**Marker Guide 9**

**CERTIFICATE IV IN ALLIED HEALTH ASSISTANCE**

Recognise impact of health conditions

HLTAHA049

A picture containing diagram

Description automatically generated

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SHORT RESPONSE QUESTIONS

SECTION 1

RECEIVING DELEGATION AND GATHERING INFORMATION

Providing feedback

1.1 Providing feedback before, during and on completion of a delegated activity is very important task as an AHA.

In the table below identify one (1) process that can be discussed during each stage of feedback. (Each response should be approximately 40 words)

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| --- | --- |
| Student’s response must be able to identify one task that can be discussed with the Allied Health Supervisor during the onset of a delegated task. | |
| **Stage of feedback** | **Identified process** |
| 1. Before delegated therapy | **Clarify Expectations**: Clearly communicate the goals, objectives, and expectations for the delegated therapy to the individual or team responsible for carrying it out. Ensure they have a clear understanding of the desired outcomes and any specific instructions or guidelines. |
| b) During therapy | **Ongoing Communication:** Provide constructive feedback during the therapy sessions, highlighting what is being done well and offering suggestions for improvement. Encourage open dialogue and ensure that the individual or team feels comfortable seeking clarification or guidance as needed. |
| c) On completion of therapy | **Documentation:** Document the feedback provided, including the strengths identified and areas for improvement. This documentation can serve as a reference for future performance evaluations and as a guide for further professional development. |

Advanced care planning

1.2 Advanced care planning is when a patient plans for their future care stages and processes.

Briefly describe what would usually be discussed during an advanced care planning with a patient under your care. (Your response should be approximately 150 words).

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| Student’s response must be able to identify the importance and relevant information that can be discussed with a patient that is under their care planning for their future health care options.  Example response may include, but not limited to the following:  Advance care planning is the context in which future care is discussed. Advance care planning can occur at any time, including when an individual is in full health. It may be an iterative conversation, where an individual’s values, beliefs and preferences change and evolve over time. It might also coincide with a conversation about setting goals of care. Conversations are valuable in their own right; however, the completion of an advance care planning document may provide important information to inform future care decisions.  It can bring to light an individual’s values, beliefs and preferences, including:   * what characterises acceptable or non-acceptable health outcomes for each person * who should be involved in making decisions about an individual’s care * what are the types of medical responses they would like for different stages of wellness or illness * what are the individual’s preferred care, or carer arrangements. |

Work health and safety standards

1.3 While working in your practice you have noticed that there aren’t enough PPE, and the manufactured quality of the supplied goods are not the best.

Using the four (4) key stages of risk management, briefly outline the risks relating to this situation. (Your response should be approximately 30 words).

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| --- | --- |
| **Steps Taken** | **Risks** |
| a) Risk identification | Staff not having enough PPE to wear might cause a rise of infection around the clinic. |
| b) Risk analysis | Now that the clinic knows that the issue is the quantity and quality of PPE, they can try and identify:   * How frequently are staff having to change PPE? * What is the cost looking like? * Have there been a growth in infection due to the lack of PPE? |
| c) Risk control | The clinic needs to review the possible solutions to increase the quantity or quality of the PPE being used. |
| d) Risk monitoring | The clinic can monitor the resources used and its outcome and request for timely feedback on the products from the staff. |
| Student’s response must demonstrate an accurate judgement of the risk being the quality of the PPE, this should help them go through the four stages of risk management easily. | |

1.4 As a health care worker, you will be required to use a proactive approach to prevent or minimise harm at the facility you work for.

Briefly outline what you would record under the following questions for an incident or identified risk. (Your response should be approximately 40 words).

|  |  |
| --- | --- |
| **Question asked** | **Information to be documented** |
| a) Who did it happen to? | * Injured person’s name, date of birth, address and contact number. * Injured person’s occupation. * Relationship of the injured person to the entity notifying. |
| b) What has been done? | * Action taken or intended to be taken to prevent recurrence (if any). |
| c) Who is to be notified? | * Notifier’s name, contact phone number and position at workplace. * Name, phone number and position of person to contact for further information (if different from above) |
| d) Where did it happen? | * Incident address * Details that describe the specific location of the notifiable incident—for example section of the warehouse or the particular piece of equipment that the incident involved—to assist instructions about site disturbance |
| Student’s response must demonstrate an understanding of what needs to be included in a documentation/recording of a risk or incident. | |

Principle of asepsis

1.5 The prevention of microbial contamination through the removal, exclusion, or destruction of microorganisms is better known as asepsis.

Briefly explain the purpose of each essential principles of asepsis below (Your response should be approximately 20 words each)

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| --- | --- |
| **Essential Principle** | **Purpose** |
| a) Maintenance of aseptic fields | The healthcare workers have ensured that the key sites are always protected. |
| b) Sequencing | It ensures that procedure is performed in a safe an appropriate order and includes any risk assessments for the safety of the patient. |
| c) Environmental control | Making sure the surrounding is under control and the work areas/surface is clean and any equipment is not damaged or rusted. |
| d) Personal protective equipment | This is to protect the patient and HCW during the procedure. |
| e) Hand hygiene | This is a very crucial step before, during and after a procedure. Remove transient micro-organisms from the hands |

1.6 Identify three (3) sources that Allied Health Assistants may use to access information about Allied Health policies. (Your response should be approximately 10 words)

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| Student’s responses must demonstrate an understanding of at least three sources of information about gaining insight on Allied  Response should include, but are not limited to, reference to three of the following:  Textbooks.  Research articles/journals  Publications from professional bodies.  Training materials.  Other appropriate responses should also be accepted. |

1.7 Identify three (3) professional development activities AHAs may engage in to maintain updated knowledge of new developments in theories and Allied Health practice. (Your response should be approximately 10 words)

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| Student’s responses must demonstrate an understanding of at least three opportunities to update theoretical knowledge.  Response should include, but are not limited to, reference to three of the following:  Workshops.  Trainings.  Webinars.  Conferences.  Training courses.  Podcasts/videos.  Other appropriate responses should also be accepted. |

1.8 Explain three (3) factors you need to consider in order to critically evaluate whether a source contains good quality information to support your practice. (Your response should be approximately 150 words.)

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| Student’s response must demonstrate an understanding of at least three factors to consider when critically evaluating a piece of information.  Responses may include, but are not limited to, reference to:  Currency, e.g.,   * + When was it published?   + Has it been updated or revised?   Relevance, e.g.,   * + How relevant is it to your needs?   + Who is it intended for?   Authority, e.g.,   * + Who is the author?   + Are they qualified on this topic?   Accuracy, e.g.,   * + Is the information supported by evidence?   + Does the language or tone seem unbiased and free of emotion?   Purpose, e.g.,   * + What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?   + Is the information fact, opinion or propaganda?   Other appropriate responses may also be accepted. |

Integrating your knowledge

1.9 Imagine you are Kasey, an allied health services assistant working at Always Healthy, an allied health clinic. Read the scenarios below and answer the following questions.

One of your roles as an allied health services assistant is to obtain written delegation for an allied health activity from your immediate supervisor.

a) Your supervisor has received a phone call from a regular patient coming into the clinic for her counselling sessions. The supervisor mentions the following brief message as she was rushing off to a meeting:

*“Kasey, could you please assist Olivia who attends physiotherapy every Tuesday at 4:30pm with Dr. Khalid. Prior to her appointment booking, ask her to come in for a trial session, observe her and what changes she requires – oh, and also arrange for a Full Blood Count Test.”*

How would you make sure that you obtain the right and accurate information of the delegated task with your supervisor, in order to make sure that you are safe and follow the organisation’s policies and procedures accordingly? (Your response should be approximately 250 words).

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| Student’s response must be able to identify the information that needs to be provided to an AHA when a task has been delegated.  Example response:   * Discuss your intention to obtain written delegation with the allied health professional. Seek their agreement and willingness to provide delegation for the specific activity. * Identify the activity: Clearly define and outline the allied health activity for which you require delegation. Ensure it aligns with your professional scope of practice and responsibilities. * Collaborate on guidelines: Collaborate with the allied health professional to establish guidelines for performing the activity safely and effectively. This may include protocols, procedures, limitations, and any necessary training requirements. * Document the delegation: Create a written delegation document that includes the following details:   Names and credentials of both the delegating allied health professional and the delegate.  Date of delegation.  Specific allied health activity being delegated.  Guidelines and protocols to be followed during the activity.  Any limitations or restrictions associated with the delegation.  Duration or expiration date of the delegation if applicable.  Review and approval: Share the written delegation document with the allied health professional for review and approval. Address any concerns or questions they may have, and make revisions as necessary.  Signatures and copies: Once both parties are satisfied with the delegation document, ensure that both the delegating allied health professional and the delegate sign it. Make copies for each party to retain for their records.   * Periodic review and renewal: Establish a system for periodic review and renewal of the delegation, considering factors such as changes in practice guidelines, regulations, or the delegate's competency. |

b) A few minutes before your supervisor’s shift ends, they decided to leave a note on your desk and instructed you on the following:

*“Pregnant mother, considered high risk with GD is coming in urgently to see our visiting GP doctor as she is having slight spotting – make sure to attach an EFM w/ CTG belt on or else put her in the isolation room or in an assessment room until we hear from the GP.”*

The information seems unclear; however, you see your supervisor down the hallway and stop him to obtain verbal delegation as you are concerned that you will not do a good job on taking care of this patient.

Explain what protocols you will need to follow in order to make sure that you will fulfill this delegated task appropriately. (Your response should be approximately 250 words).

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| Student’s response must be able to identify the information that needs to be provided to an AHA when a task has been delegated.  Example response:  I will first discuss my intention to receive verbal delegation with the allied health professional reason being its quite urgent and my supervisor is done with his shift. I will make sure that he is comfortable providing verbal delegation for the specific activity. I will try to clearly understand the allied health activity that has being delegated and ensure it falls within my professional scope of practice and responsibilities. I will ask my supervisor for clear guidelines and instructions for attaching the EFM w/ CTG properly to the mother’s stomach, the duration of it to be kept and where we need to place this patient. I will also discuss any specific protocols, procedures, limitations, and safety considerations associated with the activity.  To have records of this conversation with my supervisor I will take detailed notes during the discussion, including the date, the specific activity delegated, the guidelines provided, and any important points or instructions mentioned.  Lastly, I will repeat back the instructions and guidelines to the allied health professional to confirm your understanding. |

SECTION 2

OBTAINING INFORMATION REGARDING THE PERSON’S HEALTH STATUS

Organisational documentation process

2.1 As an AHA you will be required to document certain aspects of the patient under your care, specially to keep yourself informed and safe.

Briefly identify three (3) types of principles of documentation that you would be required to follow. (Your response should be approximately 60 words)

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| Student’s response must identify the principles of documentation that they would need to follow when documenting information of a patient under their care.  Example responses may include but not limited to, the list is vast so the students are allowed to choose any three of their preference:   * always document as soon as possible after the intervention (e.g., occasion of service, phone call) * content should be concise, relevant, appropriate and accurate * do not diagnose * use only standard abbreviations and avoid non-standard terminology |

2.2 Abbreviations are commonly used in the medical setting to allow work to be more efficient. Identify the correct meaning for each of the abbreviations below (Each response should be approximately 3 words).

|  |  |
| --- | --- |
| Students must correctly identify the meaning of each abbreviation. | |
| **Abbreviation** | **Definition/Meaning** |
| a) HEP | Home Exercise Program |
| b) ex | Exercise |
| c) // | Outcome of Intervention |
| d) W/C | Wheelchair |
| e) I/ | Intervention |
| f) Rx | Treatment |

Cells, tissues and organs

2.3 The basic building block of a living organism is a cell. Complete the table below by correctly defining each component that makes up the structure of a cell. (Each response should be approximately 30 words).

|  |  |
| --- | --- |
| **Communication component** | **Description** |
| 1. Mitochondria | They perform some of the reactions of respiration, releasing energy that the cell can use. |
| 1. Nucleus | The nucleus controls the activities of the cell. It contains chromosomes (46 in human cells) which carry the genetic material or genes. |
| 1. Enzymes | Enzymes control chemical reactions that take place in the cytoplasm. |
| 1. Cell Membrane | This is a thin layer like a ‘skin’ on the surface of the cell. It forms a boundary between the cytoplasm of the cell and the outside. |

2.4 In the diagram below of the respiratory system. Correctly identify and place the following missing components:

1. Diaphragm
2. Bronchioles
3. Trachea
4. Larynx
5. Pharynx
6. Oesophagus

Diagram

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|  |
| --- |
| Pharynx |

|  |
| --- |
| Larynx |

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| Oesophagus |

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| --- |
| Trachea |

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| --- |
| Bronchioles |

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| --- |
| Diaphragm |

2.5 Cells get their energy by oxidising foods such as glucose through respiration. Briefly describe the function of the following components that make up the Respiratory System. (Your response should be approximately 15 words each).

|  |  |
| --- | --- |
| **Component** | **Function** |
| a) The pharynx | It is a funnel shapes passageway where food and air can cross |
| b) Nasal cavity | They filter the air and trap small particles (dust, mold spores, pollen, etc.) so that they don’t enter air passages |
| c) The lungs | Contains alveoli (air sacs) that carries out gas exchange |
| d) Trachea | It is also known as the windpipe and it the passage of air to bronchi |

Musculo-skeletal system

2.6 When humans move, their bones work together in order to produce movement. Identify specific joints in the body that are classified under the following movement groups.

|  |  |
| --- | --- |
| **Description** | **Joints** |
| a) These joints are only able to partially move | Vertebrae |
| b) These joints are freely movable and allows for movement in three places | Hip Joint |
| c) These joints are fixed and immovable | Skull |

2.7 The human skeleton has many functions. Correctly identify the missing parts and briefly explain the function of each. (Each response should be approximately 15 words).

Diagram

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|  |
| --- |
| 1. The Vertebrae   It protects the spinal cord |

|  |
| --- |
| b) Cranium or Skull  It protects the brain, eyes, and ears. |

|  |
| --- |
| c) Rib Cage  It protects the heart and lungs |

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| Student’s response must demonstrate an accurate understanding of the function of the parts of the Musculo-Skeletal System. |

Endocrine system

2.8 The Endocrine System has glands that are responsible for hormone production. Correctly identify the gland and hormone specific to the following hormone descriptions. (Each response should be approximately 15 words)

|  |  |
| --- | --- |
| **Description of the Hormone** | **Production Gland & Hormone** |
| 1. Prepares the body for physical activity | Adrenals & Adrenaline |
| 1. Stimulates egg release (ovulation) | Pituitary & Luteinising |
| 1. Lowers blood glucose | Pancreas & Insulin |
| Student’s response must be able to identify and match the gland and hormone to the appropriate definition. | |

2.9 Below is an image of one part that makes up the Endocrine system.

a) Briefly identify the missing organs

A picture containing text, linedrawing, insect

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|  |
| --- |
| 1. Thyroid glands |

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| --- |
| ii) Parathyroid glands |

1. Briefly explain the interrelationships between the identified organs. (Your response should be approximately 60 words)

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| Student’s response must be able to identify that these are the thyroid and parathyroid glands, through the clues given (trachea and larynx have been labelled) and demonstrate an understanding of how the two are anatomically linked.  Responses may include, but are not limited to, reference to:  The thyroid gland is situated just below the larynx at the front of the trachea, and the two lobes of the thyroid gland wrap part of the way around the trachea. The thyroid and parathyroid glands are also functionally linked; both help to regulate calcium balance. In addition, the thyroid has a separate and important role in controlling metabolism. The two main hormones produced by the thyroid gland are thyroxine and calcitonin. The parathyroid glands produce parathyroid hormone (PTH). |

Cardiovascular system

2.10 There are two parts to a double circulatory system.

(a) Briefly explain the process of the pulmonary and systemic circulation in the Cardiovascular System (CVS) and how they are responsible in transporting blood in and out of the heart to the rest of the body. (Your response should be approximately 70 words).

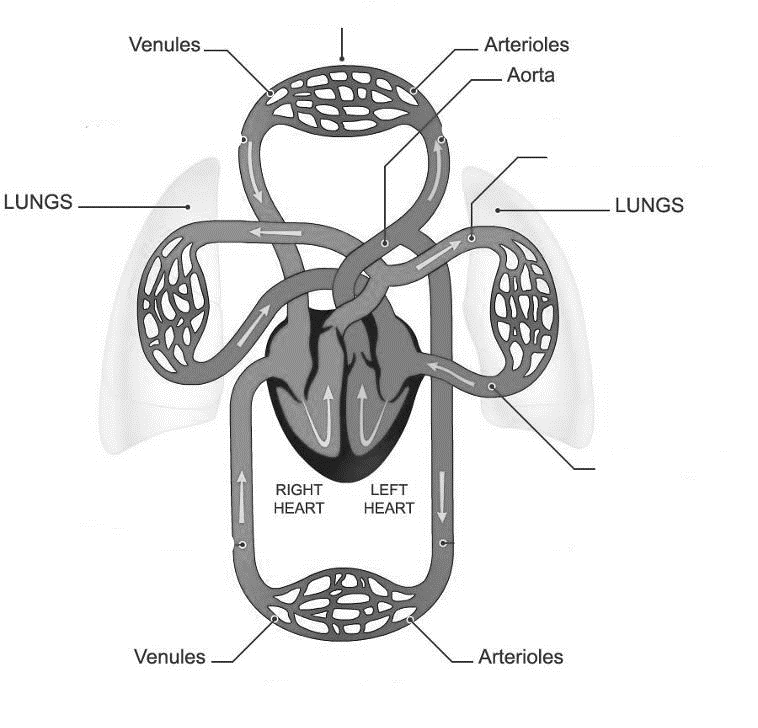
|  |
| --- |
| Student’s response must demonstrate an understanding of the pulmonary and systemic circulation and about oxygenated and deoxygenated blood.  Responses may include, but are not limited to, reference to the following:  The pulmonary circulation: Deoxygenated blood leaves the heart through the pulmonary arteries. It is circulated through the lungs, where it becomes oxygenated. The oxygenated blood returns to the heart through the pulmonary veins.  The systemic circulation: Oxygenated blood leaves the heart through the aorta and is circulated through all other parts of the body, where it unloads its oxygen. The deoxygenated blood returns to the heart through the vena cava. |

(b) List three (3) ways that a person can maintain their blood pressure. (Your response should be approximately 30 words).

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| Student’s response must demonstrate an understanding of the methods that an individual can abide to maintain optimum blood pressure.  Responses may include, but are not limited to, reference to the following:   * Regular monitoring on your blood pressure at home or a clinic. * Healthy eating - enjoy a variety of foods especially plant-based foods including fresh fruit and vegetables * Get active - try to engage in at least 30 minutes of moderate physical activity on most days of the week. * Drop the salt. * Avoid alcohol * Quit smoking |

2.11 Identify the missing parts of the CVS and briefly explain their function in the process of transporting blood around the body. (Your response should be approximately 100 words).

|  |
| --- |
| (c) |



|  |
| --- |
| (a) |

|  |
| --- |
| (b) |

|  |  |
| --- | --- |
| **Components of the lymphatic system** | **Functions** |
| a) Arteries | They carry blood from the heart to the organs of the body. This arterial blood is pumped out under high pressure by the ventricles of the heart. When blood leaves the heart through the aorta, valves in the aorta prevent the blood from returning to the heart |
| b) Veins | They carry blood from organs back to the heart. Blood pressure decreases as it flows through the capillaries, so the blood in veins (venous blood) is at a very low pressure – much lower than in the arteries. |
| c) Capillaries | They carry blood through organs, bringing the blood close to every cell in the organ. Substances are transferred between the blood in the capillary and the cells. To do this, capillaries must be small enough to ‘fit’ between cells and allow materials to pass through their walls easily. |
| Student’s response must demonstrate an understanding of the cardiovascular system and include explanations on the arteries, capillaries, and veins.  Responses may include but are not limited to the above. | |

Gastrointestinal system

2.12 Digestion is the breaking down of food particles into smaller molecules so it can be absorbed into the body. Using your own words briefly explain the process of digestion. (Your response should be approximately 150 words).

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| Student’s response must demonstrate an understanding of the process of breaking down food into smaller molecules and how this has been conducted by the digestive system.  Responses may include, but are not limited to, reference to:  Digestion begins in the mouth. Saliva helps moisten the food and contains the enzyme amylase, which starts the breakdown of starch. The chewed lump of food, mixed with saliva, then passes along the oesophagus (gullet) to the stomach. The food is held in the stomach for several hours, while initial digestion of protein takes place. The stomach wall secretes hydrochloric acid, so the stomach contents are strongly acidic. This has a very important function. It kills bacteria that are taken into the gut along with the food, helping to protect us from food poisoning.  Digestion continues in the last part of the small intestine (the ileum), and it is here that the digested food is absorbed. The last part of the gut, the large intestine, is mainly concerned with absorbing water out of the remains and storing the waste products (faeces) before they are removed from the body. |

2.13 Now that you have explained the process of digestion it is quite clear that there are other organs that control and assist this process.

Look at the image below and identify the missing parts and briefly explain the function of each in the role of digestion. (Your response should be approximately 60 words).

Diagram

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|  |  |
| --- | --- |
| **Name of missing organ** | **Function** |
| a) The liver | The major metabolic organ. It processes and stores all of the nutrients while also producing bile for the emulsification of fats |
| b) The oesophagus | The passageway where the peristalsis pushes food to the stomach. |
| c) The stomach | It secretes acid and digestive enzymes for proteins. It churns, mixing food with secretions and sends chyme to the small intestine. |
| d) The pancreas | It produces pancreatic juices and also contains digestive enzymes. The pancreas also produces insulin and secretes it into the blood after eating. |
| e) The rectum | It stores and regulates the elimination of faeces |
| f) The anus | It controls the release of waste from the digestive tract |
| Student’s response must be able to identify each missing part of the digestive system accurately and then briefly explain their role in the process of digestion.  Responses may include, but are not limited to, reference to the above. | |

Urinary system

2.14 The urinary system is not just responsible for the removal of waste and any excess fluids. Briefly describe the urinary system’s role in:

(a) Regulating fluid (Your response should be approximately 80 words).

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| Student’s response must demonstrate an understanding on how the urinary system regulates the fluid coming into the body.  Responses may include, but are not limited to, reference to the following:  Urinary system prevents waste and toxins from building up in the blood. In addition, helps regulate your blood pressure, maintains your body's water balance as well as controls the levels of chemicals and salts in the blood. The urinary or renal system removes waste from blood in the form of urine. It also helps regulate blood volume and pressure and controls the level of chemicals and salts (electrolytes) in body's cells and blood. |

(b) Electrolyte balance in the body (Your response should be approximately 80 words).

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| Student’s response must demonstrate an understanding on how the urinary system regulates the electrolyte balance in the body.  Responses may include, but are not limited to, reference to the following:  The kidneys help maintain electrolyte concentrations by filtering electrolytes and water from blood, returning some to the blood, and excreting any excess into the urine. Thus, the kidneys help maintain a balance between daily consumption and excretion of electrolytes and water. Ensuring blood pH remains within normal range: as by breakdown of proteins produces nitrogen wastes, they form toxic ammonia, which increases the pH of the body fluids. Blood urea nitrogen is filtered and reabsorbed in the kidneys and maintains normal range of pH. |

(c) Elimination of wastes (Your response should be approximately 100 words).

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| Student’s response must demonstrate an understanding on how the urinary system eliminates toxic waste such as urine from the body.  Responses may include, but are not limited to, reference to the following:  A human has two kidneys, each of which is supplied with blood through a short renal artery. The urine passes out of the kidneys through two tubes, the ureters, and is stored in a muscular bag called the bladder. The bladder has a tube leading out of the body, called the urethra. The wall of the urethra contains two ring-shaped muscles, called sphincter muscles. They can contract to close the urethra and hold back the urine. The lower sphincter muscle is voluntary (under conscious control), while the upper sphincter muscle is involuntary – it automatically relaxes when the bladder is full. |

Homeostasis

2.15 a) Briefly explain the key principles underlying the concept of homeostasis and how they contribute to maintaining stability and balance within living organisms.

Hint: Focus on just two (2) bodily functions that are controlled by homeostasis. (Your response should be approximately 170 words).

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| Student’s response must demonstrate an understanding on homeostasis and the mechanisms between core temperature, fluid and electrolyte concentration, blood glucose levels and blood pressure,  Responses may include, but are not limited to, reference to the following:  The composition of the internal environment is tightly controlled, and this fairly constant state is called homeo­stasis. It describes a dynamic, ever-changing situation where a multitude of physiological mechanisms and measurements are kept within narrow limits. When this balance is threatened or lost, there is a serious risk to the well-being of the individual. The following are bodily functions that are controlled through homeostasis:   * Core temperature - The body maintains a relatively stable internal temperature around 98.6°F (37°C). When the temperature rises, such as during physical exertion or exposure to heat, the body initiates mechanisms like sweating and dilation of blood vessels to release heat and cool down. Conversely, when the temperature drops, mechanisms like shivering and constriction of blood vessels help conserve heat and keep the body warm. * Fluid and electrolyte concentration - The body maintains a specific pH range to support optimal functioning. If the pH deviates from this range, it can disrupt biochemical reactions. The body uses buffering systems, such as the bicarbonate buffer system, to maintain the acid-base balance and prevent drastic changes in pH. |

1. Identify three (3) other examples of how homeostasis maintains and controls specific bodily functions that you did not explain above. (Your response should be approximately 120 words).

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| Student’s response must demonstrate an understanding on homeostasis and its control mechanisms.  Responses may include, but are not limited to, reference to the following:   * Blood glucose levels - The body regulates blood glucose levels to ensure a steady supply of energy to cells. When blood glucose levels rise after a meal, the pancreas releases insulin, which facilitates the uptake of glucose by cells and promotes its storage as glycogen. If blood glucose levels drop, the pancreas releases glucagon, which stimulates the breakdown of glycogen into glucose, raising blood glucose levels. * Blood pressure - The body regulates blood pressure to ensure adequate perfusion of organs and tissues. Specialised sensors called baroreceptors detect changes in blood pressure and send signals to the cardiovascular system to adjust heart rate, blood vessel diameter, and blood volume. For example, if blood pressure drops, the body can increase heart rate and constrict blood vessels to raise blood pressure. |

2.16 Homeostasis helps maintain stable internal conditions in the human body. Briefly identify two (2) examples when the human body can face a homeostatic imbalance for any given reason. (Your response should be approximately 100 words).

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| Student’s response must demonstrate an understanding on homeostatic imbalance such as diabetes, osteoporosis, autoimmune disorders, hypertension.  Responses may include, but are not limited to, reference to the following:   * Diabetes: In diabetes, there is a homeostatic imbalance in the regulation of blood glucose levels. In type 1 diabetes, the immune system mistakenly destroys insulin-producing cells in the pancreas, leading to low insulin levels. In type 2 diabetes, the body becomes resistant to the effects of insulin. * Hypertension: occurs when the homeostatic balance of blood pressure regulation is disrupted. Factors like genetics, poor diet, sedentary lifestyle, or stress can cause persistent elevation of blood pressure, increasing the risk of heart disease, stroke, and other health issues. * Osteoporosis: is a condition characterised by reduced bone density and strength, making bones more susceptible to fractures. It occurs when there is an imbalance between bone formation and resorption processes. * Autoimmune disorders: Autoimmune disorders arise from a malfunctioning immune system that mistakenly attacks healthy cells and tissues. In these conditions, the immune system loses its ability to distinguish self from non-self, causing homeostatic imbalance. * Hyperthyroidism and Hypothyroidism: The thyroid gland regulates metabolism and energy balance in the body. Hyperthyroidism occurs when the thyroid produces excessive amounts of thyroid hormones, speeding up metabolism. This can lead to symptoms like weight loss, rapid heart rate, and anxiety. causing fatigue, weight gain, and sluggishness. |

Common measures of health status

2.17 As an AHA you will constantly be monitoring and comparing patients’ health status with specific values that is contributing to their health.

In the table below a few readings have been depicted, identify which common measures have been outlined. (Each response should be approximately 3 words)

|  |  |
| --- | --- |
| **Patient’s health status reading** | **Health status reading for:** |
| a) >100/min labelled as Sinus tachycardia | Pulse rate |
| b) 500mL – Tidal Volume | Respiration rate |
| c) Before meals 6.0mmol/L | Blood glucose level |
| d) 25 degrees at the time patient was very cold | Body Temperature |
| e) Greater than 140mm HG | High blood pressure reading |
| Student’s response must be able to identify which reading explains which health status of the patient. The unit should give them a hint to the answer. | |

2.18 The systems in our body will usually work together to support the process of homeostasis.

a) In the table below briefly explain how the two systems that have been identified below work together to support the process of homeostasis. (Each response should be approximately 75 words).

|  |  |
| --- | --- |
| **Interacting systems** | **Function** |
| a) Kidney and circulatory systems | The kidneys, part of the urinary system, regulate water balance, electrolyte levels, and waste elimination. They filter blood, removing waste products and excess water, while reabsorbing essential substances back into the bloodstream. The circulatory system transports blood to the kidneys for filtration and carries away the waste products and excess water to be eliminated as urine. This collaboration helps maintain fluid balance, electrolyte levels, and overall homeostasis in the body |
| b) Respiratory and circulatory system | The respiratory and circulatory systems work in tandem to maintain oxygen and carbon dioxide levels in the body. The respiratory system brings oxygen into the body through inhalation and removes carbon dioxide through exhalation. The circulatory system transports oxygen from the lungs to tissues and carries carbon dioxide from tissues back to the lungs for elimination. This cooperation ensures that cells receive sufficient oxygen for metabolism and that waste carbon dioxide is effectively removed. |
| Student’s response must be able to explain in their own words how the above-mentioned body systems are able to interact together in order to support homeostasis. | |

b) Our bodies cannot operate or survive without our major body systems working together to support the healthy functioning of it.

Read the following examples. Identify and explain the interrelationships between the body systems.

(i) A heart attack being able to affect the brain (50 words).

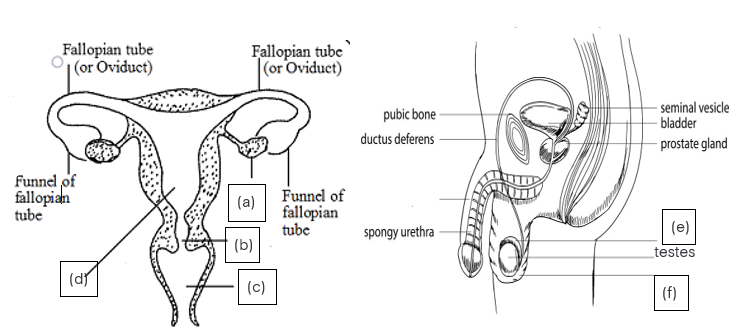
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| Student’s must identify that the two interrelated systems are CVS and the nervous system (brain) and thereafter explaining their connection in maintaining a healthy body.  Example response:  The heart is a component of the cardiovascular system (CVS). The CVS is having blood vessels that carry blood towards the heart and away from other organs. To work properly, your heart needs a continuous supply of oxygen-rich blood. It normally receives this blood from the blood vessels called the arteries. When an artery gets blocked, oxygen cannot get to your heart muscle, which means the rest of the body will also not receive oxygen, resulting in a heart attack and a blockage in the nervous system. If the nervous system which also includes the brain does not get enough blood and oxygen it can result in a stroke. |

(ii) Feeling cold causing hair to rise (50 words).

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| Student’s response must demonstrate an understanding of of the interrelationship and dependency between the integumentary system and nervous system  Example response:  The integumentary system consists of skin and associated structures such as hairs, sweat glands, oil and nails for the maintenance of body temperature. The dermis later contains many sensory receptors which are sensitive to hot and cold senses. The hair follicles are part of the dermis and would stand up straight when we feel cold to trap heat. The interrelationship is with the nervous system because the integumentary system has free nerve endings, which are susceptible to pain, heat and cold. When we feel cold the nerve endings transmit a message to our brain, which then sends signals down our spinal cord to the rest of our body – in this case it is the hairs on our skin. This hair will then stand up as mentioned to trap heat. |

Reproductive system

2.19 The male and female reproductive systems have various functions.

Look at the image below of the stages of the reproductive systems and identify each of the missing parts. You must also briefly explain the function of each part. (Each response should be approximately 15 words).

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| **Name of the missing organ** | **Function** |
| a) Ovary | Produces eggs and the female sex hormones |
| b) Cervix | It contains the opening to the uterus |
| c) Vagina | It receives the penis during intercourse and also serves as a birth canal and an exit for menstrual flow. |
| d) Uterus | Gives a home to protect the developing fetus |
| e)Epididymis | This is where the produced sperm matures in this coiled duct lying outside each testes. |
| f) Scrotum | Helps regulate the temperature of the testes by holding them closer to or farther away from the body. |
| Student’s response must demonstrate the understanding of the different neurons in our bodies and their purpose. | |

Nervous system

2.20 Our nervous system is made up of neurons that are specialised cells in communication. Briefly describe the following types of neurons. (Each response should be approximately 20 words)

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| **Type of Neuron** | **Description** |
| 1. Motor Neurons | carries the nervous system’s output to all the tissues and organs of the body. |
| 1. Interneurons | these neurons receive input from a sensory neuron, integrate this information and influence the functioning of other neurons. |
| 1. Sensory Neurons | responds to certain stimulus such as light or pressure |
| Student’s response must demonstrate the understanding of the different neurons in our bodies and their purpose. | |

2.21 The cerebrum has specific regions that support our functioning such as motor and sensory areas. Briefly describe functioning of these areas and the outcomes. (Your response should be approximately 50 words).

(a) Motor Areas

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| Student’s response must demonstrate an understanding of the responsibilities of each area in the brain, it is not mandatory to identify all of the motor areas within a body.  Responses may include, but are not limited to, reference to:  Motor signals originating in the brain pass down descending tracts to the spinal cord and out to our muscles by way of motor fibers. Through this the outcome is skilled movements with our legs and arms, feet, abdomen, and hands. |

(b) Sensory Areas

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| Student’s response must demonstrate an understanding of the responsibilities of each area in the brain.  Responses may include, but are not limited to, reference to:  Sensory receptors generate nerve signals that pass through sensory fibers to the spinal cord and up ascending tracts to the brain. The outcome of this would be us being able to hear, smell, taste, and see. |

Protection from infection

2.22 The lymphatic system has many responsibilities in fighting and preventing infections entering into our bodies.

Briefly describe the functions of each main component that makes up the lymphatic system. (Your response should be approximately 100 words).

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| **Components of the lymphatic system** | **Functions** |
| 1. Lymph nodes | They remove microorganisms, cellular debris, and abnormal cells from the lymph before returning it to the cardiovascular system. |
| 1. Spleen | Removes damaged blood cells and microorganisms from the blood |
| 1. Tonsils | It protects the throat by gathering and filtering out any microorganisms entering the throat in food or air |
| d) Thymus | It stores immature lymphocytes until they mature to specialised cells (T cells) that destroy infected or cancerous cells. The thymus is only active in childhood. At puberty it becomes inactive and is replaced by fatty tissue. |
| Student’s response must demonstrate an understanding on the different components of the lymphatic system – the lymph nodes, spleen, tonsils, and thymus.  Responses may include but are not limited to the above. | |

2.23 The immune system has many responsibilities in fighting and preventing infections entering into our bodies.

Briefly describe the main components that make up the immune system. (Your response should be approximately 100 words).

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| **Components of the immune system** | **Functions** |
| a) Blood | It is a complex tissue composed of several types of cells suspended in a liquid called plasma. Plasma transports hormones and waste products such as urea. |
| b) Red blood cells | Transports oxygen to the lungs and unloads it in other regions of the body via hemoglobin. |
| c) White blood cells (lymphocytes) | Produces antibodies to destroy any microorganisms – some lymphocytes remain in our blood after infection and give us immunity to specific diseases. |
| d) White blood cells (phagocytes) | Digests and destroy bacteria and other microorganisms that have infected our body. |
| e) Platelets | Releases chemicals to make blood clot when we cut ourselves. |
| Student’s response must demonstrate an understanding on the different components of the immune system – the plasma, the red blood cells, white blood cells (phagocytes, lymphocytes) and platelets.  Responses may include but are not limited to the above. | |

The integumentary system

2.24 The integumentary system consists of the skin and associated structures such as hairs, sweat glands, oil and nails, for the maintenance of body temperature.

(a) Briefly outline the role of the integumentary system in the maintenance of the body’s temperature. (Your response should be approximately 100 words)

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| Student’s response must demonstrate the key objectives of the skin also known as the integumentary system in maintaining the body’s temperature.  Example response:  The skin is made up of three layers. Each of them has a specific function that helps in maintaining the body’s temperature. The epidermis - consists of dead cells that stop water loss and protect the body against invasion by microorganisms such as bacteria. The hypodermis - contains fatty tissue, which insulates the body against heat loss and is a store of energy. The dermis - contains many sensory receptors. It is also the location of sweat glands and many small blood vessels, as well as hair follicles, which stand on end to trap heat. |

(b) List four (4) functions of the human skin. (Your response should be approximately 50 words)

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| Student’s response must demonstrate the key functions of the human skin.  Example response:   * forming a tough outer layer able to resist mechanical damage * acting as a barrier to the entry of disease-causing microorganisms * forming an impermeable surface, preventing loss of water * acting as a sense organ for touch and temperature changes * controlling the loss of heat through the body surface |

Anatomical locations

2.25 Anatomical locations are just like the directions we use to navigate on a journey. The table below provides an explanation of specific anatomical locations within the human body. Briefly identify which locations have been explained. (Each response should only be 1 word).

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| **Anatomical term of location** | **Explanation** |
| a) Superficial | This represents a position nearer to the body's surface. The skin is only partially covering the bones. |
| b) Superior | The hand, for instance, is a portion of the superior extremity, which is situated towards the head end of the body. |
| c) Inferior | This means way from the head; lower (example, the foot is part of the inferior extremity). |
| d) Deep | This describes a position farther from the surface of the body. The brain is deep to the skull. |
| e) Proximal | This is usually towards or nearest the trunk or the point of origin of a part (example, the proximal end of the femur joins with the pelvic bone). |
| f) Medial | This is towards the midline of the body (example, the middle toe is located at the medial side of the foot). |
| g) Anterior | This is in front (example, the kneecap is located on the anterior side of the leg). |
| h) Posterior | This is the back (example, the shoulder blades are located on the posterior side of the body). |
| i) Lateral | This is away from the midline of the body (example, the little toe is located at the lateral side of the foot). |
| Student’s response must demonstrate an accurate judgement of the risk being the quality of the PPE, this should help them go through the four stages of risk management easily. | |

Integrating your knowledge

The following questions require you to draw upon all the knowledge and skills you have learned throughout Section 2 of this Study Guide.

2.26 Imagine that you are working as an AHA in a rehabilitation facility. Read the following scenarios and identify how you will obtain information regarding these patient’s physical health status. (Each response should be approximately 50 words).

a) A patient who has undergone a cardiac procedure and requires supervised exercise, education, and lifestyle modifications to improve their cardiovascular health.

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| Student’s response must be able to that they need to use the observation, questioning and interpret documentation in order to obtain information on this patient’s health status.  Example response:  I would observe the patient’s physical appearance and look for any visible signs of distress or abnormalities such as difficulty breathing and any mobility issues. I will also engage in open-ended questioning to gather information on the surgery and if they are experiencing any discomfort after the surgery.  I will also inquire about the patient’s ability to go around their daily activities has any activities stopped or changed? All of the information obtained will be reverted back to the patient’s physiotherapist and any other doctor that is taking care of this patient. |

b) A patient who has brought in their referral from a GP which mentions that they have an addiction to alcohol and needs support to help them quit.

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| Student’s response must be able to that they need to use the observation, questioning and interpret documentation in order to obtain information on this patient’s health status.  Example response:  I would observe the patient’s balance and coordination as they walk in order to see that they are not under the influence at the time of appointment. I will also look for any cues such as pain or discomfort from the alcohol abuse. Then I will ask them a few questions such as:  - Do you have any past pain or discomfort from overusing alcohol?  - Why do you use alcohol? What does it make you feel?  - Are you on any current medication from the GP and have those helped you? |

SECTION 3

CONFIRMING PATIENT’S PHYSICAL HEALTH STATUS

Common screening and assessment tools

3.1 Screening and assessing patients under your care as an AHA is a great guidance tool to determine their health, wellbeing, and functioning status.

a) Briefly describe the purpose of screening and identify three (3) factors that can be determined through screening. (Your response should be approximately 50 words).

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| Students must demonstrate their ability to identify the purpose of screening and several factors that can be determined through screening.  Example response:  Screening identifies people or conditions that would benefit from further assessment. The aim is to identify concerns early and avoid further problems in hospital. Screening usually involves using a prompt to identify various ‘red flags or risks associated with the patient. Factors that can be determined through screening are as follows:   * a recent stay in hospital * history of falls or mobility problems * any signs of cognitive impairment * sudden weight loss |

b) There are specific screening tools that can be used in Allied Health. In the table below few scenarios have been depicted, identify which screening tools can be used for each situation. (Each response should be approximately 5 words).

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| **Exemplar scenario** | **Suggested screening tool** |
| i) A patient’s cognitive functioning | Functional Assessment Tools such as the Katz Index |
| ii) A patient claiming to constant worries and fear | Mental Health Screening such as the Mini-Mental State Examination |
| iii) A patient who is having mobility issues after an accident | Pain Assessment Tools such as the Numeric Rating Scale (NRS) |
| iv) A diabetic patient that has been having an unhealthy diet | Assessment Questionnaires such as the WHOQOL |
| Student’s response must demonstrate an accurate judgement of which screening tools can be used for each situation. | |

c) Briefly describe the outcome of using assessment tools and identify three (3) ways in which assessment can support AHAs and the Allied Health Industry. (Your response should be approximately 50 words).

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| Students must demonstrate their ability to identify the purpose of assessment tools and how it supports the AHAs or healthcare professional to take care of the patients under their care.  Example response:  Assessment involves collecting information that gets to know the patient in detail, evaluates their risks and the nature of problems to be identified. Assessment should integrate all the relevant issues.  Assessment supports us in:   * treating the condition that caused the admission * to detect and quantify any additional conditions or underlying psychosocial issues * any nutritional issues that our patients are facing and what we in the allied health industry can do to optimize their food intake |

Common conditions and illnesses

3.2 There are specific underlying conditions that a patient may come in with. The following table has some identified medical conditions. Provide one (1) treatment method, one (1) symptom and identify which body system will be drawn from this illness. (Each response should be approximately 2 - 20 words).

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| **Condition** | **Symptoms** | **Affected body system** | **Treatment options** |
| 1. Cancer | Changes in the skin such as darkening or redness | The brain | Surgical intervention to remove the cancerous tumour |
| 1. Diabetes | Increased hunger | Blood and digestive system | Patient needs to engage in physical activity and eat healthier diet. |
| 1. Malnutrition | Heart failure and depression | Digestive system | Medication such as antidepressants. |
| 1. Obesity | Heart disease | The heart | They would need regular exercise and a balance diet plan |
| 1. Neurological Condition | Paralysis | The brain and nervous system | Management strategies |
| 1. Cardiovascular disease | High blood sugar levels | The Heart | Exercising regularly |
| 1. Musculoskeletal condition | Weakened bones which causes them to become fragile and easily breakable | The Skeletal system | Eat a diet rich in calcium and vitamin D |

Disability

3.3 Briefly explain two (2) ways having a disability can affect the physical day-to-day functioning of a patient. (Your response should be approximately 80).

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| Students must demonstrate their ability to identify the outcomes or impact that having a disability has on the daily functioning of an individual  Example response:   1. Environmental barriers, such as inaccessible buildings or lack of appropriate assistive devices, can hinder individuals with disabilities from accessing healthcare services and preventive care. This can lead to delayed or inadequate treatment and negatively impact physical health. 2. Certain disabilities may affect the functioning of specific body systems. For instance, individuals with spinal cord injuries may experience changes in bowel and bladder function, impaired thermoregulation, and altered sexual health. |

Mental health issues

3.4 Mental health and physical health goes hand in hand, and any disturbance to a patient’s mental health can in turn affect their physical functioning. Briefly outline four (4) examples of the impact of mental on a patient’s physical health. (Your response should be approximately 170 words).

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| Students must demonstrate their ability to identify the outcomes that unstable mental health conditions can have on a patient’s physical health status.  Example response:   1. Mental health issues often coexist with sleep disturbances, such as insomnia or sleep apnea. Lack of quality sleep can impact physical health by increasing the risk of obesity, cardiovascular problems, weakened immune function, and impaired cognitive functioning. 2. Mental health conditions can affect appetite and eating behaviors. Some individuals may experience decreased appetite, leading to inadequate nutrition and weight loss, while others may experience increased appetite and engage in emotional eating, which can contribute to weight gain and related health issues. 3. Mental health conditions, such as depression and anxiety, have been linked to an increased risk of developing chronic diseases like cardiovascular disease, diabetes, and autoimmune disorders. The physiological stress response associated with mental health issues can contribute to inflammation and metabolic dysregulation 4. Mental health issues, particularly substance use disorders, can have severe physical health consequences. Substance abuse can damage vital organs, impair cognitive function, weaken the immune system, and increase the risk of injuries and accidents. |

Integrating your knowledge

The following questions require you to draw upon all the knowledge and skills you have learned throughout Section 3 of this Study Guide.

3.5 Read the following case studies and briefly explain how you would inform the person about the factors that contribute to the maintenance of a healthy body for themselves.

a) Taylor is a 30-year-old pathologist working in the same organisation with you. She says no matter how busy work can get she makes time to eat her meals on time. However, she is not getting the right amount of sleep, she mentions roughly around 5 hours daily and she also avoids doing exercises or brisk walks to keep herself fit. (Your response should be 110 words)

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| Student’s response must demonstrate an understanding on adequate sleep and exercise.  Responses may include, but are not limited to, reference to the following:  When it comes to Taylor, I would inform her that she is doing a good job at having her meals on time at work. Assuming it’s a balance diet and eating on time will provide Taylor with the energy she requires to get through the day. However, I will inform her that because she is not getting adequate sleep and surviving on only 5 hours of sleep it is not very health. She needs to set up a routine to go to bed and sleep this way she will get the right amount of sleep and be energised for her next day at work, she is also getting adequate sleep at night meaning she will be less tired during the day and very much energised during her time at work. Taylor also needs to be physically fit and take regular walks when she gets home, which means her CVS would be functioning adequately, her muscles will be fit and support her in her daily lifestyle through the provision on blood and oxygen.  This is question requires students to answer this solely based on their knowledge of how to maintain a healthy body. |

b) Elizabeth has just graduated from high school and is looking to pursuing a major in nursing. She is thinking about her next steps, university and gaining work experience and earning money to look after her family. She enjoys reading books and attending meditation classes to make sure her mind is at peace. However, she enjoys eating unhealthy food and then exercise. She believes that although she enjoys unhealthy meals because she does long walks 3 times in a week, she is still maintaining a healthy body. (Your response should be 80 words).

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| Student’s response must demonstrate an understanding on mental health activities and how it supports the healthy functioning of the body.  Responses may include, but are not limited to, reference to the following:  Elizabeth seems to have a good lifestyle. She is organised and knows what she needs in life. Her active meditation schedules are good at keeping her mind at ease and peaceful. She also reads books and plays brain stimulating games probably like chess this means she is always mentally active. However, I would tell her that she needs to try and cook healthy meals at home, and gradually cut down on consuming junk food. I will explain to her that it’s not always about eating junk food and then exercising to keep yourself healthy – it is all about balance. I will also explain to her that consuming junk food continuously with the impression that regular exercise will  This is question requires students to answer this solely based on their knowledge of how to maintain a healthy body. |

3.6 Imagine that you are working as an AHA in a family medical practice. You have been told to have a brief session with each patient coming into the clinic prior to them seeing an Allied Health Specialist or the visiting clinic GP.

i) Briefly identify the condition that you think they might be having and describe what you would say to these patients under your care, to clarify the effects of any concerning living habits they have

ii) Provide one (1) specific intervention to support their daily functioning.

(Your response should be approximately 70 words)

Read the following case scenarios below and answer the following questions.

a) A patient claims to have the following concerns with their health. “I have been thirsty almost all the time during the day and have increased urination at night. I am not quite sure what to do because sometimes I feel very hungry and increasing fatigue. I enjoy eating sweets and junk food because I am a final year student and have been very stressed recently. The doctor had checked my weight and asked me to do some exercise and take care of my heath.

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| Student’s response must be able to identify the significance of the patient’s health status and clarify any implication that these may have in turn on their day-to day functioning.  Responses may include, but are not limited to, reference to the following:  I would probably be aware that their condition is related to some form of diabetes however I will relay this information to my AHS prior to providing any feedback and support to the patient. While waiting for confirmation of the diagnosis from my supervisor I will try to inform the patient that their diet needs to change due to the overconsumption of sweets and its best to try and reduce the amount of stress they are facing on a daily basis.  ii) For the suggested intervention I will ask the patient to firstly engage in more physical activity by setting a goal and a time every day to be out walking or doing some physical exercise such as swimming or cycling. |

b) A patient has come in to see the GP, however during your intervention session they mention the following

“I am a working as a supermarket stock taker and work in shifts. Usually at odd times of the day and night, this has made me be inactive and have quick fast-food meals because I do not have time to have a proper meal. I also enjoy smoking during my breaks specially during night shifts to keep me awake. Just last week I have not been able to sleep and fainted while at work because I felt lightheaded – I am not sure what is going on. What can I do?”

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| Student’s response must demonstrate an understanding on mental health activities and how it supports the healthy functioning of the body.  Responses may include, but are not limited to, reference to the following:  “I would probably think the patient is having a condition relating to cardiovascular disease – this will be decided by the GP. I will sit down with the patient and make them understand the consequences behind smoking and this feeling of being lightheaded. I will explain that the patient would need to be cautious on how much they smoke on a daily basis – maybe trying to reduce the daily intake but not suggesting cutting down fully. I will also inform them that the shortness of breath, or feeling fatigue is a symptom of heart failure and they need to be more cautious.  ii) For the suggested intervention I will inform them about trying to increase physical activity on a daily basis and doing their best to have a healthy balance diet regardless of the shifts they are working on. Having a packed dinner or snack full or nutrition regardless of it being big or small is better than eating none at all. |

c) A patient has come in to see the GP, however during your intervention session they mention the following

“I am a teacher working in a very stressful workplace. Recently, I noticed that I have unexplained weight loss, but I am not exercising too much but still losing weight! I have massive pain in my throat, and they found a small lump in my throat after doing an ultrasound. I am scared that it is a tumour or something even mor serious like cancer. This has caused me to be very anxious and depressed. Not sure what I can do! I cannot quit my job as well because it will put on a financial stress on my family.

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| Student’s response must demonstrate an understanding on mental health activities and how it supports the healthy functioning of the body.  Responses may include, but are not limited to, reference to the following:  It seems this patient is on the direction towards a cancer, however big or serious this will be decided by an AHP. I would inform them that the lump found could be related to some sort of cancer but the treatment and severity of it can only be decided by the health care professional and not myself.  ii) Likewise, I will also inform them that for the time being its best that they be physically active and maintain a balance diet regardless of their situation until the doctor makes the final verdict on their health condition. |