

CHC33021

Certificate III in Individual Support (Ageing)

Structured Workplace Learning and Assessment

Portfolio 2 of 2

Assessor Guide

Includes all relevant Modules from Modules 7 to 15

What is Structured Workplace Learning and Assessment?

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

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



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



Please consider the environment before printing this document.

Structured Workplace Learning and Assessment

Portfolio 2

CHC33021 Certificate iii in individual support

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Portfolio 2

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

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

Section A: Student Details

Student Name	
Student Number	
Qualification Name	
Home Telephone	
Mobile	
Email	

Section B: Assessor Details

Name	
Assessor Number/ID	
Telephone	
Email	

Section C: Host Organisation Details

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

Work Site Address	
Phone Number	
SUPERVISOR DETAILS	
Name	
Position Title	
Phone Number	
Email	

Section D: Portfolio

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

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

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

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

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

Module 7: CHCCCS036 Support relationships with carer and family

To complete this activity, you will need:

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

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

Activity 3 requires your supervisor to validate these activities.

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

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

Activity 1

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

There are three (3) parts to this assessment:

Part A – Written Report

Part B – Identify support services (email)

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

The resources required for this activity:

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

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

- An outline of the care situation, which includes Background and Service needs.
- Carers and family members who support the person, their skills and knowledge, and how these complement the support needed and the help you can provide.
- The carer and family member's involvement in the design and delivery of support services.
- The actions you took to support the carer and family relationships, including the information you provided about availability and access to support services.
- Assistance provided to identify assistive technologies.

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

b. You must collaborate with the carer and family member of the client to identify the most appropriate support services and decide how these support services will be delivered. This engagement may take place

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

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

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

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

Submission Requirements:

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

Assessor instructions:

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

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

Part A - Client 1 Report :

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

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

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

Approx. 80-100 words

Assessor Instructions:

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

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

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

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

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

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

Best regards,

[Your Name]

Signature:

(Student name)

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

Approx. 80-100 words

Assessor Instructions:

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

To: *Carer*

Cc:

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

Email Body:

Dear [Carer's Name],

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

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

The assistive technology includes:

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

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

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

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

Part A - Client 2 Report:

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

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

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

Approx. 80-100 words

Assessor Instructions:

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

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

[Your Name]

Signature:

(Student name)

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

Approx. 80-100 words

Assessor Instructions

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

To: *Carer*

Cc:

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

Email Body:

Dear [Carer's Name],

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

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

The assistive technology includes:

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

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

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

Best regards,

[Your Name]

Signature:

(Student name)

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

Activity 2

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

There are two (2) parts to this task:

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

The resources required for this activity:

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

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

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

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

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

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

Submission Requirements:

- Client 3 – Written Report, Email 1

Assessor Instructions

Learner responses will vary by situation and client. The benchmarks below guide task completion. Emails must be professionally written and include all required information, though learners may use their own style. Each client report must address the key points. For example, Point 2 requires outlining the client's key needs.

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

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

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

Approx. 80-100 words

Assessor Instructions

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

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

The advantages of these strategies are:

X

X

X

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

Best regards,

[Your Name]

Signature:

(Student name)

Module 8: CHCCCS040 Support independence and wellbeing

Support people to promote independence and wellbeing

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

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

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

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

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

Important:

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

ACTIVITY 1

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

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

For example:

Client 1 – Self-care

Client 2 – Meal preparation

Client 3 – Household chores.

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

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

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

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

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

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

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

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

Supervisor's Endorsement

Name of Supervisor:

Supervisor's contact details:

Phone:

Email:

Date:

Signature:

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

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

Supervisor's Endorsement
Name of Supervisor:
Supervisor's contact details: Phone: Email:
Date:
Signature:

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

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

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

ACTIVITY 2 – REPORT TO SUPERVISOR

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

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

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

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

Your supervisor must review and sign your report before submission.

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

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

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

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

ACTIVITY 2 - REPORT TEMPLATE

Client A

Recognising and supporting individual differences

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

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

	<ul style="list-style-type: none"> • Physical injuries, welts, bruises • Conflicting stories between carer/relative and client
h)	<p>What workplace process would you refer to if there was a situation with your client that was beyond your work role and responsibilities?</p> <p>Student response may be similar to:</p> <ul style="list-style-type: none"> • Workplace Code of Conduct • WHS Policy and Procedure • Workplace Code of Ethics
i)	<p>If there was a variation in your client's physical condition affecting their wellbeing, what process needs to be undertaken by you?</p> <p>Student response may be similar to:</p> <ul style="list-style-type: none"> • Ensure the client is safe and physical condition is attended to or monitored • Follow workplace policies and procedures • Report to supervisor/team leader/registered nurse
j)	<p>If you identified your client to have physical health situations beyond the scope of your role, what would you be required to do?</p> <p>Student response may be similar to:</p> <ul style="list-style-type: none"> • Report to supervisor/team leader/registered nurse if required • Work with the client to identify their needs and collaborate with other services • Organise necessary appointments • Ensure the client's individual support plan is updated
k)	<p>How did you promote and facilitate opportunities with your clients where they were able to participate?</p> <p>Student response may be similar to:</p> <ul style="list-style-type: none"> • Providing client information about different opportunities, programs, social activities • Suggesting different ideas of social activities and programs available that the client may be interested in • Encouraging the client by discussing their strengths and matching these with different activities and social or community groups and settings.
l)	<p>How did you encourage your client to participate in new social activities or networks that they have chosen to do?</p> <p>Student responses may be similar to:</p> <ul style="list-style-type: none"> • Offering to be with the client in the groups they chose to participate in • Facilitating key speakers of different networks and social activities to conduct a presentation with the client and others • Having information at hand for the client to read through, either online or in hard copy
m)	<p>How did you show recognition and respect to your client whilst respecting their individual differences?</p> <p>Student responses may be similar to:</p> <ul style="list-style-type: none"> • Being non-judgmental • Respecting a client's rights, their confidentiality and privacy

	<ul style="list-style-type: none">• Never making promises and having solid workplace boundaries in place• Always be ready to learn from and with the client to ensure they are able to express any concerns• Having good communication skills with the ability to understand and empathise with the client• Having the ability to accept and respect the client's beliefs, values and culture• Being aware of your limitations as a support worker• Always show consistency and have the ability to follow through
Supervisor Name:	
Date:	
Signature:	

ACTIVITY 3 – IDENTIFY HAZARDS AND REPORT

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

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

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

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

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

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

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

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

Module 9 – CHCCCS031 - Provide Individualised Support

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

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

IMPORTANT – FOR STUDENT

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

Section 1 – Task Simulations

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

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

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

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

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

Section 2 – Structured Workplace Learning Assessment

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

Note:

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

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

IMPORTANT – FOR SUPERVISOR

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

Section 1 – Task Simulations

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

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

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

The supervisor must:

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

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

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

The activities consist of:

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

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

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

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

PLEASE NOTE:

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

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

Section 1: Task

Simulation activities

before Module 9

workplace assessment

SECTION 1 INSTRUCTIONS

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

Student instructions

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

This assessment requires you to read the case studies provided, conduct simulated role plays and answer the questions to test your knowledge and understanding required of this unit.

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

Supporting resources

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

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

The following equipment will also be required:

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

Task overview

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

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

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

Role Plays and Written Questions

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

For this task, there are:

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

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

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

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

The activities consist of:

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

The tasks within the role plays will include:

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

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

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

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

Recording instructions

Your role plays must be recorded with all participant/s captured in a virtual room using a system such as Zoom, Skype or Teams.

Consent

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying to their name and job title to inform consent.

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

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

Include all recordings as part of your assessment submission.

Task 1 – Fred

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

You will require:

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

Scenario

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

Fred uses continence aids.

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

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

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

General Well-being/Introduction

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

Transferring with lifter/sling/hoist

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

Toileting and Shower

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

- k. Shower, Dry
- l. Dress appropriately

Grooming

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

Role-play participant (student) brief

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

Role-play participant (Fred) brief

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

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

Role-play participant (work colleague) brief

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

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

Recording instructions

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

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

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

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

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

Include this recording as part of your submission.

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

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

Recording comments:

SUPERVISOR SECTION

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

Workplace Supervisor Name:

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

Task 2 – Lina

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

You will require:

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

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

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

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

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

You will be required to:

Individual Support Plan (Appendix 1)

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

Food

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

Medication

- Administer Lina’s medication according to her Individual Support Plan. You must be sure to work through the “Rights” of medication when supporting Lina with her pre-packaged medication.
Important: If you do not have access to workplace policies and procedures, please refer to the Administering of Medication Procedure in the Happyville Compassionate Care Handbook within the LMS. After administering Lina’s medication, record all details on the **Appendix 5 Medication Sheet (Lina)**

Transferring

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

Support service concerns

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

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

Role-play participant (student) brief

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

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

Role-play participant (Lina) brief

You are required to play the role of Lina, who has some issues with mobility and can find it difficult to pick things up using her hands. Lina also finds it painful when bending.
You will be sitting at a table waiting for the student to prepare breakfast.

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

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

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

Recording instructions

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

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task2 and submitted with your assessment for marking.

Consent

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

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

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

Include this recording as part of your assessment submission.

Supervisor Checklist: Task 2: Lina		
a.	Student accessed Lina's Individual Support Plan to determine the tasks she requires support with.	<input type="checkbox"/> S <input type="checkbox"/> NYS
b.	Student communicated with Lina to encourage her independence and right to make informed decisions.	<input checked="" type="checkbox"/> S <input type="checkbox"/> NYS
c.	Student applied appropriate infection control measures before meal preparation.	<input type="checkbox"/> S <input type="checkbox"/> NYS
d.	Student discussed whether Lina's assistive technology tools (e.g., Dinner Divider, Angled cutlery, insulated cups/bowls) are doing ok for her.	<input type="checkbox"/> S <input type="checkbox"/> NYS

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

Recording comments:

SUPERVISOR SECTION

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

Workplace Supervisor Name:

Workplace Supervisor Signature:
(Handwritten only)

Date:

Task 3 – Noel

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

You will require:

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

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

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

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

You will be required to:

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

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

Role-play participant (student) brief

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

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

Role-play participant (Noel) brief

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

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

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

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

Role-play participant (supervisor) brief

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

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

Recording instructions

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

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task3 and submitted with your assessment for marking.

Consent

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

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

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

Include this recording as part of your assessment submission.

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

Date:

Task 4 – Min Yan

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

You will require:

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

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

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

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

You are required to:

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

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

Role-play participant (student) brief

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

Role-play participant (Min Yan) brief

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

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

Role-play participant (Min's Mother) brief

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

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

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

Recording instructions

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

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task4 and submitted with your assessment for marking.

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

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

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

Include this recording as part of your assessment submission.

Supervisor Checklist: Task 4: Min

a.	Student used floor recovery techniques to assist Min up from the floor	<input type="checkbox"/> S <input type="checkbox"/> NYS
b.	Student respectfully consulted with Min’s mother to see if there are any specific physical, sensory or cultural preferences that you need to be aware of.	<input checked="" type="checkbox"/> S <input type="checkbox"/> NYS
c.	Student sat with Min and her mother to ensure they monitored Min’s safety once they supported her to the sitting position.	<input type="checkbox"/> S <input type="checkbox"/> NYS
d.	Student completed the attached Appendix 2 Incident Report	<input type="checkbox"/> S <input type="checkbox"/> NYS
e.	Provided support in accordance with workplace policies and procedures.	<input type="checkbox"/> S <input type="checkbox"/> NYS

Recording comments:

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

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

Task 5 – Reflective Questions

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

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

SUPERVISOR SECTION

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

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

Lina Smyth – Individual Support Plan (ISP)

My Service Coordinator is: A. Supervisor
Office number: 03 2541 1455

My Case Manager is : A. Student
Mobile number: 0400 1001 100
Email: a.student@email.com

ISP start date: 21.03.2023
ISP review due date: 21.04.2024

About me

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

Date of birth: 06/09/1979

Preferred contact details:

Home number: No home phone

Mobile number: 04320412456

Email: linasmyth@email.com

My appointed guardian or carer contact details:

Name: Mary and Troy Smyth (parents)

Mobile number: 0432 1234 5678

Email: myparents@email.com

My family and friends

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

My services and community involvement

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

My supports

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

My physiotherapist also comes to my house each week.

I have 2 support workers.

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

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

Medication administration

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

Medication to be administered daily by support worker.

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

Concerns:

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

Goal

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

Abilities:

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

Appendix 2 – Incident Report

Incident report			
Details of injury (e.g., to a worker or visitor) and treatment			
Date of incident	XX/ XX/XXXX	Time of incident	XX.XX am pm
Nature of incident	Near miss	First aid	Medical treatment required
Name of injured person	Min Yan		
Address	Unit 1/15 McLeod Street		
Occupation	N/A		
Date of birth	21/06/1991		
Telephone	XXXXXXXXXX		
Employer	N/A		
Activity in which the person was engaged at the time of injury	Min was attempting to walk towards the sofa from the kitchen and tripped, falling to the ground.		
Exact site location where injury occurred	Min has advised that she has hurt her left hand, but it doesn't feel too bad.		
Nature of injury – e.g., fracture, burn, sprain, foreign body in eye	Sore hand.		
Body location of injury (indicate location of injury on the diagram)	<p>The diagram consists of two human silhouettes. The left silhouette is labeled 'FRONT VIEW' and has a red 'X' on its left hand. The right silhouette is labeled 'REAR VIEW' and has a red arrow pointing to its left hand. Labels 'RIGHT' and 'LEFT' are placed above the respective figures to indicate orientation.</p>		
Treatment given on site	Attended GP	Name of treating person	Dr
Referral for further treatment? Yes No	Name of doctor or hospital	SafeWork NSW medical certificate received? Yes No	Attach copies

Injury management requirement? Yes No	Notify return to work coordinator	Name of return to work coordinator	
Witness to incident (each witness may need to provide an account of what happened)			
Witness name	Min's Mother	Witness contact	0422 1234 5687
Witness name		Witness contact	
Description of incident			
Student walked into the kitchen and noticed Min lying on the floor. Min's mother was sitting next to her, trying to help her up from the floor.			
Min advised that she was walking from the kitchen to the lounge but tripped over. Her left had felt sore but not sprained or broken.			
Immediate response actions (e.g. barricades, isolation of power) to stabilise the situation			
Checked Min and supported her using the Floor Recovery process. Offered Min water and monitored her for half an hour. Supervisor notified of incident. Medical Appointment made for Min to see her local GP.			
Completed by			
Name	(Student name)	Position	
Signature	(Student signature)	Date	XX/ XX/XXXX

Appendix 3 - Risk Assessment form

RISK ASSESSMENT RATING MATRIX

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

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

RISK LEVELS

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

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

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

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

RISK ASSESSMENT FORM

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Appendix 4: Task 2: Lina- Email to Supervisor

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

Appendix 5 – Medication Sheet (Lina)

Medication Sheet

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

Section 2: Structured Workplace Learning Assessment/Activity

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

IMPORTANT:

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

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

Activity 1: Support Individuals with physical support activities

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

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

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

On **1 occasion**, you must:

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

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

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

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

- l) For the support activities being recorded you must demonstrate the following standard workplace practices relevant to your organisations workplace policies and procedures such as:
 - Refer to the individual support plan and informing the individual, their carer/family or other identified by the person, of the support activity you are going to provide.
 - Letting them know you have reviewed their care plan and confirm with them their preference for support (i.e., moving to the bathroom themselves, sitting on a shower chair in the bathroom to have their shaving completed)
 - Providing information to the individual on the process of the activity you are going to undertake to assist them with participating effectively
 - Safely prepare for each task (i.e., set up aids and equipment correctly)
 - Identify and respond to any safety risks and alert the client of these if appropriate
 - Maintain confidentiality privacy and preserve the dignity of the person.

- Provide support according to duty of care and dignity of risk considerations.

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

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

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

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

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

Recording instructions

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

The recordings must be clearly labelled

'yymmdd_studentname_studentID_CHCCCS031_Activity1_1_SWLA_Portfolio 2',
yymmdd_studentname_studentID_CHCCCS031_Activity1_2_SWLA_Portfolio 2' and
yymmdd_studentname_studentID_CHCCCS031_Activity1_3_SWLA_Portfolio 2' submitted with your assessment for marking.

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

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

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

Include this recording as part of your assessment submission.

Activity 1: Assessor Checklist

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

a.		1	2	3
	<p>On three (3) occasions, the student supported an individual with bed bathing using slide sheets.</p> <p>Evidence supporting an individual to bed bath uploaded by the student.</p> <p>Suitable evidence must include:</p> <ul style="list-style-type: none"> • A detailed third-party supervisor report • Individual care plan outlining bed bath support requirements • Photographs of the student supporting an individual using slide sheets, e.g.: <p>Slide Sheets</p> <ul style="list-style-type: none"> ○ Prepared the environment by clearing obstacles and ensuring the area is safe. ○ Assess the person's condition and specific needs. ○ Position slide sheets under the head/shoulders and hips/thighs. ○ Communicated and instructed the individual before, during and after transferring. ○ Positioned themselves and another support worker on each side of the bed ○ Coordinate movements and shift the person's weight onto the sheets. ○ Slide smoothly and with control. ○ Monitored the person's comfort and adjust if needed. ○ Removed slide sheets once in the desired position. ○ Ensured post-transfer safety and stability. • Workplace policies and procedures specific to bed bathing • Photographs of the bed bathing set up, including any aids and other equipment, i.e.: <ul style="list-style-type: none"> ○ basins ○ wash cloths ○ bath towels ○ hand towels ○ shampoo/condition ○ lotion ○ client's clothing ○ bed pan or urinal ○ clean blanket ○ bath thermometer 	<p><input type="checkbox"/> S <input type="checkbox"/> N YS</p>	<p><input type="checkbox"/> S <input type="checkbox"/> N YS</p>	<p><input type="checkbox"/> S <input type="checkbox"/> N YS</p>

Comments

b.	<p>On three (3) occasions, the student supported an individual dressing, undressing, and grooming.</p> <p>Evidence supporting an individual to dress, undress and groom uploaded by the student.</p> <p>Suitable evidence includes:</p> <ul style="list-style-type: none"> • A detailed third-party supervisor report • Individuals care plan outlining dressing and grooming support requirements • Workplace policies and procedures specific to dressing, undressing, and grooming • Photographs of the grooming set up including aids and equipment (I.e., walker, wheelchair) 	1	2	3
		<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS

Comments

c.	<p>On three (3) occasions, the student supported an individual to eat and drink.</p> <p>Student has uploaded a 5-10 minute video <i>assisting a person to eat and drink</i>.</p> <p>Student demonstrated the following:</p> <ul style="list-style-type: none"> • Inform the individual of the support activity • Confirmed with client their preference for support (i.e., assistance using utensils, having food and drink brought up to their mouth) • Provide information to the client on the process of the activity that supports their Individual Care Plan and promote their independence and right to make informed decisions. • Safely prepared for each ask (i.e., ensure the client is in a comfortable position) • Identify any safety risks and alert the client of these if appropriate (i.e., choking hazards, food, and drink temperature) • Assisted the client to eat and drink according to their preferences <ul style="list-style-type: none"> ○ Allowed the client sufficient time to chew their food ○ Asked the client if they were ready for more ○ Supported the client to use the utensils if required • Checked the client was satisfied before removing the food and drink/dishes • Used a napkin or wipe to clean the clients face where required. 	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS

Comments

d.	<p>On three (3) occasions, the student supported a person with their oral hygiene.</p> <p>Student has uploaded a 5-10 minute video <i>maintaining a person's oral hygiene</i>.</p> <p>Student demonstrated the following:</p> <ul style="list-style-type: none"> • Informed the individual of the support activity 	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS

	<ul style="list-style-type: none"> Confirmed with client their preference for support (i.e., assistance applying the paste to the brush , having their teeth and mouth cleaned completely by the student. If client uses dentures: Student safely removed then, used effective or alternative brushing methods, safely cleaned and inserted dentures, was able to identify if dentures were ill fitting) Provided information to the client on the process of the activity Safely prepared for each ask (i.e., ensure the client is in a comfortable position, toothbrush is clean) Identified any safety risks and alert the client of these if appropriate (i.e., keeping their mouth open, potential choking/gagging) Assisted the client with their oral hygiene according to their preferences Checked the client was satisfied with the result before packing up the oral cleaning equipment Used a small wet towel to wipe clients face where required. 			
Comments				
e.	<p>On three (3) occasions, the student supported an individual with toileting and using continence aids.</p> <p>Evidence supporting an individual to toilet and use continence aids uploaded by the student.</p> <p>Suitable evidence includes:</p> <ul style="list-style-type: none"> A detailed third-party supervisor report Individuals care plan outlining toileting support requirements Workplace policies and procedures specific to toileting Photographs of the toileting and continence aids set up including any aids and equipment (i.e., bathroom, toilet chair, continence pads, catheter, continence pants) 	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS
Comments				
f.	<p>On three (3) occasions, the student supported an individual showering and used a lifter/hoist and sling for transferring at least once.</p> <p>Evidence supporting an individual to shower uploaded by the student.</p> <p>Suitable evidence includes:</p> <ul style="list-style-type: none"> A detailed third-party supervisor report Individuals care plan outlining shower support requirements Workplace policies and procedures specific to showering 	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS	<input type="checkbox"/> S <input type="checkbox"/> N YS

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

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

	<ul style="list-style-type: none"> • Check the person's comfort and well-being after the lift, making any necessary adjustments to their position or support. <p>Sling</p> <ul style="list-style-type: none"> • Assess the person's condition and confirm the suitability of using a sling. • Choose the appropriate sling size and type based on their needs and weight. • Position the person in a safe area and explain the process to them. • Place the sling carefully under the person, ensuring proper fit and adjustment. • Attach the sling securely to the lifting device as per the manufacturer's instructions. • Communicate with the person and ensure their cooperation. • Activate the lifting device gradually, lifting the person smoothly and safely. • Monitor their stability and comfort during the lift. • Guide the lifting device to the desired location, watching for obstacles. • Lower the person gently onto the target surface. • Detach the sling from the lifting device following the manufacturer's instructions. • Check the person's comfort and make necessary adjustments. 			
Comments				
j.	<p>On one (1) occasion the student supported a person with shaving</p> <p>Student has uploaded a 5-10 minute supporting a person with shaving, demonstrating the following skills or similar:</p> <ul style="list-style-type: none"> • Prepared a clean and well-lit area for shaving. • Gathered the necessary supplies: a razor (electric or manual), shaving cream or gel, a bowl of warm water, a clean towel, and aftershave or moisturizer (optional). • Helped the person sit in a comfortable and supported position, such as in front of a mirror or with a mirror placed in front of them. • Applied shaving cream or gel to the person's face, covering the areas to be shaved. • If using a manual razor, wet it in warm water to soften the blades. • Assisted the person in gently shaving in the direction of hair growth, using short and light strokes. If using an electric razor, guide them in making slow and steady movements. • Rinsed the razor frequently to remove hair and shaving cream buildup. • After shaving, help the person rinse their face with warm water to remove any remaining shaving cream. • Gently patted their face dry with a clean towel. • Applied aftershave or moisturizer, if desired, to soothe the skin and prevent irritation. 		<input type="checkbox"/> S <input type="checkbox"/> NYS	

	<ul style="list-style-type: none"> Cleaned and stored the shaving supplies properly for future use. 															
Comments																
k.	<p>One three (3) occasions, the student completed Appendix 1 – Detailed Personal support activity summary</p> <ul style="list-style-type: none"> The student completed all questions within Appendix 1. 	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td><input type="checkbox"/> S</td> <td><input type="checkbox"/> S</td> <td><input type="checkbox"/> S</td> </tr> <tr> <td><input type="checkbox"/> N</td> <td><input type="checkbox"/> N</td> <td><input type="checkbox"/> N</td> </tr> <tr> <td>YS</td> <td>YS</td> <td>YS</td> </tr> </table>	1	2	3	<input type="checkbox"/> S	<input type="checkbox"/> S	<input type="checkbox"/> S	<input type="checkbox"/> N	<input type="checkbox"/> N	<input type="checkbox"/> N	YS	YS	YS		
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l.	<p>Demonstrated standard work processes and procedures in accordance with organisational policies and procedures:</p> <p>The student discussed standard work processes when working with the individual including:</p> <ul style="list-style-type: none"> Confirmed the individual's preference for support based on their care plan. Provided information on the activity process for effective participation. Safely prepared for each task, including setting up aids and equipment. Identified and communicated any safety risks if necessary. Maintained confidentiality privacy and preserve the person's dignity. Provided support according to the duty of care and dignity of risk considerations 	<table border="1"> <tr> <td><input type="checkbox"/> S</td> </tr> <tr> <td><input type="checkbox"/> NYS</td> </tr> </table>	<input type="checkbox"/> S	<input type="checkbox"/> NYS												
<input type="checkbox"/> S																
<input type="checkbox"/> NYS																
Comments																

Activity 2: Hazardous manual handling

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

- a bed
- a vehicle
- a chair

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

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

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

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

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

Recording instructions

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

The recordings must be clearly labelled as below and submitted for marking:

'yymmdd_studentname_studentID_CHCCCS031_Activity2_SWLA_Portfolio 2_Sally'

'yymmdd_studentname_studentID_CHCCCS031_Activity2_SWLA_Portfolio 2_Geoff'

'yymmdd_studentname_studentID_CHCCCS031_Activity2_SWLA_Portfolio 2_Geoff_Incident Report'

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

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

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

Include this recording as part of your assessment submission.

Activity 2: Assessor Checklist		
a)	Transferring Sally in and out of a vehicle Student uploaded a video 5 minutes in length transferring a person in and out of a car.	<input type="checkbox"/> S <input type="checkbox"/> NYS

Student demonstrated safe manual handling techniques by:

- Explaining to the individual the transfer process
- Confirmed with the individual their preference for participation in the transfer.
- Transfer included the following steps for getting in and out of a vehicle:
 - Student transferred Lina into and out of a vehicle.
 - Walked client to the vehicle
 - Unlocked vehicle and opened door
 - Positioned client beside the open door
 - Student placed client's left palm into their hand, with workers thumb through for client to grip (thumb-hand grip).
 - Asked client to use their other hand to grip inner handle of vehicle door for support.
 - Student placed their free hand at the base of the client's neck.
 - Explained all steps to the client as proceeding.
 - Asked client to lean forward, bending their knees (see diagram).
 - Student ensured client does not bump their head on vehicle roof as they sit down.
 - Once Sally is safely seated, release the hand grip.
 - Student positioned themselves in front of the seated client.
 - Using a bent knee stance, placed both hands on client's leg nearest door, then lift leg slowly up into vehicle, placing foot firmly on floor.
 - Student repeated process with other leg.
 - Student ensured client has turned their torso to face forward with legs.
 - Student ensured client is comfortably seated in vehicle seat, with legs and torso all facing forward for travel.
 - Student securely applied seatbelt around client (or allow client to do if capable).
 - Ensured client was comfortable
 - Student closed door of vehicle.

The student safely transferred client out of a vehicle by:

- Slid the car seat back as far as it will go to allow maximum space to lift the legs out
- Checked the seat back is fully upright
- Asked the client to lift their legs out of the car. It is generally easier to move in small movements and move one leg at a time. If they have difficulty doing this, you can place a scrunched-up slide sheet under the buttocks to reduce friction
- Asked her to move forward until their feet are flat on the ground
- The client will need to hold on to something as they stand. They can push using the car seat or backrest. Alternatively, wind the window down and the client can use the door for support while the student used their body weight to prop the door for safety*

	<ul style="list-style-type: none"> ○ Once standing, the client transfers their hands to the walker (with brakes applied) ○ If they are unable to stand and step around, another technique or aid should be considered. 	
Recording comments		
b)	<p>Assisting Geoff, who has fallen, using floor recovery techniques.</p> <p>Student uploaded a video 5 minutes in length assisting a fallen person where the student has:</p> <ul style="list-style-type: none"> ● Conducted a risk assessment, assessing the situation for safety. ● Communicated with the person and obtained their consent. ● Called for additional help if needed. ● Used safe manual handling practices while lifting. ● Chose the appropriate lifting technique based on the person's capabilities. ● Provided support and guidance during the lift. ● Lifted gradually and smoothly, avoiding sudden movements. ● Assisted the person to a safe position, such as a chair or bed. ● Offered further assistance as needed, such as pain management or medical attention. ● Followed organisational protocols and guidelines for floor recovery procedures. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments:		
c)	<p>Completed Incident Report using Appendix 2 Incident Report Template</p> <p>The student:</p> <ul style="list-style-type: none"> ● Completed all sections of the incident report 	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments:		
d)	<p>Demonstrated standard work processes and procedures in accordance with organisational policies and procedures:</p> <p>The student discussed standard work processes when working with the individual including:</p> <ul style="list-style-type: none"> ● Confirmed the individual's preference for support based on their care plan. ● Provided information on the activity process for effective participation. 	<input type="checkbox"/> S <input type="checkbox"/> NYS

	<ul style="list-style-type: none">• Safely prepared for each task, including setting up aids and equipment.• Identified and communicated any safety risks if necessary.• Maintained confidentiality, privacy, and preserve the person's dignity.• Provided support according to duty of care and dignity of risk considerations	
Recording comments:		

Activity 3: Administer pre-packaged medication

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

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

To complete the task, you will need access to:

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

You will use the following Scenario to assist you.

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

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

To undertake this task where you will:

a) Administer her medication, ensuring you:

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

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

- Engage in collaborative discussion with Samantha to understand their desires, goals, and preferences.
- Assess abilities and limitations and determine their strengths, limitations, and areas where assistance is needed.
- Explore options for independence by working together to find strategies, tools, or adaptations that promote independence.

- Encourage informed decision-making and respect her autonomy and support her in making informed decisions.

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

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

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

Recording instructions

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

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCCS031_Activity3_SWLA_Portfolio 2' and submitted with your assessment for marking.

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

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

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

Include this recording as part of your assessment submission.

Activity 3: Assessor Checklist

a)	<p>Student supported an individual to take pre-packaged medication orally, according to workplace practices and procedures.</p> <p>Student uploaded a video 5-10 minutes in length demonstrating:</p> <ul style="list-style-type: none">• the “Rights” of medication when administering this to the client, including:<ul style="list-style-type: none">○ Right person: Asking the person’s first and last name○ Right time: Making sure the medication matches the information on their Individual Support Plan○ Right dose: Ensuring the medication strength matches and label is checked○ Right medication: Ensuring medication expiry date is checked○ Right route: Ensuring medication is given appropriately○ Right reason: Ensuring medication is given for correct reason○ Right documentation: Ensuring medication is documented about administering.	<input type="checkbox"/> S <input type="checkbox"/> NYS
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Recording comments

b)	<p>Collaborated with client, identifying actions and activities that align with their individualised plan, foster independence, and respect her right to informed decision-making.</p> <p>The student:</p> <ul style="list-style-type: none">• Engaged in collaborative discussions, actively listening to Samantha’s desires and priorities.• Assessed abilities and limitations, involving them in the evaluation process.• Explored options for independence, providing examples of strategies and tools.• Shared relevant information and education about available services and care options.• Encouraged informed decision-making by respecting their autonomy and addressing their concerns.	<input type="checkbox"/> S <input type="checkbox"/> NYS
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Recording comments

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

Activity 4: Confirm and assemble required equipment

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

- Confirm and assemble the equipment and discuss how it operates
- Discuss the process of how you will use the equipment to support the client within Scenario
- Demonstrate standard work processes and procedures in accordance with organisational policies and procedures

To complete the task, you will need access to:

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

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

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

Recording instructions

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

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCCS031_Activity4_SWLA_Portfolio 2' and submitted with your assessment for marking.

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues, and yourself) at the start of the meeting. This is achieved by you reading the

following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

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

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

Include this recording as part of your assessment submission.

Activity 4: Confirm and assemble required equipment

a)	<p>Student confirmed the equipment (Walker with wheels):</p> <p>The Student uploaded a video 5-10 minutes in length demonstrating the following skills:</p> <ul style="list-style-type: none"> • Present the walker with wheels to the client, explaining its purpose, features, and benefits. • Engage in a conversation with the client to understand their preferences and comfort level with the equipment. Inquire about their previous experience with similar equipment and whether they have any concerns or specific requirements. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
<p>Recording comments</p>		
b)	<p>The student assembled the equipment:</p> <p>The Student uploaded a video 5-10 minutes in length demonstrating the following skills:</p> <ul style="list-style-type: none"> • Assessed the walker and ensured it was in proper working condition • Adjusted the walker to Jim’s height for proper positioning • Educated Jim on how to use the walker safely and effectively • Asked Jim if he had any questions about the operation of the walker • Assisted with proper positioning and hand placement • Encouraged Jim to practice using the walker for mobility • Ensured the environment was safe so that Jim was comfortable using the walker • Gauged feedback from Jim on its suitability 	
c)	<p>Demonstrated standard work processes and procedures in accordance with organisational policies and procedures:</p> <p>The student discussed standard work processes when working with the individual including:</p>	<input type="checkbox"/> S <input type="checkbox"/> NYS

	<ul style="list-style-type: none">• Confirmed the individual's preference for support based on their care plan.• Provided information on the activity process for effective participation.• Conducted and implemented a risk assessment and safely prepared for each task, including setting up aids and equipment.• Identified and communicated any safety risks if necessary.• Identify and respond to any safety risks and alert the client of these if appropriate• Maintained confidentiality, privacy, and preserve the person's dignity.• Provided support according to duty of care and dignity of risk considerations	
Recording comments		

Activity 5: SUPPORT A PERSON TO USE ASSISTIVE TECHNOLOGY

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

You will require access to:

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

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

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

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

Recording instructions

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

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

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

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

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

Include this recording as part of your assessment submission.

Activity 5: Assessor Checklist		
Student uploaded a video 5-10 minutes in length demonstrating sections a-d		
a)	<p>With respect and inclusion, consult with the family, carer and others identified by the person as part of the support team to determine their specific physical, sensory, or cultural needs or preferences.</p> <p>The student must demonstrate the use of respect and inclusion by:</p> <ul style="list-style-type: none"> • Respectfully listened to Angela to determine the needs of Maria. • Included Angela in the set-up demonstration with Maria. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments		
b)	<p>Confirmed, discussed, and assembled the required aids and equipment.</p> <p>The student confirmed, discussed and assembled aids and equipment by:</p> <ul style="list-style-type: none"> • Explaining and showed them how to use the smartphone's alarm clock app for reminders and daily routines. • Ensuring the smartphone is charged unlocked, and the volume is audible. Making sure they know how to navigate the phone's interface. • Opening the alarm clock app on the home screen or in the app drawer. • Setting a new alarm • Testing the alarm • Adjusting alarm settings and explained how to personalise alarm settings, like changing the sound, volume, or vibration options. • Editing or deleting alarms and to edit or delete existing alarms, allowing them to manage their schedule effectively. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments		
c)	<p>Student supported Maria to use the device.</p> <p>The student supported client to use device and:</p> <ul style="list-style-type: none"> • Encouraged practice and allowed Maria to practice setting alarms themselves, guiding them if necessary. Address any questions or concerns they have. • Recapped, explored, and summarised key steps and features of the alarm clock app. • Encouraged Maria to explore further to find settings that suit their needs. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments		

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

Appendix 1 – Personal support activity summary

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

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

Personal support activity summary	
Individuals Name:	Date:
Personal support activity: <ul style="list-style-type: none"> <input type="checkbox"/> Bed bath using slide sheets <input type="checkbox"/> Dressing, undressing, grooming <input type="checkbox"/> Showering <input type="checkbox"/> Toileting <input type="checkbox"/> eating and drinking using appropriate feeding techniques (video recording) <input type="checkbox"/> shaving (video recording) <input type="checkbox"/> oral hygiene: natural teeth and gums/denture removal, cleaning and insertion/recognising ill-fitting dentures/effective and alternative brushing (video recording) <input type="checkbox"/> toileting and the use of continence aids <input type="checkbox"/> administering medication <input type="checkbox"/> transferred a person between bed and chair <input type="checkbox"/> transferred a person from seated to standing <input type="checkbox"/> Used hoists <input type="checkbox"/> Used sling and lifters 	
1. How did you determine what the physical needs were of this individual and the processes you needed to follow when working with them and what did you do if their needs were outside the scope of your role? (word count approximately 92 words)	
<p>Assessor instructions: Benchmark standards of student responses provided below; however, students' wording may vary.</p> <p>Conducting a thorough assessment of the individual's physical needs. This would involve gathering information about their medical history, current health status, any disabilities or chronic conditions they may have, and any medications they are taking. If the individual's needs are outside the scope of your role, it is important to communicate this to your supervisor or manager. They may be able to provide additional training or resources to help you meet the individual's needs, or they may need to bring in another healthcare professional who is better equipped to handle the situation.</p>	
2. Which equipment, assistive technologies and/or aids did you prepare and use to support this individual and how did you know which ones to select? (word count, approximately 95 words).	
<p>Assessor instructions: Benchmark standards of student responses provided below; however, students' wording may vary.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Mobility aids such as canes, walkers, wheelchairs, and electric scooters to assist individuals with limited mobility. • Transfer aids such as hoists and slings to assist individuals who require assistance with transferring to and from their bed, chair, or other surfaces. • Communication aids such as hearing aids, speech-generating devices, and communication boards to assist individuals with speech or hearing impairments. • Personal care aids such as shower chairs, bath lifts, and commodes to assist individuals with personal hygiene tasks. • Medication aids such as pill dispensers and medication reminders to assist individuals in managing their medications. 	
3. When providing physical support, how did you consider the impact on the individual, and what did you do about it? (word count, approximately 90 words).	

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

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

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

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

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

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

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

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

Some examples of responding to these needs include:

Physical Needs

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

Sensory Needs

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

Cultural Needs

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

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

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

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

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

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

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

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

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

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

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

Three (3) safety preparations may include:

1. Ensuring the client is trained and educated on the safe use of equipment, aids, and appliances. This includes providing clear and concise instructions, demonstrating proper use, and allowing the individual to practice using the equipment or appliance under supervision.
2. Make sure that the equipment, aids, and appliances are regularly maintained and inspected to ensure they are in good working order. This includes checking for any signs of wear and tear, testing safety features, and promptly repairing or replacing any damaged or faulty equipment.
3. Ensuring the organisation has implemented safety protocols and procedures to ensure the safe use of equipment, aids, and appliances. This includes using proper lifting and transfer techniques, following manufacturer's instructions for use, and having a clear emergency response plan in place.

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

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

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

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

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

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

Confidentiality, privacy, and dignity strategies may include:

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

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

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

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

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

- Reviewing the client's care plan
- Monitoring the client closely
- Seeking guidance and support from supervisor

- Consider preventative measures.
- Discuss with the client and their carer/family members

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

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

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

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

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

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

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

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

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

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

Strategies may include:

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

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

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

A support worker can monitor their own work by:

- Seeking feedback from their supervisor, colleagues, and the individual they are supporting to identify areas where they can improve their work.

- Engaging in self-reflection to evaluate their own performance, identify strengths and areas for improvement, and develop strategies to address any gaps in their knowledge or skills.
- Participating in regular performance evaluations with their supervisor to review their work, identify areas for improvement, and set goals for professional development.
- Participating in ongoing training and education to enhance their skills and knowledge in the field, stay up to date with best practices, and ensure that they are providing high-quality care.

Supervisor Name:

Supervisor Signature:

Supervisor comments:

Appendix 2 – Incident Report (Geoff)

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

Incident report			
Details of injury(e.g., to a worker or visitor)and treatment			
Date of incident	XX/ XX/XXXX	Time of incident	XX.XX am
Nature of incident	Near miss	First aid	Medical treatment required
Name of injured person	Geoff		
Address	Unit 1/15 Happy Street		
Occupation	N/A		
Date of birth			
Telephone	XXXXXXXXXX		
Employer	N/A		
Activity in which the person was engaged at the time of injury	Geoff was attempting to get out of bed to go to the bathroom when he fell.		
Exact site location where injury occurred	Right arm		
Nature of injury–e.g., fracture, burn, sprain, foreign body in eye	Potential Sprain		
Body location of injury (indicate location of injury on the diagram)			
Treatment given on site	Attended GP	Name of treating person	Dr
Referral for further treatment? Yes No	Name of doctor or hospital	SafeWork NSW medical certificate received? Yes No	Attach copies
Injury management requirement? Yes No	Notify return to work coordinator	Name of return to work coordinator	
Witness to incident (each witness may need to provide an account of what happened)			
Witness name		Witness contact	

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

Activity 1: Support people to promote independence and wellbeing

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

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

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

STUDENT INSTRUCTIONS

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

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

You will complete the tasks below with the client.

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

Important:

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

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

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

ACTIVITY 1	
<p>You will need to demonstrate your ability to support one (1) person to undertake the following in accordance with their Individualised Support Plan.</p> <p>Every person will have unique preferences tailored to suit their needs; therefore, it is essential to always use a person-centered approach and work in a manner that acknowledges the person as their own expert.</p> <p>Before commencing this activity, you must seek the below:</p>	<p>Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)</p>

<ul style="list-style-type: none"> • Permission must be obtained from the client, their carer and your supervisor before any tasks are conducted. • Your supervisor will need to confirm and endorse your entries. • To protect client’s privacy and confidentiality, follow your organisations privacy and confidentiality policies and procedures, and ensure all client names and contact details are deidentified before submission of your work. <p>As you support each client you must complete the below tasks.</p> <p>Assessor Instructions: Students must submit deidentified care plans for the client they will be working with for this assessment. The deidentified report must only contain information that meets the requirements for this assessment and to review answers to the questions within the assessments for marking purposes.</p>	
<p>After you have accessed the individual support plans for a client you are required to undertake all the activities listed in the template below and provide answers to the following questions:</p> <p>Assessor Instructions: Benchmark standards of student responses are provided below; however, students wording may vary within the range of the provided benchmark answers. Please refer to the individual support plan and ensure that the students’ answers are reflective of the client’s individual support plan needs and requirements.</p>	
<p>Client A</p>	
<p>a)</p>	<p>How did you assist the person to understand their rights and check that they understood?</p> <p>(Approximate word count 90-95 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> • assisting the person in understanding their rights • providing clear and concise explanations of their rights • using language that was easy to understand • encouraging the person to ask questions and seek clarification as needed • checking the person's understanding • repeating or summarising the information • providing additional explanations or examples as necessary • ensuring written materials or documents regarding the person's rights are presented in a format that is accessible and easy to comprehend.
<p>b)</p>	<p>What person-centred approaches and techniques did you apply when working with the client to promote and uphold their rights?</p> <p>(Approx word count 75-80 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> • Promoting and upholding the client’s rights, including: • actively involving the client in decision-making processes • seeking their opinions, preferences, and choices regarding their care, treatment, and daily routines. • Use open communication, active listening • showing respect to ensure that the client's voice was heard, their rights were respected, and their needs were addressed in a manner that empowered them and upheld their dignity.

c)	<p>How did you consult with the person to confirm their cultural needs and ensure that these needs are respected and prioritised in service delivery?</p> <p>(Approximate word count 70-75 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> • Confirming the cultural needs of the client • Approaching the client in a respectful and sensitive manner • Engaging in open and meaningful conversations • actively listening to the person's experiences, beliefs, and preferences related to their cultural background. • valuing their input and involving the client in decision-making processes • ensuring the person's cultural needs are acknowledged • respecting and giving client's the priority in the delivery of services.
d)	<p>How did you work with the person and provide person-centred options when engaging in discussions on issues with them, their family, carer, or others?</p> <p>(Approximate word count 70-75 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> • Engaging in open and inclusive discussions with the client, their family, carer, and other relevant individuals to understand their perspectives, preferences, and goals. • Actively sought input from all parties involved and facilitated a collaborative approach in exploring and identifying person-centred options for addressing the issues at hand. • Providing respectful and inclusive communication • Ensuring that the client's voice was heard, and their choices were considered in the decision-making process
e)	<p>What steps did you take to give the person support in a manner that encouraged and empowered them to make their own choices and actions?</p> <p>(Approximate word count 40-45 words)</p> <p>Student responses will vary and must be in the range of:</p> <ul style="list-style-type: none"> • Taking a person-centred approach • actively involving the client in decision-making processes • respecting their autonomy • providing information, options, and support to empower the person in making their own choices • taking action based on their needs and preferences.
f)	<p>How did you tailor your communication skills to meet the person's needs to establish positive and respectful relationships and promote empowerment?</p> <p>(Approximate word count 65-70 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> • Adapting their communication style to match the individual's preferences and abilities • using clear and concise language and taking into account any sensory or cognitive impairments. • actively listen and validate the person's feelings and experiences • ensuring the client's voice is heard and valued • fostering a positive and respectful environment • promoting empowerment and encouraging the person's active participation in decision-making processes.

SIGN OFF

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

Workplace Supervisor Name:

Workplace Supervisor Signature:

Date:

Supervisor

Activity 2: Fostering human rights

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

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

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

STUDENT INSTRUCTIONS

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

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

Case Scenario – Mary

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

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

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

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

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

Role-play participant brief for student

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

Role-play participant brief (Mary)

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

You are required to:

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

5. Assist a client in communicating their goals.

You will complete the tasks below with the client.

Important:

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

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

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

Client B

1.	<p>What are the steps you took to support the person's use of assistive technology to meet their individual needs? (Approximate word count 45-50 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> • Helping the client use assistive technology to meet their individual needs by assessing the person's specific requirements and preferences • Providing guidance, training, and ongoing support, ensuring that the person felt comfortable and confident in utilising the technology effectively for their unique needs.
2.	<p>What strategies were implemented to make sure the person was comfortable with their decisions for their assistive technology? (Approx word count 30-35 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> • Ensuring the person's comfortable with their decisions for their assistive technology • following strategies were implemented • providing comprehensive information to the client • encouraging choice and control with the client • offering a trial period and providing ongoing support, follow up and review.
3.	<p>How did you work with the person to identify barriers to empowerment and what strategies did you put in place to address these? (Approx word count 60-65 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> • Collaborating with the person to identify specific challenges and worked together to develop strategies for overcoming them • tailoring interventions • providing education and skill development opportunities • connecting the person with advocacy services and support networks • removing obstacles, enhance the person's autonomy, and support their journey towards empowerment.
4.	<p>How did you adjust your approach if the client continued to find it challenging to use the assistive technology? How could you address this impact and continue to empower the client? (Approx word count 90-95 words)</p> <p>Student responses will vary and be in the range of:</p>

	<ul style="list-style-type: none"> • adopting a person-centred approach to address the impact and continue empowering the client. • assessing and supporting specific difficulties faced by the client • providing additional training or support • exploring alternative assistive technology options • continuously communicating and collaborating with the client to find the best solutions that meet their individual needs and preferences. • Providing ongoing encouragement, patience, and reassurance to build the client's confidence in using the technology.
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5.	<p>The client wants to learn how to take photos on their iPad to send to her daughter and, likewise, receive photos from her family, but was hesitant to ask you to show them. How did you give your client the support they needed to be able to communicate this to you?</p> <p>(Approx word count 65-75 words)</p> <p>Student responses will vary and be in the range of:</p> <ul style="list-style-type: none"> • Creating a comfortable and non-judgmental space for the client to express their interest in learning to take and receive photos on their iPad. • Encouraging open communication by asking open-ended questions • expressing genuine interest in the client's desires and goals. • actively listening and providing reassurance • empowering the client to confidently communicate their needs and receive the necessary support.
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SIGN OFF

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

Workplace Supervisor Name:	
Workplace Supervisor Signature:	
Date:	
Supervisor	

Module 11: CHCCCS017 – Provide loss and grief support

To complete this activity you will need:

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

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

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

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

Activity 1

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

For each situation you are to:

Provide a written report outlining:

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

Share written reflections describing:

- Self-care activities
- Outcomes of the support provided

The resources required for this activity:

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

- a. For each person you provided loss and grief support to, you must provide written responses that record:
 - The reactions they showed that you recognised were a part of loss and grief
 - An overview of the social, cultural, ethnic and spiritual differences
 - Health or safety risks present, and referrals made to mitigate these risks
 - Your assessment of the individual's suicidal risk and any referral made

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

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

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

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

Submission Requirements:

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

Assessor Instructions:

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

Part A – Situation/ Individual 1 Report:

Provide loss and grief support – Written Report – Situation/ Individual 1	
a. Name (first name only or a salutation and first initial – i.e., Mr R).	<i>Mr R</i>
b. On the spectrum of loss – this situation is classed as: <ul style="list-style-type: none"> • Primary • Secondary • Cumulative • Integrative 	<input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Cumulative <input type="checkbox"/> Integrative
c. Outline the reactions to loss and grief that were recognised in this situation. (20-50 words) <i>The learner may describe situations of complex grief and disenfranchised grief.</i>	<i>Mr R showed little or no interest and pleasure in normal activities and he said he felt low and miserable.</i> <i>Observations showed that he was feeling tired all the time and had a few changes in appetite and sleep patterns. He has also lost a bit of weight.</i>

<p>d. Provide a summary of the person, sociality, culture, ethnicity and spirituality and their importance in how they may impact the person while they are experiencing grief or bereavement.</p> <p>Approx. (50 words)</p>	<p><i>Mr R is an Italian Catholic and at times, shows that he is eased of the pain of the loss; however, at times, he questions this also. Mr R has two daughters, and he generally likes to play cards each week and bowls once or twice a week. He has good friendships with the people he plays cards with and bowls with.</i></p>
<p>e. Outline the potential for health and safety risks identified in this situation. Provide information on appropriate referrals (at least one) who could be (or were) engaged.</p> <p>Approx. (20-50 words)</p>	<p><i>Mr R has a genetic predisposition and a history of mental illness. He was referred to the St Auburns Care organisation to re-engage with a psychologist he has connected with previously.</i></p>
<p>f. Outline the potential for suicidal risks identified in this situation. Provide information on appropriate referrals (at least one) who could be (or were) engaged.</p> <p>Approx. (20-50 words)</p>	<p><i>St Auburns Care also has registered psychiatrists and the local Mental Health Association provides full family support should this become a risk. They will work with Mr R and their family to implement strategies to minimise Risk. If there is a serious risk, they also offer inhouse supervised treatments/programs.</i></p>
<p>g. Describe how you displayed empathy, sensitivity, professionalism, and courtesy throughout interactions with the individual.</p> <p>Approx. (30-50 words)</p>	<p><i>Listening to the persons concerns and putting my own feelings aside, acknowledging how the person was feeling, specifically if there is an emotional moment, Asking questions, asking permission if they feel like talking about it. Showing patience and not trying to rush the interaction, Asking questions about their spirituality and acknowledging their beliefs.</i></p>
<p>h. List the steps you took to respect the persons social, cultural, ethnic, and spiritual differences throughout interaction.</p> <p>Approx. (20-50 words)</p>	<p><i>Encouraged engagement with friends, opened conversations about individual friend characteristics, enquired about church attendance, church activities.</i></p>
<p>i. Outline the verbal and non-verbal communication approaches you took throughout the interaction to demonstrate empathy.</p> <p>Approx. (30-50 words)</p>	<p><i>Using clear language, speaking slowly, acknowledging emotions, beliefs, show understanding, moving slowly, not rushing providing information, talking through the information, and providing, validate feelings, listen closely and making sure my facial expressions and verbal tone do not show any judgement.</i></p>

Part B – Situation/ Individual 1 Report:

Provide loss and grief support – Written Report – Situation/ Individual 1	
<p>a. Name (first name only or a salutation and first initial – i.e., Mr R).</p>	<p><i>Mr R</i></p>
<p>b. Share the links or referrals you made (or could make) for the person to provide them with further help.</p>	<p><i>St Auburns Care – St Auburns Mental Health Association</i></p> <p><i>St Auburns local men’s shed</i></p>

(a minimum of 1 link or referral to be provided)	
<p>c. Briefly summarise the information you gave the individual about grief and bereavement support services and resources.</p> <p>Attach any flyers, brochures or weblinks.</p> <p>(a minimum of 1 source of information or resource to be provided)</p>	<p><i>Provided information about engaging with St Auburns.</i></p> <p>10 Best Online Grief Support Groups (healthline.com)</p> <p>Community and Family Services Grief Counselling Counselling Helpline (griefline.org.au)</p> <p><i>Attached flyers</i></p>
<p>d. List the formal grief and bereavement strategy or strategies identified as best suited for the situation.</p> <p>In your response, include whether this strategy was a suggestion only or implemented.</p> <p>Approx. (20-50 words)</p>	<p><i>Organise local council support for helping with groceries and meals – the local council offer support with weekly grocery shops and a range of meals to be cooked.</i></p> <p><i>A mental health plan was created for 6 sessions with St Auburns psychology and a referral was made with the MHA.</i></p>
<p>e. List the informal grief and bereavement strategy or strategies identified as best suited for the situation.</p> <p>In your response, include whether this strategy was a suggestion only or implemented.</p> <p>Approx. (20-50 words)</p>	<p><i>Suggested that his daughters assist with banking, paying bills and updating any insurances. Implemented this suggestion by working with Mr R and his daughter to create a spreadsheet on what is needed, when it is due, and an action plan.</i></p> <p><i>Organised two of his friends to pick him up for at least one activity each week – bowls / playing cards.</i></p>
<p>f. What feedback did you receive from the individual that showed they clearly understood the options?</p> <p>Approx. (30-50 words)</p>	<p><i>I asked for feedback verbally and informally about how Mr R felt about the options to show he understood.</i></p> <p><i>We also worked together to plan out the strategies which showed Mr R understood and was included in decisions.</i></p>
<p>g. List the steps you took to maintain confidentiality and alignment with organisational practices regarding privacy.</p> <p>Approx. (20-50 words)</p>	<p><i>Within my role and responsibility, I filled out the forms online and maintained individual privacy and I maintain my duty of care by speaking in private spaces, asking for permission, and follow workplace procedures regarding disclosing information.</i></p>

Activity 2

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

- Self-care activities
- Outcomes of the support provided

The resources required for this activity:

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

- a. For this part of the task, you will reflect on self-care needs and activities recognised throughout providing loss and grief support to the three situations described in Activity 1. You must provide written responses that record:
- How you monitored your own stress levels
 - Risks to self
 - Strategies used to minimise the recognised risks
 - Steps that were taken to engage supervision and debriefing where these were needed

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

- b. For this part of the task, you will review the support provided in Activity 1 and reflect on the outcomes. You will provide written responses that record:
- Outcomes during and after support was provided
 - Further support identified
 - Continuous improvement opportunities.

Submission Requirements:

- Written Report Part A
- Written Report Part B

Assessor Instructions:

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

Part A – Self Care Reflections:

Provide loss and grief support – Written Report – Self Care Reflections	
<p>a. Describe the stress levels you felt during the activities.</p> <p>Prompts/ questions to support you in answering this question:</p> <ul style="list-style-type: none"> • Were your stress levels higher in the lead up to providing support? • Were they heightened during interactions? • For the most part, would you describe your stress levels as generally low, medium, high, or extreme? • Did one situation pose more stress than the other? If so why? <p>Approx. (100 words)</p>	<p><i>Stress levels were low as I was well prepared. As a Christian I felt comfortable to speak about the religious aspects of death and bible references. Stress levels in situation 2 a lot higher due to the needs of the individual and absence of social connections. Providing information and confirming strategies (including informal and formal supports) was more difficult and required a lot more time – small amounts of information over multiple visits. Situation 3 – Was challenging due to my own history and I could see a lot of my family in this family. I regularly debriefed with the supervisor to ensure I maintained separation from the situation.</i></p>
<p>b. What actions did you take to monitor your own stress levels?</p> <p>Prompts / questions</p> <ul style="list-style-type: none"> • Did you take a self-evaluation check using a checklist (online, paper-based, informal, formal) 	<p><i>I did a mantra care stress level online test fortnightly and completed various mindfulness activities before and after interacting with the clients. This included monitoring and identifying how I was breathing to feel if there was any</i></p>

<ul style="list-style-type: none"> • Did you take some time to sit alone and reflect on your feelings? • Were you aware of your emotions? • Did you need to discuss the situation, take deep breaths, or withdraw? <p>Approx. (80 words)</p>	<p><i>anxiousness and then taking the time to consider why I was feeling anxious and then giving myself time to regulate these emotions. I felt very comfortable sharing my feelings with my supervisor in debrief sessions and was provided with great strategies such as breathing exercises and grounding activities.</i></p>
<p>c. Explain whether any experiences that you have had may pose a risk to you in providing grief and bereavement support to others?</p> <p>Approx. (40 words)</p>	<p><i>Situation 3 didn't pose a risk; however, I did identify early on that this family reminded me of mine and a situation that I had experienced.</i></p>
<p>d. What strategies will you or could you put in place to manage potential risks to yourself?</p> <p>Approx. (25 words)</p>	<p><i>Talking about the risk and being aware of and acknowledging the experience was helpful and I was able to recognise it and put it in its place.</i></p>
<p>e. List three self-care strategies you applied throughout these situations.</p> <p>Approx. (30 words)</p>	<p><i>Breathing exercises and grounding activities I exercise regularly and visit an infrared sauna as a part of my general health and well-being routine.</i></p> <p><i>Talking about how I was feeling.</i></p> <p><i>I also engaged in a couple of massages</i></p>

Part B – Support Review / Reflections:

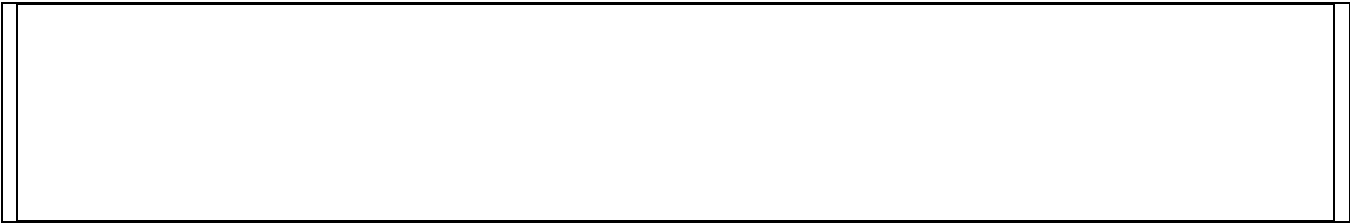
Provide loss and grief support – Written Report – Support Review and Reflections	
Situation 1	
<p>a. Explain how the individual responded during support provision?</p> <p>Approx. (20 words)</p>	<p><i>Yes Mr R was very responsive throughout the support being provided and was engaged in the activities with friends and helpful organising the schedule for bills etc.</i></p>
<p>b. What were the outcomes of the support provided?</p> <p>Prompts / Questions</p> <ul style="list-style-type: none"> • Did the individual express that the support was helpful? • Did the support achieve the desired outcome? <p>Approx. (60 words)</p>	<p><i>Mr R has continued seeing the St Auburns psychologist and whilst he has slowly been resuming his regular activities, starting off once a week he now often does two activities each week.</i></p> <p><i>His appetite has picked up particularly on the days he participates in activities.</i></p> <p><i>The support provided has achieved all its outcomes.</i></p>
<p>c. Was additional support needed and, if so, what indicated this was the case?</p> <p>If additional support was not needed – outline signs that would indicate that additional support might be needed and at least one additional support strategy you could offer the person for this situation.</p> <p>Approx. (60 words)</p>	<p><i>Mr R, needed some additional support to prepare breakfast and have a few readymade snacks as he would often forget to eat during the day. He liked the meals that were made and had them during the evening. He often expressed that he was very hungry by the end of the day, which uncovered that he needed this extra support.</i></p>
<p>d. Reflecting on the practices you applied during this situation:</p> <ul style="list-style-type: none"> • What would you do differently next time? 	<p><i>Spending time with Mr R and listening to him to find out his spirituality was a positive step. The strategies used were successful and the informal support with bills etc took the pressure</i></p>

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

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

Supervisor Details:						
Supervisor Name:		Signature:				
Email:						
Contact Details:		Date:				
Questionnaire:						
<p>To the assessor:</p> <p>The third-party report assessment tool provides an opportunity for a third party to verify the student participated in activities aligned with the key components of the unit. The third party will review the checklist below and confirm the student’s participation in the above activities.</p> <p>Review the checklist completed by the third party and additional comments provided. Contact the supervisor for further feedback on any areas that have received a ‘No’ result or any comments suggesting that the student did not complete a part of the task, or the workplace supervisor indicates performance below expected standards of the workplace. You may also like to contact the supervisor to verify the completion where you feel warranted.</p>						
Throughout working with carers, family members and the person did the learner:	Situation 1		Situation 2		Situation 3	
	Yes	No	Yes	No	Yes	No
1. Recognise reactions to loss and grief, which includes the following: <ul style="list-style-type: none"> • Identifying and assessing risks such as health and safety or suicide 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Recognising signs of loss and grief 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Engage Empathetically, which includes the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Empathetic, professional, showed sensitivity and courteous behaviours. 						
<ul style="list-style-type: none"> • Operating respectfully to the individuals social, cultural, ethnic and spiritual differences, through verbal and non-verbal techniques and providing information. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Applying empathetic listening 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Confirming understanding through collecting feedback 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Offer support and information, which includes the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Providing information on support services suitable for the situation 						
<ul style="list-style-type: none"> • Identifying suitable links and referring the person to help further when needed 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Using suitable informal and formal strategies 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintain confidentiality in line with organisational practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintain awareness and adopt activities to care for self, which includes the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Monitoring own stress levels 						
<ul style="list-style-type: none"> • Recognise personal risks 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Use a variety of strategies to minimise personal risk 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Reach out for supervisory support and opportunities to debrief 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Reviewed and reflected support provided, which includes the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Reflecting on outcomes during and after support is provided 						
<ul style="list-style-type: none"> • Highlighting where additional support would be beneficial/needed 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Applying continuous improvement through reflective practice and reviewing processes undertaken during the three situations. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments about the learner's performance during Task 1 and 2.						



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

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

Activity 1 - Provide support to person living with a disability

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

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

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

STUDENT INSTRUCTIONS

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

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

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

Important:

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

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

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

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

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

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

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

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

ACTIVITY 1

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

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

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

Client 1

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

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

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

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

TASK1 – CLIENT 1

Student Instructions:

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

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

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

Observation Report -Contribute to skills assessment

Insert [YOUR ORGANISATION's NAME]

Complete the following information:

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

Supervisor: [Supervisor's Name]	Supervisor: [Supervisor's Name]
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Observation details:

Name of Individual with Disability: [Person's Name]	
Describe Mrs X disability briefly. (Approximate word count 70-80 words)	For example: Mrs X is a young woman with a Developmental language disorder; she struggles with language comprehension and expression. She often has difficulty finding the right words and constructing grammatically correct sentences. Her goal is to improve her communication skills, learn to use visual cues, drawings, and keywords to aid communication and organise thoughts during her social interactions with others. Currently, she often uses sign language and speech-reading apps as communication tool.
Date and Time of Observation: [Date and Time]	
Location of Observation: [Specify where the observation took place, e.g., living room, dining area, etc.]	
Duration of Observation: [Approximate duration]	
Purpose of the observation and what you will be observing. (Approximate word count 35-45 words)	Purpose of observation is to assist and support the person in ongoing skills development. For example, I will be observing Mrs X skills and competencies ensuring that I maintain her dignity and respect during the process.
Write two (2) skills and competencies you observed. (Approximate word count 105-115 words)	<p>Example of skills observed:</p> <p>Skill 1 -During the observation, Mrs X used a combination of sign language and a speechreading app to understand others and express her thoughts.</p> <p>Skill 2- Mrs X demonstrated problem-solving skills by identifying alternative communication methods, while adapting her approach, or seeking assistance when faced with challenges. She also has a keen interest and skills in art and drawing.</p> <p>Example of Competency</p> <p>Competency 1- Mrs X use of a speech reading app and sign language showed that she can effectively use AAC tools, such as sign language or speech-generating devices, to express her thoughts and interact with others.</p> <p>Competency 2- Mrs X demonstrated adaptability in her communication to effectively navigate through challenges.</p>
Write two (2) ways you ensured that the observation process respects the person's rights and upholds their dignity throughout. (Approximate word count 95-110 words)	<p>Assessor Instructions: sample answers provided below students answers must be as per the sample answers however the wording may vary.</p> <ul style="list-style-type: none"> Clearly explain the purpose, benefits, and potential risks of the observation process. Respect their right to decline or withdraw from the observation at any time without facing negative consequences. Privacy and Confidentiality: Ensure that the observation takes place in a private and confidential setting. Maintain the confidentiality of the information obtained during the observation process, sharing it only with those directly involved in supporting the person.

- **Non-Intrusiveness:** Conducted observations in a manner that minimises intrusiveness and respects the person's personal space and boundaries.
- **Seek their permission** to observe specific activities or interactions and avoid being overly intrusive or disruptive.

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

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

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

Provide an example of a change you have observed in Mrs X status in the demonstration of skills in different environments.

(Approximate word count 70-80 words)

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

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

Are there any changes in the person's status that are likely to impact their skills development in the future?

(Approximate word count 70-80 words)

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

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

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

j)

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

You are required to document the specific skills observed and affected, the nature of the changes, and recommend appropriate accommodations or support to mitigate any negative impacts.

EMAIL – TEMPLATE 1 _ FAMILY MEMBER

(Word count 330-350 words approx.)

Assessor Instructions

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

To: Supervisor

Cc:

Add a subject: Observation Feedback

Email Body:

Dear [Supervisor's Name],

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

1. I have observed in [Person's Name]'s demonstration of skills in different environments and the potential impacts of recent changes in their status on their skill development. I believe this information will be valuable for their ongoing growth and success.

2. Recent Changes in Status:

- Unfortunately, [Person's Name]'s recent change in status, specifically [describe the change, e.g., increased pain/fatigue, decline in vision, emotional challenges], has had an impact on their skill development.
- This change has resulted in [mention specific challenges or limitations observed].
- They may benefit from additional support or accommodations to mitigate the impact of these changes and continue their skill progression.

3. Recommended Actions:

- It is important to have an open dialogue with [Person's Name] to understand their current needs, challenges, and aspirations.
- Considering their recent changes in status, we should explore potential adjustments or accommodations that can support their skill development and overall well-being.
- [Suggest specific actions or resources that may be helpful, e.g., offering additional training, providing assistive technologies, arranging counseling sessions].

4. Positive Progress:

- Despite the challenges, it is important to acknowledge [Person's Name]'s ongoing progress and accomplishments in various areas [specify relevant achievements].
- Their determination, perseverance, and willingness to adapt have been noteworthy.

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

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

Best regards,

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

Signature:

(Student name)

Supervisor's Endorsement

Name of Supervisor:

Supervisor's contact details:

Phone:

Email:

Date:

Signature:

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

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

Client 1	
Name: Mrs X[Add the name of the client]	
a)	<p>Identify and list three (3) skills development strategies you identified as per Mrs X's individualised plans? (Approximate word count 95-100 words)</p> <p>Assessor Instructions: Sample answers provided below however please note the strategies will vary depending on the client they are working with and their individual support plan. Students' answers will be competent if they are reflective of skills development strategies, they identified in individual support plan.</p> <ol style="list-style-type: none">1. Reviewed the individual support plan and identified the skills Mrs X desired to develop or improve to implement strategies as per her needs and preferences.2. Incorporate Mrs X strengths, skills and competencies: Considered the individual's specific needs related to their hearing disability. For example, Mrs X's use of sign language and assistive technology app as their primary means of communication, considered including strategies that promote sign language fluency and understanding.3. Mrs X has keen interest in art and drawing so considered strategies such as including art therapy sessions as a medium for her to express herself and improve on communication.4. Adapted the skills development strategies to accommodate their unique circumstances and provide appropriate support.5. Involve and implement strategies such as use of assistive technology, communication aids, or the involvement of additional professionals such as speech therapists or social skills trainers.
b)	<p>Work with Mrs X collaboratively to explore her existing skills as you observed in task A and plan for skills development. Complete the following questions below:</p> <p>Assessor Instructions: Sample answers provided below however please note the strategies will vary depending on the client they are working with and their individual support plan.</p> <p>Write two (2) existing skills of Mrs X that you identified during a conversation with her it could also include skills you observed in task A. (Approximate word count 75-85 words) For example:</p> <ul style="list-style-type: none">• Mrs X has keen interest in drawing and art she would often use this medium to help her express herself creatively. Drawing can also be used as a means of communication, allowing her to illustrate her ideas when words are challenging.• Mrs X demonstrates active Listening skills Despite her challenges with language comprehension, Mrs X is an active listener, and she demonstrates understanding through non-verbal cues or gestures, indicating that she is attentive and engaged in conversations. <p>Briefly explain five (5) steps you undertook when planning for skills development with Mrs X?</p>

	<p>(Approximate word count 100-110 words)</p> <p>Assessor Instructions: Students must include five (5) out of eight steps below however their answers may vary.</p> <ol style="list-style-type: none"> 1. Based on the skills and competency identified during task 1 considered Mrs X specific disability, and any accommodations or assistive technologies they may require. 2. Goal Setting: Collaborated with Mrs X to establish clear and measurable goals. Ensured that the goals are realistic, achievable, and aligned with the person's interests and aspirations. 3. Incorporated strategies and techniques to improve communication skills, such as visual cues, drawings, and keywords. 4. Planned activities that promote the development of communication skills, using a combination of sign language, speechreading apps, and other appropriate tools. 5. Fostered collaboration with the client, their support network, and relevant professionals. 6. Regularly communicated and shared progress updates with the client and their supervisor or caregiver. 7. Planned for monitoring the client's progress towards their goals. 8. Continuously adapt and refine the evaluate effectiveness of the strategies based on the client's changing needs and progress.
c)	<p>Work with Mrs X to identify personal strengths and goals for ongoing skill development. You are required to identify at least two (2) of her personal strengths and two (2)goals.</p> <p>complete the questions below.</p> <p>Assessor Instructions: Sample answers provided below however please note the strategies will vary depending on the client they are working with and their individual support plan.</p> <ol style="list-style-type: none"> 1) List and explain two (2) strengths that Mrs X has and how these strengths can be used for her skills development? (Approximate word count 90-100 words) <p>Example: Mrs X is good at using alternative forms of communication, such as written communication or augmentative and alternative communication (AAC) devices. I could research and introduce her to more ACC technologies that can assist with communication skills development such as speech-to-text devices etc.</p> <p>A strength of Mrs X is drawing and painting this can be used to create visual aids, such as charts, symbols, or graphic organisers, that support her specific communication needs. These visual supports can assist in organising thoughts, conveying messages, and facilitating effective communication in different settings.</p> <ol style="list-style-type: none"> 2) When planning for skills development, write two (2) goals and two(2)strategies to meet the goals that you discussed with Mrs X? (Approximate word count 80-90 words) <p>Goal: Enhance Language Expression Strategies include:</p> <ul style="list-style-type: none"> • Attend speech therapy sessions to work on expressive language skills. • Engage in activities that encourage verbal expression, such as participating in group discussions or storytelling. • Practice using visual cues and keywords to organise thoughts and improve sentence construction. <p>Goal: Utilise Visual Cues / assistive technology for Communication Strategies include:</p> <ul style="list-style-type: none"> • Attend training or workshops on using visual supports for communication. • Practice creating and using visual aids in everyday conversations and social interactions.

	<ul style="list-style-type: none"> • Seek guidance from a speech-language pathologist to develop personalised visual communication strategies.
d)	<p>Assist Mrs X to identify resources to complement strengths and identify the use of at least two (2) resources you think would help the most in skills development.</p> <p>Assessor Instructions: Sample answers provided below however please note the strategies will vary depending on the client they are working with and their individual support plan.</p> <p>Complete the questions below: (Approximate word count 50-60 words)</p> <p>1) List two (2) techniques you used to assist Mrs X to identify resources that complement Mrs X's strengths? Example:</p> <ul style="list-style-type: none"> • I Encourage self-reflection and self-awareness by asking Mrs x to identify activities or tasks in which they feel confident and successful. • By utilising a person-centred approach, I engaged in conversations and exploration to identify resources that align with her strengths. This involved asking open-ended questions about their interests, talents, and areas where they excel. <p>2) List two (2) resources you identified that could assist Mrs X in skills development.</p> <p>(Approximate word count 30-40 words)</p> <ul style="list-style-type: none"> • Engaging in social skills training programs or workshops can support Mrs X in developing effective social interaction strategies. • Exploring resources such as communication cards that could assist in practising communication skills. • Exploring additional assistive technologies tailored to Mrs X's specific needs can enhance her communication and organisational skills. This may include apps or devices that offer visual cues, reminders, or note-taking functionalities. • Given Mrs X's keen interest and skills in art and drawing, incorporating art therapy into her skill development plan can be beneficial. • Mrs X could benefit from working with a speech and language therapist who specialises in developmental language disorders. The therapist can provide targeted interventions, exercises, and strategies to improve her language comprehension, expression, and overall communication skills.
e)	<p>In this task you are required to provide Mrs X with information, skills and support to engage in activities according to her needs and preferences and answer the following question below.</p> <p>Assessor Instructions: Sample answers provided below however please note the strategies will vary depending on the client they are working with and their individual support plan.</p> <p>Give two examples of information, skills, and support you provided to Mrs X to engage in activities that could assist in her skills development?</p> <p>(Approximate word count 80-90 words)</p> <ul style="list-style-type: none"> • Example: Recognising Mrs X's interest in painting and drawing, I provided her with information about group art therapy sessions and supported her to engage in an art therapy session with a qualified art therapist to provide her with a structured and supportive environment for self-expression. • Example: I informed Mrs X about participating in speech therapy sessions to improve speech clarity and articulation and engage in social skills training programs to practice communication and build her confidence to enhance language expression. • Example: I informed Mrs X to join support groups or clubs where he can interact with others who have similar experiences, providing a safe space for communication practice.

	<ul style="list-style-type: none"> • Example: I provided support by planning activities such as role play to use some resources identified in task 2d for skills practice.
f)	<p>In this task you are required to use one (1) assistive technology you identified as per Mrs X individual support plan or in task 1d and provide support to Mrs X to mobilise strengths and encourage ongoing development and application of skills for personal development using the assistive technology:</p> <ul style="list-style-type: none"> • You are required to monitor Mrs X's interactions, paying attention to their comfort level, responsiveness, and engagement with the assistive technology. • Consult with your supervisor to discuss to monitor effectiveness of the strategies and level of engagement. • provide feedback to Mrs X based on her use of assistive technology and answer the questions in task g related to providing the feedback. <p>Assessor Instructions: Sample answers provided below however please note the strategies will vary depending on the client they are working with and their individual support plan.</p> <p>Complete the questions below:</p> <p>Name the assistive technology you used: For example, an assistive technology such as speech to text app</p> <p>Briefly explain how you ensured the assistive technology would incorporate Mrs X's strengths and encourage her in ongoing skills development? (Approximate word count 45-55 words)</p> <p>By involving Mrs X in a discussion, I consulted with her and brainstormed and proposed innovative ways to leverage on her strength of using previous app-based technology and introduced the use of this new speech to text assistive technology, which could assist her in communication skills.</p> <p>Write the steps you undertook to encourage Mrs x to apply the assistive technology skills for personal development: (Approximate word count 80-85 words)</p> <ul style="list-style-type: none"> • I downloaded the speech to text app on my phone • Introduce Mrs X to the speech-to-text app and its features. • Explained how the app works, including how to activate speech recognition and view the transcribed text. • Provide step-by-step instructions or a tutorial on using the app effectively. • Encouraged Mrs X to independently practice speaking clearly and articulating her words while using the app. • Engaged in conversation or discussion where Mrs X practiced speaking while the app transcribes their speech. <p>Write two(2) monitoring strategies you discussed and consulted with your supervisor to determine effectiveness and level of engagement?</p> <ul style="list-style-type: none"> • observed Mrs. X's interactions with the chosen assistive technology during skill development activities. • Paid attention to her body language, facial expressions, and gestures as she uses the technology. • Noted any signs of ease or discomfort, as well as her level of confidence while operating the device.

	<ul style="list-style-type: none"> Identify areas where the strategy has been successful in achieving its objectives. Also, highlight any challenges or areas where improvements are needed
g)	<p>In this task you are required to provide constructive feedback to Mrs X based on the activity you completed in task f above in a respectful manner that recognises their rights and upholds their dignity.</p> <p>Assessor Instructions: Sample answers provided below however please note students wording may vary. Student must be able to explain five (5) out of six (6) strategies listed below.</p> <p>Briefly describe five (5) techniques you used when providing constructive feedback to Mrs X? (Approximate word count 170-180 words)</p> <ol style="list-style-type: none"> Highlighted clients' strengths: I began by acknowledging Mrs. X's efforts and strengths in using the speech-to-text app as a communication tools. Highlighting her progress while using assistive technology. Acknowledged her abilities and how these strengths contribute to their success. Cultivated a supportive environment: Created an atmosphere of trust, empathy, and support. I let Mrs X know that I am there to assist and encourage her throughout her journey with the assistive technology. Provided constructive feedback: Along with positive feedback, offered constructive feedback when necessary. Focused on areas for improvement without undermining Mrs X efforts or discouraging them. Offered suggestions and strategies or corrections in a supportive and encouraging manner, emphasizing growth and learning. Encouraged self-reflection: Asked Mrs. X to reflect on her own communication experiences and identify areas she would like to work on. Encouraged her to express her own goals and preferences, ensuring her agency and involvement in the feedback process. Active listening: Actively listen to Mrs. X's perspectives, concerns, and feedback. Validated her experiences and emotions and addressed any questions or uncertainties she may have. <p>Briefly explain how you ensured that the feedback you provided was delivered in a respectful manner that upheld Mrs X's rights and dignity? (Approximate word count 40-45 words)</p> <p>I showed respect for Mrs X autonomy and decision-making abilities. I listened actively to her perspective, validated her experiences, and avoided making assumptions or generalisations based on her ability to use assistive technology—framed feedback as a collaborative process aimed at personal growth and development.</p>
h)	<p>In this task you are required to organise a meeting with Mrs X and a support person to carry out a conversation with Mrs X to acknowledge and discuss two (2) difficulties she faced in implementing skills development activities such as during skills assessment or while using the assistive technology.</p> <p>Complete the questions below:</p> <p>List two (2) difficulties Mrs X faced during this skills development process? (Approximate word count 65-75 words)</p> <p>Assessor Instructions: Sample answers provided below however student answer will vary depending on the client they are working with and their individual support plan</p> <p>For example:</p> <ul style="list-style-type: none"> Mrs X explained that during the process at times, she faced challenges due to her communication barriers such as difficulty in understanding spoken language or difficulty in following instructions due to heavily relying on lip-reading.

- Mrs X also faced technical issues a few times such as during the use of assistive technology and while practicing the speech-to-text apps, was hindered by technical glitches or compatibility issues, impacting their reliability.
- Issues of miscommunication due to inaccurate or misunderstood information due to reliance on lip-reading or limited auditory cues.

i) In this task tasks you are required to engage in a story telling activity with Mrs X. During the activity you will monitor and evaluate the effectiveness of this strategy and consult with your supervisor to discuss your observations, findings, and potential improvements.

You are required to:

- Explain to Mrs X the purpose of the story telling activity as a strategy to enhance her narration and foster skills development in communication.
- Ask Mrs X to narrate a short story it can be based on her life experiences or hobbies or about a significant incident in her life(not more than 2 mins)
- During the activity, you are required to monitor Mrs X's interactions, paying attention to her comfort level, responsiveness, and engagement in this activity.
- As part of monitoring strategies, you are required to consult with your supervisor to discuss the effectiveness of the strategy and level of engagement Mrs X.

Complete the following questions below:

List five (5) ways you monitored the effectiveness of strategies implemented for skills development?

Assessor Instructions: Sample answers provided below however students responses may vary.

(Approximate word count 65-75 words)

- Regularly observing and assessing Mrs. X progress in relation to her goals.
- Used objective measures, such as task completion rate and observations of her engagement and confidence during activities.
- Carried out evaluations on the level of effectiveness of the implemented strategies
- Discussed the progress with Mrs X
- Seek their feedback on how they perceive their own development.

Briefly explain how you consult with your supervisor to discuss the client's level of engagement.

(Approximate word count 40-50 words)

Assessor Instructions: Sample answers provided below however students response may vary.

I collaborated with my supervisor by regularly communicating and sharing details about the observations, data, and insights regarding the effectiveness and engagement level in activities of the client. I sought guidance, suggestions, and support from the supervisor for improvement based on their experience and expertise.

Supervisor's Endorsement

Name of Supervisor:

Supervisor's contact details:

Phone:

Email:

Date:

Signature:

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

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

Client 1

Name: Mrs X [Add the name of the client]

a) Engage Mrs X in two (2) real-life situations and identify two (2) potential opportunities for either informal or incidental learning based on Mrs X engagement in the real life situations.

Complete the questions below:

Identify and write the two (2) real-life situations in which you engaged Mrs. X for participation.
(Approximate word count 200-220 words)

Assessor Instructions : Student must involve the client in two real-life situations. Sample answers are provided below. The real-life situations can be based on the client's interest and preferences of need to learn any particular skills.

For example:

Real life situation 1

After consulting with Mrs. X, we decided to visit a local art exhibition or museum, considering her keen interest in painting and art. I took the responsibility of researching and organising the visit, and once she agreed, I communicated the schedule to Mrs. X and her support network. Throughout the activities, I observed and identified moments where she could learn incidentally or informally.

Real Life situation 2

After consulting with Mrs. X, I organised an informal social gathering and planned a storytelling workshop, inviting her close family and friends to participate. At the beginning of the workshop, I introduced myself, explained the agenda, and shared the goals for the session. To ensure her active engagement, I provided clear visual instructions and used gestures and visual aids. To enhance her communication skills and use assistive technology, I encouraged Mrs. X to utilise the speech-to-text assistive technology during the activity. I motivated her to participate by sharing an important incident from her life that had a significant impact. Throughout the session, I encouraged her to initiate conversations and engage in social interactions, praising her efforts in communicating and expressing herself.

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

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

(Approximate word count 300-325 words)

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

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

Real life situation 1

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

Real Life situation 2

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

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

Real Life situation 1

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

Real Life situation 2

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

b) Identify positive approaches and strategies you incorporated in line with the above activities in task 3a to promote enjoyment and maximise engagement of the client Mrs X, while she engaged in the real-life situation.

Complete the question below

Briefly explain five(5) positive approaches and strategies you applied that promoted enjoyment and maximised engagement of Mrs X in her skills development?

(Approximate word count 170-180 words)

Assessor Instructions: sample answers provided below. Students must identify at least five (5) positive approaches that made the learning experience engaging and enjoyable for Mrs X.

1. To make learning experiences engaging and enjoyable I incorporated Mrs X interest and hobbies into activities. For example, as Mrs X enjoys art, I consulted with her and planned an art exhibition or museum visit and to enhance her communication skills I organised an informal

	<p>story telling activity for her where she could freely interact with her friends and family and participate in the activity.</p> <ol style="list-style-type: none"> 2. During the visit, I engaged her in a fun activity of conversing about different art techniques or encouraging her to describe her favourite artworks to maximise her engagement. 3. I provided Mrs X with positive reinforcement through specific and genuine praise for her efforts and achievements during story telling sessions. 4. Incorporated multisensory elements into the storytelling, such as visual cues, to make the experience more immersive and engaging for the person with a hearing disability. 5. Encouraged Mrs X to use assistive technology when story telling hence engaging in hands-on experience that promoted engagement and participation and make participation more fun, interactive and enjoyable. 6. Celebrated small achievements and progress, to boost Mrs X self-confidence and motivation.
c)	<p>In this activity, you are required to collaborate with Mrs X chosen support person and supervisor to have a conversation about strategies to adapt support to maximise independence and experiential Learning for Mrs X.</p> <p>Complete the questions below:</p> <p>Briefly explain five(5) strategies you incorporated in consultation with Mrs X chosen support person and with the supervisor to adapt support to maximise independence and experiential learning for Mrs X.</p> <p>Assessor Instructions: sample answers provided below. Students explain five (5) strategies they incorporated in consultation with Mrs X chosen support person and with the supervisor to adapt support to maximise independence and experiential learning for Mrs X.</p> <ol style="list-style-type: none"> a) I collaborated with Mrs X , their chosen support person, and supervisors to evaluate the effectiveness of the support provided and make necessary adjustments. b) To maximise independence and experiential learning, in consultation with the support person and the supervisor I gradually empowered and encouraged Mrs X to set personal goals and explore different techniques to support her in her daily living needs. c) In consultation with the person, there support person and the supervisor I provided opportunities for Mrs X to learn and practice new communication techniques and skills. d) I assessed the assistive technology used by Mrs X and collaborated with her, support person and supervisor to assess the need for other assistive devices, such as hearing aids, cochlear implants, or communication apps to adapt to Mrs X changing needs and preferences. e) In consultation with Mrs X, support person and supervisor I provided a range of experiential learning opportunities that aligned with Mrs X interests and goals. These included hands-on activities, volunteering, and participation in real-life scenarios. f) Supported and empowered Mrs X to assertively communicate her needs, preferences, and accommodation requirements in various situations. Actively involved her in decision-making processes related to her support and care, demonstrating respect for her autonomy and preferences. By collaboratively implementing these strategies with the person, carer, and supervisor to create an inclusive and empowering environment.
Supervisor's Endorsement	
Name of Supervisor:	

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

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

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

Student Instructions:

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

Students instructions to write the review report:

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

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

Assessor Instructions: Completing reporting documentation is a critical aspect of maintaining accuracy, consistency, and compliance within an organisation. The students must complete this review report summarising the task they completed from (task 1-3) as per the students' instructions. Sample report provided below however students wording may vary depending on the client they are working with.

Review Report Template

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

Review Report:

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

(Approximate word count 525-550 words)

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

As a support worker, I was assigned to assist Mrs. X, an elderly woman with mild hearing difficulty, in her skills development using a strength-based approach. Throughout the skills assessment process, I conducted observations with the utmost respect for her rights and dignity, ensuring her consent was obtained before any evaluation. Family members and carers as identified by the Mrs X, were actively involved in the skills assessment process. Their insights provided valuable context and perspectives on her strengths, preferences, and areas for growth. All observations were meticulously recorded in consultation with the supervisor, using clear and understandable terms. The recorded information served as a foundation for providing ongoing support and skills development. Continuous feedback was provided to the supervisor regarding any changes observed in the Mrs X's skills, performance across different environments, and her current status impacting skill development. This ensured that her needs were met effectively. The individualised plan was carefully interpreted, considering her hearing disability, love for art, and proficiency in assistive technology. Mrs X actively participated in identifying her skills

and setting goals for further development. Her passion for art and painting and proficiency in using assistive technology were considered a vital foundation for skill enhancement. Through interactive sessions, her personal strengths and goals were recognised and aligned with the skills development plan. Emphasis was placed on leveraging her passion for art and the use of assistive technology to improve overall communication skills. Assistance was provided in identifying resources that complemented her strengths, such as art workshops, communication aids, and mentorship programs. Information, skills, and support were offered to help her engage in activities that catered to her specific needs and preferences, fostering a conducive learning environment. Continuous encouragement and support were provided to mobilise her strengths and foster the ongoing application of skills for personal development. Constructive feedback was delivered to the Mrs X in a respectful manner, acknowledging her rights and upholding her dignity throughout the learning process. Difficulties encountered in implementing skills development activities were openly acknowledged and discussed with Mrs X and relevant stakeholders, fostering a problem-solving approach. Strategies were regularly monitored to determine their effectiveness and the level of engagement in activities, ensuring that the skills development plan remained relevant and adaptive. Opportunities for incidental learning were consistently encouraged and recognised during various real-life situations, such as art exhibitions, storytelling sessions, social gatherings, and community events. Positive approaches were employed to enhance enjoyment and maximise engagement in all activities. Her love for art was seamlessly integrated into communication skills practice, making the learning process enjoyable. Support was adopted through consultation with Mrs X, her chosen support people, and the supervisor, aiming to maximise independence and experiential learning. The right balance of assistance and autonomy was provided to foster growth.

Conclusion:

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

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

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

(Word limit 195-210 words)

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

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

For example:

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

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

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

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

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

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

(Approximate word count 110-120 words)

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

For example:

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

b) The procedures I followed included:

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

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

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

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

(Approximate word count 20-25 words)

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

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

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

(Approximate word count 75-80 words)

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

1. Informing the person about their right to access their records and how to exercise that right.
2. Providing clear and accessible information on the process to request and access records.
3. Ensuring that the person's records are maintained in a secure and organised manner for easy retrieval.
4. Responding promptly to requests for access, providing the requested information within a reasonable timeframe.
5. Respecting the person's privacy and confidentiality by taking appropriate measures to safeguard their records.

Supervisor's Endorsement

Name of Supervisor:

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

Assessment Checklist: (completed by the Assessor)		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)
The student safely supported one client with disability in skills development processes		
Task 1		
a)	<p>The student read and familiarized themselves with the individualised plan for the client and completed observation report</p> <p>Student completed the following:</p> <ul style="list-style-type: none"> • Did the student check the facilities and place was conducive to carry out the activity? • Did the student familiarize themselves with the individual plan and care plan? • Did the student carry out the observation in a manner that upheld the client's dignity and respect • Did the student consult with the supervisor and complete the observation report accurately and objectively recording all the requirements? • Did the student complete the answers sufficiently and within word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
b)	<p>1. Student organises a meeting with the family, supervisor and records observations in different settings to support skills assessment</p> <ul style="list-style-type: none"> • Did the student carry out a meeting with the family/carer and identify the persons existing skills, strengths to support skills assessment? • Did the student complete the requirements for seeking consent from the family member, carer or a support person identified by person with dementia in the presence of supervisor prior to activity commencement? • Did the student describe the key role and value the carer provides to the client, including the carer knowledge and skills? • Did the student list ways they consulted with the supervisor and record the observations using terms that can be clearly understood? • Did the student carry out observations of skills of the client in two different settings? 	<input type="checkbox"/> S <input type="checkbox"/> NS

	<ul style="list-style-type: none"> • Did the student complete the email and provide feedback to the supervisor about the changes in the person's demonstration of skills in different environments and changes in status that may impact on skills development? • Did the student complete all the questions correctly within the word limit? 	
Recording comments:		
Task 2		
a)	<p>Student accesses individual support plan</p> <ul style="list-style-type: none"> • Did the student access the individual support plan for the client and identify and interpret two(2) strategies for skills development • Did the student complete the questions correctly and within the word limit 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
b)	<p>Work with the client to identify skills and plan for development</p> <ul style="list-style-type: none"> • Did the student work collaboratively with the client • Did the student identify the two(2) existing skills of the client • Did the student briefly explain the steps they undertook for planning • Did the student complete the questions correctly and within word limit 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
c)	<p>The student works with client to identify strengths and goals</p> <ul style="list-style-type: none"> • Did the student identify the clients strengths • Did the students identify two(2) goals and strategies to meet the goals and discuss with the client • Did the student completed the question correctly and within word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
d)	<p>The student assists the person in identifying resources to complement strengths.</p> <ul style="list-style-type: none"> • Did the student assist the client in identifying two(2) resources to support in skills development • Did the student list two(2) correct techniques they used to identify resources that complement clients' strengths? • Did the student complete the answers correctly and within word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
e)	<p>Provide information, skills and support to client</p> <ul style="list-style-type: none"> • Did the student provide two(2) examples of information, skills and support they provided the client to support their engagement in activities for skills development? • Did the student complete the answers correctly within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		

f)	<p>The student to identify assistive technology and Support the person to mobilise strengths and to encourage ongoing development and application of skills for personal development.</p> <ul style="list-style-type: none"> • Did the student identify the correct assistive technology the client could use as per the individual support plan? • Did the student explain how they would incorporate assistive technology to mobilise client's strength and encourage in skills development? • Did the student provide the correct steps they followed to encourage the client to use assistive technology for person development? • Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
g)	<p>The student to provide feedback to client</p> <ul style="list-style-type: none"> • Did the student provide constructive feedback to the client? • Did the student ensure the feedback provided was delivered in a respectful manner and upheld the clients rights and dignity? • Did the student complete ethe answer sufficiently and within word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
h)	<p>The student to acknowledge and discuss difficulties identified in implementing skills development activities with the person and others.</p> <ul style="list-style-type: none"> • Did the student organise a meeting with the client and family/carer to acknowledge and discuss two(2) difficulties the client faced in implementing skills development activities? • Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
i)	<p>The student Monitored strategies to determine effectiveness and level of engagement in activities in consultation with supervisor.</p> <ul style="list-style-type: none"> • Did the student carry out the story telling activity with Mrs X as per the task instructions. • Did the student correctly list five(5) ways they monitored the effectiveness of strategies implemented for skills development? • Did the student collaborate and consult with the supervisor to discuss the client's level of engagement in activities? • Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording Comments:		

Task 3		
a)	<p>The student to provide encouragement in real-life situations that can act as potential, informal or incidental learning opportunities.</p> <ul style="list-style-type: none"> • Did the student engage the client in two (2) real life situations? • Did the student identify two(2) informal and two(2) incidental opportunities based on interactions in real life situations? • Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording Comments:		
b)	<p>The student to use positive approaches and strategies to promote enjoyment and maximise engagement.</p> <ul style="list-style-type: none"> • Did the student provide a brief description of five(5) positive approaches and strategies they used during task 3a to promote client enjoyment and maximise engagement? • Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording Comments:		
c)	<p>The student to adapt support in consultation with the person, their chosen support people and supervisor, to maximise independence and experiential learning.</p> <ul style="list-style-type: none"> • Did the student describe five(5) strategies they used to adapt support in consultation with the person, their chosen support people and their supervisor to maximise independence and experiential learning? • Were the strategies reflective of the activities they completed in task 3a? • Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording Comments:		
Task 4		
a)	<p>The student to complete relevant documentation</p> <ul style="list-style-type: none"> • Did the student complete the review report sufficiently and within the word limit as per task instructions? 	<input type="checkbox"/> S <input type="checkbox"/> NS
b)	<p>The student to refer to relevant organisations policies and procedures and complete questions:</p> <ul style="list-style-type: none"> • Did the student complete all four questions related to organisations policies and procedures and relevant ACTS and legislations sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS

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

Module 13: CHCAGE011 Provide support to people living with Dementia

There are two (2) activities to be completed as part of your SWLA for Module 13 assessment.

Activity 1 - Provide support to people living with Dementia

You must complete all the following tasks with two(2) people living with dementia to demonstrate your skills and knowledge to support people living with dementia.

You must have access to at least two(2) Individualised Support Plans and any relevant equipment that is outlined in the plan.

You must interact with each person living with dementia and their family members, carers, or their nominated support person on two (2) separate occasions whilst on your work placement and provide support according to an individualised plan, to two(2) different people living with dementia.

STUDENT INSTRUCTIONS

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

- i. Read the individualised plan for person with dementia and familiarise yourself with specific needs and preferences.
- ii. Apply person centred approaches to all client interactions.
- iii. Access client's personal information and seek carer, family member or a supportive person identified by the client from their personal file and care plans. Complete a verbal consent or a written consent form as per organisations policies and procedures and in the presence of a supervisor and on two (2) occasions prior to organising a verbal, face to face meeting with the client, their carer and a family member, or other identified support worker to understand the specific needs and preferences of the person with dementia.
- iv. Use reassurance and validation strategies to relieve the client's distress and agitation
- v. For each of the client you must demonstrate the use of strength-based approach to meet the needs. This will require student to:
 - Identify behaviour and potential triggers
 - Pay close attention to any changes in the behaviour of the person living with dementia.
 - Look for signs that indicate stressors or unmet needs.
 - Utilise your knowledge and understanding of the person to determine appropriate strategies to reduce the identified stressors and meet their needs,
 - Think critically about possible interventions or adjustments that can be made to create a more comfortable and supportive environment for the person.
 - Implement the strategies you have identified to reduce the likelihood of adverse outcomes for the person and others involved.

- Use and suggest assistive technology as identified within the individual plan and while planning for the client to participate in activities.

vi. A report and documentation template where you can record and report to the supervisor

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

Important:

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

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

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

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

For students to complete the activities for this task they must be provided with completed individual care plans for two (2) people living with dementia, preferably people with mild to moderate symptoms of dementia, to avoid any risk of the health and wellbeing of student, along with interaction with family members, carer , client or others involved as part of the task.

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

- a) completed individualised plan for two people with dementia, the individualised plan must include the following:
 - Specific needs and preferences of a person with dementia
 - Persons likes and dislikes, strengths and interest
 - Potential identified and trigger behaviours
 - Provision of any support services the person is using or prefer to use
 - Policies and procedures for report writing documentation and storage
 - A minimum of one (1)assistive technology according to persons specific needs for two(2) people living with dementia
- b) Workplace policies and procedures for reporting and any relevant state based legislation/Act eg Aged care Act 1997, privacy and confidentiality act
- c) Access to client's personal information for students to a seek carer, family member or a supportive person identified by the client from their personal file and copy of the clients care plans. Complete a verbal consent or a written consent form as per organisations policies and procedures and in presence of a supervisor and, on two (2) occasions organise and interact in face to face meeting with two (2) people excluding the client, one should be their carer, and one a family member, or other identified support worker to understand the specific needs and preferences of the person with dementia .
- d) Workplace policies and procedures for use of reassurance and validation strategies to relive distress and agitation
- e) Student to use strength-based approach This will require student to:
 - Refer to individual plan and the two clients and identify behaviour and potential triggers,
 - Pay close attention to any changes in the behaviour of the person living with dementia and document it
 - Equipment availability includes assistive technology as per individual support plan and to support client participation in activities.

- Look for signs that indicate stressors or unmet needs.
- Implement the strategies you have identified to reduce the likelihood of adverse outcomes for the person and others involved.

f) A report and documentation template where student can record any conversations and report to supervisor.

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

ACTIVITY 1

You will need to demonstrate your ability to support two(2) clients to undertake at least one activity of daily living according to their Individual Support Plan.

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

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

Client 1 and Client 2

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

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

Assessor Instructions: Students must submit deidentified care plans for the two(2) clients they will be working with for this assessment. The deidentified report should only contain information that meets the requirements for this assessment and to review answers to the questions within the assessments for marking purposes.

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

TASK1 – CLIENT 1

Student Instructions:

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

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

Client 1

Name: Mrs X[Add the name of the client]

c)	<p>Outline the key needs and preferences of the person as per their individualised plans including any support services the person is currently using as offered by the organisation? (Approximate word count 75-85 words)</p> <p>For example: Mrs X is an elderly resident in our aged care home who has mild dementia symptoms and requires assistance with her daily activities, including bathing, dressing, and meals. Apart from physical needs Mrs X also has some preferences such as Mrs X finds comfort in familiar surroundings, she likes maintaining a consistent daily routine, she enjoys socialising and keeping herself busy with hobbies such as gardening etc.. She also has mobility issues and requires support to move around. The organisation may offer support services such as personal care assistance, medication management, physical therapy, nutritional support etc.</p>
d)	<p>What person-centered approaches and techniques did you apply when working with Mrs. X to promote and uphold her rights and dignity? (Approx word count 195-210 words)</p> <p>Some examples of application of person centered approach include:</p> <ol style="list-style-type: none"> 1. Get to know Mrs. X: I took time to talk to Mrs.X to learn about her interests, preferences, and life experiences. This helped me to develop a better understanding of what is important to her. 2. Incorporate Mrs. X's interests into her care: I incorporated Mrs. X's love for gardening into her care plan by providing opportunities for her to spend time outside in the garden, helping with planting and watering, and even creating a small garden area for her to tend to. 3. Involve Mrs. X in decision making: I involved Mrs. X in decisions about her care and daily activities as much as possible. For example, by offering her choices about what activities she would like to participate in or what foods she would like to eat. 4. Provide emotional support: I provided emotional support to Mrs.X, taking the time to listen to her concerns and feelings. I also offered her reassurance and validation when or if she was feeling anxious or upset. 5. Involve family and caregivers: I involved Mrs. X's family and caregivers in her care, providing regular updates and opportunities for discussion about her progress and any changes in her needs.

e)	<p>Occasion 1 - Organise and conduct a face to face meeting with Mrs X, their carer or preferred support person and family member to assess the needs and preferences of the person and identify support services that assist in maintaining a stable and familiar environment for the person.</p> <p>Write the initials of the family member, carer or support person you interacted with that supports the person with dementia?</p> <p>Mrs M</p> <p>In presence of a workplace supervisor did you complete a written consent form or take verbal consent from the identified person before commencing the activity?</p> <p>I completed the requirements as per organisation policies and procedures i.e. written or verbal and in presence of supervisor.</p> <p>Include the key role and value the carer provides Client 1. Include key knowledge and skills. Approx. (30-50 words)</p> <p>Ms. M provides direct care and support to Mrs. X, including assistance with bathing, dressing, and meals. She is trained and experienced in caring for elderly individuals with mobility issues and has knowledge of Mrs. X's medical conditions and care plan. Her key skills include communication, patience, and attention to detail.</p> <p>Describe the process you took to involve Mrs X, there carer and family member in identifying support services that maintain a stable and familiar environment to support Mrs X wellbeing.</p> <p>Approx. (110-120 words)</p> <p>I scheduled a meeting with Mrs X, her carer and family member to discuss Mrs. X's care plan and identify any additional support services that may be required. During the meeting, we reviewed Mrs. X's needs and preferences for example, creating and maintaining an established daily routine to provide a sense of familiarity, limit unnecessary physical changes to the environment, promoting familiarity so Mrs X is surrounded with familiar objects, photographs, and mementos that hold personal significance as familiarity can provide a sense of comfort and trigger positive memories for individuals with dementia, encourage social interactions and maintain connections with friends, family, and the community to maintain continuity of familiar support environment.</p>
f)	<p>Write communication strategies you used as tailored to the needs of Mrs X and in a supportive manner that respects her rights and preferences and upholds her dignity. (Approximate word count 65-75 words)</p> <ul style="list-style-type: none"> • I used a calm and reassuring tone when speaking with Mrs X • I avoided using complex language or abstract concepts that may confuse or frustrate Mrs X. • I asked Mrs X about her specific needs and about her preferences and try to accommodate them as much as possible. • I maintained eye contact and used body language to show that I am listening and present with Mrs X
g)	<p>Write verbal and non-verbal communication strategies that you used to support the engagement of Mrs X. (Approximate word count 80-90 words)</p> <ul style="list-style-type: none"> • Verbal: Speaking in a calm and reassuring tone of voice, using simple language and short sentences, and repeating important information if necessary. I used open-ended questions to encourage Mrs X to express herself, such as "How are you feeling today?" or "What would you like to do?"

	<ul style="list-style-type: none"> • Nonverbal: Using positive body language, such as smiling, making eye contact, and nodding in response to what Mrs X says. I also used touch to convey support and reassurance, such as giving her a gentle pat on the back. 				
h)	<p>Write the occasion when and how you used reassurance and validation strategies to relieve Mrs X distress and agitation? (Approximate word count 150-200 words)</p> <p>Examples of reassurance and validation strategies:</p> <ol style="list-style-type: none"> 1. Reassurance strategy: Using a calm and soothing voice to communicate with Mrs X. Caregiver: "Mrs X, it's okay. You're safe here with us. We're here to help you and take care of you." 2. Validation strategy: Acknowledging and accepting Mrs X's feelings and experiences. Caregiver: "Mrs X, it must be scary for you to be in a new place that you're not familiar with. We understand that it's difficult for you, and we're here to support you." 3. Reassurance strategy: Offering physical touch such as holding Mrs X's hand or giving her a hug. Caregiver: "Mrs X, can I hold your hand? You're not alone, and we're here for you." 4. Validation strategy: Using distraction techniques to redirect Mrs X's attention away from the distressing situation. Caregiver: "Mrs X, would you like to play a game or listen to some music? It might help you feel more relaxed and comfortable." 				
i)	<p>In the template given below write an email to family member and carer to provide care information and opportunities for discussion and raise any concerns. EMAIL – TEMPLATE 1 _ FAMILY MEMBER Approx. 250-300 words</p> <p>Assessor Instructions Student must submit an email summarising the conversation and confirming how support services will be delivered to the client.</p> <table border="1" data-bbox="204 1055 1399 2027"> <tr> <td data-bbox="204 1055 1399 1093">To: Family member</td> </tr> <tr> <td data-bbox="204 1093 1399 1131">Cc:</td> </tr> <tr> <td data-bbox="204 1131 1399 1169">Add a subject: Discussion summary</td> </tr> <tr> <td data-bbox="204 1169 1399 2027"> <p>Email Body:</p> <p>Dear [Carer's name],</p> <p>I hope this email finds you well. I am writing to follow up on our recent conversation regarding the support services for [client's name]. As you know, our goal is to identify the most appropriate support services that will help [client's name] to improve their quality of life and ensure their safety and wellbeing.</p> <p>As a part of our collaborative approach, I would like to remind you of the support services we agreed on in our meeting this week.</p> <ul style="list-style-type: none"> • Care worker to support the engagement of person living with dementia in line with the interest and needs; these suggestions can range from reminiscing activities, music therapy, art projects, and sensory stimulation exercises. • Care worker to support in managing any distress situations effectively. The strategies may include to calm and comfort your loved one, such as creating a soothing environment, utilising relaxation techniques, redirecting attention, and maintaining a consistent routine. • We believe that regular communication and collaboration between our care team and families are essential for providing the best possible care. We will send you periodic updates on your loved one's general well-being, any significant events or milestones, and changes in their care plan. We also encourage you to share any concerns, questions, or feedback you may have at any time. We will arrange regular meetings where we can discuss your loved one's progress, address any concerns or changes, and collaborate on their care plan. </td> </tr> </table>	To: Family member	Cc:	Add a subject: Discussion summary	<p>Email Body:</p> <p>Dear [Carer's name],</p> <p>I hope this email finds you well. I am writing to follow up on our recent conversation regarding the support services for [client's name]. As you know, our goal is to identify the most appropriate support services that will help [client's name] to improve their quality of life and ensure their safety and wellbeing.</p> <p>As a part of our collaborative approach, I would like to remind you of the support services we agreed on in our meeting this week.</p> <ul style="list-style-type: none"> • Care worker to support the engagement of person living with dementia in line with the interest and needs; these suggestions can range from reminiscing activities, music therapy, art projects, and sensory stimulation exercises. • Care worker to support in managing any distress situations effectively. The strategies may include to calm and comfort your loved one, such as creating a soothing environment, utilising relaxation techniques, redirecting attention, and maintaining a consistent routine. • We believe that regular communication and collaboration between our care team and families are essential for providing the best possible care. We will send you periodic updates on your loved one's general well-being, any significant events or milestones, and changes in their care plan. We also encourage you to share any concerns, questions, or feedback you may have at any time. We will arrange regular meetings where we can discuss your loved one's progress, address any concerns or changes, and collaborate on their care plan.
To: Family member					
Cc:					
Add a subject: Discussion summary					
<p>Email Body:</p> <p>Dear [Carer's name],</p> <p>I hope this email finds you well. I am writing to follow up on our recent conversation regarding the support services for [client's name]. As you know, our goal is to identify the most appropriate support services that will help [client's name] to improve their quality of life and ensure their safety and wellbeing.</p> <p>As a part of our collaborative approach, I would like to remind you of the support services we agreed on in our meeting this week.</p> <ul style="list-style-type: none"> • Care worker to support the engagement of person living with dementia in line with the interest and needs; these suggestions can range from reminiscing activities, music therapy, art projects, and sensory stimulation exercises. • Care worker to support in managing any distress situations effectively. The strategies may include to calm and comfort your loved one, such as creating a soothing environment, utilising relaxation techniques, redirecting attention, and maintaining a consistent routine. • We believe that regular communication and collaboration between our care team and families are essential for providing the best possible care. We will send you periodic updates on your loved one's general well-being, any significant events or milestones, and changes in their care plan. We also encourage you to share any concerns, questions, or feedback you may have at any time. We will arrange regular meetings where we can discuss your loved one's progress, address any concerns or changes, and collaborate on their care plan. 					

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

Best regards,

[Your Name]

Signature:

(Student name)

Email (client 1) template: CARER

Approx. 200-250 words

Assessor Instructions

Student must submit an email to the carer regarding the services to the client .

To: Carer

Cc:

Add a subject: [Client's Name]

Email Body:

Dear [Carer's Name],

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

As part of the collaborative effort:

- We will be supporting your loved one through various therapies and need and preference based activities.
- We will regularly send you emails containing care information, tips, and resources tailored to the specific needs of individuals with dementia. These resources will cover a range of topics, including engagement activities, managing distress, and promoting overall well-being
- We recognise the importance of open and supportive discussions to address any concerns or challenges you may encounter as a carer. We are available to schedule dedicated sessions to discuss any distress or agitation you are facing and provide guidance on managing these situations effectively.
- We believe in the importance of personalised care plans that cater to the unique needs and preferences of each individual with dementia. We will work closely with you to develop and adapt care plans that address engagement activities, manage distress, and promote a calm and supportive environment.

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

Best regards,

[Your Name]

Signature:

	(Student name)
j)	<p>Occasion 2- Organise and facilitate a face-to-face meeting with the person with dementia, their family and carer or nominated person to elicit information about the persons likes, dislikes, needs and preferences and access information about the person’s reminiscences and routine and answer the following questions below: (Approximate word count 70-80 words)</p> <ol style="list-style-type: none"> 1. List activities or hobbies the person enjoyed before their diagnosis of dementia? For example : these could include music, painting, playing sport, leisure activities etc. 2. Are there any specific foods or meals the person has always liked or disliked? 3. List some activities that tend to engage the person and bring them joy or a sense of accomplishment? 4. List strengths or abilities that the person has that could be incorporated into activities or daily routines? 5. Are there any specific places or environments that evoke positive memories or emotions for the person? 6. Are there any specific likes and dislikes of the person you need to be aware of? 7. What does the person’s daily routine include?
k)	<p>List and describe two(2) ways you promoted and encouraged Mrs X to engage in activity based on their changing needs and preferences? (Approximate word count 100-150 words)</p> <p>For example:</p> <ol style="list-style-type: none"> 1. Individualised Activity Planning: work closely with the individual to understand their interests, hobbies, and preferences. By creating a personalised activity plan, ensured that the activities chosen align with the person's likes and dislikes. 2. Familiar Activities: incorporate familiar activities into the individual's routine, such as listening to their favourite music, reading books or magazines they enjoyed in the past, or engaging in hobbies they used to love. These activities can evoke positive memories and provide a sense of comfort. 3. Cognitive Stimulation: Incorporated activities that stimulate the mind, such as solving puzzles, memory games, or activities that involve problem-solving. 4. Social Interaction: organise group activities, such as group exercises, art classes, or reminiscing sessions, where individuals can interact with others, share experiences, and enjoy a sense of belonging. 5. Exercise and Physical Activities: Based on Mrs X needs and preferences set a regular physical activities routine tailored to the person's abilities to improve their physical health and emotional well-being
l)	<p>List and briefly describe three (3) ways you accessed and gathered information about Mrs X from family and carer about her reminiscence and routine? (Approximate word count 150-200 words)</p> <ol style="list-style-type: none"> 1. Family Interviews: scheduled interviews with Mrs X family members to discuss Mrs X past experiences, preferences, and routines. During these interviews, I asked open-ended questions and actively listened to their stories and memories. Encouraged family members to share

	<p>specific details about Mrs X's favourite activities, hobbies, foods, music, and any significant life events.</p> <ol style="list-style-type: none"> 2. Caregiver Collaboration: collaborated closely with Mrs X primary caregiver, who spends the most time with them on a daily basis. Through regular conversations and observations, engaged in discussions with the caregiver about Mrs X daily routines, habits, and activities that bring them joy. 3. Personal Reflection and Observation spent time observing and interacting with the Mrs X. Through direct engagement, paid close attention to their reactions, verbal cues, and body language and made note of activities or topics that sparked positive responses, moments of joy, or signs of engagement. <p>Briefly describe three (3) ways you used this information to inform activities that reflect Mrs X's preferences and provide pleasurable experiences? (Approximate word count 150-200 words)</p> <p>I used this gathered information to inform activities that reflect the person's preferences and provide pleasurable experiences by:</p> <ul style="list-style-type: none"> • Designing personalised activity plans: created individualised activity plans that incorporated Mrs X favorite hobbies, interests, and routines. This could include engaging them in activities related to their preferred hobbies, playing their favorite music, or creating art projects based on their past artistic endeavors. • Menu planning and mealtime experiences: I ensured that Mrs X preferred foods and drinks were included in their meals to enhance her dining experience. I considered her dislikes and sensitivities to provide her with enjoyable and nourishing meals. • Creating a supportive environment: I modified Mrs X living space to include familiar items, photographs, or mementos that trigger positive memories or emotions. By creating a soothing and familiar environment, I aimed to enhance her sense of comfort and well-being.
m)	<p>List and briefly describe three (3) ways you used to assist the person with dementia to maintain their dignity of risk while balancing your duty of care? (Word count Approximate 170-200 words)</p> <ol style="list-style-type: none"> 1. Open Communication: I engaged in open and respectful communication with the person, their family, and other healthcare professionals involved in their care. I actively listened to Mrs X's preferences, desires, and goals, allowing her to express their needs and wishes regarding the level of risk they are comfortable with. 2. Collaborative Decision-Making: I involved the person, their family, and the care team in decision-making processes related to activities and daily routines. Together, I discussed potential risks, benefits, and alternatives, taking into consideration the person's abilities, desires, and safety concerns. This collaborative approach ensured that decisions are made in the person's best interest while respecting their autonomy and dignity. 3. Individualised Care Plans: I incorporated in the developed individualised care plans to strike a balance between promoting the person's independence and managing potential risks. Ensuring the care plans are tailored to the person's unique needs, preferences, and abilities, allowing them to engage in activities and routines they enjoy while minimising potential harm. Regular assessments and adjustments are made to ensure the person's evolving needs are met.
n)	<p>Based on Mrs X's individualised care plan, provide an example of the activity and the assistive technology Mrs X used for the activity? List and briefly describe three(3) actions you undertook to support MrsX's use of assistive technology relevant to the activity and their needs? (Approximate word count 150-200 words)</p> <ol style="list-style-type: none"> 1. For example, The activity could be gardening – The assistive technology could be Adaptive Gardening Tools: These tools have modifications that make them easier to grip and use for

	<p>individuals with limited dexterity or strength. Examples include lightweight and ergonomic handles, oversized grips, or tools with extended handles for reaching.</p> <p>2. For example- Activity could be walking, the assistive technology could be GPS tracking system. Wearable GPS devices or mobile apps can assist in locating individuals with dementia if they wander or become disoriented, providing peace of mind to caregivers.</p> <p>To support the person's use of assistive technologies relevant to the activity, according to their individual needs, I undertook following actions:</p> <ol style="list-style-type: none"> 1. Technology Assessment: I assessed Mrs X's specific needs and abilities to identify assistive technologies that can enhance their engagement in activities and daily routines. This assessment involved collaborating with family, carers, technology specialists, and other health experts to provide guidance on suitable assistive devices. 2. Assistive Technology Training: I provided Mrs X, their family, and caregivers with training and education on how to effectively use the identified assistive technologies. This may include demonstrating how to operate the devices, providing written instructions, or offering video tutorials. Regular support and follow-up are provided to address any challenges or questions that may arise. 3. Integration of Assistive Technologies: I incorporated the identified assistive technologies into the person's daily routines and activities, ensuring they are easily accessible and integrated seamlessly.
o)	<p>What behaviours and potential triggers did you identify in Mrs X's individualised care plan as potential challenges or concerns? (Approximate word count 35-40 words)</p> <p>For example: The individualised care plan has identified behaviours such as agitation, wandering, and verbal outbursts as potential challenges. It also highlights triggers such as loud noises, unfamiliar environments, and changes in routine that may contribute to these behaviours.</p>
p)	<p>Have you noticed any recent changes in Mrs X's behaviour that might indicate stress or unmet needs? briefly write what are the changes? (Approximate word count 35-50 words)</p> <p>For example: Yes, Mrs X's has been showing increased restlessness, pacing, and repetitive behaviours. She has also been more vocal and resistant during personal care routines. These changes in behaviour may indicate underlying stressors or unmet physical or emotional needs.</p>
q)	<p>Based on your knowledge of Mrs X, describe three (3) strategies that can be employed to reduce their stressors and address the unmet needs? (Approximate word count 55-65 words)</p> <p>For example: Considering the person's preferences and past experiences, creating a calm and familiar environment can help reduce stress. Providing visual cues, such as visual schedules or familiar objects, can enhance their sense of security. Engaging in soothing activities, such as listening to their favourite music or providing gentle touch, can help meet their emotional needs and promote relaxation.</p>
r)	<p>Briefly explain how you implemented the strategies identified in the care plan to minimise the likelihood of adverse outcomes for Mrs X and others? (Approximate word count 65-70 words)</p> <p>For example, By incorporating the strategies into daily routines, I can reduce potential triggers and promote a positive environment. For example, I scheduled regular breaks and engaged the person in preferred activities to prevent restlessness. I also provided clear and simple communication, maintained a consistent routine, and ensured the person's physical and emotional needs were met to minimise the likelihood of adverse outcomes.</p>
<p>COMMENTS (Supervisor to add comments related to the achievement of the assessment requirements above)</p>	
<p></p>	

Supervisor's Endorsement	
Name of Supervisor:	
Supervisor's contact details:	
Phone:	
Email:	
Date:	
Signature:	

TASK2 – CLIENT 2

Student Instructions:

After you have accessed the individual support plans for client 2 you are required to undertake all the activities listed in the template below and provide answers to the questions below:

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

Client 2	
Name: [Add the name of the client]	
a)	Outline the key needs and preferences of the person as per their individualised plans, including any support services the person is currently using as offered by the organisation? (Approximate word count 75-85 words)
b)	What person-centred approaches and techniques did you apply when working with the client to promote and uphold her rights and dignity? (Approx word count 195-210 words)

c)	<p>Occasion 1 - Organise and conduct a face to face meeting with Mrs X, their carer or preferred support person and family member to assess the needs and preferences of the person and identify support services that assist in maintaining a stable and familiar environment for the person.</p> <p>Write the initials of the family member, carer or support person you interacted with that supports the person with dementia?</p> <p>In presence of a workplace supervisor did you complete a written consent form or took verbal consent from the identified person before commencing the activity?</p> <p>Include the key role and value the carer provides client. Include key knowledge and skills. Approx. (30-50 words)</p> <p>Describe the process you took to involve client, their carer and family member in identifying support services that maintain a stable and familiar environment to support client wellbeing. Approx. (110-120 words)</p>
d)	<p>Write communication strategies you used as tailored to the needs of the client and in a supportive manner that respects her rights and preferences and upholds her dignity (Approximate word count 65-75 words)</p>
e)	<p>Write verbal and non-verbal communication strategies that you used to support the engagement of the client. (Approximate word count 80-90 words)</p>

f)	<p>Write the occasion when and how you used reassurance and validation strategies to relieve client distress and agitation? (Approximate word count 150-200 words)</p>					
g)	<p>In the template given below, write an email to family member and carer to provide care information and opportunities for discussion and raise any concerns. EMAIL – TEMPLATE Client 2 _ FAMILY MEMBER Approx. 250-300 words</p> <table border="1" data-bbox="204 981 1401 1704"> <tr> <td>To: Family member</td> </tr> <tr> <td>Cc:</td> </tr> <tr> <td>Add a subject: Discussion summary</td> </tr> <tr> <td>Email Body: Dear [Carer's name], Please let me know if there is anything else you would like to discuss regarding support or any other. Best regards, [Your Name]</td> </tr> <tr> <td>Signature: (Student name)</td> </tr> </table>	To: Family member	Cc:	Add a subject: Discussion summary	Email Body: Dear [Carer's name], Please let me know if there is anything else you would like to discuss regarding support or any other. Best regards, [Your Name]	Signature: (Student name)
To: Family member						
Cc:						
Add a subject: Discussion summary						
Email Body: Dear [Carer's name], Please let me know if there is anything else you would like to discuss regarding support or any other. Best regards, [Your Name]						
Signature: (Student name)						
	<p>Email (client 2) template: CARER Approx. 200-250 words Assessor Instructions Student must submit an email to the carer regarding the services to the client.</p> <table border="1" data-bbox="204 1921 1401 2033"> <tr> <td>To: Carer</td> </tr> <tr> <td>Cc:</td> </tr> <tr> <td>Add a subject: [Client's Name]</td> </tr> </table>	To: Carer	Cc:	Add a subject: [Client's Name]		
To: Carer						
Cc:						
Add a subject: [Client's Name]						

	<p>Email Body: Dear [Carer's Name],</p> <p>Please respond to this email to confirm that you are satisfied with this arrangement.</p> <p>Best regards,</p> <p>[Your Name]</p> <hr/> <p>Signature:</p> <p>(Student name)</p>
h)	<p>Occasion 2- Organise and facilitate a face-to-face meeting with the person with dementia, their family and carer or nominated person to elicit information about the persons likes, dislikes, needs and preferences and access information about the person's reminiscences and routine and answer the following questions below: (Approximate word count 70-80 words)</p>
i)	<p>List and describe two(2) ways you promoted and encouraged Mrs X to engage in activity based on their changing needs and preferences? (Approximate word count 100-150 words)</p>
j)	<p>List and briefly describe three (3) ways you accessed and gathered information about Mrs X from family and carer about her reminiscence and routine? (Approximate word count 150-200 words)</p> <p>How did you use this information to inform activities that reflect client preferences and provide pleasurable experiences? (Approximate word count 150-200 words)</p>

k)	<p>List and briefly describe three (3) ways you used to assist the person with dementia to maintain their dignity of risk while balancing your duty of care? (Word count Approximate 170-200 words)</p>
l)	<p>Based on the client's individualised care plan, provide an example of the activity and the assistive technology clients used for the activity? List and briefly describe three (3) actions you undertook to support MrsX's use of assistive technology relevant to the activity and their needs? (Approximate word count 150-200 words)</p> <p>To support the person's use of assistive technologies relevant to the activity, according to their individual needs, I undertook the following actions:</p>
m)	<p>What behaviours and potential triggers did you identify in the client's individualised care plan as potential challenges or concerns? (Approximate word count 35-40 words)</p>
n)	<p>Have you noticed any recent changes in clients' behaviour that might indicate stress or unmet needs? briefly write what are the changes?</p>

	(Approximate word count 35-50 words)
o)	Based on your knowledge of Mrs X, describe three (3) strategies that can be employed to reduce their stressors and address unmet needs? (Approximate word count 55-65 words)
p)	Briefly explain how you implemented the strategies identified in the care plan to minimise the likelihood of adverse outcomes for clients and others? (Approximate word count 65-70 words)
COMMENTS (Supervisor to add comments related to the achievement of the assessment requirements above)	
Supervisor's Endorsement	
Name of Supervisor:	
Supervisor's contact details:	
Phone:	
Email:	
Date:	
Signature:	

The student safely supported two (2) clients to enhance independence and wellbeing		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)
a)	<p>The student read and familiarized themselves with the two individualised plans for the two clients.</p> <p>Student supported client using:</p> <ul style="list-style-type: none"> • Did the student familiarize themselves with the individual plan and care plan? • Did they understand the person's specific needs and preferences for the client as outlined in the plan? • Did the student make a note of the support services that the person is using as offered by the organisation to support their needs and preferences? • Did the student complete the answers sufficiently and within word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
b)	<p>The student applied person-centered approaches to all interactions.</p> <ul style="list-style-type: none"> • Did the student complete the answers sufficiently and within the allocated word limit? • Did the student select correct person-centred approaches as per the industry standards when interacting with the client? • Did the student implement relevant person-centered approaches to uphold the clients' rights and dignity? • Did the student offer necessary emotional support to the client? • Did the student describe suitable techniques and involve the person, their family and carers to identify needs and preferences? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
c)	<p>Organise and conduct a face to face meeting with Mrs X, their carer or preferred support person and family member to assess the needs and preferences of the person and identify support services that assist in maintaining a stable and familiar environment for the person.</p> <ul style="list-style-type: none"> • Did the student complete the answers sufficiently and within word limit? • Did the student organise and conduct a face-to-face meeting with the client, family and their carer or nominated person? • Did the student complete the requirements for seeking consent from the family member, carer or a support person identified by a person with dementia in presence of supervisor prior to activity commencement? • Did the student describe the key role and value the carer provides to the client including the carer knowledge and skills? • Did the student describe the process sufficiently and appropriately to involve the person with dementia in the discussion, allowing them to share their thoughts and opinions regarding their support needs? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		

d)	<p>The student appropriately used communication strategies:</p> <ul style="list-style-type: none"> • Did the student describe the communication strategies they used as tailored to the needs of the client? • Did the student describe appropriate communication strategies that reflected in a manner that supported clients' rights and preferences and upheld the client's dignity? • Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
e)	<p>The student used verbal and non-verbal communication strategies to support the engagement of the client:</p> <ul style="list-style-type: none"> • Did the student describe verbal and nonverbal communication strategies they used to support the engagement of the client? • Did the student complete the answers sufficiently and within word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
f)	<p>The student used reassurance and validation strategies to relieve the client's distress and agitation:</p> <ul style="list-style-type: none"> • Did the student describe the occasion when they used validation and reassurance strategies? • Did the student describe clearly how they used the strategies to support the person and relieve their distress and agitation? • Were the strategies used in line with the client's care plan and needs? • Did the student complete the answers correctly and within word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
g)	<p>The student to write an email to family member and carer to provide care information and opportunities for discussion and raise any concerns.</p> <ul style="list-style-type: none"> • Did the student complete the requirements for writing an email to family members and carers summarising their conversation and describing the support services? • Did the student complete the email within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
h)	<p>The student works with the person with dementia, their family and carer to understand their likes, dislikes, needs and preferences and access information about the person's reminiscences and routine.</p> <ul style="list-style-type: none"> • Did the student organise a meeting with the client, their family, caregivers, or other support individuals? • Did the student gather information about the person's likes, dislikes, needs and preferences and access information about the person's reminiscences and routine? 	<input type="checkbox"/> S <input type="checkbox"/> NS

	<ul style="list-style-type: none"> Was the information gathered by the students sufficient and in line with the individual's care plan? Did the student complete the answers sufficiently and within the word limit? 	
Recording comments:		
i)	<p>The student identified ways to promote and encourage the clients to engage in activity based on the client's changing needs and preferences?</p> <ul style="list-style-type: none"> Did the student list and describe (2) ways they promoted and encouraged client engagement based on their changing needs and preferences? Were the activities in line with the client's care plans and taking into account the changing needs and preferences of the client? Did the student complete the answer sufficiently and within word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
j)	<p>The student accessed information about the client's reminiscence and routine and use information to implement activities based on client's preferences</p> <ul style="list-style-type: none"> Did the student list and provide a brief description of three (3) ways in which they accessed and gathered information from the clients, their family and carer about reminiscence and routine? Did the student briefly describe three (3) ways they used this information to select and implement activities that align with the client's preferences, aiming to create enjoyable and pleasurable experiences? Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
K	<p>Did the student list and briefly describe three (3) ways they used to assist the person with dementia to maintain their dignity of risk while balancing your duty of care?</p> <ul style="list-style-type: none"> Did the student list and describe three (3) ways they used to assist the person with dementia to maintain their dignity of risk while balancing their duty of care? Were the techniques in line with the individualised care plan and supportive of the person's needs and requirements? Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording Comments:		
L	<p>The student provided supports to help the client with use of assistive technology as per the activity.</p> <ul style="list-style-type: none"> Did the student read the individualised plan and provide example of the activity and assistive technology they used to support the client's engagement in the activity? Did the student list and briefly describe three (3) actions they undertook to support the client's use of the assistive technology? Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS

	<ul style="list-style-type: none"> Were the assistive technologies selected and used in line with the activity and the clients individual care plan and needs? 	
Recording Comments:		
M	<p>The student identified clients' behaviours as per the individualised care plan as potential challenges or concerns?</p> <ul style="list-style-type: none"> From the client's individual care plan, did the student identify and describe specific behaviours and potential triggers as challenges or concerns? Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording Comments:		
N	<p>The student noticed any recent changes in the client's behavior that might indicate stress or unmet needs.</p> <ul style="list-style-type: none"> Did the student provide a brief description of behavioural changes that suggest signs of unmet needs and stress in the person? Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording Comments:		
O	<p>Based on the knowledge the student employed sound strategies to reduce the client's stressors and address unmet needs?</p> <ul style="list-style-type: none"> Did the student describe three (3) strategies to reduce the clients stress and address unmet needs? Were the strategies reflective of the individual's care plan requirements? Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording Comments:		
P	<p>The student implemented strategies identified in the care plan to minimise the likelihood of adverse outcomes for clients and others?</p> <ul style="list-style-type: none"> Did the student briefly explain how they implemented the strategies outlined in the care plan to reduce the risk of negative outcomes for the client and for other individuals involved? Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
COMMENTS (Assessor to add comments related to the achievement of the assessment requirements above)		

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ACTIVITY 2 – REPORT TO SUPERVISOR	
<p>There are two (2) tasks in this activity:</p> <p>Task 1 You will write a report to your Supervisor based on the two(2) client you have worked with in the above Task 1 and Task 2.</p> <p>You must write (2) separate reports for each of the clients on the template given below.</p> <p>Your report will provide information based on client behavioral changes which will include:</p> <ul style="list-style-type: none"> • Behaviour Description • Description of environment and potential triggers • Your recommendations to manage the behaviors <p>Your report must include information regarding your work with the client as per there individual support plan and as outlined in the template headings.</p> <p>Your supervisor must review and sign your report before submission.</p> <p>Your report must be no more than 550 words in total.</p> <p>To protect client’s privacy and confidentiality, follow your organisations privacy and confidentiality policies and procedures, and ensure all client names and contact details are deidentified before submission of your work.</p> <p>Task 2</p> <p>To complete this task, you are required to access your organisations policies and procedures for document management and answer the question below.</p>	<p>Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)</p>

Assessor Instructions: Student must write two separate reports for each of the clients in Task 1 and Task 2 Benchmark standards of student responses are provided in the Behaviour Report sections below, however, students' wording may vary. The student must complete the question in Task 2 however, the wording may vary.

Task 1:

Student Instructions:

Student note: A behaviour observation template is provided to you below in case the organisation you are working for does not have one. If the organisation already has a template, then you can either use that or the template provided below to complete this task.

- a) In the template given below, complete two (2) separate behaviour observation reports for the two (2) Clients you worked with in Task 1 and Task 2.

Once the report is completed, your workplace supervisor will sign off the report; you will be required to save the report and upload it for assessment.

Behaviour Observation Report

Insert [YOUR ORGANISATION's NAME]

Complete the following information:

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

Observation details:

Name of Individual with Dementia: [Person's Name]	
Date and Time of Observation: [Date and Time]	
Location of Observation: [Specify where the observation took place, e.g., living room, dining area, etc.]	
Duration of Observation: [Approximate duration]	

Behaviour Description:

Describe the observed changes to behaviour(s) of the individual with dementia in detail. Include specific actions, verbalisations, and interactions with others. Be objective and avoid making assumptions or interpretations.

For example: During the observation, Mrs X displayed increased agitation and restlessness. She repeatedly paced back and forth, exhibited repetitive hand movements, and occasionally muttered to herself.

Description of Environment and Potential Triggers

Physical environment: [Describe the setting where the observation took place, including lighting, noise level, furniture arrangement, or any recent triggers that could contribute to the behaviour. etc.]

Social environment: [Indicate the presence of caregivers, family members, or other individuals involved in the person's care and any recent triggers that could contribute to the behaviour.]

When is the behaviour most likely to occur? For example: physical settings, day, time of day, activities, characteristics of people and interaction style, staff changes, hunger, pain, illness, menstrual cycle, trauma triggers, contact with particular family members, court etc.

For Example: It is worth noting that the observation occurred during Mrs X's typical morning routine, which involves her getting ready for her routine morning walk. She mentioned to the carer that she had a disturbed afternoon sleep for a few days. The presence of construction work nearby contributed to increased noise levels and potential sensory overload for Mrs X.

Recommendations

When reporting to your supervisor, you can summarize the observation details, describe the observed behaviour and its impact on the individual, provide an analysis of potential triggers, and present your recommendations for further intervention.

For example: Based on the observation, the following recommendations are suggested:

1. **Environmental Modifications:** Explore the possibility of relocating Mrs X to a different area within the facility that is farther away from the construction site, providing a quieter environment that supports her comfort and well-being.
2. **Noise Reduction Measures:** Implement additional noise reduction measures, such as soundproofing or installing white noise machines, to mitigate the impact of the construction noise and create a more peaceful setting.
3. **Individualised Support:** Develop a personalised care plan for Mrs X, focusing on tailored interventions and activities that cater to her specific needs and preferences, providing meaningful engagement and reducing distress caused by noise.

Task 2

Student Instructions:

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

Complete the two questions below:

- a) List relevant organisations policy and procedures and legislation and one (1) legislation/Act you referred to when observing and documenting any changes in clients' behaviour and reported to supervisor in relation to the above activity 1 and activity 2?

(Word limit 100-110 words)

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

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

For example:

Incident/Behavior Observation report: This report includes details such as the date, time, location, and description of any incidents or changes in behaviour observed. The purpose is to provide a chronological record of the person's behaviour for reference and analysis. Referred to accurate Record-Keeping policies and procedures to ensure that observations are accurately recorded, allowing for a comprehensive understanding of changes in behaviour over time. In New South Wales (NSW), the record keeping and reporting of behaviour changes in aged care facilities are primarily governed by the Aged Care Act 1997 (federal legislation) and the Privacy and Personal Information Protection Act 1998 (state legislation).

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

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

For example:

Adhere to the organisation's record keeping policies and procedures and privacy and confidentiality policies and procedures. Store physical documents in secure areas, limit access to authorized personnel, and use password-protected electronic systems to safeguard client information. Our organisation has policies and procedures in place to safeguard client information, including secure storage, access controls, staff training on privacy and confidentiality, and regular audits to ensure compliance with relevant legislation. Aged Care Act 1997: This federal legislation sets out the requirements for record keeping in aged care facilities. It includes maintaining accurate and up-to-date documentation related to the care and services provided to residents.

b. Privacy Act 1988: The Privacy Act governs the collection, use, storage, and disclosure of personal information. Aged care facilities must comply with the Privacy Act's principles when handling resident records and personal information

Module 14: CHCAGE013 Work effectively in aged care

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

Summary of Activities: Work Effectively in aged care

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

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

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

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

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

Throughout the following activities, You must complete the tasks below:

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

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

Important:

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

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

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

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

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

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

The specific requirements that must be included are listed here:

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

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

- f. Provision of suitable facilities for the person's demonstration of skills in different environments.
- g. A report and documentation template where the student can record any conversations and report to supervisor.

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

Activity 1 Meet Job Requirements

There are three (3) parts to this activity

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

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

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

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

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

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

a) Identify your job role requirements

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

1.	<p>What is the title of your job role? (word count: 3-5words)</p> <p>Assessor Instructions: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Support worker • Personal care assistant (PCA) • Care worker • Recreational worker.
2.	<p>Provide a brief description of the position overview. (word count:100-120 words)</p> <p>Assessor Instructions: Sample answers provided here, but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>As an aged care worker you may be working in various settings, including clients' homes, retirement communities, assisted living facilities, or nursing homes. The role will often require flexibility in working hours, as it may involve shifts, weekends, and holidays. It can be physically demanding, as it</p>

	<p>involves assisting with mobility and personal care tasks. As an aged care worker their primary responsibilities are to provide care and support to elderly clients, helping them lead fulfilling lives and participate in their communities. You will work closely with elderly clients who may have various existing health conditions such as comorbidities, mild to severe dementia, and other age related illnesses or impairments.</p>
3.	<p>List seven (7) key responsibilities you are required to carry out (word count:30-40 words)</p> <p>Assessor Instructions: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <ol style="list-style-type: none"> 1. Personal Care 2. Medication Management 3. Assistance with Mobility 4. Nutrition and Meal Assistance: Prepare and serve nutritious meals; assist clients with feeding as necessary. 5. Emotional Support 6. Household Tasks 7. Documentation 8. Safety and Risk Management
4.	<p>Provide a list of qualifications and requirements to undertake the role. (word count: 80-90 words)</p> <p>Assessor Instructions: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <ul style="list-style-type: none"> • Certificate III or IV in individual Support or Ageing • First Aid and CPR Certification • National Police Check • Working with Children Check (if applicable) • Valid Driver's License (if required). • Cultural Competency Training (if applicable) • First Aid and CPR certification may be required. • Additional certifications for specific skills (as needed) • Excellent communication and interpersonal skills. • Ability to work independently and as part of a team. • Industry relevant qualifications in manual handling tasks • Basic knowledge of medical terminology and healthcare procedures. • Background check and reference checks may be necessary.
<p>b) Meet with your supervisor</p>	

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

You are required to:

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

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

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

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

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

In this task you are provided with scenario.

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

Scenario

While assisting elderly residents with their daily medications in a residential aged care facility, on your shift you, as a support worker notice that one resident, Mr Smith, has been prescribed with two new medications for his medical conditions. Mr Smith, appreciative of your support, asks you about potential side effects of one of his new medications and mention to you that he has been feeling dizzy in the mornings and seeking your advice on adjusting the daily dosage.

1. As a support worker in this scenario, which tasks do you recognise as being beyond the scope of your role? (word count: 110-120 words)

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

1. **Providing Medical Advice:** Discussing potential side effects of medications and advising on dosage adjustments is beyond the scope of a support worker's role. This requires expertise and qualifications that healthcare professionals possess, such as nurses or pharmacists.
2. **Medication Adjustments:** Altering the dosage of prescribed medications is strictly the responsibility of a healthcare professional. Support workers should not be involved in changing or advising changes to a resident's medication regimen.
3. **Diagnosing Medical Issues:** Mr. Smith mentions feeling dizzy in the mornings. Diagnosing the cause of medical symptoms is the responsibility of healthcare professionals who can conduct assessments, order tests, and provide appropriate treatment. Support workers should not attempt to diagnose medical conditions or offer treatment recommendation.

2. List and explain strategies you used to recognise that this situation was beyond the scope of your role as a support worker? (word count: 245-255 words)

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

1. **Knowledge and Training:** One of the first strategies would be relying on your knowledge and training as a support worker. If a situation involves medical advice, medication adjustments, or any task that requires specialised medical or pharmaceutical knowledge, it is a trigger that this is beyond scope of a support workers role. In this case, discussing medication side effects and adjusting dosages fall into the realm of healthcare professionals like nurses or doctors.
2. **Policy and Protocols:** Many aged care facilities have clear policies and protocols in place that define the roles and responsibilities of different staff members. As a support worker, you should be familiar with these policies. Recognising that a situation is beyond your scope might involve referring to these policies and identifying whether the task or responsibility in question falls within your job description. If it does not, you should follow the established procedures for escalating the issue to the appropriate healthcare professional.
3. **Legal and Ethical Boundaries:** Understanding the legal and ethical boundaries of your role is crucial. Providing medical advice or making decisions about medications can have serious legal and ethical implications if you are not qualified to do so. Recognising these boundaries can help avoid potentially harmful situations and ensure that residents receive the proper care from qualified professionals. In the case of Mr. Smith, recognising that discussing medication side effects and dosage adjustments is beyond your role is an ethical decision to protect his well-being and ensure compliance with legal regulations.

3. Refer to your organisation reporting policy and procedures and write who did you escalate this issue to realising that it was outside the scope of your job role to manage the situation. (word count: 85-95 words)

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

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

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

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

Activity 2: Work with the client and interdisciplinary team to support activities

You must complete the following tasks with one (1) client who must be part of an interdisciplinary team which also includes yourself and a supervisor.

You must carry out work activities in your workplace by attending an interdisciplinary team meeting with the client to support their activities contained in their Individual Support Plan.

This activity requires you to demonstrate the following skills:

- Read individual plans to identify tasks
- Meet with the client and team members from different disciplines
- Obtain consent from the client, carer, family, or others identified by the client before starting any support activities
- Apply person-centred communication during tasks
- Use digital tools for accessing and sharing work related information to engage with people and the organisation.
- Follow privacy and confidentiality requirements in the workplace
- Follow organisational procedures for recording and securing workplace information
- Adhere to legal and human rights framework in your role
- Follow professional conduct guidelines at all times

To do this, you are required to:

- access and read the client's individualised support plans to identify the support activities required
- meet with the client and their carer, family member or others identified by (e.g., their interdisciplinary team) to discuss activity supports with the client
- work with the client and seek consent before commencing support activities.
- use person-centred communication techniques when carrying out the meeting with your client.
- access and share work-related information using digital tools
- follow all organisation policies and procedures regarding:
 - privacy and confidentiality
 - recording and securing workplace information
 - professional conduct and adherence to legal and human rights frameworks.
- Complete the following questions **after** the interdisciplinary team meeting.
- For Activity 2 (12), you must submit at least two (2) **redacted copies** of completed workplace documents that you have completed. These may be in the form of a Checklist or Report.

Student note: You must submit deidentified care plans for the client you will be working with for this assessment and should only contain information that meets the requirements for this assessment and to review your answers to the questions within this activity.

Important:

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

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

<ul style="list-style-type: none"> Your Supervisor must sign the relevant sections of this activity to verify that you performed each of the tasks as described and did so in accordance with your organisation's workplace standards. <p>Assessor Instructions: Students must submit a deidentified care plan for the client they will be working with for this assessment. The deidentified care plan should only contain information that meets the requirements for this assessment and to review answers to the questions within the activity for marking purposes.</p>	
<p>1.</p>	<p>a. After reading the client's individual support plan, how did you identify the tasks for the specific support activities that they needed? (word count: 55-65 words)</p> <p>Assessor Instructions: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace).</p> <p>To determine the support activities, the student examined the objectives and tasks outlined in the individual support plan, taking into consideration the client's unique needs and preferences.</p> <p>To validate these choices with the client, the student clarified the proposed activities and sought the client's confirmation to ensure they were in accordance with the client's preferences and needs.</p> <p>b. In accordance with your job role, what contributions did you make when helping client with their support activities that you identified in their individual support plan?(word count 30-40 words)</p> <p>Assessor Instructions: The student's responses will vary, however there must be a direct link between the client's activities that have been identified in 1(a) and the student's job role.</p> <p>For example: In 1(a) the student clarified the client's proposed activities. Therefore, in 1(b) the student's response may include:</p> <ul style="list-style-type: none"> Showing respect to the client whilst clarifying their activities Giving the client encouragement, asking questions to identify if there are any specific needs or support required for the supporting activities
<p>2.</p>	<p>Why is it important to seek consent from the client before commencing any type of support. (word count: 40-45 words)</p> <p>Assessor Instructions: Sample answers provided here, but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>Seeking consent from the client before providing support is crucial because it respects their autonomy, enables informed decision-making, ensures person-centered care, and fulfills legal and ethical obligations. It also helps to build trust and allows for flexibility with support while respecting their privacy.</p>
<p>3.</p>	<p>How did you seek the client's consent for support activities before commencing care activities? Explain your approach. (word count: 90-95 words)</p> <p>Assessor Instructions: Sample answers provided here but this will vary depending on the job role of the student at the SWLA (workplace)</p> <p>To seek the client's consent before starting support activities, the student explained clearly explained processes and procedures such as:</p> <ul style="list-style-type: none"> the support activities that will be provided potential risks associated with the activity and alternative options or approaches encouraged the client to ask questions to seek clarification emphasise the importance of providing consent respecting their privacy and confidentiality completing informed consent documentation and discussing with the client how this will be recorded, stored, and maintained seek the client's agreement by signing the informed consent document.

4.	<p>What person-centred communication techniques did you use when carrying out work tasks of participating in the interdisciplinary team meeting. (word count: 30-35 words)</p> <p>Assessor Instructions: Sample answers have been provided however, student responses will vary depending on their job role at the SWLA (workplace).</p> <p>The student employed person-centred communication techniques such as active listening, open-ended questioning, empathy, respecting the client's choices, providing clear information and avoid the use of jargon when acknowledging client preferences to enhance the client's engagement and fostering a positive experience.</p>
5.	<p>This question has three (3) parts and relate to communication and collaboration with interdisciplinary teams:</p> <p>a. How did you effectively communicate and cooperate with members of the interdisciplinary team to ensure coordinated and client-centred care in your role? (word count: 40-45 words)</p> <p>Assessor Instructions: Sample answers have been provided however, student responses will vary depending on their job role at the SWLA (workplace).</p> <p>The student communicated with the interdisciplinary team, sharing client information and insights about the client's goals, needs and support activities with the support plan. The student co-operated with the interdisciplinary team by involving themselves in conversation, working in with other team members.</p> <p>b. Provide an example where effective communication was crucial within the interdisciplinary team meeting, and describe how you contributed to it? (word count: 40-45 words)</p> <p>Assessor Instructions: Sample answers have been provided however, student responses will vary depending on their job role at the SWLA (workplace).</p> <p>The student communicated with the interdisciplinary team, sharing client information and insights about the client's goals, needs and support activities with the support plan. The student co-operated with the interdisciplinary team by involving themselves in conversation, working in with other team members.</p> <p>c. In the team meeting you notice there are conflicting perspectives among team members. Describe the strategies you would use to foster a collaborative approach while navigating through these differences? (word count: 40-45 words)</p> <p>Assessor Instructions: Sample answers have been provided however, student responses will vary depending on their job role at the SWLA (workplace).</p> <p>Strategies used to manage conflicting perspectives within an interdisciplinary team taking a collaborative approach may include:</p> <ul style="list-style-type: none"> • open communication • active listening • respecting others' opinions • listening and validating others concerns • seeking common ground to discuss benefits and drawbacks and focusing on the client's best interest.
6.	<p>When working with the client and their interdisciplinary team, how did you ensure the care provided aligned with the client's support activities? (word count: 75-85 words)</p> <p>Assessor Instructions: Sample answers have been provided however, student responses will vary depending on their job role at the SWLA (workplace).</p> <p>The student collaborated with the client and the interdisciplinary team to ensure that the care provided aligned with the client's support activities. They achieved this by actively participating in team discussions and sharing crucial information regarding the client's needs. Additionally, the student regularly checked in with the client to ensure their understanding of the discussions, prioritising the client's best interests. This collective effort ensured the effective implementation of the client's plan and comprehensive support for their well-being.</p>

7.	<p>What steps did you take to ensure you maintained the client’s privacy and confidentiality when sharing information within the interdisciplinary team? (word count: 80-85 words)</p> <p>Assessor Instructions: Sample answers have been provided however, student responses will vary depending on their job role at the SWLA (workplace).</p> <p>The student:</p> <ul style="list-style-type: none"> ensured that only team members who needed the information for providing care had access to it. ensured information was shared through secure and encrypted communication channels to prevent unauthorised access. when sharing information, the student avoided using the client's full name or other identifying details unless necessary. obtained informed consent from the client before sharing sensitive information and ensured they were authorised to share it within the team. shared information was documented accurately in the client's records to maintain transparency and accountability.
8.	<p>This question has three (3) parts relating to accessing, engaging, and sharing information through the use of digital technology:</p> <p>a. Explain the importance of using digital technology to access and share workplace information in your role and provide an example of a specific situation where this was beneficial.</p> <p>(word count: 40-45 words)</p> <p>Assessor Instructions: Sample answers have been provided however, student responses will vary depending on their job role at the SWLA (workplace).</p> <p>The student used digital tools such as email and secure messaging platforms to access and share work-related information following the meeting. These tools allowed for efficient and secure communication with team members, ensuring that important information was shared promptly and in a protected manner.</p> <p>b. What steps did you take to ensure the secure and confidential use of digital technology when accessing and sharing workplace information</p> <p>(word count: 40-50 words)</p> <p>Assessor Instructions: Sample answers have been provided however, student responses will vary depending on their job role at the SWLA (workplace).</p> <p>Steps taken can include:</p> <ul style="list-style-type: none"> Ensured secure and confidential digital practices Employed strong password protection on their devices Followed information management workplace practices Ensured their computer is locked each time they are away from their workspace Provided information only to those who are authorised to access the information. <p>c. How do you adhere to organisation policies and procedures regarding privacy and confidentiality in your digital communication and record keeping practices?</p> <p>(word count: 30-35 words)</p> <p>Assessor Instructions: Sample answers have been provided however, student responses will vary depending on their job role at the SWLA (workplace).</p> <p>The student could adhere to the organisation's policies by familiarising themselves with them, obtaining proper consent, using secure communication channels, securely store electronic records and can also promptly report any policy violations or incidents.</p>
9.	<p>Describe the steps you took to record, store, and maintain information relating to the client. (word count: 80-85 words)</p>

	<p>Assessor Instructions: Sample answers have been provided however, student responses will vary depending on their job role at the SWLA (workplace).</p> <p>The student documented all relevant information, including client interactions, support activities, and any changes in their condition or preferences. They ensured documentation was accurate, comprehensive, and in compliance with organisational guidelines.</p> <p>They ensured records were securely stored in designated systems or files, which were accessible only to authorised personnel to maintain the confidentiality and privacy of the client's information.</p> <p>To maintain documents, the student reviewed and updated records as necessary to reflect any changes in the client's situation or plan to keep the information current and relevant.</p>
10.	<p>What is the name of the workplace policy on recording and securing information, and how did you implement it in your role. (word count: 80-85 words)</p> <p>Assessor Instructions: Sample answers have been provided however, student responses will vary depending on their job role at the SWLA (workplace).</p> <p>Workplace policies regarding information may vary and be similar to:</p> <ul style="list-style-type: none"> • Privacy and Confidentiality Policy • Information Management and Security Policy • Workplace Code of Conduct <p>To implement the policy within the role the student:</p> <ul style="list-style-type: none"> • followed the policy's instructions for accurately recording client information, ensuring that all relevant details were documented securely. • used designated secure systems for storing this information, limiting access to authorised personnel only. • regularly reviewing and updating records was another key aspect of policy compliance, ensuring that the information remained current and accurate.
11.	<p>How do you demonstrate and maintain professional conduct and compliance with legal and human rights frameworks when working with clients? (word count: 60-65 words)</p> <p>Assessor Instructions: Sample answers have been provided however, student responses will vary depending on their job role at the SWLA (workplace).</p> <p>The student will have varying responses and may be similar to:</p> <ul style="list-style-type: none"> • Treating the client with respect and dignity • Ensuring informed consent is obtained and discussed with the client • Upholding privacy and confidentiality to safeguard client information • Provide equal and non-discriminatory care to the client • Only work within the scope of their role • Collaborate with others to provide comprehensive client care • Involve client in decision making about their care and respect their choices and decisions
12.	<p>There are 2 parts to this question:</p> <p>Assessor Instructions: Sample answers have been provided however, student responses will vary depending on their job role at the SWLA (workplace). The student is required to submit at least two (2) pieces of workplace documents (Checklists or Reports) to support their response.</p> <p>a. When working with clients or colleagues, list two (2) workplace documents (e.g., reports or checklists) (word count: 110-120 words)</p> <p>Incident reports: These reports are used to document any incidents that occur while working with clients, such as accidents, injuries, or behavioral challenges. Incident reports are important because they help to identify and address any risks or problems, and they can also be used to support insurance claims or legal proceedings if necessary.</p> <p>Progress notes: These notes are used to document the client's progress towards their goals, as well as any changes in their behavior, condition, or needs. Progress notes are important because they help to ensure that the client is receiving the appropriate level of care and</p>

	support, and they can also be used to communicate with the client's family, other professionals, and funding agencies.
	Provide an example of how your reports or checklists were used and why you needed to complete these. (100-110 words)
b.	<p>One example of how an aged care support worker might use a report is to document an incident where a client had an accident. The report would include information such as the date and time of the accident, what happened before and after the, and any first aid or medical treatment that was provided. The report would also include the support worker's observations and assessment of the client's condition.</p> <p>The incident report would be used to inform the client's care plan and to identify any additional support that the client may need. It would also be used to communicate with the client's family and other professionals involved in the client's care.</p>
	What workplace policies or procedures did you need to be aware of when completing workplace documentation and why? (80-90 words)
c.	<p>The student must be mindful of the organisation's confidentiality, privacy, and information security. These policies and procedures are important because they help to protect the client's personal information and to ensure that it is only used for the purposes for which it was collected.</p> <p>In addition to these policies and procedures, they also need to be aware of the organisation's policies and procedures on reporting and investigating abuse and neglect. These policies and procedures are important because they help to ensure that the client is safe and protected.</p>

SUPERVISOR SECTION

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

Workplace Supervisor Name:	
Workplace Supervisor Signature: (Handwritten only)	
Date:	

Activity 3 Managing your self-care

In this task, you are required to implement self-care strategies and your ability to monitor stress levels while working with the client who received support.

This must be based on your interactions within Activities 1 and 2.

You must answer the following questions.

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

1. Describe the specific interaction where you recently provided support to the client for support activities. (word count: 40-45 words)

Assessor Instructions: Sample answers have been provided however, student responses will vary depending on their job role at the SWLA (workplace).

- Personal care – Assisting with daily living activities, e.g., bathing, toileting and feeding
- Social and emotional interaction – providing companionship or engaging in conversation
- Advocacy – Advocating for a client for different needs and supports
- Crisis or emergency – responded quickly and appropriately ensuring the safe of the client

2. Briefly describe during that interaction, how you consciously monitored your own emotions, feelings, and reactions? (word count: 160-165 words)

Assessor Instructions: Sample answers have been provided however, student responses will vary depending on their job role at the SWLA (workplace).

The support worker starts by cultivating self-awareness. They take time to understand their own emotions and recognise how those emotions might affect their interactions with the elderly client. They acknowledge any personal biases, stressors, or preconceived notions they may have.

During the interaction, the support worker practices active listening. They pay close attention to the client's words, tone, and body language to gain a deeper understanding of their needs and emotions. This helps the support worker stay focused on the client's concerns rather than being preoccupied with their own thoughts or emotions.

The support worker consciously cultivates empathy. They try to see the situation from the client's perspective, considering their feelings, concerns, and experiences. This empathy allows the support worker to respond in a compassionate and understanding manner.

The support worker maintains professionalism throughout the interaction. They understand that their primary role is to provide care and support to the client and that personal emotions should not interfere with the quality of care.

3. List signs of stress that you observed in yourself during this interaction, such as tension, anxiety, or fatigue? (word count: 25-30 words)

Assessor Instructions: Sample answers have been provided however, student responses will vary depending on their job role at the SWLA (workplace).

Student recognised signs of stress such as increased irritability, fatigue, and difficulty sleeping.
Student acknowledges that these symptoms can impact their ability to care for the client effectively and empathetically.

4. List two (2) self-care strategies you implemented and used that assisted you in managing your stress? (word count: 45-50 words)

Assessor Instructions: Sample answers have been provided however, student responses will vary depending on their job role at the SWLA (workplace).

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

SUPERVISOR SECTION

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

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

Module 15: CHCPAL003 - Deliver care services using a palliative approach

There are three (3) activities within this assessment that must be completed as part of your SWLA for Module 15.

Summary of Activities:

Trigger Warning Student: Please read this before you commence the activities in this task. In this task you will be engaging in assessments and activities with elderly individuals who are receiving end-of-life care and palliative care. These activities may involve sensitive and emotionally challenging interactions, including discussions about medical conditions, quality of life, and potentially witnessing individuals coping with severe illness, reaching end of life. We want to remind you to approach these interactions with empathy, compassion, and respect. It is vital to be mindful of the emotional and psychological impact this work can have on you. If you find that you are struggling to cope with the emotional aspects of this work, please reach out to your instructor Or, supervisor. Self-care and seeking support are essential for maintaining your well-being and providing the best care to those in need.

Trigger Warning Workplace Supervisor/Assessor Instructions: This assessment task involves evaluating students' work related to end-of-life care and palliative care for elderly individuals. The content may include descriptions of challenging and emotional situations, such as loss, grief, and death. We would like to remind you that it is important to maintain a compassionate and supportive approach when providing feedback to students who may be addressing sensitive topics in their assessment. As trainers and supervisors, your role is to support and guide students through this process. Please be aware that students may find the content emotionally taxing. We encourage you to practice self-care, be empathetic, and provide a safe and supportive environment for the students you work with throughout this assessment.

Task Overview

To complete this task you will be required to work with three (3) clients receiving palliative care including one (1) client who is also receiving end-of-life care.

- Activities 1 and 2 require you to work with two (2) client's in your workplace; and
- Activity 3 requires you to work with one (1) client in a simulated activity.

During the Activities 1 and 2, you will be required to access the following:

- Individual care plans for two (2) people receiving palliative care
- facilities, equipment, and resources that reflect real working conditions and model industry operating conditions and contingencies
- Pain Management plan of the clients
- Advance care directives included in the individual care plans of the clients.
- Relevant organisation's policies and procedures and templates to complete documentation related to pain management, end-of-life care management and documentation requirements

During Activity 3 you will be required to:

Provide assistance, report, and record the requirements and concerns of a person undergoing palliative care, which includes:

- Supporting the individual's care-related needs and preferences
- Adapting to evolving requirements and circumstances in the individual's care
- Offering emotional support to the individual, their family, or caregiver as necessary
- Ensuring timely, accurate, and objective documentation in accordance with organisational policies and procedures.
- Reflect on your emotional reactions to death and the dying process and engage in a conversation about this with your supervisor on at least one occasion.

This activity has 2 tasks:

- Task 1: Conduct a role play: *Mrs Thompson* (simulation)
- Task 2: Video review
 - Part A: Watch a video and recognise signs of a person's deterioration or imminent death and report
 - Part B: Conduct a role-play based on the provision of support to a carer/family member when death has occurred with *Mrs Thompson* (simulation)
 - Part C: Organise a meeting with your supervisor to reflect

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

Throughout the following activities You must complete the tasks below:

13. supporting the person's needs and preferences in relation to their care
14. responding to changing needs and circumstances in the person's care
15. providing emotional support to the person, their family or carer as required
16. completing documentation in a timely, accurate and objective manner according to organisational policies and procedures
17. supporting and carrying out activities for at least one of the person out of three who must be receiving end-of-life care
18. reflect on own emotional responses to death and dying and discuss with supervisor on at least one occasion.
19. complete reports and documentation according to organisations policies and procedures

Student note: You must submit **deidentified** Individual Support Plans for two (2) clients you will be working with. The deidentified Individual Support Plans should only contain information that meets the requirements for these activities and to review your answers to the questions within the assessments.

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

Important:

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

You must obtain the permission of your clients and your supervisor prior to conducting these activities. You will also need to liaise with each client's carer, family member or others identified by the client.

Student note: All tasks must be done under supervision. Please note all throughout your assessments you must be accompanied by your Supervisor/Manager. At any point, if you feel overwhelmed or emotionally unable to carry out certain tasks, please immediately let your workplace supervisor and your Trainer and Assessor know of the same so they can provide you with adequate support, guidance, and resources to help you complete the assessment requirements.

Workplace Supervisor / Assessor Instructions: Please note the activities carried out by the students as part of this assessment must always be supervised while demonstrating their skills to support two (2) clients receiving

palliative care. Adequate support must be provided to the students including time for debriefing due to the sensitivity involved supporting clients with end-of-life care.

Workplace Resources Requirements:

Workplace Supervisors, please ensure the students are provided with the listed resources below before the commencement of the task:

The specific requirements that must be included are listed here:

- h. Completed individualised plans that includes advance care directives for two(2) clients receiving end-of-life care, pain management plan and facilities, resources, and equipment.
- i. Workplace policies and procedures based on state legislation for:
 - reporting requirements
 - Palliative care policies and procedures
 - Pain management policies and procedures
 - Documents and templates related to end of life care/ advanced care directives
 - privacy and confidentiality
 - record keeping and document storage requirements,
- j. Access to client's personal information for students to a seek carer, family member or a supportive person identified by the client from their personal file and copy of the client's care plans.
- k. Facilities and opportunity during the SWLA for students to organise a face-to-face meeting on two (2) occasions
 - Two (2) Meetings- Communicate with the interdisciplinary team members and seek consent from the person, carer , family, or others as identified by the person before commencing the support activities
 - One (1) Meeting- with the supervisor to reflect and discuss emotional responses

Before commencing meetings, you must complete verbal consent or a written consent form as per organisations policies and procedures and in the presence of a supervisor
- l. Provision of suitable facilities for the person's demonstration of skills in different environments.
- m. A report and documentation template where the student can record any conversations and report to supervisor.

Activity 1 – Client 1 - Advance care and pain management

Instructions:

All tasks must be carried out under supervision of a workplace supervisor or a manager. You must work with a real client within palliative care where you are required to:

- c) Engage with the client and recognise the holistic needs of the client extending over time, not just end-of-life.

To carry out this task you read and have access to the following documents:

- Individual support plan for client
- Palliative Care Management document organisational policies and procedures
- Pain Management organisational policy and procedures

Workplace Supervisor: Please note students must be provided access to the documents listed above before they commence this activity. Please always ensure that students are under supervision while carrying out the tasks.

After reading the documents you are required to engage with the client by following the steps below and recognise the holistic needs of the person extending over time, not just end-of-life and answer the questions that follow.

- Step 1: Engage in a conversation with the client
- Step 2: Identify the needs and preferences of the client
- Step 3: Document the needs and preferences of the client

Assessor Instructions: Sample answers are provided below however this will vary depending on the client the student is supporting and based on client responses.

When you have completed Steps 1, 2 and 3, answer the following questions:

Lists and explain three (3) communication techniques you used to encourage the client express their needs and preferences. (Approximate word count 90-100 words)

- **Built Rapport:** Initiated a compassionate conversation with the client and asked about her needs and preferences and any specific challenges she is facing and areas where they need assistance.
- **Active Listening techniques:** carefully listening to their responses. I identified the tasks which included the client's needs and preferences for eg her cultural needs, spiritual needs, her need to connect with her family, any specific hobbies she may have etc.
- **Reflective questioning:** I encouraged the client to explore their needs by reflecting their statements back to them. For instance, if a client says, "I'm having trouble managing my daily tasks," the student responded with, "It sounds like you're feeling overwhelmed. What specific tasks are causing you difficulties?"
- **Empathetic responses:** for example, during the conversation when the client expressed sadness, I responded empathetically, saying, "I can imagine that this is a really challenging time for you. I'm here to support you in any way I can."
- **Encouragement and Validation:** I encouraged the client to express themselves and validating their emotions for example during the conversation Mrs X seemed a bit hesitant to discuss her needs and wishes I encouraged her by asking, "It's important to talk about your needs and preferences, and I'm here to support you every step of the way. Your preferences matter."

Briefly explain two (2) strategies, you used to effectively elicit information and recognise the clients' holistic needs and not just end-of-life care, in a palliative care setting. (Approximate word count 75-85 words)

- **Being culturally competent -** When interacting with the client I asked her open-ended questions about her cultural background, traditions, and practices. For instance, I enquired about her culture, "Can you tell me more about your cultural background and any specific traditions or rituals that are important to you?"

- Referring to the client's individual support plan- I referred to the client's individual support plan and discussed about her life, hobbies, interests, and spiritual beliefs, and involving them in the care planning process.

List two (2) examples of the client's needs and preferences that you gathered during your conversation?
(Approximate word count 60-70 words)

1. The client has expressed their needs and preferences for meeting a spiritual leader or religious mentor as part of her cultural belief and preference to help her with the emotional challenges she is facing.
2. The client has expressed her desire and the need to accommodate her culturally specific requirements, such as dietary preferences and spiritual rituals that she would like to participate in.

d) This task In this task, you are required to organise a meeting and carry out the following tasks:

- i. support the person, their family, carer, and others identified by the person to express needs and preferences and report information to the supervisor and answer the questions below

Assessor Instructions: Sample answers are provided below with the pseudonym (*Mrs M*). Responses will vary depending on the client the student is supporting and based on the client responses

Client 1 Template	
Name: [Add the name of the client]	
	Write the initials of the family member, carer or support person you interacted with that supports the person who is in palliative care?
	<i>Mrs M – Family member also a carer for the patient</i>
	In the presence of a workplace supervisor did you complete a written consent form or took verbal consent from the identified person before commencing the activity? (Approximate word count 15-20 words)
	<i>I completed the requirements as per organisation policies and procedures i.e., written or verbal and in the presence of supervisor.</i>
	Include the key role and value the carer provides the Client 1. Include key knowledge and skills. (Approximate word count 75-85 words)
	<i>Ms. M is a family member and also provides care and support for the client. She plays a vital role in providing assistance on a daily basis to Mrs X. Her key skills include communication, patience, and attention to detail. She acts as a liaison between the client, healthcare professionals, and the client's family, ensuring open communication and coordination of care. She provides physical, emotional, and psychological support to the client.</i>
	Explore the specific needs and preferences of the clients and briefly describe the process you took to record observations that involved the clients, their carer and family member in identifying clients' needs and preferences and elicit the information you gathered about the client (Approximate word count: 130-140 words)
	<i>I scheduled a meeting with Mrs X, her carer and family member to discuss Mrs. X's needs and preferences to support I asked about their values, cultural beliefs, and any special considerations that should be taken into account. Key elements included emotional well-being, social support, spiritual or cultural needs, and the person's sense of dignity and autonomy. To elicit the information I asked the client open ended questions eg I asked about Mrs X needs and preferences regarding their care? , I asked if there are any specific activities or hobbies that bring joy or comfort to the person? , I asked Are there any cultural or religious beliefs that should be taken into consideration for their care. I asked her about her preference for family involvement to support her overall care needs.</i>
Supervisor's Endorsement	
Name of Supervisor:	
Supervisor's contact details:	
Phone:	
Email:	
Date:	
Signature:	

Complete the report template below based on information you gathered in the above tasks. The report must include:

The report must include:

- A brief introduction outlining the purpose of the meeting and who was involved.
- Key points of conversation with the client highlighting their needs and preferences.
- Key points of conversation with the family/support person/carer or other as identified by the person.
- Summary of key recommendations to support the family, carer and other as identified by the person.

Review Report Template

Date: [Date of the Report]	
To: [Supervisor's Name]	
Subject: Support and Communication report	
Client/Patient Name: [Client/Patient's Name]	
Support Worker: [Your Name]	
Date: [Date of the Report]	

Review Report:

Ensure your review reflects who participated and the outcomes of all the activities tasks completed above

(Approximate word count 525-550 words)

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

Summary: I recently engaged in a conversation with the client and their support person, [Support Person/Caregiver's Name], to elicit and document the client's needs and preferences. The discussion aimed to ensure that the client's care plan aligns with their unique requirements. Below is a summary of the information gathered during the conversation.

Communication with the Client:

During my recent interactions with the client, I made efforts to ensure open and empathetic communication. I engaged in active listening, allowing the client to express their needs and preferences. The client expressed the following:

- The client emphasised the need for emotional support and companionship. They mentioned the importance of engaging in activities that bring joy and fulfillment.
- The client identified close family members and friends who play a significant role in their life and requested their involvement in care decisions.
- They highlighted the importance of maintaining social connections and community involvement.
- The client expressed a strong spiritual belief and requested that spiritual practices be incorporated into their care plan.

- They emphasised the importance of cultural sensitivity and understanding in all aspects of care.

Communication with the Family, Carer, and Others:

During these interactions, the following key points were highlighted:

- [Support Person/Caregiver's Name] They emphasised the importance of emotional support and the need for a positive and empathetic environment.
- [Support Person/Caregiver's Name] expressed their commitment to actively involving family members and friends in the client's care and maintaining open communication.
- They confirmed the client's strong spiritual beliefs and cultural preferences and requested that these be respected in the care plan.

Recommendations:

Based on the information elicited from the client and their support person, I recommend the following to support and to assist the individual receiving care, their family members, primary caregivers. Implement a support plan that includes involving the client's family and friends in care decisions and support network meetings. And ensures that spiritual and cultural preferences are integrated into the care plan.

This report serves as a summary of the conversation and will guide the development of a comprehensive care plan that aligns with the client's needs and preferences. Please feel free to reach out if additional information or clarification is required.

Sincerely,

[Your Name] [Your Contact Information]

Supervisor's Endorsement

Name of Supervisor:

Supervisor's contact details:

Phone:

Email:

Date:

Signature:

Complete the questions below to:

- i. Communicate with the person, their family, carer, and others identified by the person in relation to the person's quality of life, pain and comfort and report information to supervisor
- ii. Adjust communication techniques to meet the individual needs of the person and their family, carer and others identified by the person and report to supervisor.
- iii. Respect the family, carer and others identified by the person as an integral part of the care team and ensure that they have the information and support needed.

Assessor Instructions: Sample answers provided below however students responses may vary depending on the client they are working with at the workplace

Briefly describe the process you undertook to elicit information about the client's quality of life , pain and comfort. (Approximate wording 70-80 words)

1. Quality of life

- Inquired about the person's preferences, values, and activities that contribute to their overall well-being and happiness.

2. Pain Assessment:

- Explored the person's pain levels, locations, and the impact of pain on their daily life. Discussed the effectiveness of current pain management strategies.

3. Comfort and Discomfort:

- Addressed aspects of comfort and discomfort, seeking to understand any specific factors affecting the person's comfort, both physically and emotionally

Briefly describe three (3) key elements you communicated to the client, their family, carer and others identified by the person in relation to the person's quality of life, pain and comfort? (Approximate word count 110-120 words)

The key elements included:

1. Quality of life

- The client highlighted their desire to maintain a sense of dignity and independence and preferred a tranquil and calming environment in which to spend her final days, including comfortable bedding, soothing surroundings, and a sense of security.

2. Pain Management:

- Mrs X informed experiencing higher levels of pain and discomfort in the past week and asked to prioritise effective pain management to ensure she is comfortable and free from distressing symptoms. She expressed her desire for managing pain relief through medications or alternative therapies.

3. Comfort and Discomfort:

- Expressed her desire to play certain music that brings her comfort as she is waking up in the morning.

Explain three (3) communication techniques you used to adjust communication techniques to meet the individual needs of the person and their family, carer and others identified by the person. (Approximate word count 50-60 words)

- **Clear and Simple Language:** Used plain language and avoid medical jargon to support understanding among all parties involved.
- **Time and Patience:** Allocated sufficient time for clients, their family, and carers to process information and express themselves, promoting effective communication and informed decision-making.
- **Tailored Language:** Adjusted communication style to match the person's comprehension level and preferred terminology. Avoided medical jargon.
- **Honesty and Transparency:** provided honest responses while being sensitive to the person's emotional state and, discussed challenging topics with compassion and provided information in a clear and straightforward manner.
- **Supportive and Reassuring Tone:** Used a gentle and reassuring tone when discussing sensitive topics. Avoided conveying negative or distressing information abruptly.

Explain two(2) ways you respected and supported the needs of the person and family during the process, including the information and resources you provided to them? (Approximate word count 65-75 words)

- Emotional Support: Provided a listening ear and a supportive presence. Offer words of encouragement and comfort. For example, when the person expressed their fears, I assured them by saying, "I'm here for you, and we'll take this journey together."
- Discussed about the person's goals and preferences for care, including their wishes for pain management, quality of life, comfort and discomfort and strategies to manage the person's wishes.
- Provided information about available support services, such as counselling or hospice care, which can help the family and person cope with emotional and practical challenges.
- Provided guidance on what to expect as the illness progresses, including potential symptoms and changes in the care plan.

Supervisor's Endorsement

Name of Supervisor:

Supervisor's contact details:

Phone:

Email:

Date:

Signature:

Complete the report template below based on the information you gathered in the above tasks. The report must include:

The report must include:

- A brief introduction outlining the purpose of the meeting and who was involved.
- Key points of conversation with the client highlighting their needs and preferences
- Key points of conversation with the family/support person/carer or other as identified by the person
- Summary of key recommendations to support the family, carer and others as identified by the person

Review Report Template

Date: [Date of the Report]	
To: [Supervisor's Name]	
Subject: Support and Communication report	
Client/Patient Name: [Client/Patient's Name]	
Support Worker: [Your Name]	

Date: [Date of the Report]

Review Report:

Ensure your review reflects who participated and the outcomes of all the activities tasks completed above

(Approximate word count 525-550 words)

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

Summary: I would like to provide an update on the communication and support provided to the client, their family, carer, and others identified by the client, with a focus on addressing the client's quality of life, pain, and comfort.

Communication with the Client:

During my recent interactions with the client, I made efforts to ensure open and empathetic communication. I engaged in active listening, allowing the client to express their needs and preferences. This included discussions related to their quality of life, pain, and comfort. The client expressed the following:

- **Quality-of-Life:** The client highlighted their desire to maintain a sense of dignity, independence, and engagement in meaningful activities. Mrs X expressed a preference for a tranquil and calming environment in which to spend her final days, including comfortable bedding, soothing surroundings, and a sense of security.
- **Pain Management:** The client reported increased pain levels in the past week. This requires discussing the matter with the supervisor and healthcare team for an adjustment to be made to the pain management plan with the view for Mrs X to receive a higher dose of pain relief medication and exploring other alternate therapies for pain relief.
- **Comfort:** The client expressed a preference for certain music and requested that it be played during their waking hours to create a soothing and comforting environment.

Communication with the Family, Carer, and Others:

I communicated with the client's family, carer, and others as identified by the client. This involved sharing information, providing emotional support, and addressing their concerns. During these interactions, the following key points were discussed:

- The client's needs for regular medication reminders and monitoring, especially for pain management.
- The client's family expressed gratitude for the support and care provided. They had questions about the changes in pain management, which I informed I would discuss with my supervisor as it required the involvement of the healthcare team.
- The carer highlighted the importance of maintaining a consistent and comfortable environment for the client. We discussed the client's preference for music, which the carer has integrated into their daily routine.
- Others identified by the client, including close friends, were engaged in discussions related to the client's end-of-life wishes, and resources for grief counselling were shared.

Recommendation:

I recommend that we continue to monitor the client's pain management plan closely, considering their reported pain levels. Additionally, please ensure that the client's request is fulfilled to support their quality-of-life and comfort preferences. Lastly, maintain open communication with the family, carer, and others involved, offering any additional support or resources as needed.

Thank you for your guidance and support in ensuring the highest quality of care for our client during this challenging time.

Sincerely,

[Your Name] [Your Contact Information]

Sincerely,

[Your Name] [Your Contact Information]

Supervisor's Endorsement
Name of Supervisor:
Supervisor's contact details: Phone: Email:
Date:
Signature:

e) In this task you are required to:

- i. Create a supportive environment and carry out a conversation that encourages the client Mrs X, their family, carer, and others identified by the person to share information regarding changing needs and preferences of the client.
- ii. Review the clients care plan and document the changes needs and preferences of the client
Complete the questions below.

Assessor Instructions : Student answers must be as per sample answers provided below however the wording may vary depending on the client they are supporting.

<p>Explain two (2) ways you ensured that you provided supportive environment for the client, her family, carer and other to share information about the clients' changing needs and preferences. (Approximate word count 60-70 words)</p>
<ol style="list-style-type: none"> 1. Regular Check-Ins: Scheduled regular check-in meetings or conversations with the person, family, carer, and others to discuss any changes in the person's needs or preferences. 2. Open-Ended Questions: Ask open-ended questions that invite discussion, such as "Can you tell me about any recent changes in how you're feeling or what you need?" 3. Use Non-Verbal Cues: Utilise non-verbal communication techniques like nodding, maintaining eye contact, and providing a comforting presence. 4. Feedback Mechanism: Implement a feedback mechanism where the person and their support network can provide input and suggestions for improvements in care.
<p>Based on your review of the client's care plan provide two (2) examples of the client's changing needs and preferences that you documented? (Approximate word count 45-55 words)</p>
<ul style="list-style-type: none"> • Initially, the client wanted to stay in the hospital for treatment but has now expressed preference for transitioning to home-based care. • Transitioning from seeking family support for emotional well-being to expanding the circle of support to encompass spiritual/religious leaders and counsellors in order to address evolving emotional needs and manage fear and anxiety. • Specific preference and need for managing severe pain symptoms and need for comfort. • A change in dietary preferences due to appetite fluctuations.

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- f) In this task you are required to provide care to the client in context of support provision that aligns with the person's unique identity, values, and beliefs. These could include supporting clients' specific cultural preferences; there needs for observing religious practices or respecting clients need for privacy.

Complete the question below

Assessor Instructions: Sample answers are provided below with the pseudonym (*Mrs X*). Responses within each question will vary depending on the client the student is supporting and based on client responses

Give one(1) example of how you respected the client's individuality, values, and beliefs in the context of support provision. (approximate word count 50-60 words)
I had a brief conversation with Mrs X and based on her needs and preferences and respecting her values and beliefs I provided her the following support:
Dietary Preferences: Respected the person's dietary choices and restrictions based on their values and beliefs. Ensured that meals provided align with their preferences and restrictions. <i>Example:</i> If the person follows a vegetarian or vegan diet for ethical or cultural reasons, the support worker ensures that they consult with healthcare team to support the client's meals meet these dietary requirements
Inclusion of Spiritual Practices: Encourage the person to engage in spiritual practices or rituals that are meaningful to them. Provide the necessary support for their spiritual or religious activities. <i>Example:</i> If the person wishes to pray daily, the support worker ensures they have a quiet and private space for prayer and may assist with any physical needs related to prayer.
Privacy and Modesty: Acknowledge the person's need for privacy and modesty. Ensure that personal care tasks are performed discreetly and that only necessary individuals are present during these tasks. <i>Example:</i> The support worker uses privacy screens when assisting with bathing or dressing to maintain the person's modesty and comfort.

- g) In this task you are required to reflect on task a to task d you completed above and recognise needs and issues outside the scope of own job role and refer to supervisor and complete the questions below:

Assessor Instructions: Sample answers are provided below with the pseudonym (*Mrs X*) however student wording and responses will vary depending on the clients specific needs and preferences and circumstances.

Provide two(2) examples of a situation where you recognised a need or issue that was beyond the scope of your job role? (Approximate word count 15-25 words)
The two issues were: 1. Mrs. X's medication adjustment for better pain relief. 2. Client's evolving dietary preferences and requirements. 3. Arranging visits from spiritual or religious leaders for counselling or specialised support. 4. Client's wish to return home and receive home-based care.
Explain how did you determine the above two(2) situations you identified required a referral to your supervisor, and are beyond the scope of your job role in palliative care? (Approximate word count 100-120 words)
<ul style="list-style-type: none">If the client requires a change in medication, especially related to pain relief, it is crucial to refer this situation to the supervisor. Altering medication, especially in palliative care, should always involve a healthcare professional to ensure safety and efficacy and is beyond the scope of support workers role.

- When a client's dietary preferences and requirements change, especially in palliative care where comfort and quality of life are paramount, it is crucial to refer this situation to a supervisor. Dietary changes can significantly impact the client's well-being, and the supervisor can work with the client, their family, and the healthcare team to adjust the meal plans accordingly.
- If the client expresses a need for spiritual or religious support or counselling, this should be referred to a supervisor. Coordinating visits from spiritual or religious leaders or arranging counselling sessions is a specialised requirement. The supervisor can ensure that these needs are met in a culturally sensitive and respectful manner.
- When a client wishes to move back home and receive home-based care, this is a significant change in the care plan and environment. Referring this situation to a supervisor is essential to evaluate its feasibility, assess the client's home for any necessary modifications, and coordinate the transition with the appropriate home-based care services. It's also important to ensure that the client's well-being and safety are maintained during the transition. The decision for a client to move back home, especially for home-based palliative care, involves complex logistical and healthcare considerations

In the email template provided below collate the information and report to the supervisor about issues that you identified as beyond the scope of your role and provide a brief explanation of why these issues are beyond the scope of your role.

EMAIL – TEMPLATE 1 _ Comprehensive Report on Situations Requiring Supervisor's Attention in Palliative Care (Word count 330-350 words approx.)

Assessor Instructions

Student must submit an email summarising *the Situations Requiring Supervisor's Attention in Palliative Care in line with the task completed previously task 1b and 2a.*

To: Supervisor

Cc:

Add a subject: **Comprehensive Report on Situations Requiring Supervisor's Attention in Palliative Care**

Email Body:

Dear [Supervisor's Name],

I am writing to provide a comprehensive report regarding our palliative care client, Mrs. X, and the evolving needs and preferences that have arisen during the course of her care. As part of my role as an aged care support worker, it is essential to ensure that the best possible care is provided to our clients. In this report, I will outline the situations that have required a referral to you, as these circumstances are beyond the scope of my job role and necessitate your guidance and coordination.

Situation 1: Mrs. X's Medication Adjustment for Pain Relief:

Mrs. X has expressed a need for a change in her medication regimen to better manage her pain relief symptoms. Given the complexity and potential risks associated with medication adjustments, especially in palliative care, I find it necessary to refer this situation to you. Such changes always involve a healthcare professional to ensure safety, efficacy, and alignment with Mrs. X's care plan. This is beyond the scope of my role as a support worker, and I believe your expertise is essential in coordinating with the necessary medical team.

Situation 2: Client's Evolving Dietary Preferences and Requirements:

The client's dietary preferences and requirements have been evolving over time. As comfort and quality of life are paramount in palliative care, I referred this situation to you as it involves changes in meal plans. While I can assist with meal provision and support, adjusting the dietary plan is beyond my role as this requires expert intervention from a

health care professional and a dietician. Your coordination with the client, their family, and the healthcare team is crucial to ensure that their dietary needs are met effectively.

Situation 3: Arranging Visits from Spiritual or Religious Leaders for Counselling:

The client has expressed a desire for spiritual or religious support and counselling during their palliative care journey. Coordinating visits from spiritual or religious leaders or arranging counselling sessions is a specialised requirement. To ensure that these needs are met in a culturally sensitive and respectful manner, I have referred this situation to you. It is beyond the scope of my role to organise such specialised support, and your coordination is vital in meeting the client's emotional and spiritual needs.

Situation 4: Client's Wish to Return Home and Receive Home-Based Care:

The client has expressed a strong desire to move back home and receive home-based care as part of their palliative care plan. This significant change in the care plan and environment requires thorough evaluation, assessment of the client's home for necessary modifications, and coordination with the appropriate home-based care services. It also involves complex logistical and healthcare considerations, and therefore, I have referred this situation to you. Ensuring the client's well-being and safety during the transition is of utmost importance, and your guidance is essential.

Conclusion:

In summary, I have referred these situations to you as they go beyond the scope of my job role as an aged care support worker in palliative care. Your expertise and coordination are vital in addressing these evolving needs and ensuring the highest quality of care and support for our client, Mrs. X. Your guidance is greatly appreciated, and I am committed to supporting you in providing the best possible care to our clients.

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

Best regards,

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

h) In this task you are required to communicate with the person, their family, carer, or others identified by the person in a manner that shows empathy and provide emotional support.

To complete this task you can ask the clients and their support people about any concerns they have regarding their care including physical and emotional wellbeing and respond with empathy and provide emotional support.

Complete the questions below:

Assessor Instructions: Sample answers are provided below with the pseudonym (*Mrs X* however the students answers will depend on the client they are assisting and working with).

Describe the situation where the client and family, carer or other expressed their concerns regarding the persons care including their physical and emotional well-being? (approximate word count 70-80 words)

When I asked Mrs X about her care and physical and emotional wellbeing, she felt overwhelmed by physical pain, emotional distress, and the fear of burdening her family with her condition. She expressed that she was anxious about how her family is coping with this situation. Mrs X family, carer or support person was also visibly distressed and anxious about Mrs X deteriorating health and expressed being deeply concerned about her circumstances.

Provide two (2) examples of how you showed empathy and provide emotional support to Mrs. X and her family / carer/ support person during the conversation? (Approximate word count 70-80 words)

- The person expresses fear about their condition. The student responds with empathy, saying, "I can see that this is a challenging time for you. Please know that we're here to support you, and we'll do everything we can to make you comfortable." I told Mrs. X and her family, "I can sense that this is an incredibly difficult time for all of you. We're here to provide not only the best care for Mrs. X but also emotional support for your family. Your feelings are completely valid."

- **Validation:** Validating Mrs X's emotions, the support worker acknowledged her fears and said, "Your feelings are entirely valid. It's okay to be scared, and it's okay to express your concerns. We are here to help." I validated their emotions by acknowledging that facing a terminal illness is an immense challenge. I said, "It's entirely natural to feel this way when dealing with a terminal diagnosis. Your concerns and fears are valid."
- **Encouragement:** Encouraging Mrs. X to express her emotions, the support worker said, "It's important to talk about your fears and concerns. Sharing your feelings can help us find the best ways to support you and make you as comfortable as possible." I encouraged open expression by stating, "Talking about your concerns and fears is a vital part of this process. It allows us to tailor our care and support to your specific needs. You should feel comfortable sharing your emotions with us."
- **Reassurance:** Offering reassurance, the support worker said, "You are not alone in this journey. We have a dedicated team of professionals who are experienced in managing pain and providing emotional support. Your family loves you deeply and wants to be there for you." I reassured them by emphasising that they were not alone in this journey. I assured them that our palliative care team was highly experienced in pain management and emotional support. I also emphasised their shared love and support for Mrs. X.

- i) In this task you are required to :
- a. refer to the client Individual support plan
 - b. read the advance care directives; and
 - c. carry out the following task and complete the questions below.

To carry out this task you are required to:

- i. In accordance with your own role as a support worker review the clients advance care directive carefully, paying attention to the clients preferences, values, and specific instructions and Identify the legal and ethical requirements related to advance care directives in line with your state based requirements.
- ii. Comply with the End-of-Life decisions and referring to the clients care plan, identify, and understand the specific end-of-life decisions that the client has made and are in accordance with legal and ethical requirements. These decisions may include preferences for resuscitation, organ donation, palliative care measures, and any specific instructions for end-of-life care. Refer to the state based law and ensure the requirements align with the law.
- iii. Report the person's changing needs and issues in relation to end-of-life for documentation in the individualised plan according to organisational policies and procedures.
- iv. Monitor the impact of the person's end-of-life needs, issues and decisions on their family, carer and others and refer to appropriate member of the care team for support according to organisational policies and procedures.
- v. Deliver services in a manner that supports the person's right to choose the location of their end-of-life care.

Complete the questions below:

Question 1

List three (3) key elements you reviewed when interpreting the advance care directives of the person?

Assessor Instructions: Sample answers provided below however these will vary according to the client the student is supporting.

(Approximate word count 35-55 words)

The key elements I reviewed includes the individual's preferences, values, specific medical interventions, and their authorised decision-makers, there end of life care decisions including preferences for resuscitation, organ donation, palliative care measures, and any specific instructions for end-of-life care.

Question 2

Provide one (1) example of legal and ethical requirements related to advance care directives. How did you ensure compliance with these requirements in your role as a support worker?

Assessor Instructions: Sample answers provided below however these will vary according to the client the student is supporting.

(Approximate word count 90-100 words)

Legal requirements include adhering to relevant state or national laws regarding advance care planning and end-of-life care. Ethical requirements involve upholding the principles of beneficence, autonomy, and non-maleficence while respecting the client's choices. To ensure compliance, I stay updated with the legal frameworks governing advance care directives in my jurisdiction. I participated in regular training sessions and workshops to enhance my understanding of ethical considerations in palliative care. By integrating legal knowledge and ethical principles into my practice, I ensured that I was compliant with the requirements while providing compassionate and respectful care.

Question 3

How did you verify that the advance care directives were consistent with the client's current wishes and in accordance with legal and ethical requirements? Provide example of the state based law that you referred to that governed the palliative care services and aligned with advanced care directives?

Assessor Instructions: Sample answers provided below however these will vary according to the client the student is supporting.

(Approximate word count 190-200 words)

To verify the consistency of the advance care directives with the client's current wishes, I first reviewed the clients advance care directive documents. I also had a conversation with the client to ensure that their preferences hadn't changed. Additionally, I checked the legal requirements by accessing state based law and consulted with my supervisor regarding legal requirements and the healthcare team to ensure that the directives complied with legal and ethical requirements. For example, the client advance care directive said they do not want to be resuscitated; in the state of Victoria, under the Medical Treatment Planning and Decisions Act 2016, healthcare professionals are required to verify the consistency of advance care directives with the client's current wishes. For instance, if a client's advance care directive indicates a preference to avoid life-sustaining treatments and the client confirms this preference during a detailed discussion, the healthcare professional can verify that the directive aligns with the client's current desires. Section 8 of the Act specifies that an Advance Care Directive is legally binding and must be followed by healthcare professionals if it meets the statutory requirements. This includes the refusal of specific medical treatments, such as resuscitation.

Question 4

Can you describe how did you report the changing needs and issues in relation to end-of-life for documentation in the individualised plan, following your organisation's policies and procedures?

Assessor Instructions: Sample answers provided below however these will vary according to the client the student is supporting.

(Approximate word count 80-100 words)

I began by documenting changes in the client's end-of-life needs and issues through regular assessments and observations. I documented the changes using standardised forms provided by our organisation to ensure consistency and compliance. Following the policies, I updated the client's care plan, highlighting any modifications to their preferences, symptoms, or condition. I then determined which member of the care team or specialist is best suited to address the changing needs or issues. Discussed the observed changes and issues with the healthcare team, including my supervisor and client nurse.

Question 5

Describe a situation in which you felt the need to consult with a supervisor in relation to the changing needs of the client.

Assessor Instructions: Sample answers provided below however these will vary according to the client the student is supporting.

(Approximate word count 40-50 words)

1. On one of the occasions client Mrs X exhibited increased difficulty with mobility, requiring assistance for transfers and mobility aids. I consulted with my supervisor and after consultation with healthcare team, I updated the individual plan in accordance with organisational procedures.
2. On one of the occasions client Mrs X has had a noticeable decrease in appetite over the past week and was experiencing difficulty with swallowing. I consulted with my supervisor and based on the advice from health care team member I modified diet plan and hydration support as per organisational guidelines.
3. On one of the occasions Mrs X recently indicated a desire for a spiritual advisor to provide support during their end-of-life journey. I consulted with my supervisor so chaplain services could be arranged in line with the client's wishes and our organisational protocols.

Question 6

Can you provide an example of how you monitored and recognised the impact of the client's end-of-life needs, issues, and decisions on their family, carer, or others involved in their care, and what actions you took as per organisational policies and procedures?

Assessor Instructions: Sample answers provided below however these will vary according to the client the student is supporting.

(Approximate word count 90-100 words)

Through observations made on more than one occasion with the family members , carers I monitored their interactions observing any signs of distress. During one of the interactions with the clients Mrs X family I noticed that the client's family was experiencing increased emotional distress as the client's

condition worsened. To monitor this impact, I had regular, empathetic conversations with the family and provided emotional support. When I observed signs of significant distress, I referred them to our organisation's counselling services, in line with our policies, to help them cope with the challenges of end-of-life care.

Question 7

Briefly describe the impact of end-of-life needs and decisions on the clients family and carer and provide one(1) example that impacted the family, carer of Mrs X?

Assessor Instructions: Sample answers provided below however these will vary according to the client the student is supporting.

(Approximate word count 100-115 words)

The impact of end-of-life needs and decisions on the patient's family and carer can be profound. It often leads to emotional and psychological stress, as well as practical challenges. Family members may experience grief, anxiety, or feelings of helplessness as they witness their loved one's decline. Caregivers, whether professional or family members, may also experience burnout due to the demanding nature of end-of-life care. On one of the occasions, I witnessed the family facing challenging decisions about the continuation of life-sustaining treatments. They were torn between respecting Mrs X wishes for a peaceful, dignified end and their desire to do everything possible to extend her life.

Question 8

Describe a situation where you felt the need of referring the client Mrs X to another care team member? How did you identify the appropriate member of the care team? Who did you report the matter to?

Assessor Instructions: Sample answer provided below however student answer will be based on the client they are supporting. The client may have display issues such as increased pain, loss of appetite, change in medication or family dispute etc. The students answers must be able to clearly detail the context, the reasons for referral, the identification of the appropriate care team member, and the reporting process.

(Approximate word count 190-200 words)

- **Situation:** While working with the client I noticed that they were exhibiting signs of severe emotional distress and anxiety. I noticed changes in behaviour, such as social withdrawal and signs of emotional distress, including tearfulness and reluctance to engage in conversations.
- **Reason for Referral:** I realised that Mrs X's emotional needs may require the expertise of a mental health professional or a counsellor. I also recognised that Mrs X's emotional distress is beyond the scope of my role to address comprehensively and identified the need for specialised emotional and psychological support.
- **Referring to the Appropriate Care Team Member:** To determine the appropriate member of the care team to refer Mrs X to, I considered her changing behaviours and emotional needs. I realised that a qualified mental health professional, such as a palliative care psychologist or a counsellor, would be best suited to provide the necessary support to address the needs.
- **Reporting:** As a support worker I read the organisational policies and procedures, as well as any established protocols or guidelines. I reported the matter to my workplace supervisor and to the client's primary nurse, so they can arrange for a consultation with a mental health professional.

Question 9

Can you explain the approach you undertook to discuss the clients preferences for the location of their end-of-life care?

Assessor Instructions: Sample answers provided below however these will vary according to the client the student is supporting.

(Approximate word count 90-100 words)

I referred to the client's advance care directives document and initiated a sensitive and empathetic conversation with the client, ensuring they are comfortable and at ease. I asked open-ended questions to encourage them to express their desires and concerns. For example, 'Could you share your thoughts on where you'd like to receive end-of-life care? We want to ensure your preferences are honoured. OR "We have read your advance care directives that have indicated your preference for the location of end of life care do you still want to be in the same location or has your preference change".

Question 10

Briefly explain how would you manage a situation where a client expresses a strong desire to receive end-of-life care at home, even if there are challenges or limitations to consider?

Assessor Instructions: Sample answers provided below however these will vary according to the client the student is supporting.

(Approximate word count 80-90 words)

I would acknowledge the client's choice and work with them to explore the feasibility of receiving care at home. I would talk to my supervisor and involve the healthcare team to assess the requirements and safety measures necessary. I would also consult with the family members based on clients consent to involve family members to seek their support. If possible, I would ensure that the client's wish is respected, and the needed resources and support are in place to make it happen.

Question 11

As a support worker briefly explain how did you deliver services in a manner that supported the clients right to choose the location of their end-of-life care?

Assessor Instructions: Sample answers provided below however these will vary according to the client the student is supporting.

(Approximate word count 130-140 words)

I used a person-centered approach, respecting the autonomy and preferences of the client. I initiated an open and honest conversation with the client, understanding their desires regarding the place where they wish to receive end-of-life care. This included discussing options such as home-based care, hospice facilities, or specialised palliative care units. I provided comprehensive information about the available services in each location and ensuring they are aware of the pros and cons associated with each choice. I collaborated closely with the client, their family, and other members of the care team to work on a tailored care plan that aligns with the chosen location and carried this process via clear communication, empathy, and a deep understanding of the clients emotional and physical needs and also by actively involving the client in decision-making and respecting their choices.

j) In this task you are required to refer to the client pain management documentation and observe symptoms of pain and carry out pain management for the client receiving palliative care.

To carry out the task you are required to:

- i. Observe and document the person's pain and other symptoms in line with clients pain management plan and document your observations and assessment and report to appropriate member of the care team.

- ii. Implement two(2) strategies to manage pain and promote comfort in line with individualised plan and within scope of own job role.
- iii. After an interval of 24hrs consult with the client and asks about the effectiveness of the strategies you implemented to provide comfort to the client and document effectiveness of pain management strategies and document the feedback.

Complete the questions below

Question 1

Describe the steps you followed when observing a client's pain and symptoms as per their pain management plan. Who did you report the findings too.

Assessor Instructions: Sample answers provided below however these will vary according to the client the student is supporting.

(Approximate word count 75-85 words)

The steps for observing and documenting a client's pain and symptoms included:

- Introduced myself to the client and took their consent.
- Assess the client's pain level using the designated pain assessment tool.
- Observed and documented the location, intensity, and character of pain, as well as any aggravating or alleviating factors.
- Took note of other symptoms, such as nausea, vomiting, anxiety, or changes in vital signs, which may indicate pain or discomfort.
- Documented the time of assessment and any interventions implemented.
- Communicated the findings with the healthcare team (i.e. RN, Supervisor, AIN) as necessary and updated the client's records.

Question 2

Briefly describe what information did you include in the documentation you completed for the client after the observation and assessment of client's pain symptoms?

Assessor Instructions: Sample answers provided below however these will vary according to the client the student is supporting

(Approximate word count 205-215)

Pain Assessment:

- Using the Numeric Rating Scale (NRS), [Client's Name] rated their pain as 6 out of 10.
- Pain was localised in the lower back and described as a dull, persistent ache.
- Pain was exacerbated during movement, particularly when transitioning from sitting to standing.
- Pain appeared to be stable, with no recent significant changes in intensity.

Other Symptoms:

- [Client's Name] reported experiencing occasional nausea, especially after meals.
- No vomiting, diarrhea, or other gastrointestinal symptoms were observed.
- Vital signs, including blood pressure, pulse, and respiratory rate, were within normal limits.
- No signs of anxiety, distress, or changes in mental status were noted during the assessment.

Communication:

The observations and interventions were communicated to the appropriate member of the care team, in this case, the registered nurse (RN) on duty, to ensure a coordinated and multidisciplinary approach to [Client's Name]'s care. The communication included the client's pain level, location, and the response to the pain medication administered.

Follow-Up:

Continued monitoring of [Client's Name]'s pain and other symptoms will be necessary to ensure their comfort and well-being. Any changes in the client's condition will be documented and reported promptly to the care team. Ongoing communication and collaboration will be maintained to provide the best care and support for the client.

Question 3

Describe three (3) strategies you implemented to manage the client's pain and promote comfort.

Assessor Instructions: Sample answers provided below however these will vary according to the client the student is supporting

(Approximate word count 40-50 words)

- Implemented non-pharmacological pain management techniques, such as positioning, massage, heat or cold therapy, distraction, and relaxation exercises.
- Ensured that the client was comfortable and that their environment was conducive to relaxation.
- Maintained a comfortable room temperature, adequate lighting, and a peaceful atmosphere.
- Ensured the client's bedding and clothing were clean and comfortable.
- Provided emotional support and reassurance to the client, addressing their fears and anxieties.
- Encouraged engagement in meaningful activities or hobbies to boost their emotional well-being.

Question 4

Describe the information you included when documenting the effectiveness of pain management strategies.

Assessor Instructions: Sample answers provided below however these will vary according to the client the student is supporting

(Approximate word count 85-95 words)

Post implementation strategies I again documented the client's self-reported pain levels using the Numeric Rating Scale, indicating the intensity of pain on a scale from 0 to 10. I documented the client's response to the medication, including any alleviation of pain or adverse effects as per the implementation strategy. I documented non-pharmacological interventions that I applies such as positioning, massage, heat therapy, or relaxation techniques and noted the client's comfort level and response to these interventions. I included feedback from the client regarding the effectiveness of the pain management strategies.

- iv. In this task you are required to refer to your organisation's pain management policies and procedures and read the two(2) case studies below to recognise and report concerns in the workplace surrounding the use of pain-relieving medication and answer the questions.

Case Study 1

Case Description: Mrs. Johnson, a 72-year-old patient recovering from surgery, has been prescribed pain-relieving medication following her procedure. On one of your shifts, you notice that Mrs. Johnson's pain levels have not decreased significantly despite the prescribed dosage. Mrs. Johnson has also been complaining of persistent dizziness and nausea after taking the medication.

Assessor Instructions: Sample answers provided below students answers must be as per the sample answers however the wording may vary.

Questions:

1. What concerns can you identify in this case regarding the use of pain-relieving medication? (Approximate word count 20-30 words)

Concerns in this case include inadequate pain relief, persistent side effects (dizziness and nausea), and possible medication ineffectiveness or dosage appropriateness.

2. How would you recognise these concerns in Mrs. Johnson's situation? (Approximate word count 30-40 words)

I can recognise these concerns by closely monitoring Mrs. Johnson's pain levels, observing, and documenting her reactions to the medication, and paying attention to any side effects or adverse reactions she experiences.

3. Who would you report these concerns to? (Approximate word count 40-50 words)

I would report these concerns to my immediate supervisor or to the nurse in charge who can further check and investigate the vital signs, conduct a pain assessment, and contact the prescribing physician to report the inadequate pain relief and persistent side effects

Case Study 2:

Case: As a support worker in an aged care facility, you are responsible for assisting residents with their daily activities, including medication management. Mr. Smith is a resident who has recently been prescribed a new pain-relieving medication. You notice that after his evening dose, he experiences severe nausea and vomiting.

Assessor Instructions: Sample answers provided below students answers must be as per the sample answers however the wording may vary.

1. What is the primary concern you recognised in relation to pain relieving medication in this case, and why is it important to address it promptly? (Approximate word count 40-50 words)

The primary concern is the adverse reaction Mr. Smith had to the newly prescribed pain-relieving medication. It is important to address this promptly because severe adverse reactions can be life-threatening, and immediate intervention is necessary to ensure Mr. Smith's safety.

2. How would you recognise and document the concern related to Mr. Smith's adverse reaction? (Approximate word count 40-50 words)

To recognise and document the concern:

- Document the details of the adverse reaction, including the timing, symptoms (nausea and vomiting), and their severity.
- Report the adverse reaction to the nurse or supervisor and provide a thorough description of the event.

3. What steps should you take to ensure Mr. Smith's well-being and to report the adverse reaction effectively? (Approximate word count 50-60 words)

- Provided immediate assistance to Mr. Smith, ensuring he is stable and comfortable.
- Notified my supervisor and nurse in charge so they could check the vital signs and contact the prescribing physician, about the adverse reaction and follow any emergency protocols.
- Documented all actions taken, including the administration of anti-nausea medications or other interventions.

Supervisor Checklist	
The student safely supported clients in Palliative care by carrying out three (3) activities.	
Supervisor to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)	
Activity 1 – Client 1	
a)	<p>The student read and familiarised themselves with the individualised plan for the client and completed observation report</p> <p>Student completed the following:</p> <ul style="list-style-type: none"> • Did the student check the facilities and place was conducive to carry out the activity? • Did the student familiarise themselves with the individual plan, pain management and palliative care plan of the client? • Did the student engage in a conversation with the client to identify their needs and preferences • Did the student document the client’s needs and preference? • Did the student complete the answers sufficiently and within word limit?
Recording comments:	
b)	<p>Student organises a meeting with the family, carer and report it to supervisor:</p> <ul style="list-style-type: none"> • Did the student carry out a meeting with the family/carer and identified the person’s needs and preferences and completed a report to the supervisor? • Did the student complete the requirements for seeking consent from the family member, carer or a support person identified by person presence of the supervisor prior to activity commencement? • Did the student describe the key role and value the carer provides to the client including the carer knowledge and skills? • Did the student communicate with the person receiving palliative care to discuss their quality-of-life, pain, and comfort? • Did the student adjust their communication techniques to meet the individual needs of the person receiving care? • Did the student communicate with the family, carer, and others identified by the person to ensure they are informed and involved in the care process? • Did the student demonstrate respect for the family, carer, and others in their role as an integral part of the care team? • Did the student report relevant information regarding quality-of-life, pain, and comfort to their supervisor?

	<ul style="list-style-type: none"> Did the student complete all the questions correctly within the word limit? 	
Recording comments:		
c)	<p>Student creates a supportive environment to carry out a discussion with the client, family and carer:</p> <ul style="list-style-type: none"> Did they create a supportive environment that encouraged the client, their family, carer, and others to share information about changing needs and preferences? Did the student engage in a conversation with the client, their family, carer, and others, where they were encouraged to express their changing needs and preferences? Did the student review the clients care? Did the student accurately document changes in the client's needs and preferences based on the information gathered? Did the student complete the questions correctly and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
d)	<p>The student provides supportive care to the client based on the needs and preferences:</p> <ul style="list-style-type: none"> Did the student work collaboratively with the client? Did the student demonstrate an understanding of the person's unique identity, values, and beliefs, including cultural preferences, religious practices, and privacy needs? Did the student provide care that respects and aligns with the person's cultural preferences, religious practices, and privacy needs? Did the student adapt care provision to accommodate the person's cultural and privacy requirements? Did the student complete the questions correctly and within word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
e)	<p>The student reflected on tasks completed and determine when a referral is necessary</p> <ul style="list-style-type: none"> Did the student reflect on tasks completed (from Task A to Task D) and identified potential needs and issues outside the scope of their job role? Did the student demonstrate an understanding of when and why a referral to the supervisor is necessary? 	<input type="checkbox"/> S <input type="checkbox"/> NS

	<ul style="list-style-type: none"> • Did the student provide examples of specific needs or issues they recognised as outside their scope and referred to the supervisor? • Did the student complete the report sufficiently to inform the supervisor? • Did the student complete the question correctly and within the word limit? 	
Recording comments:		
f)	<p>The student uses effective communication and empathy when addressing concerns related to physical and emotional well-being.</p> <ul style="list-style-type: none"> • Did the student communicate with the person, their family, carer, or others in a manner that demonstrates empathy? • Did the student ask the person, their family, carer, or others about concerns regarding their care, including physical and emotional well-being? • Did the student respond with empathy to concerns raised by the person, their family, carer, or others? • Did the student provide emotional support to the person, their family, carer, or others, considering their emotional well-being? • Did the student complete the answers correctly and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
g)	<p>The student carries out tasks related to end-of-life care and advance care directives.</p> <ul style="list-style-type: none"> • Did the student review the client's advance care directive, paying attention to the client's preferences, values, and specific instructions? • Did the student identify the legal and ethical requirements related to advance care directives, aligning with state-based regulations? • Did the student comply with the end-of-life decisions in the client's care plan, identifying specific decisions related to resuscitation, organ donation, palliative care, and other end-of-life care instructions? • Did the student effectively report the person's changing needs and issues in relation to end-of-life, following organisational policies and procedures for documentation? • Did the student monitor the impact of the person's end-of-life needs, issues, and decisions on their family, carer, and others, referring to appropriate members of the care team in line with organisational policies and procedures? • Did the student demonstrate an understanding of delivering services that support the person's right to choose the location of their end-of-life care? 	<input type="checkbox"/> S <input type="checkbox"/> NS

	<ul style="list-style-type: none"> Did the student complete the answers correctly within the word limit? 	
Recording comments:		
h)	<p>The student demonstrates skills in observing and documenting pain and symptoms, implementing pain management strategies, and assessing the effectiveness of those strategies.</p> <ul style="list-style-type: none"> Did the student effectively observe and documents the person's pain and other symptoms in accordance with the client's pain management plan? Did the student implement two (2) strategies to manage pain and promote comfort, aligning with the individualised plan and within the scope of their own job role? Did the student, after a 24-hour interval, consulted with the client to inquire about the effectiveness of the pain management strategies implemented? Did the student accurately document the feedback on the effectiveness of pain management strategies provided by the client? Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
SUPERVISOR SECTION		
To be completed by the Workplace Supervisor verifying all tasks have been demonstrated and completed by the student in accordance with workplace standards.		
Workplace Supervisor Name:		
Workplace Supervisor Signature: <i>(Handwritten only)</i>		
Date:		

Activity 2 – Client 2 - Receiving palliative care

Instructions:

All tasks must be carried out under supervision of a workplace supervisor or a manager. You must work with a real client within palliative care where you are required to:

- Read the Individual support plan / pain management documents
- organisation policies and procedures as relevant to the task and complete the activities within the tasks.
- Engage in a conversation with the client.
- Support the client's needs and preferences and collaborate with the health care team or supervisor as suitable to apply an intervention strategy based on client need and preferences.

- Apply one intervention strategy and monitor its effectiveness in 24 hrs reporting and noting changes to the client's needs and preferences.
- Organise a meeting with the client's family, carer and provide emotional support
- Complete a review report documentation objectively and accurately summarising the situation and outcomes.

Task Instructions

- a) Engage in a conversation with the client and identify his needs and preferences and document the needs and preferences of client.

Complete the questions below

Assessor Instructions: Sample answers are provided below with the pseudonym (*Mr J*). Responses within each question will vary depending on the client the student is supporting and based on client responses

Provide two(2) needs and preferences that you identified during the conversation regarding Mr.J's care requirements.

(Approximate word count 60-70 words)

1. Mr J has expressed a need for effective pain relief to is physical discomfort.
2. Mr J has expressed his preference for a non-pharmacological intervention, such as guided imagery and relaxation techniques, to complement medication for pain control.
3. Mr J expressed that he is feeling emotionally drained out and requested for relaxion therapy such as music therapy and a calming environment

- b) In relation to the above identified needs and preferences briefly explain how you supported the client to meet there needs and preferences and answer the questions below

Provide example of how you supported the client's needs and preferences in relation to their care?

(Approximate word count 135-155 words)

I Collaborated with the supervisor and health care team to evaluate Mr J pain levels and gain insights into his preferred pain relief strategies. This involved exploring various options, including medications, relaxation techniques, and massage therapy, to effectively address her pain. I then communicated with Mr J and based on his consent involved his family members and carer and discussed his preference for alternative pain management methods such as massage therapy or acupuncture, I collaborated with the care team to integrate these treatments into the care plan. I discussed and incorporated Mr. J's request for relaxation therapy which was met by creating a calming environment in his care setting. I provided music therapy sessions, playing soothing and calming music according to Mr. J's preferences. I ensured a serene and peaceful atmosphere to promote relaxation and emotional well-being.

- c) Monitor the intervention for 24 hrs and provide one example of how you responded to the changing needs and circumstances to support the persons care requirements in relation to pian management.

(Approximate word count 90-100 words)

I reviewed the care plan for Mr J and took his feedback on how the therapies were working for him. Mr. J expressed a preference for change of time for the music therapy session , specifically requesting a session in the evening as it helps him sleep better . Understanding his preference, I collaborated with the supervisor and arranged for an evening music therapy session. After the session, I documented Mr. J's positive response, emphasising the effectiveness of the therapy in managing his emotional needs and enhancing his overall well-being.

d) In this task you are required to organise a meeting and carry out the following tasks:

- You are required to provide holistic emotional support to the client Mr J, their family, carer, and others identified by the person by creating a supportive environment where they are encouraged to share their feelings.
- Complete the questions below.

List and explain two(2) strategies you used to engage in a conversation with the client where they could share their feelings? (Approximate word count 60-70 words)

Assessor Instructions : Student answers must be as per sample answers provided below however the wording may vary depending on the client they are supporting. The students must identify strategies as per the sample answer provided below.

1. **Open-Ended Questions:** I initiated the conversation by asking open-ended questions, such as "Can you tell me about any recent changes in how you're feeling or what you need?"
2. **Use Non-Verbal Cues:** I utilised non-verbal communication techniques like nodding, maintaining eye contact, and providing a comforting presence during the conversation.
3. **Feedback Mechanism:** I incorporated a feedback mechanism where the person and their support network could provide input and suggestions for improvements in care.
4. **Actively listening to the client and their family and carer:** I actively listened allowing them to express their feelings, fears, and concerns. I also assured them that their emotions are valid and that I am there to support her. By giving them space to talk, I can help them process her emotions.

When dealing with a family member or carer, briefly explain how did you offer emotional support to them during challenging times? (Approximate word count 50-60 words)

I approached the family member or carer with sensitivity and empathy. I provided them with a platform to express their feelings and concerns, acknowledging their role and the emotional toll it can take. I offered information on available support services and emphasised the importance of self-care and seeking help when needed.

e) Complete the report template below based on the information you gathered in the above tasks.

The report must include:

- A brief introduction outlining a brief client background and objective of the tasks.
- Key points of support and interventions highlighting the client's needs and preferences.
- Key points of conversation with the family/support person/carers or other as identified by the person.
- Conclusion

(Approximate word count 480-500 words)

Assessor Instructions: Sample answers are provided below based on

Summary Report

Clients Name:	
Students Name:	
Date of report:	

Client Information: Mr J(provide a brief introduction of the client)

Mr. J is a patient receiving palliative care for a terminal illness. Before his admission to the hospital, he lived with his wife and an adult child who regularly visit him. Over the past few weeks, Mr. J's condition has been deteriorating, leading to increased pain, shortness of breath, emotional distress, and disrupted sleep patterns.

Task Objective:

As a support worker, my tasks included supporting Mr. J's needs and preferences in care, managing his pain, responding to changing needs, providing emotional support, and documenting his care in accordance with organisational policies.

Support and Interventions:

a) *Needs and Preferences:* During a conversation with Mr. J, two primary needs and preferences were identified:

1. Mr. J expressed a need for effective pain relief to alleviate physical discomfort.
2. Mr. J preferred non-pharmacological interventions, specifically guided imagery, and relaxation techniques, to complement medication for pain control.
3. Mr. J conveyed feelings of emotional drain and requested relaxation therapy, such as music therapy and a calming environment.

b) *Support Provided:* In response to Mr. J's needs and preferences:

- A collaborative approach was taken with the healthcare team to evaluate Mr. J's pain levels and gain insights into his preferred pain relief strategies.
- A discussion with Mr. J and his family members was held, focusing on his preference for alternative pain management methods such as massage therapy or acupuncture.
- Collaboration with the care team led to the integration of these treatments into Mr. J's care plan.
- To address the request for relaxation therapy, a calming environment was created in Mr. J's care setting, and music therapy sessions were provided according to his preferences.

c) *Monitoring and Response:* Interventions were monitored for 24 hours, and one example of responding to changing needs was:

- Mr. J expressed a preference for a change in the time for music therapy sessions, specifically requesting an evening session to improve sleep. This feedback was promptly acknowledged, and an evening music therapy session was arranged, leading to improved emotional well-being.

d) *Organising a Meeting:* In the meeting with Mr. J, his family, and carer, two strategies were employed to encourage open conversation:

1. **Open-Ended Questions:** Open-ended questions were used to initiate discussions, allowing individuals to express their feelings and concerns freely.
2. **Non-Verbal Cues:** Utilising non-verbal communication techniques, such as nodding and maintaining eye contact, to provide a comforting presence during conversations.

In addressing family members and carers during challenging times, support was provided with sensitivity and empathy. Information on available support services and the importance of self-care was offered.

Conclusion:

The provided care and support for Mr. J encompassed addressing his needs and preferences, responding to changing needs, and ensuring emotional support for both Mr. J and his family. Collaboration with the healthcare team and the integration of alternative therapies contributed to improved pain management and emotional well-being. Regular monitoring and open communication helped adapt care to Mr. J's evolving requirements, fostering a holistic approach to his palliative care.

Supervisor's Endorsement

Name of Supervisor:

Supervisor's contact details:

Phone:

Email:

Date:

Signature:

Supervisor Checklist		
The student safely supported clients in Palliative care by carrying out the activities.		Supervisor to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)
Activity 2 – Client 2		
a)	<p>The student engages in a conversation with the client, identifying their needs and preferences, and accurately documenting them.</p> <ul style="list-style-type: none"> • Did the student successfully engage in a conversation with the client, Mr. J, to discuss his care requirements? • Did the student identify, and document two (2) specific needs and preferences expressed by Mr. J during the conversation? • Did the documented needs and preferences accurately and align with Mr. J's expressed concerns and desires? • Did the student complete the answers sufficiently and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording Comments:		
b)	<p>The student carries out tasks supporting the client's needs and preferences and explaining the support provided.</p> <ul style="list-style-type: none"> • The student effectively supported the client, Mr. J, to meet his identified needs and preferences related to his care requirements. • The support provided by the student was consistent with Mr. J's expressed needs and preferences as documented. • The explanation of how support was provided was clear and accurate and reflected the actions taken to meet Mr. J's needs and preferences. • The student completed the answers sufficiently and within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording Comments:		
c)	<p>The student monitors the intervention, responds to changing care needs, and provides a clear example of their response to support the person's care requirements:</p> <ul style="list-style-type: none"> • Did the student effectively monitor the pain management intervention for 24 hours, documenting observations and assessments as required? • Did the student provide a clear example of how they responded to changing care needs and circumstances 	<input type="checkbox"/> S <input type="checkbox"/> NS

	<p>within the 24-hour period, particularly in relation to pain management?</p> <ul style="list-style-type: none"> • Did the student example demonstrate an appropriate response that aligns with the individualised care plan and the person's changing needs? • Did the student complete the answers sufficiently and within the word limit? 	
Recording Comments:		
d)	<p>The student organises a meeting and provide holistic emotional support to the client, their family, carer, and others identified by the person in a supportive environment.</p> <ul style="list-style-type: none"> • The student effectively organises a meeting with the client, Mr. J, their family, carer, and others identified by the person, creating a supportive environment for open communication. • The student demonstrates the ability to engage in conversations that encourage sharing of feelings and concerns by the client and their support network. • The student provides holistic emotional support during the meeting and demonstrates empathy and understanding. • The student complete the answers sufficiently and within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording Comments:		
e)	<p>The student completed a report template based on the information gathered from the previous tasks:</p> <ul style="list-style-type: none"> • The report includes a brief introduction that outlines the client's background and the objectives of the tasks. • The report includes key points of support and interventions, highlighting the client's needs and preferences based on the tasks completed. • The report includes key points of conversation with the client's family/support person/carers or others as identified by the person, demonstrating effective communication. • The report concludes with a clear summary or conclusion of the client's situation and outcomes. 	<input type="checkbox"/> S <input type="checkbox"/> NS
Recording comments:		
COMMENTS (Assessor to add comments related to the achievement of the assessment requirements above)		

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SUPERVISOR SECTION

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

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

Activity 3 - Client 3 Receiving end of life care

The purpose of this assessment is to recognise deterioration and imminent signs of death and report to an appropriate member of the care team according to organisational policies and procedures.

This assessment must be conducted under supervision in the workplace within a simulated environment where you must have access to:

- facilities, equipment, and resources that reflect real working conditions and model industry operating conditions and contingencies
- organisational policies and procedures
- equipment and resources outlined in individualised plans
- opportunities for engagement with people in palliative or end-of-life care or people who participate in simulations and scenarios that involve the provision of palliative or end-of-life care

This assessment will allow you to demonstrate your skills and knowledge to:

Provide assistance, report, and record the requirements and concerns of a person undergoing palliative care, which includes:

- Supporting the individual's care-related needs and preferences
- Adapting to evolving requirements and circumstances in the individual's care
- Offering emotional support to the individual, their family, or caregiver as necessary
- Ensuring timely, accurate, and objective documentation in accordance with organisational policies and procedures.
- Reflect on your emotional reactions to death and the dying process and engage in a conversation about this with your supervisor on at least one occasion.

This assessment has 2 tasks:

- Task 1: Role play: Mrs Thompson
- Task 2: Video review
 - Part A: Watch a video and recognise signs of a person's deterioration or imminent death and report
 - Part B:
 - Section 1 – Case scenario
 - Section 2 – Conduct a role-play based on the provision of support to a carer/family member when death has occurred
 - Part C Meet with supervisor to reflect
 - Your **Supervisor** must sign the relevant sections of the Supervisor Checklist to verify that you performed each of the tasks as described and did so in accordance with your organisations workplace standards.

Student Note

Before commencing this assessment task, please read the Trigger Warning as per the task instructions provided below and if you have any concerns, please contact your Trainer /Assessor regarding this tasks.

Task 1 – Role Play: Mrs Thompson

This task is based on a simulated scenario and a role play which is to be conducted in the workplace with the support of your work colleagues to assist you.

The objective of this task is to support an individual by providing planned end-of-life care

You must have access to:

- Equipment and resources outlined in the individualised plan; and
- Workplace policies and procedures relating to end-of-life care
- Work colleague to assist you with participating in a simulated scenario

Student instructions

To support you with this role play, you will seek the assistance of your work colleagues where you require:

- 1 participant to play the role of a person receiving end of life care (Mrs Thompson)
- 1 participant to play the role of the person's carer and/or family member (Sarah)

Your role is to conduct a role-play scenario that involves interacting with Mrs. Thompson's daughter/son, to address their concerns and ensure the best care for Mrs. Thompson.

You must address the following points:

- Regularly review the individualised plan for changes reflecting the person's decisions.
- Create a supportive environment for the person, their family, carer, and others involved in end-of-life care.
- Maintain the person's dignity during planned end-of-life care.

Case scenario

Mrs. Thompson is an 85-year-old woman who is widowed with 2 adult children (Sarah and John). Her daughter (Sarah) is the primary carer. She has advanced dementia and heart disease. She has resided in a residential care setting for two years, and her health has significantly deteriorated.

Mrs. Thompson's daughter and son have been informed that she is in the final stages of her life, with only a few weeks left to live. She can no longer communicate effectively, is primarily bedridden, and requires round-the-clock care.

Her children are deeply concerned about her comfort, dignity, and quality of life during this challenging time. Her son John is currently stationed overseas in the Navy and will return within the next few weeks.

You are a support worker who is providing support to Mrs Thompson's end-of-life care. You read her Advanced Care Plan and take note there have been no changes that reflect her decisions since you last reviewed these. (see below)

Part of Mrs Thompson's Advanced Care Plan stipulates the following as of 07th March 20XX:

If I am sick or badly injured, and others need to make medical decisions for me, please consider my following statements when making substitute decisions.

The following things are important to me, and I want them to be considered in any decisions that are made on my behalf:

- To die peacefully and with dignity, with children by my side.
- To receive pain management that balances my comfort with my ability to communicate and interact.
- I would like to avoid unnecessary medical interventions.

Cardiopulmonary Resuscitation (CPR)

(Initial the box that matches your choice.)

If my heart or breathing stops due to old age or irreversible (not curable) health problems, my choice, if CPR is a treatment option, would be:

- Please try to restart my heart or breathing (**Attempt CPR**) *T.Thompson*
- Please allow me to die a natural death. Do not try to restart my heart or breathing (**NO CPR**)
- I cannot answer this question. Let my doctor decide.

Signature:	<i>T. Thompson</i>	Date:	07/03/20XX	
When my time for natural dying comes, if possible, I would like to be cared for:				
<ul style="list-style-type: none"> • At home or in a home like environment. • In a hospital or hospital like environment. • I do not know. I am happy for my family/person responsible to decide. <i>T.Thompson</i> 				
Signature:	<i>T. Thompson</i>	Date:	07/03/20XX	
Witness signature:	Sarah Thompson	Date:	07/03/20XX	
Review date/s:	Date:	___ / ___ / ___	Date:	___ / ___ / ___
My personal, cultural, religious/spiritual care requests				
If I am unable to communicate my wishes, please consider that I would want to receive the following care:				
<ul style="list-style-type: none"> • I am a non-practicing Catholic. However, I would like to have access to a Catholic priest towards the end. 				

Role-play brief for each participant

<i>Student</i>	You will check- in with Sarah to see if there is anything you can do to support her. You will create a supportive environment for Mrs Thompson and Sarah and ensure you are respecting and upholding the client’s rights and maintain her dignity during this time.
<i>Daughter - Sarah</i>	You will be sitting with Mrs Thompson (holding her hand) The student will ask if you require any support, to which you have none at this time.
<i>Client - Mrs Thompson</i>	You are required to play the role of Mrs Thompson who is primarily bedridden and can no longer communicate.

Recording instructions

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

The recordings must be clearly labelled ‘yymmdd_studentname_studentID_CHCCS031_Section1_Task1 and submitted with your assessment for marking.

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

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

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

Include this recording as part of your submission.

Task 2 – Part A - Video

This part of the assessment task is made up of 3 parts.

- Part A: Recognising any signs of a person’s deterioration or imminent death and report

- Part B: Conduct a role-play based on the provision of support to a carer/family member when death has occurred
- Part C: Meet with supervisor to reflect

Please ensure you can access the Video link provided below in the task instructions alternatively you can also find the video link within the LMS on the assessment page

STUDENT NOTE

Before commencing this task, please read the Trigger Warning and if you have any concerns, please contact your Trainer/Assessor regarding this tasks.

Trigger Warning

This video contains explicit content related to abuse. Viewer discretion is advised, especially for those who may find this content distressing. The purpose of this video is to raise awareness about abuse within disability and to assess your ability to identify the signs of abuse and report it. If you are sensitive to this topic or find the content emotionally challenging, you have the option to discuss this with your Trainer and Assessor. Resources and support are available if you need assistance. Remember that viewing this video is part of completing the assessment requirements, and you can contact your trainer and assessor for an opportunity for discussion and debriefing.

Assessor Instructions: Please approach this task with sensitivity and care. If a student approaches you with any concerns regarding this assessment, please ensure that they understand the purpose of viewing this content and the assessment's objectives. Please offer students an opportunity for a discussion and debriefing session if they feel the need to share their thoughts or emotions before or after viewing the video. Assess the student's written response based on their comprehension of the video content, critical thinking skills, and ability to apply knowledge to real-world scenarios. Provide constructive feedback to the student, highlighting areas of strength and areas that may require improvement. Please ensure that you maintain a supportive and understanding approach throughout this assessment, given its sensitive nature.

Part A

The aim of this assessment is to identify indications of deterioration and impending signs of death.

Assessment instructions

1. Click on the provided link below to access the video recording: [CHCPAL003 PC 5.5 \(panopto.com\)](#)
2. Watch the entire video from start to finish and determine which individual is approaching imminent death
3. Recognise and identify any signs of the individual approaching imminent death
4. Write an observation report based on your chosen individual to your supervisor

Observation Report for Supervisor

Assessor Instructions: The student's responses will vary, however, must be similar to the following benchmark exemplar.

Day:	Friday	Date:	Today's Date	Time:	10.00am
Name of worker completing report Student . A					
Supervisor name: Janine Hathway					
Individual being observed: Cheng					
Points to be referred to the Supervisor	Conditions of the individual				
	<ul style="list-style-type: none"> Cheng is in the late stages of terminal disease Appetite reduced in past 4 days Last 48 hours has not responded to food In the last 24 hours his health has deteriorated 				
	Recognised signs of deterioration				
	Signs of imminent death or dying include: <ul style="list-style-type: none"> decreased mobility increased fatigue decreased appetite difficulty communicating. 				
Observation Report Summary	<p style="color: red;">Cheng is currently in the late stages of a terminal illness, and his condition has been declining rapidly.</p> <p style="color: red;">Over the past four days, he has experienced a significant reduction in his appetite, which has worsened over the last 48 hours, as he has not responded to any food.</p> <p style="color: red;">In the past 24 hours, his health has further deteriorated, displaying several signs that suggest he may be approaching imminent death or the end of his life. These signs include decreased mobility, increased fatigue, a further decline in appetite, and difficulty with communication.</p>				
Signed	<i>A.Student</i>				

Task 2 – Part B: End of life care and post-death care

End of life care

There are 2 sections to Part B.

- Section 1 – Read the case scenario and answer the questions.
- Section 2 – Conduct a role play after Mrs Thompson’s passing.

Section 1

Read the following case scenario regarding Mrs Thompson’s Advanced Care Plan to identify the changes that have been made since 07th March 20XX.

Case Scenario

It is now 15th June 20XX, and you have been on 2 weeks annual leave.

Upon your return, you find Mrs Thompson is doing as well as can be and appears comfortable. Mrs Thompson has been waking up and communicating over the past week or so.

You have been provided with a handover from the relief support worker who tells you that Sarah has been visiting her daily and John is still trying to make it back from overseas.

The support worker tells you that there have been some slight changes in Mrs Thompson’s Advanced Care Plan as per her wishes during the time she has been able to communicate.

You review her Advanced Care Plan and you notice changes in the following parts (see below)

Part of Mrs Thompson’s Advanced Care Plan stipulates the following as of 08th June 20XX:

If I am sick or badly injured, and others need to make medical decisions for me, please consider my following statements when making substitute decisions.

The following things are important to me, and I want them to be considered in any decisions that are made on my behalf:

- To die peacefully and with dignity, with children by my side.
- Please do not provide pain management and allow me die peacefully. *T.Thompson*
- I would like to avoid unnecessary medical interventions.

Cardiopulmonary Resuscitation (CPR)

(Initial the box that matches your choice.)

If my heart or breathing stops due to old age or irreversible (not curable) health problems, my choice, if CPR is a treatment option, would be:

- Please try to restart my heart or breathing (**Attempt CPR**)
- Please allow me to die a natural death. Do not try to restart my heart or breathing (**NO CPR**) *T.Thompson*
- I cannot answer this question. Let my doctor decide.-

Signature: *T. Thompson* Date: 08/06/20XX

When my time for natural dying comes, if possible, I would like to be cared for:

- In my current room at the centre.
- I would like as much natural light as possible

<ul style="list-style-type: none"> I would like my favourite Patsy Cline music softly playing in the background I would like my husband's photo and my children's photo next to my bed. 				
Signature:	<i>T. Thompson</i>	Date:	08/06/20XX	
Witness signature:	Sarah Thompson	Date:	08/06/20XX	
Review date/s:	Date:	___ / ___ / ___	Date:	___ / ___ / ___
My personal, cultural, religious/spiritual care requests				
If I am unable to communicate my wishes, please consider that I would want to receive the following care:				
<ul style="list-style-type: none"> I am a non-practicing Catholic. However, I would like to have access to a Catholic priest towards the end. 				
Signature:	<i>T. Thompson</i>	Date:	08/06/20XX	
Witness signature:	Sarah Thompson	Date:	08/06/20XX	

Answer the following questions:

a. You have reviewed Mrs Thompson's Advance Care Plan. You must identify the changes that have been made while you were on annual leave. (word count 80 – 90 words)
<p>Assessor Instructions: Student's must identify the following changes to the Advanced Care Plan:</p> <ul style="list-style-type: none"> Mrs Thompson has requested to not provide pain management and allow her die peacefully. To allow her to die a natural death. Do not try to restart her heart or breathing (NO CPR) <p>When it is time for her natural dying, she would like to be cared for:</p> <ul style="list-style-type: none"> In her current room at the centre with as much natural light as possible, her favourite Patsy Cline music softly playing in the background and her husband's photo and my children's photo next to my bed.
b. Describe how you would respond to Mrs Thompson's changing needs that you have identified (word count 80 – 90 words)
<p>Assessor Instructions: Student's must identify the following changes to the Advanced Care Plan:</p> <ul style="list-style-type: none"> Ensure here decisions are respected and upheld, e.g. no pain management and allow her die peacefully. To allow her to die a natural death. Do not try to restart her heart or breathing (NO CPR) Ensure her room has as much natural light as possible, her favourite Patsy Cline music softly playing in the background and her husband's photo and my children's photo next to my bed.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Section 2

Conduct a role play where you will provide emotional support to the family, carer, and others when a death has occurred.

You must have access to:

- Equipment and resources outlined in the individualised plan; and
- Workplace policies and procedures relating to post-death care
- Work colleague/s to assist you with participating in a simulated scenario

Student instructions

To support you with this role play, you will seek the assistance of your work colleagues where you will require:

- 1 person to play the role of Mrs Thompson
- 1 participant to play the role of a John
- 1 participant to play the role Sarah

Your role is to conduct a role-play scenario that involves interacting with Mrs Thompson's family ensuring that you:

1. Maintain Mrs Thompson's dignity during *post-death care*.
 - Ensure Mrs Thompson is approached with respect, using gentle body movements ensuring her privacy and dignity is maintained, allow space for the family to say their goodbyes, create a serene environment
2. Provide Mrs Thompson's adult children with emotional support within the scope of your role.
 - You will offer comfort, empathy, and assistance during this challenging time.
3. Respect and uphold Mrs Thompson's preferences and cultural aspects within your job role during post-death care.
 - You will confirm with the family whether there are any other cultural, religious practices, beliefs, or traditions the family wish to conduct.
4. Briefly discuss the Item Retention Policy and Procedure mentioned in the case scenario with the family.
 - You will review the partial Retention Policy and procedure within the case scenario and mention this to the family.

Case scenario

You have supported Mrs Thompson with palliative support over the past 6 months. This morning at 10.00 am, Mrs Thompson passed away peacefully surrounded by her son and daughter. A Catholic Priest was also in attendance during Mrs Thompson's passing and her final instructions were provided as detailed in her Advanced Care Plan.

As a support worker, you ensure Mrs Thompson's dignity is maintained during this time while her son and daughter spend a few more quiet moments with her. You also offer emotional support to them during this time.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

As you approach Mrs Thompson, you overhear her children having a disagreement about her personal belongings in her room, which included among other things, \$800 cash, personal family photos and expensive jewellery.

You hear Sarah telling her brother that the money is going towards their mother's funeral expenses and not for him.

When they see you, they stay quiet.

You are aware that your organisation has a strict policy regarding item retention and that all items will need to be catalogued and documented before being released.

You must discuss this with Mrs Thompson's children.

Role-play brief for each participant

<i>Student</i>	<p>Maintain Mrs Thompson's dignity whilst also providing emotional support to her children.</p> <p>You will confirm with the family whether there are any other cultural, religious practices, beliefs, or traditions the family wish to conduct.</p> <p>Discuss the Retention Policy with them</p>
<i>Sarah</i>	<p>As the student walks into the room, you will have a conversation with the person playing the role of the sibling regarding all items in Mrs Thompson's room (refer to case scenario)</p> <ul style="list-style-type: none"> You will advise that you will take care of all her belongings, you will take the photos, jewellery, and money away with you today. When the son asks you for money you will disagree and tell him that it will go towards funeral expenses. You will advise the student that since the Catholic Priest has completed a service there are no other religious or cultural practices required at this time.
<i>John</i>	<ul style="list-style-type: none"> You will have a conversation with Sarah (sibling) advising that you help Sarah in packing Mrs Thompson's belongings. You tell her that you are short on money, and you wouldn't mind if you were able to have some of the money to keep you afloat for the next couple of days. When Sarah tells you that the money is going towards funeral expenses you will not be pleased with her decision but remain quiet.
<i>Mrs Thompson</i>	<p>The role for Mrs Thompson will be to lie in the bed with your eyes closed.</p> <p>The student will ensure Mrs Thompson's dignity is maintained.</p>

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Recording instructions

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

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS035_Task2_PartB and submitted with your assessment for marking.

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

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

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

Include this recording as part of your submission.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Task 2 – Part C – Reflection

Meet with supervisor to reflect

This task requires you to organise a meeting debriefing with your supervisor.

- Organise a meeting with your supervisor to reflect on all tasks within Activity 3.

Student instructions

- a. Meet with your supervisor. During your meeting, you will be seeking bereavement support from your supervisor and:
 - Follow organisational policies and procedures to manage your own emotional responses and ethical issues.
 - Raise and discuss any issues or reactions you may have
 - Raise any ethical issues or concerns you have when speaking with Mrs Thompson’s family
 - Identify and reflect on your own emotional responses to death and dying
 - Determine and action two (2) self-care strategies.
 - Discuss team support for bereavement care when necessary

Use the following reflective questions as consideration to prepare you for the meeting.

- How effectively did I apply our workplace policies to address ethical issues that arose during the process?
- What were my emotional responses to Task A (Video), and did the video impact my ability to provide support during my role play tasks?
- Did I encounter any ethical issues or concerns when communicating with Mrs. Thompson's family, and how did I address them?
- Were there moments where I felt unsure about the ethical implications of certain decisions or discussions with the family?
- What emotions surfaced during this experience, and how did they influence my actions and interactions?
- Are there additional self-care measures that I could implement in the future to better cope with similar situations?
- How did the team collaborate to provide bereavement care, and what was my role within this collaborative effort?

Your **Supervisor** must sign the relevant sections of the Supervisor Checklist to verify that you performed each of the tasks as described and did so in accordance with your organisations workplace standards

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Assessor Observation Checklist		
Activity 3 – Client 3: Task 1		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)
Mrs Thompson (end-of-life care)		
a.	The student reviewed the partial Advanced care plan and confirmed whether there have been any changes.	<input type="checkbox"/> S <input type="checkbox"/> NYS
b.	The student created a supportive environment for the person, their family, carer, and others involved in end-of-life care	<input type="checkbox"/> S <input type="checkbox"/> NYS
c.	The student respected and upheld the person's preferences and cultural aspects within their job role during end-of-life care	<input type="checkbox"/> S <input type="checkbox"/> NYS
d.	The student maintained the person's dignity during planned end-of-life care	<input type="checkbox"/> S <input type="checkbox"/> NYS
e.	The student responded to changing needs and circumstances in the person's care and provided a comforting environment for Mrs Thompson, e.g., playing her favourite music, having her favourite personal items next to her and natural lighting in the room.	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments:		

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Assessor Observation Checklist		
Activity 3 – Client 3: Task 2: Part B		Assessors are to indicate result as Satisfactory (S) or Not yet Satisfactory (NS)
Section 2: Mrs Thompson (post-death care)		
a.	<p>The student maintained the person's dignity during post-death care and:</p> <ul style="list-style-type: none"> • Approached Mrs Thompson with respect and a solemn demeanour • Using gentle movements to handle the body to maintain a sense of reverence • Provide family space and time to say their goodbyes • Ensure the body is covered appropriately to maintain privacy and dignity • Create a calm and serene environment • Provided respectful and compassionate care. • Ensured Mrs. Thompson's comfort throughout post-death care 	<input type="checkbox"/> S <input type="checkbox"/> NYS
b.	<p>The student created a supportive environment for the person, their family, carer, and others involved during post-death care and:</p> <ul style="list-style-type: none"> • Provided emotional support to her family including: <ul style="list-style-type: none"> ○ Comfort such as using active listening skills, expressing empathy, offering a listening ear, using comforting words, providing physical comfort (a gentle pat on the back, a reassuring hug), patience, and respecting the space of the family. ○ Empathy, such as validating the families' feelings, avoiding judgement, using empathetic body language, offer supporting statements, being patient ○ Assistance, such as checking in with the family, asking open-ended questions and answering questions from the family 	<input type="checkbox"/> S <input type="checkbox"/> NYS
c.	<p>The student respected and upheld the person's preferences and cultural aspects within their job role during post-death care; and:</p> <ul style="list-style-type: none"> • Respected religious practices • Demonstrate sensitivity to her beliefs and traditions. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
d.	<p>The student discussed the Item Retention Policy and Procedure including:</p> <ul style="list-style-type: none"> • The organisation's strict policy regarding item retention • All items must first be catalogued and documented before being released. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
Recording comments:		

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Supervisor Checklist: Task 2: Part C

Meet with supervisor to reflect

1.	The student followed organisational policies and procedures to manage their own emotional responses and ethical issues.	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.	The student raised and discussed any issues or reactions they may have and shared specific challenges and reactions.	<input type="checkbox"/> S <input type="checkbox"/> NYS
3.	The student raised any ethical issues or concerns they may have when speaking with Mrs Thompson’s family such as ethical dilemmas during interactions and sought guidance on ethical decision-making.	<input type="checkbox"/> S <input type="checkbox"/> NYS
4.	The student identified and reflected on their emotional responses to death and dying including, sharing emotional responses, challenges and coping strategies and seeking input.	<input type="checkbox"/> S <input type="checkbox"/> NYS
5.	The student determined and actioned two (2) self-care strategies	<input type="checkbox"/> S <input type="checkbox"/> NYS
6.	The student discussed team support for bereavement care when necessary to share experiences with team support.	<input type="checkbox"/> S <input type="checkbox"/> NYS

Recording comments:

SUPERVISOR SECTION

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

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

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



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

Congratulations you have reached the end of Assessment !



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Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.