**Marker Guide 9**

**CERTIFICATE III IN HEALTH SERVICES ASSISTANCE**

Facilitate Responsible Behaviour

CHCCCS009



First Edition, June 2023

Copyright ownership: Australian Institute of Professional Counsellors Pty Ltd

ACN 077 738 035

This book is copyright protected under the Berne Convention.

All rights reserved. No reproduction without permission.

Australian Institute of Professional Counsellors

Head Office

47 Baxter St., Fortitude Valley, QLD 4006.

This book is protected by copyright and may not be reproduced or copied either in part or in whole nor used for financial gain without the express approval in writing of the owner (Australian Institute of Professional Counsellors Pty Ltd (ACN 077 738 035) of the copyright.

SHORT RESPONSE QUESTIONS

Section 1

Observing Individuals

Informal and Formal Observation

1.1 Imagine that you are a health assistant at a clinic. A client approaches you and expresses that they wish to make a complaint against a staff member as she was unhappy about the standard or care provided to her. The client states that the staff member was rude to her and that she questions the decision made by the staff member. As the client explains her situation, you notice that she spoke anxiously and loudly. She is also making intense eye contact towards you.

a) What **formal** observation method should you use **and** what are three (3) signs of conflict you should look out for? (Your total response should be approximately 45 words.)

(Hint: Assume that the client is not at high risk of harming themselves.)

|  |
| --- |
| Student’s response **must** reference the Healthcare Conflict Measure.  Responses may include, but are not limited to:   * The Healthcare Conflict Measure should be used. * The standard of care does not meet their expectation. * The client does not trust clinical expertise. * The client perceives that the language used by the worker as offensive or insensitive. |

b) What **informal** observation method should you use **and** what are three (3) signs of conflict you should look out for? (Your total response should be approximately 25 words,)

|  |
| --- |
| Student’s response must reference the STAMP observation method.  Responses may include, but are not limited to:   * The STAMP observation method should be used. * Prolonged staring at the worker * Louder tone and volume of voice * Anxious behaviour |

Recognising Situations for Potential Conflict and Preventing Conflict

1.2 Imagine that you are health assistant at a clinic. A client appears confused as her appointment has been cancelled due to a staff shortage, but this was not communicated to her.

a) In this scenario, what are the potential signs for potential conflict? (Your response should be approximately 20 words)

|  |
| --- |
| Student’s response must reference ineffective communication and inadequate staffing.  Responses may include, but are not limited to:   * There was ineffective communication between workers and clients. * Inadequate staffing leading to mistakes |

b) Using the Conflict Management Framework, outline how you might prevent conflict from escalating in this scenario? (Your response should be approximately 40 words)

|  |
| --- |
| Student’s response must reference the steps outlined in the Conflict Management Framework.  Responses may include, but are not limited to:   * Focused should be placed on preventing conflict by being aware of potential triggers for conflict. * Engaging with the client as soon as possible. * Addressing the client’s concerns and reaching an agreement with the client. |

Evaluating Behaviour and Interactions

1.3 Jake is a worker at a disability support organisation and tasked to support an elderly client with going out for his daily walk for exercise. However, the client refuses to go for the walk. Jake assumes that the client was having mobility issues due to their age and decides to cancel the activity without consulting the client.

a) Following the incident, Jake realises that he had made assumption about the client’s behaviour based on age. Outline how Jake could address unconscious bias. (Your response should be approximately 60 words.)

|  |
| --- |
| Student’s response must reference taking responsibility for the consequences, rebuilding trust with the client, and having a discussion with coworkers or supervisors. Students may also discuss understanding the difference between intent and impact.  Responses may include, but are not limited to:   * Jake should acknowledge that the bias had occurred and take responsibility for the consequences. * Jake should focus on the impact of his actions rather than the intent. * Jake should have an open discussion with his co-workers and supervisor on how biases can be prevented. * Jake should reach out to the client to rebuild trust. |

b) Rather than relying on biases, could Jake ensure objective evaluation of behaviour in the future? (Your response should be approximately 40 words.)

|  |
| --- |
| Student’s response should reference using formal observation methods and practicing self-reflection.  Responses may include, but are not limited to:   * Jake should rely on formal observation methods or concrete guidelines to minimise biases. * Jake should reflect on how his personal identity influences his interactions with client and be open to learning about clients with different backgrounds. |

Evidence and Organisational Policies in Decision-Making

1.4 You are a health assistant a physiotherapy clinic and supporting Peter, a client presenting with chronic lower back pain. Peter states that the support that he has been receiving does not fully meet his needs.

1. Consider how your organisation policy outlines the use of the shared decision-making model. What might you say to Peter to invite him into the shared decision-making process? (Your response should be approximately 40 words.)

|  |
| --- |
| Student’s response should outline the shared decision-making model and provide reassurance to Peter that support will be provided throughout the process.  Responses may include, but are not limited to:   * Peter, I would like to invite you make some decisions about your support plan. I will be using the shared decision-making process which involves us making decisions based on your preferences. I will be supporting you throughout the process. |

1. Once you have explained the shared decision-making model to Peter, outline the steps required to ensure decisions surrounding Peter’s support plan in line with all available evidence. (Your response should be approximately 60 words.)

|  |
| --- |
| Student’s response should outline the steps of the shared decision-making model.  Responses may include, but are not limited to:   * I will ask Peter if he has a preferred action for his support plan. * I will discuss the pros and cons of each option with peter while considering his preferences and values. * When finalising the plan of action, I will ensure that he has enough information to make the decision and provide further information as needed. |

Specialist Advice and Referrals

1.5 What the two (2) factors that workers should consider when seeking specialist advice and making referrals? (Your response should be approximately 30 words.)

|  |
| --- |
| Student’s response must reference providing sufficient information and obtaining informed consent.  Responses may include, but are not limited to:   * Workers should ensure that they are providing sufficient information about the client. * Workers should obtain informed consent from the client on sharing information with other services. |

1.6 You are a support worker at an aged care facility. Your role is to support clients with day-to-day tasks according to the clients’ support plan. You are tasked to refer one of your clients who recently had a fall to a general practitioner to check for injuries sustained. Assuming the client has no serious medical history, what relevant information and documentations should be communicated during the referral process? (Your response should be approximately 50 words.)

|  |
| --- |
| Student’s response must demonstrate an understanding of the relevant information and documentation required in the referral process in the context of the case scenario provided.  Responses may include, but are not limited to:   * Patient details should be communicated. * Reason for referral: The client had a fall and needs to get injuries checked. * Referrer information: Provide day-to-day support for client * Relevant client documentation: Support plan |

Section 2

Managing Conflict

Fair, Just, and Equitable Interactions

2.1 Imagine you are a health assistant at a hospital. You are supporting a client felt that his previous treatment plan was unclear and wishes to gain clarification on the plan. You notice that the client is hesitant about communicating their needs.

a) Identify a barrier that could prevent an equitable interaction between you and the client. (Your response should be approximately 30 words.)

|  |
| --- |
| Student’s response must reference power imbalance between worker and client.  Responses may include, but are not limited to:   * The power imbalance between worker and client prevents meaningful decision making. Clients may feel that their knowledge is undervalued and perceive the worker as the expert. |

b) How would you ensure fair and equitable interaction while supporting the client with his treatment plan? (Your response should be approximately 30 words.)

|  |
| --- |
| Student’s response must reference the person-centred approach.  Responses may include, but are not limited to:   * Workers should practice person-centred care. * Workers should take the time to understand the clients concerns and values. * Workers should encourage clients to share their input on the support they wish to have. |

Effective Interaction and Problem-Solving

2.2 Imagine that you are a health assistant at a hospital. A client appears visibly frustrated. The client states that she wishes to speak to a worker about she is dissatisfied about the standard of care provided.

a) As you wish to problem-solve with the client, how do you ensure that the client feels heard as their concerns? (Your response should be approximately 30 words.)

|  |
| --- |
| Student’s response must reference active listening and empathy.  Response may include, but are not limited to:   * I will actively listen to the client’s perspective by paying full attention to the client. * I will empathise with the client’s concerns by recognising and understanding the client’s experience. |

b) As you go through and discuss the client’s treatment plan with the client, you notice complicated medical jargon. Based on your observations of non-verbal behaviour, the client appears quite confused with the amount of information provided. How would you address this confusion? (Your response should be approximately 30 words.)

|  |
| --- |
| Student’s response must reference checking in with the client if they are confused about the information and the use of clear and simple language.   * I would communicate in a way that uses clear and simple language. * I would avoid the use of medical jargon and clearly explain medical terms used. |

Considering Cultural Sensitivities

2.3 List two (2) ways communication may vary across cultures.

|  |
| --- |
| Student response must reference differences in verbal and non-verbal communication.  Responses may include, but are not limited to:   * Differences in preferred language, dialect and greetings * Contextual sue of language, such as willingness to share thoughts and feelings and formality. * Differences in eye contact, expressions, and body language |

2.4 Ruth is a health assistant at a clinic and is currently supporting Mei, who is a Chinese client and has a different cultural background from Ruth. Mei is a new client and wishes to find out more about the services offered in the clinic.

a) How should Ruth approach Mei to understand her communication preferences and improve her support for Mei? (Your response should be approximately 30 words.)

|  |
| --- |
| Student’s response must reference a willingness to understand Mei’s preferences and practice cultural competency.  Responses may include, but are not limited to:   * Ruth should demonstrate a willingness to understand and adapt to these differences. * Ruth should continue to demonstrate cultural competency by practicing self-reflection and furthering their knowledge on different cultures. |

b) Once Ruth has determined Mei prefers to use English to communicate, she begins explaining the services provided by the clinic. However, Ruth notices that Mei’s responses are quite reserved when asked about her preferred treatment needs. How can Ruth encourage and invite Mei to make shared decisions surrounding her treatment needs? (Your response should be approximately 25 words.)

|  |
| --- |
| Student’s response must reference explaining the benefits of shared decision-making and considering the client’s preferences.  Responses may include, but are not limited to:   * Ruth should explain the benefits of shared decision making, while being able to adapt decision-making behaviour to Mei’s preferences. |

Identifying and Defusing Potential Causes of Conflict

2.5 Imagine that you are a health assistant at a clinic. Jenny, who is a client, is visibly frustrated due to a conflict she had with another worker. Upon approaching Jenny, she states that she feels anxious about an upcoming health check-up. However, when she sought for further support from another worker, she felt unheard and that her concerns were diminished.

a) As you attempt to gain Jenny’s perspective to understand cause of conflict, what would you say to Jenny to acknowledge her emotions? (Your response should be approximately 20 words.)

|  |
| --- |
| Student’s response must demonstrate the use of the technique “reflecting”.  Responses may include, but are not limited to:   * It sounds like you are feeling frustrated as your concerns were not heard by the previous worker. |

b) As you defuse conflict, how would you ensure a safe and respectful environment? (Your response should be approximately 20 words.)

|  |
| --- |
| Student’s response must reference the use of appropriate verbal and non-verbal communication skills.   * I will maintain a calm and neutral tone of voice to foster a safe environment. |

c) While you understood Jenny’s perspective, you are also aware that this conflict was due to a miscommunication between her and the worker. Specifically, the worker did not mean offend Jenny and was only restating the health check-up procedure to Jenny.

With this perspective, how would you establish a joint goal of problem solving? (Your response should be approximately 50 words.)

|  |
| --- |
| Student’s response must reference the use of “I” statements and drawing attention to points of agreement.  Responses may include, but are not limited to:   * I would share my perspective on how the previous worker’s actions were not intentional by using I statements. * I would draw attention to points of agreement, where I agree with jenny that her concerns were previously diminished. * I would also continue to gather Jenn’s opinions and check in with her. |

d) How would you offer potential solutions to Jenny? (Your response should be approximately 50 words.)

|  |
| --- |
| Student’s response must reference discussing the benefits and limitations of preferred solutions.  Responses may include, but are not limited to:   * I would collaborate with Jenny to come up with several solutions. * We will discuss the benefits and limitations of each solution. * The goal is to find commonality and acceptable compromise that allow for both Jenny and I to have our needs met.   This is covered on page 23 of the Study Guide. |

Negotiation Techniques

2.6 Imagine that you are health assistant at a hospital. You notice that a client is unwilling to take their prescribed medication. The client appears frustrated and is raising her voice at staff members.

a) You approach the client to identify the problem that she is facing and understand her needs. Outline the approach you may take with this client.

|  |
| --- |
| Student’s response my reference defining the problem in a way that is acceptable to both sides and being mindful of the client’s needs.  Responses may include, but are not limited to:   * I would define the problem in way that is accepted by the me and the client. * The problem should reflect the priorities of both sides. * I would be mindful of the client’s verbal and non-verbal while clarifying their needs. |

b) While it is important for workers to understand the client’s needs, workers should have a good understanding of their personal interest. What are two (2) questions you may ask yourself to gain an understanding of your personal needs in this situation?

|  |
| --- |
| Student’s response must reference questions that encourage workers to consider their needs.  Responses may include, but are not limited to:   * What do I want from this negotiation? * Why do I want that? * Why is that important to me? * What will achieving that help me do? * What will happen if I don’t achieve my objective? |

2.7 Imagine that you are a healthcare assistant at a hospital. Erin, who is one of the clients, expresses dissatisfaction about having to stay overnight at the hospital and is attempting to leave the premisses. You are aware that Erin is an elderly client who is experiencing delirium based on information from the last handover.

a) Erin states that she wishes to leave the hospital as she does not feel safe, and she believes that the staff members will harm her. How may you depersonalise Erin’s behaviour of concern? (Your response should be approximately 40 words.)

|  |
| --- |
| Student’s response must reference avoiding judgement and placing blame on the client.  Responses may include, but are not limited to:   * I would avoid judging, placing blame, or telling Erin that she is wrong. * I would define the problem with objective language and in a way that allows both parties to approach the problem. |

b) According to Erin’s clinical notes, she may not leave the building unless accompanied by a caregiver as it is unsafe for her to leave alone. How may you uphold professional boundaries when addressing Erin’s concerns? (Your response should be approximately 50 words.)

|  |
| --- |
| Student’s response my reference firm flexibility.  Responses may include, but are not limited to:   * I will demonstrate firm flexibility when approaching Erin. I will signal of flexibility by expressing willingness to address the Erin’s concerns that she feels unsafe and indicate a willingness to change. However, I will also reaffirm the professional boundaries using clear statements that she may only leave the building with a care giver. |

Integrating Your Knowledge

2.8 Imagine that you are health assistant at a physiotherapy clinic and are currently assisting Lia, who is one your clients, with creating an exercise program. Although Lia is actively participating in the discussion, you notice that her posture is tensed, and facial expression appears frustrated.

a) Given Lia’s tense body language, what might you say to Lia to identify the potential cause of conflict?

|  |
| --- |
| Student’s response must reference the client’s non-verbal behaviour.  Responses may include, but are not limited to:   * I sense that you are feeling quite frustrated as your posture is quite tense. |

b) Lia expresses that she is frustrated with the lack of support provided by the clinic. She states that she does not believe that an exercise program will help reduce her pain. With reference to the negotiation process, what might you say to Lia to invite her to generate and evaluate options and give her a better understanding of what the process involves. (Your response should be approximately 50 words.)

|  |
| --- |
| Student’s response must reference collaborating with the client to brainstorm and evaluate the pros and cons of each option.  Responses may include, but are not limited to:   * Lia, we can work together and brainstorm various options of support for you. At this stage we are not looking to evaluate each option. Once we have created a few options, we can then start discussing the pros and cons of each option. Finally, we will choose our preferred option together. |

Section 3

Responding to Behaviours of Concern

Challenging Behaviours of Concern

3.1 When responding to client presenting with aggression, how should workers prioritise safety? (Your response should be approximately 50 words.)

|  |
| --- |
| Student’s response must reference maintaining physical safety, demonstrating calm verbal and non-verbal behaviour.  Responses may include but are not limited to:   * Workers should maintain physical safety by staying at least two arms lengths away from the aggressive client. * Workers should demonstrate calm verbal and non-verbal behaviour. * Demonstrate calm and neutral facial expression, while maintaining appropriate eye contact * Using clear and simple language, with a gentle tone. |

3.2 Imagine that you are a healthcare assistant at a clinic. You notice that a client is threatening violence against a staff member as they believe that they have been mistreated by a staff member. You approach the client and begin the de-escalation process.

a) Write how you may respond to the client in way that agrees whenever possible while setting clear boundaries. (Your response should be approximately 50 words.)

Hint: Refer to Step 7 and 8 of the de-escalation process.

|  |
| --- |
| Student’s response must reference validating the client emptions and needs, while setting out behaviour expectations.  Responses may include, but are not limited to:   * Workers should agree on the facts of the situation, which includes validating the client’s emotions and needs. * However, workers should set boundaries by outlining behaviour expectations and communicate how the client’s behaviour is preventing the worker from providing support. |

b) Imagine if the situation escalates and the client picks up a chair and throws it towards you. How should you respond this this situation in a way that prioritises safety? (Your response should be approximately 20 words.)

|  |
| --- |
| Student’s response must reference following organisation policy and procedures on workplace violence and removing themselves from the situation.  Responses may include, but are not limited to:   * I would follow the organisation’s policies and procedures on workplace violence. * I would remove myself from the situation to ensure my safety. |

3.3 List three (3) principles workers should consider when responding to clients presenting with suicidal ideation.(Your response should be approximately 25 words.)

|  |
| --- |
| Student’s response must reference non-judgemental and empathetic communication, instilling hope, and appropriate referral.  Responses may include, but are not limited to:   * Workers should maintain a non-judgemental and empathetic space for clients to express themselves, instil hope, and consider appropriate referral options. |

Implications of Continuing Behaviours of Concern

3.4 Imagine that you are a support worker at an aged care facility. As you are supporting clients in a common area, you notice that Paul, who is one of the clients, appears agitated. Upon approaching him, he complains about the crowdedness of the common room. When you suggested to him if we would like to move to a different location, he raises his voice and states that the other clients should leave instead. You also notice that the surrounding clients appear frightened by his behaviour.

a) What are the implications on Paul continuing this behaviour in this situation? (Your response should be approximately 20 words.)

|  |
| --- |
| Student’s response must reference inability to provide service if aggressive behaviour continues.  Reponses may include, but are not limited to:   * Paul’s aggressive behaviour hinders service provision. * Paul’s behaviour may upset or frighten other clients. |

b) Write what you might say to Paul in this situation to communicate the implications of continuing his behaviour? (Your response should be approximately 30 words.)

|  |
| --- |
| Student’s response must connect the client’s behaviour to the consequences the behaviour, while demonstrating the use of objective and assertive language.  Responses may include, but are not limited to:   * Paul, you are raising your voice. It is frightening other client, and it is making it difficult for me to provide you with support. |

Ensuring Personal Safety

3.5 Imagine that you are health assistant at a psychiatric ward. According to organisation policy and procedure, constraint may be used when clients with severe mental health disorders threaten serious harm towards themselves or others.

A client that you have been supporting has made serious threats on wanting to harm another client. The client also reveals a knife that he has stolen from the kitchen. Is the use of constraint necessary in this situation and how would you determine this decision? (Your response should be approximately 20 words.)

|  |
| --- |
| Student’s response must reference the use of constrain due to serious threats to safety.  Responses may include, but are not limited to:   * The use of constraint is necessary as there is a serious threat to safety towards others. |

Modelling Assertive and Confident Behaviour

3.6 Ben is a health assistant at a hospital and was supporting Carol, who was currently staying in a hospital ward. While Ben was providing Carol her meal, she angrily shouts at him as she was not given her medication yet. Upon review of her medical notes, Ben notices that Carol no longer needs to take medication before meals.

As Ben was about the remind Carol that she no longer needs to take medication, Carol continues to raise her voice. This causes Ben to feel flustered and he responds to Carol, “I am not sure, but maybe you have finished you course of medication.”

1. Given Ben was feeling nervous in the situation and felt that Carol had wrongly accused him, what strategy could he use to manage his nervousness? (Your response should be approximately 30 words.)

|  |
| --- |
| Student’s response must reference emotional regulation.  Responses may include, but are not limited to:   * Ben should practice emotional regulation techniques to remain calm. This would allow him to model calm behaviour to Carol. |

1. In response to Carol’s behaviour, what strategy should Ben have used when communicating to Carol? (Your response should be approximately 50 words.)

|  |
| --- |
| Student’s response must reference assertive communication and calm body language.  Responses may include, but are not limited to:   * Ben should avoid the use of uncertain statements that could invite dissatisfaction. Ben should communicate assertively with “I” statements to communicate his perspectives in a non-confirmational manner. * Ben should model calm body language to help redirect the client to a calmer emotional space. |

Carrying Out Interventions

3.7 The Behaviour Function Scale can be used to assess the underlying reasons for behaviours of concern. List three (3) possible reasons for behaviours of concern according to this scale. (Your response should be approximately 40 words.)

|  |
| --- |
| Student’s response must reference three underlying reasons for behaviours of concern.  Responses may include, but are not limited to:   * External environments that are too noisy or crowded * An internal environment where the client feels anxious, uncertain, or frustrated. * Expression of violation, where the client wishes to express a need. * Characteristics associated with intellectual ability, where it may be difficult for clients with intellectual disability to communicate their needs. * Specific events such a change of staff or routine. |

3.8 When supporting clients with special needs, which Acts should workers be adhering to? (Your response should be approximately 15 words.)

|  |
| --- |
| Student’s response must reference the Disability Discrimination Act 1992 and Mental Health Acts.  Responses may include, but are not limited to:   * The Disability Discrimination Act 1992 and Mental Health Acts. |

3.9 What situations should be considered a critical incident that needs to be reported? (Your response should be approximately 30 words.)

|  |
| --- |
| Student’s response must reference serious injury, high risk of suicide or harming another person, or incorrect medication.  Responses may include, but are not limited to:   * Situations where there is a serious injury, high risk of suicide or harm towards another person, or when incorrect medication is given. |

Integrating Your Knowledge

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

3.10 In the table below, identify the behaviour of concern presented in each scenario and briefly outline how the worker should respond to each behaviour of concern. (Your response should be approximately 75 words.)

|  |  |  |
| --- | --- | --- |
| **Scenario** | **Behaviour of Concern (Aggression, Violence, Suicidal Ideation)** | **Response to Behaviour of Concern** |
| 1. A client physically hits a worker out of frustration as the worker had refused the client medication he was not prescribed. | Violence | Prioritise safety according to organisation policy and procedures.  Remove themselves from the dangerous situation and seek support. |
| 1. A client in a ward reveals that he has concealed a knife and discloses that he was going to harm himself. | Suicidal ideation | Provide empathetic and non-judgmental space.  Discuss referral for long-term support. |
| 1. A client begins shouting and swearing at a worker for failing to schedule an appointment at a clinic. | Aggression | De-escalation to reduce tension of the situation improve rapport between client and worker. |

3.11 Imagine that you are support worker at a disability support service and are supporting Nancy, a client with an intellectual disability. According to Nancy’s daily schedule, she should be visiting her family for lunch. However, one of her family members had to cancel to reschedule the lunch appointment. Upon hearing the news, Nancy becomes frustrated and splashes a cup of water at a staff member.

a) Based on this situation, what are the underlying causes of Nancy’s behaviour? (Your response should be approximately 50 words.)

|  |
| --- |
| Student’s response must reference Nancy’s intellectual disability. Responses may also reference other underlying causes of behaviours of concern.  Responses may include, but are not limited to:   * Characteristics associated with Nancy’s disability may have led to her presenting with the behaviour of concern. There was a change in her routine, which could have led to feelings of anxiety and frustration. Nancy could also be expressing that her needs to see her family have not been met. |

b) Consider the level of risk of this situation. Would this situation be considered a critical incident? Provide an explanation for your response. (Your response should be approximately 30 words.)

|  |
| --- |
| Student’s response must demonstrate that this situation is not a critical incident.  Responses may include, but are not limited to:   * This is not a critical incident. Although Nancy had splashed a cup of water to a worker, there is no serious harm or injury involved that required medical attention. |

c) When clients present with aggression, they may feel that their choices are limited. How would you offer choices and encouragement to Nancy? (Your response should be approximately 50 words.)

Hint: As Nancy’s support worker, you have access to her support plan. You may also reference Step 9 and Step 10 of the de-escalation process.

|  |
| --- |
| Student’s response must reference offering variety of support and choices based on Nancy’s support plan, and communicating that workers are there to support her.  Responses may include, but are not limited to:   * I would offer Nancy a variety of support and choices based on her support plan, such as her preferred activities. I will also offer hope and encouragement by letting Nancy know that the workers will be continuing to support her. |

Section 4

Completing Reporting Requirements

Reporting Incidents

4.1 Which legislation should workers comply with when reporting incidents of behaviours of concern? (Your response should be approximately 10 words.)

|  |
| --- |
| Student’s response must reference the Work Health Safety Act.  Responses may include, but are not limited to:   * Workers need to comply with the Work Health Safety Act. |

4.2 Imagine that you are a support worker at an aged care facility. A client had recently gotten into an argument with another client. This resulted in the client getting pushed, leading to a serious injury. In line with legislation, how should this incident be reported? (Your response should be approximately 40 words.)

|  |
| --- |
| Student’s response must reference reporting the incident to the supervisor or manager,other staff members providing support for the client, and the work health safety regulator. Response may also reference reporting the incident to the client’s carers or family.  Responses may include, but are not limited to:   * I will report the incident to the relevant staff members according to organisation policy and procedure. This will include reporting to my supervisor and other staff members who are supporting the client. The client’s caregivers or family will also be informed. As serious injury is involved, the work health safety regulator will be informed. |

Preparing Reports and Other Documentation

4.3 When preparing reports, describe the type of language workers should be using to facilitate clear understanding of the situation? (Your response should be approximately 30 words.)

|  |
| --- |
| Student’s response must reference the use of clear, simple, and objective language.  Responses may include, but are not limited to:   * Workers should use language that is clear and succinct. Workers should write in short sentences, use objective language and stick to the facts of the situation. |

Updating Documentation

4.4 How can organisation improve current measures to manage and minimise behaviours of concern? (Your response should be approximately 40 words.)

|  |
| --- |
| Student’s response must reference documenting incidents to carry out investigations and gather information on emerging risks patterns to prevent future incidents.  Responses may include, but are not limited to:   * Organisations may document incidents to carry out investigations and gather information on patterns of risks. Organisations may review current measures taken and decide if further staff training is required or if policy and procedures need to be updated. |

Integrating Your Knowledge

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

4.5 Imagine that you are a health assistant at a clinic. As you enter the waiting room, you notice that a client is angrily shouting at the front desk as his appointment was incorrectly scheduled by a staff member.

The client insists that he needs the appointment as he is feeling unwell and is in pain. As you inform the client that there no more appointments left in day, he begins to raise his voice and uses abusive language.

a) What are three (3) underlying reasons for this client’s aggressive behaviour? (Your response should be approximately 50 words.)

|  |
| --- |
| Student’s response must reference underlying reasons for behaviours of concern.  Responses may include, but are not limited to:   * The internal environment of the client, where the client is feeling anxious or frustrated. * There is an expression of volitation, where the client’s need for his pain to be addressed was not met. * There was a specific event, where the client’s appointment as incorrectly scheduled. * The external environment could have been crowded or overwhelming to the client. |

b) What is your duty of care as a worker when responding to this client’s aggressive behaviour? (Your response should be approximately 30 words.)

|  |
| --- |
| Student’s response must reference upholding the rights of the client and precenting harm to the client or another person.  Responses may include, but are not limited to:   * I have the duty of care to uphold the rights of the client, while preventing harm to other clients and staff members. |

c) According to your organisation’s policy and procedure, de-escalation may be used when there is no immediate threat to safety.

As you have identified that the client is not a threat to physical safety, you begin the de-escalation process. Discuss how de-escalation may be applied in this situation. (Your response should be approximately 120 words.)

|  |
| --- |
| Student’s response must demonstrate how de-escalation is applied to the client’s situation.  Responses may include, but are not limited to:   * I will first introduce myself to the client and bring attention to the client’s aggressive behavior. Then, I will allow the client to share their perspectives and concerns surrounding their incorrectly scheduled appointment. As the client’s emotions may be heightened, I will use concise statements and repeat myself as necessary. I will explore and identify the client’s needs, while validating their feelings and listening attentively. I may also agree with the client’s frustrations as it was a mistake made by staff members. However, I will continue to set clear boundaries and state that aggressive behaviour is unacceptable, while offering possible choices on rescheduling the appointment. |

d) The de-escalation process is successful and the client calms down. The client understands that appointment was scheduled incorrectly and schedules for the next available appointment. However, you also identify the need to improve appointment scheduling system to avoid such mistakes in the future.

Following the incident, you begin to start the incident report. Complete the incident reporting form below:

(Your response should be approximately 50 words.)

|  |
| --- |
| Student’s response must demonstrate the use of clear, succinct, and objective language. |
| **What has occurred:** A client had his appointment scheduled incorrectly. Client raised his voice and used abusive language against staff members.  **What has been done to ensure safety:** De-escalation was used.  **What has occurred subsequently:** Client calmed down and scheduled for the next available appointment.  **Were policies and procedures followed (Yes or No):** Yes  **Information on what has been learnt from the incident:** Appointment scheduling systems should be improved. |

e) After completing the incident report, who are the relevant staff members that you should communicate this incident to? (Your response should be approximately 25 words.)

|  |
| --- |
| Student’s response must reference communicating the incident to the supervisor or manager and relevant staff members according to policy and procedure.  Responses may include, but are not limited to:   * The incident will be reported to my supervisor and the relevant staff members involved in the client’s care outlined on organisation policy and procedure. |

f) How does documenting this incident benefit your organisation’s practices and ability to support this client? (Your response should be approximately 40 words.)

|  |
| --- |
| Student’s response must reference improving policy and procedures and allowing future workers providing support to the client be aware of risk factors.  Responses may include, but are not limited to:   * Documenting this incident allows the organisation to carry out and investigation and improve policy and procedure. * Workers involved in the client’s care will also be aware of potential risks and factors that could trigger aggression. |

4.6 Imagine that you are a healthcare assistant a hospital. As you are checking in with clients at a ward, you noticed that Candace, who is one of the clients, appears withdrawn and tearful. After asking if Candace is feeling unwell, Candace expresses that she is not in any pain. However, she requests for a higher dosage of medicine and states that “everyone would be better off without her”.

Based on this client’s records, you are aware that Candace has no history of suicidal ideation but has been diagnosed with depression.

1. What are the verbal and non-verbal signs in this situation that indicate that Candace is presenting with suicidal ideation? (Your response should be approximately 25 words.)

|  |
| --- |
| Student’s response must reference Candace appearing withdrawn and tearful, and her request for higher dose of medication.  Reponses may include, but are not limited to:   * Candice appears withdraw and tearful. * Candice requests for a higher dosage of medication and expresses that others will be better without her. |

1. When responding to Candace’s suicidal ideation, discuss how you may communicate empathy and instil hope. (Your response should be approximately 50 words.)

|  |
| --- |
| Student’s response must reference maintaining an empathetic and non-judgmental space for the client, as well as encouraging goal-directed determination.  Responses may include, but are not limited to:   * I will maintain an empathetic and non-judgmental space for Candace to express herself and avoid making presumptions about her intent. I will also encourage goal-directed determination by collaborating with her to create new goals, while highlighting and reinforcing Candace’s strengths and social supports. |

1. According to your organisation’s policy and procedure, it is your role to identify early warning signs of suicidal ideation. However, long-term management of suicidal ideation is beyond the scope of your role.

What services may you refer Candace to for longer-term management of suicidal ideation? (Your response should be approximately 10 words.)

|  |
| --- |
| Student’s response must reference referring Candace to a mental health or counselling service.  Responses may include, but are not limited to:   * I would refer Candance to a mental health service. * I would refer Candace to a psychiatrist. * I would refer Candace to a counselling service. |

1. After speaking with Candace, she expresses feels currently safe and does not intend to harm herself. She has also agreed to seek long term support from the referral option you had offered. She further states that she was feeling isolated in the hospital, which triggered the suicidal ideation.

Considering the information provided, complete the incident report form below:

(Your response should be approximately 75 words.)

|  |
| --- |
| Student’s response must demonstrate the use of clear, succinct, and objective language. |
| **What has occurred:** Candace had expressed suicidal ideation. She appeared withdrawn and tearful. She requested for a higher dose of medication and expressed that “everyone would be better without her”.  **What has been done to ensure safety:** Worker approached Candace and offered a non-judgemental and empathic space for her to express herself. Encouraged goal-directed determination and highlighted existing strengths and social support.  **What has occurred subsequently:** Candace stated that she feels safe and does not intend to harm herself. She had agreed to be referred on to a psychiatrist.  **Were policies and procedures followed (Yes or No):** Yes  **Information on what has been learnt from the incident:** Feelings of isolation is trigger for suicidal ideation. |

1. Following this incident, what relevant information should be updated in Candace’s records? (Your response should be approximately 30 words.)

|  |
| --- |
| Student’s response must reference recording Candace’s trigger for suicidal ideation and the referral made.  Responses may include, but are not limited to:   * I will update that feelings of isolation are a trigger for suicidal ideation and that a referral to a psychiatrist was made for her to seek long term support. |