang if you work with youth, you may need to consider the words you use when speaking to children, etc. Older clients may have difficulty hearing [it is important to remember this is not always the case!]. Children may like to communicate [and absorb messages] via drawings or pictures and may use very clear non-verbal cues [facial expressions, folded arms, tantrums etc.] to show their feelings.

## Question 9

List four [4] potential constraints to effective communication for those working in the health and community service industry.

**Assessor instructions:** Students must list four (4) potential constraints to effective communication for those working in the health and community service industry. The following are a list of exemplar answers.

1.	The use of jargon.
2.	Emotional barriers and taboos
3.	Lack of attention
4.	<p>Differences in perception and viewpoint</p> <p>Additional responses may include:</p> <ul style="list-style-type: none"> <li>• Physical barriers to non-verbal communication</li> <li>• Language differences</li> <li>• Cultural differences</li> <li>• Word choice</li> <li>• Literacy and linguistic ability.</li> <li>• Physical barriers such as background noise</li> </ul>

### Question 10

Provide a definition for each of the following community service industry terms.

**Assessor instructions:** Definitions must be similar to those sample responses provided below.

Term	Definition
Case management (word count 20 - 30 words)	Coordinated approach to the services provided to the client; designed to coordinate services and assist in meeting goals.
Assessment (word count 20 - 40 words)	Assessment is the process of gathering information about a client to determine required supports, goals, actions, decision making and eligibility to services.
Advocate (word count 10 - 15 words)	A person who publicly supports or recommends a particular cause or policy.
Approved provider (word count 15 - 20 words)	An <b>approved provider</b> is responsible for delivering identified types of care and services to aged care consumers.
Adult disclosure (word count 20 - 30 words)	Disclosure of an adult who experienced abuse as a child. It is possible that memories of abuse are not recalled until later in adulthood.
Guardianship (word count 10 - 20 words)	A person who is granted rights and responsibilities for a person's care and decision making.
Person-centred approach (word count 20 - 40 words)	An approach that focuses on the individual needs of the client and recognise their potential. The client is treated as the expert of their own care/treatment. The client is treated with respect and dignity and can make decisions about their care/treatment and the services and support they will utilise.
Rights-based service delivery (word count 20 - 40 words)	Rights-based service delivery aims to work collaboratively with them to ensure they have the right to be fully involved in their own care, to make informed decisions and to have dignity of risk. It ensures that clients are provided equal treatment regardless of their culture, gender, preferences, age, abilities etc.

### Question 11

Grammar is important when communicating in the written form. It is equally important in verbal communication.

a) Explain why grammar is important when communicating verbally.

[Word count: Approximately 41 words in total]

**Assessor instructions:** Sample answers provided below. Student must answer as per the sample answers however the wording may vary.

Using the correct grammar is important because it allows us to voice a clear message which leaves minimal room for misinterpretation. In addition it can also make listening easier for the person receiving the message and the communication process more comfortable.

b) Explain the importance of not speaking too quickly in the industry.

[Word count: Approximately 62 words in total]

The person receiving the message may lose track of the conversation or there could be the potential risk that the person may think that the person conveying the message is being sarcastic or disrespectful. It can prevent a clear message from being heard and it can also appear that the person is unsure, insecure or unorganised if delivering the message too slowly.

c) Chensi has recently moved to Australia from Manilla and has a strong Filipino accent which clients sometimes find difficult to understand as her accent prevents her using the correct English pronunciation.

Why is it important for good pronunciation in the workforce?

[Word count: Approximately 30 words in total]

To communicate to clients in a manner that can be understood, Chensi could:

- Slow down her speech
- Keep words simple
- Be mindful of body language
- Be polite and respectful

### Question 12

a) Consider a time where you have recognised four (4) types of non-verbal communication and explain what they were?

[Word count: Approximately 35 words in total]

**Assessor instructions:** Sample answers provided below, however, the student must give examples of circumstances where non-verbal communication was recognised, as well as when and how it was used.



a) Non-verbal communication may have been recognised in various work or personal situations which may include nodding, smiling, waving, pointing, eye contact, allowing a person space, body movement and gestures and touch.

b) Explain when and how you used each of the non-verbal communication methods in the previous question.

(Word count: Approximately 35 words in total)

b) Examples of when and how non-verbal communication may have been used in four situations include:

- Waving hello/goodbye to a person
- Smiling to greet a person
- Welcoming a person into their home using body movement and gesture
- Shaking a person's hand, a hug or a pat on the back

### Question 13

Complete the following table in relation to structure, function, and interrelationships in the Australian health care system.

(Word count: Approximately 180 words in total)

**Assessor instructions:** Students must complete the table below. The following are exemplar answers.

Listed parts of the health system (ensure to include health services and community services)	How is the organisation structured	Explain the functions/services of the organisation	List and explain how it works with 2 other parts of the health/community services
<p>The Australian healthcare system has many different types and tiers of services. These include:</p> <ul style="list-style-type: none"> <li>• General Practice</li> <li>• Primary health care</li> <li>• Allied health</li> <li>• After hours general practitioner services</li> <li>• Community health services</li> </ul>	<p>The Australian and state and territory governments broadly share responsibility for the structure of the health system through the provision of funding, operating, managing and regulating the health system. The private for-profit and not-for-profit sectors also play a role in operating public and private hospitals, pharmacies and medical practices, as well as providing private health insurance products, specialists nurses and midwives, dentists, allied health practitioners including Indigenous health workers, paramedics and administrative and other support staff.</p>	<p>The function of the health system is to deliver a range of health professionals working in a variety of settings, from large hospitals (in capital cities and regional centres) to small community health clinics (such as those in remote areas).</p>	<p>General practice and primary healthcare can be delivered in community health centres and at a person's home.</p> <p>These services are provided by doctors, community nurses, dentists, pharmacists and other allied health professionals.</p>

## Question 14

a) Outline three [3] principles of person-centred service delivery that apply to Individual Support work.

[Word count: Approximately 30 words in total]

**Assessor instructions:** The student must clearly outline three [3] principles of person-centred delivery. The following are exemplar answers.

1.	Treat all clients with dignity and respect
2.	Encourage participation in decision-making
3.	Gaining informed consent
	Additional example: <ul style="list-style-type: none"><li>• Providing information to clients in a way that they understand.</li></ul>

b) Explain the concept of rights-based service delivery.

[Word count: Approximately 50 words in total]

**Assessor instructions:** The student must explain the concept of rights-based service delivery. The following are exemplar answers.

This model of care designed to focus on equal opportunities, non-discrimination, empowerment, and participation based on the principles of human rights. It allows people the right to make their own decisions and live out their lives according to their own unique identity, needs and wishes

c)

Basil is in palliative care. He has cancer, which causes him to suffer high levels of pain. He has a multi-functional team looking after his care.

The following people are members of his team. Explain the role of each one:

[Word count: Approximately 50-80 words in total]

**Assessor instructions:** The student must clearly explain the role of each team member. The following are exemplar answers.

Team member	Role of team member
Medical practitioner	Looking after his health and prescribing medication.
Nurse	Providing medications/injections; providing reports of change of condition to the medical practitioner; direct care.
Personal support worker	Assisting with personal care.

Family	Visiting; assisting with decision making; providing family support.
Physiotherapist	Exercises to reduce pain and stiffness; massage; teaching his family how to support him.
Priest	Provision of spiritual and pastoral care.
Social worker	Support and counselling to client and their family.
Volunteers	Practical support; companionship; transport; reading to the client; shopping; support to the family.

d) Provide an example of a multi-disciplinary team and describe how they work together in the best interests of their clients.

(Word count: Approximately 160 words in total)

**Assessor instructions:** Sample answers are provided below, however student wording may vary.

- haematologist
- medical oncologist
- radiation oncologist
- specialist surgeon
- general surgeon
- pathologist
- cancer care nurse
- breast cancer nurse
- cancer care coordinator
- chemotherapy nurse
- allied health professionals (such as nutritionists, occupational therapists, physiotherapists, psychologists, speech pathologists and social workers)
- general practitioners (GPs).

An example of a multidisciplinary team may include a group of medical and healthcare professionals who work together for a client. For instance, a person with disability requiring support in the home with household chores, transport, medical and health appointments may have a support worker, a general practitioner, and dietician involved to support their care. The team works together to share knowledge and expertise by discussing the care the client is receiving, their progress and any needs that should be addressed. The makeup of the team is not always static – professionals may come and go depending on client needs (for example, a health need may be addressed and the need for a specific specialist will no longer be required).

e) Explain how the public and private healthcare system is funded in Australia.

[Word count: Approximately 50 words in total]

**Assessor instructions:** Sample answer is provided however students' wording may vary.

The public health system provides lower costs and is funded through Medicare which is a tax subsidised service. The private health care system is financially managed through service providers that are owned and managed privately, and fees are paid by the user and/or their family.

### Question 15

Describe two ways in which each of the following digital media can be used effectively in a health and community services environment.

[Word count: Approximately 60 words in total]

**Assessor instructions:** The Student must provide two [2] examples of each type of digital media. The following are exemplar answers.

Digital media	Two examples of use
Website	1. To provide information on the services provided
	2. To advise contact details and address
Email	1. To correspond with clients
	2. To send information to staff
Social media	1. To provide advice on services
	2. Advising funding initiatives
Podcast and videos	1. Staff training
	2. Sharing information between different facilities
Tablets and applications	1. Accessing client care plans
	2. Accessing information when working in client's homes
Newsletters and broadcasts	1. Providing information to clients
	2. Providing information to staff
Intranet	1. Accessing workplace documents – for example, policies and procedures.
	2. Internal communication systems

## Question 16

You work in a facility as a support worker, and you are completing your daily check in with your clients. You walk into John's room and notice that he has a rash on his arms and face. He tells you that Rachel (another support worker) gave him some paracetamol but didn't know he was allergic to it and John didn't bother telling her because he didn't want to fuss. He tells you that he wishes for Rachel not to get into any trouble because she was only doing what she thought was best for him. He then tells you that the rash will go away soon, and it is not causing him any discomfort.

Rachel is a good friend and work colleague, and you know that she has been having some personal issues outside of work. You also know that in your role as a support worker, you are not meant to administer any type of medication to residents.

Answer the following questions:

[Word count: Approximately 150 words in total]

**Assessor instructions:** Sample answers are provided however students' wording may vary.

a) What are the legal considerations that you need to think about in this situation?

- Reporting - Incident must be reported to supervisor (Rachel should not have administered medication in the first instance).
- Duty of care - John needs medical attention due to his rash.
- Work role responsibilities - You have a duty of care to report the incident

b) Identify one conflict of interest in this situation?

- John telling you that he doesn't want Rachel to get into any trouble.
- You are aware of Rachel's personal issues and her being a good friend and work colleague.

c) What are the steps you will need to take to make an ethical decision about this situation?

- Identifying the problem
- Seeking guidance/support
- Identifying alternative solutions
- Making the decision
- Implementing the decision
- Evaluating the decision

**Assessment checklist:**

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

1	16 questions to be completed in the spaces provided.	<input type="checkbox"/>
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**Congratulations you have reached the end of Assessment 1!**

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