

CHC33021

Certificate III in Individual Support (Disability)

Structured Workplace Learning and Assessment

Portfolio 2 of 2

Assessor Guide

Includes all relevant Modules from Modules 7 to 15

What is Structured Workplace Learning and Assessment?

Swinburne Open Education offer students a unique opportunity to study in an online environment to develop their skills and knowledge in their chosen field, at a time and pace that suits them.

Many of our courses require practical skills application to achieve competency. Structured Workplace Learning and Assessment (SWLA) offers students in these courses the opportunity to seek out a workplace where they can apply their learning in practical ways in order to expand on and demonstrate their skills.



The student should complete this Microsoft Word document electronically. Once this document is completed it should be submitted via the LMS.



Please consider the environment before printing this document.

Structured Workplace Learning and Assessment

Portfolio 2

CHC33021 Certificate iii in individual support

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Portfolio 2

This Portfolio outlines the tasks requiring evidence capture to support Structured Workplace Learning and Assessment.

This document is completed by the student and submitted as evidence of competency against the UoC.

Section A: Student Details

Student Name	
Student Number	
Qualification Name	
Home Telephone	
Mobile	
Email	

Section B: Assessor Details

Name	
Assessor Number/ID	
Telephone	
Email	

Section C: Host Organisation Details

HOST ORGANISATION DETAILS	
Business Name	
Company ABN/ ACN	
Street Address	
Postal Address	
Work Site Address	

Phone Number	
SUPERVISOR DETAILS	
Name	
Position Title	
Phone Number	
Email	

Section D: Portfolio

This Portfolio sets out the activities you are to complete during your Structured Workplace Learning and Assessment placement.

Once you have completed your knowledge assessments (Short Answer Questions, Case Study, Project, Role Play and Written Assessments) for the modules set out in this Portfolio, you may commence the activities below.

Throughout this Portfolio, you may be required to take photographs as a form of capturing evidence. Before commencing any photography in the service, you must gain written approval from your Workplace Supervisor, and from any client/family who may be included in these images. Capture this in the Consent Form table included in Part F of your SWLA Logbook.

Read through the activities below carefully to ensure you understand what you need to do, how you need to do it and what evidence you need to collect. If you have any questions, please contact your Trainer/ Assessor at any time during the process.

Note: When submitting documentation as evidence make sure that any identifiable information such as client and families' names, addresses, medical details, etc. are blanked out. Client , their families, and other staff members must always be de-identified as well. You should allocate a unique identifier to each person for this journal's purposes (for example, Client a,b,c or family member a,b,c or staff a,b,c) **No identifiable information is to be present on any documentation submitted.**

Module 7: CHCCCS036 Support relationships with carer and family

To complete this activity you will need:

- Your organisations policies and procedures
- Risk assessment tools and processes
- Access to three different clients receiving care and their carer and family
- Facilities and resources associated with providing support
- Written templates provided in this assessment.

Activity 1 and 2 should be performed in consultation with your supervisor.

Activity 3 requires your supervisor to validate these activities.

Speak with your supervisor about the task and the resources required to access form within the workplace. Speak with your assessor if you need help accessing any of the above-listed items.

Ask you supervisor to attend the meetings with the client, carer and/or family member where discussions and collaboration takes place – these are in Part B of both activities.

Activity 1

For this task, you are to support a carer or family member of two (2) different people.

There are three (3) parts to this assessment:

Part A – Written Report

Part B – Identify support services (email)

Part C – Determine and confirm assistive technology use (email), you must submit evidence in the form of an email that the individual and family are confident with using the assistive technology discussed.

The resources required for this activity:

- Computer and internet to access the intranet
- Relevant workplace policies and procedures
- Supervisor and/or colleague assistance to record evidence if required
- Facilities and equipment (such as assistive technologies)
- Access to individuals receiving care and their families.

- a. For each person using the service, you must provide written responses that record:
 - An outline of the care situation, which includes Background and Service needs.
 - Carers and family members who support the person, their skills and knowledge, and how these complement the support needed and the help you can provide.
 - The carer and family member's involvement in the design and delivery of support services.
 - The actions you took to support the carer and family relationships, including the information you provided about availability and access to support services.
 - Assistance provided to identify assistive technologies.Each response must provide the information required for each point. It is expected that each response will be between 25 and 60 words.
- b. You must collaborate with the carer and family member of the client to identify the most appropriate support services and decide how these support services will be delivered. This engagement may take place

face-to-face, online or across email communication. You are to **email** the carer and family member seeking confirmation of the discussion and submit the email as evidence of your collaboration.

- c. You are also to assist the carer and family identify appropriate technologies to support the person and themselves. You are to request and **receive notification** that the person, carer and family member are happy and confident about using the assistive technology. **This should be communicated via email.**

The emails must be professionally written and provide sufficient information to meet the intention of the task. It is expected that each email be between 100 and 150 words.

All practices must respect the confidentiality and privacy of the person being supported, which means any identifying feature in email correspondence must be redacted prior to submission.

Submission Requirements:

- Client 1 – Written Report, Email 1, Email 2
- Client 2 – Written Report, Email 1, Email 2

Note to the assessor:

The learner's response will vary based on the situation and clients. The benchmark responses below provide a guide on expectations for how to complete the task. The email benchmark response is a guide, and the learner may choose their own style of presenting the email, however the email must be professionally written outlining the information required of the task.

Each response in the client report/s must cover the intention of the point. For example, Point 2 – The learner must satisfactorily provide an outline of the key needs of the client.

Part A - Client 1 Report :

Support relationships with a carer and family – Written Report – Client 1	
Name (first name only or a salutation and first initial – i.e., Mr R).	<i>Mrs. L</i>
Outline the key needs of Client 1. Approx. (30-50 words)	<i>Mrs. L is an elderly resident in our aged care home who requires assistance with her daily activities, including bathing, dressing, and meals. She also has mobility issues and requires support to move around.</i>
Family Support Member initial and relationship to Client 1. Approx. (30-50 words)	<i>Ms. S is Mrs. L's daughter and primary family support member. She visits Mrs. L regularly and helps her with various tasks, such as shopping and doctor's appointments.</i>
Outline the role and value this member provides Client 1. Include key knowledge and skills. Approx. (30-50 words)	<i>Ms. S provides emotional support to Mrs. L and helps her to maintain a sense of independence. She has knowledge of Mrs. L's medical conditions and dietary requirements, as well as experience in caring for elderly family members. Her key skills include communication, empathy, and problem-solving.</i>
Carer initial for Client 1. Approx. (30-50 words)	<i>Ms. J is the primary carer for Mrs. L, responsible for providing daily support with her personal care needs and ensuring her safety and wellbeing.</i>
Key role and value the carer provides Client 1. Include key knowledge and skills. Approx. (30-50 words)	<i>Ms. J provides direct care and support to Mrs. L, including assistance with bathing, dressing, and meals. She is trained and experienced in caring for elderly individuals with mobility issues and</i>

	<i>has knowledge of Mrs. L's medical conditions and care plan. Her key skills include communication, patience, and attention to detail.</i>
How does the carer's and family member's knowledge and skill complement your own role? Approx. (30-50 words)	<i>As the aged care provider, my role is to coordinate and manage Mrs. L's overall care and support needs. The carer's and family member's knowledge and skills complement my role by providing direct care and emotional support to Mrs. L. They also help to monitor her overall health and wellbeing and provide valuable feedback to me regarding her care.</i>
Describe the process taken to involve the carer and family member in identifying support services to meet the needs of Client 1. Approx. (30-50 words)	<i>I scheduled a meeting with Ms. S and Ms. J to discuss Mrs. L's care plan and identify any additional support services that may be required. During the meeting, we reviewed Mrs. L's needs and preferences and discussed the availability and suitability of different support services.</i>
List the information you provided about availability and access to support services. Approx. (30-50 words)	<i>I provided information on the availability and access to support services, including home care services, allied health services, and assistive technologies. We discussed the costs, benefits, and eligibility criteria for each service and identified those that would be most suitable for Mrs. L's needs.</i>
What support did you provide to identify assistive technologies? Approx. (50-80 words)	<i>I provided information on the different types of assistive technologies available, including mobility aids and personal alarm systems. We discussed the benefits and limitations of each type of technology and identified those that would be most helpful for Mrs. L's mobility and safety needs. We also arranged for a specialist to assess Mrs. L's needs and provide recommendations for assistive technologies that would be most appropriate for her.</i>

Part B - Email (client 1) template: Support services

Approx. 80-100 words

Assessor Instructions

Student must submit an email summarising the conversation and confirming how support services will be delivered to the client.

To: <i>Family member</i>
Cc:
Add a subject: <i>Discussion summary</i>
Email Body: <i>Dear [Carer's name],</i> <i>I hope this email finds you well. I am writing to follow up on our recent conversation regarding the support services for [client's name]. As you know, our goal is to identify the most appropriate</i>

support services that will help [client's name] to improve their quality of life and ensure their safety and wellbeing.

As a part of our collaborative approach, I would like to remind you of the support services we agreed on in our meeting this week.

- *Support worker to attend to personal care daily – bathing, dressing*
- *Support worker to support groceries shopping once per week*
- *Allied health professional to complete assessment of mobility to confirm aids.*

Please let me know if there is anything else you would like to discuss regarding support or any other.

Best regards,

[Your Name]

Signature:

(Student name)

Part C - Email (client 1) template: Assistive technology

Approx. 80-100 words

Assessor Instructions

Student must submit an email requesting to receive confirmation that the client and carer are happy and confident to utilise a specific assistive technology.

To: *Carer*

Cc:

Add a subject: *Request for Collaboration on Assistive Technology for [Client's Name]*

Email Body:

Dear [Carer's Name],

I hope this email finds you well. As you know, we are continuously looking for ways to improve the quality of life for [Client's Name] and ensure their safety and well-being. In line with this, I would like to work with you and [Family Member's Name] to identify appropriate technologies that can support [Client's Name] and yourselves in your caregiving roles.

Assistive technology can play a crucial role in helping [Client's Name] to live independently and engage in meaningful activities. It can also help you and [Family Member's Name] to provide the necessary care and support more efficiently.

The assistive technology includes:

- *Health monitoring devices*
- *Assistive mobility devices*
- *Communication aids.*

We seek your approval and confirmation that you are happy and confident using the technology before implementing it.

Please respond to this email to confirm that you are satisfied with this arrangement.

<p><i>Best regards,</i></p> <p><i>[Your Name]</i></p>	
<p>Signature:</p> <p><i>(Student name)</i></p>	
<p><i>The student must submit a response to this email from the recipient confirming they are happy and confident with the assistive technology that has been proposed.</i></p>	

<p>Part A - Client 2 Report:</p>	
<p>Support relationships with a carer and family – Written Report – Client 2</p>	
<p>Name (first name only or a salutation and first initial – i.e., Mr R).</p>	<p><i>Mrs. S.</i></p>
<p>Outline the key needs of Client 2. Approx. (30-50 words)</p>	<p><i>Mrs. S. requires assistance with her daily activities such as personal care, medication management, and mobility. She also needs social support to reduce her loneliness and anxiety.</i></p>
<p>Family Support Member initial and relationship to Client 2.</p>	<p><i>Initial: L.</i> <i>Relationship: Daughter</i></p>
<p>Outline the role and value this member provides Client 2. Include key knowledge and skills. Approx. (30-50 words)</p>	<p><i>L. provides emotional support and companionship to Mrs. S. She visits her mother regularly and engages in meaningful conversations with her. L. also assists with shopping, meal preparation, and household chores. L. has experience caring for her mother and understands her needs and preferences. She is patient, compassionate, and has good communication skills.</i></p>
<p>Carer initial for Client 2.</p>	<p><i>Initial: K.</i></p>
<p>Key role and value the carer provides Client 2. Include key knowledge and skills. Approx. (30-50 words)</p>	<p><i>K. is a personal carer who provides daily support to Mrs. S. He assists with personal care, medication management, and mobility. K. also ensures that Mrs. S. is safe and comfortable in her home environment. K. has experience working with elderly clients and has received training in aged care. He has good communication skills and is attentive to Mrs. S.'s needs and preferences.</i></p>
<p>How does the carer's and family member's knowledge and skill complement your own role? Approx. (30-50 words)</p>	<p><i>The family support member and the carer provide valuable insights into Mrs. S.'s daily routines, preferences, and needs. Their knowledge and skills complement my own role by helping me develop a more holistic understanding of Mrs. S.'s situation. With their input, I can tailor support services to meet Mrs. S.'s unique needs and preferences.</i></p>

Describe the process taken to involve the carer and family member in identifying support services to meet the needs of Client 2. Approx. (30-50 words)	<i>I invited L. and K. to attend a care planning meeting to discuss Mrs. S.'s needs and preferences. During the meeting, we discussed the different support services available and how they could benefit Mrs. S. We also addressed any questions or concerns they had about the support services.</i>
List the information you provided about availability and access to support services. Approx. (30-50 words)	<i>I provided information about the different support services available, such as personal care, social support, and home modifications. I also discussed the eligibility criteria and how to access these services.</i>
What support did you provide to identify assistive technologies? Approx. (30-50 words)	<i>I worked with K. and L. to identify assistive technologies that could support Mrs. S. We discussed options such as mobility aids, home modifications, and assistive devices. I also provided information about where to access these technologies and how to obtain funding if necessary.</i>

Part B - Email (client 2) template: Support services

Approx. 80-100 words

Assessor Instructions

Student must submit an email summarising the conversation and confirming how support services will be delivered to the client.

To: <i>Family member</i>
Cc:
Add a subject: <i>Discussion summary</i>
Email Body: <i>Dear [Carer's name],</i> <i>I hope this email finds you well. I am writing to follow up on our recent conversation regarding the support services for [client's name]. As you know, our goal is to identify the most appropriate support services that will help [client's name] to improve their quality of life and ensure their safety and wellbeing.</i> <i>As a part of our collaborative approach, I would like to remind you of the support services we agreed on in our meeting this week.</i> <ul style="list-style-type: none"> • <i>Support worker to attend to personal care daily – bathing, dressing and medication management</i> • <i>Support worker to support groceries shopping once per week</i> • <i>Support worker to facilitate community access (groups, day program, social events)</i> • <i>Allied health professional to complete assessment of mobility to confirm aids.</i> <i>Please let me know if there is anything else you would like to discuss regarding support or any other.</i> <i>Best regards,</i>

[Your Name]

Signature:

(Student name)

Part C - Email (client 2) template: Assistive technology

Approx. 80-100 words

Assessor Instructions

Student must submit an email requesting to receive confirmation that the client and carer are happy and confident to utilise a specific assistive technology.

To: *Carer*

Cc:

Add a subject: *Request for Collaboration on Assistive Technology for [Client's Name]*

Email Body:

Dear [Carer's Name],

I hope this email finds you well. As you know, we are continuously looking for ways to improve the quality of life for [Client's Name] and ensure their safety and well-being. In line with this, I would like to work with you and [Family Member's Name] to identify appropriate technologies that can support [Client's Name] and yourselves in your caregiving roles.

Assistive technology can play a crucial role in helping [Client's Name] to live independently and engage in meaningful activities. It can also help you and [Family Member's Name] to provide the necessary care and support more efficiently.

The assistive technology includes:

- *Health monitoring devices*
- *Assistive mobility devices*
- *Communication aids.*

We seek your approval and confirmation that you are happy and confident using the technology before implementing it.

Please respond to this email to confirm that you are satisfied with this arrangement.

Best regards,

[Your Name]

Signature:

(Student name)

The student must submit a response to this email from the recipient confirming they are happy and confident with the assistive technology that has been proposed.

Activity 2

For this task, you are to support a carer or family of one person changing care arrangements.

There are two (2) parts to this task:

- Part A – Written Report
- Part B – Identify strategies to promote positive change

The resources required for this activity:

- Computer and internet to access the intranet
- Relevant workplace policies and procedures
- A recording device (phone or laptop) ** optional
- Supervisor and/or colleague assistance to record evidence if required
- Facilities and equipment (such as assistive technologies)
- Risk assessment tools and management strategies
- Access to individuals receiving care and their families.

a. For this person using the service, you must provide written responses that record:

- An outline of the care situation, which includes Background and Service needs
- Either the carers or family members available to support the person, their skills and knowledge, and how these complement the support needed and the help you can provide.
- Potential issues that may impact the physical and emotional health and well-being of the carer and family
- The carer and family member's involvement in the design and delivery of support services
- The risk that this change may bring to the care relationship
- Strategies to address the risk
- The actions you took to support the carer or family member's relationships, including the information you provided about availability and access to support services
- Practices followed to respect the confidentiality and privacy of the person being supported
- Actions taken to encourage the carer or family member to continue providing support and be involved in the person's life.

Each response must provide the information required for each point. It is expected that each response will be between 25 and 60 words.

b. You must collaborate with the carer or family member of the client to identify strategies that will promote a positive outlook on the change. This support may take place face-to-face, online or across email communication. You are to **email** the carer or family member confirming the risks and highlighting strategies to maximise the advantages of the change and **submit the email** as evidence of your collaboration.

All practices must respect the confidentiality and privacy of the person being supported, which means any identifying feature in email correspondence must be redacted prior to submission.

The email must be professionally written and provide sufficient information to meet the intention of the task. It is expected that the email be between 100 and 150 words.

Submission Requirements:

- Client 3 – Written Report, Email 1

Note to the assessor:

The learner's response will vary based on the situation and clients. The benchmark responses below provide a guide on expectations for how to complete the task. The email benchmark response is a guide, and the learner may choose their own style of presenting the email, however the email must be professionally written outlining the information required of the task.

Each response in the client report/s must cover the intention of the point. For example, Point 2 – The learner must satisfactorily provide an outline of the key needs of the client.

Part A - Support relationships with a carer and family – Written Report – Client 3	
Name (first name only or a salutation and first initial – i.e., Mr R).	<i>Mr.K</i>
Outline the key needs of Client 3. Approx. (30-50 words)	<i>Client 3 requires assistance with daily living activities, including bathing, dressing, and toileting. They also require assistance with mobility and may need help with eating and medication management. In addition, Client 3 may require socialisation and mental stimulation to maintain their overall well-being.</i>
Who is the support person for Client 3?	<input checked="" type="checkbox"/> Family Member <i>R</i> <input type="checkbox"/> Carer
Outline the role and value this support person provides Client 3. Include key knowledge and skills. Approx. (30-50 words)	<i>R provides emotional support and companionship to Client 3, as well as assistance with tasks such as managing medications and attending medical appointments. His knowledge of Client 3's preferences and needs is invaluable in providing personalised care. His skills in communication and problem-solving complement the aged care facility's role in providing physical care and support, and together we can provide comprehensive care for Client 3.</i>
How does the support person's knowledge and skill complement your role?	<i>The support person is familiar with Mr.K and his needs, this supports me in my role as they can share their knowledge of Mr.K with me at times making it easier to communicate with Mr.K.</i>
What are the physical and psychological risks this change may have on either the support person or the client as a result of this change? Approx. (30-50 words)	<i>The change of Client 3 moving into the aged care facility may cause emotional distress and feelings of loss for both the client and Mr R. There may also be physical risks associated with the change, such as changes in routine or medication management, which could impact Client 3's health. Mr R may experience stress and anxiety related to the transition and may need additional support to cope with the change.</i>
List at least two ethical and legal strategies you used to address the risks that align with your organisation's policies and procedures. Approx. (30-50 words)	<i>We ensured that Client 3 and Mr R were informed and involved in the decision-making process and provided them with support and resources to help them adjust to the change.</i>

	<i>We also adhered to confidentiality and privacy policies to protect their personal information and rights.</i>
Describe the process taken to involve the carer and family member in identifying support services to meet the needs of Client 3. Approx. (30-50 words)	<i>We consulted with Mr R and other family members to identify Client 3's specific needs and preferences, and worked together to develop a care plan that addressed those needs. We provided information about available support services, such as social activities and therapies, and involved Mr R in selecting the services that were most appropriate for Client 3.</i>
List at least two strategies used to maximise positive aspects of the change and transition. Approx. (30-50 words)	<i>We provided ongoing support and communication to Client 3 and Mr R throughout the transition process, ensuring that they were informed and involved in decision-making. We also provided opportunities for Client 3 to socialise and engage in activities within the aged care facility, helping them to adjust to their new environment and maximise their quality of life.</i>

Part B - Email (client 3) template: Risk and support strategies

Approx. 80-100 words

Assessor Instructions

Student must submit an email confirming the risks and highlighting strategies that maximise the advantages of the change.

To: <i>Carer or family member</i>
Cc:
Add a subject: <i>Risk Strategies and Support Recommendations for [Client's Name] Change and Transition</i>
Email Body: <i>Dear [Carer's or Family Member's Name],</i> <i>I hope this email finds you well. Supporting {Clients Name} through this transition period is important to us. Thank you for your time recently and for collaborating with us to identify risks and positive strategies to support everyone through this time. Change can be difficult, and we appreciate your positivity.</i> <i>To recap our conversations, we identified the risks as:</i> <i>X</i> <i>Y</i> <i>Z</i> <i>The strategies we agreed that best support this transition is:</i> <i>X</i> <i>Y</i> <i>Z</i> <i>The advantages of these strategies are:</i>

X
X
X

I will be in touch next week to gain feedback on how things are going. In the meantime, please don't hesitate to contact me with any questions or concerns.

Best regards,

[Your Name]

Signature:

(Student name)

Module 8: CHCCCS040 Support independence and wellbeing

Support people to promote independence and wellbeing

You must complete all the following tasks with three (3) clients to demonstrate your skills and knowledge to support their independence and wellbeing.

You must have access to at least three (3) Individualised Support Plans and any relevant equipment that is outlined in the plan.

You must interact with each person and their carers whilst on your work placement.

You will support each client with **at least one activity** of daily living that is outlined in their Individual Support Plan.

You will complete the tasks below for **each** individual client.

Important:

- You must complete this SWLA assessment together with the SWLA Logbook and complete 120 hours of placement which is aligned to this unit of competency.
- You must obtain the permission of your clients and your supervisor prior to conducting this task. You will also need to liaise with each client's carer.

ACTIVITY 1

You will need to demonstrate your ability to support three (3) clients to undertake at least one activity of daily living according to their Individual Support Plan.

Every client will have unique preferences, and their Individualised Support Plan will be tailored to suit their needs, therefore, daily living activities you choose must be different for each client.

For example:

Client 1 – Self-care

Client 2 – Meal preparation

Client 3 – Household chores.

- Permission must be obtained from the client, their carer and your supervisor before any tasks are conducted.
- Your supervisor will need to confirm and endorse your entries.
- To protect the client's privacy and confidentiality, follow your organisations privacy and confidentiality policies and procedures, and ensure all client names and contact details are deidentified before submission of your work.

As you support each client you must complete the below tasks.

Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)

Assessor Instructions: Benchmark standards of student responses are provided in the Assessment Checklists; however students wording may vary.

Client 1	
According to the client's Individualised Support Plan, what is the activity of daily living that you will be supporting them with?	
a)	How did you support your client to identify and acknowledge their own strengths and capacity of self-care?
b)	How did you support your client to identify opportunities utilising their strengths while still encouraging the importance of using supports if needed?
c)	What support and information did you offer to the client to organise access to support services and other resources if required?
d)	When appropriate, what support did you provide to your client that allowed them to self-manage their own service delivery?
e)	How did you encourage your client to build, strengthen and maintain their independence?
f)	List two ways that you promoted and encouraged daily living habits to your client that contributed to a healthy lifestyle?
g)	List three (3) ways that you helped to promote your client's self-esteem and confidence through using positive communication?
h)	What types of safe and predictable routines did you use with your client that contributed to their sense of security?
i)	When supporting your client, what aspects did you identify that were outside the scope of your job role, skills and knowledge and where did you seek further support?
j)	List two (2) situations when working with your client that were beyond the scope of your role? Who did you need to support these situations to?

k)	What supports did you help your client with to maintain a healthy and safe environment?
COMMENTS (Supervisor to add comments related to the achievement of the assessment requirements above)	
Supervisor's Endorsement	
Name of Supervisor:	
Supervisor's contact details:	
Phone:	
Email:	
Date:	
Signature:	

Assessor Instructions: Benchmark standards of student responses are provided in the Assessment Checklists; however students wording may vary.

Client 2	
According to the client's Individualised Support Plan, what is the activity of daily living that you will be supporting them with?	
a)	How did you support your client to identify and acknowledge their own strengths and capacity for self-care?
b)	How did you support your client to identify opportunities using their own strengths and encouraging the importance of using supports if needed?
c)	What support and information did you offer to the client to organise access to support services and other resources if they need to?
d)	When appropriate, what support did you provide to your client that allowed them to self-manage their own service delivery?
e)	How did you encourage your client to build, strengthen and maintain their independence?
f)	List two ways that you promoted and encouraged daily living habits you're your client that contributed to a healthy lifestyle?
g)	List three (3) ways that you helped to promote your client's self-esteem and confidence through using positive communication?
h)	What types of safe and predictable routines did you use with your client that contributed to their sense of security?
i)	When supporting your client, what aspects did you identify that were outside the scope of your job role, skills and knowledge and where did you seek further support?
j)	List two (2) situations when working with your client that were beyond the scope of your role? Who did you need to support these situations to?
k)	What supports did you help your client with to maintain a healthy and safe environment?
COMMENTS (Supervisor to add comments related to the achievement of the assessment requirements above)	

Supervisor's Endorsement

Name of Supervisor:

Supervisor's contact details:

Phone:

Email:

Date:

Signature:

Assessor Instructions: Benchmark standards of student responses are provided in the Assessment Checklists; however students wording may vary.

Client 3	
According to the client's Individualised Support Plan, what is the activity of daily living that you will be supporting them with?	
a)	How did you support your client to identify and acknowledge their own strengths and capacity of self-care?
b)	How did you support your client to identify opportunities utilising their strengths while still encouraging the importance of using supports if needed?
c)	What support and information did you offer to the client to organise access to support services and other resources if required?
d)	When appropriate, what support did you provide to your client that allowed them to self-manage their own service delivery?
e)	How did you encourage your client to build, strengthen and maintain their independence?
f)	List two ways that you promoted and encouraged daily living habits you're your client that contributed to a healthy lifestyle?
g)	List three (3) ways that you helped to promote your client's self-esteem and confidence through using positive communication?
h)	What types of safe and predictable routines did you use with your client that contributed to their sense of security?
i)	When supporting your client, what aspects did you identify that were outside the scope of your job role, skills and knowledge and where did you seek further support?
j)	List two (2) situations when working with your client that were beyond the scope of your role? Who did you need to support these situations to?
k)	What supports did you help your client with to maintain a healthy and safe environment?

COMMENTS

(Supervisor to add comments related to the achievement of the assessment requirements above)

Supervisor's Endorsement

Name of Supervisor:

Supervisor's contact details:

Phone:

Email:

Date:

Signature:

Assessment Checklist: Activity 1 (Completed by the Assessor)		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)
The student safely supported three (3) clients to enhance independence and wellbeing		
a)	<p>The student supported the client to identify and acknowledge their own strengths and capacity of self-care?</p> <p>Student supported client using:</p> <ul style="list-style-type: none"> Questioning techniques, discussions, or client interviews to illicit client strengths, capabilities, abilities, types of self-care (e.g., art, exercise, social groups, or outings, reading etc.) 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
b)	<p>The student identified client opportunities using client strengths while encouraging the importance of using supports if needed.</p> <p>Student identified opportunities through:</p> <ul style="list-style-type: none"> Daily client observations Consultations with colleagues, carer and/or client Client/carers interviews Positive communication to the client that is supportive and encouraging Providing client with information about supports and services Developing visual aids of supports and services for the client 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
c)	<p>The student provided support and information to the client to organise access to support services and other resources if required.</p> <p>Student was able to provide support and information through:</p> <ul style="list-style-type: none"> Regular communications with client and/or carer Contacting services with permission or on behalf of the client Meeting and collaborating with other services to meet client needs Organising and facilitating appointments 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
d)	<p>The student appropriately provided support to the client that allowed them to self-manage their own service delivery.</p> <p>Student respected the need for client to have:</p> <ul style="list-style-type: none"> Choice in deciding what supports the client wants and needs and how they will be delivered Flexibility to use a provider that will best suit their needs to pursue their goals 	<input type="checkbox"/> S <input type="checkbox"/> NS

	<ul style="list-style-type: none"> • Ability to negotiate services and supports • Control and responsibility of their daily living activities 	
Recording comments:		
e)	<p>The student encouraged their clients to build, strengthen and maintain their independence.</p> <p>The student:</p> <ul style="list-style-type: none"> • Demonstrated respect, courtesy, and encouragement • Built trust with the client • Empowered the client to make decisions and actively involve them in the decision-making process • Be positive and celebrate the small improvements • Encourage client to learn new skills • Showed a committed to increasing a client's independence and capabilities • Being aware of realistic goals and limitations 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
f)	<p>The student promoted and encouraged daily living habits that contributed to a healthy lifestyle</p> <p>The student contributed and supported the client to:</p> <ul style="list-style-type: none"> • manage their health, e.g., accompany them to medical appointments • assist with daily grooming • assist with shopping, budgeting, money handling • assist with household chores • assist with transport options, e.g., taking public transport • assist with daily exercise activities • participate in social groups • sharing knowledge and skills but ensuring not to take over 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
g)	<p>The student promoted their client's self-esteem and confidence through the use of positive communication.</p> <p>Student promoted client's self-esteem and confidence by:</p> <ul style="list-style-type: none"> • focusing on developing a client's abilities so they can feel good about themselves • Being polite and patient – not rushing a conversation • Being mindful of voice tone and body language • Speaking directly to the person and avoid jargon • Presenting with a positive attitude 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
h)	<p>The student used safe and predictable routines that contributed to their client's sense of security.</p> <p>Student recognised that:</p>	<input type="checkbox"/> S <input type="checkbox"/> NS

	<ul style="list-style-type: none"> • Safe and predictable routines will help client's feel less disorientated and reduces stress and anxiety • Increases a client's sense of security and allows them control over their day • Prevents fear of the unknown • Always demonstrated respect and understanding • Respected the client's needs, values, and beliefs • Showed consistency and the ability to follow through • Professional, friendly, and genuine 	
Recording comments:		
i)	<p>The student identified aspects outside of their scope of job role, skills and knowledge and obtained further support.</p> <p>Student recognised:</p> <ul style="list-style-type: none"> • the need to set clear boundaries • asked for support from supervisor/work colleagues when needed • being mindful of self-disclosure and not being too personal • taking regular breaks • being aware of signs of tension or stress • respecting a client's confidentiality and privacy • respecting a client's rights • being aware of reporting processes and procedures • always being mindful of their duty of care 	<input type="checkbox"/> S <input checked="" type="checkbox"/> NS
Recording comments:		
k)	<p>The student provided supports to help the client maintain a healthy and safe environment.</p> <p>Student recognised:</p> <ul style="list-style-type: none"> • the need to assess the home each day to ensure areas are clear to prevent a client from trips, slips and falls • ensured non-slip surfaces in the bathrooms • ensure lighting is sufficient for the client • remove and minimise clutter • remove any cords or drapes across the floor • cleans up spills immediately • cleans floors and carpets routinely • encourages clients to wear firm footwear to avoid slips • encourages client to use mobility aids correctly and ensure the aids are well maintained 	<input type="checkbox"/> S <input checked="" type="checkbox"/> NS
Recording comments:		
COMMENTS		
(Assessor to add comments related to the achievement of the assessment requirements above)		

ACTIVITY 2 – REPORT TO SUPERVISOR

You will write a report to your Supervisor based on one (1) client you have worked with.

Your report will provide information based on their social, cultural, psychological, and spiritual needs in terms of:

- Recognition and respecting your client, and any individual differences
- Promoting and facilitating opportunities for participation
- Encouraging and facilitating participation in new social settings or networks as per their preferences

Your report must include information regarding your work with the client as outlined in the Report Template headings.

Your supervisor must review and sign your report before submission.

Your report must be no more than 550 words in total.

To protect the client’s privacy and confidentiality, follow your organisations privacy and confidentiality policies and procedures, and ensure all client names and contact details are deidentified before submission of your work.

Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)

Assessor Instructions: Benchmark standards of student responses are provided in the Report Template sections below, however students wording may vary.

ACTIVITY 2 - REPORT TEMPLATE

Client A

Recognising and supporting individual differences

- | | |
|----|---|
| a) | <p>How did you offer support to your client allowing them to express their own identity and preferences without imposing your own values or attitudes?</p> <ul style="list-style-type: none"> • Student shows enthusiasm and excitement when talking to Claude about Ray staying the night. • Needs to be non-judgmental and respect the preferences of others. • Respect the rights of others for their sexuality so long as their behaviour is not dangerous to themselves or others |
| b) | <p>In view of your client’s stage of life, development and strengths, how did you consider their individual needs?</p> <ul style="list-style-type: none"> • Answers identifies a sensitivity to the client’s needs, for example: • Finding out what the person’s needs are • Catering for physical needs – that is, appropriate access and aids • Catering for cultural needs (for example, allowing for prayer time or other cultural practices) |
| c) | <p>It is important that your client is able to express their identity and sexuality in terms of their age or stage of life. How did you recognise, respect and accommodate your client so that they felt comfortable expressing their identity?</p> |

	<ul style="list-style-type: none"> • Student uses positive and respectful verbal and nonverbal language. This includes smiling, nodding, asking open-ended questions, showing enthusiasm and support. • Student respects client's privacy and confidentiality • Provides a safe and comfortable space for clients to communicate with • Student respects client's rights, decisions, and choices
Supporting the social, emotional and psychological wellbeing of the client	
d)	<p>When there were variations to your client's wellbeing, how did you report these in accordance with your organisation's procedures?</p> <p>Student response must include:</p> <ul style="list-style-type: none"> • Reporting to supervisor/team leader/Registered Nurse verbally or in writing • Completing workplace reporting documentation, e.g., Incident Report
e)	<p>How could you identify cultural barriers or financial issues that were impacting on your client's wellbeing?</p> <p>Student responses may be similar to:</p> <ul style="list-style-type: none"> • Financial • client discussing financial issues with support worker • client repeatedly has insufficient finances to meet everyday expenses • client may not want to discuss budgetary or financial issues with support worker • Cultural • Client may discuss cultural barriers with support worker • Respecting and accepting differences • Being aware of cultural stigma around disability • Having an awareness of various issues such as social isolation, discrimination and access to services which can impact a person's mental health.
f)	<p>What risk and protective factors did you identify with your client that may have impacted their mental health?</p> <p>Student responses may be similar to:</p> <p>Risk factors</p> <ul style="list-style-type: none"> • Individual factors such as lifestyle, e.g., smoking, substance use, alcohol, screentime • Family factors such as lack of support, loss of partner, out of home care • Social relationships such as lack of social support, isolation, loneliness • Economic factors such as low income <p>Protective factors</p> <ul style="list-style-type: none"> • Individual factors such as resilience, diet and physical activity • Family factors such as positive family relationships • Social relationships such as positive relationships in social settings and groups • Cultural factors such as a sense of belonging and identify
g)	<p>How could you recognise indicators of abuse or neglect when supporting your client?</p> <p>Student responses may be similar to:</p> <ul style="list-style-type: none"> • Identifying a change in client's behaviour, e.g., fearful, agitated, restless, confused • Fear or shutting down around their carer or relative • Unexplained anger or frustration

	<ul style="list-style-type: none"> • Physical injuries, welts, bruises • Conflicting stories between carer/relative and client
h)	<p>What workplace process would you refer to if there was a situation with your client that was beyond your work role and responsibilities?</p> <p>Student response may be similar to:</p> <ul style="list-style-type: none"> • Workplace Code of Conduct • WHS Policy and Procedure • Workplace Code of Ethics
i)	<p>If there was a variation in your client's physical condition which was affecting their wellbeing, what process needs to be undertaken by you?</p> <p>Student response may be similar to:</p> <ul style="list-style-type: none"> • Ensure client is safe and physical condition is attended to or monitored • Follow workplace policies and procedures • Report to supervisor/team leader/registered nurse
j)	<p>If you identified your client to have physical health situations beyond the scope of your role, what would you be required to do?</p> <p>Student response may be similar to:</p> <ul style="list-style-type: none"> • Report to supervisor/team leader/registered nurse if required • Work with the client to identify their needs and collaborate with other services • Organise necessary appointments • Ensure client's individual support plan is updated
k)	<p>How did you promote and facilitate opportunities with your client where they were able to participate?</p> <p>Student response may be similar to:</p> <ul style="list-style-type: none"> • Providing client information about different opportunities, programs, social activities • Suggesting different ideas of social activities and programs available that the client may be interested in • Encouraging the client by discussing their strengths and matching these with different activities and social or community groups and settings.
l)	<p>How did you encourage your client to participate in new social activities or networks that they have chosen to do?</p> <p>Student responses may be similar to:</p> <ul style="list-style-type: none"> • Offering to be with the client in the groups they chose to participate in • Facilitating key speakers of different networks and social activities to conduct a presentation with the client and others • Having information at hand for the client to read through, either online or in hard copy
m)	<p>How did you show recognition and respect to your client whilst respecting their individual differences?</p> <p>Student responses may be similar to:</p> <ul style="list-style-type: none"> • Being non-judgmental • Respecting a client's rights, their confidentiality and privacy • Never making promises and having solid workplace boundaries in place

- | | |
|------------------|--|
| | <ul style="list-style-type: none">• Always be ready to learn from and with the client to ensure they are able to express any concerns• Having good communication skills with the ability to understand and empathise with the client• Having the ability to accept and respect the client's beliefs, values and culture• Being aware of your limitations as a support worker• Always show consistency and have the ability to follow through |
| | |
| Supervisor Name: | |
| Date: | |
| Signature: | |

ACTIVITY 3 – IDENTIFY HAZARDS AND REPORT

You are required to identify two (2) hazards when working with your client's and complete the following Hazard Report Templates for each hazard.

You can use the following scenarios to assist you with undertaking these tasks.

Scenario 1: Lovey is 74 years old and lives in her own home. Sometimes she uses a walking aid to help her move about. You are a new support worker who is tasked to complete household chores and take Lovey shopping once a week. Upon entering Lovey's home, you quickly identify that there is a lot of clutter taking up much of the space around her lounge, hallway, and bedroom.

Scenario 2: Edward is 71 years old and resides in an Aged Care facility. He is an avid reader and can often read one book a week. You enter his room one day and find him squinting under his reading light with his reading glasses on, even though his bedroom is bright, and the curtains are wide open.

Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)

Hazard Report Template – Assessor note: The following is based on Scenario 1
Student responses will vary but similar to the below:

Details of injury (e.g., to a worker or visitor) and treatment			
Date and time of identified hazard	XX/ XX/XXXX	Time of incident	XX.XX am pm
Nature of hazard	Clutter in lounge, hallway, and bedroom		
Location of hazard	Client's home		

Description of hazard			
Arrived at Lovey's home and noticed cluttered items taking up space in her lounge, hallway, and bedroom. Lovely uses a walking aid to help her move about and the cluttering of items may increase her chances of tripping or falling.			
Action taken			
With Lovely's permission, I have removed items from the hallway, lounge, and bedroom into a cupboard in the bedroom.			
Completed by			
Name	(Student name)	Position	
Signature	(Student signature)	Date	XX/ XX/XXXX

Module 9 – CHCCCS031 - Provide Individualised Support

Read through the activities **carefully** to ensure you understand what you need to do, how you need to do it and what evidence you need to collect.

If you have any questions, please contact your Trainer/ Assessor at any time during the process.

IMPORTANT – FOR STUDENT

In order to meet the assessment requirements specified for unit CHCCCS031 - Provide Individualised Support, there are **two (2) sections** outlined within this portion of the SWLA.

Section 1 – Task Simulations

You will complete Section 1 of the SWLA as **simulated tasks**. This must be conducted with the support of your workplace colleagues.

You will also require the use of facilities, equipment, resources and workplace policies and procedures that are outlined within the Section 1 task instructions.

Please note - These tasks are to be simulated and have to be completed **before** you work with 'real individuals and their family, carer or others' in Section 2.

Simulated environments must be designed to reflect conditions and interactions with real people in the workplace.

Assessor instructions: It is a requirement of the Assessment Conditions for this unit that the student must simulate all tasks within Section 1 **before** moving to Section 2. You must inform the student and workplace assessor/supervisor of this requirement during the interview stage.

Section 2 – Structured Workplace Learning Assessment

In this section you will work under close supervision with work colleagues, clients and their family, carer or others identified by the person. See Section 2 for further details of the task instructions.

Note:

You must have completed all of Section 1 tasks and have had your supervisor observe your tasks as well as completing and verifying each Supervisor Checklist before commencing moving to this section.

You must not start Section 2, until you have fully completed Section 1.

IMPORTANT – FOR SUPERVISOR

To comply with the unit of competency assessment conditions for unit CHCCCS031 - Provide Individualised Support there are **two (2) sections** to this portion of the SWLA.

Section 1 – Task Simulations

The student must complete Section 1 of the SWLA as **simulated tasks**. This must be conducted with the support of their workplace colleagues and with close supervision.

The student will require the use of facilities, equipment and resources that are outlined within the Section 1 task instructions. These tasks are to be simulated **before** working with 'real individuals and their family, carer or others'.

Each role play has a specific set of tasks that need to be demonstrated. The role play tasks must include the support of one (1) to two (2) work colleagues for each.

The supervisor must:

Complete the Supervisor Checklists after each task to verify that they have observed the student conduct the simulated task requirements.

The student must be able to access and use the necessary aids, appliances or equipment relevant for the case scenarios, e.g.:

- Slide sheets
- Hoists
- Slings/lifters
- Showering/toileting equipment or continence aids

The activities consist of:

- Task 1 – Fred, a 73-year-old who lives in residential aged care facility
- Task 2 – Lina, a 45-year-old who lives in her own home
- Task 3 – Noel, a 62-year-old who lives in a residential aged care facility
- Task 4 – Min, a 43-year-old who lives in a shared home for people with disability

The tasks within the role plays will include **simulated demonstrations** for:

- Infection control – hand hygiene process
- bed bathing
- dressing, undressing, and grooming.
- eating and drinking using appropriate feeding techniques (video recording)
- shaving (video recording)
- oral hygiene: natural teeth and gums/denture removal, cleaning and insertion/recognising ill-fitting dentures/effective and alternative brushing (video recording)
- showering
- toileting and the use of continence aids
- assisting a person to take pre-packaged medication.
- assisting a person who has fallen.
- transferring a person:
 - between a bed and a chair
 - from seated to standing; and
 - in and out of a car.

The student is to be observed demonstrating each task. The supervisor must complete each of the Supervisor Checklists to verify the student's completion.

PLEASE NOTE:

If you believe that the student has not completed the tasks to a satisfactory level in your supervisory observations, please contact the Trainer/Assessor.

The student **cannot** move to Section 2 – Structured Workplace Learning Assessment until all simulated tasks are accomplished and all Supervisor Checklists are completed and verified.

Section 1: Task

Simulation activities

before Module 9

workplace assessment

SECTION 1 INSTRUCTIONS

The following instructions detail the requirements of these tasks and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.

Student instructions

This is **Section 1 – Task 1** for CHCCCS031 Provide Individualised Support, in addition to the portfolio, third-party report and interview questionnaire completed in the SWLA process.

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.

To be assessed as competent, you must complete all tasks in the spaces required.

Supporting resources

To answer some of the questions and complete the tasks, you will need to access the following resources:

- Access to the LMS learning content
- Access to at least two (2) work colleagues to play the characters of a client or colleague in the role plays.
- Access to the following templates that are provided in this document
 - Appendix 1: Individual Support Plan for Lina (provided in this document)
 - Appendix 2: Incident Report template (provided in this document)
 - Appendix 3 Risk Assessment form
 - Appendix 4: Lina – Email to supervisor
 - Appendix 5: Medication Sheet (Lina)
- Access to the Happyville Compassionate Care Handbook inclusive of the following policies and procedures:
 - Health, safety, and wellbeing
 - Incidents, injury, trauma, and illness
 - Manual handling procedures
 - Administering Medication
 - Accident, Illness, and injury policy
 - Hazard management Policy
 - Infection control policy

The following equipment will also be required:

- Slide sheets
- Hoists
- Slings/lifters
- Showering/toileting equipment or continence aids

Task overview

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

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

- Task 1 : Video recorded role play
- Task 2: Video recorded role play
- Task 3: Video recorded role play
- Task 4: Video recorded role play
- Task 5: Reflective Questions

Role Plays and Written Questions

Section 1 consists of a set of **simulated** roles play video recordings and reflective questions.

For this task there are:

- Four (4) video recordings where simulations must occur prior to being assessed in the workplace.

They are based on four (4) different scenarios which will allow you to demonstrate your skills and knowledge in supporting clients with the use of infection control, assessing support plans, using aids, equipment and devices used by the individual and transferring clients **before** completing the Structured Workplace Learning Activities (SWLA).

You must have access to and be able to use the necessary aids, appliances or equipment relevant for the case scenarios, e.g.:

- Slide sheets
- Hoists
- Slings/lifters
- Showering/toileting equipment or continence aids

The activities consist of:

- Task 1 – Fred, a 73-year-old who lives in residential aged care facility
- Task 2 – Lina, a 45-year-old who lives in her own home
- Task 3 – Noel, a 62-year-old who lives in a residential aged care facility
- Task 4 – Min, a 43-year-old who lives in a shared home for people with disability

The tasks within the role plays will include:

- Infection control – hand hygiene process
- bed bathing
- dressing, undressing, and grooming.
- eating and drinking using appropriate feeding techniques (video recording)
- shaving (video recording)
- oral hygiene: natural teeth and gums/denture removal, cleaning and insertion/reognising ill-fitting dentures/effective and alternative brushing (video recording)
- showering
- toileting and the use of continence aids
- assisting a person to take pre-packaged medication.
- assisting a person who has fallen.
- transferring a person:

- between a bed and a chair
- from seated to standing; and
- in and out of a car.

Each roleplay has a specific set of tasks that need to be demonstrated. The role play tasks must include the support of one (1) to two (2) work colleagues for each.

The duration for each role play is within each of the tasks and must address all elements of the Supervisor Checklist below.

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.

Task 1 – Fred

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

You will require:

- One (1) volunteer to play the role of Fred.
- One (1) volunteer to play the role as a colleague to assist you with this task.
- A bed that Fred will lie in
- A lifter with sling and hoist to transfer Fred
- A transport chair next to the bed to support Fred with toileting and showering
- Equipment to assist Fred with showering (e.g., a Shower Commode)
- Grooming items (brush, toothpaste/toothbrush/denture items/shaver)
- Continence aids
- Appendix 3 Risk Assessment
- Your video recording must be no more than 30 minutes in duration.

Scenario

Fred is 73 years old and lives in a residential care facility. He requires daily support to help him with showering, undressing, dressing, oral hygiene (dentures), shaving and toileting.

Fred uses continence aids.

Fred has limited movement due to a stroke approximately 2 months ago and according to his individualised support plan, he will need a lifter/hoist and sling to hoist him from his bed when moving him.

According to Fred's Individual Support Plan, you must ensure all equipment is prepared to support the showering and toileting activity and seek the support of another worker to assist you.

It is 7.00am and you are assigned to work with Fred. To help him prepare for the day you are required to assist Fred with toileting, showering and grooming. To do this, you will need to transfer Fred from his bed using a lifter, hoist and sling to transfer him.

General well-being/Introduction

- a. Discuss and confirm Fred's preference for personal support and his level of participation.
- b. Prepare and assemble the lifter/hoist and sling to transfer Fred and communicate with him the process, its purpose, and how it will facilitate his transfer.
- c. Prior to physically transferring Fred, conduct a risk assessment, e.g., assess physical environment, apply safe work practices, and complete **Appendix 3 – Risk Assessment** ensuring all sections are completed.

Transferring with lifter/sling/hoist

- d. With another participant who plays the role of a support worker, prepare and transfer Fred from his bed to a transport chair next to his bed using a lifter/hoist and sling.

Toileting and Shower

- e. Maintain Fred's privacy and dignity before, during and after personal care
- f. Support Fred with toileting and applying continence aids.
- g. Assemble and prepare aids, appliances and/or equipment for the shower.
- h. Make sure Fred has access to the necessary equipment required.
- i. Prepare the shower
- j. Undress Fred
- k. Shower, Dry

- l. Dress appropriately

Grooming

- m. Help him to shave
- n. Support him with oral hygiene including denture removal, cleaning and insertion
- o. Brush his hair
- p. Provide support in accordance with workplace policies and procedures

Role-play participant (student) brief

You will build rapport as you greet Fred and work through each of the task instructions in a respectful and professional manner. Using person centred approaches, aim to encourage Fred's independence, for example "Fred would you like to try..... or Fred are you able to..."

Role-play participant (Fred) brief

You are required to play the role of Fred who is lying in his bed waiting for the support worker (student).

The student is responsible for using appropriate skills and knowledge to work with you to prepare you for the day ahead. This will include a **simulation** for showering, undressing, dressing, applying continence aids, oral hygiene, shaving and toileting. The student will seek assistance from another work colleague to transfer you from the bed into a chair using equipment.

Role-play participant (work colleague) brief

You are required to play the role of a work colleague assisting the student.

The student is responsible for using appropriate skills and awareness of when to seek your support. E.g., to help transfer the client. Your role is to be near the student and observing them whilst they conduct the task instructions and wait for when they ask for your assistance.

Recording instructions

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

The recordings must be clearly labelled 'ymmdd_studentname_studentID_CHCCS031_Section1_Task1 and submitted with your assessment for marking.

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 submission.

Supervisor Checklist: Task 1: Fred		
a.	Student discussed and confirmed client's preference for personal support and participation.	<input type="checkbox"/> S <input type="checkbox"/> NYS
b.	Prepare and assemble the lifter/sling to hoist Fred whilst communicating the process, its purpose and how it facilitates with his transfer.	<input type="checkbox"/> S <input type="checkbox"/> NYS
c.	Completed Appendix 2 – Risk Assessment Student completed all sections of Appendix 2 Risk Assessment	<input type="checkbox"/> S <input type="checkbox"/> NYS
d.	Transfer client using lifter, sling and hoist to transfer Fred from bed to transport chair.	<input type="checkbox"/> S <input type="checkbox"/> NYS
e.	Maintain Fred's privacy and dignity when supporting with showering, toileting and applying continence aids.	<input type="checkbox"/> S <input type="checkbox"/> NYS
f.	Student supported client with toileting and applying continence aids.	<input type="checkbox"/> S <input type="checkbox"/> NYS
g.	Student assembled and prepared aids, appliances and/or equipment for shower	<input type="checkbox"/> S <input type="checkbox"/> NYS

h.	Ensured client had access to all necessary equipment required Student ensured necessary showing aids and equipment was easily accessible for the client to use.	<input type="checkbox"/> S <input type="checkbox"/> NYS
i.	Prepared the shower	<input type="checkbox"/> S <input type="checkbox"/> NYS
j.	Undressed client	<input type="checkbox"/> S <input type="checkbox"/> NYS
k.	Proceed with showering and drying client when finished	<input type="checkbox"/> S <input type="checkbox"/> NYS
l.	Dressed client	<input type="checkbox"/> S <input type="checkbox"/> NYS
m.	Student assisted client to shave.	<input type="checkbox"/> S <input type="checkbox"/> NYS
n.	Student assisted client with oral hygiene (dentures)	<input type="checkbox"/> S <input type="checkbox"/> NYS
o.	Student brushed client hair	<input type="checkbox"/> S <input type="checkbox"/> NYS
p.	Provided support in accordance with workplace policies and procedures.	<input type="checkbox"/> S <input type="checkbox"/> NYS

Recording comments:

SUPERVISOR SECTION

To be completed by the Workplace Supervisor verifying all tasks have been demonstrated and completed by the student in accordance with workplace standards.

Workplace Supervisor Name:

Workplace Supervisor Signature: <i>(Handwritten only)</i>	
Date:	

Task 2 – Lina

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

You will require:

- One (1) volunteer to play the role of Lina.
- Appendix 1 – Lina’s Individual Support Plan
- Appendix 4 Email Template
- Appendix 5 Medication Sheet (Lina)
- Breakfast meal for you to prepare and assemble (e.g., cereal, milk, tea, coffee, etc.)
- Mealtime assistive technologies (e.g., non-skid bowl/plate)
- An area where you can wash and dry your hands.
- A simulated medication package (blister pack)
- A vehicle to transfer Lina in and out of.

Lina is 45 years old and lives in her home. You support Lina twice a week to help with transport, meal preparation, medication management and shopping. Another support worker does her washing and household duties such as dusting, sweeping, mopping floors, and making her bed 3 times per week.

Lina has some issues with her mobility. At times it can be difficult for her to lift or pick things up using her hands. She also can experience a lot of pain when bending. With your assistance, she can walk to and from the car and will need help to get into and out of the vehicle.

You are concerned that the current support services she has are not meeting her needs. Additionally, you are also concerned for yours and Lina’s safety when you support her with walking to and from the vehicle and think that it may help if Lina had a walking aid to assist her.

She is sitting at the kitchen table and today you will be preparing Lina’s breakfast, administering her medication, according to her Individual Support Plan (Appendix 1) and transferring her into and out of vehicle.

You will be required to:

Individual Support Plan (Appendix 1)

- Access Lina’s Individual Support Plan to determine the tasks she requires support with.
- Communicate with Lina to encourage her independence and right to making informed decisions.

Food

- Apply appropriate infection control measures before assisting with food preparation.
- Discuss whether Lina’s assistive technology tools (e.g., Meal Divider, Angled cutlery, insulated cups/bowls) are doing ok for her?
- Confirm, prepare, and assemble mealtime assistance techniques and assistive technologies, supporting Lina with her eating and drinking.

Medication

- Administer Lina’s medication according to her Individual Support Plan. You must be sure to work through the “Rights” of medication when supporting Lina with her pre-packaged medication.
Important: If you do not have access to workplace policies and procedures, please refer to the Administering of Medication Procedure in the Happyville Compassionate Care Handbook within the

LMS. After administering Lina’s medication, record all details on the **Appendix 5 Medication Sheet (Lina)**

Transferring

- Being mindful of safe manual handling practices ensure Lina is comfortable and assist her by transferring her from the Kitchen dining room chair where she is *sitting, to a standing position*; and
- Transfer Lina into and out of a vehicle.

Support service concerns

- Discuss your concerns with Lina regarding:
 - Identified need for assistive technology
 - Current safety issues when walking Lina to and from the car for yourself and for her
 - Potential solutions with assistive technology that could assist her to meet these needs
 - Ask Lina for her opinion and consider her input, addressing any concerns she has
 - Engage in collaborative decision making and respect her autonomy in making the final decision
 - Access the **Appendix 4 Email Template** and write an email to report this incident to your supervisor.

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

Role-play participant (student) brief

You will be supporting Lina by helping to prepare breakfast, taking her medication, and transferring her in and out of vehicle. Lina has some issues with her mobility. At times it can be difficult for her to lift or pick things up using her hands. She also can experience a lot of pain when bending. She can walk to the car but will need help to get into and out of the vehicle.

You will confirm any changes with Lina and advise her that you will report this information to your supervisor and who will organise another support worker as soon as possible.

Role-play participant (Lina) brief

You are required to play the role of Lina who has some issues with mobility and can find it difficult to pick things up using her hands. Lina also finds it painful when bending.

You will be sitting at a table waiting for the student to prepare breakfast.

The support worker (student) is responsible for using appropriate skills and knowledge to work with you to prepare the meal with the use of assistive technology such as a meal divider. The student will also simulate administering medication and transferring you into and out of a vehicle.

The student will discuss concerns about unfinished household duties that were meant to be completed by another support worker. When the student asks the following questions, your response should be similar to the following:

1. You feel that the support worker who conducts your household duties has not been meeting your needs for the past few weeks, but you haven’t had the energy to tell anyone about it.
2. You would like a new support worker to take over who is capable of doing the household duties as required in a proper and efficient manner.

Recording instructions

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

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task2 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.

Supervisor Checklist: Task 2: Lina		
a.	Student accessed Lina's Individual Support Plan to determine the tasks she requires support with.	<input type="checkbox"/> S <input type="checkbox"/> NYS
b.	Student communicated with Lina to encourage her independence and right to make informed decisions.	<input checked="" type="checkbox"/> S <input type="checkbox"/> NYS
c.	Student applied appropriate infection control measures before meal preparation.	<input type="checkbox"/> S <input type="checkbox"/> NYS

d.	Student discussed whether Lina's assistive technology tools (e.g., Dinner Divider, Angled cutlery, insulated cups/bowls are doing ok for her?	<input type="checkbox"/> S <input type="checkbox"/> NYS
e.	Student confirmed, prepared, and assembled mealtime assistance techniques and assistive technologies, supporting Lina with her eating and drinking.	<input type="checkbox"/> S <input type="checkbox"/> NYS
f.	Student supported her to take her pre-packaged medication according to workplace practices and procedures including completing Appendix 5 Medication Sheet.	<input type="checkbox"/> S <input type="checkbox"/> NYS
g.	Student was mindful of safe manual handling practices to ensure Lina is comfortable and assist her by transferring her from the Kitchen dining room chair where she is sitting, to a standing position.	<input type="checkbox"/> S <input type="checkbox"/> NYS
h.	Student transferred Lina into and out of a vehicle.	<input type="checkbox"/> S <input type="checkbox"/> NYS
i.	Support service concerns Student discussed their concerns with Lina regarding:	<input type="checkbox"/> S <input type="checkbox"/> NYS
j.	Student reported the issue to Supervisor via Email using Appendix 4 Email Template.	<input type="checkbox"/> S <input type="checkbox"/> NYS
k.	Provided support in accordance with workplace policies and procedures.	<input type="checkbox"/> S <input type="checkbox"/> NYS

Recording comments:

SUPERVISOR SECTION

To be completed by the Workplace Supervisor verifying all tasks have been demonstrated and completed by the student in accordance with workplace standards.

Workplace Supervisor Name:	
Workplace Supervisor Signature: <i>(Handwritten only)</i>	
Date:	

Task 3 – Noel

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

You will require:

- One (1) volunteer to play the role of Noel
- One (1) volunteer to play the role of a Supervisor
- A bed
- Slide Sheets
- Grooming items (e.g., shampoo, face towel, brush, toothbrush, toothpaste)
- Basin
- Towels
- Clothing

Noel is 62 years old and lives in an aged care facility. He is quite independent and able to take care of himself. Recently Noel had a fall, spraining his ankle and has a swollen right wrist, so he is not able to get out of the bed for the moment.

Today you will be assisting him with a bed bath and brushing his natural teeth. Your supervisor will be supporting you.

Once you have completed bathing Noel, he will discuss his concerns with you, and that he finds the use of Slide Sheets uncomfortable and would prefer a lifter/hoist and sling. He tells you that he doesn't like to be bathed in bed and would prefer to be taken to the bathroom or shower where it is more private.

You will be required to:

- a. Confirm Noel's support requirements and preferences according to workplace policies and procedures.
- b. Prepare the necessary equipment to brush Noel's teeth and to give his *bed bath*, e.g., adjust the bed, remove jewellery, ensure the room is warm, have toothbrush, toothpaste ready.
 - When brushing Noel's teeth, you must provide him with information about:
 - Taking care of his natural teeth and gums
 - Effective brushing; and
 - Alternatives to brushing.
- c. With the support of your Supervisor, apply slide sheets to be able to safely manoeuvre Noel when you are giving him a bed bath
- d. Ensure you maintain dignity, confidentiality, and privacy while you bathe Noel.
- e. Ensure Noel is dressed and comfortable.
- f. After brushing Noel's teeth and bathing him you will need to ensure all equipment is packed away and the area is clean.
- g. Listen, discuss, and address Noel's concerns with him and your supervisor ensuring that you:
 - Introduce Noel's concerns about transitioning from bed bathing to using the shower and replacing slide sheets with a hoist/lifter and sling.
 - Summarise Noel's reasons for requesting the change.
 - Emphasise that Noel's safety and desire for the transition are the main focus of the discussion.
 - Address the safety measures in the bathroom, such as non-slip mats, grab bars, and shower chairs, to ensure a safe showering experience for Noel.
 - Provide information and options regarding the transition and available equipment.
 - Discuss the possibility of a trial period to facilitate the transition.
 - Encourage Noel to share his thoughts and feedback during the discussion.

- Collaborate on the decision-making process, involving Noel and the supervisor.
 - Document the decision reached and the agreed-upon plan for Noel's transition to shower/bathroom use with a lifter/hoist and sling.
- h. Provide support in relation to Noel's concerns in accordance with workplace policies and procedures

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

Role-play participant (student) brief

You will build rapport as you greet Noel and advise him that it is time to prepare for the day, e.g. brush teeth, and bed bath. You will also identify a small lesion on Noel's back and advise him and your supervisor.

When discussing any concerns with Noel, he will advise you that he prefers not to use slide sheets as he finds them uncomfortable.

Role-play participant (Noel) brief

You are required to play the role of Noel who is lying awake in bed. The support worker (student) will demonstrate their skills and knowledge to:

- Brush teeth
- Prepare the necessary equipment to conduct a bed bath.

The student will ask you if you have any concerns and you will advise the student that:

- You would prefer to use the bathroom instead of a bed bath
- You find the use of Slide Sheets very uncomfortable
- You would prefer a lifter/hoist and sling be used for transfer without using slide sheets.

Role-play participant (supervisor) brief

You are required to play the role of a supervisor who is assisting the student.

The student is responsible for using appropriate skills and awareness of when to seek your support. E.g., to help transfer the client, to discuss the lesion on Noel's back. Your role is to be near the student and observe them whilst they conduct the task instructions and wait for when they ask for your assistance. Once you have assisted the student, you may excuse yourself from the role play.

Recording instructions

To ensure that the recorded elements of this task meet assessment requirements, carefully review the *Supervisor 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_Task3 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.

Supervisor checklist: Task 3: Noel		
a.	Student confirmed Noel's support requirements and preferences according to workplace policies and procedures	<input type="checkbox"/> S <input type="checkbox"/> NYS
b.	Student prepared the client for the bed bath	<input checked="" type="checkbox"/> S <input type="checkbox"/> NYS
c.	Student used slide sheets to adjust/move Noel in preparation for bed bath:	<input checked="" type="checkbox"/> S <input type="checkbox"/> NYS
d.	Student maintained the client's dignity, confidentiality and privacy while bed bathing.	<input type="checkbox"/> S <input type="checkbox"/> NYS
e.	Student ensured Noel is dressed and comfortable	<input type="checkbox"/> S <input type="checkbox"/> NYS
f.	Student checked to ensure all equipment was packed away and that Noel was comfortable.	<input type="checkbox"/> S <input type="checkbox"/> NYS
g.	Student listened, discussed and addressed Noel's concerns with him and supervisor.	<input type="checkbox"/> S <input type="checkbox"/> NYS
h.	Student provided support in accordance with workplace policies and procedures.	<input type="checkbox"/> S <input checked="" type="checkbox"/> NYS
Recording comments:		
SUPERVISOR SECTION To be completed by the Workplace Supervisor verifying all tasks have been demonstrated and completed by the student in accordance with workplace standards.		
Workplace Supervisor Name:		
Workplace Supervisor Signature: <i>(Handwritten only)</i>		

Date:

Task 4 – Min Yan

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

You will require:

- A clear inside space for volunteer to lie on the ground to simulate a fall.
- One (1) volunteer to play the role of Min
- One (1) volunteer to play the role of Min’s mother
- Appendix 2 Incident Report template

Min is 43 years old and Chinese Australian. She has an acquired brain injury caused from an accident when she was 13 years old. She lives in a shared support home with one other person. Support workers assist her with her daily living activities.

Min’s mother is also part of the Support Team and is included in all decision making for and with Min. Her mother visits Min every Saturday and Sunday.

You arrive for your shift and find Min on the kitchen floor. Her mother is kneeling on the floor trying to help her daughter. Min has said that her left-hand hurts from trying to stop her fall, but she can still move it.

You are required to:

- a. Use fall recovery techniques to assist Min up from the floor.
- b. Respectively consult with Min’s mother to see if there are any specific physical, sensory or cultural preferences that you need to be aware of.
- c. Sit with Min and her mother and monitor Min’s safety once you have supported her to the sitting position.
- d. Respectfully advise Min’s Mother that you will complete and Incident Report and ask whether she has any questions.
- e. Complete the attached **Appendix 2 Incident Report**
- f. Provide support in accordance with workplace policies and procedures

Your video recording must be no more than 5 minutes in duration.

Role-play participant (student) brief

You go to the kitchen floor to help Min and work through each of the task instructions in a respectful and professional manner.

Role-play participant (Min Yan) brief

You are required to play the role of Min, who is lying on the floor.

The student is responsible for using appropriate skills and knowledge to work with you to conduct the falls recovery process. Min’s right hand is hurting when trying to hold the fall, but it is not sprained or broken.

Role-play participant (Min's Mother) brief

You are required to play the role of Min's Mother who is kneeling on the floor with Min and trying to help her.

Once the student conducts the floor recovery process, they will address you respectfully, and let you know that an Incident Report will be completed. The student will ask if you have any questions, to which you will reply "no".

The student is responsible for using appropriate skills to support Min from the floor onto a chair. The student will ask you if there are any specific physical, sensory or cultural preferences that they need to be aware of when support Min, in which you will respond "no".

Recording instructions

To ensure that the recorded elements of this task meet assessment requirements, carefully review the *Supervisor 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_Task4 and submitted with your assessment for marking.

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.

Supervisor Checklist: Task 4: Min		
a.	Student used floor recovery techniques to assist Min up from the floor	<input type="checkbox"/> S <input type="checkbox"/> NYS
b.	Student respectfully consulted with Min’s mother to see if there are any specific physical, sensory or cultural preferences that you need to be aware of.	<input checked="" type="checkbox"/> S <input type="checkbox"/> NYS
c.	Student sat with Min and her mother to ensure they monitored Min’s safety once they supported her to the sitting position.	<input type="checkbox"/> S <input type="checkbox"/> NYS
d.	Student completed the attached Appendix 2 Incident Report	<input type="checkbox"/> S <input type="checkbox"/> NYS
e.	Provided support in accordance with workplace policies and procedures.	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments: 		
SUPERVISOR SECTION To be completed by the Workplace Supervisor verifying all tasks have been demonstrated and completed by the student in accordance with workplace standards.		
Workplace Supervisor Name:		
Workplace Supervisor Signature: <i>(Handwritten only)</i>		
Date:		

Task 5 – Reflective Questions

a.	<p>Consider Fred’s dignity of risk, your duty of care and upholding his rights. Now, imagine that Fred did not want you to help him with showering, and insisted on showering himself. How could you arrange to have his matter addressed? (Word count 60 – 70)</p>
b.	<p>What could you do if Fred tells you that his dentures are uncomfortable, and he is having issues chewing his food? (Word count 30 – 35)</p>
c.	<p>You have noticed a change in Fred’s behaviour over the past week. He seems to be sad, quiet, and becoming increasingly withdrawn.</p> <ol style="list-style-type: none"> 1. How could you find out what is going on and what he needs? 2. What signs can you identify? 3. Would this issue need to be referred to and/or reported and if so, how? <p>(Word count 65-70)</p>
1.	
2.	
3.	
d.	<p>Noel has advised you that he would like to see a dietician as he is concerned that he may be eating too much sugar. You support Noel by making a referral to a dietician.</p> <p>What is the process you would use to make a referral? (Word count 55-60)</p>
e.	<p>You have supported Min and applied the falls recovery technique to help her. Why do you need to document and report this incident? (Word count 85-90)</p>
f.	<p>Walk through the steps you would take if Lina had an adverse reaction to her medication? (Word count 30-35)</p>
g.	<p>What process would you consider if Lina refused to or was unable to take her medication (Word count 195-200)</p>
h.	<p>Consider Lina’s Individual Support Plan then list 2 legal and ethical considerations as a support worker.</p>

	(Word count 40-45)	
	Legal considerations	Ethical considerations
	1.	1.
	2.	2.
i.	Choose one (1) video role play that you have completed and describe how you monitor your work to ensure you are meeting your required work procedures and standards when supporting the client. (Word count 80-85)	
j.	When you have completed recording, reporting or documenting incidents or notes about a client, describe how you maintain and store this information according to workplace policies and procedures. (Word count 55-60)	

SUPERVISOR SECTION

To be completed by the Workplace Supervisor verifying all tasks have been completed by the student in accordance with workplace standards.

Workplace Supervisor Name:	
Workplace Supervisor Signature: <i>(Handwritten only)</i>	
Date:	

Appendix 1 – Lina Smyth Individual Support Plan

Lina Smyth – Individual Support Plan (ISP)

My Service Coordinator is:	A. Supervisor Office number: 03 2541 1455
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My Case Manager is :	A. Student Mobile number: 0400 1001 100 Email: a.student@email.com
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ISP start date:	21.03.2023
ISP review due date:	21.04.2024

About me

Hi, my name is Lina, and I am 45 years old. I love to draw, and I go to art classes. My favourite food is all Chinese food, and I also like a treat from our Fish and Chip Shop. I have bad arthritis in my hips, arms, shoulder, and fingers which sometimes stops me from being able to take care of myself. My support worker needs to help me if my body is in too much pain, especially if I am bending or holding things in my hands.

Date of birth: 06/09/1979

Preferred contact details:

Home number: No home phone

Mobile number: 04320412456

Email: linasmyth@email.com

My appointed guardian or carer contact details:

Name: Mary and Troy Smyth (parents)

Mobile number: 0432 1234 5678

Email: myparents@email.com

My family and friends

My mum, my dad and my sister are my informal supports. They come and check in on me every week. We have dinner every Friday night. Sometimes my mum will cook dinner and bring it to the house and other times my dad or sister will take me to their home for dinner.

My services and community involvement

- I go shopping once a fortnight with my support worker or with my mum and dad.
- I go to my art class once a week.

My supports

My mum my dad and my sister come to see me every week and I love their visits.

My physiotherapist also comes to my house each week.

I have 2 support workers.

One comes and sees me 2 times a week to help me with things I like to do like art and take me out shopping for food. Sometimes they have to help me prepare my meals and also feed me.

Another support worker helps with my house chores 3 times per week. They help with chores such as cleaning the lounge and kitchen, dusting, mopping the floors, doing the laundry, and making my bed.

Medication administration

Lina has Meloxicam medication to manage her joint pain each morning.

Medication to be administered daily by support worker.

If I have any questions or my circumstances changes, I will contact my Case Manager.

Concerns:

Experiences lower back pain, arm (both) and joint pain which impacts on her daily life. She has become increasingly isolated. Lina is still mobile, however will often require support standing/sitting or transferring and eating depending on the pain levels. Lina can experience ongoing body pain in her hips, knees, arms, shoulders, neck and fingers due to severe arthritis.

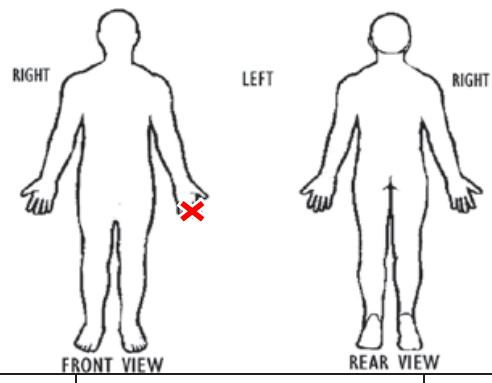
Goal

Lina feels comfortable walking around the shops accompanied with a family member or support worker for short periods of time.

Abilities:

- Able to shower, dress, undress
- Is mobile but may need support at times.
- Able to eat independently but depending on pain in arms and hands may need assistance
- Able to communicate if pain is too much.

APPENDIX 2 – Incident Report

Incident report			
Details of injury (e.g., to a worker or visitor) and treatment			
Date of incident	XX/ XX/XXXX	Time of incident	XX.XX am pm
Nature of incident	Near miss	First aid	Medical treatment required
Name of injured person	Min Yan		
Address	Unit 1/15 McLeod Street		
Occupation	N/A		
Date of birth	21/06/1991		
Telephone	XXXXXXXXXX		
Employer	N/A		
Activity in which the person was engaged at the time of injury	Min was attempting to walk towards the sofa from the kitchen and tripped, falling t the ground.		
Exact site location where injury occurred	Min has advised that she has hurt her left hand, but it doesn't feel too bad.		
Nature of injury – e.g., fracture, burn, sprain, foreign body in eye	Sore hand.		
Body location of injury (indicate location of injury on the diagram)	 <p>The diagram consists of two human silhouettes. The left silhouette is labeled 'FRONT VIEW' and has a red 'X' on its left hand. The right silhouette is labeled 'REAR VIEW' and has a red arrow pointing to its left hand. Labels 'RIGHT' and 'LEFT' are placed above each silhouette to indicate orientation.</p>		
Treatment given on site	Attended GP	Name of treating person	Dr

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	Min's Mother	Witness contact	0422 1234 5687
Witness name		Witness contact	

Description of incident

Student walked into the kitchen and noticed Min lying on the floor. Min's mother was sitting next to her trying to help her up from the floor.

Min advised that she was walking from the kitchen to the lounge but tripped over. Her left had felt sore but not sprained or broken.

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

Checked Min and supported her using the Floor Recovery process. Offered Min water and monitored her for half an hour. Supervisor notified of incident. Medical Appointment made for Min to see her local GP.

Completed by

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

APPENDIX 3 - Risk Assessment form

RISK ASSESSMENT RATING MATRIX

Use this table to determine the current risk for each identified hazard.

		LIKELIHOOD				
		Rare The event will only occur in exceptional circumstances	Unlikely The event is not likely to occur in a year	Possible The event may occur within a year	Likely The event is likely to occur within a year	Almost certain The event is almost certain to occur within a year
CONSEQUENCE	Severe/Catastrophic (Accidental death/serious injury)	MEDIUM	HIGH	EXTREME	EXTREME	EXTREME
	Major (serious injury)	MEDIUM	MEDIUM	HIGH	EXTREME	EXTREME
	Moderate (Lost time due to workplace injury)	LOW	MEDIUM	HIGH	HIGH	HIGH
	Minor (Minor workplace injury – no lost time)	LOW	LOW	MEDIUM	MEDIUM	MEDIUM
	Minimal (no injury)	LOW	LOW	LOW	LOW	LOW

RISK LEVELS

Resolution at each level involves reducing the risk level to a lower level of risk

- **Extreme** – requires immediate assessment with management consideration. A detailed plan, regular monitoring and reporting are required with a target resolution within 1 month timeframe

- **High** – requires immediate assessment with senior staff consideration, planning and reporting.
Target resolution should ideally be within 3 months
- **Medium** – reviewing of existing controls and planning required. Resolution timeframe should be within 1 year
- **Low** – the risk may be tolerable and controlled if managed with high quality process and procedures.

RISK ASSESSMENT FORM						
Site supervisor/manager			<i>(Supervisors name)</i>		Date	<i>XX/XX/XXXX</i>
Name of person completing risk assessment			<i>(Students name)</i>			
Hazard identification and initial risk rating				Control measures and actions		
Hazard (current and existing)	Potential risk/harm	Likelihood of harm occurring	Consequence level	Risk level rating	Current control measures & effectiveness	Further action/controls required
Environmental	Obstacles	Low	Minimal	Low	Room is clear and free of clutter. No-slip mats are in place	
Equipment malfunction	Hoist and lifters may experience equipment malfunction or failures	Low	Minimal	Low	Regular inspections and upkeep of maintaining the equipment. Adequate staff training to use equipment.	

RISK ASSESSMENT FORM

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APPENDIX 4: Task 2: Lina- Email to Supervisor

To: supervisor@hcc.com.au
From: astudent@hcc.com.au
Subject: Client: Lina Smyth
<p>Email Body:</p> <p>Dear Supervisor</p> <p>I wanted to report that I met with Lina today and wanted to raise the following issues with you. Lina has some issues with her mobility. I have been helping Lina walk to and from the car when I take her to art class each week and I am concerned for our safety given her mobility issues and the risk of slipping, losing balance or falling.</p> <p>For myself, I am worried about strain and injury because of the physical support I am providing her, even though I use adequate manual handling techniques.</p> <p>I spoke with Lina, and we discussed various types of walking aids that could help with walking to and from the vehicle and she has decided that she would like to be provided with a walking aid to assist her. She is interested in a Seat Walker which will not only give her support when needed, but she is also able to use it as a seat if she needs to rest.</p> <p>Can you please approve this request so that we are able to help Lina.</p> <p>Thank you A.Student</p>

APPENDIX 5 – Medication Sheet (Lina)

Medication Sheet

Client information		
Name	Lina Smyth	
Date of birth	06/09/1979	
Medication to be administered		
X1 Meloxicam tablet with or without food.		
Reason for medication	Arthritis	
Time administered	Date	Signature
	0800	05.10.2023

Section 2: Structured Workplace Learning Assessment/Activity

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

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ASSESSOR GUIDE



Section 2 of the SWLA for CHCCCS031 Provide Individualised Support will be completed within your work placement setting where you will conduct the following activities.

IMPORTANT:

You must have completed all of Section 1 tasks and have had your supervisor observe your tasks as well as completing and verifying each Supervisor Checklist **before** commencing this section.

You must not start this section, until Section 1 is fully completed.

Activity 1: Support Individuals with physical support activities

You must complete all the following tasks in the workplace when supporting individuals:

On **three (3) occasions** you must undertake the following to support an individual with:

- a) Conducting a bed bath using slide sheets
- b) Dressing, undressing, and grooming
- c) Eating, drinking, and using mealtime assistance techniques and equipment, ensuring your client has physical access.
- d) Oral hygiene for natural teeth and dentures
- e) Toileting and the use of continence aids
- f) Showering a person and use a lifter/hoist and sling for transferring at least once.
- g) Transferring a person between a bed chair and use lifter/hoist and sling for transferring at least once.
- h) Transferring a from seated to standing and use a lifter/hoist and sling for transferring at least once.
- i) For tasks (f), (g) and (h) it is important that the lifter/hoist and sling is used on **three (3) occasions**. For example: Once when conducting task (f), once when conducting task (g) and once when conducting task (h).

On **1 occasion**, you must:

- j) Support an individual with shaving. For instance, you may support a person in the previous tasks with grooming or showering and then shaving.

On **three (3) occasions** you must:

- k) Complete **Appendix 1 - Detailed personal support activity summary**

On **all occasions** you must demonstrate support activities according to workplace policies and procedures

- l) For the support activities being recorded you must demonstrate the following standard workplace practices relevant to your organisations workplace policies and procedures such as:
 - o Refer to the individual support plan and informing the individual, their carer/family or other identified by the person, of the support activity you are going to provide.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

- Letting them know you have reviewed their care plan and confirm with them their preference for support (i.e., moving to the bathroom themselves, sitting on a shower chair in the bathroom to have their shaving completed)
- Providing information to the individual on the process of the activity you are going to undertake to assist them with participating effectively
- Safely prepare for each task (i.e., set up aids and equipment correctly)
- Identify and respond to any safety risks and alert the client of these if appropriate
- Maintain confidentiality, privacy and preserve the dignity of the person.
- Provide support according to duty of care and dignity of risk considerations

Before undertaking any of these support activities you must be able to **access and refer to the individualised care plan for each individual** you are working with to enable you to refer to their plan and confirm support services to be provided, ensuring all workplace processes and procedures are followed.

As you will most probably complete many of the activities above with clients (for example, dressing, undressing, and grooming, eating, and drinking, oral hygiene, and use of aids) mark this in your portfolio as relevant.

Not all of these activities will be able to be video recorded to maintain the individual's privacy and dignity. Therefore, you should provide the following evidence where a video recording is not appropriate:

- photographs of the set up for a bed bath and a shower
- de-identified individualised client plans
- relevant workplace policies and procedures
- a detailed personal support activity summary (*Appendix 1*)

Important: For each client you work with, you must complete Appendix 1 - Detailed personal support activity summary which is to be signed by your supervisor.

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_CHCCCS031_Activity1_1_SWLA_Portfolio 2',

yymmdd_studentname_studentID_CHCCCS031_Activity1_2_SWLA_Portfolio 2' and

yymmdd_studentname_studentID_CHCCCS031_Activity1_3_SWLA_Portfolio 2' submitted with your assessment for marking.

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

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

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.

Activity 1: Assessor Checklist

Before assessing this section, you must review the third-party report signed by the supervisor detailing the student's ability to complete showering, bed bathing, dressing, undressing and toileting.

a.	On three (3) occasions , the student supported an individual with bed bathing using slide sheets. Evidence supporting an individual to bed bath uploaded by the student. Suitable evidence must include: <ul style="list-style-type: none"> • A detailed third-party supervisor report • Individuals care plan outlining bed bath support requirements • Photographs of the student supporting an individual using slide sheets, e.g.: Slide Sheets <ul style="list-style-type: none"> ○ Prepared the environment by clearing obstacles and ensuring the area is safe. ○ Assess the person's condition and specific needs. ○ Position slide sheets under the head/shoulders and hips/thighs. ○ Communicated and instructed the individual before, during and after transferring. ○ Positioned themselves and another support worker on each side of the bed ○ Coordinate movements and shift the person's weight onto the sheets. ○ Slide smoothly and with control. ○ Monitored the person's comfort and adjust if needed. ○ Removed slide sheets once in the desired position. 	1	2	3
		<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

	<ul style="list-style-type: none"> ○ Ensured post-transfer safety and stability. ● Workplace policies and procedures specific to bed bathing ● Photographs of the bed bathing set up including any aids, and other equipment, i.e.: <ul style="list-style-type: none"> ○ basins ○ wash cloths ○ bath towels ○ hand towels ○ shampoo/condition ○ lotion ○ client's clothing ○ bed pan or urinal ○ clean blanket ○ bath thermometer 			
Comments				
b.	<p>On three (3) occasions, the student supported an individual dressing, undressing, and grooming.</p> <p>Evidence supporting an individual to dress, undress and groom uploaded by the student.</p> <p>Suitable evidence includes:</p> <ul style="list-style-type: none"> ● A detailed third-party supervisor report ● Individuals care plan outlining dressing and grooming support requirements ● Workplace policies and procedures specific to dressing, undressing, and grooming ● Photographs of the grooming set up including aids and equipment (i.e., walker, wheelchair) 	1	2	3
		<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS
Comments				
c.	<p>On three (3) occasions, the student supported an individual to eat and drink.</p> <p>Student has uploaded a 5-10 minute video <i>assisting a person to eat and drink.</i></p> <p>Student demonstrated the following:</p> <ul style="list-style-type: none"> ● Inform the individual of the support activity 	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

	<ul style="list-style-type: none"> Confirmed with client their preference for support (i.e., assistance using utensils, having food and drink brought up to their mouth) Provide information to the client on the process of the activity that supports their Individual Care Plan and promote their independence and right to make informed decisions. Safely prepared for each ask (i.e., ensure the client is in a comfortable position) Identify any safety risks and alert the client of these if appropriate (i.e., choking hazards, food, and drink temperature) Assisted the client to eat and drink according to their preferences <ul style="list-style-type: none"> Allowed the client sufficient time to chew their food Asked the client if they were ready for more Supported the client to use the utensils if required Checked the client was satisfied before removing the food and drink/dishes Used a napkin or wipe to clean the clients face where required. 			
Comments				
d.	<p>On three (3) occasions, the student supported a person with their oral hygiene.</p> <p>Student has uploaded a 5-10 minute video <i>maintaining a person's oral hygiene.</i></p> <p>Student demonstrated the following:</p> <ul style="list-style-type: none"> Informed the individual of the support activity Confirmed with client their preference for support (i.e., assistance applying the paste to the brush , having their teeth and mouth cleaned completely by the student. If client uses dentures: Student safely removed then, used effective or alternative brushing methods, safely cleaned and inserted dentures, was able to identify if dentures were ill fitting) Provided information to the client on the process of the activity Safely prepared for each ask (i.e., ensure the client is in a comfortable position, toothbrush is clean) Identified any safety risks and alert the client of these if appropriate (i.e., keeping their mouth open, potential choking/gagging) Assisted the client with their oral hygiene according to their preferences Checked the client was satisfied with the result before packing up the oral cleaning equipment Used a small wet towel to wipe clients face where required. 	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Comments				
e.	<p>On three (3) occasions, the student supported an individual with toileting and using continence aids.</p> <p>Evidence supporting an individual to toilet and use continence aids uploaded by the student.</p> <p>Suitable evidence includes:</p> <ul style="list-style-type: none"> • A detailed third-party supervisor report • Individuals care plan outlining toileting support requirements • Workplace policies and procedures specific to toileting • Photographs of the toileting and continence aids set up including any aids and equipment (i.e., bathroom, toilet chair, continence pads, catheter, continence pants) 	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS
Comments				
f.	<p>On three (3) occasions, the student supported an individual showering and used a lifter/hoist and sling for transferring at least once.</p> <p>Evidence supporting an individual to shower uploaded by the student.</p> <p>Suitable evidence includes:</p> <ul style="list-style-type: none"> • A detailed third-party supervisor report • Individuals care plan outlining shower support requirements • Workplace policies and procedures specific to showering • Photographs of the showering set up including any aids and equipment (i.e., shower chair, shower handles, towels, soap/wash, face washers) 	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

g.	<p>On three (3) occasions, the student transferred a person between a bed and a chair and used a lifter/hoist and sling for transferring at least once.</p> <p>Evidence supporting an individual to shower uploaded by the student. Suitable evidence includes:</p> <ul style="list-style-type: none"> • A detailed third-party supervisor report • Individuals care plan outlining shower support requirements • Workplace policies and procedures specific to showering • Photographs of the showering set up including any aids and equipment (i.e., shower chair, shower handles, towels, soap/wash, face washers) 	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS
h.	<p>On three (3) occasions, the student transferred a person from seated to standing and used a lifter/hoist and sling for transferring at least once.</p> <p>Evidence supporting an individual to shower uploaded by the student. Suitable evidence includes:</p> <ul style="list-style-type: none"> • A detailed third-party supervisor report • Individuals care plan outlining shower support requirements • Workplace policies and procedures specific to showering • Photographs of the showering set up including any aids and equipment (i.e., shower chair, shower handles, towels, soap/wash, face washers) 			
i.)	<p>For tasks (f), (g) and (h), the student demonstrated the use of a lifter/hoist and sling to transfer individuals totaling a number of three (3) occasions.</p> <p>Evidence supporting an individual to shower uploaded by the student. Suitable evidence includes:</p> <ul style="list-style-type: none"> • A detailed third-party supervisor report • Conducted and implemented a risk assessment, engaging additional assistance when required • Individuals care plan outlining shower support requirements • Workplace policies and procedures specific to showering • Photographs of the showering set up including any aids and equipment (i.e., shower chair, shower handles, towels, soap/wash, face washers) <p>When using the lifter/hoist and sling the student demonstrated: Hoist</p>	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS
		<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

	<ul style="list-style-type: none"> • Ensure the hoist is in proper working condition and all safety features are functioning. • Position the hoist in a stable and accessible location. • Assess the person's condition and confirm that using a hoist is appropriate and safe for them. • Prepare the sling and ensure it is the correct size and type for the person. • Assist the person to sit on a suitable surface, such as a chair or bed, and explain the hoisting process to them. • Position the sling underneath the person, ensuring it is properly fitted and adjusted for comfort and support. • Attach the sling securely to the hoist, following the manufacturer's instructions and ensuring all connections are secure. • Activate the hoist gradually, using the controls to lift the person smoothly and evenly. • Monitor the person's comfort and stability during the lift, ensuring the sling supports them adequately. • Guide the hoist to the desired location with controlled movements, being cautious of obstacles or hazards. • Gradually lower the person onto the target surface, ensuring a safe and comfortable landing. • Detach the sling from the hoist as per the manufacturer's instructions, being careful to avoid any sudden movements. • Check the person's comfort and well-being after the lift, making any necessary adjustments to their position or support. <p>Lifter</p> <ul style="list-style-type: none"> • Ensure the lifter is in proper working condition and all safety features are functioning. • Position the lifter in a stable and accessible location. • Assess the person's condition and confirm that using a lifter is appropriate and safe for them. • Prepare the sling and ensure it is the correct size and type for the person. • Assist the person to sit on a suitable surface, such as a chair or bed, and explain the lifting process to them. • Position the sling underneath the person, making sure it is properly fitted and adjusted for comfort and support. • Attach the sling securely to the lifter, following the manufacturer's instructions and ensuring all connections are secure. • Activate the lifter gradually, using the controls to lift the person smoothly and evenly. • Monitor the person's comfort and stability during the lift, ensuring the sling supports them adequately. 	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS
		<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

	<ul style="list-style-type: none"> • Guide the lifter to the desired location with controlled movements, being cautious of obstacles or hazards. • Gradually lower the person onto the target surface, ensuring a safe and comfortable landing. • Detach the sling from the lifter as per the manufacturer's instructions, being careful to avoid any sudden movements. • Check the person's comfort and well-being after the lift, making any necessary adjustments to their position or support. <p>Sling</p> <ul style="list-style-type: none"> • Assess the person's condition and confirm the suitability of using a sling. • Choose the appropriate sling size and type based on their needs and weight. • Position the person in a safe area and explain the process to them. • Place the sling carefully under the person, ensuring proper fit and adjustment. • Attach the sling securely to the lifting device as per the manufacturer's instructions. • Communicate with the person and ensure their cooperation. • Activate the lifting device gradually, lifting the person smoothly and safely. • Monitor their stability and comfort during the lift. • Guide the lifting device to the desired location, watching for obstacles. • Lower the person gently onto the target surface. • Detach the sling from the lifting device following the manufacturer's instructions. • Check the person's comfort and make necessary adjustments. 			
Comments				
j.	<p>On one (1) occasion the student supported a person with shaving</p> <p>Student has uploaded a 5-10 minute supporting a person with shaving demonstrating the following skills or similar:</p> <ul style="list-style-type: none"> • Prepared a clean and well-lit area for shaving. • Gathered the necessary supplies: a razor (electric or manual), shaving cream or gel, a bowl of warm water, a clean towel, and aftershave or moisturizer (optional). • Helped the person sit in a comfortable and supported position, such as in front of a mirror or with a mirror placed in front of them. 	<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"> • Applied shaving cream or gel to the person's face, covering the areas to be shaved. • If using a manual razor, wet it in warm water to soften the blades. • Assisted the person in gently shaving in the direction of hair growth, using short and light strokes. If using an electric razor, guide them in making slow and steady movements. • Rinsed the razor frequently to remove hair and shaving cream buildup. • After shaving, help the person rinse their face with warm water to remove any remaining shaving cream. • Gently patted their face dry with a clean towel. • Applied aftershave or moisturizer, if desired, to soothe the skin and prevent irritation. • Cleaned and stored the shaving supplies properly for future use. 													
Comments														
k.	<p>One three (3) occasions, the student completed Appendix 1 – Detailed Personal support activity summary</p> <ul style="list-style-type: none"> • The student completed all questions within Appendix 1. 	<table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> S</td> <td><input type="checkbox"/> S</td> <td><input type="checkbox"/> S</td> </tr> <tr> <td><input type="checkbox"/> N</td> <td><input type="checkbox"/> N</td> <td><input type="checkbox"/> N</td> </tr> <tr> <td>YS</td> <td>YS</td> <td>YS</td> </tr> </tbody> </table>	1	2	3	<input type="checkbox"/> S	<input type="checkbox"/> S	<input type="checkbox"/> S	<input type="checkbox"/> N	<input type="checkbox"/> N	<input type="checkbox"/> N	YS	YS	YS
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l.	<p>Demonstrated standard work processes and procedures in accordance with organisational policies and procedures:</p> <p>The student discussed standard work processes when working with the individual including:</p> <ul style="list-style-type: none"> • Confirmed the individual's preference for support based on their care plan. • Provided information on the activity process for effective participation. • Safely prepared for each task, including setting up aids and equipment. • Identified and communicated any safety risks if necessary. • Maintained confidentiality, privacy, and preserve the person's dignity. • Provided support according to duty of care and dignity of risk considerations 	<p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>												
Comments														

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Activity 2: Hazardous manual handling

You are required to complete two (2) manual handling tasks. Each of these tasks will be done in the workplace with the assistance of a colleague playing the role of a client. You will need to record each of these tasks in a 5–10-minute video. To complete these tasks, you will need access to:

- a bed
- a vehicle
- a chair

Using adequate equipment where necessary, you must demonstrate safe manual handling techniques when undertaking the following tasks:

- a) Transferring in and out of a vehicle
- b) Falls recovery techniques
- c) Create an incident report using **Appendix 2 Incident Report (Geoff)**
- d) Demonstrate standard work processes and procedures in accordance with your organisational policies and procedures

Use the following scenarios to assist you with undertaking these tasks.

Scenario: Sally needs to attend an appointment away from the facility today. You have been given the task of transporting her to the appointment and back again. You will be using the work vehicle to take Sally to her appointment today.

Scenario: You walk into Geoff's room and find him on the floor next to his bed. It appears Geoff has fallen when attempting to get himself out of bed. You check that he is okay. Geoff lets you know he does not feel pain anywhere and feels okay. You will transfer Geoff from the floor to a chair next to his bed using the falls recovery techniques that align with your workplace practices, policies, and procedures. You must also complete an incident report for this situation using the **Appendix 2 Incident Report (Geoff)**

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 as below and submitted for marking:

'yymmdd_studentname_studentID_CHCCCS031_Activity2_SWLA_Portfolio 2_Sally'

'yymmdd_studentname_studentID_CHCCCS031_Activity2_SWLA_Portfolio 2_Geoff'

'yymmdd_studentname_studentID_CHCCCS031_Activity2_SWLA_Portfolio 2_Geoff_Incident Report'

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

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

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.

Activity 2: Assessor Checklist		
a)	<p>Transferring Sally in and out of a vehicle</p> <p>Student uploaded a video 5 minutes in length transferring a person in and out of a car.</p> <p>Student demonstrated safe manual handling techniques by:</p> <ul style="list-style-type: none"> • Explaining to the individual the transfer process • Confirmed with the individual their preference for participation in the transfer. • Transfer included the following steps for getting in and out of a vehicle: <ul style="list-style-type: none"> ○ Student transferred Lina into and out of a vehicle. ○ Walked client to the vehicle ○ Unlocked vehicle and opened door ○ Positioned client beside the open door ○ Student placed client's left palm into their hand, with workers thumb through for client to grip (thumb-hand grip). ○ Asked client to use their other hand to grip inner handle of vehicle door for support. ○ Student placed their free hand at base of client's neck. ○ Explained all steps to client as proceeding. ○ Asked client to lean forward, bending their knees (see diagram). ○ Student ensured client does not bump their head on vehicle roof as they sit down. 	<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"> ○ Once Sally is safely seated, release hand grip. ○ Student positioned themselves in front of seated client. ○ Using a bent knee stance, placed both hands on client’s leg nearest door, then lift leg slowly up into vehicle, placing foot firmly on floor. ○ Student repeated process with other leg. ○ Student ensured client has turned their torso to face forward with legs. ○ Student ensured client is comfortably seated in vehicle seat, with legs and torso all facing forward for travel. ○ Student securely applied seatbelt around client (or allow client to do if capable). ○ Ensured client was comfortable ○ Student closed door of vehicle. <p>The student safely transferred client out of a vehicle by:</p> <ul style="list-style-type: none"> ○ Slid the car seat back as far as it will go to allow maximum space to lift the legs out ○ Checked the seat back is fully upright ○ Asked the client to lift their legs out of the car. It is generally easier to move in small movements and move one leg at a time. If they have difficulty doing this, you can place a scrunched-up slide sheet under the buttocks to reduce friction ○ Asked her to move forward until their feet are flat on the ground ○ The client will need to hold on to something as they stand. They can push using the car seat or backrest. Alternatively, wind the window down and the client can use the door for support while the student used their body weight to prop the door for safety* ○ Once standing, the client transfers their hands to the walker (with brakes applied) ○ If they are unable to stand and step around, another technique or aid should be considered. 	
<p>Recording comments</p>		
<p>b)</p>	<p>Assisting Geoff who has fallen using floor recovery techniques.</p> <p>Student uploaded a video 5 minutes in length assisting a fallen person where the student has:</p> <ul style="list-style-type: none"> ● Conducted a risk assessment, assessing the situation for safety. ● Communicated with the person and obtained their consent. 	<p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

	<ul style="list-style-type: none"> • Called for additional help if needed. • Used safe manual handling practices while lifting. • Chose the appropriate lifting technique based on the person's capabilities. • Provided support and guidance during the lift. • Lifted gradually and smoothly, avoiding sudden movements. • Assisted the person to a safe position, such as a chair or bed. • Offered further assistance as needed, such as pain management or medical attention. • Followed organisational protocols and guidelines for floor recovery procedures. 	
Recording comments:		
c)	<p>Completed Incident Report using Appendix 2 Incident Report Template</p> <p>The student:</p> <ul style="list-style-type: none"> • Completed all sections of the incident report 	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments:		
d)	<p>Demonstrated standard work processes and procedures in accordance with organisational policies and procedures:</p> <p>The student discussed standard work processes when working with the individual including:</p> <ul style="list-style-type: none"> • Confirmed the individual's preference for support based on their care plan. • Provided information on the activity process for effective participation. • Safely prepared for each task, including setting up aids and equipment. • Identified and communicated any safety risks if necessary. • Maintained confidentiality, privacy, and preserve the person's dignity. • Provided support according to duty of care and dignity of risk considerations 	<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.

Recording comments:

Student Name: Click or tap here to enter text.
Student Number: Click or tap here to enter text.

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ASSESSOR GUIDE



Activity 3: Administer pre-packaged medication

You are required to simulate administering pre-packaged medication to a client orally. This task will be done in the workplace with the assistance of a colleague playing the role of the client (Samantha).

You will need to record this in a 5–10-minute video.

To complete the task, you will need access to:

- Mock blister pack
- Mock medication
- Tray to place simulated medication.
- Disposable medicine cup
- Disposable gloves
- A clipboard, paper, and pen to emulate a medication chart to sign, date, and time. If you cannot access these resources, please print the following Medication Sheet in **Appendix 5 from Section 1**.

You will use the following Scenario to assist you.

Scenario: Samantha is 64 years of age who is required to have her medication administered orally after food. Samantha takes x1 Celebrex per day to help with her joint pain. Samantha usually has her medication after breakfast. According to her Individual Support Plan, she enjoys exercising, especially walking.

After she has taken her medication, Samantha tells you that she wants to start walking for 15 minutes each day to help with her movement and flexibility.

To undertake this task where you will:

a) Administer her medication, ensuring you:

- Apply hand hygiene practices before starting the administering process
- administer medication and apply the medication “rights” when working with the Samantha making sure that you have checked the medication expiry date and the package is not tampered with.
- Ask Samantha if she is ready to take the medication before pressing them out of the blister directly into the medication cup
- Administer the medication
- Ensure Samantha has swallowed her medication successfully
- Wash and dry hands or use hand sanitiser
- Simulate that you are completing her medication chart. You can use a clipboard, paper and pen, or the **Appendix 5 Medication Sheet from Section 1**.

b) Collaborate with the person to identify actions and activities that align with their individualised plan, foster independence, and respect their right to informed decision-making.

- Engage in collaborative discussion with Samantha to understand their desires, goals, and preferences.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

- Assess abilities and limitations and determine their strengths, limitations, and areas where assistance is needed.
- Explore options for independence by working together to find strategies, tools, or adaptations that promote independence.
- Encourage informed decision-making and respect her autonomy and support her in making informed decisions.

c) Demonstrate standard work processes and procedures in accordance with your organisational policies and procedures

For the support activities being recorded you must demonstrate the following standard workplace practices relevant to your organisations workplace policies and procedures such as:

- Informing the individual, their carer/family or other identified by the person, of the support activity you are going to provide.
- Letting them know you have reviewed their care plan and confirm with them their preference for support (i.e., moving to the bathroom themselves, sitting on a shower chair in the bathroom to have their shaving completed)
- Providing information to the individual on the process of the activity you are going to undertake to assist them with participating effectively
- Safely prepare for each task (i.e., set up aids and equipment correctly)
- Identify any safety risks and alert the client of these if appropriate
- Maintain confidentiality, privacy and preserve the dignity of the person.
- Identify and respond to any safety risks and alert the client of these if appropriate
- Provide support according to duty of care and dignity of risk considerations

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_CHCCCS031_Activity3_SWLA_Portfolio 2' and submitted with your assessment for marking.

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

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

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.

Activity 3: Assessor Checklist		
a)	<p>Student supported an individual to take pre-packaged medication orally, according to workplace practices and procedures.</p> <p>Student uploaded a video 5-10 minutes in length demonstrating:</p> <ul style="list-style-type: none"> • the "Rights" of medication when administering this to the client, including: <ul style="list-style-type: none"> ○ Right person: Asking the person's first and last name ○ Right time: Making sure the medication matches the information on their Individual Support Plan ○ Right dose: Ensuring the medication strength matches and label is checked ○ Right medication: Ensuring medication expiry date is checked ○ Right route: Ensuring medication is given appropriately ○ Right reason: Ensuring medication is given for correct reason ○ Right documentation: Ensuring medication is documented about administering. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments		
b)	<p>Collaborated with client, identifying actions and activities that align with their individualised plan, foster independence, and respect her right to informed decision-making.</p> <p>The student:</p> <ul style="list-style-type: none"> • Engaged in collaborative discussions, actively listening to Samantha's desires and priorities. • Assessed abilities and limitations, involving them in the evaluation process. • Explored options for independence, providing examples of strategies and tools. 	<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.

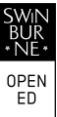
	<ul style="list-style-type: none"> • Shared relevant information and education about available services and care options. • Encouraged informed decision-making by respecting their autonomy and addressing their concerns. 	
Recording comments		
c)	<p>Demonstrated standard work processes and procedures in accordance with organisational policies and procedures:</p> <p>The student discussed standard work processes when working with the individual including:</p> <ul style="list-style-type: none"> • Confirmed the individual's preference for support based on their care plan. • Provided information on the activity process for effective participation. • Safely prepared for each task, including setting up aids and equipment. • Identified and communicated any safety risks if necessary. • Maintained confidentiality, privacy, and preserve the person's dignity. • Provided support according to duty of care and dignity of risk considerations 	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments		

Activity 4: Confirm and assemble required equipment

You are required to confirm, prepare, and assemble a Walker with wheels to align with the below scenario to support an individual. You will need to complete the task in a 5–10-minute video where you will:

- Confirm and assemble the equipment and discuss how it operates
- Discuss the process of how you will use the equipment to support the client within Scenario

Student Name: Click or tap here to enter text.
Student Number: Click or tap here to enter text.



- c. Demonstrate standard work processes and procedures in accordance with organisational policies and procedures

To complete the task, you will need access to:

- A Walker with wheels e.g. two wheel walker useful to help bear weight during movement, three-wheel walker useful to help with balance support or a four-wheel walker useful for continuous balance.

Use the following scenario to assist you to undertake this task.

Scenario: Jim is 62 years old and requires some physical assistance due to poor mobility. According to his Individual Support Plan, he requires a walker with wheels to help with his mobility. He has previously used a Standard Walker without wheels and has requested a Walker with Wheels to support him with his needs and daily activities.

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_CHCCCS031_Activity4_SWLA_Portfolio 2' and submitted with your assessment for marking.

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.

Activity 4: Confirm and assemble required equipment

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

a)	<p>Student confirmed the equipment (Walker with wheels):</p> <p>The Student uploaded a video 5-10 minutes in length demonstrating the following skills:</p> <ul style="list-style-type: none"> • Present the walker with wheels to the client, explaining its purpose, features, and benefits. • Engage in a conversation with the client to understand their preferences and comfort level with the equipment. Inquire about their previous experience with similar equipment and whether they have any concerns or specific requirements. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments		
b)	<p>The student assembled the equipment:</p> <p>The Student uploaded a video 5-10 minutes in length demonstrating the following skills:</p> <ul style="list-style-type: none"> • Assessed the walker and ensured it was in proper working condition • Adjusted the walker to Jim’s height for proper positioning • Educated Jim on how to use the walker safely and effectively • Asked Jim if he had any questions on the operation of the walker • Assisted with proper positioning and hand placement • Encouraged the Jim to practice using the walker for mobility • Ensured the environment was safe so that Jim was comfortable to uses the walker • Gaged feedback from Jim on its suitability 	
c)	<p>Demonstrated standard work processes and procedures in accordance with organisational policies and procedures:</p> <p>The student discussed standard work processes when working with the individual including:</p> <ul style="list-style-type: none"> • Confirmed the individual's preference for support based on their care plan. • Provided information on the activity process for effective participation. • Conducted and implemented a risk assessment and safely prepared for each task, including setting up aids and equipment. • Identified and communicated any safety risks if necessary. • Identify and respond to any safety risks and alert the client of these if appropriate • Maintained confidentiality, privacy, and preserve the person's dignity. 	<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">• Provided support according to duty of care and dignity of risk considerations	
Recording comments		

Student Name: Click or tap here to enter text.
Student Number: Click or tap here to enter text.

Activity 5: SUPPORT A PERSON TO USE ASSISTIVE TECHNOLOGY

You are required to support a person to use assistive technology. You will require the support of a work colleague who will play the role of a client (Maria) and another colleague playing the role of Angela (Maria's daughter).

You will require access to:

- A digital smart device, e.g. Smart Phone or iPad/Tablet
- Cognitive Function Aids – digital alarm or personal alarm.

You will need to complete the task in a 5–10-minute video where you will:

- a. With respect and inclusion, consult with the family, carer and others identified by the person as part of the support team to determine their specific physical, sensory, or cultural needs or preferences.
- b. Confirm, discuss, and assemble the required assistive technology
- c. Support the person to use the assistive technology to meet their needs
- d. Demonstrate standard work processes and procedures in accordance with organisational policies and procedures

Scenario: Maria lives in an aged care facility and uses a digital alarm as a medication reminder and for her daily walking activity. Maria's daughter Angela is part of her support team and advises you that her mother's digital alarm seems to have broken. Angela has brought a basic smart phone for Maria to use, and she would like to know if you can show her mother how to use the alarm function on the smart phone to activate an alarm. Angela advises you that Maria doesn't seem to want to listen to her and feels the instructions and demonstration may work if you show Maria instead.

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 recording must be clearly labelled 'yymmdd_studentname_studentID_CHCCCS031_Activity5_SWLA_Portfolio 2' and submitted with your assessment for marking.

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.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

"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.

Activity5: Assessor Checklist		
Student uploaded a video 5-10 minutes in length demonstrating sections a-d		
a)	With respect and inclusion, consult with the family, carer and others identified by the person as part of the support team to determine their specific physical, sensory, or cultural needs or preferences. The student: <ul style="list-style-type: none"> • Respectfully listened to Angela to determine the needs of Maria. • Included Angela in the set up demonstration with Maria. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments		
b)	Confirmed, discussed, and assembled the required aids and equipment. Student demonstrated: <ul style="list-style-type: none"> • Explained and showed them how to use the smartphone's alarm clock app for reminders and daily routines. • Ensure the smartphone is charged, unlocked, and the volume is audible. Make sure they know how to navigate the phone's interface. • Open the alarm clock app on the home screen or in the app drawer. • Set a new alarm • Tested the alarm • Adjusted alarm settings and explained how to personalise alarm settings, like changing the sound, volume, or vibration options. • Edited or deleted alarms and demonstrated how to edit or delete existing alarms, allowing them to manage their schedule effectively. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments		

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

c)	<p>Student supported Maria to use the device.</p> <p>Student demonstrated:</p> <ul style="list-style-type: none"> • Encouraged practice and allowed Maria to practice setting alarms themselves, guiding them if necessary. Address any questions or concerns they have. • Recapped, explored, and summarised key steps and features of the alarm clock app. • Encouraged Maria to explore further to find settings that suit their needs. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
<p>Recording comments</p>		
d)	<p>Demonstrated standard work processes and procedures in accordance with organisational policies and procedures:</p> <p>The student discussed standard work processes when working with the individual including:</p> <ul style="list-style-type: none"> • Confirmed the individual's preference for support based on their care plan. • Provided information on the activity process for effective participation. • Safely prepared for each task, including setting up aids and equipment. • Identified and communicated any safety risks if necessary. • Maintained confidentiality, privacy, and preserve the person's dignity. • Provided support according to duty of care and dignity of risk considerations 	<input type="checkbox"/> S <input type="checkbox"/> NYS
<p>Recording comments</p>		

Student Name: Click or tap here to enter text.
Student Number: Click or tap here to enter text.

Appendix 1 – Personal support activity summary

This summary must be signed off by your supervisor **before** submission. (Note: You will need to complete one (1) summary for each personal support activity).

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

Personal support activity summary	
Individuals Name:	Date:
Personal support activity: <ul style="list-style-type: none"> <input type="checkbox"/> Bed bath using slide sheets <input type="checkbox"/> Dressing, undressing, grooming <input type="checkbox"/> Showering <input type="checkbox"/> Toileting <input type="checkbox"/> eating and drinking using appropriate feeding techniques (video recording) <input type="checkbox"/> shaving (video recording) <input type="checkbox"/> oral hygiene: natural teeth and gums/denture removal, cleaning and insertion/recognising ill-fitting dentures/effective and alternative brushing (video recording) <input type="checkbox"/> toileting and the use of continence aids <input type="checkbox"/> administering medication <input type="checkbox"/> transferred a person between bed and chair <input type="checkbox"/> transferred a person from seated to standing <input type="checkbox"/> Used hoists <input type="checkbox"/> Used sling and lifters 	
1. How did you determine what the physical needs were of this individual and the processes you needed to follow when working with them and what did you do if their needs were outside the scope of your role? (word count approximately 92 words)	
<p>Assessor instructions: Benchmark standards of student responses provided below; however, students' wordings may vary.</p> <p>Conducting a thorough assessment of the individual's physical needs. This would involve gathering information about their medical history, current health status, any disabilities, or chronic conditions they may have, and any medications they are taking. If the individual's needs are outside the p of your role, it is important to communicate this to your supervisor or manager. They may be able to provide additional training or resources to help you meet the individual's needs, or they may need to bring in another healthcare professional who is better equipped to handle the situation.</p>	
2. Which equipment, assistive technologies and/or aids did you prepare and use to support this individual and how did you know which ones to select? (word count, approximately 95 words).	
<p>Assessor instructions: Benchmark standards of student responses provided below; however, students' wordings may vary.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Mobility aids such as canes, walkers, wheelchairs, and electric scooters to assist individuals with limited mobility. • Transfer aids such as hoists and slings to assist individuals who require assistance with transferring to and from their bed, chair, or other surfaces. 	

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

- Communication aids such as hearing aids, speech generating devices, and communication boards to assist individuals with speech or hearing impairments.
- Personal care aids such as shower chairs, bath lifts, and commodes to assist individuals with personal hygiene tasks.
- Medication aids such as pill dispensers and medication reminders to assist individuals in managing their medications.

3. When providing physical support, how did you consider the impact on the individual, and what did you do about it? (word count, approximately 90 words).

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

When providing physical support as a support worker in aged care or disability, it is important to consider the impact on the individual receiving the support. This includes being mindful of their physical comfort, emotional wellbeing, and their sense of dignity and independence. It is important to also communicate with the person throughout the process and let him/her know what is happening, be respectful and sensitive to their needs and preferences, provide support in a safe and gentle manner, encourage their independence, and promote a positive and supportive environment.

4. How did you balance duty of care, privacy, and dignity of risk while supporting the client? (word count, approximately 90 words).

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

Support workers have a legal obligation to provide care that is safe and effective, and to ensure that the health and safety of the client is not compromised. This means taking reasonable steps to identify and mitigate any potential risks to the client's health and wellbeing. This can be done by:

- Involving clients in their decisions about their care and support
- Being aware of potential risks involved in their care activities
- Communicating clearly with the client
- Respecting the client's rights
- Respecting their privacy, confidentiality, integrity, and dignity.

5. What physical, sensory, and cultural needs did you consider? How did you respond to those needs? (word count, approximately 150 words).

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

Some examples of responding to these needs include:

Physical Needs

Individuals may have physical needs related to their mobility, dexterity, or physical comfort. Support workers can respond to these needs by providing appropriate equipment, such as mobility aids or personal care aids, and by ensuring that the individual is positioned comfortably and safely during care activities.

Sensory Needs

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Individuals may have sensory needs related to their vision, hearing, or other senses. Support workers can respond to these needs by communicating clearly and effectively, providing visual or tactile cues when appropriate, and adapting to the environment to minimize sensory distractions or discomfort.

Cultural Needs

Individuals may have cultural needs related to their language, beliefs, or customs. Support workers can respond to these needs by respecting the individual's cultural background and preferences, seeking to understand their values and beliefs, and adapting care practices and communication styles to be culturally appropriate and respectful.

6. Provide one risk involved in an activity when working with a client. Explain the risk assessment steps that you undertook to minimise the risk? (word count, approximately 100 words).

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

One risk involved in an activity when working with a client is the risk of falls. Falls can cause serious injuries, such as fractures or head injuries, and can lead to a loss of confidence and independence for the client. Steps that can be taken include:

- Assessing the environment and assess the client's risk of falling, e.g., using assessment tools
- Modify the environment – move tripping hazards, improve lighting.
- Use assistive equipment – mobility aids, transfer belts etc.
- Encourage safe behaviour –encourage client to take steps to reduce falling, e.g., wear appropriate footwear.
- Supervise and assist the client during activities.

7. How did you determine the individual's level of participation in their support needs and confirm this with them and the supervisor? (word count, approximately 150 words).

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

To determine a client's level of participation, a support worker may:

- Discuss preferences and goals by initiating a conversation with the individual about their preferences and goals for their care. This can include asking questions about their preferred routine, activities, and level of involvement in their care.
- Assess their ability to participate where support workers can take into consideration any physical, sensory, or cognitive limitations.
- Collaborate with the supervisor to ensure that the individual's level of participation aligns with their care plan and any regulatory requirements.
- Obtain consent to participate in their care activities, ensuring that they fully understand the nature of the care being provided and their role in the process.
- Provide ongoing communication with the individual and their supervisor, confirming that the level of participation is appropriate and adjusting the plan as needed to ensure that the individual's needs and goals are being met.

8. Identify three (3) safety preparations that you took to ensure the safe use of equipment, aids, and appliances for the individual. (word count, approximately 130 words).

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

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

Three (3) safety preparations may include:

Ensuring the client is trained and educated on the safe use of equipment, aids, and appliances. This includes providing clear and concise instructions, demonstrating proper use, and allowing the individual to practice using the equipment or appliance under supervision.

Make sure that the equipment, aids, and appliances are regularly maintained and inspected to ensure they are in good working order. This includes checking for any signs of wear and tear, testing safety features, and promptly repairing or replacing any damaged or faulty equipment.

Ensuring the organisation has implemented safety protocols and procedures to ensure the safe use of equipment, aids, and appliances. This includes using proper lifting and transfer techniques, following manufacturer's instructions for use, and having a clear emergency response plan in place.

9. What was a challenging physical task you encountered while providing support? How did you handle it with the individual, and who did you involve for assistance if needed? (word count, approximately 140 words).

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

An example may include transferring or manual handling, for example, an individual with limited mobility to transfer from a wheelchair to a bed.

- Assess the individual's abilities and level of assistance required for the transfer. This includes identifying any physical limitations, such as weakness or pain, and ensuring that the individual is comfortable and properly positioned for the transfer.
- Use appropriate equipment, such as a transfer belt or a slide sheet, to assist with the transfer and minimise the risk of injury to the individual or themselves.
- Communicate clearly with the individual throughout the transfer, providing clear and concise instructions and offering reassurance as needed.
- If the transfer is particularly challenging or requires additional assistance, the support worker may involve other staff members or healthcare professionals, such as a physiotherapist or occupational therapist, to provide additional support or guidance.
- evaluate the individual's comfort and safety and adjust the care plan as needed to ensure that their needs and goals are being met.

10. What strategies did you use to maintain the individual's confidentiality, privacy, and dignity? (word count, approximately 135 words).

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

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

Confidentiality, privacy, and dignity strategies may include:

- Ensuring that conversations with the individual or documentation of their care are done in a private space, away from other individuals who do not need to know the information.
- Limiting access to personal information, such as medical records or care plans, to those who require the information to provide care.
- Using appropriate language when communicating with the individual and others, avoiding derogatory or disrespectful terms.
- Respecting the individual's cultural beliefs and practices, including their preferences for privacy and personal space.
- Encouraging individual's independence and choice, allowing them to make decisions about their care and participate in activities they enjoy.
- By using these strategies, support workers can maintain the individual's confidentiality, privacy, and dignity while providing high-quality care that is respectful and responsive to their needs and preferences.

11. Did you identify any changes to the individuals' health? If so, what were the changes? If the answer is no, provide an example of what could have happened and what you would do in this situation. (word count, approximately 60 words).

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

If there were any changes in an individual's health, they may include:

Change in behaviour, e.g., withdrawn, agitated, unable to sleep. If this was the case, the support worker may consider the following:

- Reviewing the client's care plan
- Monitoring the client closely
- Seeking guidance and support from supervisor
- Consider preventative measures.
- Discuss with the client and their carer/family members

12. What changes did you suggest or make to the individual's equipment, aids, or process in consultation with the person and/or their carer or family and your supervisor? (word count, approximately 50 words).

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

If there were any changes in an individual's health, they may include:

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Change in behaviour, e.g., withdrawn, agitated, unable to sleep. If this was the case, the support worker may consider the following:

- Reviewing the client's care plan
- Monitoring the client closely
- Seeking guidance and support from supervisor
- Consider preventative measures.
- Discuss with the client and their carer/family members

13. Outline the reporting requirements you followed or completed and how the information is stored within the organisation. (word count, approximately 30 words).

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

All reporting requirements must be followed by the organisations policies and procedures. For instance, completing an incident report, updating the person's individual care plan, update the client's case notes.

14. What strategies did use if you recognised any sign of an individual's unmet needs? (word count, approximately 65 words).

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

Strategies may include:

- Using observation skills to recognise signs of an individual's unmet needs. This involves observing the individual's behaviour, body language, and communication, to identify any changes or patterns that may indicate unmet needs.
- Communicating effectively with the individual to understand their needs and preferences better. This involves asking open-ended questions, actively listening, and responding appropriately to the individual's verbal and nonverbal cues.

15. How did you monitor your own work to ensure you are conducting your tasks to the required standards and workplace practices? (word count, approximately 110 words).

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

A support worker can monitor their own work by:

- Seeking feedback from their supervisor, colleagues, and the individual they are supporting to identify areas where they can improve their work.
- Engaging in self-reflection to evaluate their own performance, identify strengths and areas for improvement, and develop strategies to address any gaps in their knowledge or skills.
- Participating in regular performance evaluations with their supervisor to review their work, identify areas for improvement, and set goals for professional development.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

- Participating in ongoing training and education to enhance their skills and knowledge in the field, stay up-to-date with best practices, and ensure that they are providing high-quality care.

Supervisor Name:

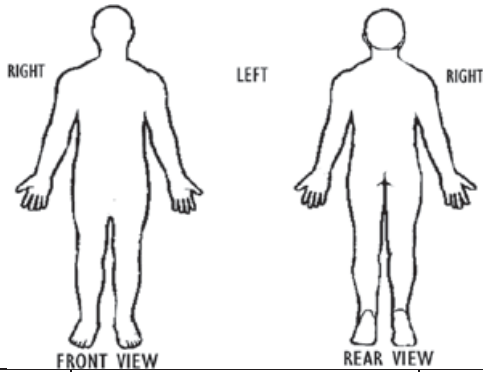
Supervisor Signature:

Supervisor comments:

Student Name: Click or tap here to enter text.
Student Number: Click or tap here to enter text.

Appendix 2 – Incident Report (Geoff)

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

Incident report			
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	Near miss	First aid	Medical treatment required
Name of injured person	Geoff		
Address	Unit 1/15 Happy Street		
Occupation	N/A		
Date of birth			
Telephone	XXXXXXXXXX		
Employer	N/A		
Activity in which the person was engaged at the time of injury	Geoff was attempting to get out of bed to go to the bathroom when he fell.		
Exact site location where injury occurred	Right arm		
Nature of injury—e.g., fracture, burn, sprain, foreign body in eye	Potential Sprain		
Body location of injury (indicate location of injury on the diagram)			
Treatment given on site	Attended GP	Name of treating person	Dr
Referral for further treatment? Yes No	Name of doctor or hospital	SafeWork NSW medical certificate received? Yes No	Attach copies

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

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		Witness contact	
Witness name		Witness contact	
Description of incident			
Student walked into Geoff's bedroom to find him on the floor. He was found on the floor holding his right arm and groaning in pain. A hoist was used to assist Geoff off the floor before the Dr was called to check his arm.			
Immediate response actions (e.g. barricades, isolation of power) to stabilise the situation			
Check he is conscious and let him know you will be supporting him up using a hoist. Call for help to bring the hoist to avoid leaving Geoff alone.			
Completed by			
Name	(Student name)	Position	
Signature	(Student signature)	Date	XX/ XX/XXXX

Student Name: Click or tap here to enter text.
Student Number: Click or tap here to enter text.

Module 10 CHCCS038 Facilitate the empowerment of people receiving support

Activity 1: Support people to promote independence and wellbeing

You must complete all the following tasks with one (1) client to demonstrate your skills and knowledge in facilitating and empowering people receiving support.

You must interact with the person on your work placement and have access to.

- facilities, equipment, and resources that reflect real working conditions and model industry operating conditions and contingencies
- individualised plans and any equipment outlined in the plans
- organisational policies and procedures
- opportunities for engagement with people receiving care.

STUDENT INSTRUCTIONS

Read the individualised support plan for a person and familiarise yourself with their specific needs and preferences to:

- Respond to their goals and aspirations
- Provide information to the person about the rights and check for understanding
- Provide person centred approaches and options
- Confirm and respect a person's cultural needs
- Use communication skills according to their needs to maintain a positive and respectful relationship and facilitate empowerment.
- Encourage and empower a person to make their own choices and actions.

You will complete the tasks below with the client.

Student note: You must submit deidentified individual care plans for the two (2) clients you will be working with for this assessment. The deidentified report should only contain information that meets the requirements for this assessment and to review your answers to the questions within the assessments.

Important:

You must complete this SWLA assessment together with the SWLA Logbook and complete hours of placement which is aligned to this unit of competency.

You must obtain the permission of your clients and your supervisor prior to conducting this task. You will also need to liaise with each client's carer.

Your **Supervisor** must sign the relevant sections of Activity 1 and Activity 2 to verify that you performed each of the tasks as described and did so in accordance with your organisation's workplace standards.

ACTIVITY 1

You will need to demonstrate your ability to support one (1) person to undertake the following in accordance with their Individualised Support Plan.

Assessors are to indicate result as

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

<p>Every person will have unique preferences tailored to suit their needs; therefore, it is essential to always use a person-centered approach and work in a manner that acknowledges the person as their own expert.</p> <p>Before commencing this activity, you must seek the below:</p> <ul style="list-style-type: none"> • Permission must be obtained from the client, their carer and your supervisor before any tasks are conducted. • Your supervisor will need to confirm and endorse your entries. • To protect client’s privacy and confidentiality, follow your organisations privacy and confidentiality policies and procedures, and ensure all client names and contact details are deidentified before submission of your work. <p>As you support each client you must complete the below tasks.</p> <p>Assessor note: Students must submit deidentified care plans for the client they will be working with for this assessment. The deidentified report should only contain information that meets the requirements for this assessment and to review answers to the questions within the assessments for marking purposes.</p>	<p>Satisfactory (S) or Not yet Satisfactory (NS)</p>
<p>After you have accessed the individual support plans for a client you are required to undertake all the activities listed in the template below and provide answers to the following questions:</p> <p>Assessor Instructions: Benchmark standards of student responses are provided below; however, students wording may vary within the range of the provided benchmark answers. Please refer to the individual support plan and ensure that the students’ answers are reflective of the client’s individual support plan needs and requirements.</p>	
<p>Client A</p>	
<p>a)</p>	<p>How did you assist the person to understand their rights and check that they understood?</p> <p>(Approximate word count 90-95 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> • assisting the person in understanding their rights • providing clear and concise explanations of their rights • using language that was easy to understand • encouraging the person to ask questions and seek clarification as needed • checking the person's understanding • repeating or summarising the information • providing additional explanations or examples as necessary • ensuring written materials or documents regarding the person's rights are presented in a format that is accessible and easy to comprehend.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

b)	<p>What person-centered approaches and techniques did you apply when working with the client to promote and uphold their rights?</p> <p>(Approx word count 75-80 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> Promoting and upholding the client's rights, including: actively involving the client in decision-making processes seeking their opinions, preferences, and choices regarding their care, treatment, and daily routines. Use open communication, active listening showing respect to ensure that the client's voice was heard, their rights were respected, and their needs were addressed in a manner that empowered them and upheld their dignity.
c)	<p>How did you consult with the person to confirm their cultural needs and ensure that these needs are respected and prioritised in service delivery?</p> <p>(Approximate word count 70-75 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> Confirming the cultural needs of the client Approaching the client in a respectful and sensitive manner Engaging in open and meaningful conversations actively listening to the person's experiences, beliefs, and preferences related to their cultural background. valuing their input and involving the client in decision-making processes ensuring the person's cultural needs are acknowledged respecting and giving client's the priority in the delivery of services.
d)	<p>How did you work with the person and provide person-centered options when engaging in discussions on issues with them, their family, carer, or others?</p> <p>(Approximate word count 70-75 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> Engaging in open and inclusive discussions with the client, their family, carer, and other relevant individuals to understand their perspectives, preferences, and goals. Actively sought input from all parties involved and facilitated a collaborative approach in exploring and identifying person-centered options for addressing the issues at hand. Providing respectful and inclusive communication Ensuring that the client's voice was heard, and their choices were considered in the decision-making process
e)	<p>What steps did you take to give the person support in a manner that encouraged and empowered them to make their own choices and actions?</p> <p>(Approximate word count 40-45 words)</p> <p>Student responses will vary and be in the range of:</p>

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

	<ul style="list-style-type: none"> • Taking a person-centered approach • actively involving the client in decision-making processes • respecting their autonomy • providing information, options, and support to empower the person in making their own choices • taking action based on their needs and preferences.
f)	<p>How did you tailor your communication skills to meet the person’s needs to establish positive and respectful relationships and promote empowerment? (Approximate word count 65-70 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> • Adapting their communication style to match the individual's preferences and abilities • using clear and concise language and taking into account any sensory or cognitive impairments. • actively listen and validate the person's feelings and experiences • ensuring the client’s voice is heard and valued • fostering a positive and respectful environment • promoting empowerment and encourages the person's active participation in decision-making processes.

SIGN OFF
To be completed by the Workplace Supervisor verifying all tasks have been verified and completed by the student in accordance with workplace standards.

Workplace Supervisor Name:	
Workplace Supervisor Signature:	
Date:	
Supervisor	

Student Name: Click or tap here to enter text.
Student Number: Click or tap here to enter text.

Activity 2: Fostering human rights

You must complete all the following tasks with one (1) client to demonstrate your skills and knowledge in facilitating and empowering people receiving support.

You must interact with the person on your work placement and have access to.

- facilities, equipment, and resources that reflect real working conditions and model industry operating conditions and contingencies
- individualised plans and any equipment outlined in the plans
- organisational policies and procedures
- opportunities for engagement with people receiving care.

STUDENT INSTRUCTIONS

This task requires you to support a person with the use of assistive technologies to meet their individual needs.

Note: The assistive technology must have been chosen by the person. If you do not have access to a person who has chosen assistive technology for you to complete this task, please use the case scenario below and seek guidance from a work colleague to play the character within the scenario.

Case Scenario – Mary

Mary is a resident within the facility you work at. Her daughter has purchased an iPad for her so that Mary is able to facetime her family at her convenience. The staff advised Mary's daughter that they will be able to show Mary how to use it and connect the iPad to the facilities Wi-Fi.

Mary is not confident with the use of technology and needs reassurance, guidance, and clear instructions.

Mary's goal is to use the iPad independently and confidently.

She needs strategies that will empower her to achieve this goal.

You meet with Mary to show her how to use the iPad.

Role-play participant brief for student

You are required to play the role of the support worker and help Mary use and connect the iPad to the facilities wifi. You will provide Mary with strategies to empower her to achieve this goal.

Role-play participant brief (Mary)

Please play the role of Mary who has never used an iPad or electronic device before. You will show minor frustration when trying to use the iPad. The student will provide you strategies to help empower you to be able to use the iPad with guidance, reassurance and clear instructions.

You are required to:

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

1. Support the person's use of assistive technology. For instance, mobility aids, adaptive utensils, personal alarms, communication devices, visual or hearing aids.
2. Work with the person to implement strategies to ensure they are comfortable with the use of their assistive technology and their decision to use this.
3. Work with the person to identify barriers to empowerment and determine strategies to address these. For example, the person may find it challenging when learning to use the assistive technology.
4. Develop and adjust approaches to address impacts and facilitate empowerment.
5. Assist a client to communicate their goals.

You will complete the tasks below with the client.

Important:

You must complete this SWLA assessment together with the SWLA Logbook and complete hours of placement which is aligned to this unit of competency.

You must obtain the permission of your clients and your supervisor prior to conducting this task. You will also need to liaise with each client's carer.

Assessor Instructions: Benchmark standards of student responses are provided below; however, students wording may vary.

Client B

1.	<p>What are the steps you took to support the person's use of assistive technology to meet their individual needs? (Approximate word count 45-50 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> • Helping the client use assistive technology to meet their individual needs by assessing the person's specific requirements and preferences • Providing guidance, training, and ongoing support, ensuring that the person felt comfortable and confident in utilising the technology effectively for their unique needs.
2.	<p>What strategies were implemented to make sure the person was comfortable with their decisions for their assistive technology? (Approx word count 30-35 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> • Ensuring the person's comfortable with their decisions for their assistive technology • following strategies were implemented • providing comprehensive information to the client • encouraging choice and control with the client • offering a trial period and providing ongoing support, follow up and review.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

3.	<p>How did you work with the person to identify barriers to empowerment and what strategies did you put in place to address these?</p> <p>(Approx word count 60-65 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> • Collaborating with the person to identify specific challenges and worked together to develop strategies for overcoming them • tailoring interventions • providing education and skill development opportunities • connecting the person with advocacy services and support networks • removing obstacles, enhance the person's autonomy, and support their journey towards empowerment.
4.	<p>How did you adjust your approach if the client continued to find it challenging to use the assistive technology? How could you address this impact and continue to empower the client?</p> <p>(Approx word count 90-95 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> • adopting a person-centered approach to address the impact and continue empowering the client. • assessing and supporting specific difficulties faced by the client • providing additional training or support • exploring alternative assistive technology options • continuously communicating and collaborating with the client to find the best solutions that meet their individual needs and preferences. • Providing ongoing encouragement, patience, and reassurance to build the client's confidence in using the technology.
5.	<p>The client wants to learn how to take photos on their iPad to send to her daughter and likewise, receive photos from her family, but was hesitant to ask you to show them. How did you give your client the support they needed to be able to communicate this to you?</p> <p>(Approx word count 65-75 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> • Creating a comfortable and non-judgmental space for the client to express their interest in learning to take and receive photos on their iPad. • Encouraging open communication by asking open-ended questions • expressing genuine interest in the client's desires and goals. • actively listening and providing reassurance • empowering the client to confidently communicate their needs and receive the necessary support.

SIGN OFF

To be completed by the Workplace Supervisor confirming all tasks have been verified and completed by the student in accordance with workplace standards.

Workplace Supervisor Name:	
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Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Workplace Supervisor Signature:	
Date:	
Supervisor	

Student Name: Click or tap here to enter text.
Student Number: Click or tap here to enter text.

Module 11: CHCCCS017 – Provide loss and grief support

To complete this activity you will need:

- Your organisations policies and procedures
- Risk assessment tools and processes
- Interactions with people from a diverse range of backgrounds
- Links to other services
- Equipment as required to support the individuals as outlined in their individual plan
- Documentation relating to providing grief and loss support, including individualised plans.
- Written templates provided in this assessment
- Three situations of loss, grief, bereavement, or trauma.

Activity 1 and 2 should be performed in consultation with your supervisor.

Activity 3 requires your supervisor to validate these activities. Speak with your supervisor about the task and the resources required to access from within the workplace. Speak with your assessor if you need help accessing the items listed above.

Ask your supervisor to observe you participate in a minimum of one engagement with each individual/situation.

Activity 1

For this task, you are to provide loss and grief support for three different situations.

For each situation you are to:

Provide a written report outlining:

- How you recognised reactions to loss and grief
- Steps you took to engage empathetically
- Support and information offered

Share written reflections describing:

- Self-care activities
- Outcomes of the support provided

The resources required for this activity:

- Computer and Internet to access the intranet
- Relevant workplace policies and procedures
- Supervisor or Senior colleague to witness client interactions
- Workplace policies, procedures, documents (individual plans)
- Facilities and equipment (as required and documented in individual plans)
- Access to individuals experiencing loss and grief.

- a. For each person you provided loss and grief support to, you must provide written responses that record:
- The reactions they showed that you recognised were a part of loss and grief

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

- An overview of the social, cultural, ethnic and spiritual differences
- Health or safety risks present, and referrals made to mitigate these risks
- Your assessment of the individual's suicidal risk and any referral made

This forms Part A of the written report. Each response must provide the information required for each point. It is expected that each response will be between 20 and 50 words.

- b. You must interact with these individuals in the presence of your supervisor and demonstrate your ability to show empathy, sensitivity, professionalism, and courtesy. Your supervisor will be asked to validate that you can demonstrate these behaviours and your ability to respect the individual's social, cultural, ethnic and spiritual differences during the interaction and apply verbal and nonverbal communication skills appropriate to the situation and the person's emotional needs.
- c. You are also to offer support and information and document:
- Options for further help in coping with grief and trauma
 - Support services available to assist with grief and bereavement (collect and attach flyers or brochures and record weblinks shared with the individual).
 - Formal and informal strategies suggested and used to provide grief and bereavement support
 - Feedback received from the individual confirming understanding of each option
 - Confidentiality practices followed.

This forms Part B of the written report. The written responses must provide sufficient information to meet the intention of the task. It is expected that each response will be between 40 and 80 words.

All practices must respect the confidentiality and privacy of the person being supported, which means any identifying feature in recounting the situation must be disguised or excluded.

Submission Requirements:

- Individual 1 – Written Report Part A and B
- Individual 2 – Written Report Part A and B
- Individual 3 – Written Report Part A and B
- Flyers or brochures of support services

Note to the assessor:

The learner's response will vary based on the situation and individuals, workplace policies and procedures and available support strategies and referral in the area. The benchmark responses below provide a guide on expectations for completing the task. The email benchmark response is a guide. Each response in the individual's report/s must cover the intention of the point.

Part A – Situation/ Individual 1 Report:

Provide loss and grief support – Written Report – Situation/ Individual 1	
a. Name (first name only or a salutation and first initial – i.e., Mr R).	Mr R
b. On the spectrum of loss – this situation is classed as:	<input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

<ul style="list-style-type: none"> • Primary • Secondary • Cumulative • Integrative 	<input type="checkbox"/> Cumulative <input type="checkbox"/> Integrative
<p>c. Outline the reactions to loss and grief that were recognised in this situation. (20-50 words)</p> <p><i>The learner may describe situations of complex grief and disenfranchised grief.</i></p>	<p><i>Mr R showed little or no interest and pleasure in normal activities and he said he felt low and miserable</i></p> <p><i>Observations showed that he was feeling tired all the time and a had a few changes in appetite and sleep patterns. He has also lost a bit of weight.</i></p>
<p>d. Provide a summary of the person, sociality, culture, ethnicity and spirituality and their importance in how they may impact the person while they are experiencing grief or bereavement.</p> <p>Approx. (50 words)</p>	<p><i>Mr R is an Italian Catholic and at times shows that he is eased of the pain of the loss; however, at times, he questions this also. Mr R has two daughters, and he generally likes to play cards each week and bowls once or twice a week. He has good friendships with the people he plays cards with and bowls with.</i></p>
<p>e. Outline the potential for health and safety risks identified in this situation. Provide information on appropriate referrals (at least one) who could be (or were) engaged.</p> <p>Approx. (20-50 words)</p>	<p><i>Mr R has a genetic predisposition and history of mental illness.</i></p> <p><i>He was referred to the St Auburns Care organisation to re-engage with a psychologist he has connected with previously.</i></p>
<p>f. Outline the potential for suicidal risks identified in this situation. Provide information on appropriate referrals (at least one) who could be (or were) engaged.</p> <p>Approx. (20-50 words)</p>	<p><i>St Auburns Care also has registered psychiatrists and the local Mental Health Association provides full family support should this become a risk. They will work with Mr R and their family to implement strategies to minimise Risk. If there is a serious risk, they also offer inhouse supervised treatments/programs.</i></p>
<p>g. Describe how you displayed empathy, sensitivity, professionalism, and courtesy throughout interactions with the individual.</p> <p>Approx. (30-50 words)</p>	<p><i>Listening to the persons concerns and putting my own feelings to the side, acknowledging how the person was feeling, specifically if there is an emotional moment,</i></p> <p><i>Asking questions, asking permission if they feel like talking about it. Showing patience and not trying to rush the interaction,</i></p> <p><i>Asking questions about their spirituality, acknowledging their beliefs.</i></p>
<p>h. List the steps you took to respect the persons social, cultural, ethnic, and spiritual differences throughout interaction.</p>	<p><i>Encouraged engagement with friends, opened conversations about individual friend characteristics, enquired about church attendance, church activities</i></p>

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Approx. (20-50 words)	
i. Outline the verbal and non-verbal communication approaches you took throughout the interaction to demonstrate empathy. Approx. (30-50 words)	<i>Using clear language, speaking slowly, acknowledging emotions, beliefs, show understanding, moving slowly, not rushing providing information, talking through the information, and providing, validate feelings, listen closely and making sure my facial expressions and verbal tone do not show any judgement.</i>
Part B – Situation/ Individual 1 Report:	
Provide loss and grief support – Written Report – Situation/ Individual 1	
a. Name (first name only or a salutation and first initial – i.e., Mr R).	<i>Mr R</i>
b. Share the links or referrals you made (or could make) for the person to provide them with further help. (a minimum of 1 link or referral to be provided)	<i>St Auburns Care – St Auburns Mental Health Association</i> <i>St Auburns local men’s shed</i>
c. Briefly summarise the information you gave the individual about grief and bereavement support services and resources. Attach any flyers, brochures or weblinks. (a minimum of 1 source of information or resource to be provided)	<i>Provided information about engaging with St Auburns.</i> 10 Best Online Grief Support Groups (healthline.com) Community and Family Services Grief Counselling Counselling Helpline (griefline.org.au) <i>Attached flyers</i>
d. List the formal grief and bereavement strategy or strategies identified as best suited for the situation. In your response, include whether this strategy was a suggestion only or implemented. Approx. (20-50 words)	<i>Organise local council support for helping with groceries and meals – the local council offer support with weekly grocery shops and a range of meals to be cooked.</i> <i>A mental health plan was created for 6 sessions with St Auburns psychology and a referral was made with the MHA.</i>
e. List the informal grief and bereavement strategy or strategies identified as best suited for the situation.	<i>Suggested that his daughters assist with banking, paying bills and updating any insurances. Implemented this suggestion by working with Mr R and his daughter to create a spreadsheet on what is needed, when it is due, and an action plan.</i>

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

<p>In your response, include whether this strategy was a suggestion only or implemented.</p> <p>Approx. (20-50 words)</p>	<p><i>Organised two of his friends to pick him up for at least one activity each week – bowls / playing cards.</i></p>
<p>f. What feedback did you receive from the individual that showed they clearly understood the options?</p> <p>Approx. (30-50 words)</p>	<p><i>I asked for feedback verbally and informally about how Mr R felt about the options to show he understood.</i></p> <p><i>We also worked together to plan out the strategies which showed Mr R understood and was included in decisions.</i></p>
<p>g. List the steps you took to maintain confidentiality and alignment with organisational practices regarding privacy.</p> <p>Approx. (20-50 words)</p>	<p><i>Within my role and responsibility, I filled out the forms online and maintained individual privacy and I maintain my duty of care by speaking in private spaces, asking for permission, and follow workplace procedures regarding disclosing information.</i></p>

Activity 2

For this task, you are to share written reflections throughout providing loss and grief support for the three individuals in Activity 1. These reflections will describe:

- Self-care activities
- Outcomes of the support provided

The resources required for this activity:

- Computer and internet to access the intranet
- Workplace policies and procedures
- Activity 1 - Written reports

a. For this part of the task, you will reflect on self-care needs and activities recognised throughout providing loss and grief support to the three situations described in Activity 1. You must provide written responses that record:

- How you monitored your own stress levels
- Risks to self
- Strategies used to minimise the recognised risks
- Steps that were taken to engage supervision and debriefing where these were needed

Each response must provide the information required for each point. It is expected that each response will be between 40 and 80 words.

b. For this part of the task, you will review the support provided in Activity 1 and reflect on the outcomes. You will provide written responses that record:

- Outcomes during and after support was provided

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

- Further support identified
- Continuous improvement opportunities.

Submission Requirements:

- Written Report Part A
- Written Report Part B

Note to the assessor:

The learner's response will vary based on the situation and individuals, workplace practices and available support options in the area. The learner's responses will also vary due to their own reflective processes. The benchmark responses below provide a guide on expectations for how to complete the task.

Part A – Self Care Reflections:

Provide loss and grief support – Written Report – Self Care Reflections	
<p>a. Describe the stress levels you felt during the activities.</p> <p>Prompts/ questions to support you in answering this question:</p> <ul style="list-style-type: none"> • Were your stress levels higher in the lead up to providing support? • Were they heightened during interactions? • For the most part, would you describe your stress levels as generally low, medium, high, or extreme? • Did one situation pose more stress than the other? If so why? <p>Approx. (100 words)</p>	<p><i>Stress levels were low as I was well prepared. As a Christian I felt comfortable to speak about the religious aspects of death and bible references. Stress levels in situation 2 a lot higher due to the needs of the individual and absence of social connections. Providing information and confirming strategies (including informal and formal supports) was more difficult and required a lot more time – small amounts of information over multiple visits.</i></p> <p><i>Situation 3 – Was challenging due to my own history and I could see a lot of my family in this family. I regularly debriefed with the supervisor to ensure I maintained separation from the situation.</i></p>
<p>b. What actions did you take to monitor your own stress levels?</p> <p>Prompts / questions</p> <ul style="list-style-type: none"> • Did you take a self-evaluation check using a checklist (online, paper-based, informal, formal) • Did you take some time to sit alone and reflect on your feelings? • Were you aware of your emotions? • Did you need to discuss the situation, take deep breaths, or withdraw? <p>Approx. (80 words)</p>	<p><i>I did a mantra care stress level online test fortnightly and completed various mindfulness activities before and after interacting with the clients. This included monitoring and identifying how I was breathing to feel if there was any anxiousness and then taking the time to consider why I was feeling anxious and then giving myself time to regulate these emotions. I felt very comfortable sharing my feelings with my supervisor in debrief sessions and was provided with great strategies such as breathing exercises and grounding activities.</i></p>
<p>c. Explain whether any experiences that you have had may pose a risk to you in providing grief and bereavement support to others?</p> <p>Approx. (40 words)</p>	<p><i>Situation 3 did not pose a risk; however, I did identify early on that this family reminded me of mine and a situation that I had experienced.</i></p>

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

<p>d. What strategies will you or could you put in place to manage potential risks to yourself?</p> <p>Approx. (25 words)</p>	<p><i>Talking about the risk and being aware of and acknowledging the experience was helpful and I was able to recognise it and put it in its place.</i></p>
<p>e. List three self-care strategies you applied throughout these situations.</p> <p>Approx. (30 words)</p>	<p><i>Breathing exercises and grounding activities I exercise regularly and visit an infrared sauna as a part of my general health and well-being routine.</i></p> <p><i>Talking about how I was feeling.</i></p> <p><i>I also engaged in a couple of massages</i></p>

Part B – Support Review / Reflections:

Provide loss and grief support – Written Report – Support Review and Reflections

Situation 1

<p>a. Explain how the individual responded during support provision?</p> <p>Approx. (20 words)</p>	<p><i>Yes Mr R was very responsive throughout the support being provided and was engaged in the activities with friends and helpful organising the schedule for bills etc.</i></p>
<p>b. What were the outcomes of the support provided?</p> <p>Prompts / Questions</p> <ul style="list-style-type: none"> • Did the individual express that the support was helpful? • Did the support achieve the desired outcome? <p>Approx. (60 words)</p>	<p><i>Mr R has continued seeing the St Auburns psychologist and whilst he has slowly been resuming his regular activities, starting off once a week he now often does two activities each week.</i></p> <p><i>His appetite has picked up particularly on the days he participates in activities.</i></p> <p><i>The support provided has achieved all its outcomes.</i></p>
<p>c. Was additional support needed and, if so, what indicated this was the case?</p> <p>If additional support was not needed – outline signs that would indicate that additional support might be needed and at least one additional support strategy you could offer the person for this situation.</p> <p>Approx. (60 words)</p>	<p><i>Mr R needed some additional support to prepare breakfast and have a few readymade snacks as he would often forget to eat during the day. He liked the meals that were made and had them during the evening. He often expressed that he was very hungry by the end of the day, which uncovered that he needed this extra support.</i></p>
<p>d. Reflecting on the practices you applied during this situation:</p> <ul style="list-style-type: none"> • What would you do differently next time? • What would you do the same? <p>Approx. (100 words)</p>	<p><i>Spending the time with Mr R and listening to him to find out his spirituality was a positive step. The strategies used were successful and the informal support with bills etc took the pressure off him which gave him which reduced his stress levels. It also provided an opportunity for his daughters to assist him, as he was independent before. He learned that they could provide value and they enjoyed being there for him.</i></p>

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

	<i>Next time I would organise someone to take him to church as on reflection I concentrated on his physical and mental health and whilst we talked about his spirituality, ensuring he maintained his relationships with his church was a valuable strategy.</i>
Situation 2	
<p>a. Explain how the individual responded during support provision?</p> <p>Approx. (20 words)</p>	<i>During support provision, Mrs. J responded positively, expressing gratitude for the assistance provided. She reported improved physical comfort and emotional well-being, indicating that the support was indeed helpful.</i>
<p>b. What were the outcomes of the support provided?</p> <p>Prompts/Questions</p> <ul style="list-style-type: none"> • Did the individual express that the support was helpful? • Did the support achieve the desired outcome? <p>Approx. (60 words)</p>	<i>The outcomes of the support were favourable, aligning with the desired goal of enhancing Mrs. J's overall quality of life and comfort.</i>
<p>c. Was additional support needed, and if so, what indicated this was the case?</p> <p>If additional support was not needed – outline signs that would indicate that additional support might be needed and at least one additional support strategy, you could offer the person for this situation.</p> <p>Approx. (60 words)</p>	<i>No additional support was needed at this time. Signs that might indicate future need include declining health indicators or increased difficulty with daily tasks. If additional support were required, I would consider involving specialized healthcare professionals and enhancing emotional support.</i>
<p>d. Reflecting on the practices you applied during this situation:</p> <ul style="list-style-type: none"> • What would you do differently next time? • What would you do the same? <p>Approx. (100 words)</p>	<i>In reflection, I would maintain the same level of attentiveness and empathy when providing care to Mrs. J. However, I would enhance communication to ensure her evolving needs are consistently met and consider involving her family in the care planning process to provide holistic support.</i>
Situation 3	
<p>a. Explain how the individual responded during support provision?</p> <p>Approx. (20 words)</p>	<i>Yes, Mr G was very responsive throughout the support being provided and was engaged in the activities with friends and helpful organising the schedule for bills etc.</i>
<p>b. What were the outcomes of the support provided?</p> <p>Prompts / Questions</p> <ul style="list-style-type: none"> • Did the individual express that the support was helpful? • Did the support achieve the desired outcome? 	<i>Mr G has slowly been resuming his regular activities. His appetite has improved. The support provided has achieved the desired outcome.</i>

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Approx. (60 words)	
<p>c. Was additional support needed, and if so, what indicated this was the case?</p> <p>If additional support was not needed – outline signs that would indicate that additional support might be needed and at least one additional support strategy, you could offer the person for this situation.</p> <p>Approx. (60 words)</p>	<p><i>Mr G needed some additional support to prepare himself for the day particularly with dressing. Mr. G expressed that he was very hungry by the end of the day, which uncovered that he needed this extra support with being reminded to eat and assistance is obtaining meals.</i></p>
<p>d. Reflecting on the practices you applied during this situation:</p> <ul style="list-style-type: none"> • What would you do differently next time? • What would you do the same? <p>Approx. (100 words)</p>	<p><i>The strategies used were successful and the informal support with bills etc took the pressure off him which gave him which reduced his stress levels. It also provided an opportunity for his daughters to assist him, as he was independent before.</i></p> <p><i>Next time I would organise someone to take him to church as on reflection I concentrated on his physical and mental health and whilst we talked about his spirituality, ensuring he maintained his relationships with his church was a valuable strategy.</i></p>

Supervisor Details:									
Supervisor Name:			Signature:						
Email:									
Contact Details:			Date:						
Questionnaire:									
To the assessor:									
The third-party report assessment tool provides an opportunity for a third party to verify the student participated in activities aligned with the key components of the unit. The third party will review the checklist below and confirm the student's participation in the above activities.									
Review the checklist completed by the third party and additional comments provided. Contact the supervisor for further feedback on any areas that have received a 'No' result or any comments suggesting that the student did not complete a part of the task, or the workplace supervisor indicates performance below expected standards of the workplace. You may also like to contact the supervisor to verify the completion where you feel warranted.									
Throughout working with carers, family members and the person did the learner:				Situation 1		Situation 2		Situation 3	
				Yes	No	Yes	No	Yes	No

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

1. Recognise reactions to loss and grief, which includes the following: <ul style="list-style-type: none"> Identifying and assessing risks such as health and safety or suicide 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Recognising signs of loss and grief 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Engage Empathetically, which includes the following: <ul style="list-style-type: none"> Empathetic, professional, showed sensitivity and courteous behaviours. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Operating respectfully to the individuals social, cultural, ethnic and spiritual differences, through verbal and non-verbal techniques and providing information. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Applying empathetic listening 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Confirming understanding through collecting feedback 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Offer support and information, which includes the following: <ul style="list-style-type: none"> Providing information on support services suitable for the situation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Identifying suitable links and referring the person to help further when needed 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Using suitable informal and formal strategies 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintain confidentiality in line with organisational practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintain awareness and adopt activities to care for self, which includes the following: <ul style="list-style-type: none"> Monitoring own stress levels 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Recognise personal risks 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Use a variety of strategies to minimise personal risk 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Reach out for supervisory support and opportunities to debrief 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

6. Reviewed and reflected support provided, which includes the following: <ul style="list-style-type: none"> • Reflecting on outcomes during and after support is provided 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Highlighting where additional support would be beneficial/needed 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Applying continuous improvement through reflective practice and reviewing processes undertaken during the three situations. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments about the learner's performance during Task 1 and 2.						

Student Name: Click or tap here to enter text.
Student Number: Click or tap here to enter text.

Module 12: CHCDIS011 Contribute to ongoing skills development using a strengths-based approach

There are four tasks (4) that must be completed as part of your SWLA for Module 12 assessment.

Activity 1 - Provide support to person living with a disability

You must complete all the following tasks with one(1) person with a disability to demonstrate your skills and knowledge to contribute to ongoing skills development using a strength-based approach to support person living with a disability.

You must have access to at least one (1) Individualised Support Plan and any relevant equipment that is outlined in the plan.

You must interact with the person with a disability and their family members, carers or their nominated support person and your supervisor on two (2) occasions whilst on your work placement and provide support according to an individualised plan.

STUDENT INSTRUCTIONS

You must complete the tasks below for **the individual client**:

- i. Read the individualized plan for person with disability and familiarise yourself with specific needs and preferences, identifying existing skills, preferences and goals of the person and strategies and resources to employ to meet their goals.
- ii. For the client you must carry out tasks outlined within the assessment to demonstrate the use of strength-based approach and contribute to skills development.
- iii. Access client's personal information and seek carer, family member or a supportive person identified by the client from their personal file and care plans. Complete a verbal consent or a written consent form as per organisations policies and procedures and in presence of a supervisor and on one occasion prior to organising a verbal, face to face meeting with the client, their carer and a family member, or other identified support worker to understand the specific needs and preferences of the person with disability.
- iv. Complete report and documentation according to organisations policies and procedures

Student note: You must submit deidentified individual support plan for (1) client you will be working with for this assessment. The deidentified report should only contain information that meets the requirements for this assessment and to review your answers to the questions within the assessments.

Important:

You must complete this SWLA assessment together with the SWLA Logbook and complete hours of placement which is aligned to this unit of competency.

You must obtain the permission of your clients and your supervisor prior to conducting this task. You will also need to liaise with each client's carer.

Workplace Supervisor Note: Please note the following requirements which the students must demonstrate to complete this Module.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Please ensure the students are provided with the listed resources below before commencement of the task:

For students to complete the activities for this task they must be provided with completed individual care plans for one(1) person with disability, preferably people with mild to moderate disability to avoid any risk of health and wellbeing of student, along with interaction with family members, carer , client, or others involved as part of the task.

The specific requirements that must be included in the individualised plans are listed here:

- a) completed individualized plan for a person with a disability the individualized plan must include the following:
 - Specific needs and preferences of a person with disability
 - Persons likes and dislikes, strengths, and interest.
 - Provision of any support services the person is using or prefer to use
 - Policies and procedures for report writing documentation and storage
 - A minimum of one (1) assistive technology according to persons specific needs for the person with disability.
- b) Workplace policies and procedures for reporting and any relevant state-based legislation/Act eg , privacy and confidentiality ACT, record keeping and document storage, record access policies and procedures, reporting policies.
- c) Access to client’s personal information for students to a seek carer, family member or a supportive person identified by the client from their personal file and copy of the client’s care plans. Complete a verbal consent or a written consent form as per organisations policies and procedures and in presence of a supervisor and on two (2) occasions to organise and interact in face-to-face meeting with one person excluding the client, one should be their carer, and one a family member, or other identified support worker to understand the specific needs and preferences of the person with disability.
- d) Workplace policies and procedures for students to demonstrate the skills in using strength-based approach:
 - Provision of suitable facilities for the person’s demonstration of skills in different environments.
 - Equipment availability including assistive technology as per individual support plan and to support client participation in activities.
- e) A report and documentation template where student can record any conversations and report to supervisor.

Workplace supervisor note: Students must submit deidentified care plans for the client they will be working with for this assessment. The deidentified report should only contain information that meets the requirements for this assessment and to review answers to the questions within the assessments.

ACTIVITY 1

You will need to demonstrate your ability to support one(1) client in their ongoing skills development using strength-based approach and as per there Individual Support Plan.

Every client will have unique preferences, and their Individualised Support Plan will be tailored to suit their needs, therefore, application of person-centered approach, tailored communication and support needs you choose must be different for each client.

Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Before commencement of the work task, you must seek the below:

Client 1

- Permission must be obtained from the client, their carer and your supervisor before any tasks are conducted.
- Your supervisor will need to confirm and endorse your entries.
- To protect client's privacy and confidentiality, follow your organisations privacy and confidentiality policies and procedures, and ensure all client names and contact details are deidentified before submission of your work.

As you support each client you must complete the below tasks.

Assessor note: Students must submit deidentified individual support plan for the client they will be working with for this assessment. The deidentified report should only contain information that meets the requirements for this assessment and to review answers to the questions within the assessments for marking purposes.

TASK1 – CLIENT 1

Student Instructions:

After you have accessed the individual support plan for client 1 you are required to undertake all the activities listed in the below and provide answers to the questions below:

Assessor Instructions: Benchmark standards of student responses are provided below; however students wording may vary. Assessor note that the answers students provide will be based on the individual support plan of the client. Please refer to the individual support plan and ensure that the students answers are reflective of the client's individual support plan needs and requirements and the observation completed is as per the client's needs, preferences, existing skills, and competencies as per there individual support plan.

a) In this task you are required to:

- Before you begin the task ensure that the facilities where you are going to carry out this activity the physical environment, layout, and conditions are relevant to the industry. Consider aspects like lighting, noise levels, and ergonomic considerations.
- Observe the person with disability their skills and competencies in a manner that respects their rights and upholds their dignity
- Organise a meeting with your supervisor and consult with your supervisor as you record your observations accurately and objectively in the observation template below.
- Once you have recorded the observation and completed the template below you will be required to complete a series of questions in the next task 1b that relate to the observations you have recorded in this template.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Observation Report -Contribute to skills assessment

Insert [YOUR ORGANISATION's NAME]

Complete the following information:

Name of the Client	
Gender	
Date of Observation: [Date]	Date of Observation: [Date]
Observer: [Your Name]	Observer: [Your Name]
Supervisor: [Supervisor's Name]	Supervisor: [Supervisor's Name]

Observation details:

Name of Individual with Disability: [Person's Name]	
Describe Mrs X disability briefly. (Approximate word count 70-80 words)	For example: Mrs X is a young woman with Developmental language disorder she struggles with language comprehension and expression. She often has difficulty finding the right words and constructing grammatically correct sentences. Her goal is to improve her communication skills, learn to use visual cues, drawings, and keywords to aid communication and organize thoughts during her social interactions with others. Currently she often uses sign language and speech reading apps as a communication tool.
Date and Time of Observation: [Date and Time]	
Location of Observation: [Specify where the observation took place, e.g., living room, dining area, etc.]	
Duration of Observation:	

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

[Approximate duration]	
Purpose of the observation and what you will be observing. (Approximate word count 35-45 words)	<p>Purpose of observation is to assist and support the person in ongoing skills development.</p> <p>For example, I will be observing Mrs X skills and competencies ensuring that I maintain her dignity and respect during the process.</p>
Write two (2) skills and competencies you observed. (Approximate word count 105-115 words)	<p>Example of skills observed:</p> <p>Skill 1 -During the observation, Mrs X used a combination of sign language and speechreading app to understand others and express her thoughts.</p> <p>Skill 2- Mrs X demonstrated problem-solving skills by identifying alternative communication methods, while adapting her approach, or seeking assistance when faced with challenges.</p> <p>She also has keen interest and skills in art and drawing.</p> <p>Example of Competency</p> <p>Competency 1- Mrs X use of speech reading app and sign language showed that she can effectively use AAC tools, such as sign language, or speech-generating devices, to express her thoughts and interact with others.</p> <p>Competency 2- Mrs X demonstrated adaptability in her communication to effectively navigate through challenges.</p>
Write two (2) ways you ensured that the observation process respects the person's rights and upholds their dignity throughout. (Approximate word count 95-110 words)	<p>Assessor note: sample answers provided below student's answers must be as per the sample answers however the wording may vary.</p> <ul style="list-style-type: none"> Clearly explain the purpose, benefits, and potential risks of the observation process. Respect their right to decline or withdraw from the observation at any time without facing negative consequences. Privacy and Confidentiality: Ensure that the observation takes place in a private and confidential setting. Maintain the confidentiality of the information obtained during the observation process, sharing it only with those directly involved in supporting the person. Non-Intrusiveness: Conducted observations in a manner that minimizes intrusiveness and respects the person's personal space and boundaries. Seek their permission to observe specific activities or interactions and avoid being overly intrusive or disruptive.

b) After you have completed the observation report complete the following tasks and answer the questions below:

Client 1	
Name: Mrs X [Add the name of the client]	
a)	

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

	<p>Organise and conduct a face to face meeting with Mrs X, their carer or preferred support person and family member to assess the needs and preferences of the person and identify as part of skills assessment</p>
	<p>Assessor note: Sample answers are provided below for all questions however students responses will vary based on the client they are working with at their workplace. This information students provided below should be verified within the individual support plan.</p> <p>Write the initials of the family member, carer or support person you interacted with that supports the person with disability?</p> <p>Mrs M</p> <p>In presence of a workplace supervisor did you complete a written consent form or took verbal consent from the identified person before commencing the activity?</p> <p>(Approximate word count 15-20 words)</p> <p>I completed the requirements as per organisation policies and procedures i.e., written or verbal and in the presence of supervisor.</p> <p>Include the key role and value the carer provides Client 1. Include key knowledge and skills. (Approximate word count 75-85 words)</p> <p>Ms. M provides direct care and support to Mrs. X, she plays a vital role in providing consistent assistance and implementing strategies to facilitate effective communication in various daily activities including assistance with peer interaction and supports participation in group activities. She is trained and experienced in caring for people with disabilities with speech impediment issues and has knowledge of Mrs. X's medical conditions and care plan. Her key skills include communication, patience, and attention to detail.</p> <p>Describe the process you took to record observations that involved Mrs X, their carer and family member in identifying Mrs X's skills assessment needs and elicit the information you gathered about Mrs X to support skills assessment?</p> <p>(Approximate word count 110-120 words)</p> <p>Assessor note: Sample answers provided below however students responses may vary depending on the client they are working with at the workplace.</p> <p>I scheduled a meeting with Mrs X, her carer and family member to discuss Mrs. X's needs and preferences to support her in her need for communications skills assessment and development. During the meeting we reviewed Mrs X preference to learn to use visual cues, drawings, and keywords to aid communication and organize thoughts during her social interactions with others. Mrs X family member/carers informed me that she likes arts and crafts, drawings, and painting. She is a quick learner and is open to learning new technologies and skills. She often expresses the need to improve her communication skills so she can participate more freely in activities of her interest and contribute to conversations with ease.</p>

Student Name: Click or tap here to enter text.
Student Number: Click or tap here to enter text.



b)	<p>List and briefly explain three (3) methods you used for recording all observations accurately and objectively in consultation with supervisor, using terms that can be clearly understood.</p> <p>(Approximate word count 65-75 words)</p> <p>Assessor note: Sample answers provided below Students must include three(3) out of four(4) options provided below however students responses may vary.</p> <ol style="list-style-type: none"> 1. Used Clear and Understandable Terms: When documenting observations, used language that is concise, clear, and easily understandable. Avoided jargon or technical terms that may be unfamiliar to others. 2. Objective and Non-Biased: Maintained objectivity when recording observations. Focused on factual information rather than personal opinions or assumptions. 3. Included Relevant Details: Provided sufficient details in the observations to paint a clear picture. Included specific preferences and details to assist with skills assessment. Used descriptive language to accurately depict the situation. 4. Seek Feedback: Shared recorded observations with the supervisor for review and feedback. This ensured accuracy and consistency in documentation and provided an opportunity for learning and improvement.
c)	<p>Observe Mrs X in two different settings and carry out the following tasks and complete the questions below. For this task you are required to:</p> <ul style="list-style-type: none"> • Note any changes in Mrs X demonstration of skills in two (2) different environments or settings these could be a home, social setting, daily living environment or interaction with peers. • Note change in Mrs X behaviors in the different environments. • Note changes to her status that is likely to impact on skills development. • Report your observations to the supervisor by writing an email in the template provided below. <p>Complete the questions below:</p> <p>Write and explain the two (2) settings where you observed Mrs X and briefly explain what you observed. (Approximate word count 90-100 words)</p> <p>Assessor note: Sample answers are provided below however students responses will vary depending on the settings they have observed the clients behaviour.</p> <p>For example:</p> <p>Social Setting:</p> <ul style="list-style-type: none"> • In social gatherings: Observed their social interactions, communication skills, ability to initiate and maintain conversations, and their comfort level in different social contexts. • At recreational activities: Assess their participation and enjoyment in activities such as sports, games, or outings, taking into account any necessary adaptations or support. <p>Daily Living Environment:</p> <ul style="list-style-type: none"> • At home: Observed their ability to communicate when performing daily tasks independently, such as travelling or managing personal belongings. • During community outings: Assess their navigation skills, ability to use public transportation, interact with strangers, handle money, and engage in community activities.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Provide an example of a change you have observed in Mrs X status in demonstration of skills in different environments?
 (Approximate word count 70-80 words)

Assessor note: Sample answers are provided below however students responses will vary depending on the settings they have observed the clients behaviour.

For example, I have noticed that Mrs X demonstrates resilience and confidence in social settings by making an effort to initiate conversations with her peers, utilizing her visual support system to aid her communication. In a social gathering I have noticed that Mrs X experiences challenges in social interactions, often feeling left out or misunderstood by her peers due to her difficulty in finding the right words to express herself.

Are there any changes in the person's status that are likely to impact their skills development in the future?
 (Approximate word count 70-80 words)

Assessor note: Sample answers are provided below however students responses will vary depending on the settings they have observed the client's behaviour.

For example Mrs X's skills development has been hindered recently due to a change in her medication, resulting in increased difficulty with language comprehension and expression. She requires additional support and accommodations to overcome these challenges.

If the person experiences a decline in their physical condition, their productivity and ability to perform physically demanding tasks may be affected. They may require accommodations or assistive devices to maintain their performance levels.

d) In the template given below write an email to the supervisor which includes your feedback about the changes in the person as per above task

You are required to document the specific skills observed and affected, the nature of the changes, and recommend appropriate accommodations or support to mitigate any negative impacts.
EMAIL – TEMPLATE 1 _ FAMILY MEMBER

(Word count 330-350 words approx.)

Assessor Instructions
 Student must submit an email summarising the conversation and confirming the observations they made in previous tasks and its outcomes.

To: Supervisor
Cc:
Add a subject: Observation Feedback
Email Body:

Dear [Supervisor's Name],
 I hope this email finds you well. I wanted to provide you with feedback regarding changes in [Person's Name]'s demonstration of skills in different environments and the impact of recent changes in their status on their skill development. Here are a few key points to consider:

Student Name: Click or tap here to enter text.
 Student Number: Click or tap here to enter text.



1. I have observed in [Person's Name]'s demonstration of skills in different environments and the potential impacts of recent changes in their status on their skill development. I believe this information will be valuable for their ongoing growth and success.
2. Recent Changes in Status:
 - Unfortunately, [Person's Name]'s recent change in status, specifically [describe the change, e.g., increased pain/fatigue, decline in vision, emotional challenges], has had an impact on their skill development.
 - This change has resulted in [mention specific challenges or limitations observed].
 - They may benefit from additional support or accommodations to mitigate the impact of these changes and continue their skill progression.
3. Recommended Actions:
 - It is important to have an open dialogue with [Person's Name] to understand their current needs, challenges, and aspirations.
 - Considering their recent changes in status, we should explore potential adjustments or accommodations that can support their skill development and overall well-being.
 - [Suggest specific actions or resources that may be helpful, e.g., offering additional training, providing assistive technologies, arranging counseling sessions].
4. Positive Progress:
 - Despite the challenges, it is important to acknowledge [Person's Name]'s ongoing progress and accomplishments in various areas [specify relevant achievements].
 - Their determination, perseverance, and willingness to adapt have been noteworthy.

I believe that by providing appropriate support and accommodations, we can help facilitate [Person's Name]'s continued growth and success. I would appreciate the opportunity to discuss this further in person or through a scheduled meeting to explore potential strategies and next steps.

Thank you for your attention to this matter. Please let me know if you require any additional information or have any questions.

Best regards,

[Your Name] [Your Position/Role] [Your Contact Information]

Signature:

(Student name)

Supervisor's Endorsement

Name of Supervisor:

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Supervisor's contact details:
Phone:
Email:
Date:
Signature:

Task 2 – In this task you will assist with ongoing skills development of Mrs X according to individualised plan.

You will be required to read the individual plan and familiarise yourself with the requirements that are based on this tasks assessment and complete the following sections.

Client 1	
Name: Mrs X[Add the name of the client]	
a)	<p>Identify and list three (3) skills development strategies you identified as per Mrs X's individualized plans? (Approximate word count 95-100 words)</p> <p>Assessor note: Sample answers provided below, however please note the strategies will vary depending on the client they are working with and their individual support plan. Students' answers will be competent if they are reflective of skills development strategies, they identified in individual support plan.</p> <ol style="list-style-type: none"> 1. Reviewed the individual support plan and identified the skills Mrs X desired to develop or improve to implement strategies as per her needs and preferences. 2. Incorporate Mrs X strengths, skills, and competencies: Considered the individual's specific needs related to their hearing disability. For example, Mrs X's use of sign language and assistive technology app as their primary means of communication, considered including strategies that promote sign language fluency and understanding. 3. Mrs X has keen interest in art and drawing so considered strategies such as including art therapy sessions as a medium for her to express herself and improve on communication. 4. Adapted the skills development strategies to accommodate their unique circumstances and provide appropriate support. 5. Involve and implement strategies such as use of assistive technology, communication aids, or the involvement of additional professionals such as speech therapists or social skills trainers.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

b)	<p>Work with Mrs X collaboratively to explore her existing skills as you observed in task A and plan for skills development.</p> <p>Complete the following questions below:</p> <p>Assessor note: Sample answers provided below, however please note the strategies will vary depending on the client they are working with and their individual support plan.</p> <p>Write two (2) existing skills of Mrs X that you identified during conversation with her it could also include skills you observed in task A. (Approximate word count 75-85 words) for example:</p> <ul style="list-style-type: none"> • Mrs X has keen interest in drawing and art she would often use this medium to help her express herself creatively. Drawing can also be used as a means of communication, allowing her to illustrate her ideas when words are challenging. • Mrs X demonstrates active Listening skills Despite her challenges with language comprehension, Mrs X is an active listener, and she demonstrates understanding through non-verbal cues or gestures, indicating that she is attentive and engaged in conversations. <p>Briefly explain five (5) steps you undertook when planning for skills development with Mrs X? (Approximate word count 100-110 words)</p> <p>Assessor note: Students must include five (5) out of eight steps below however their answers may vary.</p> <ol style="list-style-type: none"> 1. Based on the skills and competency identified during task 1 considered Mrs X specific disability, and any accommodations or assistive technologies they may require. 2. Goal Setting: Collaborated with Mrs X to establish clear and measurable goals. Ensured that the goals are realistic, achievable, and aligned with the person's interests and aspirations. 3. Incorporated strategies and techniques to improve communication skills, such as visual cues, drawings, and keywords. 4. Planned activities that promote the development of communication skills, using a combination of sign language, speechreading apps, and other appropriate tools. 5. Fosters collaboration with the client, their support network, and relevant professionals. 6. Regularly communicated and share progress updates with the client and their supervisor or caregiver. 7. Planned for monitoring the client's progress towards their goals. 8. Continuously adapt and refine the evaluate effectiveness of the strategies based on the client's changing needs and progress.
c)	<p>Work with Mrs X to identify personal strengths and goals for ongoing skill development. You are required to identify at least two (2) of her personal strengths and two (2)goals.</p> <p>complete the questions below.</p> <p>Assessor note: Sample answers provided below, however please note the strategies will vary depending on the client they are working with and their individual support plan.</p> <ol style="list-style-type: none"> 1) List and explain two (2) strengths that Mrs X has and how these strengths can be used for her skills development? (Approximate word count 90-100 words)

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Example: Mrs X is good at using alternative forms of communication, such as written communication or augmentative and alternative communication (AAC) devices. I could research and introduce her to more ACC technologies that can assist with communication skills development such as speech to text devices etc.

A strength of Mrs X is drawing and painting this can be used to create visual aids, such as charts, symbols, or graphic organizers, that support her specific communication needs. These visual supports can assist in organizing thoughts, conveying messages, and facilitating effective communication in different settings.

2) When planning for skills development write two (2) goals and two(2)strategies to meet the goals that you discussed with Mrs X?
(Approximate word count 80-90 words)

Goal: Enhance Language Expression

Strategies include:

- Attend speech therapy sessions to work on expressive language skills.
- Engage in activities that encourage verbal expression, such as participating in group discussions or storytelling.
- Practice using visual cues and keywords to organize thoughts and improve sentence construction.

Goal: Utilize Visual Cues / assistive technology for Communication

Strategies include:

- Attend training or workshops on using visual supports for communication.
- Practice creating and using visual aids in everyday conversations and social interactions.
- Seek guidance from a speech-language pathologist to develop personalized visual communication strategies.

d) Assist Mrs X to identify resources to complement strengths and identify the use of at least two (2) resources you think would help the most in skills development.

Assessor note: Sample answers provided below however please note the strategies will vary depending on the client they are working with and their individual support plan.

Complete the questions below:
(Approximate word count 50-60 words)

1) List two (2) techniques you used to assist Mrs X to identify resources that complement Mrs X's strengths?

Example:

- I Encourage self-reflection and self-awareness by asking Mrs x to identify activities or tasks in which they feel confident and successful.
- By utilizing a person-centred approach, I engaged in conversations and exploration to identify resources that align with her strengths. This involved asking open-ended questions about their interests, talents, and areas where they excel.

2) List two (2) resources you identified that could assist Mrs X in skills development?

(Approximate word count 30-40 words)

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	<ul style="list-style-type: none"> Engaging in social skills training programs or workshops can support Mrs X in developing effective social interaction strategies. Exploring resources such as communication cards that could assist in practicing communications skills. Exploring additional assistive technologies tailored to Mrs X's specific needs can enhance her communication and organizational skills. This may include apps or devices that offer visual cues, reminders, or note-taking functionalities. Given Mrs X's keen interest and skills in art and drawing, incorporating art therapy into her skill development plan can be beneficial. Mrs X could benefit from working with a speech and language therapist who specializes in developmental language disorders. The therapist can provide targeted interventions, exercises, and strategies to improve her language comprehension, expression, and overall communication skills.
e)	<p>In this task you are required to provide Mrs X with information, skills and support to engage in activities according to her needs and preferences and answer the following question below.</p> <p>Assessor note: Sample answers provided below however please note the strategies will vary depending on the client they are working with and their individual support plan.</p> <p>Give two examples of information, skills, and support you provided to Mrs X to engage in activities that could assist in her skills development?</p> <p>(Approximate word count 80-90 words)</p> <ul style="list-style-type: none"> Example: Recognizing Mrs X's interest in painting and drawing, I provided her with information about group art therapy sessions and supported her to engage in an art therapy session with a qualified art therapist to provide her with a structured and supportive environment for self-expression. Example: I informed Mrs X about participating in speech therapy sessions to improve speech clarity and articulation and engage in social skills training programs to practice communication and build her confidence to enhance language expression. Example: I informed Mrs X to join support groups or clubs where he can interact with others who have similar experiences, providing a safe space for communication practice. Example: I provided support by planning activities such as role play to use some resources identified in task 2d for skills practice.
f)	<p>In this task you are required to use one (1) assistive technology you identified as per Mrs X individual support plan or in task 1d and provide support to Mrs X to mobilise strengths and encourage ongoing development and application of skills for personal development using the assistive technology:</p> <ul style="list-style-type: none"> You are required to monitor Mrs X's interactions, paying attention to their comfort level, responsiveness, and engagement with the assistive technology. Consult with your supervisor to discuss to monitor effectiveness of the strategies and level of engagement provide feedback to Mrs X based on her use of assistive technology and answer the questions in task g related to providing the feedback. <p>Assessor note: Sample answers provided below, however please note the strategies will vary depending on the client they are working with and their individual support plan.</p>

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	<p>Complete the questions below:</p> <p>Name the assistive technology you used: For example, an assistive technology such as speech to text app</p> <p>Briefly explain how did you ensured the assistive technology would incorporate Mrs X's strength and encourage her in ongoing skills development? (Approximate word count 45-55 words)</p> <p>By involving Mrs X in a discussion, I consulted with her and brainstormed and proposed innovative ways to leverage on her strength of using previous app-based technology and introduced the use of this new speech to text assistive technology which could assist her in communication skills.</p> <p>Write the steps you undertook to encourage Mrs x to apply the assistive technology skills for personal development: (Approximate word count 80-85 words)</p> <ul style="list-style-type: none"> • I downloaded the speech to text app on my phone • Introduce Mrs X to the speech-to-text app and its features. • Explained how the app works, including how to activate speech recognition and view the transcribed text. • Provide step-by-step instructions or a tutorial on using the app effectively. • Encouraged Mrs X to independently practice speaking clearly and articulating her words while using the app. • Engaged in conversation or discussion where Mrs X practiced speaking while the app transcribes their speech. <p>Write two(2) monitoring strategies you discussed and consulted with your supervisor to determine effectiveness and level of engagement?</p> <ul style="list-style-type: none"> • observed Mrs. X's interactions with the chosen assistive technology during skill development activities. • Paid attention to her body language, facial expressions, and gestures as she uses the technology. • Noted any signs of ease or discomfort, as well as her level of confidence while operating the device. • Identify areas where the strategy has been successful in achieving its objectives. Also, highlight any challenges or areas where improvements are needed
g)	<p>In this task you are required to provide constructive feedback to Mrs X based on the activity you completed in task f above in a respectful manner that recognizes their rights and upholds their dignity.</p> <p>Assessor note: Sample answers provided below however please note students wording may vary. Student must be able to explain five (5) out of six (6) strategies listed below.</p> <p>Briefly describe five (5) techniques you used when providing constructive feedback to Mrs X?</p>

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(Approximate word count 170-180 words)

1. **Highlighted clients' strengths:** I began by acknowledging Mrs. X's efforts and strengths in using the speech to text app as communication tools. Highlighting her progress while using assistive technology. Acknowledged her abilities and how these strengths contribute to their success.
2. **Cultivated a supportive environment:** Created an atmosphere of trust, empathy, and support. I let Mrs X know that I am there to assist and encourage her throughout her journey with the assistive technology.
3. **Provided constructive feedback:** Along with positive feedback, offered constructive feedback when necessary. Focused on areas for improvement without undermining the Mrs X efforts or discouraging them. Offered suggestions and strategies or corrections in a supportive and encouraging manner, emphasizing growth and learning.
4. **Encouraged self-reflection:** Asked Mrs. X to reflect on her own communication experiences and identify areas she would like to work on. Encouraged her to express her own goals and preferences, ensuring her agency and involvement in the feedback process.
5. **Active listening:** Actively listen to Mrs. X's perspectives, concerns, and feedback.
6. **Validated her experiences and emotions and address any questions or uncertainties she may have.**

Briefly explain how did you ensured that the feedback you provided was delivered in a respectful manner that upheld Mrs X's rights and dignity?

(Approximate word count 40-45 words)

I showed respect for Mrs X autonomy and decision-making abilities. Listened actively to her perspective, validated her experiences, and avoided making assumptions or generalizations based on her ability to use assistive technology. Framed feedback as a collaborative process aimed at personal growth and development.

h) In this task you are required to organize a meeting with Mrs X and a support person to carry out a conversation with Mrs X to acknowledge and discuss two (2) difficulties she faced in implementing skills development activities such as during skills assessment or while using the assistive technology.

Complete the questions below:

List two (2) difficulties Mrs X faced during this skills development process?

(Approximate word count 65-75 words)

Assessor note: Sample answers provided below however student answer will vary depending on the client they are working with and their individual support plan

For example:

- Mrs X explained that during the process at times she faced challenges due to her communication barriers such as difficulty in understanding spoken language or difficulty in following instructions due to heavily relying on lip-reading.
- Mrs X also faced technical issues a few times such as during the use of assistive technology and while practicing the speech-to-text apps, was hindered by technical glitches or compatibility issues, impacting their reliability.
- Issues of miscommunication due to inaccurate or misunderstood information due to reliance on lip-reading or limited auditory cues.

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i)	<p>In this task tasks you are required to engage in a story telling activity with Mrs X. During the activity you will monitor and evaluate the effectiveness of this strategy and consult with your supervisor to discuss your observations, findings, and potential improvements.</p> <p>You are required to:</p> <ul style="list-style-type: none"> • Explain to Mrs X the purpose of the story telling activity as a strategy to enhance her narration and foster skills development in communication. • Ask Mrs X to narrate a short story it can be based on her life experiences or hobbies or about a significant incident in her life(not more than 2 mins) • During the activity you are required to monitor Mrs X’s interactions, paying attention to her comfort level, responsiveness, and engagement in this activity. • As part of monitoring strategies, you are required to consult with your supervisor to discuss the effectiveness of the strategy and level of engagement Mrs X. <p>Complete the following questions below:</p> <p>List five (5) ways you monitored the effectiveness of strategies implemented for skills development? Assessor note: Sample answers provided below however students responses may vary (Approximate word count 65-75 words)</p> <ul style="list-style-type: none"> a) Regularly observing and assessing Mrs. X progress in relation to her goals. b) Used objective measures, such as task completion rate and observations of her engagement and confidence during activities. c) Carried out evaluations on level of effectiveness of the implemented strategies d) Discussed the progress with Mrs X e) Seek their feedback on how they perceive their own development. <p>Briefly explain how did you consult with your supervisor to discuss the client’s level of engagement? (Approximate word count 40-50 words) Assessor note: Sample answers provided below however students response may vary.</p> <p>I collaborated with my supervisor by regularly communicating and sharing details about the observations, data, and insights regarding the effectiveness and engagement level in activities of the client. I sought guidance, suggestions, and support from the supervisor for improvement based on their experience and expertise.</p>
Supervisor’s Endorsement	
Name of Supervisor:	
Supervisor’s contact details:	
Phone:	
Email:	

Student Name: Click or tap here to enter text.
 Student Number: Click or tap here to enter text.

Date:
Signature:

Task 3 – In this task you are required to work with the client to support incidental learning opportunities to enhance skills development.

a) In this task you are required to engage Mrs X in two (2) real life situations that can act as potential for informal or incidental learning opportunities by completing the tasks below.

Client 1	
Name: Mrs X [Add the name of the client]	
a)	<p>Engage Mrs X in two (2) real-life situations and identify two (2) potential opportunities for either informal or incidental learning based on Mrs X engagement in the real-life situations.</p> <p>Complete the questions below:</p> <p>Identify and write the two (2) real-life situations in which you engaged Mrs. X for participation. (Approximate word count 200-220 words)</p> <p>Assessor note : Student must involve the client in two real life situations. Sample answers are provided below. The real-life situations can be based on the client interest and preferences of need to learn any particular skills.</p> <p>For example:</p> <p>Real life situation 1</p> <p>After consulting with Mrs. X, we decided to visit a local art exhibition or museum, considering her keen interest in painting and art. I took the responsibility of researching and organizing the visit, and once she agreed, I communicated the schedule to Mrs. X and her support network. Throughout the activities, I observed and identified moments where she could learn incidentally or informally.</p> <p>Real Life situation 2</p> <p>After consulting with Mrs. X, I organized an informal social gathering and planned a storytelling workshop, inviting her close family and friends to participate. At the beginning of the workshop, I introduced myself, explained the agenda, and shared the goals for the session. To ensure her active engagement, I provided clear visual instructions and used gestures and visual aids.</p> <p>To enhance her communication skills and use assistive technology, I encouraged Mrs. X to utilize the speech-to-text assistive technology during the activity. I motivated her to participate by sharing an important incident from her life that had a significant impact. Throughout the session, I encouraged her to initiate conversations and engage in social interactions, praising her efforts in communicating and expressing herself.</p>

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During the activities, I observed and identified moments where Mrs. X could learn incidentally or informally, adapting the workshop to suit her preferences and needs.

Briefly explain two(2) opportunities you identified during the activities as potential for informal and incidental learning?

(Approximate word count 300-325 words)

Assessor note: Sample answers are provided below however this will vary depending on the real; life situations in which the student has supported the client and informal and incidental learning will be based on the real-life situations. Student must provide one opportunity each for each of the real-life situation.

Two (2) informal learning opportunity one for each real-life situation

Real life situation 1

During the activity, I observed Mrs. X displaying a keen interest in learning about various artists and art forms. Recognizing this enthusiasm, I utilized the opportunity to foster informal learning by engaging in discussions about famous artists, art movements, and encouraging her to share her own interpretations. To further support her interest, I provided Mrs. X with art books, online resources, and magazines that covered diverse art styles, techniques, and artists. I encouraged her to read and explore these materials, as well as to express her thoughts and reflections on the subjects she found intriguing.

Real Life situation 2

I encouraged informal learning by engaging Mrs. X in discussions about the various storytelling styles she had been exposed to. During an informal storytelling session, Mrs. X, despite her hearing disability, had the chance to listen to stories shared by others. This exposure to diverse storytelling styles, voices, and narratives allowed her to broaden her understanding and appreciation of storytelling as an art form.

Two (2) incidental learning opportunity one for each real-life situation

Real Life situation 1

During the art exhibition or museum visit, I actively involved Mrs. X in the process of exchanging feedback about various artworks, specifically discussing brushstrokes, colour mixing, and the use of texture. This interaction created an incidental learning opportunity for Mrs. X as we explored how these techniques could be applied or modified in her own artwork. By engaging in these discussions, Mrs. X developed critical thinking skills, fostered self-reflection, and honed her ability to incorporate feedback in order to enhance her artistic practice.

Real Life situation 2

During the story telling activity, I noticed that Mrs X despite her hearing disability was actively engaging with other participants, adapting her storytelling techniques to accommodate her physical abilities, and using assistive technology with ease and confidence. This observation provided an incidental learning opportunity for Mrs X to enhance her communication skill.

b)	Identify positive approaches and strategies you incorporated in line with the above activities in task 3a to promote enjoyment and maximise engagement of the client Mrs X while she engaged in the real-life situation. Complete the question below
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	<p>Briefly explain five(5) positive approaches and strategies you applied that promoted enjoyment and maximized engagement of Mrs X in her skills development?</p> <p>(Approximate word count 170-180 words)</p> <p>Assessor note: sample answers provided below. Students must identify at least five (5) positive approaches that made the learning experience engaging and enjoyable for Mrs X.</p> <ol style="list-style-type: none"> 1. To make learning experiences engaging and enjoyable I incorporated Mrs X interest and hobbies into activities. For example, as Mrs X enjoys art, I consulted with her and planned an art exhibition or museum visit and to enhance her communication skills I organised an informal story telling activity for her where she could freely interact with her friends and family and participate in the activity. 2. During the visit I engaged her a fun activity of conversing about different art techniques or encourage her to describe her favourite artworks to maximise her engagement. 3. I provided Mrs X with positive reinforcement through specific and genuine praise for her efforts and achievements during story telling sessions. 4. Incorporated multisensory elements into the storytelling, such as visual cues, to make the experience more immersive and engaging for the person with a hearing disability. 5. Encouraged Mrs X to use assistive technology when story telling hence engaging in hands-on experience that promoted engagement and participation and make participation more fun, interactive, and enjoyable. 6. Celebrated small achievements and progress, to boost Mrs X self-confidence and motivation.
c)	<p>In this activity you are required to collaborate with Mrs X chosen support person and supervisor to have a conversation about strategies to adapt support to maximize independence and experiential Learning for Mrs X.</p> <p>Complete the questions below:</p> <p>Briefly explain five(5) strategies you incorporated in consultation with Mrs X chosen support person and with the supervisor to adapt support to maximize independence and experiential learning for Mrs X.</p> <p>Assessor note: sample answers provided below. Students explain five (5) strategies they incorporated in consultation with Mrs X chosen support person and with the supervisor to adapt support to maximize independence and experiential learning for Mrs X.</p> <ol style="list-style-type: none"> a) I collaborated with Mrs X , their chosen support person, and supervisors to evaluate the effectiveness of the support provided and make necessary adjustments. b) To maximize independence and experiential learning, in consultation with the support person and the supervisor I gradually empowered and encouraged Mrs X to set personal goals and explore different techniques to support her in her daily living needs. c) In consultation with the person, there support person and supervisor I provided opportunities for Mrs X to learn and practice new communication techniques and skills.

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	<p>d) I assessed the assistive technology used by Mrs X and collaborated with her, support person and supervisor to assess the need for other assistive devices, such as hearing aids, cochlear implants, or communication apps to adapt to Mrs X changing needs and preferences.</p> <p>e) In consultation with Mrs X, support person and supervisor I provided a range of experiential learning opportunities that aligned with Mrs X interests and goals. These included hands-on activities, volunteering, and participation in real-life scenarios.</p> <p>f) Supported and empowered Mrs X to assertively communicate her needs, preferences, and accommodation requirements in various situations. Actively involved her in decision-making processes related to her support and care, demonstrating respect for her autonomy and preferences. By collaboratively implementing these strategies with the person, carer, and supervisor to create an inclusive and empowering environment.</p>
Supervisor's Endorsement	
Name of Supervisor:	
Supervisor's contact details:	
Phone:	
Email:	
Date:	
Signature:	

Task 4 – Complete documentation as per organisation policies and procedures.

In this task you will complete a review report and question and answers based on organisational policies and procedures for documentation, maintain and storing records.

Student Instructions:

- a) In this task you will need to complete a comprehensive review report based on the activities completed in the above tasks 1-3 either on a template provided by your workplace/organisation or the template below and save it and submit it for marking.

Students instructions to write the review report:

- Introduce the context of the review report, briefly mentioning the client's name (Mrs. X), her situation (elderly woman with mild hearing difficulty), and the approach used (strength-based).

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- Describe how the skills assessment process was carried out. Emphasize the importance of respecting Mrs. X's rights, involving family members and carers, and recording observations in consultation with the supervisor.
- Explain how Mrs. X's strengths, preferences, and hearing disability were considered in creating an individualized development plan. Highlight her passion for art and proficiency in assistive technology as foundational aspects.
- Discuss how Mrs. X actively participated in setting goals for skill development. Mention how her passion for art and assistive technology were aligned with the development plan.
- Explain how resources such as art workshops, communication aids, and mentorship programs were identified to complement Mrs. X's strengths and preferences.
- Detail the continuous support and encouragement provided to Mrs. X. Highlight the use of positive approaches and the integration of her love for art into communication skills practice.
- Discuss how difficulties were openly addressed and strategies were regularly monitored for effectiveness. Emphasize the problem-solving approach and adaptive nature of the support.
- Describe how opportunities for learning were encouraged and recognized in real-life situations. Mention the integration of Mrs. X's love for art into various activities.
- Explain how the support provided maintained a balance between assistance and autonomy, aiming to foster Mrs. X's growth and independence.
- Summarize the positive outcomes of the skills assessment and development process. Highlight the person-centered approach, commitment to dignity, and the impact on Mrs. X's communication skills, independence, and overall well-being.

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 1-3) as per the students' instructions. Sample report provided below however students wording may vary depending on the client they are working with.

Student Name: Click or tap here to enter text.

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Review Report Template

Client Name	
Review report completed by	
Date of Review report completion	
Organisations name	

Review Report:

Ensure your review reflects who participated and the outcomes of all the activities tasks completed above (task 1-3)

(Approximate word count 525-550 words)

Assessor note: Student must complete a comprehensive report as per the sample below and based on the client they have worked with however the wording may vary.

As a support worker, I was assigned to assist Mrs. X, an elderly woman with mild hearing difficulty, in her skills development using a strength-based approach. Throughout the skills assessment process, I conducted observations with the utmost respect for her rights and dignity, ensuring her consent was obtained before any evaluation. Family members and carers as identified by the Mrs X, were actively involved in the skills assessment process. Their insights provided valuable context and perspectives on her strengths, preferences, and areas for growth. All observations were meticulously recorded in consultation with the supervisor, using clear and understandable terms. The recorded information served as a foundation for providing ongoing support and skills development. Continuous feedback was provided to the supervisor regarding any changes observed in the Mrs X's skills, performance across different environments, and her current status impacting skill development. This ensured that her needs were met effectively. The individualized plan was carefully interpreted, considering her hearing disability, love for art, and proficiency in assistive technology. Mrs X actively participated in identifying her skills and setting goals for further development. Her passion for art and painting and proficiency in using assistive technology was considered a vital foundation for skill enhancement. Through interactive sessions, her personal strengths and goals were recognized and aligned with the skills development plan. Emphasis was placed on leveraging her passion for art and use of assistive technology to improve overall communication skills. Assistance was provided in identifying resources that complemented her strengths, such as art workshops, communication aids, and mentorship programs. Information, skills, and support were offered to help her engage in activities that catered to her specific needs and preferences, fostering a conducive learning environment. Continuous encouragement and support were provided to mobilize her strengths and foster the ongoing application of skills for personal development. Constructive feedback was delivered to the Mrs X in a respectful manner, acknowledging her rights and upholding her dignity throughout the learning process. Difficulties encountered in implementing skills

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development activities were openly acknowledged and discussed with the Mrs X and relevant stakeholders, fostering a problem-solving approach. Strategies were regularly monitored to determine their effectiveness and the level of engagement in activities, ensuring that the skills development plan remained relevant and adaptive. Opportunities for incidental learning were consistently encouraged and recognized during various real-life situations, such as art exhibitions, storytelling sessions, social gatherings, and community events. Positive approaches were employed to enhance enjoyment and maximize engagement in all activities. Her love for art was seamlessly integrated into communication skills practice, making the learning process enjoyable. Support was adapted through consultation with the Mrs X, her chosen support people, and the supervisor, aiming to maximize independence and experiential learning. The right balance of assistance and autonomy was provided to foster growth.

Conclusion:

This comprehensive review report highlights the effective skills assessment, ongoing development, and adaptive support provided to a Mrs X with a mild hearing disability who loves art and painting and excels in assistive technology use. The person-centered approach and commitment to her dignity have facilitated positive outcomes and enhanced her communication skills, independence, and overall well-being. Continual monitoring and collaboration will ensure that her skills development journey remains progressive and fulfilling.

- b) Refer to your organisations policies and procedures and relevant legislation/ACT and answer the following questions below:

Question 1. Briefly explain five(5) relevant organisations policy and procedures and one (1) legislation/Act you referred to when documenting and completing client related information in the observation template and review report template?

(Word limit 195-210 words)

Student note: Refer to your state/territory based privacy legislation to answer the question below.

Assessor note: Student must refer to the organisations policies and procedures however please note that this will vary for different organisations. The below are sample answers as long as students have aligned the policies and procedures, they referred to in relation the task that would be sufficient evidence. Student must align the answer with the correct privacy legislation/ACT as applicable to their state and territory.

For example:

Here are some relevant procedures commonly followed by organisations in healthcare:

1. **Obtaining Informed Consent:** Before documenting any client-related information, support workers or professionals must obtain informed consent from the client or their legal representative. This consent should clearly outline the purpose of data collection, the types of information to be recorded, and how the information will be used.

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2. **Maintaining Privacy and Confidentiality:** Disability organizations have strict procedures in place to protect client privacy and maintain confidentiality. All staff members are required to adhere to these procedures to prevent unauthorized access, disclosure, or misuse of client information.
3. **Data Security Measures:** Disability organizations implement robust data security measures to safeguard client information. This includes using secure electronic systems with restricted access, encrypted data storage, and regular data backups.
4. **Documenting Objective Observations:** When using observation templates, staff members are trained to document objective observations rather than making assumptions or providing subjective opinions. The focus is on recording factual information about the client's behaviors, progress, and challenges.
5. **Regular and Accurate Updates:** Staff members are responsible for regularly updating client-related information in the templates to ensure that the data remains current and relevant. Timely updates are crucial for monitoring progress and making informed decisions about the client's care.
6. **Reviewing and Verifying Information:** Before finalizing review reports or other official documents, disability organizations have procedures in place for reviewing and verifying the accuracy of the recorded information. This helps ensure that the data presented is reliable and free from errors.
7. **Cultural Sensitivity:** Disability organizations emphasize cultural sensitivity when documenting and completing client-related information. Staff members are trained to be aware of cultural differences and respectful in their language and approach.
8. **Quality Assurance Checks:** Some organizations have quality assurance processes in place to conduct periodic checks on the accuracy and completeness of client records. This helps identify and address any discrepancies or issues promptly.

One important legislation/Act that applies to this context is the **Privacy Act 1988**, which sets out the rules and principles for handling personal information, including client-related data, in the disability sector.

Question 2. This question has three (3) parts you must complete all the parts.

- a) List two (2) relevant organisation policy and procedures you followed to maintain and store the documents that you completed for the clients in the above tasks.
- b) List the procedures you followed to maintain and store the completed documents as per the organisations policies and procedures
- c) List one (1) relevant Act/Legislation in Australia that governs and sets out guidelines for health care providers for record keeping.

(Approximate word count 110-120 words)

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Assessor note: Student must refer to the organisations policies and procedures however please note that this will vary for different organisations. The below are sample answers as long as students have aligned the policies and procedures, they referred to in relation the task that would be sufficient evidence.

For example:

a) When completing the documents, I adhered to the organization's record keeping policies and procedures and privacy and confidentiality policies and procedures.

b) The procedures I followed included:

- Storing physical documents in secure areas,
- limit access to authorized personnel,
- and use password-protected electronic systems to safeguard client information.

Our organization has policies and procedures in place to safeguard client information, including secure storage, access controls, staff training on privacy and confidentiality, and regular audits to ensure compliance with relevant legislation.

c) Privacy Act 1988: The Privacy Act governs the collection, use, storage, and disclosure of personal information. Disability organisations and health care providers must comply with the Privacy Act's principles when handling resident records and personal information

Question 3. Refer to your organisations policies and procedures and briefly explain what does your organization's policy state regarding the person's right to access their records?

(Approximate word count 20-25 words)

Assessor note: Sample answer provided below student answer must be as per the sample answer provided however wording may vary.

The organization's policy recognizes and upholds the person's right to access their records as outlined in relevant privacy and data protection laws and regulations

Question 4. List and explain four (4) relevant procedures implemented by your organization to facilitate a person's request for access to their records?

(Approximate word count 75-80 words)

Assessor note: Student must refer to the organisations policies and procedures however please note that this will vary for different organisations. The below are sample answers as long as students have aligned the policies and procedures, they referred to in relation the task that would be sufficient evidence.

1. Informing the person about their right to access their records and how to exercise that right.
2. Providing clear and accessible information on the process to request and access records.
3. Ensuring that the person's records are maintained in a secure and organized manner for easy retrieval.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

<p>4. Responding promptly to requests for access, providing the requested information within a reasonable timeframe.</p> <p>5. Respecting the person's privacy and confidentiality by taking appropriate measures to safeguard their records.</p>
Supervisor's Endorsement
Name of Supervisor:
Supervisor's contact details:
Phone:
Email:
Date:
Signature:

Assessment Checklist: (completed by the Assessor)	
The student safely supported one client with disability in skills development processes	Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)
Task 1	
<p>a) The student read and familiarized themselves with the individualized plan for the client and completed observation report</p> <p>Student completed the following:</p> <ul style="list-style-type: none"> • Did the student check the facilities and place was conducive to carry out the activity? • Did the student familiarize themselves with the individual plan and care plan? • Did the student carry out the observation in a manner that upheld the client's dignity and respect • Did the student consult with the supervisor and complete the observation report accurately and objectively recording all the requirements? • Did the student complete the answers sufficiently and within word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

b)	<p>1. Student organises a meeting with the family, supervisor and records observations in different settings to support skills assessment</p> <ul style="list-style-type: none"> • Did the student carry out a meeting with the family/carer and identify the persons existing skills, strengths to support skills assessment? • Did the student complete the requirements for seeking consent from the family member, carer or a support person identified by person with dementia in presence of supervisor prior to activity commencement? • Did the student describe the key role and value the carer provides to the client including the carer knowledge and skills? • Did the student list ways they consulted with the supervisor and record the observations using terms that can be clearly understood? • Did the student carry out observations of skills of the client in two different settings? • Did the student complete the email and provide the feedback to the supervisor about the changes in persons demonstration of skills in different environments and changes in status that may impact on skills development? • Did the student complete all the questions correctly within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
Task 2		
a)	<p>Student accesses individual support plan</p> <ul style="list-style-type: none"> • Did the student access the individual support plan for the client and identified and interpret two(2) strategies for skills development • Did the student complete the questions correctly and within the word limit 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
b)	<p>Work with the client to identify skills and plan for development</p> <ul style="list-style-type: none"> • Did the student work collaboratively with the client • Did the student identifying the two(2) existing skills of the client • Did the student briefly explain the steps they undertook for planning • Did the student complete the questions correctly and within word limit 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
c)	<p>The student works with client to identify strengths and goals</p> <ul style="list-style-type: none"> • Did the student identify clients' strengths • Did the students identify two(2) goals and strategies to meet the goals and discussed with the client 	<input type="checkbox"/> S <input type="checkbox"/> NS

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

	<ul style="list-style-type: none"> Did the student completed the question correctly and within word limit. 	
Recording comments:		
d)	<p>The student assists the person to identify resources to complement strengths.</p> <ul style="list-style-type: none"> Did the student assist the client in identifying two(2) resources to support in skills development Did the student list two(2) correct techniques they used to identify resources that complement clients' strengths? Did the student complete the answers correctly and within word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
e)	<p>Provide information, skills and support to client</p> <ul style="list-style-type: none"> Did the student provide two(2) examples of information, skills and support they provided the client to support their engagement in activities for skills development? Did the student complete the answers correctly within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
f)	<p>The student to identify assistive technology and Support the person to mobilise strengths and to encourage ongoing development and application of skills for personal development.</p> <ul style="list-style-type: none"> Did the student identify the correct assistive technology the client could use as per the individual support plan? Did the student explain how they would incorporate assistive technology to mobilise client's strength and encourage skills development? Did the student provided correct steps they followed to encourage the client to use assistive technology for person development? Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
g)	<p>The student to provide feedback to client</p> <ul style="list-style-type: none"> Did the student provide constructive feedback to the client? Did the student ensure the feedback provided was delivered in a respectful manner and upheld the clients' rights and dignity? Did the student complete ethe answer sufficiently and within word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

h)	<p>The student to acknowledge and discuss difficulties identified in implementing skills development activities with the person and others.</p> <ul style="list-style-type: none"> • Did the student organise a meeting with the client and family/carer to acknowledge and discuss two(2) difficulties the client faced in implementing skills development activities? • Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
i)	<p>The student Monitored strategies to determine effectiveness and level of engagement in activities in consultation with supervisor.</p> <ul style="list-style-type: none"> • Did the student carry out the story telling activity with Mrs X as per the task instructions. • Did the student correctly list five(5) ways they monitored the effectiveness of strategies implemented for skills development? • Did the student collaborate and consulted with the supervisor to discuss client's level of engagement in activities? • Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording Comments:		
Task 3		
a)	<p>The student to provide encouragement in real-life situations that can act as potential, informal or incidental learning opportunities.</p> <ul style="list-style-type: none"> • Did the student engage the client in two (2) real life situations? • Did the student identify two(2) informal and two(2) incidental opportunities based on interactions in real life situations? • Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording Comments:		

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

b)	<p>The student uses positive approaches and strategies to promote enjoyment and maximise engagement.</p> <ul style="list-style-type: none"> • Did the student provide a brief description of five(5) positive approaches and strategies they used during task 3a to promote client enjoyment and maximise engagement? • Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording Comments:		
c)	<p>The student to adapt support in consultation with the person, their chosen support people, and supervisor, to maximise independence and experiential learning.</p> <ul style="list-style-type: none"> • Did the student describe five(5) strategies they used to adapt support in consultation with the person, their chosen support people and supervisor, to maximise independence and experiential learning? • Were the strategies reflective of the activities they completed in task 3a? • Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording Comments:		
Task 4		
a)	<p>The student to complete relevant documentation</p> <ul style="list-style-type: none"> • Did the student complete the review report sufficiently and within the word limit as per task instructions? 	<input type="checkbox"/> S <input type="checkbox"/> NS
b)	<p>The student to refer to relevant organisations policies and procedures and complete questions:</p> <ul style="list-style-type: none"> • Did the student complete all four questions related to organisations policies and procedures and relevant ACTS and legislations sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
COMMENTS (Assessor to add comments related to the achievement of the assessment requirements above)		

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Module 13: CHCDIS012 Support community participation and social inclusion

You must complete all the following tasks with one (1) client to demonstrate your skills and knowledge to identify opportunities for community participation and social inclusion.

You must interact with the person on your work placement and have access to.

- facilities, equipment, and resources that reflect real working conditions and model industry operating conditions and contingencies
- information on local resources, programs, agencies, transport services, aids, and equipment available to people with disability
- individualised plans and any resources or equipment outlined in the plans
- organisational policies and procedures
- opportunities for engagement with people with disability or people who participate in simulations and scenarios that involve provision of disability support.

STUDENT INSTRUCTIONS

Read the individualised support plan for a person to:

- gather information on their social network interests, needs, abilities, preferences, and preferred participation style.
- find and use community participation resources, programs, agencies, transport services, aids, and equipment based on the individual's preferences and requirements.
- inform the individual about community participation options, networks, and services that align with their preferences and needs.
- acknowledge and accommodate the cultural and religious needs of the individual.
- discover and use community options that align with the needs and preferences outlined in their individualised plan.
- support the person's use of assistive technologies in meeting their needs.
- recognise barriers to community participation and social inclusion.
- engage in consultations with the individual to identify any gaps in assistive technology requirements and report as per organisational policies and procedures.
- work together with the person to identify solutions for overcoming barriers, in consultation with your supervisor.
- discuss how participation strategies, barrier resolutions, and community engagement will be reviewed, adjusted if necessary and monitored with client and supervisor.

Student note: You must submit **deidentified** Individual Support Plan for the one (1) client you will be working with for this assessment. The deidentified report should only contain information that meets the requirements for this assessment and to review your answers to the questions within the assessments.

Important:

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

You must complete this SWLA assessment together with the SWLA Logbook and complete hours of placement which is aligned to this unit of competency.

You must obtain the permission of your clients and your supervisor prior to conducting this task. You will also need to liaise with each client's carer.

Your **Supervisor** must sign the relevant sections of Activity 1 and Activity 2 to verify that you performed each of the tasks as described and did so in accordance with your organisation's workplace standards.

ACTIVITY 1 : Identify opportunities for community participation and social inclusion

For this Activity you are required to:

- demonstrate your ability to support one (1) person with disability to undertake the following in accordance with their *Individualised Support Plan*.
- complete the tasks below with the client and describe how you applied your practical skills to each of the tasks.
- have your supervisor must sign the relevant section of this activity to verify that you have performed each of the tasks as described.

Every person will have unique preferences tailored to suit their needs; therefore, it is essential to always use a person-centered approach and work in a manner that acknowledges the person as their own expert.

Before commencing this activity:

- Permission must be obtained from the client, their carer and your supervisor before any tasks are conducted.
- Your supervisor will need to confirm and endorse your entries.
- To protect client's privacy and confidentiality, follow your organisations privacy and confidentiality policies and procedures, and ensure all client names and contact details are deidentified before submission of your work.

As you support your client you must complete the below tasks.

Assessor note: Students must submit deidentified care plans for the client they will be working with for this assessment. The deidentified report should only contain information that meets the requirements for this assessment and to review answers to the questions within the assessments for marking purposes.

After you have accessed the individual support plans for a client you are required to undertake all the activities listed in the template below and provide answers to the questions below:

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Assessor Instructions: Benchmark standards of student responses are provided below; however, students wording may vary. Assessor note that the student's answers will be based on the person's individual support plan. Please refer to the individual support plan and ensure that the students' answers are reflective of the client's individual support plan needs and requirements.

Assessor Note: Benchmark standards of student responses will vary based on their client's Individual Support Plan, their needs, and preferences. Please refer to the individual support plan and ensure that the students' answers are reflective of the client's needs and preferences. The supervisor must verify the student's meeting minutes with a handwritten signature within the Supervisor Section of the template.

Client Name
Client consultation
<p>1. Describe the practical skills you undertook to identify the client's social network interests, needs, abilities, preferences, and preferred participation style.</p> <p>(Approximate word count 225-230 words)</p> <p>The student described the practical skills used including:</p> <p>Practical skills:</p> <ul style="list-style-type: none">Assessing the client's individual support plan to identify interests, needs, abilities, preferences and preferred style of communicationPrepared resources and materials before meeting with the clientEnsure a safe and comfortable environment to meet with the clientFacilitated a meeting with the clientMeet with the client and discuss their role, responsibilitiesDiscussed client rights and responsibilitiesUsed active listening skills to encourage the client to share informationBe culturally aware, e.g., used inclusive language, showed respect for the client's backgroundExplained privacy and confidentiality, and consentTreated the client with respect and dignity and used appropriate language to maintain a positive and support attitudeIdentified needs, preferences, interests, and abilities from the individual support plan and communicating with the client.Used open/closed ended questions to illicit informationDiscussed goals and expectationsProvide necessary information about available resources, services and support networks <p>Interests and hobbies</p> <ul style="list-style-type: none">Reading, creative arts, woodwork, likes to be outdoors.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Needs and abilities

- as client uses mobility aid (walker)
- needs help with getting in/out of vehicles
- needs accessible environments, ramps, pathways to move comfortably
- requires inclusive and accommodating social settings to participate fully
- Excellent cognitive abilities and communication skills
- Comfortable interacting with others
- Enjoys creating things, e.g., art and woodwork

Preferred style to participate

- Prefers one on one communication or small group activities

Social network interests, needs, abilities and preferences are identified:

- The student must advise that they were identified by assessing the client's individual support plan and communicating with the client.

2. What are the community participation resources available in your workplace that are based on the person's preferences and requirements and how did you collaborate with the person to access each of the resources.

- Programs
- Agencies
- transport services
- aids, and equipment

(Approximate word count 165-170 words)

The student discussed previously researched resources that are available in the workplace:

- Community art programs
- Community Centre and Disability Support Groups, e.g., Mirra House, Wesley Mission
- Community Transport Programs, e.g., Transitcare
- Community Hub for Assistive Technology, aids and equipment

The student collaborated with the client and discussed:

- each resource to identify the client preferences
- benefits and potential drawbacks of each resource to allow them to make an informed decision
- encouraged questions throughout the discussion
- fostered open communication
- used examples or scenarios that related to the client's situation to enable them to see how each resource could be applied in their own life
- actively sort the client's feedback on their thoughts about each resource and respected their preferences
- discussed client priorities and helped them to identify which resources could address their most immediate needs.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

The student collaborated with the client to access resources by:

- exploring options for each resource
- providing contact details or website sources about each resource
- encourage the student to select resources
- advocate for the client in terms of contacting the services for detailed information, e.g., referral
- addressed any questions or concerns from the client
- helped the client to complete documentation such as registration forms

3. What are the community participation options, networks, and services that you identified that aligned with your clients' preferences and needs and how did you work with the person to discuss these options?

(Approximate word count 115-120 words)

The student:

- Researched community events for outdoor activities
- Researched local parks with accessible pathways and picnic areas, restrooms
- Networked with other agencies and community groups for client to participate in small group activities
- examined each option to understand the client's preferences
- discussed the pros and cons of each option to help the client make an informed decision. encouraged the client to ask questions
- fostered open communication, creating an environment where the client felt comfortable sharing.
- used examples relevant to the client's situation, to help the client see how each option could apply to their life.
- actively sought the client's feedback on each option and respected their preferences.
- discussed the client's priorities and identified options that could address their immediate needs.

4. How did you identify, acknowledge and accommodate the client's cultural and religious needs?

(Approximate word count 145-150 words)

The student demonstrated:

- Being respectful when inquiring about the client's cultural or religious needs and practices and showed a genuine interest in learning about their needs
- Showed a non-judgmental attitude in collaboration with the client
- Demonstrated respectful client boundaries and only discussed cultural or religious matters if the client is comfortable sharing
- Collaborated with the client, supervisor or senior colleagues if uncertain about their clients cultural or religious practices
- Established a positive relationship where the client is able to feel comfortable in expressing their cultural and religious needs and preferences and also provide feedback to the support worker
- Offered private space if the client requires them for religious practices or discussions related to their cultural or religious needs
- Avoided any generalisations or assumptions based on their cultural or religious background and treated the client as an individual.
- Adjusting client appointments around their cultural or religious practices if required

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

5. What types of community options did you identify that aligned with the needs and preferences of the client that was outlined in their individualised plan and how did you support the client to access these options?

(Approximate word count 180-185 words)

The student:

- used open communication to identify the client's needs and preferences as outlined in their individual support plan
- discussed these needs and preferences with the client respectfully
- clarified client priorities with supervisor if there is any uncertainty around available community options
- conducted a needs assessment using their individual support plan to assist their needs
- presented a range of choices and explaining how each aligns with their identified needs and preferences
- encouraged the client to share their thoughts and concerns about each of their choices
- being open to adjusting their options based on their feedback
- regularly review and update their support plan on the clients' changing needs, preferences and progress.
- Explored options for each community option
- Provided contact details or website sources about each resource
- encouraged the student to select resources
- advocated for the client in terms of contacting the services for detailed information, e.g., referral
- addressed any questions or concerns from the client
- helped the client to complete documentation such as registration forms

- Community options may include:
 - Outdoor nature group walks
 - Cultural festivals
 - Art Workshops
 - Art Gallery excursions

6. How did you identify any gaps in assistive technology requirements and where did you need to report these identified gaps as per organisational policies and procedures.

(Approximate word count 60-65 words)

The student:

- Assessed the client's needs to help identify gaps in assistive technology
- Observed their daily living activities and interactions to identify any challenges they may face
- Consulted with the client to identify where they feel additional support for technology may benefit them
- Evaluated whether their existing assistive technology adequately supports their mobility in their community activities, if not, then report to supervisor

7. How did you support your client to use assistive technologies and how did this help them to support their needs.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

(Approximate word count 115-120 words)

The student:

- Reviewed the client's individualised support plan to assess their specific needs and goals
- Identified tasks where assistive technology may enhance their independence
- Engaged in open communication with eh client to understand their preferences and past experiences with assistive technology
- Worked with the client to explore various assistive technology options that align with their needs and preferences
- Discussed benefits and limitations of each option and making sure the client has a clear understanding of these
- Gave the client information about different assistive technology so they are able to make an informed decision about what to choose
- Provided any customised training on setting up the assistive technology
- Offer ongoing support when the client begins to use the assistive technology

8. How did you identify your clients' barriers to community participation and social inclusion and what strategies did you put in place to support the client?

(Approximate word count 165-170 words)

The student:

- Observed the client and how they navigate physical spaces to determine if barriers are faced.
- Listen to the client's perspectives and ask about specific barriers being faced and
- Used empathy to ensure they are looking at issues from the client's perspective
- Create a safe and non-judgmental space for the client to openly be able to communicate
- Participate in activities with the client to experience the community environment firsthand and identify potential barriers
- Evaluate the accessibility of the community spaces, e.g., ramps, entrances, bathrooms, and seating arrangements
- Assess whether communication methods and materials are accessible for the client, and consider alternative communication modes if needed
- Observe how the client interacts with others in the settings and identify any challenges the client is facing
- Consider transportation options and challenges that may be encountered
- Collect feedback from the client about their experiences with their activities and ask about any barriers they encounter and potential solutions
- Communicate with family and carers to gain insight into the client's experiences and challenges.

9. Consulting with the client **and** your supervisor, how did you identify solutions and support for the client to implement strategies for overcoming potential barriers?

(Approximate word count 125-130 words)

The student:

- Engaged in discussions with the client and supervisor to identify specific barriers they are faced with to understand their needs and identify potential solutions

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

- Displayed empathy, patience, understanding, respect and gave positive reinforcement to the client
- Upheld the client’s privacy and maintained confidentiality
- Researched available resources, technologies, and support services
- Consider the client’s perspective and gauge ideas/solutions from the client that empower their decision making.
- Discussed barriers and solutions with supervisor and client and putting plans into place to action
- Worked with the client to advocate for their needs, e.g., accessibility to buildings or participating in community activities.
- Established feedback for regular check ins with the client and supervisor to monitor the clients progress and assess the effectiveness of strategies, making necessary adjustments if needed

10. In consultation with your client and supervisor, explain how you monitored and regularly assessed the client's participation strategies, barrier solutions, and their engagement in community activities.

(Approximate word count 146-150 words)

The student:

- Collaborated with the client and supervisor to set participation goals and develop strategies to overcome barriers.
- Held regular check-in meetings with the client to gather feedback and assess progress.
- Documented changes, successes, challenges, and client feedback.
- Engaged in discussions with the supervisor to share updates and gather insights.
- Engaged in discussions with services or programs the client attends to gather feedback
- Adapting or adjusting strategies to enhance the client’s participation
- Compare client goals within the individualised support plan to establish if they are progressing to achieve their desired outcomes
- Observe the client’s interactions to assess how they are engaging in their activities and determine their level of participation, comfort and enthusiasm
- Conducted periodic review meetings involving all parties to evaluate strategy effectiveness.
- Evaluated the clients individual support plan and addressed any remaining challenges.
- Remained committed to continuous improvement based on their clients’ evolving needs.

SUPERVISOR SECTION

To be completed by the Workplace Supervisor verifying all tasks have been demonstrated and completed by the student in accordance with workplace standards.

Workplace Supervisor Name:	
Workplace Supervisor Signature: <i>(Handwritten only)</i>	
Date:	

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

ACTIVITY 2 : Support person to access opportunities to participate in work

You must complete all of the following tasks to demonstrate your skills and knowledge to support a person with disability to access opportunities to participate in work.

During this task you will be required to consult and collaborate with:

- one (1) client with disability
- an employer
- your supervisor
- persons identified by your client, e.g., family, carer or others.

Before commencing this activity:

- Permission must be obtained from the client, their carer and your supervisor before any tasks are conducted.
- Your supervisor will need to confirm and endorse your entries.
- To protect client's privacy and confidentiality, follow your organisations privacy and confidentiality policies and procedures, and ensure all client names and contact details are deidentified before submission of your work.

You must interact with the person on your work placement and have access to:

- facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- information on local resources, programs, agencies, transport services, aids and equipment available to people with disability
- organisational policies and procedures
- individualised plans
- equipment and resources outlined in individualised plans
- opportunities for engagement with people with disability

STUDENT INSTRUCTIONS

Read the individualised support plan for a person and familiarise yourself with their specific needs and preferences to:

- support the person to access opportunities for participation in work
- assist the employer to facilitate the person's participation and inclusion
- seek feedback from the person, their family, carer or others (colleagues or supervisor) as identified by the person to ensure the ongoing support is meeting their current or changing needs and preferences
- identify barriers and implement strategies to address barriers to community participation according to their individualised plan and preferences.
- identify areas where advocacy is required to facilitate their preferred manner of participation.
- monitor strategies and seek feedback from the person and others on the success of the strategies that were implemented
- make adjustments where required to facilitate the person's ongoing and continued success.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

After these tasks have been completed you will be required to answer the questions in the following *Consultation Template*.

Student note: You must submit deidentified care plans for the two(2) clients you will be working with for this assessment. The deidentified report should only contain information that meets the requirements for this assessment and to review your answers to the questions within the assessments.

Important:

You must complete this SWLA assessment together with the SWLA Logbook and complete hours of placement which is aligned to this unit of competency.

You must obtain the permission of your clients and your supervisor prior to conducting this task. You will also need to liaise with each client's carer.

Your **Supervisor** must sign the relevant sections of Activity 1 and Activity 2 to verify that you performed each of the tasks as described and did so in accordance with your organisation's workplace standards.

Note: Your supervisor's signature **must** be handwritten.

Assessor note: Students must submit deidentified care plans for the client they will be working with for this assessment. The templates must only contain information that meets the requirements for this assessment and to review answers to the questions within the assessments for marking purposes.

ACTIVITY 2 : Support person to access opportunities to participate in work

You will need to demonstrate your ability to support one (1) person to undertake the following in accordance with their Individualised Support Plan.

During this task you will be required to consult and collaborate with:

- one (1) client with disability
- an employer
- your supervisor
- the person's identified by your client, e.g., family, carer or others.

Every person will have unique preferences tailored to suit their needs; therefore, it is essential to always use a person-centered approach and work in a manner that acknowledges the person as their own expert.

Before commencing this activity, you must:

- Obtain permission from the client, their carer and your supervisor before any tasks are conducted.
- Have all entries confirmed and endorsed by your supervisor.
- To protect client's privacy and confidentiality, follow your organisations privacy and confidentiality policies and procedures, and ensure all client names and contact details are deidentified before submission of your work.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

<p>After you have accessed the individual support plans for your client you are required to undertake all the activities within the Student Instructions and then answer the questions listed in the following <i>Client Consultation Template</i>.</p> <p>Assessor Instructions: Benchmark standards of student responses are provided below; however, students wording may vary. Assessor note that the student's answers will be based on the person's individual support plan. Please refer to the individual support plan and ensure that the students' answers are reflective of the client's individual support plan needs and requirements.</p>	
<p>Client Consultation Template</p> <p>Name: [Add the name of the client]</p>	
a)	<p>Describe the steps you took to support the person to access opportunities for participating in work?</p> <p>(Approximate word count 100-105 words)</p> <ul style="list-style-type: none"> • Assessing their abilities, skills, interests, and challenges, including any necessary support or accommodations for work. • Working together to set achievable employment goals considering their interests and disability-related needs. • Offering customized training or resources to improve their employability and self-assurance. • Matching their skills and interests to suitable job options. • Finding employers or industries that embrace inclusivity and accommodate their unique requirements through research. • Support the person to build a professional network by connecting them with relevant organisations, groups, or individuals in their chosen field. • Offer simulated/mock interview coaching to prepare for interviews • Support the person with creating a tailored resume to highlight their skills and abilities
b)	<p>How did you collaborate with the Employer to facilitate the person's participation and inclusion?</p> <p>(Approx word count 140-145 words)</p> <ul style="list-style-type: none"> • Establish clear communication with the employer to discuss strengths, accommodations, and support requirements; emphasise how skills match job criteria. • Keep ongoing communication with the employer to address concerns, guide integration, and ensure effective performance. • Inform the employer about the individual's abilities, dispel misconceptions, and promote the advantages of inclusivity. • Collaborate on practical accommodations for effective task performance, potentially involving workspace, tools, or schedule adjustments. • Partner with the employer to explore adapting tasks to leverage strengths while accommodating limitations.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

	<ul style="list-style-type: none"> • Periodically evaluate progress and discuss needed modifications with the employer to ensure continuous enhancement. • Collaborate with the employer and client to find practical solutions for any challenges, supporting both the individual and the workplace. • Establish feedback channels involving the employer, individual, and relevant team members to refine strategies and enhance productivity. • Acknowledge and celebrate the individual's contributions, fostering a positive and inclusive work environment.
c)	<p>How did you seek feedback from the person, their family, carer or others as identified by the person to ensure ongoing support was meeting their current or changing needs and preferences?</p> <p>(Approximate word count 45-50 words)</p> <p>Maintaining regular contact (phone, meetings), ask questions, and gather the feedback from the client, their family, their carer, or preferred persons, to make sure the ongoing help they get matches what they need, even if things change over time to help the continuity of support.</p>
d)	<p>Describe the barriers you identified and how you implemented strategies to address the person's community participation according to their individualised plan and preferences.</p> <p>(Approximate word count 185-190 words)</p> <p>Barriers identified may include:</p> <ul style="list-style-type: none"> • Physical barriers (e.g., lack of accessible infrastructure, transportation, or facilities). • Attitudinal barriers (e.g., stereotypes, stigma, or discrimination). • Social barriers (e.g., limited social support, isolation, or exclusion from social activities). <p>Strategies may include:</p> <p>Physical Barriers</p> <ul style="list-style-type: none"> • Implement accessibility modifications to public spaces and facilities. Provide accessible transportation options, like wheelchair ramps or designated parking. Offer assistive devices or technologies to enhance mobility and participation. <p>Attitudinal Barriers</p> <ul style="list-style-type: none"> • Conduct awareness campaigns and education to challenge stereotypes and misconceptions. • Foster inclusive language and communication that respects diverse abilities. <p>Social Barriers</p>

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

	<ul style="list-style-type: none"> Establish peer support groups to foster social connections and reduce isolation. Collaborate with local organisations to create opportunities for social engagement and inclusion. <p>Support provided to implemented strategies, may include:</p> <ul style="list-style-type: none"> Collaboration with the client to identify activities, venues, locations and accessibility to venues Introduced client to community resources, services and activities aligning with their interests and preferences Accompanying the client to community activities as guidance and support until the client feels confident in attending on their own Encouraging the client to participate in groups and discussions Involving their client through all stages of the decision making
e)	<p>What areas were identified where you had to advocate for the client to enable them to participate in their preferred manner?</p> <p>(Approximate word count 55-60 words)</p> <p>Areas for advocacy may include: Accessibility and Accommodations Advocating for necessary accommodations and accessible environments to ensure the client's full engagement.</p> <p>Communication and Information Ensuring the client receives information and communication in a way that suits their preferences and needs.</p> <p>Inclusive Practices Promoting inclusive approaches and challenging any barriers that hinder the client's involvement and equal participation.</p>
f)	<p>How did you monitor your implemented strategies and obtain feedback from the person and others to ensure the strategies were successful?</p> <p>(Approximate word count 55-60 words)</p> <p>To check how well strategies are working communicate often with the client and involved stakeholders. Ask for their thoughts to see if things are going well and if any changes are needed. If changes are needed, then collaborate with others to adjust processes to keep things on track with what the client wants and needs.</p>
g)	<p>What areas were identified where you had to work with the person and make adjustments to ensure their continued success?</p> <p>(Approximate word count 65-70 words)</p>

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

	<p>Skill Development Identifying areas where the person may need additional training or skill development to excel in their chosen activities or tasks.</p> <p>Accommodation Recognising any changes or adaptations needed to ensure the person's environment, tools, or tasks remain accessible and supportive.</p> <p>Goal Refinement Collaborating with the person to review and adjust their goals based on their progress and changing preferences, ensuring their continued motivation and success.</p>
h)	<p>When working with your client to support their opportunities to participate in work, how did you recognise your own limitations?</p> <p>(Approximate word count 60-65 words)</p> <p>Be honest with yourself about your skills and knowledge. If a situation feels beyond a worker's expertise, it's important to seek advice from others who may have more experience or training in that area. Knowing your own limits when helping a client with work involvement means understanding what you're not experienced in and seeking support from more experienced colleagues or your supervisor.</p>
i)	<p>Describe how you addressed issues or sought advice from your supervisor regarding issues that were outside the scope of your role when working with your client?</p> <p>(Approximate word count 70-75 words)</p> <p>When facing challenges beyond the worker's role while assisting a client, the worker should proactively speak with their supervisor. The incident should be highlighted, including specific challenges, and guidance should be sought on the appropriate course of action. By involving a supervisor, the worker can be assured that the client's needs are properly addressed, and the worker can receive the necessary support or direction to effectively handle the situation.</p>
SIGN OFF	
To be completed by the Workplace Supervisor verifying all tasks have been verified and completed by the student in accordance with workplace standards.	
Workplace Supervisor Name:	
Workplace Supervisor Signature: (Handwritten only)	
Date:	
Supervisor	

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Module 14: CHCDIS020 Work effectively in disability support

There are three (3) Activities that must be completed as part of your SWLA for your Module 14 assessment.

Summary of Activities: Work Effectively in disability support

You must complete all the following tasks with one(1) person with a mild disability to demonstrate your skills and knowledge to working effectively in disability services.

You must have access to at least one (1) Individualised Support Plan and any relevant equipment that is outlined in the plan.

You must have access to facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies.

After each activity is completed, your supervisor must verify the task completion by signing off on the observation checklist provided below.

Throughout the following activities You must complete the tasks below:

1. Access, read and identify own job role requirements from position description provided within this document.
2. Organise a meeting with your supervisor to discuss your job role requirements to clarify job role scope and expectation.
3. Recognise and refer work tasks outside own job role scope to appropriate person according to organisational reporting policies and procedures.
4. Familiarise yourself with the professional code of conduct and ethical guidelines relevant to aged care organisation
5. Understand the legal regulations and human rights framework relevant to aged care in your jurisdiction. This may include laws related to healthcare, privacy, elder rights, and discrimination.
6. Comply with professional conduct requirements and communicate and cooperate with interdisciplinary team members.
7. Use digital technology to access and share workplace information.
8. Read the individualised plan for one elderly client and familiarise yourself with specific needs and preference use person-centred communication techniques when carrying out work tasks.
9. Seek consent from the person, their family, carer, or others identified by the person before commencing care activities.
10. Record, maintain and store workplace information according to organisational record keeping procedures, and privacy and confidentiality requirements.
11. Implement self-care strategies and monitor own stress level when working with people receiving care. Use self-care strategies and seek support if required according to organisational policies and procedures.
12. Complete report and documentation according to organisations policies and procedures

Student note: You must submit **deidentified** Individual Support Plan for the one (1) client you will be working with. The deidentified Individual Support Plan should only contain information that meets the requirements for these activities and to review your answers to the questions within the assessments.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Important:

You must complete this SWLA assessment together with the SWLA Logbook and complete hours of placement which is aligned to this unit of competency.

You must obtain the permission of your clients and your supervisor prior to conducting this task. You will also need to liaise with each client's carer.

Your **Supervisor** must sign the relevant sections of Tasks 1, 2 and 3 to verify that you performed each of the tasks as described and did so in accordance with your organisation's workplace standards.

Workplace Supervisor Note: Please note the following requirements which the students must demonstrate to complete this Module.

Please ensure the students are provided with the listed resources below before commencement of the task:

For students to complete the activities for this task they must be provided with a completed individual care plan for one(1) person with disability, preferably people with mild to moderate disability, along with interaction with family members, carer , client, or others involved as part of the task.

The specific requirements that must be included are listed here:

- a. Job description outlining the role, key areas of responsibilities and qualifications.
- b. Completed individualised plan for a person with a disability which must include the following:
 - Specific needs and preferences of a person with disability
 - Persons likes and dislikes, strengths, and interest.
 - Provision of any support services the person is using or prefer to use
 - Policies and procedures for report writing documentation and storage
- c. Workplace policies and procedures based on state legislation for:
 - reporting requirements
 - privacy and confidentiality
 - record keeping and document storage requirements,
- d. Access to client's personal information for students to a seek carer, family member or a supportive person identified by the client from their personal file and copy of the client's care plans.
- e. Facilities and opportunity during the SWLA for students to organise a face-to-face meeting on two (2) occasions
 - Meeting 1 - meeting with the supervisor to discuss your job role
 - Meeting 2- Communicate with the interdisciplinary team members and seek consent from the person, carer , family, or others as identified by the person before commencing the support activities

Before commencing meetings, you must complete verbal consent or a written consent form as per organisations policies and procedures and in the presence of a supervisor

- f. Provision of suitable facilities for the person's demonstration of skills in different environments.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

- g. A report and documentation template where the student can record any conversations and report to supervisor.

Workplace supervisor note: Students must submit deidentified care plans for the client they will be working with for this assessment. The deidentified report should only contain information that meets the requirements for this assessment and to review answers to the questions within the assessments.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Activity 1 Meet Job Requirements

There are three (3) parts to this activity

This activity requires you to complete the following tasks and answer a set of questions based on each:

- a) Access and read the job description document provided by the organisation where you are carrying out your SWLA and identify your own job role requirements from the job description.
- b) Organise a meeting with your supervisor to clarify and confirm job role and expectation
- c) Answer questions based on the scenario provided within the tasks, refer to the relevant organisations records policies and procedures and recognise and refer work task that are outside the scope of your role.

Student Note: You must submit the following documents as evidence of completion of the tasks

- A copy of your position description highlighting your job role requirements .
- Summary of your discussion with your supervisor.
- Students must submit deidentified individual support plan for the client they will be working with for this assessment. The deidentified report should only contain information that meets the requirements for this assessment and to review answers to the questions within the assessments for marking purposes.

Assessor note: Student must submit the deidentified copies of the following document:

- A copy of your position description highlighting your job role requirements .
- Summary of your discussion with your supervisor.
- Students must submit deidentified individual support plan for the client they will be working with for this assessment. The deidentified report should only contain information that meets the requirements for this assessment and to review answers to the questions within the assessments for marking purposes.

a) Identify your job role requirements

Once you have read your Job Description, you must answer the following questions.

1.	<p>What is the title of your job role? (word count: 3-5words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Support worker • Personal care assistant (PCA) • Care worker • Recreational worker.
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Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

2.	<p>Provide a brief description of the position overview. (word count: 55-60 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>As a Disability Support Worker, their primary responsibilities are to provide care and support to individuals with disabilities, helping them lead fulfilling lives and participate in their communities. You will work closely with people with various disabilities, including intellectual, physical, or sensory impairments, in a variety of settings, including group homes, community centers, or in-home care.</p>
3.	<p>List seven (7) key responsibilities you are required to carry out (word count: 30-40 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <ol style="list-style-type: none"> 1. Assist with personal care tasks. 2. Administer medications as prescribed. 3. Implement individualized support plans. 4. Foster skill development and independence. 5. Facilitate community engagement. 6. Manage challenging behaviors. 7. Maintain accurate documentation.
4.	<p>Provide a list of qualifications and requirements to undertake the role. (word count: 80-90 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <ul style="list-style-type: none"> • Certificate III or IV in Disability Support • First Aid and CPR Certification • National Police Check • Working with Children Check (if applicable) • Valid Driver's License (if required). • Cultural Competency Training (if applicable) • First Aid and CPR certification may be required. • Additional certifications for specific skills (as needed) • Excellent communication and interpersonal skills. • Ability to work independently and as part of a team. • Industry relevant qualifications in manual handling tasks • Basic knowledge of medical terminology and healthcare procedures. • Background check and reference checks may be necessary.
<p>b) Meet with your supervisor</p>	

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

This task requires you to effectively prepare for and conduct a meeting with your supervisor to discuss your job role and employee expectations.

You are required to:

- Schedule a meeting with your supervisor. Make sure you allocate enough time for a thorough discussion about your job role and expectations.
- Bring a copy of your job description to the meeting. This document will be a reference for both you and your supervisor.
- During the meeting, explain how you understand your job based on the description., confirm the job role scope and expectations
- Share any insights you've gained from your experience in the role.
- If there are any unclear aspects or if you need more context not covered in the job description, you must seek clarification from your supervisor.
- Ask your supervisor if there have been any changes or updates to your role since the last revision of the job description.
- Take notes during the discussion to ensure you accurately capture all important points.

After your meeting, write a brief summary below about the discussion that took place with your supervisor. The summary should include the outcomes of the meeting, action items from the meeting and a conclusion. (word count: 100-110 words)

Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)

During the meeting with their supervisor to discuss their job role and employee expectations, various crucial topics may be covered. These include a review of the individual's current responsibilities, clarification of performance expectations and goals, opportunities for professional development, feedback mechanisms, communication channels, resource needs, and considerations for maintaining work-life balance. The meeting also provides a platform for discussing the alignment of the individual's role with the organisation's values and mission, addressing any specific concerns, considering future expectations and changes, and documenting action items and follow-up steps. Overall, it aims to ensure clarity, alignment, and effective communication regarding the individual's role within the organisation.

c) Recognise and refer work tasks outside own job role scope

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

In this task you are provided with scenario.

You are required to refer to your work placement organisations relevant reporting policies and procedures and complete the questions based on the scenario.

Scenario – Mark’s wheelchair

In a residential care facility for people with disabilities, a support worker, Sarah, is responsible for assisting residents with their daily activities. One of the residents, Mark, relies on a wheelchair for mobility. One morning, while assisting Mark with his morning routine, Sarah notices that one of the wheels on Mark's wheelchair is broken, making it unsafe to use.

1. As a support worker in this scenario, which tasks do you recognise as being beyond the scope of your role? (word count: 210-215 words)

Assessor note: Benchmark answers provided below. Students’ answers must align as per sample answers provided below however wording may vary

- **Knowledge and Training:** Sarah should have a clear understanding of her job description and the tasks she is trained and authorized to perform. She should also be aware of any policies and procedures that outline the limits of her role. In this case, assisting with activities of daily living and ensuring the well-being of residents would be within her scope, but repairing a wheelchair would typically fall outside her role.
- **Assessment of the Situation:** When Sarah noticed the broken wheel on Mark's wheelchair, she likely assessed the situation. She may have considered the complexity of the repair needed, the potential safety risks involved, and whether she had the necessary skills and equipment to address the issue. If it became evident that the repair was beyond her capabilities and responsibilities, she should recognise it as such.
- **Consultation and Escalation:** In any situation where a support worker recognises a task or issue that is beyond their role, it's essential to follow the organisation's reporting policy and procedures. This typically involves notifying a supervisor or manager who has the authority to address the issue. Sarah should have escalated the wheelchair repair problem to her immediate supervisor or a maintenance staff member who is trained and equipped to handle such repairs.

2. List and explain strategies you used to recognise that this situation was beyond the scope of your role as a support worker? (word count: 175-185 words)

Assessor note: Benchmark answers provided below. Students’ answers must align as per sample answers provided below however wording may vary

- a. **Assess Complexity and Safety:** When faced with a new task or situation, support workers should assess the complexity and safety risks involved. If the task requires specialized knowledge, equipment, or skills that they do not possess, it's a clear sign that it's beyond their scope. In the case of the broken wheelchair, a support worker may lack the training and tools necessary to properly diagnose and repair the issue. Additionally, if attempting the task could pose a safety risk to themselves or the resident, it should be considered beyond their role.
- b. **Consult with Supervisors or Colleagues:** Support workers should never hesitate to seek guidance and clarification from their supervisors or colleagues. If they are unsure whether a task falls within their scope, they can consult with a higher-level staff member or an experienced colleague. In the case of the broken wheelchair, the support worker could ask their supervisor for guidance on how to handle the situation. This consultation can provide clarity and prevent support workers from taking on responsibilities that they are not qualified to do.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

3. Refer to your organisation reporting policy and procedures and write who did you escalate this issue to realising that it was outside the scope of your job role to manage the situation.

(word count: 85-95 words)

Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)

In accordance with the organisation's reporting policy and procedures, when I realized that the issue of the broken wheelchair was beyond the scope of my job role as a support worker, I promptly escalated the matter to my immediate supervisor. My supervisor is the appropriate person within the organisation to handle situations that fall outside my designated responsibilities. They have the authority and knowledge to assess the issue, determine the appropriate course of action, and engage the necessary personnel or services to address the problem effectively.

SUPERVISOR SECTION

To be completed by the Workplace Supervisor verifying all tasks have been demonstrated and completed by the student in accordance with workplace standards.

Workplace Supervisor Name:	
Workplace Supervisor Signature: <i>(Handwritten only)</i>	
Date:	

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Activity 2: Work with the client and interdisciplinary team to support activities	
<p>You must complete the following tasks with one (1) client who must be part of an interdisciplinary team which also includes yourself and a supervisor.</p> <p>You must carry out work activities in your workplace by attending an interdisciplinary team meeting with the client to support their activities contained in their Individual Support Plan.</p> <p>This activity requires you to demonstrate the following skills:</p> <ul style="list-style-type: none"> • Read individual plans to identify tasks • Meet with the client and team members from different disciplines • Obtain consent from the client, carer, family, or others identified by the client before starting any support activities • Apply person-centred communication during tasks • Use digital tools for accessing and sharing work related information to engage with people and the organisation. • Follow privacy and confidentiality requirements in the workplace • Follow organisational procedures for recording and securing workplace information • Adhere to legal and human rights framework in your role • Follow professional conduct guidelines at all times <p>To do this you are required to:</p> <ul style="list-style-type: none"> • access and read the client’s individualised support plans to identify the support activities required • meet with the client and their carer, family member or others identified by (e.g., their interdisciplinary team) to discuss activity supports with the client • work with the client and seek consent before commencing support activities. • use person-centred communication techniques when carrying out the meeting with your client. • access and share work related information using digital tools • follow all organisation policies and procedures regarding: <ul style="list-style-type: none"> ○ privacy and confidentiality ○ recording and securing workplace information ○ professional conduct and adherence to legal and human rights frameworks. • Complete the following questions after the interdisciplinary team meeting. • For Activity 2 (12) you must submit at least two (2) redacted copies of completed workplace documents that you have completed. These may be in the form of a Checklist or Report. <p>Student note: You must submit deidentified care plans for the client you will be working with for this assessment and should only contain information that meets the requirements for this assessment and to review your answers to the questions within this activity.</p> <p>Important:</p>	<p>Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)</p>

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

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

<ul style="list-style-type: none"> You must complete this SWLA assessment together with the SWLA Logbook and complete hours of placement which is aligned to this unit of competency. You must obtain the permission of your client and your supervisor prior to conducting this task. You will also need to liaise with each client’s carer, family member or others identified by the client. Your Supervisor must sign the relevant sections of this activity to verify that you performed each of the tasks as described and did so in accordance with your organisation’s workplace standards <p>Assessor note: Students must submit a deidentified care plan for the client they will be working with for this assessment. The deidentified care plan should only contain information that meets the requirements for this assessment and to review answers to the questions within the activity for marking purposes.</p>	
1.	<p>a. After reading the client’s individual support plan, how did you identify the tasks for the specific support activities that they needed? (word count: 55-65 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>To determine the support activities, the student examined the objectives and tasks outlined in the individual support plan, taking into consideration the client's unique needs and preferences.</p> <p>To validate these choices with the client, the student clarified the proposed activities and sought the client's confirmation to ensure they were in accordance with the client's preferences and needs.</p> <p>b. In accordance with your job role, what contributions did you make when helping the client with their support activities which you identified in their individual support plan?</p> <p>Assessor note: The student’s responses will vary, however there must be a direct link between the client’s activities that have been identified in 1(a) and the student’s job role.</p> <p>For example: In 1(a) the student clarified the client’s proposed activities. Therefore, in 1(b) the student’s response may include:</p> <ul style="list-style-type: none"> Showing respect to the client whilst clarifying their activities Giving the client encouragement, asking questions to identify if there are any specific needs or support required for the supporting activities
2.	<p>Why is it important to seek consent from the client before commencing any type of support. (word count: 40-45 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>Seeking consent from the client before providing support is crucial because it respects their autonomy, enables informed decision-making, ensures person-centered care, and fulfills legal and ethical obligations. It also helps to build trust and allows for flexibility with support while respecting their privacy.</p>

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

3.	<p>How did you seek the client's consent for support activities before commencing care activities? Explain your approach. (word count: 90-95 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>To seek the client's consent before starting support activities, the student explained clearly explained processes and procedures such as:</p> <ul style="list-style-type: none"> ○ the support activities that will be provided ○ potential risks associated with the activity and alternative options or approaches ○ encouraged the client to ask questions to seek clarification ○ emphasise the importance of providing consent ○ respecting their privacy and confidentiality ○ completing informed consent documentation and discussing with the client how this will be recorded, stored, and maintained ○ seek the client's agreement by signing the informed consent document.
4.	<p>What person-centred communication techniques did you use when carrying out work tasks of participating in the interdisciplinary team meeting. (word count: 30-35 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>The student employed person-centred communication techniques such as active listening, open ended questioning, empathy, respecting the client's choices, providing clear information and avoid the use of jargon when acknowledging client preferences to enhance the client's engagement and fostering a positive experience.</p>
5.	<p>This question has three (3) parts and relate to communication and collaboration with interdisciplinary teams:</p> <p>a. How did you effectively communicate and cooperate with members of the interdisciplinary team to ensure coordinated and client-centered care in your role? (word count: 40-45 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>The student communicated with the interdisciplinary team, sharing client information and insights about the client's goals, needs and support activities with the support plan. The student co-operated with the interdisciplinary team by involving themselves in conversation, working in with other team members.</p> <p>b. Provide an example where effective communication was crucial within the interdisciplinary team meeting, and describe how you contributed to it? (word count: 40-45 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>The student communicated with the interdisciplinary team, sharing client information and insights about the client's goals, needs and support activities with the support plan. The student co-operated with the interdisciplinary team by involving themselves in conversation, working in with other team members.</p>

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

	<p>c. In the team meeting you notice there are conflicting perspectives among team members. Describe the strategies you would use to foster a collaborative approach while navigating through these differences? (word count: 40-45 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>Strategies used to manage conflicting perspectives within an interdisciplinary team taking a collaborative approach may include:</p> <ul style="list-style-type: none"> • open communication • active listening • respecting others' opinions • listening and validating others concerns • seeking common ground to discuss benefits and drawbacks and focusing on the client's best interest.
6.	<p>When working with the client and their interdisciplinary team, how did you ensure the care provided aligned with the client's support activities? (word count: 75-85 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>The student collaborated with the client and the interdisciplinary team to ensure that the care provided aligned with the client's support activities. They achieved this by actively participating in team discussions and sharing crucial information regarding the client's needs. Additionally, the student regularly checked in with the client to ensure their understanding of the discussions, prioritising the client's best interests. This collective effort ensured the effective implementation of the client's plan and comprehensive support for their well-being.</p>
7.	<p>What steps did you take to ensure you maintained the client's privacy and confidentiality when sharing information within the interdisciplinary team? (word count: 80-85 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>The student:</p> <ul style="list-style-type: none"> • ensured that only team members who needed the information for providing care had access to it. • ensured information was shared through secure and encrypted communication channels to prevent unauthorised access. • when sharing information, the student avoided using the client's full name or other identifying details unless necessary. • obtained informed consent from the client before sharing sensitive information and ensured they were authorised to share it within the team. • shared information was documented accurately in the client's records to maintain transparency and accountability.
8.	<p>This question has three (3) parts relating to accessing, engaging, and sharing information through the use of digital technology:</p> <p>a. Explain the importance of using digital technology to access and share workplace information in your role and provide an example of a specific situation where this was beneficial.</p>

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

	<p>(word count: 40-45 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>The student used digital tools such as email and secure messaging platforms to access and share work-related information following the meeting. These tools allowed for efficient and secure communication with team members, ensuring that important information was shared promptly and in a protected manner.</p> <p>b. What steps did you take to ensure the secure and confidential use of digital technology when accessing and sharing workplace information</p> <p>(word count: 35-50 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace).</p> <p>Steps taken can include:</p> <ul style="list-style-type: none"> • Ensured secure and confidential digital practices • Employed strong password protection on their devices • Followed information management workplace practices • Ensured their computer is locked each time they are away from their workspace • Provided information only to those who are authorised to access the information. <p>c. How do you adhere to organisation policies and procedures regarding privacy and confidentiality in your digital communication and record keeping practices?</p> <p>(word count: 30-35 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>The student could adhere to the organisation's policies by familiarising themselves with them, obtaining proper consent, using secure communication channels, securely store electronic records and can also promptly report any policy violations or incidents.</p>
9.	<p>Describe the steps you took to record, store, and maintain information relating to the client. (word count: 80-85 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>The student documented all relevant information, including client interactions, support activities, and any changes in their condition or preferences. They ensured documentation was accurate, comprehensive, and in compliance with organisational guidelines.</p> <p>They ensured records were securely stored in designated systems or files, which were accessible only to authorised personnel to maintain the confidentiality and privacy of the client's information.</p> <p>To maintain documents, the student reviewed and updated records as necessary to reflect any changes in the client's situation or plan to keep the information current and relevant.</p>
10.	<p>What is the name of the workplace policy on recording and securing information, and how did you implement it in your role. (word count: 80-85 words)</p>

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	<p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>Workplace policies regarding information may vary and be similar to:</p> <ul style="list-style-type: none"> • Privacy and Confidentiality Policy • Information Management and Security Policy • Workplace Code of Conduct <p>To implement the policy within the role the student:</p> <ul style="list-style-type: none"> • followed the policy's instructions for accurately recording client information, ensuring that all relevant details were documented securely. • used designated secure systems for storing this information, limiting access to authorised personnel only. • regularly reviewing and updating records was another key aspect of policy compliance, ensuring that the information remained current and accurate. 				
11.	<p>How do you demonstrate and maintain professional conduct and compliance with legal and human rights frameworks when working with clients? (word count: 60-65 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>The student will have varying responses and may be similar to:</p> <ul style="list-style-type: none"> • Treating the client with respect and dignity • Ensuring informed consent is obtained and discussed with the client • Upholding privacy and confidentiality to safeguard client information • Provide equal and non-discriminatory care to the client • Only work within the scope of their role • Collaborate with others to provide comprehensive client care • Involve client in decision making about their care and respect their choices and decisions 				
12.	<p>There are 2 parts to this question:</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace). The student is required to submit at least two (2) pieces of workplace documents (Checklists or Reports) to support their response.</p> <table border="1"> <tr> <td>a.</td> <td> <p>When working with clients or colleagues, list two (2) workplace documents (e.g., reports or checklists) (word count: 110-120 words)</p> <p>Incident reports: These reports are used to document any incidents that occur while working with clients, such as accidents, injuries, or behavioral challenges. Incident reports are important because they help to identify and address any risks or problems, and they can also be used to support insurance claims or legal proceedings if necessary.</p> <p>Progress notes: These notes are used to document the client's progress towards their goals, as well as any changes in their behavior, condition, or needs. Progress notes are important because they help to ensure that the client is receiving the appropriate level of care and support, and they can also be used to communicate with the client's family, other professionals, and funding agencies.</p> </td> </tr> <tr> <td>b.</td> <td> <p>Provide an example of how your reports or checklists were used and why you needed to complete these. (100-110 words)</p> <p>One example of how a disability support worker might use a report is to document an incident where a client had an accident. The report would include information such as the date and</p> </td> </tr> </table>	a.	<p>When working with clients or colleagues, list two (2) workplace documents (e.g., reports or checklists) (word count: 110-120 words)</p> <p>Incident reports: These reports are used to document any incidents that occur while working with clients, such as accidents, injuries, or behavioral challenges. Incident reports are important because they help to identify and address any risks or problems, and they can also be used to support insurance claims or legal proceedings if necessary.</p> <p>Progress notes: These notes are used to document the client's progress towards their goals, as well as any changes in their behavior, condition, or needs. Progress notes are important because they help to ensure that the client is receiving the appropriate level of care and support, and they can also be used to communicate with the client's family, other professionals, and funding agencies.</p>	b.	<p>Provide an example of how your reports or checklists were used and why you needed to complete these. (100-110 words)</p> <p>One example of how a disability support worker might use a report is to document an incident where a client had an accident. The report would include information such as the date and</p>
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	<p>time of the accident, what happened before and after the, and any first aid or medical treatment that was provided. The report would also include the support worker's observations and assessment of the client's condition.</p> <p>The incident report would be used to inform the client's care plan and to identify any additional support that the client may need. It would also be used to communicate with the client's family and other professionals involved in the client's care.</p>
c.	<p>What workplace policies or procedures did you need to be aware of when completing workplace documentation and why? (80-90 words)</p>
	<p>The student must be mindful of the organisation's confidentiality, privacy, and information security. These policies and procedures are important because they help to protect the client's personal information and to ensure that it is only used for the purposes for which it was collected.</p> <p>In addition to these policies and procedures, they also need to be aware of the organisation's policies and procedures on reporting and investigating abuse and neglect. These policies and procedures are important because they help to ensure that the client is safe and protected.</p>

<p>SUPERVISOR SECTION</p> <p>To be completed by the Workplace Supervisor verifying all tasks have been demonstrated and completed by the student in accordance with workplace standards.</p>	
Workplace Supervisor Name:	
Workplace Supervisor Signature: <i>(Handwritten only)</i>	
Date:	

Student Name: Click or tap here to enter text.
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Activity 3 Managing your self-care	
<p>In this task, you are required to implement self-care strategies and your ability to monitor stress levels while working with the client who received support.</p> <p>This must be based on your interactions within Activities 1 and 2.</p> <p>You must answer the following questions.</p>	
	<p>Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)</p>
1.	<p>Describe the specific interaction where you recently provided support to the client for support activities. (word count: 40-45 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <ul style="list-style-type: none"> • Personal care – Assisting with daily living activities, e.g., bathing, toileting and feeding • Social and emotional interaction – providing companionship or engaging in conversation • Advocacy – Advocating for a client for different needs and supports • Crisis or emergency – responded quickly and appropriately ensuring the safe of the client
2.	<p>Briefly describe during that interaction, how you consciously monitored your own emotions, feelings, and reactions? (word count: 160-165 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>The support worker starts by cultivating self-awareness. They take time to understand their own emotions and recognise how those emotions might affect their interactions with the elderly client. They acknowledge any personal biases, stressors, or preconceived notions they may have.</p> <p>During the interaction, the support worker practices active listening. They pay close attention to the client's words, tone, and body language to gain a deeper understanding of their needs and emotions. This helps the support worker stay focused on the client's concerns rather than being preoccupied with their own thoughts or emotions.</p> <p>The support worker consciously cultivates empathy. They try to see the situation from the client's perspective, considering their feelings, concerns, and experiences. This empathy allows the support worker to respond in a compassionate and understanding manner.</p> <p>The support worker maintains professionalism throughout the interaction. They understand that their primary role is to provide care and support to the client and that personal emotions should not interfere with the quality of care.</p>
3.	<p>List signs of stress that you observed in yourself during this interaction, such as tension, anxiety, or fatigue? (word count: 25-30 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p>

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	<p>Student recognised signs of stress such as increased irritability, fatigue, and difficulty sleeping.</p> <p>Student acknowledges that these symptoms can impact their ability to care for the client effectively and empathetically.</p>				
4.	<p>List two (2) self-care strategies you implemented and used that assisted you in managing your stress? (word count: 45-50words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <table border="1"> <tr> <td>1</td> <td>Taking short breaks throughout the day allows support workers to recharge and prevent burnout. It provides a moment of relaxation and helps clear the mind.</td> </tr> <tr> <td>2</td> <td>Engaging in regular physical exercise, such as walking, yoga, or swimming, can reduce stress and boost mood. Exercise is a powerful stress reliever.</td> </tr> </table>	1	Taking short breaks throughout the day allows support workers to recharge and prevent burnout. It provides a moment of relaxation and helps clear the mind.	2	Engaging in regular physical exercise, such as walking, yoga, or swimming, can reduce stress and boost mood. Exercise is a powerful stress reliever.
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5.	<p>Describe the steps you would take to seek support if you were to experience excessive stress, while ensuring you adhere to your organisation's policies and procedures? (word count: 100-105 words)</p> <p>Assessor note: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <ul style="list-style-type: none"> Consulting with supervisors or seeking guidance from more experienced colleagues when faced with challenging situations can help support workers gain perspective and reduce stress. Investing in ongoing training and professional development can boost confidence and competence, reducing stress related to job performance. Maintaining a healthy work-life balance ensures that support workers have time to recharge and engage in personal activities. Periodic self-reflection allows support workers to assess their feelings, reactions, and stress levels. It helps identify areas where self-care is needed. Accessing Employee Assistance Programs (EAPs): Many organisations offer EAPs that provide counselling and support services to employees dealing with stress or emotional challenges. 				
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ASSESSOR GUIDE

