



ACMWHS201

Participate in workplace health and safety processes

Assessment 2 of 2

ASSESSOR GUIDE

Short Answer Questions



Assessment Instructions

Task overview

This assessment task consists of 9 short answer questions. Read each question carefully before typing your response in the space provided.

Additional resources and supporting documents

To complete this assessment, you will need:



Assessment Information

Submission

You are entitled to three [3] attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment [e.g. allowing additional time]
- the evidence gathering techniques [e.g. oral rather than written questioning, use of a scribe, modifications to equipment]

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment. ♻️

Question 1

Provide one (1) example of a zoonotic disease when working with animals. Provide one (1) example of the symptoms an animal worker might experience if contracting this disease.

[Approximate word count: 30-45 words]

Assessor instructions: Students must correctly define zoonoses and provide one relevant example of their impact in an animal care environment.

A sample answer is provided below.

Example of Zoonotic Disease

- Avian influenza
- Leptospirosis
- Q Fever
- Ringworm
- Salmonellosis
- Giardia infection
- Roundworm
- Hookworm
- Scabies
- Cat scratch disease
- Psittacosis
- Avian Tuberculosis
- Hydatid tapeworm (Cystic hydatid echinococcosis disease)
- Toxoplasmosis
- Staphylococcus intermedius
- Brucellosis
- Hendra Virus (ADD)

Example of Impact

Direct contact with an animal infected with a zoonotic disease at an animal care clinic could result in any of the following impacts:

Avian influenza - ranges from no symptoms or mild illness to severe:

- Conjunctivitis
- Mild flu-like upper respiratory symptoms
- Pneumonia with fever (temperature of 37.8°C or greater)
- Cough
- Sore throat
- Runny or stuffy nose
- Muscle/body aches
- Headaches
- Fatigue
- Shortness of breath/difficulty breathing

Less common signs and symptoms include:

- Diarrhea
- Nausea
- Vomiting

- Seizures

Leptospirosis - infected animals (mice, dogs, rats, cattle and pigs)

- Fever
- Severe headache
- Sore muscles
- Chills
- Vomiting
- Red eyes

Can develop into severe disease, including:

- Kidney failure
- Jaundice
- Bleeding
- Respiratory complications

Complications may include:

- Meningitis

Severe illness may require hospitalisation, and severe leptospirosis can sometimes be fatal.

Q-fever - usually mild with flu-like symptoms or no symptoms at all.

Infection may resurface years later in a small percentage of people, which can be a deadly form of Q-fever, which can include damage to the:

- Heart
- Liver
- Brain
- Lungs

May also infect pets, including cats, dogs and rabbits.

Bacteria may be transmitted through their urine, faeces, milk, the placenta and amniotic fluid.

Ringworm - rash caused by a fungal infection.

May have:

- itchy, circular rash
- clearer skin in the middle.

Salmonellosis - diarrhea, fever and stomach cramps.

Giardia infection - stomach cramps, bloating, nausea and bouts of watery diarrhea. Giardia infection is caused by a microscopic parasite.

Roundworm - roundworms are parasites that need to live in the body. These parasitic infections can cause diarrhea and fever.

Hookworm - itching and a localised rash are often the first signs of infection. Heavy infection may experience abdominal pain, diarrhea, loss of appetite, weight loss, fatigue and anaemia.

Scabies - scabies is an itchy skin condition caused by a tiny burrowing mite called *Sarcoptes scabiei*. Intense itching occurs in the area where the mite burrows.

Cat scratch disease - an infection caused by a kind of bacteria called *Bartonella henselae*.

- Red bump, sore, or blister at the site of the scratch or bite
- Fever
- Headache
- Fatigue
- Poor appetite

- Swollen glands (lymph nodes)

Psittacosis [also known as ornithosis] is a disease caused by the bacterium *Chlamydia psittaci*, carried by birds. Humans often catch the disease by inhaling dust containing feathers, secretions and droppings from infected birds. People with psittacosis often develop:

- Headache
- Fever
- Chills
- Weakness
- Muscle aches
- A dry cough
- Chest pain
- Breathless

Avian Tuberculosis - bacterial infection that spreads slowly. Affects captive birds more than wild birds. It's contracted when humans ingest food or water contaminated with faeces from infected birds, causing:

- Local wound
- Swelling near the site of infection

Hydatid tapeworm [Cystic echinococcosis / hydatid disease]

People infection with *E. granulosus* leads to the development of one or more hydatid cysts. Signs include:

- Abdominal pain
- Nausea and vomiting
- Anorexia
- Weight loss
- Weakness

If the lung is affected: chronic cough, chest pain and shortness of breath. Other signs depend will be dependent on the location of the hydatid cysts.

Toxoplasmosis

In many cases, the disease is asymptomatic.

Main threat is to human foetus via pregnant women's placenta being exposed. Exposure can cause no illness through to death of unborn child.

Symptoms in adults/children:

- Swollen lymph glands
- Muscle aches and pains
- Headache
- Fever
- Inflammation of the lungs
- Inflammation of the heart muscle
- Inflammation of the eye

Staphylococcus intermedius

- Skin abscesses

Brucellosis

Flu-like symptoms including:

- Fever
- Chills

- Headache
- Weakness
- Joint and muscle pain
- Generalised aches

Inflammation of the liver and spleen, and gastrointestinal or respiratory symptoms may also occur.

Question 2

What are three (3) ways of maintainin our personal hygiene in the workforce?

[Approximate word count: 25-35 words]

Assessor instructions: Students must correctly identify three (3) ways of maintaining personal hygiene, including handwashing.

A sample answer is provided below.

1. Hand hygiene - helps to prevent the spread of germs and illnesses.
2. Dental Care - wards off gum disease, bad breath, tooth decay.
3. Bathing / Showering - maintain clean hair and body.
4. Wearing PPE - such as scrub tops, gumboots, overalls, aprons, hairnets and gloves.

Other acceptable answers may include:

- Deodorising - prevents body odour.
- Laundry - ensures clean clothes by removing dirt, odours and stains.

Question 3

List 6 occasions when hands should be washed in an animal care environment.

[Approximate word count: 25-50 words]

Assessor instructions: Students must correctly identify six appropriate occasions when hands should be washed that are relevant to an animal care workplace.

A sample answer is provided below.

1. Before and after handling/examining animals
2. After handling animal waste
3. Between handling animals
4. Before and after applying or giving medication
5. After mixing chemicals, e.g., diluting disinfectants
6. After conducting cleaning duties
7. After visiting the toilet
8. After handling money
9. Before preparing food items

Question 4

Complete the following table by:

- Describing each type of personal protective equipment (PPE)
- Providing an example for each type of PPE.

[Approximate word count: 10-30 words]

Assessor instructions: Students must describe each type of PPE and provide one example for each.

A sample answer is provided below.

Type of PPE	Description <i>[10 – 30 words each section]</i>	Example <i>[10 – 30 words each section]</i>
A. Protective clothing	Prevents contamination of the skin and personal clothing.	Disposable gowns/overalls, hat, mask, boots, scrub top and cap, apron, hairnet
B. Protective footwear	Helps to prevent contamination in sterile areas and damage to everyday footwear and can provide protection from crush injuries.	Disposable boot/shoe covers, boots (including steel cap), non-slip closed-in shoes
C. Face protection	Prevents contamination of the eyes, mouth and nose from splashes, sprays and respiratory droplets.	Face shields
D. Eye protection	Prevent contamination of the eyes from splashes, sprays, and respiratory droplets.	Goggles
E. Hand protection	Help to prevent hand contamination and the spread of infection between animals.	Gloves
F. Head protection	Provides protection to the head from any impacts, temperature extremes, sunlight, or chemical exposure. Prevents contamination of patient or person handling the patient.	Broad-brimmed hats Hard hats Hairnets Scrub caps
G. Hearing protection	Helps prevent overexposure to loud noises that may cause loss of hearing.	Earplugs Earmuffs
H. Respiratory protection	Help to prevent contamination of the respiratory system from splashes, sprays and respiratory droplets that can be inhaled from the mouth and nose and helps filter out airborne particles.	Masks with respiratory filters

Question 5

When working with animals, you will come across a range of hazards.

In the table below, a hazard has been identified. In the table, you need to provide:

- One [1] Example of the hazard listed
- One [1] way we can reduce the risk of this hazard occurring

[Approximate word count: 1-20 words in each section]

Assessor instructions: Students must list two examples for each hazard category in the table and control measures for each.

A sample answer is provided in each section below. In the first section, Hazardous Chemicals, a sample answer is provided to students for guidance.

Hazard	Example of hazard in Column 1)	How do we reduce the risk of this hazard occurring, and/or how do we deal with the hazard?
Hazardous Chemicals	Bleach	Ensure that chemicals are stored in accordance with the MSDS/SDS
Hazardous Chemicals	<ul style="list-style-type: none"> • Sterilising chemicals - disinfectants • Solvents 	<ul style="list-style-type: none"> • Wear appropriate PPE (e.g., gloves, overalls, face masks, goggles). • Dilute and use chemicals correctly according to MSDS/SDS.
Bodily Fluids	<ul style="list-style-type: none"> • Saliva • Blood • Mucus • Urine 	<ul style="list-style-type: none"> • Ensuring you wear PPE when working with animals • Cleaning the work area effectively after use • Maintaining good hand hygiene
Sharps	<ul style="list-style-type: none"> • Needles • Scalpel blades • Scissors • Knives • Grooming blades 	<ul style="list-style-type: none"> • Disposing of needles in sharps container • Not leaving needles and scalpels on benches • Handle instruments with care and put away after use
Manual Tasks	<ul style="list-style-type: none"> • Lifting animals • Stacking boxes 	<ul style="list-style-type: none"> • Using correct manual handling techniques. • Using lifting aids.
Medicated Animal Products	<ul style="list-style-type: none"> • Medicated shampoo • Flea/tick products • Worming products 	<ul style="list-style-type: none"> • They should be clearly labelled. Follow the manufacturer's instructions. • Wearing PPE • Dispose of as per instructions provided
Noise	<ul style="list-style-type: none"> • Vocalising animals • Noise from equipment machinery and equipment 	<ul style="list-style-type: none"> • Wearing appropriate PPE such as earmuffs or earplugs. • Close doors between different areas to limit noise.
Machinery and Equipment	<ul style="list-style-type: none"> • X-ray machine • Hydrobath • Surgical instruments • Cleaning equipment (mops, brooms etc) 	<ul style="list-style-type: none"> • Wearing appropriate PPE when operating machinery to reduce radiation risk. • Following correct operating procedures. • Hydrobath – follow operating procedures, correct lifting, ensuring water doesn't come in contact with electricity. • Machinery testing and tagging.

		<ul style="list-style-type: none"> Wearing appropriate PPE when handling equipment. Cleaning and storing equipment safely and securely after use.
Spills	<ul style="list-style-type: none"> Water Bodily Fluid 	<ul style="list-style-type: none"> Ensure that spills are identified with correct signage Clean up spills with proper equipment
Gravity	<ul style="list-style-type: none"> Equipment and things falling over Falls Trips 	<ul style="list-style-type: none"> Wearing proper uniform and PPE Being aware of risks associated with activities Following policies and procedures relating to activities
Extreme Temperatures	<ul style="list-style-type: none"> Heating Airconditioning Weather 	<ul style="list-style-type: none"> Reviewing daily temperatures if working outside Ensure equipment is set by temperature regulations eg., air conditioners set to 23 degrees

Question 6



While working with animals, you will come across various safety signs.



In the table below, identify the sign provided and where you may find the sign displayed in an animal care facility.

[Approximate word count: 1-20 words]

Assessor instructions: Students must list three examples of safety signs, provide an image for each, and mention where the signs can be found in an animal care facility.

A sample answer is provided below.

Image of Safety Sign	Name of Safety Sign	Location within an animal care facility
	Flammable Materials	The sign will be located near flammable chemicals. This can be on the chemicals or where they are stored
	Biohazard sign	Consult room Treatment room Sharps container

	Slippery floor sign	Placed where there is a spill or if cleaning/mopping of the floor is in progress.
	Radiation sign	Situated near X-ray machine.

Question 7

List six (6) signs of personal stress and fatigue

[Approximate word count: 20-40 words]

Assessor instructions: Students must correctly list six signs of stress and fatigue.

A sample answer is provided below.

1. Pounding heart/chest pain.
2. Nausea, diarrhoea, or constipation.
3. Muscle tension and/or headaches.
4. Sleep disturbances.
5. Fast/shallow breathing and/or excessive sweating.
6. Feeling overwhelmed or frustrated.

Other acceptable answers may include:

- low immune system – catching colds easily
- changes to appetite
- feeling guilty or unhappy
- crying regularly
- being irritable
- negative thinking
- racing thoughts, especially at night that prevent one from sleeping
- reduced concentration span
- excessive worrying.

Question 8

Complete the following table by:

- a. listing five (5) WHS roles and responsibilities of employees
- b. listing five (5) WHS roles and responsibilities of managers and supervisors.

[Approximate word count: 50–100 words in each section]

Assessor instructions: Students must correctly list five WHS roles and responsibilities for employees and also list five responsibilities for managers and supervisors.

A sample answer is provided below.

Workplace Role	WHS roles and responsibilities
Employees	<ol style="list-style-type: none"> 1. Report any unsafe practices or equipment. 2. Take reasonable care for the health and safety of others. 3. Take reasonable care for their own health and safety, for example, use personal protective equipment if provided. 4. Comply with any reasonable instructions, policies and procedures provided by the employer, business or WHS representative. 5. Conducting allocated tasks in a safe manner in accordance with the training received. 6. Involved in the process of checking for hazards. 7. Involved in the process of making assessments. <p>Involved in the process of controlling risks.</p>
Managers/ Supervisors	<ol style="list-style-type: none"> 1. Provide a safe working environment for employees. 2. Provide safe systems of work and safety procedures. 3. Machinery, plant and equipment need to be maintained in a safe condition. 4. Substances used in the workplace need to be stored and used according to manufacturer instruction. 5. Provide information, instruction, supervision and training to ensure each employee is safe from injury and risks to health. <p>All tasks must be undertaken by employers in consultation with their workers.</p>

Question 9

While working with animals, you will encounter various situations that can quickly escalate into emergencies.

The table below lists a range of emergencies you may encounter.

Please complete the table by giving an example of the type of emergency and how you should respond to it.

Approximate Word Count: 10–60 words in each section

Assessor instructions: Students must provide a definition of the emergency, and explain how you should respond to the emergency.

Type of Emergency	Example of the emergency	How should you respond to this emergency
Serious Injury Event	<ul style="list-style-type: none"> When employee has been severely injured and requires immediate medical attention 	<ul style="list-style-type: none"> Secure the situation/animal Provide first aid Call 000 if necessary
Event requiring evacuation	<ul style="list-style-type: none"> This refers to emergencies that require a building or facility to have all people and, in this case, animals removed safely until the threat has been removed or minimised. 	<ul style="list-style-type: none"> Remain calm, alert others, call 000, evacuate calmly, assemble at a designated area
Fire and Explosions	<ul style="list-style-type: none"> These situations may be a result of electrical malfunctions or unsafe actions by people (e.g., smoking in areas where flammable materials are present). An alarm may be set off that is part of the building, however, on other occasions, it could be a whistle, air horn, bell, or megaphone, etc. There may also be visual devices (flashing lights) and/or audio devices such as alarms that alert personnel in the case of fire, etc. 	<ul style="list-style-type: none"> Remain calm, alert others, call 000, evacuate calmly, assemble at a designated area
Hazardous Substance and Chemical Spill	<ul style="list-style-type: none"> Hazardous substances have the potential to cause harm to the body and may also endanger the environment if not disposed of correctly or if they leak or spill. 	<ul style="list-style-type: none"> Raise the alarm Evacuation may be required Clean-up the spill if safe to do so Ventilate the area
Bomb Threats	<ul style="list-style-type: none"> Bomb threats are threats that indicate a building, or 	<ul style="list-style-type: none"> Keep the caller talking

	<p>facility has an explosive decide somewhere on the premises.</p> <ul style="list-style-type: none"> Bomb threats can be made over the telephone from an anonymous caller informing the facility there has been a bomb or explosive device planted. 	<ul style="list-style-type: none"> Remain calm Notify a colleague and have them call 000 Take notes if possible Do not evacuate unless advised to do so
Security Emergency	<ul style="list-style-type: none"> Armed hold-ups are emergencies that involve an armed person or people. These individuals may be armed with a firearm such as a gun, or a knife. Some of these offenders can be violent and aggressive and may be suffering from a severe mental illness or their behaviours could be the result of substance abuse. Commonly, armed hold-ups are caused by a demand for money or in some cases prescription drugs. 	<ul style="list-style-type: none"> Do what you are told to Try to memorise details of the offender If you have a duress alarm or panic button – activate it if safe to do so Once offender leave, lock the door Ring 000 Do not touch anything
Loss of Power	<ul style="list-style-type: none"> Weather emergencies, such as thunderstorms, cyclones, hurricanes, floods and bushfires can cause loss of power 	<ul style="list-style-type: none"> Activate back-up power supply if you have one Leave refrigerators closed if possible
Loss of Water Supply	<ul style="list-style-type: none"> Loss of water supply can come from burst water piping in the streets cutting off supplies to the clinic and surrounding community or a malfunction with the hot water system on the premises. 	<ul style="list-style-type: none"> Buy water for emergency use Ensure all taps are turned off
Structural Collapse	<ul style="list-style-type: none"> Structural collapses can range from whole buildings to partial collapses from the roof. Roof collapses can be common in addition to wild weather from water seeping into 	<ul style="list-style-type: none"> Remain calm Rope off the area so nobody can enter and provide signage

	the ceiling from damaged piping.	<ul style="list-style-type: none"> • Evacuate if instructed to do so
Flood	<ul style="list-style-type: none"> • A flood can submerge a workplace along with everything in it (animals, humans, equipment, machinery furniture etc.) causing a lot of damage and even loss of lives (both animals and humans). 	<ul style="list-style-type: none"> • Remain calm • Evacuate if instructed to
Storm	<ul style="list-style-type: none"> • A storm can damage the roof/windows of a workplace and may cause rainwater to flow into the facility. Damaging winds during a storm also cause a lot of destruction. 	<ul style="list-style-type: none"> • Remain calm • Ensure animals are secured safely • Ensure windows/doors are closed
Traffic Accident	<ul style="list-style-type: none"> • Traffic accidents can occur between vehicles and pedestrians. It may involve animals being brought in or out of the animal care facility that may be run over or injured due to vehicles driving into the facility's parking area. 	<ul style="list-style-type: none"> • Remain calm • Provide required assistance to animals

Assessment checklist:

Students must have completed all questions within this assessment before submitting. This includes:

1	9 short answer questions to be completed in the spaces provided.	<input type="checkbox"/>
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Congratulations you have reached the end of Assessment!

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