



CHCDIS011

Contribute to ongoing skills development using strength based approach

Assessment 2 of 2

Role Plays & Reflective Questions



Student name: [Click or tap here to enter text](#)

Student number: [Click or tap here to enter text](#)



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	
CHCDIS011	Contribute to ongoing skills development using strength based approach	
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)
SOE31SA	12	M00571A
ASSESSMENT TYPE		
Assessment Method:	Written Assessment 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
<p>This is assessment 2 of 2 for CHCDIS011 contribute to ongoing skills based assessment using strength based approach , 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>

Student name: Click or tap here to enter text

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Supporting documents

To answer some of the questions, you will need to access the following documents:

- Access to your learning materials.
- Access to a computer and the Internet.
- Access to workplace's (or work placement) policies and procedures.

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 have to choose a location and folder

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

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

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

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

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

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

Click **Save**.

macOS: Office for Mac

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

Click the **File**

Click **Save As**

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



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

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



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	

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Assessment Instructions

Task overview

This assessment consists of three (3) tasks. There are two (2) role plays and that you will need to complete for this assessment along with one(1) reflective questions tasks that you will be required to complete.

- Task 1 – Carry out role play 1
- Task 2- Carry out role play 2
- Task 3 – complete reflective questions

Additional resources and supporting documents:

- Access to LMS learning content
- Access to Happyville Compassionate Care Handbook including the following policies and procedures:
 - Privacy and confidentiality
 - Consent policy
 - Documentation and reporting policies and procedures
- Access to at least two (2) participants to play the role of client or colleague in the role plays.
- Access to the following template:
- Appendix 1: Individual Support Plan template for two participants with disability (provided in this document)

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



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.

Student name: Click or tap here to enter text

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Task 1 - Task Instructions:

Role Play 1:

IMPORTANT: This is a role play *simulation* only. Please ensure the privacy and dignity of your participants are respected.

This is role play 1. This role play will demonstrate your skills to contribute to ongoing skills development based on strength-based approach. To carry out this role play you will need three (3) participants including yourself as per below.

- Participant A: Harry J - Support Worker – Student(Yourself)
- Participant B: Mark S- Person with Disability (PwD)
- Participant C: Marks family member

Role Play Scenario:

You (Harry J) work as a support worker at Happyville Compassionate Care organisation that supports people with disability, you have been assigned to provide support to Mark, a person with a mild speech disability and has a strong desire to communicate effectively. You are required to carry out tasks as per the instructions provided for this role play and support Mark and work with his family member in his ongoing skills development.

Read the role play brief below to familiarise yourself with yours and other participants roles

Role-play participant A (student) brief who will play the role of support worker.

Participant A (Support worker Harry J): You are employed at Happyville Compassionate Care and your role is to support Mark S, a client with mild disability seeking ongoing skills development. Mark is a 35-year-old man who faces a mild speech impediment and fluency challenges. He works at a privately owned technology support company and excels in using modern technology and software. His motivation for skill development primarily stems from his aspiration to improve communication and given his difficulties in initiating and sustaining conversations participating in group activities at work has been challenging due to this communication barrier. He lives with his very supportive parents who encourage his efforts to communicate more effectively. Marks' individual support template is provided here which already contains this background information about Mark however as you proceed to the role play you will be required to download and complete the relevant sections of the template as per role play instructions.

Throughout the role play your task will be to carry out and engage in conversations and activities to identify Mark's existing skills, goals, needs, and preferences exploring his background information ensuring that the existing skills, goals, needs and preferences presented by the student playing the role of Mark is relatable to Mark's character and his background. As you proceed with the tasks, you will complete relevant sections of the individual support plan template and a review report based on the role play.

Role-play participant B (Person with Disability) Mark S brief:

Participant B (Person with Disability Mark S) Instructions: You will be taking on the role of an individual with a disability who is actively seeking to enhance their ongoing skills.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



You'll assume the character of Mark, a 35-year-old man who faces a mild speech impediment and fluency challenges. Mark's professional background involves working at a privately owned technology support company and he excels in using modern technology and software. His motivation for skill development primarily stems from his aspiration to improve communication, given his difficulties in initiating and sustaining conversations. Participating in group activities at work has been challenging due to this communication barrier. Mark resides with his parents who are very supportive and encourage his efforts to communicate more effectively.

Recently, Mark has met Harry J (Participant A), a dedicated support worker from Happyville Compassionate Care. Harry has been appointed to Mark in his journey of ongoing skills development. Together, you (playing the role of Mark) and Harry will engage in a series of conversations and activities aimed at skills assessment and development process.

During the role play Harry J the support worker will engage with you (the student playing the role of Mark) in a series of conversations and tasks and will ask you specific questions around Mark's goals, interest, preferences and needs to carry out skills assessment processes. Provide your answers based on the following below:

- Familiarize yourself with the character of Mark. Understand his background, challenges, and aspirations.
- Incorporate Mark's professional background and strengths.
- Keep in mind that Mark's primary motivation for skill development is to improve his communication skills due to difficulties in initiating and sustaining conversations.
- Reflect Mark's struggles with participating in group activities at work due to his communication barriers. Mention these challenges when appropriate in conversations with Harry.
- Remember that Mark lives with supportive parents who encourage his efforts to communicate more effectively. This family support is essential to Mark's journey of skill development.
- Approach each task as Mark would, considering his communication challenges and technology proficiency.
- Your interactions with Harry should reflect Mark's experiences, challenges, and aspirations.
- Understand that your collaboration with Harry will result in a comprehensive plan to support your ongoing skills development. This plan will primarily focus on enhancing your communication abilities and achieving your desired goals.

Remember, the goal is to step into Mark's shoes and authentically represent his journey, while also drawing on your own experiences and emotions to make the role play engaging and relatable. Your insights into your own interests, skills, and preferences will enhance the portrayal of Mark's character and his quest for personal and professional development.

Please note you will not be marked on this assessment.

Role-play participant C (Mark's family member/carer) brief

Participant C (Family member or carer for person B) Instructions: In your role you are required to provide support and understanding to Mark and collaborate with the support worker in identifying strategies to assist Mark in his skills assessment. Please note you will not be marked on this assessment. During the role play Harry J the support worker will engage with you to seek your input in Mark's skills assessment processes. Your task as playing a role of Mark's family member would be:

Student name:

Student number:



- Familiarize yourself with the character of Mark. Understand his background, challenges, and aspirations.
- Throughout the role play, prioritize Mark’s aspirations and explain how you encourage his efforts to enhance his communication skills. Showcase your unwavering belief in his abilities.
- Discuss the challenges Mark is facing and strategies you apply to support Mark in his skills development.

Remember, your role is pivotal in supporting Mark’s journey towards skill enhancement and independence. Your encouragement and assistance will make a significant difference in his success.

Please note you will not be marked on this assessment.

Your video recording must be no more than 30 minutes in duration.

Recording instructions

To ensure that the recorded elements of this task meet assessment requirements, carefully review the *Observation Checklist* below that will be completed by the Assessor, based on your performance in the video recording.

The recordings must be clearly labelled ‘yymmdd_studentname_studentID_CHCCS031_AT2_Task1 and submitted with your assessment for marking.

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.

Include this recording as part of your assessment submission.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Role play 1- Instructions

Task 1:

- a) In this task you are required to:
- Choose a suitable location that replicates a workplace setting and ensure the space is accessible and comfortable.
 - Read the relevant section of the Happyville Compassionate Care Handbook and explain the participants about their rights to privacy and confidentiality as per organisations policies and procedures.
 - Access and download the individual support plan for Mark S and obtain verbal consent of the clients and complete the requirements of **SECTION 1 in individual support plan**.

Student note: Once you have completed this task complete the consent part of SECTION 1 in the individual support template (provided), save the document before you proceed to the next task.

Assessor note: Student must complete all parts of the individual support template and submit it at the end of all the tasks.

- b) Engage in a respectful conversation with Mark, applying positive approaches and strategies that upholds the clients respect and dignity and carry out the initial a skills assessment by identifying Mark's two (2) existing skills, two(2) preferences, two(2) goals, strategies, and two(2) resources including exploring the use of one(1) assistive technology relevant to his skill development needs.

Student note: Once you have completed this task complete the **SECTION 2 initial skills assessment section** in the individual support template (provided) and save it.

Assessor note: Student must complete all parts of the individual support template and submit it at the end of all the tasks.

- c) Have a conversation with Mark's carer or family member seeking their support and input about Mark skills development and complete the relevant section of the individual support plan template briefly summarising your discussion with the family member.
- During the conversation with the family, you are required to discuss the following:
- Discuss the family person role in supporting Mark.
 - Discuss about Marks communication challenge.
 - Discuss two (2) strategies for implementation that can assist Mark in skills development
 - **Complete SECTION 3 family/carers contribution section** in the individual support template summarising your discussion with the family

Student note: Once you have completed this task complete the **SECTION 3 family/carers contribution section** in the individual support template in the relevant section (provided) and save it.

Assessor note: Sample answers are provided within **SECTION 3 family/carers contribution** section in the individual support plan however students answers will vary depending on their discussion during the role

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



play. Student must complete all parts of the individual support template and submit it at the end of all the tasks.

- d) In this task you are required to facilitate a tailored activity which is to facilitate a story telling task and ask Mark to narrate a short incident (not more than 2 mins) of his life.

Student instructions:

- You are required to observe Marks articulation and fluency issues and provide him with positive feedback.
 - Provide clear and concise information about the selected activities, highlighting the benefits and how they cater to the person's needs.
 - Offer step-by-step instructions or demonstrations to help them effectively participate in the chosen activities.
 - Continuously assess their engagement and adjust the activity if necessary to ensure a positive experience.
 - Provide feedback to the client in a positive manner based upon their engagement in the activity.
 - Discuss the use of two (2) resources including the use of assistive technology you identified in individual support plan and you identified how they can support in skills development.
- e) Post the completion of the plan Mark is now onto the implementation stage where he plans to attend speech therapy sessions as part of enhancing communication skills. Mark informs you that recently his workload has increased and his work schedule and commitments at the technology support company is posing a challenge in him finding suitable time slots for attending speech therapy sessions. Conflicts between work hours and therapy appointments are now creating barriers to consistent attendance at the therapy sessions.

Student instructions

- You are required to consult with Mark and the family member and work out two (2) strategies to adapt to Marks changing needs and complete the two questions below:
- I. Briefly describe two(2) strategies you identified that you would apply to monitor Marks progress (Approximate word count 90-100 words)

Assessor note: The sample answers are provided below however the strategies the students identifies will be dependent on the conversation they have with Mark and his carer/family member. The answer would be deemed correct if the strategies identified are in line with the challenge Mark is facing.

1. **Regular Check-Ins:** The support worker can schedule regular check-ins with Mark to assess his availability and any changes in his work schedule. This can help identify potential conflicts and allow for proactive adjustments to accommodate therapy sessions.
2. **Collaboration with the Speech Therapist for ongoing progress:** The support worker can maintain open communication with the speech therapist, sharing any updates or concerns raised by Mark regarding his availability or changing needs. This collaboration ensures that the therapist is aware of the challenges Mark may face in attending sessions and can adapt their approach accordingly.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



- II. Briefly describe two (2) support strategies you would apply to adapt support to meet changing needs of the person, in consultation with the person and others.
(Approximate word count 90-100 words)

Assessor note: The sample answers are provided below however the strategies the students identifies will be dependent on the conversation they have with Mark and his carer/family member. The answer would be deemed correct if the strategies identified are in line with the challenge Mark is facing.

1. **Flexibility in Appointment Scheduling:** The support worker can collaborate with the speech therapist to explore flexible scheduling options. This may involve offering evening or weekend sessions to better align with Mark's work hours. Teletherapy or online sessions could also be considered as alternatives to traditional in-person sessions.
2. **Communicating with the Workplace:** The support worker can facilitate communication between Mark and his employer or human resources department. By highlighting the importance of speech therapy for Mark's professional development and well-being, it may be possible to negotiate accommodations or schedule adjustments that allow him to attend therapy without compromising his work responsibilities.

f) In this task you are required to complete the review report in the template provided below summarising the tasks you undertook from task 1a-e.

The review report must include:

- A concise introduction that introduces the purpose of the report and briefly outlines Mark's background and primary goal.
- summarizes the outcomes of the initial assessment, areas for development, goals, and strategies for Marks skill development journey.
- Emphasize the importance of the initial assessment in identifying Mark's existing skills and strengths.
- Highlight specific skills noted during the assessment, such as determination to learn, and familiarity with technology.
- Discuss the role of Mark's family as primary carer.
- Explain the strategies explored to create a supportive environment that considers Marks's needs and provides emotional support. Outline the specific strategies and actions planned for Mark's skill development journey.
- Summarize the report by acknowledging Mark's motivation and goals.
- Ensure that the report is clear, concise, and well-organized

Student note: Once the report is completed save and submit the report and upload it for your assessor to mark the assessment.

Assessor note: Completing reporting documentation is a critical aspect of maintaining accuracy, consistency, and compliance within an organization. The students must complete this review report summarising the task they completed from (task 1a-1e) as per the students' instructions. Sample report provided below however students wording may vary depending on the client they are working with.

Review Report:

Ensure your review reflects who participated and include the relevant details as per task completed

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



(Approximate word count 260-270 words)

Assessor note: Student must complete a comprehensive report as per the sample below however the wording may vary. The report must include brief about Marks background, areas identified during initial assessment, input from family members, next steps and a conclusion.

Mark, a 35-year-old man with a mild speech impediment, is highly motivated to communicate effectively despite facing challenges with articulation and fluency. His strong inclination to learn new technology and his active lifestyle indicate his dedication and persistence.

During the initial skills assessment two areas for development and support were identified: communication skills improvement and social interaction skills with the use of technology. Mark's existing skills in an active lifestyle and technological competence provide a foundation for implementing strategies.

His specific goals include enhancing overall communication, improving speech fluency, increasing communication confidence, and enhancing articulation. Mark's preferences include technological proficiency and a supportive environment, as evidenced by his parents' encouragement. Two resources suggested are text-to-speech software and speech therapy.

During discussions with Mark's family/carer, their supportive role and understanding of his challenges were acknowledged. They expressed commitment to creating a positive and nurturing environment. Personalized communication strategies were discussed, leveraging Mark's technological proficiency to enhance effectiveness.

Next steps involve implementing the identified strategies, enrolling in speech therapy, and utilizing assistive technologies. Regular progress monitoring and continued support from the family/carer will be essential for Mark's ongoing communication development.

In conclusion, this review report recognizes Mark's motivation, goals, and the significant role his family/carer plays in his journey. It outlines specific strategies to assist Mark in improving his articulation, fluency, and social interaction skills while leveraging his proficiency in technology. By providing ongoing support and creating a supportive environment, we aim to enhance Mark's communication abilities and help him achieve his goals of effective communication and active participation in various activities.

Student note: Once you have completed this task complete the review report save it.

Assessor note: Student must complete all parts of the individual support template and submit it at the end of all the tasks.

End of role play 1 – Submission

Student note: You must complete all sections of the individual support plan template for Mark and upload and submit it for marking along with this document.

Assessor note: Student must complete all the tasks and all parts of the individual support template and submit it at the end of all the tasks.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Role Play 2

IMPORTANT: This is a role play *simulation* only. Please ensure the privacy and dignity of your participants are respected.

This is role play 2. This role play will demonstrate your skills to contribute to ongoing skills development based on strength-based approach. To carry out this role play you will need three (3) participants including yourself as per below.

- Participant A: Harry J - Support Worker – Student(Yourself)
- Participant B: Emma- Person with Disability (PwD)
- Participant C: Emma family member

Role Play Scenario:

You (Harry J) work as a support worker at Happyville Compassionate Care organisation that supports people with disability, you have been assigned to provide support to Emma, a person with a mild hearing disability. Due to her disability Emma she experiences occasional difficulty in hearing and understanding conversations. Emma is highly motivated to enhance her computer skills, as she believes it will improve her employability and open new opportunities. Emma lives with her mother who is very supportive of her learning new skills.

Read the role play brief below to familiarise yourself with yours and other participants roles.

Role-play participant A (student) brief who will play the role of support worker.

Participant A (Support worker Harry J): You are employed at Happyville Compassionate Care and your role is to support Emma J a client with mild disability seeking ongoing skills development. Emma is a 35-year-old woman with a mild hearing difficulty. She experiences occasional difficulty in hearing and understanding conversations. Emma has recently graduated and is highly motivated to enhance her computer skills, as she believes it will improve her employability and open up new opportunities. Emma is hesitant to join computer classes due to her disability however her mild hearing difficulty does not significantly impact her daily life and does not require her to use hearing aids. She wants to build a sound career and live independently. Emma currently lives with her mother who is very supportive of her and is keen for her to live independently and have a great career. Emma's individual support template is provided here which already contains this background information about Emma however as you proceed to the role play you will be required to download and complete the relevant sections of the template as per role play instructions.

Throughout the role play your task will be to carry out and engage in conversations and activities to identify Emma's existing skills, goals, needs, and preferences exploring her background information. ensuring that the existing skills, goals, needs and preferences presented by the student playing the role of Emma is relatable to Emma's character and her background As you proceed with the tasks, you will complete relevant sections of the individual support plan template and a review report based on the role play.

Role-play participant B (Person with Disability) Emma brief:

Participant B (Person with Disability Emma) Instructions: You will be taking on the role of an individual with a disability who is actively seeking to enhance their ongoing skills. You'll assume the character of Emma, a 35-year-old woman with a mild hearing difficulty. She experiences occasional difficulty in hearing and understanding conversations. Emma has recently graduated and is highly motivated to enhance her computer skills, as she believes it will improve her employability and open up new opportunities. Though Emma's mild hearing difficulty does not significantly impact her daily

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



life and does not require her to use hearing aids however she has been a bit reluctant in joining computer classes due to her disability. She wants to build a sound career and live independently. Emma currently lives with her mother who is very supportive of her and is keen for her to live independently and have a great career.

Recently, Emma has met Harry J (Participant A), a dedicated support worker from Happyville Compassionate Care. Harry has been appointed to aid Emma in her journey of ongoing skills development. Together, you (playing the role of Emma) and Harry will engage in a series of conversations and activities aimed at identifying your current skill set, goals, preferences, and needs.

During the role play Harry J the support worker will engage with you (the student playing the role of Emma) in a series of conversations and tasks and will asks you specific questions around Emma's goals, interest, preferences and needs to carry out skills assessment processes. Provide your answers based on the following below:

- Familiarize yourself with the character of Emma. Understand her background, challenges, and aspirations.
- Incorporate Emma's professional background and strengths.
- Keep in mind that Emma's primary motivation for skill development is to improve her computer skills to gain employability.
- Reflect any struggles Emma faces due to her disability Mention these challenges when appropriate in conversations with Harry.
- Remember that Emma lives with her mother who is supportive of her efforts
- Approach each task as Emma would, considering his communication challenges and technology proficiency.
- Your interactions with Harry should reflect Emma's experiences, challenges, and aspirations.
- Understand that your collaboration with Harry will result in a comprehensive plan to support your ongoing skills development. This plan will primarily focus on enhancing your communication abilities and achieving your desired goals.

Remember, the goal is to step into Emma's shoes and authentically represent her journey, while also drawing on your own experiences and emotions to make the role play engaging and relatable. Your insights into your own interests, skills, and preferences will enhance the portrayal of Emma's character and her quest for personal and professional development.

Please note you will not be marked on this assessment.

Role-play participant C (Emma's family member) brief

Participant C (Family member or carer for person B) Instructions: your role you are required to provide support and understanding to Emma and collaborate with the support worker in identifying strategies to assist Emma in skills development. During the role play Harry J the support worker will engage with you to seek your input in Emma's skills assessment processes. Your task as playing the role of Emma's mother would be:

- Familiarize yourself with the character of Emma. Understand her background, challenges, and aspirations.
- Throughout the role play, prioritize Emma's aspirations and explain how you encourage her efforts to enhance her computer skills. Showcase your unwavering belief in her abilities.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



- Discuss the challenges Emma is facing and strategies you apply to support Emma in her skills development.

Remember, your role is pivotal in supporting Emma's journey towards skill enhancement and independence. Your encouragement and assistance will make a significant difference in her success.

Please note you will not be marked on this assessment.

Your video recording must be no more than 30 minutes in duration.

Recording instructions

To ensure that the recorded elements of this task meet assessment requirements, carefully review the *Observation Checklist* below that will be completed by the Assessor, based on your performance in the video recording.

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task1 and submitted with your assessment for marking.

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.

Include this recording as part of your assessment submission.

Role play 2- Instructions

Task 2

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



a) In this task you are required to:

- Choose a suitable location that replicates a workplace setting and ensure the space is accessible and comfortable.
- Read the relevant section of the Happyville Compassionate Care Handbook and briefly explain the participants about their rights to privacy and confidentiality as per organisations policies and procedures.
- Access and download the individual support plan for Emma and obtain verbal consent of the clients and complete the requirements of **SECTION 1 in individual support plan**.

Student note: Once you have completed this task complete the consent part of SECTION 1 in the individual support template (provided), save the document before you proceed to the next task.

Assessor note: Student must complete all parts of the individual support template and submit it at the end of all the tasks

b) Engage in a respectful conversation with Emma J, applying positive approaches and strategies that upholds the clients respect and dignity and carry out the initial a skills assessment by identifying Emma's two (2) existing skills, two(2) preferences, two(2) goals, strategies, and two(2) resources including exploring the use of one(1) assistive technology relevant to there skill development needs.

Complete the SECTION 2 of the individual support template and write Emma's two (2) existing skills, two(2) preferences, two(2) goals, strategies, and two(2) resources including exploring the use of one(1) assistive technology that you identified during the conversation.

Student note: Once you have completed the SECTION 2 initial skills assessment section in the individual support template (provided),save it before you proceed to the next task.

Assessor note: Student must complete all parts of the individual support template and submit it at the end of all the

c) Have a conversation with Emma J family member seeking their support and input about her skills development and complete the relevant section of the individual support plan template briefly summarising your discussion with the family member.

During the conversation with the family, you are required to discuss the following:

- Discuss the family person role in supporting Emma
- Discuss about Emma's communication challenge.
- Discuss two (2) strategies for implementation that can assist Emma in skills development
- Complete **SECTION 3 family/carer contribution section** in the individual support template summarising your discussion with the family

Student note: Once you have completed this task complete the **SECTION 3 family/carer contribution section** in the individual support template in the relevant section (provided) and save it.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Assessor note: Sample answers are provided within **SECTION 3 family/carer contribution** section in the individual support plan however students answers will vary depending on their discussion during the role play. Student must complete all parts of the individual support template and submit it at the end of all the tasks

d) In this task you are required to carry out a hand gesture activity with Emma to support her ongoing skills development as incorporating hand gestures can enhance her learning and skill acquisition processes that can aid in her desire to learn computer skills. You will use visual cues using the hand gesture and hand verb practice resource to practice

Student instructions:

- For the visual cues exercise you are required to use this hand gesture and hand verb practice worksheet on page two you can find the correct answers for each hand gesture.
- you will show Emma the visual hand gesture cues on page 1 of the worksheet and asks her to identify the hand gesture.
- You are required to observe Emma's visual understanding of identifying and associating each hand gesture with its intended meaning and provide her with positive feedback.
- Discuss the use of two (2) resources including the use of assistive technology you identified in Emma's individual support plan and how they can support in skills development.

e) Emma informs you that she is facing a specific issue in her skills development journey due to her mild hearing difficulty. She enrolled in computer classes online however she is struggling with a few online trainers led sessions as she is unable to understand spoken instructions and conversations in the context of learning computer skills and using various software applications. This challenge hinders her ability to fully grasp the concepts and effectively apply her knowledge in practical situations. Emma's mother, who is highly supportive of her goals, recognizes the need for additional strategies to address this issue.

Student instructions

You are required to consult with Emma and the family member and work out two (2) strategies to monitor and adapt to Emma's changing needs and complete the two questions below:

- I. Briefly describe two(2) strategies you identified that you would apply to monitor Emma's progress. (Approximate word count 50-60 words)

Assessor note: The sample answers are provided below however the strategies the students identifies will be dependent on the conversation they have with Emma and carer/family member. The answer would be deemed correct if the strategies identified are in line with the challenge Emma is facing.

- Observe Emma's interactions during the trainer led sessions and take note of specific instances where she faces difficulties and specific challenges she is facing in her progress.
- Hold ongoing regular meetings with Emma, the instructor, and other professionals involved to review her progress, address any emerging challenges, and adapt support strategies accordingly.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



- II. Briefly describe two(2) support strategies you would apply to adapt support to meet changing needs of the person, in consultation with the person and others.
(Approximate word count 35-45 words)

Assessor note: The sample answers are provided below however the strategies the students identifies will be dependent on the conversation they have with Emma and carer/family member. The answer would be deemed correct if the strategies identified are in line with the challenge Emma is facing.

- Collaborate with the instructor to explore alternative communication methods, such as providing written instructions or using visual aids.
- Work with Emma to develop a personalized communication plan that includes a combination of written instructions, visual cues, and clear demonstrations.

f) Complete the review report in the template provided below summarising the tasks you undertook from task 1a-e.

The review report must include:

- A concise introduction that introduces the purpose of the report and briefly outlines Emma's background and primary goal.
- summarizes the outcomes of the initial assessment, areas for development, goals, and strategies for Emma's skill development journey.
- Emphasize the importance of the initial assessment in identifying Emma's existing skills and strengths.
- Highlight specific skills noted during the assessment, such as determination to learn, and familiarity with technology.
- Discuss the role of Emma's mother as her primary carer.
- Explain the strategies explored to create a supportive environment that considers Emma's needs and provides emotional support. Outline the specific strategies and actions planned for Emma's skill development journey.
- Summarize the report by acknowledging Emma's motivation and goals.
- Ensure that the report is clear, concise, and well-organized

Student note: Once the report is completed save and submit the report and upload it for your assessor to mark the assessment.

Assessor note: Completing reporting documentation is a critical aspect of maintaining accuracy, consistency, and compliance within an organization. The students must complete this review report summarising the task they completed from (task 1a-1e) as per the students' instructions. Sample report provided below however students wording may vary depending on the client they are working with.

Review Report:

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



(Approximate word count 260-270 words)

Assessor note: Student must complete a comprehensive report as per the sample below however the wording may vary. The report must include brief about Emma;s background, areas identified during initial assessment, input from family members, next steps and a conclusion.

Emma, a 35-year-old woman with a mild hearing difficulty. Emma's primary goal is to enhance her computer skills to improve her employability and achieve independence. The report summarizes the initial assessment outcomes, areas for development and support, goals, preferences, and resources identified for Emma's skill development journey. It also highlights the involvement of Emma's mother as her primary carer and the importance of creating a supportive environment.

Two areas of development and support identified during conversation

The initial assessment has identified Emma's existing skills, including excellent written communication abilities, determination to learn new skills, and familiarity with technology. Additionally, her goals include developing adaptive communication methods and creating a supportive environment that understands her needs and supports her desire for self-improvement. Emma aims to achieve independence and a successful career.

During discussions, Emma's mother's involvement as her primary carer was emphasized. Strategies were explored to create a supportive environment that considers Emma's challenges and provides emotional support. The importance of encouragement, active participation, and understanding in enhancing Emma's skills development was highlighted.

Next steps include implementing strategies such as accessing relevant online courses and resources, incorporating verbal cue practice sessions, encouraging Emma's mother's active participation, exploring networking opportunities, monitoring progress, and providing ongoing support.

Overall, the review report recognizes Emma's motivation, goals, and the significant role her mother plays in her journey. It emphasizes the importance of a supportive environment and outlines specific strategies to assist Emma in achieving her goals of enhancing her computer skills, improving communication, and working towards independence and a successful career.

Task 3 – Reflective questions and answer task

This is the question answer section which requires you to reflect on your two role plays you completed and answer the following questions below. You must complete all the questions.

Once you have completed the answers save this document and submit it for marking by your assessor.

a) List and briefly explain three (3) positive approaches you used to uphold the client's dignity and respect throughout the role play?

Assessor note: Students must clearly identify three (3) out of six (6) positive approaches as provided below however there wording may vary.

(Approximate word count 90-110 words)

1.	Active Listening: I actively listened to the clients, allowing them to express there thoughts, ideas, and aspirations. This not only demonstrated respect for his opinions but also enabled me to identify his skills accurately and without making assumptions.
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Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



2.	Non-Judgmental Attitude: I maintained a non-judgmental attitude when identifying Mark's skills. They approached the process with an open mind, free from biases or preconceived notions. This approach fostered an atmosphere of respect, allowing Mark to feel valued and appreciated for his abilities.
3.	Respectful Communication: Maintaining respectful and open communication with Mark is essential. I used positive and empowering language, avoiding any demeaning or belittling remarks. Clear and effective communication helps build trust and ensures that Mark's dignity is preserved throughout the process of identifying his skills.
4.	Strengths-Based Approach: I adopted a strengths-based approach, which involved identifying and emphasizing Mark's existing skills and capabilities. By highlighting what he is already good at, it boosts his confidence and self-esteem, reinforcing his sense of dignity and respect.
5.	Non-Judgmental Attitude: I maintained a non-judgmental attitude when identifying Emma's skills. I approached the process with an open mind, free from biases or preconceived notions. This approach fostered an atmosphere of respect, allowing Emma to feel valued and appreciated for his abilities.
6.	Person-Centered Approach: I Focussed on Emma's unique strengths, preferences, and goals. Respected her autonomy and involved her actively in decision-making processes

b) Describe two (2) strategies and provide one example of how you applied positive strategy when providing feedback to the clients considering the activities completed in Task 1d and 2d for both clients.

Assessor note: Sample answers provided below however please note the strategies provided in sample answers may vary as it will depend on what they have focused on in the role play as long as they are able to identify two positive strategies that match the example when providing feedback that should suffice the requirements.

(Approximate word count 60-70 words)

Strategy	Example
1. Identified specific aspect of communication in the feedback. Focussed on one or two key points to avoid overwhelming the individual.	Example: "I noticed that during our conversation, you had some difficulty with the 's' sound."
2. Used positive language with specific examples or instances where the individual demonstrated effective communication skills or encountered challenges to provide clear feedback.	Example: "When you explained that concept earlier, your words were clear and well-structured. However, in a few instances, you hesitated while speaking."
3. Offer Solutions and Strategies: Alongside pointing out areas for improvement, I provided practical suggestions and strategies for overcoming communication challenges.	Example: "To improve fluency, let's look at some of the resources we can utilise such as speech therapy sessions, use of assistive technology ."

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



c) Briefly explain how you as a support worker ensured the accuracy and reliability of your reports and documentation.

(Approximate word count 50-60 words)

Assessor note: sample answers provided below however students wording may vary.

Support workers can ensure the accuracy and reliability of their reports and documentation by being diligent in their observations, recording information promptly, and cross-checking details for accuracy. They should use objective and factual language, avoiding assumptions or personal opinions. Reviewing and proofreading their reports before submission can also help identify any errors or inconsistencies.

d) As per the organisational policies and procedures list five (5) steps support worker should take to maintain privacy and confidentiality?

(Approximate word count 50-60 words)

Assessor note: sample answers provided below however students wording may vary.

1. obtaining informed consent before collecting or sharing personal information,
2. using secure and designated systems for record-keeping,
3. keeping information confidential during discussions, and
4. only sharing information with authorized individuals on a need-to-know basis.
5. follow proper data protection and security protocols, such as password protection and secure file sharing.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Observation Checklist (Task 1 and 2)		
Criteria	Result (S) or (NYS)	
The student carries out the role play and completes all tasks with two clients with disabilities	<input type="checkbox"/> S <input type="checkbox"/> NYS	
Role play	Client 1 (Mark)	Client 2 (Emma)
Task 1a and Task 2a		
<ul style="list-style-type: none"> Read and understood the requirements specific to clients' needs as per the individual plan support plan. 	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
<ul style="list-style-type: none"> Read and accessed the Happyville Handbook and provided a brief overview of the organization's policies and procedures regarding privacy and confidentiality to all participants 	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
<ul style="list-style-type: none"> Obtained verbal consent from each participant to ensure they understand and agree to maintain privacy and confidentiality during the role play. 	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
<ul style="list-style-type: none"> Completed section 1 of the individual support plan template by signing the consent on behalf of the participants. 	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
Assessor Comments:		
Task 1b and 2b		
<ul style="list-style-type: none"> Demonstrated the use of positive approaches, such as active listening, demonstrate empathy and respect, asks open ended questions to encourage client's participation and engagement 	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
<ul style="list-style-type: none"> Encouraged a conversation for skills assessment by identifying the clients existing skills, preferences, goals, and strategies exploring interests. 	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
<ul style="list-style-type: none"> Identified and discussed two resources or supports that could assist clients in skill development. 	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



<ul style="list-style-type: none"> Completed the provided individual support template to accurately record the initial skills assessment information in the relevant section2 of the template 	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
Assessor Comments:		
Task 1c and 2c		
Discussed with the family member seeking there input in the clints skills development	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
Discuss the family person role in supporting the client	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
Discuss about the specific challenges client faces due to disability	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
Discuss two (2) strategies for implementation that can assist clients skills development	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
Completed the relevant section 3 of the individual support plan template accurately and comprehensively	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
Assessor Comments:		
Task 1d and 2d		
<ul style="list-style-type: none"> Facilitated the activities for the two clients as per the tasks instructions. 	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input checked="" type="checkbox"/> S <input type="checkbox"/> NYS
<ul style="list-style-type: none"> Observed the clients during the activity noting there understanding and ability during the tasks 	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



<ul style="list-style-type: none"> Provide positive feedback to the client at the end of the highlighting the strengths, offer word of encouragement, acknowledge and recognise clients efforts, show genuine interest and care for clients growth in skills 	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
<ul style="list-style-type: none"> Discussed two (2) identified resources and assistive technology to support in client's skills development. 	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
Assessor comments		
Task 1e and 2e		
<ul style="list-style-type: none"> Consulted with the client and there family and identified two (2) strategies to monitor clients progress and completed the relevant questions with the word limit 	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
<ul style="list-style-type: none"> Identified two (2) support strategies to adapt to clients changing needs and completed the two questions within the word limit 	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
Assessor Comments:		
Task 1f and 2f		
<ul style="list-style-type: none"> Completed a brief summary review report following the task instructions. 	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
<ul style="list-style-type: none"> Ensured the summary report was clear, concise and included all relevant information. 	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
<ul style="list-style-type: none"> Completed the review report in the template provided and saved and submitted it for marking. 	<input type="checkbox"/> S <input type="checkbox"/> NYS	<input type="checkbox"/> S <input type="checkbox"/> NYS
Assessor Comments:		

Student name: [Click or tap here to enter text](#)

Student number: [Click or tap here to enter text](#)



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Assessment checklist:

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

Part A		
1	Completed the tasks requirements	<input type="checkbox"/>
Part B		
1	Completed All tasks requirements	<input type="checkbox"/>
Part C		
1	Completed Review questions	<input type="checkbox"/>



Congratulations you have reached the end of Assessment 3!

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Student name: Click or tap here to enter text

Student number: Click or tap here to enter text

