



CHCCCS038

Facilitate the empowerment of people receiving support

Assessment 2 of 2

Role Plays

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	
CHCCCS038	Facilitate the empowerment of people receiving support	
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	10	M00569A
ASSESSMENT TYPE		
Assessment Method: <i>Select all that apply.</i>	Written Assessment	Choose an item. Choose an item.

SECTION 2
STUDENT INSTRUCTIONS
<i>The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files, and submission instructions.</i>
Student instructions
<p>This is assessment 2 of 2 for CHCCCS038 - Facilitate the empowerment of people receiving support, in addition to the portfolio, third-party report and interview questionnaire completed in the SWLA process.</p> <p>This assessment requires you to read the case studies provided, conduct simulated role plays and answer the questions to test your knowledge and understanding required of this unit.</p> <p>To be assessed as competent, you must complete all tasks in the spaces required.</p> <p>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.</p>
Supporting documents
<p>To answer some of the questions, you will need to access the following documents:</p> <ul style="list-style-type: none">• Access to your learning materials.• Access to a computer and the Internet.• Access to Happyville Compassionate Care Handbook V.4• Happyville Compassionate Care Client Rights

Files for submission

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

Submit the following files:

- Assessment document

Submission instructions

PDF File Submissions

Please save all Word documents as PDF files before submitting.

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

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

Windows: Word 2013 and newer

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

Windows: Word 2010

Click the **File** tab

Click **Save As**

To see the Save As dialog box in Word 2013 and Word 2016, you must choose a location and folder

In the **File Name** box, enter a name for the file, if you haven't already

In the **Save as type** list, click **PDF (*.pdf)**.

If you want the file to open in the selected format after saving, select the Open file after publishing check box.

If the document requires high print quality, click Standard (publishing online and printing).

If the file size is more important than print quality, click Minimum size (publishing online).

Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.

Click **Save**.

macOS: Office for Mac

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

Click the **File**

Click **Save As**

Click **File Format** towards the bottom of the window

Select **PDF** from the list of available file formats

Give your file a name, if it doesn't already have one, then click **Export**

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

SECTION 3

ASSESSMENT TASK CRITERIA AND OUTCOME

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

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

Refer to the mapping spreadsheet for details for this unit.

SECTION 4

ASSESSMENT DETAILS

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

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

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

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

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

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

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

The following project will demonstrate the student's understanding of workplace policies and procedures. This task consists of five (5) activities.

Each activity has specific instructions of what you will need and what will be required to do.

- Activity 1 – Hine Reihana (Role Play)
- Activity 2 – Mrs Johnson (Role Play)
- Activity 3 – Mrs Johnson's new gadget (Role Play)
- Activity 4 – Mr Robertson and his daughter
- Activity 5 – Reflective Questions

Assessment Information

Submission

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

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

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

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

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

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

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





Please consider the environment before printing this assessment.

Assessment Instructions

Role play and Written Questions

This assessment task consists of four (4) **simulated** role play video recordings and reflective questions. The scenarios for the role plays are progressive and will build into the next scenario.

For this task there are:

- Four (4) video recording simulations.

The tasks within the role plays will allow you to work with a client to:

- Demonstrate commitment to empower people who receive support
- Foster human rights
- Facilitate a person's choice and self-determination
- Provide 1 service to meet the individual's needs
- Propose 1 strategy to meet the individual's health or reablement needs
- Recognise and respond to any barriers
- Provide information to the person about their rights and checking for their understanding
- Use positive communication skills to maintain respectful relationships and facilitate empowerment.

The role plays will have a specific set of tasks that need to be demonstrated and must include the support of one (1) to two (2) participants. The duration for each role play is within each of the tasks and must address all elements of the Observation Checklist below.

Your role play participant/s may be resourced using one of the following options:

1. Peer/s who you are already working with, in the industry your qualification relates to.
2. Fellow student/s who will play the role of each character. Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

If you are unable to find a participant/s to play the role of the other team member/s, contact your assessor via the Discussion Forum who will discuss options for pairing up with another student/s to complete this task.

Important Note: All role plays must be conducted in your workplace.

Option 1: Peer/s participant

Should you complete this task with your Peer/s, you must fully brief all participant/s, providing them with the context to the role play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

Peer/s will need to state their name and job title at the start of the recording to inform consent.

Option 2: Fellow student/s participant

Fellow student/s participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist so that they can prepare for the recording.

Student/s will need to state their name and that they are a student (as their job title) at the start of the recording to inform consent.

Recording instructions

Your role plays must be recorded with all participant/s captured in a virtual room using a system such as Zoom, Skype or Teams.

Consent

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying to their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include all recordings as part of your assessment submission.

Activity 1 Role Play: Hine Rehana

Scenario

Introduction

You are a support worker at the Happyville Compassionate Care Facility. The Happyville Compassionate Care Facility has a philosophy centred around empowering seniors to live life at their own pace, with respect, compassion, and dignity. It boasts 80 independent rooms, 3 large communal living spaces, beautiful gardens and common rooms that can also cater for private family gatherings and can be pre-booked for 2 hours each Saturday if required.

Hine Reihana

Hine is 65 years old and struggles with mobility issues due to rheumatoid arthritis. Over the past 2 years, the pain in her joints has increased making her less flexible, to the point where she has had 2 falls in her room within in the past 3 months. She is the matriarch of her family and as such, she is visited every weekend by her immediate and extended family.

The issues

It is Monday morning, and you see Hine in the corner of her room looking sad and it appears she had been crying. You stop, and ask her if she is, ok?

With hesitation and anxiousness, Hine proceeds to tell you that:

Mrs Jamieson, who is in the next room, had made a complaint over the weekend to the Nurse in Charge because of her extended family visits. Mrs Jamieson told Hine that her family are too noisy, and they shouldn't be singing, eating, or having prayers in your room. Instead they should go outside and "do that"! Hine tried to tell Mrs Jamieson that having family to support her every weekend is a big part of her Māori culture as it builds on nurturing relationships, strengthens family bonds, and provides a sense of belonging. It also is the only opportunity Hine can speak her first language. She invited Mrs Jamieson to join them next weekend, but she flat out refused.

Now Hine is feeling anxious and worried that she won't be able to have any of her extended family visit her and she doesn't know how to manage the conflict with Mrs Jamieson because she sees her everyday and it is making Hine feel uncomfortable.

The goals

Hine believes it is vital that her extended family to continue to visit her each weekend and still be able to sing, eat and have prayers before they leave, without upsetting Mrs Jamieson or anyone else.

The opportunities

Hine's son (Josh) is visiting tomorrow, and she wants to know if you can come and meet with them to help her talk about this issue. You agree to meet Hine and her son the following day.

Roleplay: Demonstrate commitment to empower and support client

You are required to:

- Access the Happyville Compassionate Care Handbook v4 Policies and Procedures and review the Roles and Responsibilities of a Support Worker and the Code of Conduct.
- Consider other alternatives where Hine and her family can be together and continue their cultural practices
- Propose one (1) strategy and adjust key services that can help meet Hine's needs
- Using a person-centred approach, deliver services to Hine ensuring her rights and needs are upheld
- Ensure Hine's cultural needs are respected and prioritised in your service delivery.
- Adjust your approach when working with her to help reduce anxiousness as she believes her family may not be able to visit anymore.

With another participant playing the role of Hine, and one participant playing the role of her son (Josh), you are required to act out the details outlined in the scenario while demonstrating your skills and knowledge of empowering and supporting Hine by addressing each of the following.

1. Use a person-centred approach to ensure Hine's rights are understood and upheld, ensuring you:
 - Facilitate open communication and actively listen and empathise towards Hine's feelings
 - Acknowledge and respect Hine's values and the importance of family connection
2. Confirm Hine's cultural needs, ensuring they are respected and prioritised
3. Work in a way, that encourages and empowers Hine as being the expert in her life, her decisions, choices, and actions, e.g. respecting Hine's autonomy and right to make decisions and be involved in discussions and input.
4. Work with Hine and her son, to discuss and facilitate person-centred options to ensure family visits can continue, e.g. Offering other options available at Happyville Compassionate Care to Hine so family can continue to visit and supporting her to make informed choices based on her needs and values.
5. Consider Hine's anxiousness as she is explaining the situation to you and adjust your approach when addressing the issues and continue to help Hine feel empowered, e.g. offering encouragement, reassurance, empathy, allowing her to set the pace of the conversation and not rush.

Observing the task, the assessor will be looking for evidence that you have the skills and knowledge to:

- Demonstrate commitment and empowerment when providing support to Hine
- Foster human rights, using a person-centred approach to encourage and empower Hine to make her own informed choices and actions.
- **Demonstrate adjusting your approach when communicating with Hine considering she is hesitant and anxious to tell you about the altercation between herself and Mrs Jamieson and the importance of family visits. e.g. soften your tone of voice, be aware of your body language, ensure the environment is safe, actively listen, validate her feelings, show empathy.**
- **Adjust the service that you will provide to Hine in terms of accommodating her family visits.**

Brief for volunteer support person.

You are required to take part in the role play and respond in a manner that supports the student demonstrating the task requirements.

It would be to the student's advantage if you read the document relevant to the topic for clarity and understanding.

Hine's role: Assume the role:

- of Hine Reihana (resident)
- Using active listening skills: look directly at the student you are supporting, nod and respond to their questions and acknowledge their interactions in a manner that supports the required outcomes.
- **Act as though you are anxious, sad and hesitant sad because you may not be allowed to have your extended family visit you each Sunday and worried about future altercations with Mrs Jamieson.**
- **The student will then provide options to address the issues by adjusting their approach of how they communicate with you.**
- **You will then act calmer with reduced anxiousness and distress.**

Josh's role: Assume the role:

- of Josh (Hine's son)
- Using active listening skills: look directly at the student you are supporting, nod and respond to their questions and acknowledge their interactions in a manner that supports the required outcomes.

Recording instructions

Assessment benchmark

To ensure that the recording of the task meets the assessment requirements, carefully review the *Observation Checklist* containing the benchmarks to be used to assess your performance in the submitted recording.

Roleplay recording requirements:

Duration

10 – 15 minutes (this does not include the volunteer's statement below)

File type

Must be MP4.

File naming convention

'yymmdd_studentname_studentID_CHCCCS038_Activity1_RolePlay and submitted with your assessment for marking.

Volunteer – informed consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues, and yourself) at the start of the meeting. This is achieved by you reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

This recording is part of the assessment submission.

Observation checklist: Activity 1		
1.1	<p>Student used a person-centred approach to ensure Hine’s rights were understood and upheld</p> <p>Student established a respectful relationship using:</p> <ul style="list-style-type: none">• Open communication and active listening skills to help understand the issues Hine voiced• Acknowledging and respecting Hine’s feelings, values, and the importance of family connection• Respecting Hine’s autonomy and right to make decisions and be involved in discussions and input• Offering other choices• Encouraged Hine to express her thoughts and feelings• Recognised and respected Hines right to make her own decisions and choices• Explained rights of clients and checked for understanding• Tailored their approach to meet Hine’s unique needs	<p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>
1.2	<p>Confirm Hine’s cultural needs, ensuring they are respected and prioritised</p> <p>Student demonstrated:</p> <ul style="list-style-type: none">• Build rapport and trust with the client.• Use effective communication and active listening.• Ask open-ended questions about their cultural background and preferences.• Engage with the client's family and community, with their permission.• Respect and empathy to show genuine interest in Hine’s cultural background and values.	<p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>

1.3	<p>Worked to encourage and empower Hine as the expert in her life, her decisions, choices, and actions.</p> <p>Student demonstrated:</p> <ul style="list-style-type: none"> • Respect for Hine’s autonomy and recognised Hine’s right to make decisions about her life • Encourage active participation ensuring Hine was comfortable in discussing any decisions made. • Provide information and options and empowering Hine and Josh with accurate information about the communal rooms • Foster self-confidence by highlighting Hine’s strengths and strong family support systems. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
1.4	<p>Worked with Hine and her son to facilitate person-centred options ensuring family visits and cultural practices will continue by providing a strategy to address these needs.</p> <p>Student worked with Hine and Josh to:</p> <ul style="list-style-type: none"> • Involve Josh in the conversation to gain further insights into Hine’s cultural needs and preferences • Consider and presented other options, • Acknowledged Hine as the expert in her life to make decisions, choices and actions based on the presented option for her family. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
1.5	<p>Adjusted their approach when working with Hine to address the issues and continued to help her feel empowered.</p> <p>Student worked with Hine and adjusted their approach by:</p> <ul style="list-style-type: none"> • Understanding the reasons Hine is feeling anxious. • Being empathetic • Use active listening skills • Fully focused on Hine’s situation • Provide reassurance and support • Foster a positive environment • Provide options that can be considered to help Hine • Adjusting their approach when communicating e.g. softened their tone of voice, was aware of their body language, ensured the environment was safe, actively listened, validated her feelings, showed empathy. <p>Adjusted the service that they will provide to Hine in terms of accommodating her family visits. e.g., booking the communal rooms each Saturday for 2 hours to be able to continue practicing their cultural needs.</p>	<input type="checkbox"/> S <input type="checkbox"/> NYS

Activity 2 Role Play: Mrs Johnson

Scenario

There has been a shift in management at Happyville Compassionate Care. From next week, all residents will be provided with an updated personal alarm that can be worn around a person's wrist.

Mrs. Johnson has lived at Happyville Compassionate Care as a long-term resident and has always been actively involved in decisions about her care, treatment, and daily routines. Mrs Johnson is physically active, however, does have severe tremors in her hands and fingers which was an effect from a stroke she had about 5 years ago.

At the nurse's station, the night shift supervisor (Cali) is with 2 other colleagues. She sees Mrs Johnson and proceeds to tell her that there will be some proposed changes in assistive technology and all residents will be fitted with new personal alarms.

Mrs Johnson tells Cali that she isn't happy about this, as her current personal alarm has been no problem for over 3 years, and it works perfectly and there's no use for a new one.

Cali brushes off her concerns and sarcastically says to Mrs Johnson... "don't worry about it, it's no big deal, you are so oversensitive all the time!... you need to leave those decisions to us because we know what's best for you!" Cali then starts laughing at Mrs Johnson and rolls her eyes towards her and the other 2 colleagues. Mrs Johnson walks away feeling embarrassed.

You have built a good rapport with Mrs Johnson over the past 3 years working with her. She sees you in the community room the next morning and discusses this situation with you. She is not happy and seems physically and emotionally distressed.

Mrs Johnson tells you that she doesn't understand what all the fuss is about with the new gadgets and it's such a waste of money! You acknowledge her concerns and then she turns and says "that night supervisor Cali made fun of me! It was humiliating and they all laughed at me!"

She wants to make a complaint because of Cali's behaviour towards her but she doesn't want Cali to find out.

Roleplay: Demonstrate commitment to empower and support client

You are required to:

1. Access the Happyville Compassionate Care Handbook v4 Policies and Procedures and review the Roles and Responsibilities of a Support Worker and the Code of Conduct.
2. Adjust your approach to address this issue and the impact this situation has on Mrs Johnson whilst still empowering her.
3. Communicate with Mrs. Johnson based on her individual needs and maintain a positive and respectful relationship that supports her empowerment
4. Recognise and respond appropriately to the situation and barriers you have identified in the scenario.
5. Help Mrs Johnson understand her rights as a resident in the care facility, including her right to make a complaint and check that she understands, e.g. provide examples, provide Happyville Compassionate Care Client Rights sheet.
6. Address her concerns, e.g., acknowledge and identify her feelings of being mistreated
7. Help Mrs Johnson articulate her concerns and options, e.g. complaint process, advocacy service
8. Work with Mrs Johnson and implement 2 strategies to ensure she is comfortable with her decision

With another participant playing the role of Mrs Johnson, you are required to act out the details outlined in the scenario while demonstrating your skills and knowledge of empowering and supporting Mrs Johnson by

addressing each of the above points. Access the Happyville Compassionate Care Handbook v.4 and Client Rights document in the LMS for guidance.

Observing the task, the assessor will be looking for evidence that you have the skills and knowledge to:

- Develop and adjust your approaches to address the impact of this situation whilst empowering Mrs Johnson.
- Work with her to identify and respond to breaches of human rights and neglect
- Report the situation according to Happyville Compassionate Care's policies and procedures
- **Provide Mrs Johnson with the Happyville Compassionate Care Client Rights sheet and explain her rights, ensuring that you check in for her understanding.**
- Help her to communicate her goals/needs
- Assist Mrs Johnson to access advocacy services and other complaint mechanisms when required

Brief for volunteer support person.

You are required to take part in the role play and respond in a manner that supports the student demonstrating the task requirements.

It would be to the student's advantage if you read the document relevant to the topic for clarity and understanding.

Mrs Johnson's role: Assume the role:

- of Mrs Johnson (resident)
- Using active listening skills: look directly at the student you are supporting, nod and respond to their questions and acknowledge their interactions in a manner that supports the required outcomes.
- **When the student provides you with a copy of Happyville Compassionate Care's Client Rights, they will explain these to you and check with you that you understand. You will acknowledge that you understand the explained Client Rights.**

Recording instructions

Assessment benchmark

To ensure that the recording of the task meets the assessment requirements, carefully review the *Observation Checklist* containing the benchmarks to be used to assess your performance in the submitted recording.

Roleplay recording requirements:

Duration

10 – 15 minutes (this does not include the volunteer's statement below)

File type

Must be MP4.

File naming convention

'yymmdd_studentname_studentID_CHCCS038_Activity2_RolePlay and submitted with your assessment for marking.

Volunteer – informed consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues, and yourself) at the start of the meeting. This is achieved by you reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

This recording is part of the assessment submission.

Email Template

To: supervisor@hcc.com.au

From: supportworker@hcc.com.au

Mrs Johnson

Assessor note: The student response will vary but similar to the following wording.

Dear Supervisor

I am writing to let you know that on XX day, Mrs Johnson was quite distressed due to the following incident that occurred with the night supervisor.

Mrs Johnson advised that she is feeling humiliated and embarrassed because she was 'made fun of' by the night supervisor and her colleagues at the front counter because she did not need a new personal alarm. Mrs Johnson said the night supervisor spoke to her sarcastically and was very rude and she would like to make a complaint. I acknowledged Mrs Johnson's concerns and spoke to her about her options of how she could make a complaint if she needed to. To ease Mrs Johnson's anxiousness about the new personal alarms, I have also offered to provide her with one-on-one training once she receives her new alarm. Mrs Johnson was relieved.

Observation checklist: Activity 2

2.1	<p>Student adjusted their approach to addressing the issue and impact the situation had on Mrs Johnson whilst still empowering her.</p> <ul style="list-style-type: none">• Provided validation and empathy by acknowledging Mrs Johnson's concerns and the impact.• Ensured the conversation is private and that she feels safe to discuss the issues• Actively listens to her concerns• Is respectful and non-judgmental and all times	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.2	<p>Student communicate with Mrs. Johnson based on her individual needs and maintain a positive and respectful relationship.</p> <ul style="list-style-type: none">• Used respectful language and is aware of voice tone, verbal, and non-verbal communication• Uses plain language to ensure Mrs Johnson can easily understand information being conveyed• Shows empathy and emotional support towards Mrs Johnson.	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.3	<p>Student recognised and responded appropriately to the situation and identified barriers.</p> <ul style="list-style-type: none">• Showed empathy and genuine concern for client's well-being, respecting their feelings and experiences• Used open communication, encouraging client to share their feelings• Assessed the situation to identify specific factors in the situation	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.4	<p>Student helped Mrs Johnson understand her rights as a resident in the care facility, including her right to make a complaint and checked for understanding.</p> <ul style="list-style-type: none">• Provided information of Happyville Compassionate Care's client rights• Explained the information• Provided examples of client rights• Checked in to ensure she understands	<input type="checkbox"/> S <input type="checkbox"/> NYS

2.5	<p>Student addressed her concerns, e.g., acknowledged and identified her feelings of being mistreated.</p> <ul style="list-style-type: none"> Continuously validated Mrs Johnson’s feelings and her experience with respect and empathy Adapted their communication approach where necessary to elicit information 	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.6	<p>Student helped Mrs Johnson articulate her concerns and options, e.g., complaint process, advocacy service</p> <ul style="list-style-type: none"> Encouraged open communication to allow client to express her concerns Reviewed the Happyville Compassionate Care Client Rights together with client and addressed any concerns Explored potential solutions to her concerns 	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.7	<p>Student worked with Mrs Johnson and implemented 2 strategies to ensure she is comfortable with her decision</p> <p>Various strategies may include any of the following:</p> <ul style="list-style-type: none"> Offering empathetic and non-judgmental support throughout the decision-making process Create a safe and confidential space where the client feels comfortable expressing their concerns, fears, or hesitations about making a complaint. Equipped the client with the necessary information and education about the complaint process. Explained the steps involved, the possible outcomes, and the support available to them. Provided information on their rights as a resident, the policies and procedures of the care facility, and any relevant external complaint mechanisms. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.8	<p>Student followed Happyville Compassionate Care’s reporting procedures and reported the issue via email to supervisor.</p> <ul style="list-style-type: none"> According to page 8 of Happyville Compassionate Care’s reporting procedures the student must “Report to and convey concerns to Registered Nurse or their delegate or Service Manager”. 	<input type="checkbox"/> S <input type="checkbox"/> NYS

Activity 3 Role Play: Mrs Johnson’s new gadget

Scenario

Mrs Johnson has received an apology from the night supervisor Cali after being reprimanded by management.

It has been over 2 months since the incident and the new personal alarm’s have started rolling out. Today, Mrs Johnson is meeting with you to set up her personal alarm.

The new personal alarms that have been provided by Happyville Compassionate Care are slimmer and easier to handle. The alarm SOS button is near the top of the device for ease of access with the press of a thumb. It also comes with a large SOS button in the middle of the device for people with dexterity conditions.

The device has only come with a wall charging dock, but there are also wireless connectors that can be ordered if required to charge the device. It also has a long battery life.

The device comes as a wrist band, but also comes with a clip for a waist belt and pendant attachment to go around a person's neck.

Safety features include:

- Fall detection: Sends an alert when the device detects a rapid fall, helpful for fall-prone individuals.
- Geo-Fencing: Sets up a virtual fence to alert when the person goes beyond their designated area, useful for monitoring wanderers.
- GPS Location: Tracks the user's location while carrying the device, affected by tall buildings and dense developments.
- Non-movement alarm: Notifies a contact if no movement is detected for a specified time.

Step by step Instructions according to the manufacturer specifications are:

1. Unpack all equipment
2. Attach the alarm as per the person's preference
3. Access the switch on the back of the device and turn to 'on'
4. The personal alarm is now activated.

When you are meeting with Mrs Johnson and open the box (for the first time), the device has a corded charging dock and has come with all necessary attachments. It is fully charged and ready to function.

Roleplay: Support with assistive technology

You are required to consult with Mrs Johnson and:

1. Access the Happyville Compassionate Care Handbook v4 and review the Communication Protocols
2. Provide clear communication and active listening skills
3. Demonstrate how to use the alarm by providing step by step instructions
4. Identify barriers to empowerment and determine strategies to address her needs in terms of using the SOS

With another participant playing the role of Mrs Johnson, you are required to act out the details outlined in the scenario while demonstrating your skills and knowledge of empowering and supporting Mrs Johnson by addressing each of the above points.

Note: You can simulate the assistive technology (personal alarm), e.g. using a small gadget such as a wristwatch. The purpose of this task is to demonstrate the skills within the task instructions.

Observing the task, the assessor will be looking for evidence that you have the skills and knowledge to:

1. Support Mrs Johnson to use the personal alarm
2. Work with Mrs Johnson to identify any barriers and determine strategies that can address these
3. Listen to Mrs Johnson's concerns (as will be directed to you by your voluntary participant) and implement strategies that ensure Mrs Johnson is comfortable with the use of the personal alarm and that she is comfortable with the decision she is making.

Brief for volunteer support person.

You are required to take part in the role play and respond in a manner that supports the student demonstrating the task requirements.

It would be to the student's advantage if you read the document relevant to the topic for clarity and understanding.

Mrs Johnson's role: Assume the role:

- of Mrs Johnson (resident)
- Using active listening skills: look directly at the student you are supporting, nod and respond to their questions and acknowledge their interactions in a manner that supports the required outcomes.
- Mrs Johnson finds it challenging with technical devices

- Tell the student that because of the severe tremors you experience in your hands and fingers and that you are unable to:
 - Press the button on the personal alarm
 - That you will not be able to plug the dock into the wall
 - That you will prefer to have the alarm around your neck and not on your wrist

Recording instructions

Assessment benchmark

To ensure that the recording of the task meets the assessment requirements, carefully review the *Observation Checklist* containing the benchmarks to be used to assess your performance in the submitted recording.

Roleplay recording requirements:

Duration

10 – 15 minutes (this does not include the volunteer’s statement below)

File type

Must be MP4.

File naming convention

‘yymmdd_studentname_studentID_CHCCCS038_Activity3_RolePlay and submitted with your assessment for marking.

Volunteer – informed consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues, and yourself) at the start of the meeting. This is achieved by you reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

“This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title.”

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

This recording is part of the assessment submission.

Observation checklist: Activity 3

3.1	Used clear communication skills to maintain a positive and respectful relationship and facilitate empowerment. <ul style="list-style-type: none"> • Used respectful language and is aware of voice tone, verbal, and non-verbal communication • Used plain language to ensure Mrs Johnson can easily understand information being conveyed • Showed empathy and emotional support towards Mrs Johnson. • Encouraged open communication to allow client to express her concerns 	<input type="checkbox"/> S <input type="checkbox"/> NYS
3.2	Supported Mrs Johnson to use the personal alarm (assistive technology) <ul style="list-style-type: none"> • Introduced the personal alarm and explained the purpose and benefits • Perform a step-by-step demonstration on how to use the alarm • Conducted a practice session • Provided clear instructions and ongoing support 	<input type="checkbox"/> S <input type="checkbox"/> NYS

3.3	<p>Worked with Mrs Johnson to identify any barriers and determine strategies that can address these.</p> <ul style="list-style-type: none">• Addressed client concerns and provided other alternatives so she could use the personal alarm. E.g., can wear the alarm around the neck or use a clip to place around waist, and can order in a wireless connectors for charging.	<p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>

Activity 4 Role Play: Mr Robertson and his daughter

Scenario

Mr Robertson has returned to the facility after a weekend at his daughter's house. He appears quiet and withdrawn when he is brought back to his room by his daughter. She leans in to give him a hug and to say goodbye, but he pulls away from her. She laughs it off and walks away. Before leaving the room, she tells you that he fell on the kitchen floor yesterday, but he wasn't hurt.

Later that afternoon you are preparing Mr Robertson for his shower, and you notice a large bruise around his left wrist and forearm.

Roleplay: Support with assistive technology

You are required to access Happyville Compassionate Care Handbook v4, review the Client Rights, consult with Mr Robertson and:

1. Speak to him to find out what has happened
2. Respond to Mr Robertson and ensure you:
 - Explain the Happyville Compassionate Care's Client Rights
 - Check to see if he understands his rights
 - Identify the potential breaches of his rights
3. Adjust one service to meet the needs of Mr Robertson and tell him how this will occur
4. Advise Mr Robertson of the procedures required for you to report the issue
5. Complete the Appendix 1 Incident and Injury Form to report the incident

With another participant playing the role of Mr Robertson, you are required to act out the details outlined in the scenario while demonstrating your skills and knowledge of empowering and supporting Mr Robertson by addressing each of the above points.

Observing the task, the assessor will be looking for evidence that you have the skills and knowledge to:

1. Engaged and responded to Mr Robertson appropriately
2. Discussed the Client Rights with Mr Robertson
3. Checked that Mr Robertson understood his rights, e.g. checking for clarification and asking if he has any questions or needs further explanations, respecting his decisions and choices.
4. Asked relevant questions to elicit information about the situation
5. Communicated accordingly to meet Mr Robertson's needs
6. Provide one service adjustment to meet his needs.
7. Notifying Mr Robertson about reporting processes

Brief for volunteer support person.

You are required to take part in the role play and respond in a manner that supports the student demonstrating the task requirements.

It would be to the student's advantage if you read the document relevant to the topic for clarity and understanding.

Mr Robertson's role: Assume the role:

- Of Mr Robertson
- Tell the student that "my daughter grabbed me by the wrist and arm hard over the weekend because I refused to give her any money and I'm too scared to go back there. She always yells and screams at me and always wants money!"
- You will repeat to the student that "you do not want to go back to your daughters on the weekends anymore".

Recording instructions

Assessment benchmark

To ensure that the recording of the task meets the assessment requirements, carefully review the *Observation Checklist* containing the benchmarks to be used to assess your performance in the submitted recording.

Roleplay recording requirements:

Duration

10 – 15 minutes (this does not include the volunteer’s statement below)

File type

Must be MP4.

File naming convention

‘yymmdd_studentname_studentID_CHCCCS038_Activity4_RolePlay and submitted with your assessment for marking.

Volunteer – informed consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues, and yourself) at the start of the meeting. This is achieved by you reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

“This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title.”

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

This recording is part of the assessment submission.

Appendix 1 – Incident and Injury Form

Incident and Injury Form			
Details of injury (e.g., to a worker or visitor) and treatment			
Date of incident	XX/ XX/XXXX	Time of incident	XX.XX am
Nature of incident	Bruising	First aid	Medical treatment/doctor
Name of injured person	Student name		
Address	Happyville Compassionate Care Facility		
Occupation	Resident		
Date of birth			
Telephone	012 3221 141		
Employer	N/A		
Activity in which the person was engaged at the time of injury	Showering Mr Robertson		
Exact site location where injury occurred	Large bruise on his left wrist and forearm		

Nature of injury – e.g., fracture, burn, sprain, foreign body in eye	Bruising		
Treatment given on site		Name of treating person	A.Student
Referral for further treatment? Yes No	Name of doctor or hospital	SafeWork NSW medical certificate received? Yes No	Attach copies
Injury management requirement? Yes No	Notify return to work coordinator	Name of return-to-work coordinator	

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

Witness name	A.Student	Witness contact	
Witness name		Witness contact	

Description of incident

When preparing to shower Mr Robertson, I noticed a large bruise around his left wrist and forearm. I asked Mr Robertson what happened, and he advised that “my daughter grabbed me by the wrist and arm hard over the weekend because I refused to give her any money and I’m too scared to go back there. She always yells and screams at me and always wants money!”

Immediate response actions (e.g. barricades, isolation of power) to stabilise the situation

Completed by

Name	(Student name)	Position	
Signature	(Student signature)	Date	XX/ XX/XXXX

Observation checklist: Activity 4

1.	<p>Engaged and responded appropriately to find out the situation</p> <p>The student:</p> <p>Consulted with the client to identify breaches of human rights</p> <ul style="list-style-type: none"> e.g., potential physical and emotional abuse by daughter <p>Consulted with the client to identify indications of abuse and neglect</p> <ul style="list-style-type: none"> identified bruise on client’s write and arm client advising that they do not want to return to their daughter’s due to her alleged abusive behaviour 	<input type="checkbox"/> S <input type="checkbox"/> NYS
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2.	<p>Responded to client about his rights and checked for understanding</p> <p>The student:</p> <p>Provided information to the person about their rights as per the Happyville Compassionate Care Handbook “Client Rights’ and checked for understanding</p> <ul style="list-style-type: none"> • Discussed Happyville Compassionate Care’s client rights • Explained the information • Checked in to ensure he understands, e.g., asking client if he understands, clarifying information, providing examples if required • Upheld the client’s rights through demonstrating respect, allowing the client to make their own choices and decisions, ensuring he understands the information, protecting his privacy and confidentiality. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
3.	<p>Adjusted one service to meet the client’s needs</p> <p>The student</p> <ul style="list-style-type: none"> • Clarified the client’s request not to return to his daughters • Advised client that they would seek clarification from supervisor to have his request adjusted. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
4.	<p>Reporting processes</p> <p>The student:</p> <ul style="list-style-type: none"> • Advised client of the reporting processes in accordance with Happyville Compassionate Care Handbook. According to page 8 of Happyville Compassionate Care’s reporting procedures the student must “Report to and convey concerns to Registered Nurse or their delegate or Service Manager”. • Completed Appendix 1 Incident Report Form 	<input type="checkbox"/> S <input type="checkbox"/> NYS
5.	<p>Communication</p> <p>The student:</p> <ul style="list-style-type: none"> • Used communication skills according to the needs of the person to maintain positive and respectful relationships and facilitate empowerment. • Showed empathy and genuine concern for client’s well-being, respecting their feelings and experiences • Used open communication, encouraging client to share their feelings • Assessed the situation to identify specific factors in the situation 	<input type="checkbox"/> S <input type="checkbox"/> NYS

Activity 5 Reflective Questions

Reflect on the role plays that you have conducted and answer the following questions.

1. Write down your personal values and attitudes regarding older people and people living with disability.

(Approximate word count 150-155 words)

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

- Make assumptions that generational differences always mean differences in opinions and ideas.
- It may be difficult to understand where older people or those living with disability are 'coming from' when it comes to their opinions, ideas, etc.
- Make incorrect assumptions that all older people are the same (i.e. they all think the same way, have the same interests, like to go to the same places, talk about the same things, etc.).
- Not realising that older people have had a life, a family, were young once and experienced similar things to themselves – just in a different time.
- Believe that all older people are uninterested in technology and do not wish to use it.
- Not understanding the reluctance of people who may not wish to learn or use new technology.
- Realise they have been marginalising older people or those living with disability (i.e. not appreciating their worth to society).
- Believe and apply common stereotypes.

2. How do you believe your attitudes and values may impact your work with older people or those living with disability?

(Approximate word count 45-50 words)

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

- being impatient with people
- getting frustrated
- not being able to communicate effectively with older people or those living with disability
- not being able to recognise barriers to communication
- not considering the person's limitations
- not considering the person's strengths
- not considering the person's background, interests, culture, etc.

