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# Instructions

The assessments in this workbook are divided into two categories: the Knowledge Assessment and the Practical Assessment.

The **Knowledge Assessment** is a set of general and workplace questions testing your knowledge and understanding of the general theory behind the unit.

**You must answer all Knowledge Assessment Questions using your own words.** However, you may refer to your Learner Guide and other relevant resources and learning materials to complete this assessment.

Some questions cover processes you will likely encounter in a workplace setting. Ideally, you should be able to answer these questions based on the processes that are currently in place in your workplace. However, if you do not currently have access to a workplace, then answer the questions based on processes that should be implemented in a typical workplace setting.

The **Practical Assessment** is made up of the **Case Study** and **Workplace Assessment.** This assessment tests your practical skills with respect to the requirements of the relevant unit of competency.

The Practical Assessment requires you to complete and submit workplace documents and other documentation relevant to the unit of competency.

**The evidence you submit must be your own work except where due reference is made and where you are required to submit supplementary workplace documents such as policies and procedures.**

**When completing the assessments included in this workbook:**

1. Read the instructions provided in each task carefully before attempting to complete the task. The instructions will guide you on how to answer the question or complete the task satisfactorily.
2. Follow the steps provided in each task.
   * If the question instructs you to describe, provide a description as your response. If the question instructs you to list, provide a list as your response.
   * Where there is a number of required responses, provide the required number of responses. For example, if you are asked to list three responses, provide three responses.
3. Ensure that all your submissions for this assessment indicate your first and last name and that these submissions have been named according to the file naming convention prescribed in each task.

# Competency-Based Assessments

**Definition of Competency**

Assessment in this context can be defined as the fair, valid, reliable, and flexible gathering and recording of evidence to support the judgement on whether competency has been achieved. Skills and knowledge (developed in a structured learning situation, at work, or in some other context) are assessed against national standards of competence required by the industry rather than compared with the skills and knowledge of other candidates.

**The features of a competency-based assessment system are:**

* It is focused on what candidates can do and whether it meets the criteria specified by the industry as competency standards.
* Assessment should mirror the environment the candidate will encounter in the workplace.
* Assessment criteria should be clearly stated to the candidate at the beginning of the learning process.
* Assessment should be holistic. That is, it aims to assess as many elements and/or units of competency as is feasible at one time.
* In competency assessment, a candidate receives one of only two outcomes – ‘competent’ or ‘not yet competent.’
* The basis of assessment is in applying knowledge for some purpose. In a competency system, knowledge for the sake of knowledge is seen to be ineffectual unless it assists a person in performing a task to the level required in the workplace.
* The emphasis in assessment is on assessable outcomes that are clearly stated for the trainer and candidate. Assessable outcomes are tied to the relevant industry competency standards where these exist. Where such competencies do not exist, the outcomes are based upon those identified in a training needs analysis.

# Assessing Nationally Recognised Training

Developing and conducting assessment in an Australian Vocational Education and Training (VET) context is founded on the Principles of Assessment and the Rules of Evidence:

**Principles of Assessment**

1. **Assessment must be valid**
   * Assessment must include the full range of skills and knowledge needed to demonstrate competency.
   * Assessment must include the combination of knowledge and skills with their practical application.
   * Assessment, where possible, must include judgements based on evidence drawn from a number of occasions and across a number of contexts.
2. **Assessment must be reliable**
   * Assessment must be reliable and must be regularly reviewed to ensure that assessors are making decisions in a consistent manner.
   * Assessors must be trained in national competency standards for assessors to ensure reliability.
3. **Assessment must be flexible**
   * Assessment, where possible, must cover both the on- and off-the-job components of training within a course.
   * Assessment must provide for the recognition of knowledge, skills, and attitudes regardless of how they have been acquired.
   * Assessment must be made accessible to candidates through a variety of delivery modes, so they can proceed through modularised training packages to gain competencies.
   * Assessment must be mutually developed and agreed upon between the assessor and the assessed.
   * Assessment must be able to be challenged. Appropriate mechanisms must be made for reassessment as a result of challenge.
4. **Assessment must be fair**
   * The assessment process must consider the individual needs of the candidate.
   * Assessment must provide for reasonable adjustments, where appropriate, to consider the individual candidate’s needs.

*(Source: Standards for RTOs 2015, Clauses 1.8 – 1.12)*

**Rules of Evidence**

When collecting evidence, certain rules apply to that evidence. All evidence must be valid, sufficient, authentic, and current:

1. **Valid**

Evidence gathered should meet the requirements of the unit of competency. This evidence should match, or at least reflect, the type of performance that is to be assessed, whether it covers knowledge, skills, or attitudes.

1. **Sufficient**

This rule relates to the amount of evidence gathered. Enough evidence must be gathered to satisfy the requirements that the candidate be competent in all aspects of the unit of competency.

1. **Authentic**

When evidence is gathered, the assessor must be satisfied that the evidence is the candidate’s own work.

1. **Current**

This relates to the recency of the evidence and whether the evidence relates to current abilities.

*(Source: Training in Australia by M Tovey, D Lawlor)*

# Dimensions of Competency

The national concept of competency includes all aspects of work performance and not only narrow task skills. The four dimensions of competency are:

1. Task skills
2. Task management skills
3. Contingency management skills
4. Job or role environment skills

# Reasonable Adjustment

‘Reasonable adjustment’ in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a candidate with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

**Why make a reasonable adjustment?**

We make reasonable adjustments in VET to make sure that candidates with disabilities have the following:

* The same learning opportunities as candidates without disabilities, and
* The same opportunity to perform and complete assessments as those without disabilities.

**Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:**

* Customising resources and assessment activities within the training package or accredited course
* Modifying the presentation medium
* Learner support
* Use of assistive/adaptive technologies
* Making information accessible both before enrolment and during the course
* Monitoring the adjustments to ensure candidate needs continue to be met

**Assistive/Adaptive Technologies**

Assistive/adaptive technology means ‘software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities’ (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

*(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)*

**IMPORTANT:**

**Reasonable adjustments made for collecting candidate assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the candidate’s competency in writing, allowing the candidate to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.**

# The Unit of Competency

The units of competency specify the standards of performance required in the workplace.

This assessment addresses the following unit of competency:

**CHCCCS041 - Recognise healthy body systems (Release 1)**

1. Work with information about the human body.
2. Recognise and promote ways to support healthy functioning of the body.

**A complete copy of the above unit of competency can be downloaded from the TGA website:**

<https://training.gov.au/training/details/CHCCCS041>

# The Context of Assessment

To complete the assessments in this workbook, students need to have access to their learning materials, the Internet, and a workplace (or similar environment).

The Knowledge Assessment and Practical Assessment may be completed wholly at the candidate’s home or chosen place of study.

# Assessment Methods

This workbook uses the following assessment methods:

1. **Knowledge Assessment**

A set of general and workplace questions testing the candidate’s general knowledge and understanding of the general theory behind the unit.

1. **Case Study**

Detailed scenarios and simulated environments, providing all necessary information required to complete relevant tasks and activities.

1. **Workplace Assessment**

A set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. These tasks and activities require you to have access to a workplace or a similar environment.

# Resources Required for Assessment

**The Training Organisation to provide the candidate with access to/organise the following for the candidate:**

* Assessor to supervise and observe the candidate as they complete assessments, where required.
* A workplace within community services contexts, e.g. aged care, home and community, disability, or community service organisation (or similar environments) that will allow them access to:
  + A workplace supervisor/registered nurse
  + Individualised support clients, e.g. ageing or living with a disability
  + Progress notes template (or similar)
  + Information about the client, e.g. individualised support plan, health or medical records, etc.
  + Organisational policies and procedures for:
    - Recognising and reporting changes to the client’s health status and physical condition
    - Documenting progress notes

**The candidate will need access to the following:**

* Computer with Internet, email access, and a working web browser
* Installed software: MS Word, Adobe Acrobat Reader
* Legislation relating to abuse and neglect of older people
* Organisational policies and procedures (provided in the scenarios)

# Accessing External Links

Throughout this workbook, you will sometimes be required to access certain websites. Links to these websites are formatted in Blue Underlined Text.

To access these, hold the **Ctrl key and click the link for Windows users**, or simply **click on these blue links for** **Mac users**.

# Assessment Workbook Cover Sheet

**To the candidate:** Print this cover sheet and complete it by filling in all the required information and signing in the space provided. Your signature must be handwritten. Scan the completed cover sheet and submit it along with your evidence submissions. Use the filename: **CHCCCS041 Cover Sheet**

|  |  |
| --- | --- |
| Workbook | CHCCCS041 |
| Title | Recognise healthy body systems (Release 1) |
| First and Last Name |  |
| Phone |  |
| Email |  |

|  |  |  |
| --- | --- | --- |
| **Please read the Candidate Declaration below, and if you agree to the terms of the declaration, sign and indicate the date in the spaces provided.**  **By submitting this work, I declare that:**   * I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment candidate, and choose to be assessed at this time. * I am aware that there is a limit to the number of submissions that I can make for each assessment, and I am submitting all documents required to complete this Assessment Workbook. * I have organised and named the files I am submitting according to the instructions provided. I am aware that my assessor will not assess work that cannot be identified and may request the work be resubmitted according to the correct process. * This work is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of qualification or statement of attainment. * I am aware that there is a policy of checking the validity of qualifications that I submit as evidence, as well as the qualifications/evidence of parties who verify my performance or observable skills. I give my consent to contact these parties for verification purposes. | | |
| **Name:** | **Signature:** | **Date signed:** |

# Knowledge Assessment

## Part A. Human Body Systems and Its Components

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. List three basic functions of cells. |
|  | |
|  | |
|  | |
|  | |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. List the five basic functions of tissues. |
|  | |
|  | |
|  | |
|  | |
|  | |
|  | |

|  |  |  |  |
| --- | --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Listed below are different organ systems of the human body. Briefly explain the basic function of each. | | |
|  | | |
| **Organ System** | | **Function** |
| 1. Cardiovascular system | |  |
| 1. Respiratory system | |  |
| 1. Musculoskeletal system | |  |
| 1. Endocrine system | |  |
| 1. Digestive system | |  |
| 1. Urinary system | |  |
| 1. Female reproductive system | |  |

|  |  |
| --- | --- |
| **Organ System** | **Function** |
| 1. Male reproductive system |  |
| 1. Integumentary system |  |
| 1. Lymphatic system |  |
| 1. Nervous system |  |
| 1. Immune system |  |
| 1. Renal system |  |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Briefly explain the basic functions of the following sensory organs. | |
|  | | |
| **Sensory organs** | | **Function** |
| 1. Eyes | |  |
| 1. Ears | | Include its two main functions. |
| 1. Tongue | |  |
| 1. Nose | |  |
| Application  Description automatically generated with low confidence | 1. Identify the parts of the **heart** shown in the diagram below:     Select your answers from the drop-down lists provided below. | |

|  |  |
| --- | --- |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. |  |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify the parts of the **respiratory system** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

|  |  |
| --- | --- |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify the parts of the **musculoskeletal system** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

|  |  |
| --- | --- |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify the parts of the **skeletal system** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

|  |  |
| --- | --- |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify the parts of the **endocrine system** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

|  |  |
| --- | --- |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify the parts of the **digestive system** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

|  |  |
| --- | --- |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify the parts of the **urinary system** shown in the diagram below:     Select your answers from the drop-down lists provided below. | |
|  | | |
| 1. Choose an item. | | 1. Choose an item. |
| 1. Choose an item. | | 1. Choose an item. |

|  |  |  |  |
| --- | --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify the parts of the **female reproductive system** shown in the diagram below:     Select your answers from the drop-down lists provided below. | | |
|  | | |
| 1. Choose an item. | | 1. Choose an item. |
| 1. Choose an item. | | 1. Choose an item. |
| 1. Choose an item. | | 1. Choose an item. |
| 1. Choose an item. | | 1. Choose an item. |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify the parts of the **male reproductive system** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

|  |  |
| --- | --- |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |

|  |  |  |  |
| --- | --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify the parts of the **integumentary system** shown in the diagram below:     Select your answers from the drop-down lists provided below. | | |
|  | | |
| 1. Choose an item. | | 1. Choose an item. |
| 1. Choose an item. | | 1. Choose an item. |
| 1. Choose an item. | | 1. Choose an item. |
| 1. Choose an item. | | 1. Choose an item. |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify the parts of the **lymphatic system** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

|  |  |  |
| --- | --- | --- |
| 1. Choose an item. | | 1. Choose an item. |
| 1. Choose an item. | | 1. Choose an item. |
| Application  Description automatically generated with low confidence | 1. Identify the parts of the **nervous system** shown in the diagram below:     Select your answers from the drop-down lists provided below. | | |

|  |  |
| --- | --- |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify the parts of the **nerve cell** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

|  |  |
| --- | --- |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify the parts of the **eye** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

|  |  |
| --- | --- |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify the parts of the **ear** shown in the diagram below:     Select your answers from the drop-down lists provided below. |

|  |  |
| --- | --- |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |
| 1. Choose an item. | 1. Choose an item. |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify the parts of the **nose** shown in the diagram below:     Select your answers from the drop-down lists provided below. | |
|  | | | |
| 1. Choose an item. | | 1. Choose an item. | |
| 1. Choose an item. | | 1. Choose an item. | |
| 1. Choose an item. | | 1. Choose an item. | |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify the parts of the **tongue** shown in the diagram below:     Select your answers from the drop-down lists provided below. | |
|  | | | |
| 1. Choose an item. | | 1. Choose an item. | |
| 1. Choose an item. | | 1. Choose an item. | |
| 1. Choose an item. | | 1. Choose an item. | |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify the parts of the **renal system** shown in the diagram below:     Select your answers from the drop-down lists provided below. | |
|  | | | |
| 1. Choose an item. | | 1. Choose an item. | |
| 1. Choose an item. | | 1. Choose an item. | |
| 1. Choose an item. | | 1. Choose an item. | |
| 1. Choose an item. | | 1. Choose an item. | |
| 1. Choose an item. | | 1. Choose an item. | |
| 1. Choose an item. | |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about the interactions of different body systems and their associated components. |

|  |
| --- |
| 1. Complete the following sentences: 2. The       and       systems work together to circulate blood and oxygen in our body. 3. moves in and out of the       through the trachea, bronchi, and bronchioles. 4. moves in and out of the lungs through the pulmonary arteries and veins that connect to the      . |
| 1. How is the lymphatic system connected to the immune system? |
| 1. Which organ links the endocrine and nervous systems?     What does this organ do? |
| 1. What type of muscle movement does the nervous system control? |

|  |
| --- |
| 1. How does the integumentary system gather information for the nervous system? |
| 1. Complete the following sentences. 2. found within the interior walls of bones is crucial for the proper development of the immune system. 3. This also houses       which are used in the maintenance of the immune system. |
| 1. Which body system helps distribute the nutrients absorbed in the digestive system? |
| 1. Identify three ways in which the kidneys support the blood. |

|  |
| --- |
| 1. Complete the following sentences. 2. in the reproductive system produce sex hormones that are responsible for       sex characteristics in men and women. 3. also contribute to the production of sex cells or gametes. 4. Female sex hormones regulate pregnancy,      , and      . |
| 1. Complete the following sentences. 2. The       pumps blood filled with oxygen through all the parts of our body, including the kidneys. 3. The       clean the blood, removing waste products and extra water. |
| 1. Complete the following sentences. 2. The renal and       systems help the body to eliminate liquid waste called      . 3. These systems keep chemicals, such as potassium and      , and water in balance. |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Briefly explain how our sensory organs send images, sounds, smell, and taste to the brain. |

|  |  |
| --- | --- |
| **Sensory organ** | **Explanation** |
| 1. Eyes |  |
| 1. Ears |  |
| 1. Nose |  |
| 1. Tongue |  |

## Part B. Body Functions and Processes

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about how we maintain body temperature. | |
|  | |
| 1. Which part of the brain helps control body temperature?     How does it help in maintaining body temperature? | |
| 1. Complete the following sentence:   When exposed to hot conditions,       is one of the primary methods your body uses to maintain its temperature. | |
| 1. How does ageing affect our ability to maintain or regulate body temperature? | |

|  |
| --- |
| 1. Complete the following sentence:   Anhidrosis is the inability to      . It occurs when our       don’t function properly. |
| 1. List three examples of conditions that may cause anhidrosis. |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about how we regulate fluid and electrolyte balance. |
|  | | |
| 1. Complete the following sentence:   The       are a pair of bean-shaped organs and are essential for regulating the fluid and electrolyte composition of the body. | | |
| 1. How does the organ you identified in Question i help maintain pH (acid-base) balance in the body? List two ways. | | | |
| 1. What is considered a normal blood pH level? Provide the range:         to | | | |
| 1. List two factors associated with ageing that may affect this organ’s ability to maintain fluid and electrolyte balance. | | | |
| 1. Respiratory acidosis is caused by the lungs not being able to remove enough carbon when you exhale. List two examples of conditions that may lead to respiratory acidosis. | | | |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Complete the sentences below regarding how our body eliminates waste from our body. |
|  | | |
| 1. The       is a passive biological system that removes excess and unnecessary materials from the body so as to help maintain       and prevent damage. | | |
| 1. The main organs involved in waste management are the      ,      ,      ,      , and      . | | |
| 1. The       is a vital organ with a wide range of functions, including detoxification, protein synthesis, and the production of biochemicals necessary for digestion. | | |
| 1. The skin has       that secrete a fluid waste called perspiration or sweat. | | |
| 1. The       diffuse gaseous wastes, such as carbon dioxide, from the bloodstream as a normal part of respiration. | | |
| 1. The final step in digestion is the elimination of undigested food content and waste products.   After food passes through the      , the undigested food material enters the      , where most of the water is reabsorbed. | | |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about how our body maintains blood pressure. |
|  | | |
| 1. Complete the following sentence:   Our body tries to maintain stable blood pressure through the process of      . | | |
| 1. What is systolic and diastolic pressure?  |  |  | | --- | --- | | **Pressure** | **Explanation** | | Systolic |  | | Diastolic |  | | | |
| 1. List the three factors that can affect blood pressure. | | |
| 1. How does ageing affect our ability to maintain blood pressure? | | |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about how our body protects itself against infections. |
|  | | |
| 1. Complete the following sentences: 2. , a protein inside skin cells, makes up the skin cells and, along with other proteins, sticks together to form the      . 3. The       keeps bacteria and germs from entering the body and causing infections. | | |
| 1. How do white blood cells fight infection? | | |
| 1. True or false:   Fever is an immune system response, and a rise in temperature can kill some microbes within the body.  Tick the box that corresponds to your answer.  True  False | | |

## Part C. Maintaining Health and Wellbeing

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Complete the sentences below regarding the recommended amount of physical activity. |
|  | | |
| 1. Adults aged 65 years and above, with the advice of a health professional, should do at least       minutes of moderate-intensity physical activity or at least       minutes of vigorous-intensity physical activity throughout the week. | | |
| 1. Those with poor mobility should perform physical activity to enhance balance and prevent falls,       or more days per week. | | |
| 1. Muscle-strengthening activities should be done involving major muscle groups,       or more days a week. | | |
| 1. While there are no formal guidelines for people with disability or chronic conditions, how they will stay active will depend on their      . | | |
| 1. People with a disability or chronic conditions are also recommended to try and meet the physical recommendations for their      . | | |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about passive and active types of exercises. | |
|  | |
| 1. What is active exercise? | |
| 1. Which client group/s is active exercise recommended for? | |
| 1. What is passive exercise? | |
| 1. Identify one example of passive exercise and who may benefit from this type of exercise.   Example of passive exercise:  Who may benefit from this type of exercise: | |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. List one way of promoting and maintaining the health and well-being of older individuals and people with disability in each of the following areas. | |
|  | | | |
| **Area** | | **One way of promoting and maintaining health and well-being in this area** | |
| 1. Nutrition | |  | |
| 1. Hydration | |  | |
| 1. Skin integrity | |  | |
| 1. Movement | |  | |
| 1. Social interaction | |  | |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. How are the concepts of nutrition and hygiene related? | |
|  | |
|  | |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. How does poor oral hygiene affect nutrition? |
|  | | |
|  | | |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about exercise and movement and how ageing and disability affect them. | |
|  | |
| 1. How does ageing affect exercise and movement? | |
| 1. How does disability affect exercise and movement? | |
| 1. How do illnesses and other conditions restrict one’s daily life? | |
| 1. How do these restrictions (referred to in the previous question) affect their exercise and movement? | |

## Part D. Health Status and Conditions

|  |  |  |  |
| --- | --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Identify one example of indicators of issues that must be reported in relation to each of the following areas. | | |
|  | | |
| **Area** | | **Indicator of issues** (Provide one example only) |
| 1. Malnutrition | |  |
| 1. Dehydration | |  |
| 1. Weight regulation | |  |
| 1. Oral health | |  |
| 1. Appetite regulation | |  |

|  |  |
| --- | --- |
| **Area** | **Indicator of issues** (Provide one example only) |
| 1. Dysphagia |  | |
| 1. Bone health issues |  | |
| 1. Food intolerance |  | |
| 1. Dementia |  | |
| 1. Cognitive changes |  | |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. How does ageing affect the following areas? | |
|  | | | |
| **Area** | | **How it is affected by ageing** | |
| 1. Continence and bowel health | |  | |
| 1. Malnutrition | |  | |
| 1. Dehydration | |  | |
| 1. Oral health | |  | |
| 1. Dysphagia | |  | |

|  |  |
| --- | --- |
| **Area** | **How it is affected by ageing** |
| 1. Bone health |  |
| 1. Food intolerance |  |
| 1. Skin integrity and wounds |  |
| 1. Pressure point injuries |  |
| 1. Dementia |  |

|  |  |
| --- | --- |
| **Area** | **How it is affected by ageing** |
| 1. Area |  |
| 1. Mental health |  |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. How does having a disability affect the following areas? | |
|  | | | |
| **Area** | | **How it is affected by ageing** | |
| 1. Weight regulation | |  | |
| 1. Appetite regulation | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Describe how physical illnesses and conditions affect different areas of a person’s wellbeing. | | |
|  | | |
| **Area** | | **How physical illnesses and conditions affect this area** |
| 1. Emotional wellbeing | |  |
| 1. Mental wellbeing | |  |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. As a support worker, how can you recognise physical and mood changes that are not normal for the person? | |
|  | | | |
| **Changes** | | **How to recognise these changes** | |
| 1. Physical changes | |  | |
| 1. Mood changes | |  | |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about pain and discomfort. |
|  | |
| 1. List three ways people may respond to pain and discomfort. | |
| 1. List three ways you can effectively communicate with people who are in pain and discomfort. | |
| 1. How does ageing affect a person’s pain and discomfort? | |
| 1. How does disability affect a person’s pain and discomfort? | |

|  |
| --- |
| 1. Complete the following sentence:         is for the measurement of pain in people who cannot verbalise. |
| 1. The Wong-Baker FACES Pain rating scale was developed for young people to help them communicate how much pain they are feeling.   Indicate the level of pain for each face provided below.   |  |  |  | | --- | --- | --- | | A picture containing clipart  Description automatically generated | A close up of a face  Description automatically generated with low confidence |  | | 0 | 2 | 4 | |  |  |  | |  | A picture containing clipart  Description automatically generated | Shape, icon, circle  Description automatically generated | | 6 | 8 | 10 | |  |  |  | |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Briefly explain how each of the following common diseases affects body functioning. | |
|  | | | |
| **Disease** | | **How they affect body functioning** | |
| 1. Coronary heart disease | |  | |
| 1. Diabetes | |  | |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Explain how poor oral hygiene can affect a person’s quality of life. |
|  | | |
|  | | |

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. List three signs to look out for to recognise oral pain in your clients. | |
|  | |
|  | |
|  | |
|  | |

## Part E. Different Types of Disabilities

|  |  |  |
| --- | --- | --- |
| Application  Description automatically generated with low confidence | 1. Briefly describe each type of disability listed below. | |
|  | | | |
| **Type of disability** | | **Description** | |
| 1. Physical disability | |  | |
| 1. Cognitive disability | |  | |
| 1. Intellectual disability | |  | |
| 1. Psychosocial disability | |  | |
| 1. Hearing impairment | |  | |
| 1. Vision impairment | |  | |

## Part F. Working in Allied Health

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. List four steps to follow when working with multidisciplinary health professionals to implement individualised plans. |
|  | |
|  | |
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| --- | --- |
| Application  Description automatically generated with low confidence | 1. Briefly explain what each of the following medical terminologies means. |

|  |  |
| --- | --- |
| **Medical terminology** | **Explanation** |
| 1. Abrasion |  |
| 1. Cardi- or cardio- |  |
| 1. Cephalgia |  |
| 1. Contusion |  |

|  |  |
| --- | --- |
| **Medical terminology** | **Explanation** |
| 1. Febrile |  |
| 1. Pathogen |  |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Complete the table below by:    * Spelling out each medical abbreviation listed below, or    * Briefly explaining what each medical abbreviation means. |

|  |  |  |
| --- | --- | --- |
| **Abbreviation** | **What is this?** | **What is stands for?** |
| 1. CBC | A blood test used to assess overall health and detect a wide range of disorders. |  |
| 1. UTI |  | Urinary tract infection |
| 1. Dx | The process of identifying a disease based on signs, symptoms, and tests. |  |
| 1. Px |  | Prognosis |
| 1. URI | Also referred to as the common cold |  |

# Practical Assessment

## Candidate Instructions

The Practical Assessment is a set of tasks that must be completed in a workplace or in an environment with conditions similar to that of a real workplace.

This assessment will help you demonstrate skill requirements relevant to recognising healthy body systems.

The Practical Assessment includes the following:

1. **Case Study**

Detailed scenarios and simulated environments, providing all necessary information required to complete relevant tasks and activities.

1. **Workplace Assessment**

A set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. These tasks and activities require you to have access to a workplace or a similar environment.

# Case Study

## Overview

|  |
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| **The goal of the case study assessment is to assess your practical skills in the following:**   * Recognising changes to the person’s health status and physical condition.   **This assessment includes two case studies with six tasks:**  *Case Study 1 – Policies and Procedures*   1. Task 1.1 – Working with Multidisciplinary Health Professionals 2. Task 1.2 – Progress Reporting   *Case Study 2 – Madge C.*   1. Task 2.1 – The Support Worker’s Scope of Role and Responsibilities 2. Task 2.2 – Recognising Changes to the Person’s Physical Health and Wellbeing 3. Task 2.3 – Recognising Changes to the Person’s Psychological Health and Wellbeing 4. Task 2.4 – Completing the Required Documentation   Each task comes with a set of instructions. You must follow and perform these instructions.  **You are required to:**   * Complete the tasks within the time allowed, as scheduled in-class roll. * Review the case study scenarios carefully. * Complete the tasks that follow according to the instructions provided.   **Resources required for assessment:**  To complete this assessment, you will need access to the following:   * Legislation relating to abuse and neglect of older people * Organisational policies and procedures (provided in the scenarios) |

## Lotus Compassionate Care

|  |
| --- |
| **SCENARIO**  Two people looking at a paper  Description automatically generated with low confidence A few people having a discussion  Description automatically generated with low confidence A picture containing person, person, child, posing  Description automatically generated  You are working as a support worker at Lotus Compassionate Care. Lotus Compassionate Care is committed to providing high-quality care and support to people with disability, seniors and their carers living in the Cascade Peak Community.  [Lotus Compassionate Care](https://compliantlearningresources.com.au/network/lotus-v2/)  *(Username: newusername Password: newpassword)*  As a support worker, part of your role is recognising healthy body systems.  This involves:   * Working with information about the human body. * Recognising and promoting ways to support healthy functioning of the body. * Recognising and reporting changes to clients’ health and wellbeing.   This case study includes scenarios relevant to recognising healthy body systems.  Review each scenario carefully and respond to each appropriately by completing the tasks that follow.  To assist you in completing the tasks in this assessment, access and review the following resources:   * [Lotus Compassionate Care – Staff Handbook](https://compliantlearningresources.com.au/network/lotus-v2/policies-procedures/) * Your state/territory’s legislation regarding mandatory reporting or reporting indicators of abuse and neglect   **For the purposes of this assessment, Lotus Compassionate Care is located in your state/territory.** |

## Case Study 1 – Policies and Procedures

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| --- |
| As a support worker, it is essential for you to familiarise yourself with your organisation’s policies and procedures, including policies and procedures for:   * Working with multidisciplinary health professionals * Documenting changes to the person’s health status and physical condition * Reporting changes to the person’s health status and physical condition to the relevant personnel   Access and review Lotus Compassionate Care’s policies and procedures through the link below and answer the questions that follow.  [Lotus Compassionate Care – Staff Handbook](https://compliantlearningresources.com.au/network/lotus-v2/policies-procedures/)  *(Username: newusername Password: newpassword)* |

### Task 1.1 – Working with Multidisciplinary Health Professionals

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. In relation to the procedures listed in Case Study Task 1.1, list the actions that must be followed by support workers when escalating client concerns and changes to their health status and physical conditions to multidisciplinary health professionals.   Refer to Lotus Compassionate Care – Staff Handbook. |

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| --- | --- |
| Application  Description automatically generated with low confidence | 1. Outline Lotus Compassionate Care’s procedures for escalating client concerns and changes to their health status and physical conditions to multidisciplinary health professionals. |

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### Task 1.2 – Progress Reporting

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. What is Lotus Compassionate Care’s policy for documenting a person’s health status and physical condition in progress notes? |

|  |
| --- |
|  |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. What is Lotus Compassionate Care’s policy for verbally reporting a person’s health status and physical condition to relevant personnel? |

|  |
| --- |
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|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. Outline Lotus Compassionate Care’s procedures for documenting a person’s health status and physical condition in progress notes. |

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## Case Study 2 – Madge C.

|  |
| --- |
| C:\Users\abigail.c\Downloads\9166198_s (1).jpg  Madge has been staying at Lotus Compassionate Care for the past two years.  Madge has four children. All of them have their own families and are currently staying in different states across Australia.  Madge was diagnosed with Alzheimer’s disease some years ago. Her dementia has progressed to the point that her family cannot provide the support she needs anymore.  They decided to place Madge in the care of Lotus Compassionate Care, hoping that it would provide her with the support that she needed brought about by her dementia in a more stable and comfortable environment.  **For this assessment, this case study scenario is based on your state/territory.**  **For this assessment, the date is 1 January 20xx, where 20xx is the current year.** |

|  |
| --- |
| **SCENARIO**  Friday, 11 March 20xx, 8:00 AM  *Where 20xx refers to the current year*  Madge has been in your care since she arrived at the centre two years ago. However, you have been away on holiday for the last two months, so another support worker had to be assigned to care for Madge.  On your first day back, as you and another individual support worker were about to hoist her from the bed and onto her wheelchair, you noticed that Madge had sore, purple discoloured and painful spots about 8cm across on both her shoulders and a smaller one about 3cm across on the backside of her head. |

|  |
| --- |
| When she was on her side, you saw some bleeding through her pants and on the bedsheets from the upper part of her buttocks. It appears it has not been checked for at least a day or two. Her bed sheets were stained and smelled of faeces and urine. She looked in pain. You asked her if you could check what was causing her pain. You found that she had an open wound about 2cm across, and the skin surrounding it was very red and discoloured. Madge cringed in pain as you gently assessed the condition of her skin.  You later found out that she has not been out of her bed in two days. You asked her why she has not gone out of her bed, and she told you that she is just feeling too tired lately and going out just takes too much effort. She asked you if she could just stay in bed and rest today. You noticed that she seems withdrawn. You also noticed that she has lost a lot of weight since the last time you saw her about two months ago.  Madge asked you if you could get medication to help her with the pain. She started feeling pain in her buttocks and both shoulders two days ago but did not tell anyone until you were back from your leave. When you asked her why she did not tell anyone about it, she said she did not want to bother the nurse.  This made you worry about Madge and ask her if there was anything else that was bothering her. You found out that she has not had any bowel movements in two days, and urinating has started to become painful for her.  She asked if you could clean her wounds and give her pain medication. You explained to her that although you would love to help her, you are not qualified to perform those procedures on clients.  You checked her care plan and found that her nurse’s name is Olivia. You explained to Madge that registered nurse Olivia would be the best person to clean her wounds and help her manage her pain with medication as prescribed by her doctor.  Madge appeared nervous and anxious when you mentioned the nurse’s name. She hesitantly tells you that the pain is gone and she feels fine. She tells you she does not need the pain medication anymore. |

### Task 2.1 – The Support Worker’s Scope of Role and Responsibilities

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | Access and review Lotus Compassionate Care’s Policies and Procedures. Answer the following questions: |
|  | |
| 1. As a support worker, what is your responsibility when there are changes to the person’s physical and psychological health and wellbeing? | |
| 1. To whom should these changes be reported? | |
| 1. How should these changes be reported? | |
| 1. When should these changes be reported? | |

### Task 2.2 – Recognising Changes to the Person’s Physical Health and Wellbeing

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | Madge exhibited three physical conditions that are beyond the support worker’s role and responsibilities. |
|  | |
|  | |
|  | |
|  | |

### Task 2.3 – Recognising Changes to the Person’s Psychological Health and Wellbeing

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | Additionally, Madge exhibited a change in her psychological or mental well-being. Describe this change. |
|  | |
|  | |

### Task 2.4 – Completing the Required Documentation

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | Given what you have observed in the scenario, you suspect that Madge may have experienced abuse and neglect.  Lotus Compassionate Care’s organisational policies and procedures and state/territory legislation and regulations require you to lodge a formal report documenting the indicators of abuse and neglect you observed in the client.  Complete the **Incident Report Form** below.  For the purposes of this assessment, use your assessor’s name and contact details when you fill out the form below. |

#### Incident Report Form

|  |
| --- |
| **Logo, company name  Description automatically generated** |
| **Incident Report Form** |
| Location: |
| Supervisor: |
| Contact phone: |
| Setting: |

|  |  |  |
| --- | --- | --- |
| **Incident Details** | | |
| Day | Date | Time |
| Report completed by: | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of incident (indicate which is applicable)** | | | |
| Personal injury | Staff | Customer/client | Child |
| Name of the person injured: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Part of body injured (if relevant): | | | |
| A picture containing linedrawing  Description automatically generated | | Nature of injury sustained:  Abrasions, scrapes  Bite  Broken bone/fracture  Bruise  Burn  Concussion  Cut  Rash  Sprain  Swelling  Other (please specify): | |
| Approximate size/colour of injury: | | | |
| Assault | Staff | Customer/client | Other |

|  |  |  |  |
| --- | --- | --- | --- |
| **Response to the incident (indicate which is applicable)** | | | |
| First aid treatment administered | (Please specify what/by whom, etc.) | | |
| Medical aid treatment administered | (Please specify what/by whom, etc.) | | |
| Assistance sought | Ambulance | Police | Counsellor |

|  |
| --- |
| **Other information** |
| Who witnessed the incident? (Please use the full name, details of staff’s job title where applicable, and telephone number/s): |

|  |
| --- |
| **NOTE:** Be specific. Describe in detail what actually happened, **stating the facts in a clear and precise manner.** Include the exact location of the incident, factors involved and any other details that may be beneficial. A drawing of the centre layout, identifying where the incident occurred, would be useful. |

|  |  |
| --- | --- |
| **Other details** | |
| This report was compiled by (full name, title, and contact telephone): | On (date and time) |
| This report is a true and accurate summary of the incident that occurred (please sign): | |

# Workplace Assessment

## Overview

|  |
| --- |
| The goal of this assessment is to assess your practical knowledge and skills in using and sharing information about healthy body systems to carry out workplace tasks.  **The workplace assessment is divided into two tasks:**   1. Task 1 – Complete Progress Notes 2. Task 2 – Report the Client’s Health Status and Conditions to Supervisor/Registered Nurse   These tasks must be done within community services contexts, e.g. individual support, aged care, home and community, disability, community service organisation or similar environments.  Each task comes with a set of instructions. You are to follow and perform these instructions while being observed by the assessor and submit any required documentation.  Before starting this assessment, your assessor will also discuss these tasks with you, as well as provide instructions and guidance for satisfactorily completing them. They will also organise the resources required for this assessment (listed below).  **You are required to:**   * Complete the tasks within the time allowed, as scheduled in-class roll. * Review the instructions for each task included in this Workplace Assessment. * Use and share information about healthy body systems to carry out workplace tasks, including:   + Completing progress notes   + Reporting an individual support client’s health status and conditions to a supervisor/registered nurse. |

|  |
| --- |
| **Resources required for assessment:**  To complete this assessment, you will need access to the following:   * A workplace within community services contexts, e.g. individual support, aged care, home and community, disability, or community service organisation (or similar environments) that will allow access to:   + A workplace supervisor/registered nurse   + Individualised support clients, e.g. ageing or living with a disability   + Progress notes template (or similar)   + Information about the client, e.g. individualised support plan, health or medical records, etc.   + Organisational policies and procedures for:     - recognising and reporting changes to the client’s health status and physical condition     - documenting progress notes |

## Task 1 – Complete Progress Notes

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | **IMPORTANT: This task must be done for a client (ageing or living with a disability) whom you are supporting/caring for.**  Document a client’s health status and physical condition.  **STEPS TO TAKE**   1. Document a client’s health status and physical condition, including any changes to the client’s physical health and wellbeing, e.g. continence, hydration, nutrition, etc. 2. Use your organisation’s template for documenting the client’s health status and conditions, or you may use the **Generic Progress Notes** template provided along with this workbook. 3. Follow your organisation’s policies and procedures for completing progress notes.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of healthy body systems. * Practical skills relevant to documenting the client’s health status and physical condition using information about healthy body systems.   **ASSESSOR’S CHECKLIST**  Before starting this task, review the **Workplace Assessment Task 1 – Assessor’s Checklist** provided along with this workbook. This form lists the criteria your submission must address to complete this task satisfactorily. |

|  |  |
| --- | --- |
|  | **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the completed Progress Notes to your assessor.  **IMPORTANT: Ensure to omit the client’s name and other sensitive information that will lead to their identification before submitting this document to your assessor.** |
|  |

## Task 2 – Report the Client’s Health Status and Conditions to Supervisor/Registered Nurse

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | While being observed by your assessor, meet with your workplace supervisor/registered nurse and report the client’s health status and physical condition.  **STEPS TO TAKE**   1. Meet with your workplace supervisor/registered nurse and report the client’s health status and physical condition, including any changes to the client’s physical health and wellbeing, e.g. continence, hydration, nutrition, etc. 2. Follow your organisation’s policies and procedures for reporting changes to clients’ health status and conditions.   **YOU WILL BE ASSESSED ON**   * Practical knowledge of healthy body systems. * Practical skills relevant to sharing information about the client’s health status and physical condition using information about healthy body systems. |
|  | **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 2 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task. |

# Assessment Workbook Checklist

|  |  |
| --- | --- |
| **TO THE CANDIDATE**  When you have completed this assessment workbook, review your work, and ensure that: | |
|  | |
|  | You have completed all the Knowledge Assessments Questions. |
|  | You have completed the Practical Assessments in this workbook: |
|  | Case Study Task 1.1 |
|  | Case Study Task 1.2 |
|  | Case Study Task 2.1 |
|  | Case Study Task 2.2 |
|  | Case Study Task 2.3 |
|  | Case Study Task 2.4 |
|  | Workplace Assessment Task 1 |
|  | Workplace Assessment Task 2 |
|  | You have saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Workplace Assessment Task 1 – Progress notes |

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| **IMPORTANT:**  **You must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**  To be deemed satisfactory in the assessments contained in this workbook, you must successfully complete all the requirements listed above according to the prescribed benchmarks provided to the assessor. |

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| **TO THE ASSESSOR**  When you have completed assessing the assessment workbook, review the candidate’s submissions against the checklist below: | |
|  | |
|  | The candidate has completed all the Knowledge Assessments Questions. |
|  | The candidate has completed the Practical Assessments in this workbook: |
|  | Case Study Task 1.1 |
|  | Case Study Task 1.2 |
|  | Case Study Task 2.1 |
|  | Case Study Task 2.2 |
|  | Case Study Task 2.3 |
|  | Case Study Task 2.4 |
|  | Workplace Assessment Task 1 |
|  | Workplace Assessment Task 2 |
|  | The candidate has saved and submitted the following evidence: |
|  | This completed workbook |
|  | Assessment Workbook Cover Sheet signed and scanned |
|  | Workplace Assessment Task 1 – Progress notes |

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| **IMPORTANT:**  **The candidate must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**  To be deemed satisfactory in the assessments contained in this workbook, the candidate must successfully complete all the requirements listed above according to the prescribed benchmarks. |

# Record of Assessment (Assessor’s Use Only)

|  |  |
| --- | --- |
| **RECORD OF ASSESSMENT** | |
| **Candidate’s Name** |  |
| **RTO Name** |  |
| **RTO Contact Number** |  |
| **RTO Email Address** |  |
| **Assessor’s Name** |  |
| **Unit of Competency** | CHCCCS041 – Recognise healthy body systems (Release 1) |

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| **Knowledge Assessment – Part A** | **S** | **NYS** |
| Question 1 |  |  |
| Question 2 |  |  |
| Question 3 |  |  |
| Question 4 |  |  |
| Question 5 |  |  |
| Question 6 |  |  |
| Question 7 |  |  |
| Question 8 |  |  |
| Question 9 |  |  |
| Question 10 |  |  |
| Question 11 |  |  |
| Question 12 |  |  |
| Question 13 |  |  |

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| **Knowledge Assessment – Part A** | **S** | **NYS** |
| Question 14 |  |  |
| Question 15 |  |  |
| Question 16 |  |  |
| Question 17 |  |  |
| Question 18 |  |  |
| Question 19 |  |  |
| Question 20 |  |  |
| Question 21 |  |  |
| Question 22 |  |  |
| Question 23 |  |  |
| Question 24 |  |  |
| **Knowledge Assessment – Part B** | **S** | **NYS** |
| Question 1 |  |  |
| Question 2 |  |  |
| Question 3 |  |  |
| Question 4 |  |  |
| Question 5 |  |  |
| **Knowledge Assessment – Part C** | **S** | **NYS** |
| Question 1 |  |  |
| Question 2 |  |  |
| Question 3 |  |  |
| Question 4 |  |  |
| Question 5 |  |  |
| Question 6 |  |  |

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| --- | --- | --- |
| **Knowledge Assessment – Part D** | **S** | **NYS** |
| Question 1 |  |  |
| Question 2 |  |  |
| Question 3 |  |  |
| Question 4 |  |  |
| Question 5 |  |  |
| Question 6 |  |  |
| Question 7 |  |  |
| Question 8 |  |  |
| Question 9 |  |  |
| **Knowledge Assessment – Part E** | **S** | **NYS** |
| Question 1 |  |  |
| **Knowledge Assessment – Part F** | **S** | **NYS** |
| Question 1 |  |  |
| Question 2 |  |  |
| Question 3 |  |  |

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| **Practical Assessment** | | |
| **Case Study** | **S** | **NYS** |
| Task 1.1.1 |  |  |
| Task 1.1.2 |  |  |
| Task 1.2.1 |  |  |
| Task 1.2.2 |  |  |
| Task 1.2.3 |  |  |

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| **Case Study** | **S** | **NYS** |
| Task 2.1 |  |  |
| Task 2.2 |  |  |
| Task 2.3 |  |  |
| Task 2.4 |  |  |

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| **Workplace Assessment** | **S** | **NYS** |
| Task 1 |  |  |
| Task 2 |  |  |

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| **Rules of Evidence** | **S** | **NYS** |
| All knowledge and skills evidence submissions are valid |  |  |
| All knowledge and skills evidence submissions are authentic |  |  |
| All knowledge and skills evidence submissions are sufficient |  |  |
| All knowledge and skills evidence submissions are current |  |  |

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| **Signature Authentication Checklist**  This checklist will guide you in authenticating the signatures provided by the candidate in their assessment workbook and evidence submissions.  Read each checklist item and tick the box only if you confirm that the item is a true and accurate reflection of the signature authentication you have conducted. | |
| **Checklist** | **Completed** |
| I have checked the signature provided by the candidate in the Assessment Workbook Cover Sheet against the signature they provided to the Training Provider. |  |
| I confirm the signature provided by the candidate in the Assessment Workbook Cover Sheet matches the signature they provided to the Training Provider. |  |
| I confirm ALL signatures provided by the candidate in their evidence submissions match the signature they provided to the Training Provider. |  |

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| **Third-Party Verification Log**  **Instructions for the Assessor:**  You are required to contact all third-party personnel involved in the candidate’s assessment to verify the candidate’s performance and evidence submissions and to confirm with them whether the candidate’s evidence submissions are true and accurate.  Complete this Third-Party Verification Log to document your completion of this process. When completing this log, provide all of the following required information for each third-party personnel:   * Name of third-party personnel contacted * Role in the candidate’s assessment (e.g. workplace supervisor, observer, or candidate) * Contact details (phone number or email address) * Date contacted   You must also confirm that third-party personnel have verified the candidate’s evidence submissions are true and accurate. |

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| **Name of Third-party Contacted** | **Role in the Candidate’s Assessment** | **Contact Details (Phone number or email address)** | **Date contacted** | **Third-Party verifies evidence submissions of the candidate are true and accurate?** |
|  |  |  |  | Yes  No  Assessor’s Notes |
|  |  |  |  | Yes  No  Assessor’s Notes |
|  |  |  |  | Yes  No  Assessor’s Notes |
|  |  |  |  | Yes  No  Assessor’s Notes |

|  |  |  |
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| **Overall Result for the Relevant Workbook/s** | **Satisfactory** | **Not yet satisfactory** |
| Assessment Workbook |  |  |

|  |  |  |
| --- | --- | --- |
| **Overall Result for this Unit of Competency**  **IMPORTANT: To be deemed competent in the following unit of competency, the candidate must be marked Satisfactory in all the relevant workbook/s listed above.** | **Competent** | **Not yet competent** |
| CHCCCS041 - Recognise healthy body systems (Release 1) |  |  |

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| **Assessor’s comments/feedback** |
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| **Assessor Declaration**  I declare that the results recorded in this *Record of Assessment* are true and accurate. | |
| Assessor’s name | Assessor’s signature |
| Date signed |

End of Record of Assessment (For the Assessor’s Use Only)

**End of Document**