

CHC33021 Certificate III in Individual Support (Ageing) Assessor Guide

Structured Workplace Learning and Assessment

Portfolio 1 of 2

Block 1

- Module 1: CHCCOM005 Communicate and work in health or community services
- Module 2: CHCLEG001 Work legally and ethically
- Module 5: HLTWHS002 - Follow safe work practices for direct client care & HLTINF006 - Apply basic principles and practices of infection prevention and control



The student should complete this Microsoft Word document electronically. Once this document is completed it should be submitted as a PDF document via the SWLA Assessment page for this SWLA Block.



Please consider the environment before printing this document.

Structured Workplace Learning and Assessment

Portfolio Block 1

CHC33021 Certificate III in Individual Support (Ageing)

What is Structured Workplace Learning and Assessment?

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

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

Portfolio

This portfolio outlines the tasks requiring evidence to support SWLA assessment.

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

Section A: Student Details

Student Name	
Student Number	
Qualification Name	
Home Telephone	
Mobile	
Email	

Section B: Assessor Details (Swinburne Open Education)

Name	
Assessor Number/ID	
Telephone	
Email	

Section C: Host Organisation Details

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

SUPERVISOR DETAILS from Host Organisation	
Name	
Position Title	
Phone Number	
Email	

Section D: Portfolio

This portfolio sets out the activities you are to complete during your Structured Workplace Learning and Assessment placement. These are set out based on the following modules for Block 1:

- CHCCOM005 - Communicate and work in health or community services
- CHCLEG001 - Work legally and ethically
- HLTWHS002 - Follow safe work practices for direct client care & HLTINF006 - Apply basic principles and practices of infection prevention and control

Once you have completed your knowledge assessments for the modules set out in this Portfolio, you may commence the activities below.

Throughout this portfolio, you are required to record and take photographs of the workplace, team members and animals. Before commencing any recordings or photography in the workplace, you must gain written approval from your Workplace Supervisor, and anyone included in these images or recordings.

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

Module 1: CHCCOM005 – Communicate and work in health or community services

**Activity 1: Communicate effectively in three (3) different work situations.
Requirements for Tasks A, B, C.**

The learning and resources required for this activity:

- Access to the LMS
- For Activity 1 Task A: Happyville Compassionate Care Handbook
 - Part 1: Quality Standards - Code of Conduct Policy
 - Part 10: Quality Standards - Communication Protocols
 - Part 18: Style Guide
- For Activity 2 Task B: Happyville Compassionate Care Handbook
 - Part 1: Quality Standards - Code of Conduct Policy
- For Activity 3 Task C: Happyville Compassionate Care Additional Care Services Flyer

The resources required to support the submission process:

- Computer and internet to access the intranet.
- Instructions for recording roleplay interactions (see below)
- A recording device (phone or laptop)
- Volunteer/s to act as Supervisor and/or colleague to assistance with role play and recording device.

**Activity 1 Task A. Demonstrate effective communication skills in work situations:
(1) Complete written and electronic workplace documents to organisation standards**

Access and review the Happyville Compassionate Care Handbook and locate the organisations:

- 1) Part 1: Quality Standards - Code of Conduct Policy
 - 2) Part 10: Quality Standards - Communication Protocols
 - 3) Part 18: Style Guide
- Use the template below to create an email to your supervisor Sandy asking them to clarify two (2) components of the Code of Conduct that are relevant to your role.
 - Ensure you have followed the correct email formatting and presentation requirements as per the organisation Style Guide

A. Email template:

To:
Cc:
From:
Subject:
Email Body:
Signature:

S
NYS

Assessor Instructions

The student must submit an email to their supervisor after reviewing:

- Code of Conduct Policy
- Communication Style Guide

The student must:

- Explain two (2) components of the Code of Conduct Policy relevant to their role.
- Follow the correct formatting and presentation as outlined in Part 18 of the Happyville Compassionate Care Handbook.

To: *Supervisor@facility.com*

Cc:

Add a subject: *Role clarification*

Email Body:

Good afternoon,

I have finished looking over the organisations code of conduct.

I do have two things I would like to clarify:

Possible inquiries from the learner may include:

- *Their job expectations*
- *Important policies and procedure they need to be aware of*
- *Accessing the organisations policies, procedures, tools or resources*
- *Training and development opportunities*
- *Client requests that are beyond the student's role or responsibility*
- *WHS issues/matters.*

I am looking forward to getting started.

Kind regards,

Signature:

(Student name)

Activity 1 Task B: Roleplay: Demonstrate effective communication skills in work situation (2): Interacting with supervisor seeking clarification.

Scenario:

You are undertaking placement in an aged care facility. You are a little confused about 2 items/requirements within the 'Code of Conduct Policy', that relate to the terms of employment. You can see the supervisor Sandy at the work desk, you approach her to seek assistance.

Roleplay: Read workplace documents relating to your role and clarify understanding with your supervisor.

You are required to initiate a respectful discussion with Sandy the supervisor; identifying the document you would like to discuss, ask Sandy to clarify two items/or requirements from the document.

With the support person playing the role of your supervisor Sandy, you are required to act out the details outlined in the scenario while demonstrating your skills and knowledge of policy, procedures, and relevant industry expectations and address each of the following.

- Follow communication protocols when interaction with lines of authority
- Use industry terminology.
- Use verbal and non-verbal communication techniques

- Demonstrate respect

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

- communicate in a manner that is clear and easily understood.
- use verbal and non-verbal communication techniques.
- clarify understanding of workplace document with a supervisor

Brief for volunteer support person.

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

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

Sandy's role: Assume the role:

- of the student's supervisor
- Using active listening skills: look directly at the student you are supporting, nod and respond to their questions and acknowledge their interactions in a manner that supports the required outcomes.
- That you know the answer to the question in a manner that supports the required outcome.

Recording instructions

Assessment benchmark

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

Roleplay recording requirements:

Duration

2 – 5 minutes (this does not include the volunteer's statement below)

File type

Must be MP4.

File naming convention

'ymmdd_studentname_studentID_CHCCOM005_Activity1TB_SWLA_Portfolio 1' and submitted with your assessment for marking.

Volunteer – informed consent

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

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

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

This recording is part of the assessment submission.

Activity 1 -Task B Observation checklist	
a. Student communicated in the appropriate respectful manner as per protocols for interacting with a supervisor when clarifying their understanding of a workplace document <ul style="list-style-type: none"> • spoke in a clear and concise and respectful manner • was easy to understand • spoke in a professional tone • used workplace terminology 	<input type="checkbox"/> S <input type="checkbox"/> NYS
b. demonstrated the use of verbal and non-verbal communication while seeking clarification of items in the 'Code of Conduct' document <ul style="list-style-type: none"> • demonstrated effective communication skills including <ul style="list-style-type: none"> i. verbal and non-verbal ii. direct eye to eye contact iii. stood facing colleague iv. nodding head v. appropriate hand gestures 	<input type="checkbox"/> S <input type="checkbox"/> NYS
c. Student used industry terminology correctly in verbal communication <ul style="list-style-type: none"> • Referred to 'Code of Conduct' document using the full name 	<input type="checkbox"/> S <input type="checkbox"/> NYS
d. Clarified understanding of workplace document with a supervisor <ul style="list-style-type: none"> • Discussed and clarified two (2) items from 'Code of Conduct' as instructed 	
e. Student submitted a recording of 2- 5 minutes where they: <ul style="list-style-type: none"> • Confirmed all participants had agreed to the recording • Support person was provided with copy of document being discussed • File submitted is appropriately identified 	

Activity 1 Task C: Demonstrate effective communication skills in work situations (3) Explain two services to a client
<p>Scenario:</p> <p>You are working in an aged care facility. A newly arrive resident 'Vic,' is very forgetful and gets confused easily. Vic has asked if you can again explain two of the inhouse services they can access.</p>
<p>Roleplay: Respond appropriately to the residents' request regarding service information.</p> <p>You are required to engage and interact with the client to:</p> <ul style="list-style-type: none"> • Establish communication protocols that apply when interaction with a resident • Demonstrate effective communication skills when interacting with a resident • Explain two services available to the resident
<p>Observing the task, the assessor will be looking for evidence that you have:</p> <ul style="list-style-type: none"> • Followed communication protocols that apply to the situation • Clearly identified 2 services • Confirmed understanding • Clearly explain to the client the benefits of the service. • Ensure the use of non-verbal and verbal communication methods • Spoke in a clear and concise manner which was easy to understand

- Communicate in a manner that demonstrates respect

Brief for volunteer support person:

You are to play the role of Vic, respond to the student in a manner that supports description of the individual.

Use active listening skills: look directly at the student you are supporting, nod and respond to their questions and acknowledge their explanations in a manner that supports the outcome they require.

Vic's role: Assume you are:

- a new resident in the care facility
- You are often forgetful
- You are easily confused
- In the conversation you are to request 2 types of service

The role play interaction with the supervisor needs to:

- Be recorded on a suitable device (see below for file type)
- Include a volunteer to act as the supervisor (see requirements for informed consent)
- be for a duration of 2 to 5 minutes.
- label the file to ensure the file can be easily identified (file naming)

Recording instructions**Assessment benchmark**

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

Role-play recording requirements:**Duration**

2 – 5 minutes (this does not include the volunteer's statement below)

File type

Must be MP4.

File naming convention

'ymmdd_studentname_studentID_CHCCOM005_Activity1a/1b_SWLA_Portfolio 1' and submitted with your assessment for marking.

Volunteer – informed consent

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

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

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

This recording is part of the assessment submission.

Activity 1 -Task C Observation checklist	
<p>a. Student advised the client about available services using clear and concise language that was easy to understand</p> <ul style="list-style-type: none"> • Clearly identified 2 services the client may be interested in. • Clearly explained to the client the benefits of the service using concise language 	<input type="checkbox"/> S <input type="checkbox"/> NYS
<p>b. Student communicated in a respectful manner successfully demonstrated the use of verbal and non-verbal communication techniques</p> <ul style="list-style-type: none"> • demonstrated respectful and effective communication skills including: <ul style="list-style-type: none"> ○ Communicated in a manner that demonstrates respect ○ Used verbal and non-verbal communication <ul style="list-style-type: none"> i. Used direct eye to eye contact ii. stood facing client iii. nodded their head acknowledging understanding iv. used appropriate hand gestures 	<input type="checkbox"/> S <input type="checkbox"/> NYS
<p>c. Student Listened to requests, clarified meaning and responded appropriately.</p> <ul style="list-style-type: none"> • Student demonstrated active listening skills • Repeated the request to ensure they understood • Student clarified the meaning of what they heard • Student responded with empathy and tolerance 	<input type="checkbox"/> S <input type="checkbox"/> NYS
<p>d. Confirmed their understanding of residents' requests and questions Verbally and non-verbally acknowledged and confirmed their understanding of questions and requests</p>	<input type="checkbox"/> S <input type="checkbox"/> NYS
<p>e. Student submitted a recording of 2- 5 minutes where they:</p> <ul style="list-style-type: none"> • Confirmed all participants had agreed to the recording • Support person was provided with copy of document being discussed • File submitted is appropriately identified 	

Activity 2 Tasks A and B

This activity is divided into two (2) separate tasks:

Task A: Respond to voice mail: create 2 emails as per the work instructions received.

Email 1: Clarify the work instructions with the manager, negotiate the timeframes for the work to be completed and for information to be received.

Email 2: Provide a clear line of communication for 2 external services offered to clients

The resources required for this activity:

- Computer and internet to access the intranet
- Relevant workplace policies and procedures
- Access to a headset to hear voice mail
- Voice recorder application - with listening capabilities

Additional Documentation resources:

- CHCCOM005_SWLA_M1_Activity_2_Tasks_AandB_Audio_File
- Happyville Compassionate Care Handbook
 - Part 10: Communication Policy and Procedures for digital communications
- Happyville Compassionate Care Additional Services Information - Flyer

Before you start this task, download the audio file:

CHCCOM005_SWLA_M1_Activity_2_Tasks_AandB_Audio_File

Scenario:

You (Alex) have received the following voice mail from the Centre manager:

Please listen and complete the workplace instructions within the voicemail.

Note to Assessor: *The following script is what is included in the voicemail:*

Hi Alex,

Thanks for offering to help with the preparation of the digital communications, for next month while the receptionist is away.

As you are new to the centre, please make yourself familiar with the following documents:

- *Communication Policy and Procedures for digital communications*
- *Additional Services fact sheet.*

In all communications, please ensure you use industry terminology and follow the correct written and digital communication protocols.

I ask that you create 2 emails:

Task A) Create a clarifying email to me (Manager@hcc.com)

1. confirm you understand the instructions in the voicemail
2. agree to send emails requesting information and negotiate the date it is to be received by, with Tony who is the Activities Manager and Chris who is the Family Liaison Manger.
3. Confirm you will send the emails to the other managers Chris and Tony by end of business today.

Task B) Email both the Activities Manager Tony at AM@hcc.com and the Family Liaison Manager Chris LM@hcc.com and address the following issues:

1. Request Chris and Tony send you their contribution to next month's flyer
2. Negotiate with Tony and Chris- by offering them two different dates for the information to be received by, to ensure that the printing date is met.
3. Include the relevant information **regarding 2 external services** from the fact sheet that Happyville Compassionate Care currently offers to clients, and ensure you include the lines of communication for example: phone/email for both services to Chris and Tony.

Activity 2 Task A: Listen and respond to the voice mail

Email 1: Clarify work instructions with the manager and negotiate time frames (details in voice mail)

Email to Centre Manger

Date:
To:
Cc:
From:
Subject:
Email Body:
Signature:
Name and title:
Address of facility

Activity 2 Task 1: Assessor Instructions

<p><i>Listened to requests, clarify meaning and respond appropriately:</i> Student to create an email to the centre manager clarifying the details in the voice mail: To: manager@mycentre.com</p>	<input type="checkbox"/> S <input type="checkbox"/> NYS
Cc:	
Add a subject: <i>Clarification of voice mail details</i>	
Email Body: <i>Good afternoon,</i> <ol style="list-style-type: none"> 1. I have listed to the voicemail, could I please clarify the date the electronic flyer is to be sent out? 2. I am also required to negotiate the delivery of the information for the new flyer with the Activities Manager and Family Liaison Manger. To ensure that they meet the printing deadline. 	

<p>3. I am also required to provide the managers with details of two external services offered by the centre and include contact details including email and telephone numbers as per the details in the current fact sheet on additional services.</p> <p>Please advise if I have missed anything?</p> <p>Kind regards,</p>	
<p>Signature: (Student name)</p>	

Activity 2 Task B: Create an Email to negotiate timeframes of deliverables and provide lines of communication for other services	
Email: to 2 Work colleague's	
Date:	
To:	
Cc:	
From:	
Subject:	
Email Body:	
Signature:	
Name and title:	
Address of facility	

Activity Task B - Assessor Instructions	
<p>Task B Student Emailed both the Activities Manager Chris and the Family Liaison Manager Tony:</p>	
Date:	<input type="checkbox"/> S <input type="checkbox"/> NYS
To: AM@caringcentre.com LM@caringcentre.com	
Cc:	
Add a subject: <i>Monthly flyer information and contact details for 2 external services</i>	
Email Body:	
<p><i>Good afternoon, Chris and Tony</i></p> <p><i>The centre manager left a voicemail asking that I email you both and request the information you would like in next month's communication flyer.</i></p> <p><u>Negotiate delivery of information:</u></p> <p><i>If you could send the information in the next 2 to 3 days so that I can have it reviewed in time to for printing.</i></p> <p><i>If the information is received at a later date, the deadline will be missed.</i></p> <p><u>Provide line of communication to other services:</u></p>	

<p><i>The Manager also asked that I provide you with the contact details for two additional client services listed in the fact sheet. The line of communication for these services are listed below.</i></p> <ol style="list-style-type: none"> <i>1) Swift hearing services the email address is xxxx@swift.com and the contact person is xxxx phone number 1800xxx</i> <i>2) People movers email address is xxxxx@pm.com the contact person is xxxxx phone number xxxx.</i> <p><i>I have included the contact person's name for your convenience. Please let me know if I can be of any further assistance. Kind regards,</i></p>	
<p>Signature: <i>(Student name)</i></p>	

Activity 3 Task A, B, and C recorded roleplays

This activity requires you to respond to communication constrains appropriately in three (3) different situations.

This activity is divided into three (3) separate role-plays.

You will be required to communicate with colleagues and your supervisor during this activity.

The resources required for this activity:

- Computer and internet to access the intranet
- Relevant workplace policies and procedures
- A recording device (phone or laptop)
- Supervisor and/or colleague assistance to record evidence

Activity 3 Task A: Roleplay 1 of 3

Scenario:
You are working in an aged care facility. You are wearing a face mask in line with COVID policies. At times this makes it difficult for clients to hear you clearly.

A new client, Terry, is currently sitting in the main lounge area waiting for you.

They know you will be discussing their care preferences.

There are other residents in the room involved in a noisy game involving a balloon.

Recording the roleplay: Respond appropriately to situation with communication constraints
You need to engage and interact with the client in a manner that gains their trust and confidence to discuss and confirm their specific care routine, especially any assistance they may require with personal hygiene.

With a support person playing the role of Terry, you are required to work through the details outlined in the scenario while demonstrating your skills and knowledge of policy, procedures, and relevant industry expectations and address each of the following:

- communication constraints
- the behaviours demonstrated by Terry

- and resolve any issues as effectively as possible.

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

- Followed communication protocols that apply to the situation
- Exchanged information clearly in a timely manner while
- Followed confidentiality procedures
- Advised available services
- Enquired into clients' preferences of care routine
- Clarified the meaning of terms and processes
- Confirmed clients understanding of outcomes
- Confirmed understanding
- Responded appropriately to communication constraints

Brief for volunteer support person:

You are to play the of Terry, respond to the student in a manner that supports the task requirements. Use active listening skills: look directly at the student you are supporting, nod and respond to their questions and acknowledge their explanations in a manner that supports the outcome they require.

Terry's role: Assume you are a new resident in a care facility.

- You require specific care arrangements for personal hygiene, you are a little self-conscious about your needs
- The environment is very noisy and communicating is very difficult.
- In the conversation you are to request 3 specific areas of service to ensure a level of care your happy with
- Finally respond in a positive manner when the level of services you have requested are offered.

Recording instructions

Assessment benchmark

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

Role play recording requirements:

Duration

2 – 5 minutes (this does not include the volunteer's statement below)

File type

Must be MP4.

File naming convention

'yymmdd_studentname_studentID_CHCCOM005_Activity3A_SWLA_Portfolio ' and submitted with your assessment for marking.

Volunteer – informed consent

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

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my

Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

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

This recording is part of the assessment submission.

Observation checklist: Activity 3 Task A: Roleplay 1

<p>a.</p>	<p>Student followed communication protocols that apply to interactions with different people</p> <ul style="list-style-type: none"> • Demonstrated appropriate introductions • Explained their role • Enquired into clients' preferences of care routine • Student sat with the client and spoke in an unrushed manner. 	<p><input type="checkbox"/> S <input type="checkbox"/> NYS</p> <p><input type="checkbox"/> S <input type="checkbox"/> NYS</p>
<p>b.</p>	<p>Student exchanged information clearly in a timely manner and within confidentiality procedures</p> <ul style="list-style-type: none"> • Student let the client know of their rights in relation to confidentiality. • Exchange information clearly in a timely manner • Communicate available services 	<p><input type="checkbox"/> S <input type="checkbox"/> NYS</p>
<p>c.</p>	<p>Student listened to requests, clarified meaning and responded appropriately</p> <ul style="list-style-type: none"> • Student demonstrated effective communication both (verbal and non-verbal) speaking to the client in a manner that aligns with the organisation's communication processes and in a way the client understands. • Student listened to the clients' requests and summarised the information to clarify what the client has requested. 	<p><input type="checkbox"/> S <input type="checkbox"/> NYS</p>
<p>d.</p>	<p>Confirm the person's understanding of what is available to them in terms of adjusting their personal care routine</p> <ul style="list-style-type: none"> • Student confirmed the person's understanding by asking questions that align with the workplace processes. For example: <ul style="list-style-type: none"> ○ Is there anything else you need in terms of your personal support routine? ○ Have I explained everything in a way that you understood? 	<p><input type="checkbox"/> S <input type="checkbox"/> NYS</p>
<p>e.</p>	<p>Used appropriate communication strategies and techniques (resolved conflict within the environment) in accordance with organisation procedures, where communication constraints were present.</p> <ul style="list-style-type: none"> • identified actual constraints to effective communication and resolve according to organisation procedures. 	<p><input type="checkbox"/> S <input type="checkbox"/> NYS</p>

Recording comments:

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Activity 3 Task B: Roleplay 2

Scenario:
Today you are working with a hearing-impaired client Misty, it is time for them to have a shower. When you enter their room and advise it is time for their shower Misty shakes her head. In your attempt to discuss this with her she appears to become very frustrated and angry. She pushes things off the table that is beside her bed on to the floor. Your first thought is that Misty may hurt themselves.

Recording the roleplay: Respond appropriately to situations with communication constraints.
You need to engage and interact with the client in a manner that gains their trust and confidence so that they let you assist them take a shower as this is the only time you have available.

With a support person playing the role of Misty, you are required to demonstrate your skills and knowledge of policy, procedures to deal with:

- communication constraints
- early identification of difficult situations
- respond to the demonstrated behaviours.
- situations and resolve them as effectively as possible.

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

- Respond appropriately to communication constraints.
- Use your communication skills to avoid the situation.
- Use your communication skills to defuse the situation.
- Use your communication skills to resolve the situation.
- Identify the early signs of the difficult situation.
- Report difficult situations accordingly.

Brief for volunteer support person:
You are required to play the role of Misty, respond to the student in a manner that depicts the actions described in the scenario.

Misty's role: Assume you:

- struggle to hear
- are having a grumpy day
- are in an environment that affords you little personal space or real privacy.

Respond to the student's questions, however, maintaining the attitude and disposition mentioned above.

Do no harm to yourself or to the student.

Recording instructions

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

Role play recording requirements:

Duration

2 – 5 minutes (this does not include the volunteer’s statement below)

File type

Must be MP4.

File naming convention

‘yymmdd_studentname_studentID_CHCCOM005_Activity3B_SWLA_Portfolio ’ and submitted with your assessment for marking.

Volunteer – informed consent

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

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

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

This recording is part of the assessment submission.

Observation checklist: Activity 3 Task B: Roleplay 2

a.	Student used appropriate communication strategies and techniques (avoided communication conflict) in accordance with organisation procedures, where communication constraints were present <ul style="list-style-type: none">• Student identified that Misty may not have understood that it was time for her shower.• The student tried to keep Misty calm	<input type="checkbox"/> S <input type="checkbox"/> NYS
b.	Student communicated service information in a manner that was clear and easily understood. <ul style="list-style-type: none">• Student spoke in a clear and concise manner advising Misty it was time for her shower• Student did not become aggressive or argumentative with Misty.	<input type="checkbox"/> S <input type="checkbox"/> NYS
c.	Student listened to requests, clarified meaning and responded appropriately	<input type="checkbox"/> S <input type="checkbox"/> NYS

	<ul style="list-style-type: none"> • Student demonstrated effective communication both (verbal and non-verbal) speaking to the client in a manner that aligns with the organisation's communication processes and in a way the client understands. • Student sat with the client and spoke in an unrushed manner. • Where the student was unsure, they let the client know they would check with the supervisor. 	
d.	<p>Student took appropriate action on identifying the situation in a timely manner</p> <ul style="list-style-type: none"> • Student sought assistance from supervisor 	<input type="checkbox"/> S <input type="checkbox"/> NYS
<p>Recording comments:</p>		

Activity 3 Task C: Roleplay 3

Scenario:

It is 5:30pm and a male visitor has arrived at the facility you assume they are there to visit a relative.

The visitor is male and over 50 years of age, it quickly becomes obvious they do not speak any English.

You only speak English.

You have never seen this person before, and they do not appear to know their relatives room number.

You are concerned about the security aspect, as the facility has had intruders in the past.

The visitor has completed the regular sign in protocols.

However, you are unable to read their handwriting, therefore you cannot address them by name, and you are still unable to figure out who they are trying to visit.

They are getting frustrated and loud because you do not understand them.

They keep pointing to their phone, but you do not understand what they are trying to say.

Recording the roleplay: Respond appropriately to situation with communication constraints

You need to engage and interact with the visitor in a manner that gains their trust and confidence to solve the issue as quickly and as quietly as possible.

With a support person playing the role of the unnamed visitor, you are required to work through the details outlined in the scenario while demonstrating your skills and knowledge of policy, procedures, and relevant industry expectations and address each of the following:

- communication constraints
- the behaviours demonstrated by the visitor
- and resolve the issue as effectively as possible

Observing the task, the assessor will be looking for evidence that you have:

- Followed communication protocols that apply to the situation
- Exchanged information clearly in a timely manner while
- Followed confidentiality procedures
- Clarified any details
- Confirmed understanding
- Responded appropriately to communication constraints

Brief for volunteer support person:

You are to play the of unnamed visitor, respond to the student in a manner that supports the task requirements.

Use active listening skills: look directly at the student you are supporting, nod and respond to their questions and acknowledge their explanations in a manner that supports the outcome they require.

Terry's role:

- Assume you do not speak English
- You cannot remember your relatives room number
- The only details you have are in your phone
- Finally respond in a positive manner when the student offers a solution to help you locate your relative.

Recording instructions**Assessment benchmark**

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

Role play recording requirements:**Duration**

2 – 5 minutes (this does not include the volunteer's statement below)

File type

Must be MP4.

File naming convention

'yymmdd_studentname_studentID_CHCCOM005_Activity3C_SWLA_Portfolio ' and submitted with your assessment for marking.

Volunteer – informed consent

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

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

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

This recording is part of the assessment submission.

Observation checklist: Activity 3 Task C: Roleplay 3		
a.	<p>Respond appropriately to the visitor</p> <ul style="list-style-type: none"> • Student identified that there was a communication constraint in place with the client not speaking English PE3 	<input type="checkbox"/> S <input type="checkbox"/> NYS
b.	<p>Used appropriate communication strategies and techniques (non-verbal communication to defused conflict) in accordance with organisation procedures, where communication constraints were present.</p> <ul style="list-style-type: none"> • Student demonstrated the ability to defuse the conflict with the visitor by: <ul style="list-style-type: none"> ○ using nonverbal communication • Student acknowledged that the visitor was upset and got them to call their relative so that they could tell them their room number • the student escorted the visitor to their relative's room 	<input type="checkbox"/> S <input type="checkbox"/> NYS
c.	<p>Identify early signs of a difficult situation and report difficult situations accordingly.</p> <ul style="list-style-type: none"> • Student demonstrated the ability identify that the client was frustrated and did not want to shower. • Student reassured the client that they were safe and that they could come to an agreement for a later shower. • Student called the supervisor to support the situation as per organisational procedures when the client continued to escalate. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments:		

Observation Checklist: Activity 3 Task C: Role play 3	
<p>Identify constraints to communication and resolve using appropriate strategies</p> <ul style="list-style-type: none"> • Confirmed all participants had agreed to the recording • Student identified the communication constraint and used a suitable strategy to resolve this by: <ul style="list-style-type: none"> ○ asking the person to write down the client's family name or by showing ID or. ○ getting another colleague that may recognise the family member. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments:	

Activity 4: Tasks A, B

Scenario:

You have been working as a casual in a residential aged care facility.

Many of the staff have been there for a long time and you sense some resistance to having new people on staff. Some staff seem reluctant to embrace the new staff and the required changes.

You have experienced some staff expressing their resistance to new ideas and one or two have scoffed at some of the new and efficient practices you have brought to the workforce as a recent graduate.

On one of your first shifts, you were assisting a resident 'Del' with their personal hygiene routine. Once you had settled Del back into their chair, they complimented you on how gentle and patient you were with them. Del also mentioned that they sometimes struggle to get out of bed and need assistance.

Del asked if you knew where the lifting sling was, they had used it in the past.

Del said it is more comfortable for them to be lifted by it, than it is when staff use their hands, as their fingers often dig into and hurt their muscles and bones.

Del tells you it has been requested in the past and they have been told 'it takes too long to set up,' and that 'they just have to put up with the staff doing things their way' or 'go without.'

Towards the end of your shift, you were asked by Tas your colleague to move the 4 excess chairs in the dining room into the storeroom as they were becoming a hazard during activities.

You mentioned to Tas that Del had commented on how much more comfortable it was for them when the staff used the lifting sling rather than two staff lifting them with their hands.

Tas remarked swiftly and snarly, 'if you knew how long it takes to set that awkward thing up you would make sure it was lost forever.'

Upon relocating the chairs to the storeroom, you noticed the lifting sling that Del was talking about, it was in the storeroom right near the door.

As you were signing out at the end of your shift you met up with your supervisor Sandy. Sandy asked how your day went. You responded in a positive tone and used the opportunity to ask Sandy where you will find information on the centers' protocols, as to when the lifting swing can be used.

Sandy looked a little curious and advised you that the sling sits in the storeroom so that it is not a tripping hazard, and the residents and staff know it can be requested at any time.

Sandy also mentioned that due to OHS reasons the staff were required to utilise it as much as possible.

Sandy acknowledged that many of the residents suffer with sore muscles and delicate bones, and using the sling provides a much more pleasant way of being lifted than the hands of the staff.

Sandy also mentioned that it had significantly reduced the number of back injuries to the staff since it was purchased two (2) years ago.

Sandy parting comment was on your next shift, read the 'Manual handling booklet on the extranet - as all the information and training are available in the document.' She also offered to answer any questions I might have. She also suggested to ask Tas to let you know when she uses it next so that you can observe it in action.

Activity 4 Task A: Incident report and refer unresolved conflict to Supervisor

The resources required for this activity:

- Computer and internet to access the intranet
- Happyville Compassionate Care Handbook
 - Part 11: Manual Policies and Procedures
- Relevant workplace policies and procedures
- Incident report form

Scenario:

On returning to the centre and caring for Del, you tell her that you have located a 'lifting sling' that you previously discussed with her and if she ever needed it, you were happy to use it.

Del thanked you and said it is a little too late as she fell over last night and could not get up on her own.

Tas was on duty and even though Del asked her to use the lifting sling, Tas pulled her up off the floor manually with her hands lifting her under her right arm.

On attending to Del's hygiene routine, you noticed that under her right arm was purple and dark blue bruising. You asked Del if the bruising was due to her fall. She replied - No.

Del said it was probably due to being 'dragged up off the floor' by Tas after the fall.

On observing the bruising on Del's arm, best practice requires you comply with the legal and ethical responsibilities to complete an incident report supported with photos and document it as an incident for her file.

On your way to the office to locate the form you pass Tas who is about to finish her shift. You tell her you have been working with Del and that she mentioned that she had a fall. Tas instantly responds, assuring you that she completed the incident report and photos of the fall. All the required information is on file, you can read it if you like.

You ask Tas if she included Del's arm in the report and Tas responded in the negative that the only observation she made was a red mark on her leg where she fell.

You asked Tas why she did not use the sling lift to help Del off the floor?

Using a very threatening and aggressive tone Tas responds to you:

"Don't tell me how to do my job. You were not here!
My work practices have nothing to do with you.
Keep your nose out of my business!"

You check Del's file and confirm there is an incident report about the fall with a photo.

There was nothing in the report about the severe bruising on Del's upper right arm.

You are feeling a little conflicted by the situation and know there is nothing you can do to resolve the conflict with Tas, so you decide to complete the incident report along with photos of Del's arm.

Activity 4 Task: A

Complete the following:

- Incident Report (using the attached template)
- Once you have completed the form create an email to Supervisor, Sandy informing her of the unresolved conflict situation you have with Tas. (use the email template below.)

Incident Report			
Date of incident	XX/ XX/XXXX	Time of incident	XX.XX
Nature of incident	Near miss First aid		
Name of injured person	Gail Freeman		
Address			
Occupation	N/A		
Date of birth			
Telephone	XXXXXXXXXX		
Employer	N/A		
Activity in which the person was engaged at the time of injury			
Exact site location where injury occurred			
Nature of injury – e.g., fracture, burn, sprain, foreign body in eye			
Body location of injury (indicate location of injury on the diagram)			
Treatment given on site	Attended GP	Name of treating person	Dr
Referral for further treatment? Yes No	Name of doctor or hospital	SafeWork NSW medical certificate received? Yes No	Attach copies

Injury management requirement? Yes No	Notify return to work coordinator	Name of return to work coordinator	
Witness to incident (each witness may need to provide an account of what happened)			
Witness name		Witness contact	
Witness name		Witness contact	
Description of incident			
Immediate response actions (eg barricades, isolation of power) to stabilise the situation			
Completed by			
Name	(Student name)	Position	
Signature	(Student signature)	Date	XX/ XX/XXXX

Activity 4 Task A: 2. Email template	
Date:	
To:	
Cc:	
From:	
Subject:	
Email Body:	
Signature:	
Name and title:	
Address of facility	

Activity 4 Task A: Assessor Instructions			
<p>Student must complete all areas of the Incident Report. Within the email to the Supervisor use clear, accurate and objective language when documenting the situation and attach the incident report to the email. See below for an example of a completed form.</p>			
Incident Report Form			
Incident report			
Date of incident	XX/ XX/XXXX	Time of incident	XX.XX
Nature of incident	Near miss	First aid	
Name of injured person	Gail Freeman		
Address			
Occupation	N/A		
Date of birth			
Telephone	XXXXXXXXXX		
Employer	N/A		
Activity in which the person was engaged at the time of injury			
Exact site location where injury occurred			

Nature of injury – e.g., fracture, burn, sprain, foreign body in eye			
Body location of injury (indicate location of injury on the diagram)			
Treatment given on site	Attended GP	Name of treating person	Dr
Referral for further treatment? Yes No	Name of doctor or hospital	SafeWork NSW medical certificate received? Yes No	Attach copies
Injury management requirement? Yes No	Notify return to work coordinator	Name of return to work coordinator	
Witness to incident (each witness may need to provide an account of what happened)			
Witness name		Witness contact	
Witness name		Witness contact	
Description of incident			
Immediate response actions (eg barricades, isolation of power) to stabilise the situation			
Complete by:			
Name	(Student name)	Position	
Signature	(Student signature)	Date	XX/ XX/XXXX

Activity 4 Task B: Report practice problem to supervisor

Scenario:

On completing the incident report and taking photos of the bruising on Del's arm, you can still hear Tas' parting words over and over again in your head. (Scenario in task 4 A)

Your gut tells you Tas is not open to resolving the issues around best practice for lifting residents.

During your short time at the center, you have witnessed other staff with the same combative nature, and you feel that it is a systemic cultural issue.

You have a strong professional stance on such matters, and you take your ethical and legal responsibilities very seriously. You also know how you would feel if someone treated your grandmother with such disrespect and brutal manual handling practices.

You decide to report the matter issues to the manager Sandy as a formal complaint and a discussion piece.

In your document you need to utilise each item listed below as headings using clear, accurate and objective language to discuss each issue in your complaint to the manager.

Clearly explain:

- 1) What you have witnessed in terms of the negative physical impact on residents, due to poor lifting practices
- 2) Your obligation to comply with the required legal and ethical responsibilities
- 3) That you wish to refer the breach of non-adherence to standard procedures and the adverse outcome on a resident to the manager for full investigation and follow up
- 4) How the situation impacts on the rights and responsibilities of the client
- 5) How the situation impacts on the employers' responsibilities
- 6) How the impact on the employees' responsibilities

Ensure you use clear, accurate and objective language.

Answer instructions. The student must include what they have witnessed , noting the situation's impact on the client's rights, and the responsibilities of the employer and employees. A benchmark answer is provided although the student's wording will vary.

Dear Supervisor

I wish to report the following situation for your attention.

What you have witnessed in terms of the negative physical impact on residents, due to poor lifting practices

I have completed an Incident Report for Del with photos however I am concerned about a staff member "Tas." My concern is that there were only mentions of the red mark on Del's leg, whereas there was also bruising on Del's right arm.

I spoke with the said employee who was very rude! I asked if she included Del's arm on the report and she responded in the negative that the only observation she made was a red mark on her leg where she fell. I then asked why she did not use the sling lift to help Del off the floor and she was used very threatening and aggressive tone!

Your obligation to comply with the required legal and ethical responsibilities

I have a duty of care to our clients, and it is part of my role and responsibilities to notify you of this issue.

That you wish to refer the breach of non-adherence to standard procedures and the adverse outcome on a resident to the manager for full investigation and follow up

I wish to make a complaint about this as I believe there has been a breach in terms of non-adherence by the said staff member to our policies and procedures. Furthermore, there has been a gross misconduct by the said staff member which has heavily and negatively impacted Del. I wish to request an investigation into this matter.

How the situation impacts on the rights and responsibilities of the client

I feel that the situation that that said staff member has conducted negatively impacts Del's rights and responsibilities to be treated with respect and dignity.

How the situation impacts on the employers' responsibilities

This situation may seriously impact on our facility with serious legal and ethical consequences, and I hope that an investigation will be conducted soon.

How the impact on the employees' responsibilities

As an employee, this situation has caused deep stress to me as I am worried about Del, but also worried about the said employee, and the potential impact they may be having on our other residents.

I am available to meet with you as soon as possible if you would like further information.

Thank you

Student

Activity 5 Tasks: A, B

This activity is separated into three (3) parts:

Task A – Promote a workplace procedure for improvement

Task B – Promote and model change in the workplace, use digital media

Activity 5 Task A: Identify a workplace procedure for improvement

You are required to identify one (1) work practice or procedure that could be improved in the organisation. (Refer to Activity 4 Task A.)

Provide a short report (100-200 words) that can be provided to your supervisor on how the current work practice culture is not working and suggest ways this can be improved.

Activity 5 Task A: Assessor Instructions

Student must submit a brief report on one (1) workplace practice or procedure that needs to be improved. The student suggested at least two (2) ways this procedure could be improved.

Examples of improvements include:

- Updating policy or procedure
- Providing additional training to staff
- Placing procedure signs and instructions around the work area.

Activity 5 Task B: Promote and model change of work practice in the workplace

You are required to provide evidence that you have worked to promote, and model change in the workplace in relation to the practice you identified in Task A.

Suitable evidence may include:

1. Creating an electronic power point presentation to be distributed to team members that demonstrates the positive promotion of a new practice for the center mentioned in task
2. Design feedback form and insert it into the power point asking staff to provide constructive feedback regarding the skills and knowledge you have demonstrated.
3. Write an email to your manager asking for other areas you could develop your skills and knowledge, suggest your own preferences

Activity 5 Task B: Assessor Instructions

The student must provide a PowerPoint as evidence that they have promoted and modelled change in the workplace.

Examples of evidence include:

1. Electronic power point presentation to be distributed to team members that demonstrates the positive promotion of a new practice for the center mentioned in task
2. Design feedback form and insert it into the power point asking staff to provide constructive feedback regarding the skills and knowledge you have demonstrated.
3. Email to manager asking for other areas you could develop your skills and knowledge, suggest your own preferences

Module 2: CHCLEG001 – Work legally and ethically

ACTIVITY 1: Identify legal and ethical requirements within scope of own role

Task: As someone working in the community and health sector you will have access to a variety of workplace policies and procedures and codes to provide you with guidance on how to conduct your work.

The Australian Community Workers Association is a professional body for community workers in Australia and have a set of guidelines for people who work in the community sector.

Access the below document from the following website.

[Australian Community Workers Ethics and Good Practice Guide](#)



Once you have accessed this document, you are required to identify and interpret the following:

- A) Two (2) legal and two (2) ethical requirements of a community service worker in approximately 40 - 60 words.
- B) Two (2) legal rights and responsibilities of an employee in approximately 20 – 50 words.
- C) Two (2) ethical responsibilities of a community service worker in approximately 20 – 50 words.

a.	
b.	
c.	

ACTIVITY 1: ASSESSOR CHECKLIST (Completed by the Assessor)

		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)
a)	The student accessed and interpreted sources of information and identified two (2) legal and two (2) ethical requirements of a community service worker. The student accessed the Australian Community Workers Ethics and Good Practice and identified at least two (2) legal and two (2) ethical requirements.	<input type="checkbox"/> S <input type="checkbox"/> NS

	<p>These may include but are not limited to:</p> <p>Legal requirements</p> <ol style="list-style-type: none"> 1. Every person is legally protected against discrimination on the basis of age, sex, race and disability and their universal human rights are inviolable 2. Mandatory reporting <p>Additional responses may include:</p> <ul style="list-style-type: none"> Acknowledge and observe the legal rights and protections of colleagues, including, but not restricted to, workplace health and safety, and anti-discrimination legislation Maintain client privacy and confidentiality <p>Ethical Requirements</p> <ol style="list-style-type: none"> 1. Establishing and maintain professional boundaries 2. To treat all clients with respect and dignity <p>Additional responses may include:</p> <ul style="list-style-type: none"> • Employee will improve their skills and knowledge for the benefit of the client • has an obligation to treat clients with dignity and to safeguard, promote and acknowledge their capacity for self-determination 	
b)	<p>The student understood two (2) legal rights and responsibilities of their role Responses will vary but may include;</p> <p>Legal Rights</p> <ul style="list-style-type: none"> Identify and appropriately address issues, such as breaches of confidentiality and privacy Be aware of professional boundaries that may occur when using online tools for service provision. <p>Legal responsibilities</p> <ul style="list-style-type: none"> To have respect for the individual’s privacy and confidentiality To respect the humanity and dignity of the client 	<input type="checkbox"/> S <input type="checkbox"/> NS
c)	<p>The student understood two (2) ethical responsibilities of their role Responses will vary but may include:</p> <p>Ethical responsibilities</p> <ol style="list-style-type: none"> 1. bring to the employer’s attention where organisational expectations or practices contravene the profession’s code of ethics particularly in the area of client rights 2. Always maintain a professional relationship with clients and disclose any out-of-hours contact or social media contact <p>Additional responses may include:</p> <ul style="list-style-type: none"> • act responsibly in the expenditure of public monies. 	<input type="checkbox"/> S <input type="checkbox"/> NS

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



ACTIVITY 2: Reporting legal and ethical issues to appropriate person

You are required to recognise and respond to one (1) legal issue and one (1) ethical issue in the workplace whilst adhering to work practices.

To assist you, access the following documentation from your organisation's intranet.

- Incident Reporting Policy

Addressing legal and ethical issues

Write two (2) draft emails to your supervisor using your own email account, one addressing scenario A, and the second addressing scenario B.

Your emails must show how you:

- a. Recognised potential or actual legal breaches or misconduct and adhered to the legal requirements of your role, following the organisation's Incident Reporting Policy
- b. Recognised potential or actual ethical breaches or misconduct and adhered to the ethical requirements of your role, following the organisation's Incident Reporting procedure

You must attach a screenshot of each draft (total 2 draft emails) with your assessment submission. Each email should be approximately 50 – 80 words.

Scenario A:

You have been working as a support worker most recently with Estelle, a client in her mid 70's, who lives independently in her own home and receives assistance with shopping, cleaning, and personal care.

On Monday you were attending to Estelle's personal care needs when you realised that she had some large bruises on her arm and her back. You enquire with Estelle when these bruises occurred and whether they are causing her pain.

Estelle is silent for some time and quietly responds that she does not remember. Estelle enquires which staff member is on shift next and you confirm it is Sarah Williams.

When Sarah arrives at Estelle's place you begin the handover, you notice that Estelle remains very quiet and somewhat withdrawn when Sarah addresses her.

It is obvious that Estelle is fearful of Sarah.

Scenario B:

You are on your usual support worker shift when you overhear a co-worker (Paul) in the staff room speaking about a client in a derogatory way. Paul is sharing very personal details about the client's current health status and other personal information; Paul also states that he is fed up with working with the client and that the client is completely draining. Paul states that he has considered not showing up for shifts with this client. He goes on to say even the client's family are sick of him and so he doubts anybody would care if nobody was looking after the client. The co-worker that Paul is addressing is quiet and does not say much in response to Paul.

a) Draft email (Approximately 50 - 80 words)

<Paste image of communication here>

b) Draft email (Approximately 50 - 80 words)

<Paste image of communication here>

ACTIVITY 2: ASSESSOR CHECKLIST (Completed by the Assessor)

		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)
a)	<p>The student identified potential legal or ethical breaches or misconduct and adhered to the legal requirements of their role, following the organisation's Incident Reporting Policy</p> <p>Email responses may vary but must include:</p> <ul style="list-style-type: none">• A description of a legal issue in terms of identifying Estelle's bruises on her arm and back.• Estelle has denied how the bruises were received. Estelle appears to be fearful of Sarah.• Potential elder abuse situation by Sarah.• The student is able to identify an actual breach and report this via email to the supervisor.	<input type="checkbox"/> S <input type="checkbox"/> NS
b)	<p>The student identified potential or ethical breaches or misconduct and adhered to ethical requirements of their role, following the organisation's Incident Reporting procedure</p>	<input type="checkbox"/> S <input type="checkbox"/> NS

	<p>Email responses may vary but must include;</p> <ul style="list-style-type: none">• A description of an ethical issue in the workplace.• The student is able to identify an actual breach and report this via email to the supervisor.• Paul's breaching privacy/confidentiality by discussing personal details about a client's health status and speaking derogatorily about the client.	
COMMENTS (Assessor to add comments related to the achievement of the assessment requirements above)		

ACTIVITY 3: Contribute to workplace improvements

You are required to share feedback with a co-worker and your supervisor via two (2) separate emails.

- You should consider sharing feedback on something your co-worker has done well.
 - Feedback to your supervisor should consist of information relevant to work practices or protocols you have experienced whilst on placement. You should suggest at least two (2) improvements and take the opportunity to offer to review and/or update a specific protocol in your email.
- a) **Draft an email** to your co-worker providing constructive or positive feedback on their work practice.
 - b) **Draft an email to your supervisor** outlining at least two (2) potential improvements that relate to the team's responsiveness to legal and ethical requirements and offering to review a specific protocol relating to the feedback/suggestions you are providing.
 - c) **Provide a copy of a workplace protocol** you should include at least three (3) comments and/or amendments to suggest improvements to the protocol before submitting a copy of this.

To complete this task, you must:

Draft an email to a co-worker

Draft an email to the supervisor

Take a screenshot of the emails and paste them in the space below

Provide a copy of a workplace protocol with suggested changes and improvements.

a) Draft email to co-worker (Approximately 50 – 80 words)

<Paste image of communication here>

b) Draft email to supervisor (Approximately 50 – 80 words)

<Paste image of communication here>

c) Updated Protocol - three (3) improvements

<Paste image of protocol here>

ACTIVITY 3: ASSESSOR CHECKLIST (Completed by the Assessor)		
		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)
(a)	<p>The student shared feedback with a co-worker relevant to work practices</p> <p>Email responses must include a summary of feedback to a co-worker, this will vary based on students experience with co-workers as per the following exemplar:</p> <p>I found the way you handled the clients issue very encouraging, you showed respect and empathy towards them during a difficult time. I was able to learn from you and would implement a similar approach if I am faced with a similar situation.</p>	<input type="checkbox"/> S <input type="checkbox"/> NS
(b)	<p>The student identified at least two (2) situations where work practices could be improved to meet legal and ethical requirements and reported this to the supervisor. The student took the opportunity to review and update relevant protocols.</p> <p>Email responses to include a description of two work practices that could be improved, and details of an organisational protocol being reviewed and updated.</p> <p>Exemplar responses include:</p> <ul style="list-style-type: none">• Improve medication processes• Improve personal care processes• Update new employee induction manual with relevant changes to industry or organisation• Update COVID safe plan	<input type="checkbox"/> S <input type="checkbox"/> NS
(c)	<p>The student provided a copy of a workplace protocol they reviewed and updated with at least three (3) changes.</p>	<input type="checkbox"/> S <input type="checkbox"/> NS

	<p>Responses will vary depending on the protocol being updated; the document/evidence must include comments and or amendments made by the student on an actual workplace protocol.</p> <p>Changes to the protocol may include:</p> <ul style="list-style-type: none">• Updating or changing wording to suit latest processes• Including relevant information on COVID if applicable• Changing reporting names if applicable	
COMMENTS (Assessor to add comments related to the achievement of the assessment requirements above)		

ACTIVITY 4: UNETHICAL CONDUCT AND INCIDENT REPORTING

The purpose of this activity is to allow you the opportunity to:

- Recognise, respond and meet legal and ethical requirements in accordance with workplace policies and procedures
- Identify potential and actual conflicts and breaches within the workplace
- Reporting unethical conduct to a supervisor; and
- Use effective problem-solving techniques

You will require access to the organisation's intranet to access workplace procedures that relate to:

- Privacy and confidentiality procedure
- Conflict resolution procedure
- Code of Conduct

This activity is made up of:

- Task One (1) that provides a scenario and a set of questions to answer; and
- Task Two (2) which requires a role play recording with your supervisor.

Task One (1): Recognise unethical conduct

Read scenario A below and answer the following questions:

- a) Describe the unethical conduct in this scenario.
- b) In accordance with the workplace policies and procedures, what action must you take in this situation?
- c) Describe the process you would undertake to reflect on your own values and attitudes to ensure your practice is non-judgemental.
- d) Explain two (2) problem solving strategies you could use to address the situation with Sue taking into consideration the competing values and Sue pleading with you.

Task Two (2): Role Play: Report unethical conduct

- You are to role play with one participant (your supervisor) in this recording.
- The role play/meeting must not exceed 10 minutes duration and must address all criteria of the Observation Checklist below.
- You will assume the role of a care support worker. In this role play you must:
 - a. Identify and meet legal and ethical responsibilities
 - b. Clarify the potential conflict of interest and unethical conduct
 - c. Complete verbal report to appropriate person (supervisor) and confirm whether a written report is required
- Use persuasive language and non-verbal cues to achieve an agreeable outcome for both parties.
- Use scenario two (2) below to assist you in the completion of this recording.
- All participants in this recording must complete the Consent Form included in Section G of the Logbook.
- For the video recording, ensure that you,
 - begin by providing an overview of the task you'll be demonstrating
 - prepare for the recording of the activity by going through the demonstration tasks relevant for the recording and ensure that all equipment, resources, and materials are made available to you in advance.
 - The recording should be a maximum of 10 minutes, this will allow you to cover all of the requirements. The video should be uploaded to the LMS for assessment.

You will receive feedback from your assessor, a copy of the completed checklist (*Observation Checklist*) and any associated feedback from your assessor once your submission has been marked.

TASK ONE (1): RECOGNISE AN UNETHICAL CONDUCT

Scenario A

You are working as a care support worker at a local health and community residential facility that supports residents and conducts outreach care to clients in aged care, disability, and home and community care.

As an employee of this service, part of the Code of Conduct states that a worker is:

- Required to provide a safe working environment for service users and if a staff member considers an incident of concern, then they must take action to ensure people are safe, and the incident is reported to an appropriate supervisor
- Required to maintain professional boundaries and not establish personal or social relationships with clients or their families as this constitute as a conflict of interest
- Required to respect the privacy and confidentiality of clients
- Required to treat clients with dignity and respect
- Required to maintain a duty of care to the person they are supporting. A duty of care is breached if a person behaves unreasonably or fails to act (which can also be unreasonable in a particular situation).

Angelina is a 73-year-old woman that you have been working with for approximately five years. Angelina stems from a very wealthy background, she is quite witty and intelligent and often likes to talk to you about current affair issues. Angelina is well known at the facility for her extravagant jewels, and strong opinions, but she is well respected amongst residents and staff members.

Your shift has ended, and you are in the staffroom getting ready to leave for the day when you hear Sue who is a new employee speaking on the phone. You hear her say “Angelina has been so nice to me, she’s really rich and plans on giving me two (2) world cruise tickets!”

After a few minutes, the phone call ends, and Sue acknowledges that you have overheard her conversation. Sue pleads with you not to say anything to anybody else as she needs this job.

You know that you need to discuss this issue with your supervisor as soon as possible, this incident goes against the organisation’s Code of Conduct.

a) Describe the unethical conduct in this scenario

(Word count: Approximately 30 - 50 words)

Student’s response must include:

- Legal concern: Sue is breaching privacy and confidentiality by disclosing client information
- Legal concern: Sue is not maintaining a duty of care to the client
- Ethical concern: Overhearing the conversation is an ethical concern as it places the worker in a conflicting position.

b) In accordance with the workplace policies and procedures, what action must you take in this situation?

(Word count: Approximately 30 - 50 words)

Student’s response must explain that in accordance with policies and procedures, the incident must be reported to the supervisor as soon as possible.

c) Describe the process you would undertake to reflect on your own values and attitudes to ensure your practice is non-judgemental.

(Word count: Approximately 30 - 50 words)

Student’s response will vary and may include:

- Being non-judgemental towards work colleague as she is new to the role
- Providing information regarding workplace boundaries, code of conduct, duty of care
- Providing information regarding potential breaches within the workplace
- Encouraging work colleague to report the incident to the supervisor

d) Explain two (2) problem solving strategies you could use to address the situation with Sue taking into consideration the competing values and Sue pleading with you.

(Word count: Approximately 30 - 50 words)

Student's response will vary and may include:

- Identifying the problem
- Breaking the problem down to consider possible solutions
- Respecting boundaries and addressing the issue respectfully
- Removing emotions and basing opinions only on the facts that have arisen in the situation
- Acting quickly on any issues, e.g., encourage Sue to report the issue; you report the issue yourself.

TASK TWO (2): ROLE PLAY: REPORT UNETHICAL CONDUCT

Scenario Two (2)

You meet with your supervisor Michelle to discuss the issue you overheard in the tearoom, despite Sue pleading with you not to do so.

You let Michelle know that you are well aware of your legal and ethical responsibilities within your role, and this is the reason you are bringing this to her attention.

Michelle thanks you for sharing this information and confirms you have in fact followed the organisation's Code of Conduct.

Michelle lets you know that she will need to make a formal report and that she will let you know if anything further is required from you.

Michelle assures you that you should not worry about the outcome of this report and reminds you that you have done the right thing.

Task two (2): ROLE PLAY

1.	<p>During this recording, the student was able to:</p> <p>Identify and meet legal and ethical responsibilities</p> <ul style="list-style-type: none"> • Acknowledging the workplace code of conduct • Being aware of their own work responsibilities • Acknowledging professional boundaries and reporting unethical conduct • Acknowledging duty of care, privacy, confidentiality, dignity, and respect for the client <p>Recognise and clarify the potential conflict of interest and unethical conduct</p> <ul style="list-style-type: none"> • Sue planning on accepting the world cruise tickets is unethical • Sue asking you not to say anything because she needs the job is unethical • Sue discussing information about a client without consent <p>Complete a verbal report to appropriate person (supervisor) and confirm whether a written report is required</p>	<input type="checkbox"/> S <input type="checkbox"/> NYS
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	<ul style="list-style-type: none"> The student must discuss that they understand the situation with Sue is a conflict and that it is a requirement which is the reason they are reporting to their supervisor. Confirm with supervisor whether a written report is required. 	
Recording 1 comments:		

Module 5: HLTWHS002 - Follow safe work practices for direct client care & HLTINF006 - Apply basic principles and practices of infection prevention and control

Activity 1 Suspected COVID-19 Outbreak

ACTIVITY 1: Scenario
Module 5: Activity 1
<p>For this activity you are required to read the scenario and carry out activities outlined in the tasks. You must complete the activities in presence of supervisor/manager who will observe and sign off on a number of checklists provided within the tasks.</p> <p>All parts of the activity must be completed for this assessment.</p>
<p>SCENARIO</p> <p>You are working as a support worker in a care service and due to a suspected outbreak of COVID 19 infection your supervisor has asked you to carry out cleaning activity of the common kitchen area and disinfect the area following all required COVID 19 protocols. Following the workplace’s requirements, you will need to maintain the workplace in a clean and tidy order and complete the kitchen area’s cleaning along with waste management. All activities must be carried out in presence of a supervisor/manager. While carrying out the cleaning activity you suspect at the end of the shift that you might have been exposed to the infection as you have come down with symptoms of cold and cough. You must complete an incident reporting document and a response.</p> <p>To complete this activity, you are required to undertake following tasks:</p> <ol style="list-style-type: none"> 1.1 Access relevant documentation and identify standards and guidelines relevant to own role and work setting. 1.2 Access relevant documentation and Identify roles and responsibilities of self and others in relation to infection prevention and control. 1.3 Complete a risk assessment control form template provided below and identify and record two (2) infection risks and hazards associated with own role and work setting. 1.4 Identify and record two (2) control measures and two(2) risk management strategies to minimise risk in accordance with relevant national standards and guidelines. 1.5 Email and communicate with your supervisor and a work colleague in relation to risk management.

- 1.6 Carry out kitchen cleaning activities including hand hygiene practice as per the guidelines, selecting correct PPE, separating clean and contaminated zones and clean kitchen area using correct clean up and waste management procedures.
- 1.7 Complete an incidence report document and reporting one (1) exposure incidence as per the scenario and a response

Instructions for workplace supervisor/student

For all the above task your Supervisor/ Manager will observe and sign off on the following checklist provided:

- a. Correct Hand Hygiene practice checklist
- b. Selecting and using applicable PPE checklist
- c. Complete and save risk assessment template where you will record identified risk and risk management strategies and email your supervisor and one colleague in relation to risk management.
- d. Complete service's cleaning and waste management checklist as evidence, signed by the Workplace Supervisor.
- e. Complete incident reporting document and response.

If the service does not have any of the checklist listed above, you may use the template provided below (you may customise the template to capture the actual completed tasks.)

If you are using the service's checklist, Workplace Supervisor must confirm the tasks completed, adding the statement: "I confirm that all tasks listed above have been completed by the student." Workplace Supervisor must date and sign the completed checklist.

Save the checklist with the following naming convention: yymmdd_Student Name_CHC33021_SWLA Portfolio 1_(Name of checklist example: Cleaning checklist) and submit it together with Portfolio 1 and the other SWLA-related documents.

For this activity you will be required to refer to the following documentation:

- a. Workplace infection control standards and guidelines and policies and procedures
- b. Workplace procedures for handling waste
- c. Workplace policies and procedures for hazard and risk management
- d. [National standards and guidelines for infection prevention and control and hand hygiene](#)
- e. [quality-standards-guidance-resource-sep22.pdf \(agedcarequality.gov.au\)](#)
- f. [National Standards for Disability Services \(dss.gov.au\)](#)
- g. [Disability Supplement to the CDNA National Guidelines for the Prevention, Control and Public Health Management of COVID-19 Outbreaks in Residential Care Facilities in Australia](#)
- h. [Advice for the aged care sector on COVID-19 | Australian Government Department of Health and Aged Care](#)

Resources required for this task:

- Access to their workplace
- Access to workplace policies and procedures.
- An area in which they can demonstrate clean-up procedures.
- 2 x area warning signs.
- Signage for separating clean and contaminated zone
- A selection of various types of PPE.
- Disinfectant. TGA-listed hospital-grade disinfectant that acts against viruses
- combined detergent and chlorine-based product such as sodium hypochlorite (wipe or solution)
- All cleaning equipment as required for Covid 19 infection control

- Clinical waste bags and ties.
- Clinical waste receptacle.
- Hand-washing facilities such as wash basins with running hot and cold water, hospital grade soap, hand dryer, sanitiser

TASK: Students instructions

1.1 In this task you are required to complete two (2) questions and refer to the website provided within each question.

Identify two (2) standards relevant to own role and work setting for managing the COVID 19 infection.

Write one (1) reason explaining how the identified standards and guidelines are relevant to your own role and work setting.

To answer this question, you must access relevant website below as applicable to your role and workplace.

Student note: To answer this question, access the relevant website based on your role in either aged care or disability care. If enrolled in Cert III Individual Support (Ageing), answer only questions 1.1 and 1.2 related to aged care.

For Aged care: Student must refer to the website [Quality-standards-guidance-resource-sep22.pdf \(agedcarequality.gov.au\)](https://www.agedcarequality.gov.au/quality-standards-guidance-resource-sep22.pdf)

For Disability: Student must refer to the website [National Standards for Disability Services \(dss.gov.au\)](https://www.dss.gov.au/national-standards-for-disability-services)

Assessors note: Student must identify the correct standards and guidelines, as per the benchmark answers provided below and as in line with the infection control and prevention standard and guidelines in aged care and disability sector.

Students can choose to answer aged care related or disability related question in 1.1,1.2 please refer to students instructions provided above.

Standards (For aged care)	How the standards and guidelines are relevant to own role and work setting
<p>Standard 3 personal care and clinical care (Approximate word count 7 – 8 words)</p>	<p>(Approximate word count 55-60 words)</p> <p>Work setting(guidelines provided with in the standard)</p> <p>For example: The work setting, or the organization demonstrates minimisation of infection-related risks through implementing: (i) standard and transmission-based precautions to prevent and control infection</p> <p>Own role (guidelines provided within the standards):</p>

	For example: follow organisation infection control procedures and apply standard and transmission based precautions in a timely manner.
Standard 4 Services and support for daily living (Approximate word count 7 – 8 words)	(Approximate word count 60-70 words) Work setting: For example: Organisations are expected to provide services and supports in line with the consumer’s assessed needs, goals and preferences, and any care and services plan, or service agreement in place with the consumer. Own role: For example: Delivering services based on the needs of the client especially during Covid 19 outbreak following personal hygiene practices to minimise spread of infection.

Standards (For disability)	How the standard and guideline is relevant to own role and work setting
Standard 3 Individual outcomes (Approximate word count 3-4 words)	(Approximate word count 45-50 words) Work setting: For example: promote person-centred approaches to service delivery whereby individuals lead and direct their services and supports. Own role: Provide flexible services that meets the needs of the individual such as wearing correct PPE and always maintaining hand hygiene while attending to clients with disability.
Standard 6 Service management (Approximate word count 3-4 words)	(Approximate word count 55-60 words) Work setting: providing guidance on outbreak management and infection prevention and control • monitoring outbreak outcomes (case numbers, hospitalisations and deaths) • informing relevant stakeholders and the broader community of outbreaks Own role: attend training programs to identify the signs and symptoms of COVID-19, understand how the infection spreads and be aware of methods in preventing the spread of COVID-19

1.2 Role and responsibilities

Identify two (2) roles and responsibilities of self and others in relation to infection prevention and control.

To answer this question, you must access relevant website below as applicable to your role and workplace.

For disability: [Disability Supplement to the CDNA National Guidelines for the Prevention, Control and Public Health Management of COVID-19 Outbreaks in Residential Care Facilities in Australia](#)

Assessor note: Students answer must correspond correctly with their own role in the organisation. Below is a benchmark exemplar, however, but please ensure the student provides valid answers from the guidelines website provided here for disability.

Own role specify your role here (Disability)	Two responsibilities corresponding to your own role in infection control and prevention
For example: Disability support worker (Approximate word count 3-4 words)	(Approximate word count 35-40 words) 1. The use of PPE and transmission-based precautions when providing care to suspected or confirmed COVID-19 case, including additional PPE requirements when caring for residents with challenging behaviour. 2. Identifying, handling, and disposal of clinical waste
Others Two responsibilities of others in relation to infection control these could be visitors, families, friends and other staff members including management/provider (Approximate word count 5-6 words)	(Approximate word count 50-55 words) 1. Providers to identify and comply with relevant legislation and regulations, including obligations to protect the safety and wellbeing of residents (which are of particular significance during the COVID-19 pandemic) 2. Implement measures to prevent and prepare for an outbreak and manage outbreaks in accordance with this guideline and applicable state/territory guidance

For Aged care:

[Advice for the aged care sector on COVID-19 | Australian Government Department of Health and Aged Care](#)

Own role specify your role here (Aged care)	Two (2) responsibilities corresponding to your own role in infection control and prevention
For example: carer or support worker (Approximate word count 3-4 words)	(Approximate word count 45-50 words) 1. the use of PPE and transmission-based precautions when providing care to

	<p>suspected or confirmed COVID-19 case, including additional PPE requirements when caring for residents with challenging behaviour</p> <p>2. Getting vaccinated and monitoring any symptoms and not attend work if displaying any symptoms of Covid 19.</p>
<p>Others Two responsibilities of others in relation to infection control these could be visitors, families, friends and other staff members including management/provider (Approximate word count 5-6 words)</p>	<p>(Approximate word count 45-55 words)</p> <ol style="list-style-type: none"> 1. providers to identify and comply with relevant legislation and regulations, including obligations to protect the safety and wellbeing of residents (which are of particular significance during the COVID-19 pandemic) 2. Visitors must comply with Covid 19 protocols and be willing to undergo screening process before entering the service

1.3 Risk Assessment

Complete a risk assessment control form template provided below and identify and record two(2) infection risks and hazards associated with own role and work setting.

1.4 Identify and record control measures

Identify and record two(2) control measures and two(2) risk management strategies to minimise risk in accordance with relevant national standards and guidelines.

Assessor note: Students must identify two (2) out of three(3) hazards and risk options provided below in the sample answers.

RISK ASSESSMENT RATING MATRIX

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

		LIKELIHOOD				
		RARE The event will only occur in exceptional circumstances	UNLIKELY The event is not likely to occur in a year	POSSIBLE The event may occur within a year	LIKELY The event is likely to occur within a year	ALMOST CERTAIN The event is almost certain to occur within a year
CONSEQUENCE	SEVERE/CATASTROPHIC (Accidental death / serious injury)	MEDIUM	HIGH	EXTREME	EXTREME	EXTREME
	MAJOR (serious injury)	MEDIUM	MEDIUM	HIGH	EXTREME	EXTREME
	MODERATE (Lost time due to workplace injury)	LOW	MEDIUM	HIGH	HIGH	HIGH
	MINOR (Minor workplace injury – no lost time)	LOW	LOW	MEDIUM	MEDIUM	MEDIUM
	MINIMAL (no injury)	LOW	LOW	LOW	LOW	LOW

RISK LEVELS

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

- Extreme – requires immediate assessment with management consideration. A detailed plan, regular monitoring and reporting is required with a target resolution within 1 month timeframe
- High – requires immediate assessment with senior staff consideration, planning and reporting. Target resolution should ideally be within 3 months
- Medium – reviewing of existing controls and planning required. Resolution timeframe should be within 1 year
- Low – the risk may be tolerable and controlled if managed with high quality process and procedures.

Risk Assessment Control form

Location	Supporting Unit	Site supervisor/Manager	Michelle Public
Completed by	Student Name	Date	12.10.2015
Description of work task/activity: Students should provide a description of the tasks. Providing residential care and support assistance to regular clients. Tasks include cleaning, maintaining and supporting the service and the clients with various tasks on a day to day basis.			

Students must be able to complete each field within the context of the case study scenario. Sample answers provided.

Hazard identification and initial risk rating				Control measures and actions			
Hazard	Potential harm to yourself and others	Likelihood of harm occurring	Risk level rating	control measures and their effectiveness	Risk management strategies	Who's responsible	Date
Cold and flu symptoms	Getting infected and Spreading virus to other colleagues and patients	Likely	High	1. Taking prescribed medications 2. following correct hygiene procedures at all times 3. Applying additional precautions such as washing hands and sanitising them frequently	1. Worker to be off-sick until recovered to minimise spread of virus to colleagues and/or patients. 2. Improve hand hygiene initiatives	Manager	As soon as possible
Spread of infection due to contamination	Hands may become contaminated by touching germs present on medical equipment or high touch surfaces which can lead	Possible	High	1. Staff required to clean common area regularly as per schedule	1. Review schedule with workplace 2. staff/Implement sign off process once areas have been cleaned	Manager/Staff	As soon as possible

Hazard identification and initial risk rating				Control measures and actions			
Hazard	Potential harm to yourself and others	Likelihood of harm occurring	Risk level rating	control measures and their effectiveness	Risk management strategies	Who's responsible	Date
	to spread of infection to others.			<ol style="list-style-type: none"> Use effective disinfectant and cleaning procedures for cleaning reusable equipment's and frequently touched surfaces 			
Contaminated commonly used utensils/area	Spread of germs/viruses through uncleaned feeding tools	Possible	High	<ol style="list-style-type: none"> Staff to wash utensils and follow clean up procedures after each meal Separate contaminated and clean utensils and wash separately to stop cross contamination 	<ol style="list-style-type: none"> Implement 'spot checks' to ensure process and procedures are followed Improved signage around workplace i.e. kitchen area 	All	As soon as possible

1.5 Email and communicate

Email and communicate with your supervisor and a work colleague in relation to risk management

This task requires you to communicate with two people in relation to risk management. You are required to write a draft email to two people :

1. Supervisor
2. Another work colleague or friend(it can be a mock email address)

Assessor note: Students emails and communication must correspond with the sample answers provided below however the wording may vary.

To: <i>supervisor@facility.com</i>
Add a subject: Risk Management strategies
(Approximate word count 80-85 words)
Email Body: <i>Good afternoon,</i> <i>I wish to bring to your notice that on (date/time) I was on duty to undertake kitchen cleaning service due to suspected outbreak of Covid 19 virus.</i> <i>After completing the risk assessment and identifying, assessing, and evaluating risks and hazards I have added possible risk management strategies for your approval. These risk management strategies will be effective in infection control in the future.</i> <i>Please review the strategies and we can have a meeting to discuss these in detail.</i> <i>Regards</i> <i>Student name</i>

To: <i>Colleague@facility.com</i>
Add a subject: Risk Management Strategies
(Approximate word count 85-95 words)
Email Body: <i>Good afternoon,</i> <i>I wish to bring to your notice that on (date/time) I was on duty to undertake kitchen cleaning service due to suspected outbreak of Covid 19 virus.</i> <i>After completing the risk assessment and identifying, assessing, and evaluating risks and hazards I have added possible risk management strategies as action items to control the spread of infection.</i> <i>I have forwarded this risk assessment to my supervisor, and it would be good if we can have a meeting at some point to discuss these strategies and brainstorm some more ideas on managing infection control.</i> <i>Regards</i> <i>Student name</i>

1.6 Hand hygiene practices

To complete this task, you are required to refer to the following guidelines and carry out the activities listed in this task.

Guidelines: [National standards and guidelines for infection prevention and control and hand hygiene](#)

a) Carry out Hand Hygiene practice as per the National standards and guidelines for infection prevention and control

- **Student Note:** you need to do this activity in presence of a supervisor/Manager.
- If the service does not have a hand hygiene checklist, you may use the template provided below (you may customise the template to capture the actual completed hand hygiene tasks.)
- If you are using the service's hand washing checklist, Workplace Supervisor must confirm the tasks completed, adding the statement: "I confirm that all tasks listed above have been completed by the student." Workplace Supervisor must date and sign the completed checklist.
- Save the checklist with the following naming convention: yymmdd_Student Name_CHC33021_SWLA Portfolio 1_Hand Hygiene practice checklist and submit it together with Portfolio 1 and the other SWLA-related documents.
 - **Supervisor/Manager Note:** Supervisor /Manager please check the student has followed the below steps in the checklist provided in correct order when practicing hand hygiene once they have done so, please sign and save this checklist. Supervisor to clearly identify in the checklist if the required tasks was carried out correctly and sufficiently and was observed and add comments to capture how competency was demonstrated.

Assessor note: Student must submit the signed checklist by workplace supervisor for all the task listed in the checklist and undertaken by them. Assessor to clearly identify in the checklist if the required tasks was observed and note any comments added to capture how competency was demonstrated.

Assessor note: Student must submit the signed checklist by workplace supervisor for all the task listed in the checklist and undertaken by them. Assessor to clearly identify in the checklist if the required tasks was observed and note any comments added to capture how competency was demonstrated.

Hand Hygiene Checklist Template (tick the tasks completed)		
	Date and time: Click or tap to enter a date.	Comments
Remove any rings, jewellery and bracelet before commencing hand washing	<input type="checkbox"/>	
Wet hands with warm water.	<input type="checkbox"/>	
Apply one dose of liquid soap and lather (wash) well for 15–20 seconds (or longer if there is any dirt ingrained).	<input type="checkbox"/>	

<p>Rub hands together rapidly across all surfaces of hands and wrists to help remove dirt and germs.</p>	<input type="checkbox"/>	
<p>Rubbed the backs of hands, wrists, between fingers and the fingernails.</p>	<input type="checkbox"/>	
<p>Rinse well under running water and make sure all traces of soap are removed, as residues may cause irritation.</p>	<input type="checkbox"/>	
<p>Pat dry hands using paper towels (or single-use cloth towels). Make sure your hands are thoroughly dry.</p>	<input type="checkbox"/>	
<p>If wearing jewellery that is stubborn to remove Dry under any rings you wear, as they can be a source of future contamination if they remain moist.</p>	<input type="checkbox"/>	
<p>Hot air driers can be used but, again, you should ensure your hands are thoroughly dry.</p>	<input type="checkbox"/>	
<p><add rows as needed></p>		
<p>I, Workplace Supervisor, confirm that all tasks listed above have been completed by the student.</p>	<p>Supervisor's signature: _____</p> <p>Date: _____</p>	
	<p>Comments:</p>	

b) Selecting and using correct PPE as per the guidelines and as appropriate to use for norovirus infection control and prevention.

- **Student Note:** you need to do this activity in presence of a supervisor/Manager.
- Your supervisor/Manager will provide you with a selection PPE you task will be to select and use the appropriate PPE.
- If the service does not have a selecting and using PPE checklist, you may use the template provided below (you may customise the template to capture the actual completed PPE tasks.)
- If you are using the service's PPE checklist, Workplace Supervisor must confirm the tasks completed, adding the statement: "I confirm that all tasks listed above have been completed by the student." Workplace Supervisor must date and sign the completed checklist.

- Save the checklist with the following naming convention: yymmdd_Student Name_CHC33021_SWLA Portfolio 1_ selecting and using PPE checklist and submit it together with Portfolio 1 and the other SWLA-related documents.

Supervisor checklist: Supervisor /Manager please check the student has followed the below steps in the checklist provided in correct order when selecting and using PPE once they have done so, please sign and save this checklist. Supervisor to clearly identify in the checklist if the required tasks was carried out correctly and sufficiently and was observed and add comments to capture how competency was demonstrated.

Assessor note: Student must submit the signed checklist by the workplace supervisor for all the tasks listed in the checklist and undertaken by them. Assessor to clearly identify in the checklist if the required tasks were observed and note any comments added to capture how competency was demonstrated.

Selecting and using PPE Checklist Template <i>(tick the tasks completed)</i>		
	Date and time: Click or tap to enter a date.	Comments
Perform hand hygiene before donning any PPE equipment(ensure student have completed this in task 1 correctly)	<input type="checkbox"/>	
Select correct PPE for example gown, eye protection, face masks and gloves	<input type="checkbox"/>	
Check for any defects in the PPE before use and inform supervisor if there are any defects	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Gown selection: Put on gown/apron which is preferably long-sleeved, fluid-resistant or a plastic apron is acceptable when direct physical contact is minimal • Select gowns that are single use or Disposable • Fully cover torso from neck to knees, arms to end of wrists, and wrap around the back. • Fasten at the back of neck and waist 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Put on surgical masks or PFR such as P2 or n95 • put the mask on the face, ensuring the nose piece is at the top of the mask • place the headband over the head and at the base of the neck • ensure mask fits comfortably on the nose and under the chin 	<input type="checkbox"/>	

<ul style="list-style-type: none"> • compress the mask against the face to ensure a seal across the bridge of the nose • compress the mask to ensure a seal across the cheeks and the face • conduct a fit check 		
<ul style="list-style-type: none"> • Put on eye protection which should include use of face shield or goggle whichever is applicable and check that it is properly fitted and has no defects 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Put on disposable non-sterile gloves • If you have a sensitivity or allergy to latex, inform your manager and ensure you always • use an alternative glove type. 	<input type="checkbox"/>	
<p><add rows as needed></p>		
<p>I, Workplace Supervisor, confirm that all tasks listed above have been completed by the student.</p>	<p>Supervisor's signature:</p> <p>_____</p> <p>Date: _____</p> <p>Comments:</p>	

c) Carry out cleaning activities in kitchen as per organisations policies and procedures including removing waste

Student Note: you need to do this activity in presence of a supervisor/Manager.

- You will need to access relevant workplace procedures for cleaning and waste management.
- If the service does not have a cleaning and waste management checklist, you may use the template provided below (you may customise the template to capture the actual completed tasks.)
- If you are using the service's cleaning and waste management checklist, Workplace Supervisor must confirm the tasks completed, adding the statement: "I confirm that all tasks listed above have been completed by the student." Workplace Supervisor must date and sign the completed checklist.
- Save the checklist with the following naming convention: yymmdd_Student Name_CHC33021_SWLA Portfolio 1_ cleaning and waste management checklist and submit it together with Portfolio 1 and the other SWLA-related documents.

Supervisor Note: Supervisor /Manager please check the student has followed the below steps in the checklist provided in correct order when carrying out cleaning and waste management activity. once they have done so, please sign and save this checklist. Supervisor to clearly identify in the checklist if the

required tasks was carried out correctly and sufficiently and was observed and add comments to capture how competency was demonstrated.

Assessor note: Student must submit the signed checklist by the workplace supervisor for all the task listed in the checklist and undertaken by them. Assessor to clearly identify in the checklist if the required tasks was observed and note any comments added to capture how competency was demonstrated.

Cleaning and waste management Checklist Template <i>(tick the tasks completed)</i>		
	Date and time: Click or tap to enter a date.	Comments
Segregated contaminated zones from clean zones by displaying proper signage before commencing cleaning procedures	<input type="checkbox"/>	
Prepare a cleaning solution and clean with a combined detergent and disinfectant use either of the two methods: <ul style="list-style-type: none"> • combined detergent and TGA-listed hospital-grade disinfectant that acts against viruses • combined detergent and chlorine-based product such as sodium hypochlorite (wipe or solution) • Disinfectant solutions is made fresh, and gloves are worn when handling and preparing solutions. 	<input type="checkbox"/>	
Ensuring all items in the contaminated zone are properly cleaned out or disposed of and disinfected thoroughly before exiting the contaminated zone	<input type="checkbox"/>	
Wiped down food prepare areas benchtops	<input type="checkbox"/>	
Washed dishes	<input type="checkbox"/>	
Washed appliances	<input type="checkbox"/>	
Rinsed utensils before putting them in dishwasher/ sanitiser	<input type="checkbox"/>	
Loaded/unloaded dishwasher/sanitiser	<input type="checkbox"/>	
Cleaned sinks to make sure there is no food or debris	<input type="checkbox"/>	
Swept floor	<input type="checkbox"/>	
Mopped floor	<input type="checkbox"/>	
Cleaned fridge	<input type="checkbox"/>	

Emptied garbage bin and disinfected unit when dealing with waste, avoid touching the inside of the bag. Make sure the rubbish bag is not completely full, so the contents don't overflow and use two bags if the contents are wet in case it leaks.	<input type="checkbox"/>	
Took out garbage	<input type="checkbox"/>	
Replaced bin liner	<input type="checkbox"/>	
Once the activity is completed following waste management procedures dispose of all used personal care items such as tissues, disposable masks, gloves other PPEs in a rubbish bin that's lined with a plastic bag	<input type="checkbox"/>	
confine the contaminated instruments or equipment into the sterilising facility, all reusable items that have been used or unused during patient treatment are also cleaned in a physically separate area to prevent possible contamination of processed items.	<input type="checkbox"/>	
After completion of the task did the student carefully remove PPE, disposed it off and washed and cleaned hands (supervisor observe did the student implement personal hygiene practices)	<input type="checkbox"/>	
<add rows as needed>		
I, Workplace Supervisor, confirm that all tasks listed above have been completed by the student.	Supervisor's signature:	
	Date: _____	
	Comments:	

1.7 Reporting

Complete the below exposure incident report in line with the scenario where you are suspected to be exposed to the Covid 19 infection.

(Approximate word count 70-80 words)

Assessor note: Students responses must correspond with the sample answers provided below however the wording may vary.

**EXPOSURE INCIDENT REPORT
EXPOSURE TO COVID19 infection**

Employees Name: Student Name Position: Role/job in workplace

Estimated date of Exposure: activity date Time: _____ A.M. _____ P.M.

Source of exposure: _____suspected from cleaning kitchen equipment or other frequently touched surfaces while performing cleaning activities for suspected COVID 19 outbreak

How exposure occurred: while carrying out cleaning of the kitchen area and shared equipment in the kitchen.

Response/Immediate action taken : Emailed supervisor immediately after symptoms started to show up of cough and cold, requesting leave from work and monitor the symptoms if symptoms persist then get Covid test done within 24hrs.

Protective equipment being used? Yes _____ Yes _____ No _____ N/A

If protective equipment was not used, why? _____

Comment: _____

Incident reported to: **Immediate supervisor/HR officer** _____

Physician referral scheduled: N / A _____

I understand the potential risks related to the exposure incident, which occurred and agree to receive an examination and/or treatment for the exposure, as recommended by my physician. This includes serological (blood) testing for Hepatitis B and HIV Virus, if indicated.

I understand the potential risks related to the exposure incident, which occurred and Do Not Agree to have an examination or treatment for the exposure.

Employee Signature

Supervisor

Date

Date

This form is to be kept at the employee's facility.

Write an email to your supervisor reporting of the incidence and your response to the incidence.

Assessor note: Students emails and communication must correspond with the sample answers provided below however the wording may vary.

To: ***supervisor@facility.com***

Add a subject: incident reporting and response

(Approximate word count 90-100 words)

Email Body:

Good afternoon,

I wish to bring to your notice that on (date/time) I was on duty to undertake kitchen cleaning service due to suspected outbreak of Covid 19 virus.

I followed all the protocols of carrying out the task with all hygiene measures however once I returned home, I started to cough and had a bit of cold.

I suspect I may have been exposed to the infection at workplace.

I have since completed the above incident report and my response to managing the exposure incident.

Regards

Student name

ACTIVITY 2: Scenario activity

Module 5: Activity 2

For this activity you are required to read the scenario and carry out activities outlined in the tasks. You must complete the activities in presence of supervisor/manager who will observe and sign off on a number of checklists provided within the tasks.

All parts of the activity must be completed for this assessment.

SCENARIO

You are a health care support worker at a care home. A resident in a care home has been unwell for over 24 hours with diarrhea. The infectious agent involved is identified as norovirus. The impacted resident has attended a group activity two days ago with two other residents who you notice have also been coughing, sneezing and complaining of body ache and you suspect they may be exposed to the infection. To ensure that an outbreak does not occur the care home has a policy in place which requires the immediate implementation of transmission-based contact precautions in addition to standard precautions.

To complete this activity, you are required to undertake following tasks:

2.1 To complete this task you will be required to answer questions based on the scenario and the Norovirus infection.

2.2 To complete this task you will be required to clean the resident room who has diarrhea, practice hand hygiene in accordance with national standards and guidelines as relevant to infection follow guidelines for selection and correct use of Personal Protection Equipment (PPE) as required, Follow procedures for environmental cleaning and management of waste and identify and respond to situations where transmission-based precautions or enhanced cleaning is required.

2.3 documenting and reporting the incident and response complete an incident report template provided within the task

Your supervisor will observe you carry out activity related to task and will sign it off as evidence:

For this task, your Supervisor/ Manager will record your task and sign off on the following checklist:

1. Correct Hand Hygiene practice checklist
2. Selecting and using applicable PPE checklist
3. Procedures for enhanced cleaning, environmental cleaning and waste management checklist

4. Incident reporting form

If the service does not have any of the checklist listed above, you may use the template provided below (you may customize the template to capture the actual completed tasks.)

If you are using the service's checklist, Workplace Supervisor must confirm the tasks completed, adding the statement: "I confirm that all tasks listed above have been completed by the student." Workplace Supervisor must date and sign the completed checklist.

Save the checklist with the following naming convention: yymmdd_Student Name_CHC33021_SWLA Portfolio 1_(Name of checklist example: Cleaning checklist) and submit it together with Portfolio 1 and the other SWLA-related documents.

For this activity you will be required to refer to the following documentation:

- a) Workplace infection control standards and guidelines and policies and procedures
- b) Workplace procedures for handling waste
- c) Workplace policies and procedures for hazard and risk management
- d) [National standards and guidelines for infection prevention and control and hand hygiene](#)

Resources required for this task:

- Access to their workplace
- Access to workplace policies and procedures.
- An area in which they can demonstrate clean-up procedures.
- 2 x area warning signs.
- Signage for separating clean and contaminated zone
- PPE.
- Disinfectant. disinfection with 1000ppm (0.1%) bleach solution – see product label for original strength of bleach, such as Sodium hypochlorite
- All cleaning equipment as required for Norovirus infection control
- Clinical waste bags and ties.
- Clinical waste receptacle.
- Hand-washing facilities such as wash basins with running hot and cold water, hospital grade soap, hand dryer, sanitiser

Task 2.1 To complete this task answer the following questions in the table below.

Assessor note: Students' answers must be as per the benchmark exemplar provided below, however the wording may vary.

a) What is norovirus mode of transmission	Airborne/Contact
b) List three (3) standard precautions you would follow to prevent spread of infection	<ul style="list-style-type: none">• Practice proper hand hygiene.• Wash fruits and vegetables and cook seafood thoroughly.• Clean and disinfect contaminated surfaces.• Wash laundry thoroughly.
c) List three(3) additional precautions that you will apply	1. Signs must state the type of precaution required for the patient

	<p>and be displayed on the door or at the foot of the bed.</p> <ol style="list-style-type: none"> 2. Patients on additional precautions must be clearly identified on their patient chart or requisitions to ensure all hospital personnel, departments, or other health care settings know what additional precautions to use. 3. Gown and gloves must be worn if providing direct care. 4. Additional hand hygiene practice before and after contact with patients to be applied 5. restriction of visitors to enter the facility 6. Extra cleaning procedures ensuring that patients rooms are cleaned twice a day with hospital grade disinfectant
d)What is the identified risk in this situation	The risk has been identified as cross-transmission of norovirus, with higher than usual rates occurring.

2.2 To complete this task, you are required to refer to the following guidelines and carry out the activities listed in this task.

Guidelines: [National standards and guidelines for infection prevention and control and hand hygiene](#)

a) Practice Hand Hygiene practice as per the National standards and guidelines for infection prevention and control

Student Note: you need to do this activity in presence of a supervisor/Manager.

If the service does not have a hand hygiene checklist, you may use the template provided below (you may customize the template to capture the actual completed hand hygiene tasks.)

If you are using the service’s hand washing checklist, Workplace Supervisor must confirm the tasks completed, adding the statement: “I confirm that all tasks listed above have been completed by the student.” Workplace Supervisor must date and sign the completed checklist.

Save the checklist with the following naming convention: yymmdd_Student Name_CHC33021_SWLA Portfolio 1_Hand Hygiene practice checklist and submit it together with Portfolio 1 and the other SWLA-related documents.

Supervisor/Manager Note: Supervisor /Manager please check the student has followed the below steps in the checklist provided in correct order when practicing hand hygiene once they have done so, please sign and save this checklist. Supervisor to clearly identify in the checklist if the required tasks was carried out correctly and sufficiently and was observed and add comments to capture how competency was demonstrated.

Assessor note: Student must submit the signed checklist by workplace supervisor for all the task listed in the checklist and undertaken by them. Assessor to clearly identify in the checklist if the required tasks was observed and note any comments added to capture how competency was demonstrated

Hand Hygiene Checklist Template <i>(tick the tasks completed)</i>		
	Date and time: Click or tap to enter a date.	Comments
Remove any rings, jewellery and bracelet before commencing hand washing	<input type="checkbox"/>	
Wet hands with warm water.	<input type="checkbox"/>	
Apply one dose of liquid soap and lather (wash) well for 15–20 seconds (or longer if there is any dirt ingrained).	<input type="checkbox"/>	
Rub hands together rapidly across all surfaces of hands and wrists to help remove dirt and germs.	<input type="checkbox"/>	
Rubbed the backs of hands, wrists, between fingers and the fingernails.	<input type="checkbox"/>	
Rinse well under running water and make sure all traces of soap are removed, as residues may cause irritation.	<input type="checkbox"/>	
Pat dry hands using paper towels (or single-use cloth towels). Make sure your hands are thoroughly dry.	<input type="checkbox"/>	
Use hand sanitizer in addition to hand washing	<input type="checkbox"/>	
Wash and dry hands after every contact	<input type="checkbox"/>	
If wearing jewellery that is stubborn to remove Dry under any rings you wear, as they can be a source of future contamination if they remain moist.	<input type="checkbox"/>	
Hot air driers can be used but, again, you should ensure your hands are thoroughly dry.	<input type="checkbox"/>	
<add rows as needed>		
	Supervisor's signature:	Supervisor's signature:

I, Workplace Supervisor, confirm that all tasks listed above have been completed by the student.	<hr/> Date: _____	<hr/> Date: _____
	Comments:	Comments:

b) Selecting and using correct PPE as per the guidelines and as appropriate to use for norovirus infection control and prevention.

Student Note: you need to do this activity in presence of a supervisor/Manager.

Your supervisor/Manager will provide you with a selection PPE you task will be to select and use the appropriate PPE.

If the service does not have a selecting and using PPE checklist, you may use the template provided below (you may customise the template to capture the actual completed PPE tasks.)

If you are using the service’s PPE checklist, Workplace Supervisor must confirm the tasks completed, adding the statement: “I confirm that all tasks listed above have been completed by the student.” Workplace Supervisor must date and sign the completed checklist.

Save the checklist with the following naming convention: yymmdd_Student Name_CHC33021_SWLA Portfolio 1_ selecting and using PPE checklist and submit it together with Portfolio 1 and the other SWLA-related documents.

Supervisor checklist: Supervisor /Manager please check the student has followed the below steps in the checklist provided in correct order when selecting and using PPE once they have done so, please sign and save this checklist. Supervisor to clearly identify in the checklist if the required tasks was carried out correctly and sufficiently and was observed and add comments to capture how competency was demonstrated.

Assessor note: Student must submit the signed checklist by workplace supervisor for all the task listed in the checklist and undertaken by them. Assessor to clearly identify in the checklist if the required tasks was observed and note any comments added to capture how competency was demonstrated

Selecting and using PPE Checklist Template <i>(tick the tasks completed)</i>		
	Date and time: Click or tap to enter a date.	Comments
Perform hand hygiene before donning any PPE equipment(ensure student have completed this in task 1 correctly)	<input type="checkbox"/>	

<p>Follow contact precautions when selecting PPE especially when attending to cleaning activities such as toilet cleaning, handling soiled linen etc. for example gown, eye protection, face masks and gloves</p>	<input type="checkbox"/>	
<p>Check for any defects in the PPE before use and inform supervisor if there are any defects</p>	<input type="checkbox"/>	
<ul style="list-style-type: none"> •Gown selection: Put on gown/apron which is preferably long-sleeved, fluid-resistant or a plastic apron is acceptable when direct physical contact is minimal and/or the risk of blood or body fluid splash is low (e.g., observations, medication delivery) • Select gowns that are single use or Disposable •Fully cover torso from neck to knees, arms to end of wrists, and wrap around the back. •Fasten at the back of neck and waist 	<input type="checkbox"/>	
<p>Put on surgical masks or PFR such as P2 or n95</p> <ul style="list-style-type: none"> • put the mask on the face, ensuring the nose piece is at the top of the mask • place the headband over the head and at the base of the neck • ensure mask fits comfortably on the nose and under the chin • compress the mask against the face to ensure a seal across the bridge of the nose • compress the mask to ensure a seal across the cheeks and the face • conduct a fit check 	<input type="checkbox"/>	
<p>Put on eye protection which should include use of face shield or goggle whichever is applicable</p>	<input type="checkbox"/>	
<p>Put on disposable non-sterile gloves If you have a sensitivity or allergy to latex, inform your manager and ensure you always use an alternative glove type.</p>	<input type="checkbox"/>	
<p><add rows as needed></p>		

I, Workplace Supervisor, confirm that all tasks listed above have been completed by the student.	Supervisor's signature: _____	Supervisor's signature: _____
	Date: _____	Date: _____
	Comments:	Comments:

c) Cleaning the resident room by following environmental cleaning procedures and waste management

Supervisor checklist: Supervisor /Manager please check the student has followed the below steps in the checklist provided in correct order when carrying out cleaning and waste management activity as per below checklist. once they have done so, please sign and save this checklist. Supervisor to clearly identify in the checklist if the required tasks was carried out correctly and sufficiently and was observed and add comments to capture how competency was demonstrated.

Assessor note: Student must submit the signed checklist by workplace supervisor for all the task listed in the checklist and undertaken by them. Assessor to clearly identify in the checklist if the required tasks was observed and note any comments added to capture how competency was demonstrated

Environmental cleaning and waste management Checklist Template (tick the tasks completed)		
	Date and time: Click or tap to enter a date.	Comments
Follow your organisation's cleaning policy and schedule	<input type="checkbox"/>	
Before commencing cleaning ensure there is appropriate signage displayed between cleaning and contaminated zone for example warning tapes, safety cones etc.	<input type="checkbox"/>	
Ensure all required PPE is donned before entering the contaminated zone	<input type="checkbox"/>	
Clean resident environments thoroughly with a neutral detergent and hot water prior to using diluted bleach.	<input type="checkbox"/>	

Follow contact precautions and apply enhanced cleaning to thoroughly clean any touched services such as door handles, toilet roll handles, safety handles, shower chair etc. potentially cleaning all contaminated areas which have been frequently used.	<input type="checkbox"/>	
Clean thoroughly with detergent and hot water, followed by disinfection with 1000ppm (0.1%) bleach solution – see product label for original strength of bleach, such as Sodium hypochlorite. Pay particular attention to bathrooms and toilets, and to frequently touched areas, e.g., door handles, taps, light switches, etc. used by affected residents	<input type="checkbox"/>	
Use separate cleaning cloths and mop heads for cleaning toilets and bathrooms or soiled areas – discard cloths or launder in hot water with detergent.	<input type="checkbox"/>	
Leave toilet brush in a holder to dry.	<input type="checkbox"/>	
Emptied garbage bin and disinfected unit	<input type="checkbox"/>	
Place any clinical waste in biohazard bags as soon as possible. Biohazard bags have a biohazard symbol and are currently coloured yellow.	<input type="checkbox"/>	
Took out garbage	<input type="checkbox"/>	
Replaced bin liner	<input type="checkbox"/>	
Before leaving the contaminated zone remove and bag all PPE in appropriate bin liners, sanitise hands or wash hand thoroughly if they are soiled (supervisor observe did the student implement personal hygiene practices)	<input type="checkbox"/>	
confine the contaminated instruments or equipment into the sterilising facility, all reusable items that have been used or unused during patient treatment are also cleaned in a physically separate area to prevent possible contamination of processed items.	<input type="checkbox"/>	
<add rows as needed>		
I, Workplace Supervisor, confirm that all tasks listed above have been completed by the student.	Supervisor's signature:	Supervisor's signature:

	Date: _____	Date: _____
	Comments:	Comments:

2.3 For this task you are required to complete and document an incident report below and email your supervisor the report with your response.

(Approximate word count 110-120 words)

Assessor note: Students answers must correspond with the sample answers provided below however the wording may vary.

**EXPOSURE INCIDENT REPORT
Residents EXPOSURE TO Norovirus infection**

Employees Name: Student Name Position: Role/job in workplace

Estimated date of Exposure: activity date Time: _____ A.M. _____ P.M.

Name of suspected residents (If you don't want to put a name just call them resident A and resident B)

Symptoms of residents after suspected exposure

Cough, sneezing and body ache

After how many hours/time did residents start to show symptoms

On the same day after attending group activity in the morning with the resident being diagnosed with Norovirus

Source of exposure: infection exposure due to a close contact with a resident diagnosed with Norovirus and having diarrhoea

How exposure occurred: All three residents attended a group activity two days ago in proximity with each other and since norovirus is spread through contact it is suspected that may have led to the exposure.

Response/Immediate action taken informed supervisor immediately, suspected residents confined to their rooms ,
ensuring residents have required PPE and hand soap, monitoring residents symptoms _____

Protective equipment being used? Yes _____ Yes _____ No _____ N/A

If protective equipment was not used, why? _____

Comment:

Incident reported to: **Immediate supervisor/HR officer** _____

Physician referral scheduled: N / A _____

_____ I understand the potential risks related to the exposure incident, which occurred and agree to receive an examination and/or treatment for the exposure, as recommended by my physician. This includes serological (blood) testing for Hepatitis B and HIV Virus, if indicated.

_____ I understand the potential risks related to the exposure incident, which occurred and Do Not Agree to have an examination or treatment for the exposure.

Employee Signature

Supervisor

Date

Date

This form is to be kept at the employee's facility.

Assessor note: Students emails and communication must correspond with the sample answers provided below however the wording may vary.

To: <i>supervisor@facility.com</i>
Add a subject: incident reporting and response
(Approximate word count 90-95 words)
Email Body: Good afternoon, I wish to bring to your notice that on (date/time) I was on duty to undertake cleaning of a resident's room who had been unwell for over 24 hours with diarrhea. The infectious agent involved was identified as norovirus. I also noticed that two residents were showing symptoms of cough, sneezing and back ache and suspect they may have been exposed to the infection as they attended group activity with the infected residents two days ago. I have since completed the above incident report and my response to managing the exposure incident. Regards Student name

ACTIVITY 3: Scenario
Module 5 – Activity 3
<p>For this activity you are required to read the scenario and provide a recording of all the activities that you must complete. This activity requires you to demonstrate your skills for management of spills and/or body fluids.</p> <p>Student note: In the scenario below the vomit will be replicated by spill and/or a body fluid by your assessor/supervisor where actual vomit has not occurred, however you will be required to treat the body fluid as infectious vomit and apply the same infection control procedures used for managing infectious spills.</p> <p>Assessor note: For the purposes of completion of this activity and where actual vomit has not occurred this can be replaced by any spill and/or body fluids however the student must treat the fluid as actual vomit and apply all infection control mechanisms to demonstrate their ability to follow and manage the process.</p>
SCENARIO You work as a carer in a care home which has recently had infectious gastro outbreak following the outbreak, you were cleaning the dining area when you notice that one of the clients has just vomited on the floor. The vomit has splashed around the floor area and some dining furniture such as tables, chairs etc. You have also noticed recently that residents have not been following proper hand hygiene

especially after consuming meals, before using common kitchen equipment and each time there is a social contact between residents it increases the risk of cross contamination and potential for infection to spread rapidly.

You are required to carry out the following tasks for this activity:

3.1 Read and answer the questions relating to identify, respond and communicate potential risk and one (1) breach in infection control.

3.2 Complete the hazard and risk assessment:

- Identify two(2) hazards and two(2) risk and assess the risk and take appropriate immediate action in accordance with industry and organisational guidelines.
- Implement two(2) control measures for each of the identified hazard and risk to minimise contamination of people, materials and equipment.

3.3 Write an email to communicate any breach in infection control and risk management strategies in place to the supervisor, manager or responsible authority and seek advice on actions required following a breach in infection control.

3.4 Using your workplace's policies and procedures and a bodily fluids spill kit, clean up the vomit and wash the area including following hand hygiene as per the guidelines, selecting correct PPE and clean up using correct clean up and waste management procedures.

3.5 Document incidents and responses and report

3.6 Ensure all records, materials and equipment are stored in a designated clean area.

To complete this activity, you are required to access following documents:

- a) Workplace infection control guidelines and policies and procedures
- b) Workplace procedures for handling waste
- c) Workplace policies and procedures for hazard and risk management
- d) National standards and guidelines for infection prevention and control and hand hygiene

Resources required for this task:

- Access to their workplace
- Access to workplace policies and procedures.
- substance that replicates bodily fluid or spill
- An area in which they can demonstrate clean-up procedures.
- A bodily fluids spill kit.
- 2 x spill area warning signs.
- PPE.
- Disinfectant. disinfect with a 1:10 bleach solution or an appropriate disinfectant with proven effectiveness against non-enveloped viruses (e.g..... Poliovirus, Rotavirus, Feline Calicivirus).
- Clinical waste bags and ties.
- Clinical waste receptacle.
- Hand-washing facilities Hand-washing facilities such as wash basins with running hot and cold water, hospital grade soap, hand dryer, sanitiser
- Access to a work colleague or another student to carry out the role play

- A clear, clean storage area for storing clean equipment, materials and records

3.1 In this task you are required to identify, respond and communicate potential risk and one (1) breach in infection control and answer the questions in the below table that is in line with the scenario above.

Assessor note: Students answers must be in line with the exemplar benchmarks provided below however the wording may vary.

Question	Answer
List one potential risk and one breach in infection control	<p>potential risk: spread of infection due to potential cross contamination</p> <p>Breach in infection control : residents not following proper hand hygiene techniques such as hand washing after meals, when using common kitchen equipment's which may lead to further spread of infection and cross contamination.</p>
List two (2) ways how would you respond to this risk	<ol style="list-style-type: none"> 1) Complete a hazard and risk assessment checklist, analyse the risk and immediately implement control measure 2) Inform the supervisor or manager so appropriate actions can be taken 3) Immediately clean up the vomit following policies and procedures for cleaning bodily fluids
List two(2) people you would communicate the risk and breach in infection control	Inform immediate manager/supervisor and report to the HR officer /WHS Officer

3.2 Complete the hazard and risk assessment:

- Identify two(2) hazards and two(2) risk and assess the risk and take appropriate immediate action in accordance with industry and organisational guidelines.
- Implement two(2) control measures for each of the identified hazard and risk to minimise contamination of people, materials and equipment.

3.3 Write an email to communicate any breach in infection control and risk management strategies in place to the supervisor, manager or responsible authority and seek advice on actions required following a breach in infection control.

Assessor note: Students must identify two (2) out of three(3) hazards and risk options provided below in the sample answers.

RISK ASSESSMENT RATING MATRIX

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

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

RISK LEVELS

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

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

HAZARD AND RISK ASSESSMENT FORM

Site supervisor/manager		[Add Supervisor/Manager Name]			Date	
Name of person completing risk assessment		[Add student name]				
Hazard identification and initial risk rating					Control measures and actions	
Hazard	Potential risk/harm	Likelihood of harm occurring	Consequence level	Risk level rating	List two (2) Control measures	Who would you report this to
a) Falls injury due to spill	Slips, trips falls if the contaminated zone is not cleaned or isolated properly	Likely	Major	High	<ol style="list-style-type: none"> 1. Placing appropriate signage to the contaminated area 2. Cleaning all spills immediately 3. Removing any obstacles from the area that can cause slips and falls 4. Keeping working areas and walkways well lit 	<ul style="list-style-type: none"> ▪ To the supervisor, RN or care Manager
b) Biological hazard	Spread of infection to others such as visitors, to your self and other workers	Possible	Major	Extreme	<ol style="list-style-type: none"> 1. Staff and visitors should wash their hands before and after all resident contact 	Report it to supervisor, care manager, RN

HAZARD AND RISK ASSESSMENT FORM

2. Residents should wash their hands after going to the toilet, before meals and after any episode of diarrhoea or vomiting. They should be given assistance with personal hygiene as required.
3. Hands should be washed thoroughly by rubbing all surfaces of lathered hands vigorously for at least 20 seconds with soap under running water
4. Signs should be posted at the entrance of the facility, on the door of affected resident's rooms and/or on the toilet designated for use by affected residents

HAZARD AND RISK ASSESSMENT FORM

					5. A hand hygiene station at the entrance and access to hand hygiene equipment should be made available asap.	
c) Environmental hazard	Cross contamination due to spread of infection, Contamination of equipment and materials	Possible	High	High	<ol style="list-style-type: none"> 1. Limit contamination by cleaning and disinfecting the area and the equipment that have come in contact of the fluid/spill. 2. Clearly install signage segregating contaminated and clear zones to stop cross contamination of equipment and materials. 3. Install warning signs for staff to wear PPE before entering/exiting a contaminated zone. 	Report to supervisor, care manager or RN

b) Write an email to communicate any breach in infection control and risk management strategies in place to the supervisor, manager or responsible authority and seek advice on actions required following a breach in infection control.

Assessor note: Students emails and communication must correspond with the sample answers provided below however the wording may vary.

To: <i>supervisor@facility.com</i>
Add a subject: <i>seeking your advice on Infection control breach & risk management</i>
(Approximate word count 90-95 words)
Email Body:
<i>Good afternoon,</i>
<i>I wish to bring to your notice that on (date/time) I was on duty to undertake cleaning of a resident's room who had been unwell for over 24 hours with diarrhea. The infectious agent involved was identified as norovirus.</i>
<i>I also noticed that two residents were showing symptoms of cough, sneezing and back ache and suspect they may have been exposed to the infection as they attended group activity with the infected residents two days ago.</i>
<i>I have since completed the above incident report and my response to managing the exposure incident.</i>
<i>Regards</i>
<i>Student name</i>

3.4 To complete this task, you are required to refer to the following guidelines and carry out the activities listed in this task.

Guidelines: [National standards and guidelines for infection prevention and control and hand hygiene](#)

a) Carryout Hand Hygiene practice as relevant to infection risk

Student Note: you need to do this activity in presence of a supervisor/Manager.

If the service does not have a hand hygiene checklist, you may use the template provided below (you may customize the template to capture the actual completed hand hygiene tasks.)

If you are using the service's hand washing checklist, Workplace Supervisor must confirm the tasks completed, adding the statement: "I confirm that all tasks listed above have been completed by the student." Workplace Supervisor must date and sign the completed checklist.

Save the checklist with the following naming convention: yymmdd_Student Name_CHC33021_SWLA Portfolio 1_Hand Hygiene practice checklist and submit it together with Portfolio 1 and the other SWLA-related documents.

Supervisor/Manager Note: Supervisor /Manager please check the student has followed the below steps in the checklist provided in correct order when practicing hand hygiene once they have done so, please sign and save this checklist. . Supervisor to clearly identify in the checklist if the required tasks was carried out correctly and sufficiently and was observed and add comments to capture how competency was demonstrated.

Assessor note: Student must submit the signed checklist by workplace supervisor for all the task listed in the checklist and undertaken by them. Assessor to clearly identify in the checklist if the required tasks was observed and note any comments added to capture how competency was demonstrated.

Hand Hygiene Checklist Template (tick the tasks completed)		
	Date and time: Click or tap to enter a date.	Comments
start by rubbing hand with ABHR (Alcohol based hand rub) with at least 60% concentration, for 15 seconds	<input type="checkbox"/>	
If hands are visibly soiled or before starting to wear PPE Wet hands with warm water.	<input type="checkbox"/>	
Apply one dose of liquid soap and lather (wash) well for 15–20 seconds (or longer if there is any dirt ingrained).	<input type="checkbox"/>	
Rub hands together rapidly across all surfaces of hands and wrists to help remove dirt and germs.	<input type="checkbox"/>	
Rubbed the backs of hands, wrists, between fingers and the fingernails.	<input type="checkbox"/>	
Rinse well under running water and make sure all traces of soap are removed, as residues may cause irritation.	<input type="checkbox"/>	
Pat dry hands using paper towels (or single-use cloth towels). Make sure your hands are thoroughly dry.	<input type="checkbox"/>	
Use hand sanitiser in addition to hand washing	<input type="checkbox"/>	
Wash and dry hands after every contact	<input type="checkbox"/>	
If wearing jewellery that is stubborn to remove Dry under any rings you wear, as they can be a source of future contamination if they remain moist.	<input type="checkbox"/>	
Hot air driers can be used but, again, you should ensure your hands are thoroughly dry.	<input type="checkbox"/>	
<add rows as needed>		
I, Workplace Supervisor, confirm that all tasks listed above have been completed by the student.	Supervisor's signature:	Supervisor's signature:

	_____	_____
	Date: _____	Date: _____
	Comments:	Comments:

b) Selecting and using correct PPE as per the guidelines and as appropriate to the task

Student Note: you need to do this activity in presence of a supervisor/Manager.

Your supervisor/Manager will provide you with a selection PPE you task will be to select and use the appropriate PPE.

If the service does not have a selecting and using PPE checklist, you may use the template provided below (you may customise the template to capture the actual completed PPE tasks.)

If you are using the service’s PPE checklist, Workplace Supervisor must confirm the tasks completed, adding the statement: “I confirm that all tasks listed above have been completed by the student.” Workplace Supervisor must date and sign the completed checklist.

Save the checklist with the following naming convention: yymmdd_Student Name_CHC33021_SWLA Portfolio 1_ selecting and using PPE checklist and submit it together with Portfolio 1 and the other SWLA-related documents.

Supervisor checklist: Supervisor /Manager please check the student has followed the below steps in the checklist provided in correct order when selecting and using PPE once they have done so, please sign and save this checklist. .Supervisor to clearly identify in the checklist if the required tasks was carried out correctly and sufficiently and was observed and add comments to capture how competency was demonstrated.

Assessor note: Student must submit the signed checklist by workplace supervisor for all the task listed in the checklist and undertaken by them. Assessor to clearly identify in the checklist if the required tasks was observed and note any comments added to capture how competency was demonstrated

Selecting and using PPE Checklist Template <i>(tick the tasks completed)</i>		
	Date and time: Click or tap to enter a date.	Comments
Perform hand hygiene before donning any PPE equipment(ensure student have completed this in task 1 correctly)	<input type="checkbox"/>	
Follow contact precautions when selecting PPE especially when attending to cleaning activities such	<input type="checkbox"/>	

as toilet cleaning, handling soiled linen etc. for example gown, eye protection, face masks and gloves		
Check for any defects in the PPE before use and inform supervisor if there are any defects	<input type="checkbox"/>	
<ul style="list-style-type: none"> •Gown selection: Put on gown/apron which is preferably long-sleeved, fluid-resistant or a plastic apron is acceptable when direct physical contact is minimal and/or the risk of blood or body fluid splash is low (e.g., observations, medication delivery) • Select gowns that are single use or Disposable •Fully cover torso from neck to knees, arms to end of wrists, and wrap around the back. •Fasten at the back of neck and waist 	<input type="checkbox"/>	
<p>Put on surgical masks or PFR such as P2 or n95</p> <ul style="list-style-type: none"> • put the mask on the face, ensuring the nose piece is at the top of the mask • place the headband over the head and at the base of the neck • ensure mask fits comfortably on the nose and under the chin • compress the mask against the face to ensure a seal across the bridge of the nose • compress the mask to ensure a seal across the cheeks and the face • conduct a fit check 	<input type="checkbox"/>	
Put on eye protection which should include use of face shield or goggle whichever is applicable	<input type="checkbox"/>	
<p>Put on disposable non-sterile gloves</p> <p>If you have a sensitivity or allergy to latex, inform your manager and ensure you always use an alternative glove type.</p>	<input type="checkbox"/>	
<add rows as needed>		
I, Workplace Supervisor, confirm that all tasks listed above have been completed by the student.	Supervisor's signature:	Supervisor's signature:

	_____	_____
	Date: _____	Date: _____
	Comments:	Comments:

c) Carry out the following activities to manage spill and exposure to bodily fluids.

Supervisor checklist: Supervisor /Manager please check the student has followed the below steps in the checklist provided in correct order when cleaning bodily fluids once they have done so, please sign and save this checklist. .Supervisor to clearly identify in the checklist if the required tasks was carried out correctly and sufficiently and was observed and add comments to capture how competency was demonstrated.

Assessor note: Student must submit the signed checklist by workplace supervisor for all the task listed in the checklist and undertaken by them. Assessor to clearly identify in the checklist if the required tasks was observed and note any comments added to capture how competency was demonstrated

Cleaning bodily fluid Checklist Template <i>(tick the tasks completed)</i>		
	Date and time: Click or tap to enter a date.	Comments
Follow your organisation’s cleaning policy and schedule	<input type="checkbox"/>	
Before commencing cleaning ensure there is appropriate signage displayed between cleaning and contaminated zone for example warning tapes, safety cones etc.	<input type="checkbox"/>	
Ensure all required PPE is donned before entering the contaminated zone	<input type="checkbox"/>	
Wear disposable gloves. Eyewear and a plastic apron should be worn	<input type="checkbox"/>	
Wipe up the spill immediately with absorbent material (e.g. paper hand towelling). Place any contaminated absorbent material into an impervious container or plastic bag for disposal.	<input type="checkbox"/>	
Clean the affected area with soap and water then disinfect with a 1:10 bleach solution for 10 minutes or an appropriate disinfectant with proven effectiveness against non-enveloped viruses (e.g., Poliovirus, Rotavirus, Feline Calicivirus). Refer to the manufacturer’s label to ensure the	<input type="checkbox"/>	

disinfectant is left on the contaminated surface for the correct contact time. With bleach, this would mean the surface stays wet for at least 10 minutes.		
<ul style="list-style-type: none"> • Where contact with bare skin is likely, disinfect the area using a Hospital Grade Disinfectant. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • For larger spills, a mop and bucket with detergent may be required. 	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Discard contaminated materials (absorbent toweling, cleaning cloths, disposable gloves and plastic apron) in accordance with state/territory Regulations (normally this will be done by placing the used materials into an “infectious waste” bin or bag). 	<input type="checkbox"/>	
Cleaning items (including solutions, water, buckets, cleaning cloths and mop heads) should be changed after each use. They should also be changed immediately following the cleaning of blood or body substance spills.	<input type="checkbox"/>	
confine the contaminated instruments or equipment into the sterilising facility, all reusable items that have been used or unused during patient treatment are also cleaned in a physically separate area to prevent possible contamination of processed items.	<input type="checkbox"/>	
Place any clinical waste in biohazard bags as soon as possible. Biohazard bags have a biohazard symbol and are currently coloured yellow.	<input type="checkbox"/>	
Before leaving the contaminated zone remove and bag all PPE in appropriate bin liners, Wash hands thoroughly following the organisations hand hygiene practices (supervisor observe did the student implement personal hygiene practices)	<input type="checkbox"/>	
<add rows as needed>		
I, Workplace Supervisor, confirm that all tasks listed above have been completed by the student.	Supervisor’s signature:	Supervisor’s signature:

	Date: _____	_____ Date: _____
	Comments:	Comments:

3.5 Document incidents and responses and report according to organisational policies and procedures.

Assessor note: Students answers correspond with the sample answers provided below however the wording may vary.

EXPOSURE INCIDENT REPORT

Exposure to bodily fluids and risk of infection transmission

Employees Name: Student Name

Position: Role/job in workplace

Estimated date of Exposure: activity date Time: _____ A.M. _____ P.M.

Source of exposure: a client vomited where (student) was cleaning the dining area.

Describe how exposure occurred: A client vomited on the floor of the dining area when I was cleaning the floor. I noticed that the vomit splashed quite close to the area where I was cleaning.

Did the fluid come in contact with mucous membranes (splashes into eyes, nose and/or mouth, etc.) or onto your non-intact skin (healing wounds, chapped skin, etc.) please specify:

Response/Immediate action taken informed supervisor immediately, flush the exposed skin area well with running water,

Protective equipment being used? Yes _____ Yes _____ No _____ N/A

If protective equipment was not used, why? _____

Comment:

Incident reported to: **Immediate supervisor/HR officer** _____

Physician referral scheduled: N / A _____

_____ I understand the potential risks related to the exposure incident, which occurred and agree to receive an examination and/or treatment for the exposure, as recommended by my physician. This includes serological (blood) testing for Hepatitis B and HIV Virus, if indicated.

_____ I understand the potential risks related to the exposure incident, which occurred and Do Not Agree to have an examination or treatment for the exposure.

Employee Signature

Supervisor

Date

Date

This form is to be kept at the employee's facility.

3.6 Once activity is completed ensure all records, materials and equipment are stored in a designated clean area as per organisations policies and procedures.

Supervisor checklist: Supervisor /Manager please check the student has followed the below steps in the checklist provided in correct order when carrying out storing activity once they have done so, please sign and save this checklist. .Supervisor to clearly identify in the checklist if the required tasks was carried out correctly and sufficiently and was observed and add comments to capture how competency was demonstrated.

Assessor note: Student must submit the signed checklist by workplace supervisor for all the task listed in the checklist and undertaken by them. Assessor to clearly identify in the checklist if the required tasks was observed and note any comments added to capture how competency was demonstrated.

Record, material and equipment storage Checklist Template <i>(tick the tasks completed)</i>		
	Date and time: Click or tap to enter a date.	Comments
confine the contaminated instruments or equipment into the sterilising facility, all reusable items that have been used or unused during patient treatment are also cleaned in a physically separate area to prevent possible contamination of processed items.	<input type="checkbox"/>	
All records are kept in a clean zone. Clean zones include those surfaces and drawers where clean or sterilised instruments are stored and that never come in contact with contaminated instruments or equipment	<input type="checkbox"/>	
Appropriate signage /warning tape is installed to avoid contaminated instruments or equipment re-entering clean areas	<input type="checkbox"/>	
<add rows as needed>		
I, Workplace Supervisor, confirm that all tasks listed above have been completed by the student.	Supervisor's signature: _____	Supervisor's signature: _____
Date: _____		

		Date: _____
	Comments:	Comments:

ACTIVITY 4: Scenario

Module 5 – Activity 4

For this activity you are required to read the scenario and follow manual handling tasks at workplace. You will need to complete this activity in presence of a supervisor/manager.

Student note: In the scenario your assessor/supervisor will provide you with a few small boxes with distributed weight (heavy and light) totaling up to 10kgs. The contents of the boxes may vary from items such as medicines, clothing, linen etc. The boxes You will be required to follow manual handling procedures and lift the boxes and stack them as per requirements of the task.

Supervisor note: For the purposes of completion of this activity please provide varying small size and shape of boxes to the students which totals up to 10kgs. The boxes can be filled with items of your choice, or any items used in the facility such as medicines, clothing, linen etc. Please note this task may involve risk of manual injury so ensure that students are provided with manual handling procedures and all working tools and equipment such as trolleys etc. To undertake the activity.

Assessor note: Please ensure that as evidence student has uploaded the signed copy by their workplace supervisor noting successful task completion or any valid comments in relation to the tasks and checklist as corresponding to Activity 4. Task 4.1,4.2.

SCENARIO

Your supervisor has asked you to lift and place small sized storage boxes that have just been delivered to your workplace. The boxes contain medicines and other day to day utility items. You are required to lift these boxes, carry them and stack them in a storage room. To access the storage room, you have to maneuver your way through a small area. The boxes are of different shapes and sizes in total there are five (5) boxes and the total weight to be pushed out is approximately 10 kgs.

You are required to carry out the following tasks for this activity:

4.1 Follow manual handling procedures and work instructions for minimising manual handling risk.

4.2 Complete the hazard and risk assessment:

- Identify two(2) hazards and two(2) risk and assess the risk and take appropriate immediate action in accordance with industry and organisational guidelines.

- Implement two(2) control measures for each of the identified hazard and risk to minimise risks.

To complete this activity, you are required to access following documents:

- a) Workplace policies and procedures for manual handling tasks
- b) Workplace policies and procedures for hazard and risk management

Student Note:

Your supervisor/Manager will provide you with a manual handling workplace policies and procedures and other items such as boxes, equipment as required to complete the task.

Your task will be to follow manual handling procedures as per the task and work instructions.

If the service does not have observation checklist for manual handling task, you may use the template provided below (you may customise the template to capture the actual completed manual handling tasks.)

If you are using the service's observation checklist, Workplace Supervisor must confirm the tasks completed, adding the statement: "I confirm that all tasks listed above have been completed by the student." Workplace Supervisor must date and sign the completed checklist.

Save the checklist with the following naming convention: yymmdd_Student Name_CHC33021_SWLA Portfolio 1_ selecting and using manual handling checklist and submit it together with Portfolio 1 and the other SWLA-related documents.

Supervisor checklist: Supervisor /Manager please check the student has followed the below steps in the checklist provided in correct order when carrying out manual handling once they have done so, please sign and save this checklist.

Resources required for this task:

- Access to their workplace
- Access to workplace policies and procedures.
- An area in which they can demonstrate procedures of manual handling
- A storage area where they store and stack the boxes.
- A range of small size and shape of boxes totaling not more than 10kgs weight
- 2 x signage
- PPE.
- Equipment's to assist in carrying and staking the boxes e.g., trolley, ladders etc.

4.1. Follow correct manual handling procedures for lifting, carrying, stacking boxes.

Supervisor checklist: Supervisor /Manager please check the student has followed the below steps in the checklist provided in correct order when carrying out manual handling task once they have done so, please sign and save this checklist. .Supervisor to clearly identify in the checklist if the required tasks was carried

out correctly and sufficiently and was observed and add comments to capture how competency was demonstrated.

Assessor note: Student must submit the signed checklist by workplace supervisor for all the task listed in the checklist and undertaken by them. Assessor to clearly identify in the checklist if the required tasks was observed and note any comments added to capture how competency was demonstrated.

Manual Handling Checklist Template <i>(tick the tasks completed)</i>		
	Date and time: Click or tap to enter a date.	Comments
Read relevant workplace documents and follow manual handling instructions and procedures	<input type="checkbox"/>	
Wear appropriate PPE such as closed shoes, safety vest	<input type="checkbox"/>	
Determine if the size of the Load	<input type="checkbox"/>	
Determine Is the load difficult to grasp and/or hold because of its <ul style="list-style-type: none"> o instability? o volume (bulky)? o shape? o surface material? 	<input type="checkbox"/>	
Check Is the load harmful because of its <ul style="list-style-type: none"> o sharp edges? o high or low temperature? o dangerous substance? 	<input type="checkbox"/>	
Does the load block the worker's view?	<input type="checkbox"/>	
Check Is the floor of bad quality: <ul style="list-style-type: none"> o rough? o too soft? o slippery? o variation in levels? o cluttered? o any other tripping hazard? 	<input checked="" type="checkbox"/>	
Check Is the load being lifted/carried/pushed or pulled in a repetitive manner?	<input type="checkbox"/>	
Does the task require awkward postures like twisting the trunk, bending the back forwards or backwards, reaching, holding objects far from the body?	<input type="checkbox"/>	
Follow proper lifting techniques as per below: Proper Positioning – Make sure to stand close to the load you are lifting, with your feet about shoulder width	<input type="checkbox"/>	

<p>apart. Put one foot slightly ahead of the other to help improve your balance.</p> <p>Squat at the Knees – Never bend down at the waste or with your back when lifting. Instead, bend your knees and keep your back as straight as possible. This will help avoid back injuries.</p> <p>Firm Grip – Make sure you have a very firm grip before lifting. Don't attempt to lift it up, and then adjust to get a better grip. Many times, using gloves can help with this.</p> <p>Lift Slowly – Don't make the mistake of quickly coming to a standing position. This can cause the object to shift, or the grip to slip. Instead, rise yourself up smoothly to ensure proper balance.</p>		
<p>Keep Objects Close – Once you are standing, make sure you hold the object close to the body so that it stays stable and secure. This will also help to avoid back injuries while moving.</p>	<input type="checkbox"/>	
<p>Carry and stack the boxes in designated storage area</p>	<input type="checkbox"/>	
<p><add rows as needed></p>		
<p>I, Workplace Supervisor, confirm that all tasks listed above have been completed by the student.</p>	<p>Supervisor's signature:</p> <p>_____</p> <p>Date: _____</p>	<p>Supervisor's signature:</p> <p>_____</p> <p>Date: _____</p>
	<p>Comments:</p>	<p>Comments:</p>

4.2 Complete the hazard and risk assessment:

- Identify two(2) hazards and two(2) risk and assess the risk and take appropriate immediate action in accordance with industry and organisational guidelines.
- Implement two(2) control measures for each of the identified hazard and risk to minimise risks.

Assessor note: Students must identify two (2) out of three(3) hazards and risk options provided below in the sample answers.

RISK ASSESSMENT RATING MATRIX

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

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

RISK LEVELS

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

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

HAZARD AND RISK ASSESSMENT FORM

Site supervisor/manager

[Add Supervisor/Manager Name]

Date

Name of person completing risk assessment

[Add student name]

Hazard identification and initial risk rating

Control measures and actions

Hazard	Potential risk/harm	Likelihood of harm occurring	Consequence level	Risk level rating	List two (2) Control measures	Who would you report this to
1. Falls injury from manual handling	Slips, trips falls	Possible	Major	High	1. Follow organisations policies and procedures before commencing manual handling task 2. Check and remove any obstacles from walkways and check the best way to carry the load through a small walkway.	▪ To the supervisor, RN or care Manager

HAZARD AND RISK ASSESSMENT FORM

<p>2. Load too heavy at times and uneven weight distribution as boxes are of different shapes and sizes</p>	<p>Back injuries, sprains and other injuries due to bending, twisting and stooping when carrying, placing the load</p>	<p>Likely</p>	<p>Major</p>	<p>Extreme</p>	<ol style="list-style-type: none"> 1. Check the weight of boxes and load similar shaped boxes 2. Use mechanical aids if required to lift, carry and stack the boxes such as trolley, ladders act. 3. Organise the work area to reduce the amount of bending, twisting and stretching required. 	<p>Report it to supervisor, care manager, RN</p>
<p>3. Frequent movement leading to fatigue and tiredness</p>	<p>Increased risk of errors due to lack of attention leading to increased risk of injuries/incident</p>	<p>Possible</p>	<p>Moderate</p>	<p>High</p>	<ol style="list-style-type: none"> 1. Plan/Take frequent breaks. 2. Cool down after heavy work with gentle, sustained stretches. 	<p>Report to supervisor, care manager or RN</p>

ACTIVITY 5: EMERGENCY REHEARSAL

During your SWLA, you are required to participate in a service's emergency rehearsal. The emergency rehearsal (or drill) can either be a **fire evacuation** or **lockdown rehearsal**. Once you have participated in the rehearsal, fill out the *Emergency Response Exercise – Observer Checklist* below.

As per [Regulation 97](#) (screenshot provided below), services are required to rehearse their emergency procedures every three (3) months.

Student Note:

Your supervisor/Manager will provide you with workplace policies and procedures as appropriate to the task.

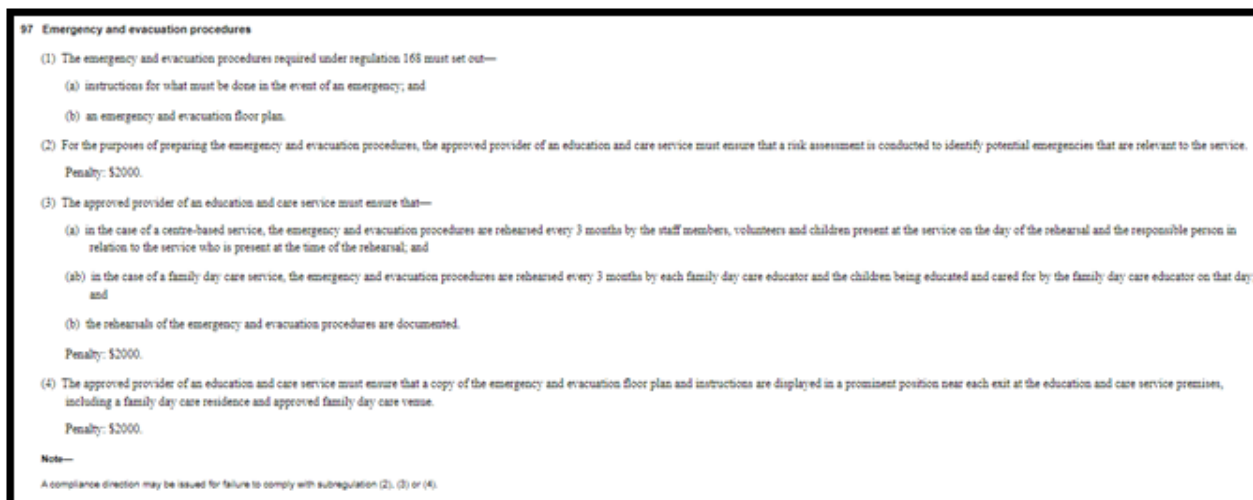
Your task will be to participate in the simulated emergency rehearsal/drill and complete the checklist below.

A Workplace Supervisor will also sign the checklist you have completed confirming the tasks completed by you, adding the statement: "I confirm that all tasks listed above have been completed by the student." Workplace Supervisor must date and sign the completed checklist.

You will then save the checklist with the following naming convention: yymmdd_Student Name_CHC33021_SWLA Portfolio 1_Emergency rehearsal/drill checklist and submit it together with Portfolio 1 and the other SWLA-related documents.

Supervisor checklist: Supervisor /Manager please check the student has followed the below steps in the checklist provided and complete the observation list in relation to following all the task related to emergency rehearsal/drill they have done so please sign and save this checklist. .Supervisor to clearly identify in the checklist if the required tasks was carried out correctly and sufficiently and was observed and add comments to capture how competency was demonstrated.

Assessor note: Student must submit the signed checklist by workplace supervisor for all the task listed in the checklist and undertaken by them. Assessor to clearly identify in the checklist if the required tasks was observed and note any comments added to capture how competency was demonstrated.



Emergency Response Exercise – Observer Checklist

Observer's name		Date of exercise:	DD/MM/YYYY
The exercise was initiated	HH:MM		
Alert tone sounded at	HH:MM	Evacuation tone sounded at	HH:MM
The exercise concluded at	HH:MM	The debrief started at	HH:MM

During the exercise: If there are unsafe conditions, alert a Warden or staff member to the situation for their immediate attention and action. If no action is taken, intervene to direct people away from the potential harm.

What is the cause of the emergency?	Emergency Rehearsal
Which response procedures are expected to be used in the exercise? <i>Circle expected responses</i>	Evacuation / Shelter in place / Lockdown
Carry out and inspect Are you located in a mixed occupancy building or on/in close proximity to a school site? If so, did any other occupants besides your service take part in the exercise?	

Overall:

Evacuation: Did all occupants reach the Evacuation Assembly Area?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If <i>No</i> , what occurred?			
Shelter in place: Did occupants shelter according to plan?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If <i>No</i> , what occurred?			
Lockdown: Did the service lockdown their facility?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If <i>No</i> , what occurred?			
Safety: Was the exercise completed safely and without incident/injury to staff, clients and visitors	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

<p>I, Workplace Supervisor, confirm that all tasks listed above have been completed by the student.</p>	<p>Supervisor's signature:</p> <p>_____</p> <p>Date: _____</p> <p>Supervisors Comments:</p>
<p>If No, what occurred? Have injuries been treated and reported?</p>	

Information:

The on-site evacuation assembly area is:	Location
The external evacuation assembly area is:	Address and route
The refuge area (shelter in place) is:	Location

Emergency Control Organisation (Staff responsible for responding to emergencies affecting the service):

Check for:	Observed? (Circle relevant answer)	Notes
The situation was identified and assessed	Yes / No	
Staff understood their emergency response role	Yes / No	
One person leads the overall response (Response leader)	Yes / No	
The response leader briefed responders on the situation and directed the required response	Yes / No	
Staff gather clients and visitors and describe the required actions	Yes / No	
Staff reassure clients and visitors	Yes / No	
Staff ensure that clients and visitors move safely	Yes / No	
On evacuation, staff gather Evacuation Kits	Yes / No	
Staff communicate with the response leader to advise: <ul style="list-style-type: none"> • Area/floor has been cleared • Number and location of any refusals or people left behind 	Yes / No	Note: How did Warden communicate with Chief Warden? How many Mobility Impaired? How many Refusals?

Staff account for all clients and visitors upon reaching: Evacuation Assembly Area (for Evacuations)/Refuge (for Shelter in place and Lockdown)	Yes / No	
Staff report details of missing people to the staff member leading the exercise (response leader) as soon as practicable and safe to do so	Yes / No	
Staff report details of injured people to the response leader as soon as practicable and safe to do so	Yes / No	
Staff report details of injured people to the response leader as soon as practicable and safe to do so	Yes / No	
Response leader briefs emergency services upon their arrival on site	Yes / No	
I, Workplace Supervisor, confirm that all tasks listed above have been completed by the student.	Supervisor's signature: <hr/>	
	Date: _____ Supervisors' comments:	

Emergency Equipment

Check for	Circle observed outcome	Notes
Evacuation diagrams are located beside each emergency Exit	Yes/ No / Not fitted	
Alert tone (<i>Beep Beep</i>) is loud	Yes/ No / Not fitted	If not fitted, what was used to alert
Evacuation tone (<i>Whoop-Whoop</i>) is loud	Yes/ No / Not fitted	If not fitted, what was used to initiate evacuation
Public Address (PA) messages are loud and clear	Yes/ No / Not fitted	If not fitted, how did Chief Warden communicate
Warden Intercommunication Point Phones (if present at your service)	Yes/ No / Not fitted	
Path to emergency exits is clear	Yes/ No / Not fitted	

Path to emergency exits is marked with illuminated green "Running Person" or "Exit" signs	Yes/ No / Not fitted	
Emergency exits are operable	Yes/ No / Not fitted	
Emergency exit stairs and pathway are clear	Yes/ No / Not fitted	
Emergency exit stairs are fitted with handrails	Yes/ No / Not fitted	
Moveable cots are operated correctly	Yes/ No / Not fitted	
Evacuation kits contain all items	Yes/ No / Not fitted	
Contact lists are available, used and up to date (less than 3 months old)	Yes/ No / Not fitted	
<p>I, Workplace Supervisor, confirm that all tasks listed above have been completed by the student.</p>	<p>Supervisor's signature:</p> <p>_____</p>	
	<p>Date: _____</p> <p>Supervisor's Comments:</p>	

Safety and Reassurance

Check for:	Circle observed outcome	Notes
All responses: staff keep evacuees together	Yes / No / Not observed	
Evacuation: staff ensure evacuees crossroads safely and at designated crossings	Yes / No / Not observed / Not applicable	
All responses: staff direct evacuees to avoid hazards	Yes / No / Not observed	
All responses: staff gather evacuees in assembly area and contain them in the smallest area as reasonably practicable	Yes / No / Not observed	
All responses: staff establish contact with the response leader and await further instructions	Yes / No / Not observed	
Evacuation: on return to the building, staff maintain the same controls as on the way to the evacuation assembly area	Yes / No / Not observed / Not applicable	

<p>I, Workplace Supervisor, confirm that all tasks listed above have been completed by the student.</p>	<p>Supervisor's signature:</p> <hr/>
	<p>Date: _____ Supervisor's</p>
	<p>Comments:</p>

Notes

<p>Record any other observations not included in the checklist above:</p>

Assessment checklist:

Students has completed and submitted all the checklist. This includes:

1	All parts of SWLA Block 1	<input type="checkbox"/>
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Congratulations you have reached the end of SWLA Block 1! ✓

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