

HLTWH5002

Follow safe work
practices for direct
client care



LEARNING
ACTIVITY
BOOKLET

Copyright

This document was developed by Harvard Management Institute Pty Ltd.

© 2023 Harvard Management Institute Pty Ltd.

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of Harvard Management Institute Pty Ltd.

Version Control & Document History

Date	Summary of Modifications	Version
11 April 2022	Version 1.0 released for publishing	1.0
25 May 2023	Version 1.1 endorsed for use Modified some items	1.1
22 February 2024	Version 1.2 endorsed for use Fixed some hyperlink issues	1.2

Table of Contents

Overview.....	4
Learner Instructions	5
Learner Information	5
Trainer Information	5
Resources Required	6
Work Health and Safety.....	6
Reasonable Adjustment.....	7
Formative Activities.....	8
I. Follow Safe Work Practices for Direct Client Care	8
Activity 1.1	8
Activity 1.2	9
II. Follow Safe Work Practices for Manual Handling	10
Activity 2.1	10
Activity 2.2	11
III. Follow Safe Work Practices for Infection Control	12
Activity 3.1	12
Activity 3.2	13
IV. Contribute to Safe Work Practices in the Workplace	14
Activity 4.1	14
Activity 4.2	15
V. Reflect on Own Safe Work Practices	16
Activity 5.1	16
Activity 5.2	17

Overview

HLTWHS002 - Follow safe work practices for direct client care (Release 2)

This unit describes the skills and knowledge required for a worker to participate in safe work practices to ensure their own health and safety, and that of others in work environments that involve caring directly for clients. It has a focus on maintaining safety of the worker, the people being supported and other community members.

This unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, in both centre-based and home-based service provision.

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

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

<https://training.gov.au/training/details/HLTWHS002>

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

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.

Formative Activities

I. Follow Safe Work Practices for Direct Client Care

Activity 1.1

True or False

Review the statements below about workplace policies and procedures for safe work practices. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Armed confrontations and natural disasters are examples of workplace emergencies.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. The 'Purpose' part of the workplace policy statement explains the legislation and guidelines that inform the policy.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. High-risk older adults refer to persons aged 60 years and above.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Hazard and risk control measures can be found in workplace procedures.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Smoke alarm installation is the process of locating smoke alarms so that they accurately alert home occupants of the presence of smoke.

Activity 1.2

List three common dangerous incidents that workers may encounter while working.

i.

ii.

iii.

II. Follow Safe Work Practices for Manual Handling

Activity 2.1

True or False

Review the statements below about identifying and reporting manual handling hazards. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. A manual handling task can become hazardous when it involves exposure to direct sunlight.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. A risk assessment of manual handling hazards will identify why hazards happen in the workplace.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. The hazard report form must contain recommendations for action in relation to manual handling hazards.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. In a face-to-face class, a qualified trainer can demonstrate manual handling techniques in real-time, allowing learners to observe and understand the correct procedures visually.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. After identifying manual handling hazards, the worker must report their findings to the state/territory WHS regulator.

Activity 2.2

List the five steps that you need to follow when assisting a client in sitting down.

i. Step 1:
ii. Step 2:
iii. Step 3:
iv. Step 4:
v. Step 5:

III. Follow Safe Work Practices for Infection Control

Activity 3.1

Matching Type

Listed below are examples of Personal Protective Equipment (PPE).

- a. Gloves
- b. Plastic apron
- c. Mask
- d. Eye protection
- e. Full body gown

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

Description	
	i. This reduces the exposure of the nose and mouth to splashes of blood, body substances, secretions and excretions.
	ii. This is a type of protective clothing that is used for low-risk procedures where contact with a client is likely.
	iii. This includes goggles, face shields and safety glasses.
	iv. These are used to protect a worker or client from pathogens that can be transmitted via hand contact.
	v. This is a type of protective clothing that is used when contact with non-intact skin is likely.

Activity 3.2

List the steps in handwashing.

i. Step 1:
ii. Step 2:
iii. Step 3:
a. Step 3a:
b. Step 3b:
c. Step 3c:
d. Step 3d:
e. Step 3e:
iv. Step 4:
v. Step 5:

IV. Contribute to Safe Work Practices in the Workplace

Activity 4.1

True or False

Review the statements below about contributing to safe work practices in the workplace. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. A health and safety representative is elected by workers in a workgroup.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Workers may report WHS issues to their direct supervisor.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Internal inspections are conducted by a state/territory WHS inspector.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. The OHS union is a group of workplace representatives tasked to discuss and address work health and safety issues.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. A successful consultation requires a non-threatening environment.

Activity 4.2

Identify three ways workers can contribute to implementing safe workplace policies and procedures.

i.

ii.

iii.

V. Reflect on Own Safe Work Practices

Activity 5.1

Matching Type

Listed below are types of stress symptoms.

- a. Behavioural
- b. Emotional
- c. Physical
- d. Cognitive

Match each type to the symptoms being described below, by writing the letter that corresponds to your answer in the space provided.

Stress Symptoms	
	i. Increased heart rate
	ii. Lack of enthusiasm
	iii. Loss of concentration
	iv. Reduced engagement with enjoyable activities

Activity 5.2

List three workplace personnel who may conduct debriefings.

i.

ii.

iii.

End of Document