CHCCCS031

Provide individualised support

LEARNING ACTIVITY BOOKLET

(TRAINER COPY)

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Version Control & Document History

Date	Summary of Modifications	Version
13 January 2023	Version 1.0 released for publishing	1.0
25 May 2023	Version 1.1 endorsed for use Modified Activity 2.1 for clarity	1.1
22 August 2023	Version 1.2 endorsed for use Fixed wording issues	1.2
6 February 2024	Version 1.3 endorsed for use Fixed wording issues	1.3

Table of Contents

Overview

CHCCCS031 – Provide individualised support (Release 1)

This unit describes the performance outcomes, skills and knowledge required to organise, provide and monitor personal support services for a person within the limits established by an individualised plan. The individualised plan refers to the support or service provision plan developed for the person accessing the service and may have different names in different organisations.

This unit applies to workers who provide care or support under direct, indirect or remote supervision. Work is carried out in a manner which supports independence as well as the physical and emotional wellbeing of the person receiving support.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

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

https://training.gov.au/Training/Details/CHCCCS031

Trainer Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test learners' underpinning generic knowledge and practical activities to test their skills relevant to the unit/s of competency.

These formative assessments are used by trainers to complement both the learning and training processes, and to evaluate how learners are progressing throughout these processes.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

Reasonable adjustment applies here, and while the majority of learners will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Learning Activity Booklet (Trainer Copy) provides model answers to all the questions, setting out which key responses must be included as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the learner to list three examples, then their response must include three of the items listed in the model answer.

Learner Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test your underpinning generic knowledge and practical activities to test your skills relevant to the unit/s of competency.

These formative assessments are used by your trainer to complement both the learning and training processes, and to evaluate how you are progressing throughout these processes.

You may reference your Learner Guide and other learning materials to complete the activities included in this workbook.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

Learner Information

Learner name	
Phone	
Email	

Trainer Information

Trainer name	
RTO name	
RTO phone	
RTO email	

Resources Required

Resources needed to complete activities included in this workbook include:

- Computer with Internet, email access, and a working web browser

- Installed software: MS Word, Adobe Acrobat Reader

- Learner guide

- Volunteers to participate in a role play activity

Work Health and Safety

Both the trainers and learners have duty of care in ensuring that the learning environment is free from hazards that may pose risks to their health and safety.

According to WHS legislation, trainers and learners must take reasonable care while undertaking the activities included in this workbook in the learning environment.

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 learner 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 learners with disabilities have:

- The same learning opportunities as learners 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 learner 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 adjustment made for collecting learner 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 learner's competency in writing, allowing the learner 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.

Contextualisation

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Harvard Management Institute Pty Ltd. highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit:

- Your student's needs

- Your RTO's training and assessment processes

- The work and industry context in which you operate

Contextualising for your state/territory

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Harvard Management Institute Pty Ltd. recommends you to:

- Access and review the legislation and industry requirements applicable in your state/territory.

- Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

A comprehensive guide to contextualising your assessment tools for your RTO can be accessed through this link:

https://compliantlearningresources.com.au/blog/simple-guide-to-contextualising-rto-training-resources-and-assessment-tools/

Formative Activities

I. Determine Personal Support Requirements

Activity 1.1

SCENARIO

You are a community care worker who is assigned to care for Caitlin Summers. Caitlin has had arthritis in her hands and ankles for seventeen years. Her partner died twelve years ago. Since then, Caitlin has lived alone. She is determined to remain independent and stay in her own home for as long as possible.

Caitlin enjoys and can still participate leisure activities such as reading and swimming. The daily living activities she has difficulty with are the following:

- Dressing and grooming

- Cooking meals

- Household chores (e.g. cleaning, gardening, etc.)

Despite her finding the activities difficult due to her arthritis, she still manages to do them. Caitlin has expressed to you that she would like to use assistive technologies that can help reduce hand fatigue.

Shown on the next page are a profile and individualised plan. Complete the template below using all the information provided in the scenario.

Mapping: CHCCCS031 PC1.1

Learner guide reference: CHCCCS031 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.1

Marking guide

The learner must complete the profile and individualised plan using all the information provided in the scenario.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers in the next page.

PROFILE

Name:	Caitlin Summers		
Needs:	Needs assistance with her daily living activities due to her arthritis in her hands and ankles	**Strengths and Preferences:**	Wants to use assistive technologies that can help reduce hand fatigue
Goals:	▪ Remain independent ▪ Stay in her own home as long as possible	**Timeframe to Achieve Goals:**	Ongoing

INDIVIDUALISED PLAN

ADL/IADL	Support Service	Resources Needed	Required Personnel Assistance
Dressing and grooming	Assist with fasteners (e.g. buttons, zippers, etc.)	Dressing aids	Support Worker
Cooking meals	Assist in meal prep	Utensil holders	Dietician
Household chores	Assist with gardening	Adapted gardening tools	Technician

Activity 1.2

True or False

Review the statements below about common struggles that people receiving support may face. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCCCS031 PC1.2 (p), KE9.0 *Learner guide reference: CHCCCS031 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.1*	
☒ TRUE ☐ FALSE	i. Support services are often so limited that individuals go to extraordinary lengths to be eligible to receive support. This process often leaves them feeling demeaned and humiliated.
☐ TRUE ☒ FALSE	ii. In Australia, people with impairment have a legislated right to access aids, equipment and technology for daily living.
☐ TRUE ☒ FALSE	iii. Many Australians with impairment want to live independently in their communities and are able to access the support they need to do so.
☒ TRUE ☐ FALSE	iv. There are still widespread misconceptions and stereotypes about disability and ageing that influences the attitudes of employers and recruiters.
☒ TRUE ☐ FALSE	v. For many people with impairment, the built environment acts as a powerful barrier to their social inclusion. Their inability to access the facilities in their communities limits their independence.

II. Provide Support Services

Activity 2.1

SCENARIO

Matthew lost function in his arms, legs and trunk due to a spinal cord injury. He finds it extremely difficult to take a shower or bath. As such, one of the support services you provide to Matthew as his care worker is bed bathing. This is to maintain his hygiene.

Role Play Activity

Role play the scenario with a volunteer to perform a sponge bath for a person with no mobility while demonstrating the practical skills listed in the checklist in the next page.

Perform this activity while being observed by your trainer. If your trainer is not available to directly observe you, you may video record the role play activity and submit the recording to your trainer.

Your role

For this activity, you will take the role of Matthew's residential care worker.

The volunteers' role

For this activity, the volunteer will take the role of Matthew.

Mapping: CHCCCS031 PC2.1 (p), PE2.1, KE5.1

Learner guide reference: CHCCCS031 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.2

Marking guide

The learner must role play the scenario provided above while demonstrating the practical skills relevant to sponge bathing listed below and while being observed by the trainer. The trainer must use the checklist in the next page to evaluate the learner's performance during the activity.

Role Play Checklist (For trainer's use only)		
During the role play activity:	**YES**	**NO**
1. The learner gathers the necessary materials for the bed bath (e.g. toiletries, towels, wash basin, waterproof sheet, etc.)	☐	☐
2. The learner checks that the doors are closed, and curtains/blinds are drawn to preserve the person's privacy during the bed bath.	☐	☐
3. The learner preps the space, materials, and personnel for the bed bath (e.g. placing the waterproof sheet beneath the person, checking if another person is required for the bed bath, sanitising their hands, etc.)	☐	☐
4. The learner covers the person with a towel or sheet to maintain their privacy.	☐	☐
5. The learner verbally encourages the person to wash as much as they can by themselves.	☐	☐
6. The learner washes the person's body parts one at a time with a washcloth.	☐	☐
7. The learner pats each washed body part dry with a towel as they go.	☐	☐
8. The learner rolls the person onto their side to wash and dry the back surfaces of their body.	☐	☐
9. The learner washes the private areas of the person last.	☐	☐

Trainer's overall feedback on the learner's performance during the role play activity:

Activity 2.2

Matching Type

Listed below are the breadth of assistive technology used for carer support

    a. Fall Detectors

    b. Passive Infra-red Detectors

    c. Panic Buttons

    d. Personal Alarms

    e. Smart Plugs

Match each to their description below, by writing the letter that corresponds to your answer in the space provided.

Mapping: CHCCCS031 PC2.2 (p), KE13.13

Learner guide reference: CHCCCS031 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1

		Description
d	i.	Devices a person can press when they need assistance. These can contact their carer or a response centre.
b	ii.	Devices that monitor activity at the home of a person. They can tell their carer whether the person is active, where they are, and if someone has entered the home.
a	iii.	Sensors that alert a carer if their client has taken a fall. The carer or a response centre may be notified as soon as the fall happens.
e	iv.	Devices used to monitor the use of household appliances and send an alert to a carer.
c	v.	Alarm buttons that are used in an event of a break-in or if someone threatening approaches the home of a person.

Activity 2.3

Fill in the blanks

The following are statements about the rights of medication. Review each and complete the statement by filling in the missing words/phrases.

<table>
<tr><td colspan="2">Mapping: PC2.3 (p), KE10.1, KE10.2, KE10.3

Learner guide reference: CHCCCS031 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.2</td></tr>
<tr><td>i.</td><td>Check that you are assisting the right person. If you assist the wrong person in taking pre-packaged medication, they may receive the wrong dosage of medication as it may not be measured according to their weight.</td></tr>
<tr><td>ii.</td><td>Check for information on when and how often the medication must be taken by the client. Timing of medication should be clearly written in the written direction of the client's health professional.</td></tr>
<tr><td>iii.</td><td>Check the information on the right route. Medication needs to be taken through a specific route. If medication was taken through the wrong route, it can be toxic or have harmful effects on the client.</td></tr>
<tr><td>iv.</td><td>Check if you have the right dosage. Dosage will vary according to the client's age, size, and health condition. Usually, pre-packaged medications are already measured according to the written direction. Nevertheless, you must make sure that the dosage is correct before the client takes it.</td></tr>
<tr><td>v.</td><td>Some medications may be packaged or named similarly. There are also cases wherein the medication is no longer appropriate. That is why you must check the label of the medication three times.</td></tr>
</table>

III. Monitor Support Activities

Activity 3.1

SCENARIO

You are a home care worker for Joshua. One of your responsibilities is to visit Joshua's home during the day to check up on him. Recently, you noticed that the smoke detector in Joshua's living room has been beeping almost all the time. Upon further inspection, you find out that the smoke detector is broken. You determine that this can be a situation of high potential risk, as Joshua likes to light scented candles at night and sometimes forgets to put them out before he sleeps.

You report the broken smoke detector to your supervisor to discuss what action to take to address the risk. Your supervisor tells you to replace the smoke detector in your next visit.

Below is a hazard log. Complete the template below using the information provided in the scenario.

Mapping: CHCCCS031 PC3.2, KE15.0 (p)

Learner guide reference: CHCCCS031 Learner Guide, Chapter 3, Subchapter 3.2, Section 3.2.4

Marking guide

The learner must complete the hazard log using the information provided in the scenario.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.

HAZARD LOG		
Kind of Hazard (Hazard Identification)	**Priority Level** (Risk Assessment)	**Action Taken** (Risk Control Method)
Broken smoke detector	High	Substitution

Activity 3.2

True or False

Review the statements below about referring clients according to organisational policies and procedures. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCCCS031 PC3.4 (p), KE8.5	
Learner guide reference:	
▪ *CHCCCS031 Learner Guide, Chapter 3, Subchapter 3.4, Section 3.4.1*	
▪ *CHCCCS031 Learner Guide, Chapter 3, Subchapter 3.4, Section 3.4.2*	
☒ TRUE ☐ FALSE	i. Referrals are made when a client challenges your ability to provide them with the support they need. This means asking other workers to handle their care delivery for a specific purpose.
☐ TRUE ☒ FALSE	ii. Your responsibility as a care worker is to use either warm or cold referrals to other staff and support services.
☒ TRUE ☐ FALSE	iii. You must document and report the referrals you make. This means documenting whether the client completed the referral or not and the reason behind the action.
☒ TRUE ☐ FALSE	iv. As with seeking provision of service from other workers, it would be much better to refer the person to other support services. This lessens the risk of endangering their wellbeing.
☒ TRUE ☐ FALSE	v. The procedures for referrals must comply with organisational policies and procedures for documentation and reporting.

IV. Complete Reporting and Documentation

Activity 4.1

Identify and describe the requirements that can be found in an organisation's policies and procedures for reporting.

Mapping: CHCDIS016 PC4.2, KE8.6 (p)

Learner guide reference: CHCCCS031 Learner Guide, Chapter 4, Subchapter 4.2

Marking guide

The learner must identify and describe the requirements that can be found in an organisation's policies and procedures for reporting.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.

i.

Mandatory Reporting – Mandatory reporting is a requirement to report any reasonable belief of abuse. Care workers are required to report any instances of abuse to the proper authorities. Any care worker with a duty of care over a client must determine they need immediate help. The care worker must also determine whether their client is suffering from any harm.

ii.

Organisational Chart – An organisational chart refers to the structure of an organisation. This chart tells a care worker to whom they will report within their workplace. It also helps the care worker define their role and identify who is supposed to supervise them.

Activity 4.2

Matching Type

Listed below are kinds of documents and reports.

  a. Communication Chart

  b. One-Page Profile

  c. Progress Notes

  d. Mandatory Report

  e. Workplace Checklists

Match each to their description below, by writing the letter that corresponds to your answer in the space provided.

Mapping: CHCCCS031 PC4.3 (p)

Learner guide reference: CHCCCS031 Learner Guide, Chapter 4, Subchapter 4.3

		Description
b	i.	This contains vital information about the client on a single sheet of paper to be quickly shared by others.
c	ii.	These act as proof of service delivery and constitute a legal record.
a	iii.	This is used to understand how a client converse with others.
e	iv.	These are mostly based on observations. In this document, you will find conditions that must be met or tasks that must be done.
d	v.	This is an example of a workplace report for suspicions or verified incidents of abuse.

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