

# CHCPAL001

Deliver care services  
using a palliative  
approach



**LEARNING  
ACTIVITY  
BOOKLET**  
(TRAINER COPY)

## 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
19 December 2022	Version 1.0 released for publishing	1.0
13 February 2024	Version 1.1 endorsed for use Fixed wording issues	1.1

# Table of Contents

<b>Overview.....</b>	<b>5</b>
<b>Trainer Instructions .....</b>	<b>6</b>
<b>Learner Instructions .....</b>	<b>7</b>
Learner Information .....	7
Trainer Information .....	7
<b>Resources Required .....</b>	<b>8</b>
<b>Work Health and Safety.....</b>	<b>8</b>
<b>Reasonable Adjustment.....</b>	<b>9</b>
<b>Contextualisation .....</b>	<b>10</b>
<b>Formative Activities.....</b>	<b>11</b>
I. Apply Principals and Aims of a Palliative Approach .....	11
Activity 1.1 .....	11
Activity 1.2 .....	12
II. Respect the Person's Preferences for Quality-of-life Choices.....	14
Activity 2.1 .....	14
Activity 2.2 .....	15
III. Follow the Person's Advance Care Directives in the Individualised Plan .....	17
Activity 3.1 .....	17
Activity 3.2 .....	18
IV. Respond to Signs of Pain and Other Symptoms.....	20
Activity 4.1 .....	20
Activity 4.2 .....	21

V. Follow End-of-Life Care Strategies .....	23
Activity 5.1 .....	23
Activity 5.2 .....	24
VI. Manage Own Emotional Responses and Ethical Issues .....	26
Activity 6.1 .....	26
Activity 6.2 .....	27

# Overview

## **CHCPAL001 - Deliver care services using a palliative approach**

This unit describes the performance outcomes, skills and knowledge required to provide care for people with life-limiting illness and those within the normal ageing process within a palliative approach as well as end-of-life care.

This unit applies to workers in a residential or community context. Work performed requires some discretion and judgement and is carried out under regular direct or indirect supervision.

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/CHCPAL001>

# 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
- Organisational policies and procedures for reporting

## 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. Apply Principals and Aims of a Palliative Approach

### Activity 1.1

#### Matching Type

Listed below are terms related to the palliative approach.

- a. Comfort
- b. Person-centred approach
- c. Quality of life
- d. End-of-life
- e. Information

Match each term to their description below. Write the letter that corresponds to your answer in the space provided.

*Mapping: CHCPAL001 PC1.1 (p), PC1.2 (p), PC1.3 (p)*

*Learner guide reference:*

- CHCPAL001 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.1
- CHCPAL001 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.2
- CHCPAL001 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.2
- CHCPAL001 Learner Guide, Chapter 1, Subchapter 1.3

Description	
<b>b</b>	i. This approach puts the person at the centre of care.
<b>e</b>	ii. It is the degree in which a person perceives they are healthy, comfortable and able to enjoy life given their health status.
<b>d</b>	iii. It is the period when a person suffers from an irreversible decline due to their illness.
<b>c</b>	iv. These are the client's and their relevant others' needs and preferences that a support worker previously identified.
<b>a</b>	v. This refers to the absence of pain or distress.

## Activity 1.2

### SCENARIO

Mike is a new client who sought your organisation for palliative support services. He was diagnosed with end-stage renal disease. You are the support worker assigned to work with him. As he is a new client, you do not know much about him. You want to have a good working relationship with him, so you set a goal to establish rapport on your first meeting.

For your first meeting, you visited Mike in his home. There are other people present: his wife, Laura, and his daughter, Linda. These women shared that they are looking forward to working with you.

### Role Play Activity

Role play the scenario with three volunteers to establish rapport with a new client and their relevant others on the first meeting, while demonstrating the practical skills listed in the checklist below.

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 the support worker.

#### The volunteers' role

For this activity, the volunteers will take the role of:

- Mike
- Linda
- Laura

*Mapping: CHCPAL001 PC1.2 (p), KE17.0 (p)*

*Learner guide reference: CHCPAL001 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.1*

### Marking guide

The learner must role play the scenario provided above while demonstrating the practical skills listed below and while being observed by the trainer. The trainer must use the checklist below 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 addresses the client and their relevant others using their names.	<input type="checkbox"/>	<input type="checkbox"/>
2. The learner expresses attentiveness through mirroring by matching their speech or expression to their conversation partner/s.	<input type="checkbox"/>	<input type="checkbox"/>
3. The learner expresses attentiveness by using the appropriate nonverbal language such as listening by tilting their body towards the person, making eye contact, and nodding from time to time.	<input type="checkbox"/>	<input type="checkbox"/>
4. The learner asks follow-up questions to show that they care and that they want to know more about the person and their relevant others. Examples of questions include, 'How did it feel when....,' and, 'Can you tell me more about...'	<input type="checkbox"/>	<input type="checkbox"/>
5. The learner demonstrates active listening by paraphrasing what the other person said, listening without judgment, and not interrupting them in the middle of their speech.	<input type="checkbox"/>	<input type="checkbox"/>
6. The learner makes a connection with the client and their relevant others by finding shared interests such as hobbies, favourite shows, etc.	<input type="checkbox"/>	<input type="checkbox"/>
7. The learner demonstrates genuineness in their interactions with the client and relevant others through positive verbal (e.g. 'I understand,' 'I see') and nonverbal communication (e.g. smiling).	<input type="checkbox"/>	<input type="checkbox"/>
Trainer's overall feedback on the learner's performance during the role play activity:		

## II. Respect the Person's Preferences for Quality-of-life Choices

### Activity 2.1

#### Fill in the blanks

The following are statements about identifying needs and issues outside the scope of job role. Review and complete each statement by filling in the missing words/phrases.

*Mapping: CHCPAL001 PC2.3 (p)*

*Learner guide reference: CHCPAL001 Learner Guide, Chapter 2, Subchapter 2.3*

- |      |  |                   |  |  |   |
|------|--|-------------------|--|--|---|
| i.   | Your   | scope of job role | is the limitation of your role based on your position and            | training.  |   |
| ii.  | You can find out your scope of practice by looking at your                     | job position      | in your  | employee handbook. You can also check your company's | policies  |
| iii. | To refer can mean to   | direct            | someone to another person for help, clarification, or guidance or to | approach   | another person for help, clarification or guidance. |
| iv.  | You will approach your   | supervisor        | to refer the   | needs and  | issues  |
|      | that are outside the scope of your role. You must refer these concerns to your | supervisor        | to ensure that you do not accidentally cause                         | harm   | to your   |
|      | clients. It also ensures that the client's                                     | needs and         | issues   | are addressed  | by the appropriate                                  |
|      |  | personnel         | or professional.   |  |   |

## Activity 2.2

### SCENARIO

Anita has terminal stage ovarian cancer. Because of her condition, she requires assistance in her day-to-day living. She shares that she has been feeling more pain than usual. Her medication seems to be not working and she wants you to give her a prescription for a newer, stronger painkiller. She said that while waiting for the new prescription, she will settle for having a double dose of her current pain medication. She requests that you keep her 'double dosing' a secret between the two of you.

Based on the case study, identify two issues that are outside of your scope of role as a support worker.

*Mapping: CHCPAL001 PC2.3 (p)*

*Learner guide reference: CHCPAL001 Learner Guide, Chapter 2, Subchapter 2.3*

#### Marking guide

The learner must identify two issues that are outside of their scope of role as a support worker based on the case study.

For a satisfactory performance, although the wording may slightly vary, their response must be the following, in any order:

- Pain medication concerns
- Prescription of medication

i.

ii.

List the steps you will take to refer Anita's issues that are outside the scope of your role to your supervisor following your organisation's policies and procedures for reporting.

*Mapping: CHCPAL001 PC2.3 (p)*

*Learner guide reference: CHCPAL001 Learner Guide, Chapter 2, Subchapter 2.3*

### Marking guide

The learner must list the steps they will take to refer Anita's issues that are outside the scope of their role to their supervisor following their organisation's policies and procedures for reporting.

Responses will vary. For a satisfactory performance, the candidate's response must be:

- Steps that are in line with their organisation's policies and procedure for reporting
- Steps relevant to referring issues that are outside the scope of their role to their supervisor

Model answers are provided below to demonstrate to the assessor the breadth and depth required in the candidate's responses for a satisfactory performance.

i.

First, I will find out all the information relevant to Anita's current issues. The information would include her experiences of pain such as when it started, its intensity and its location. I will also ask when she had started taking double doses of her medication.

ii.

After gathering all the relevant information, I will approach my supervisor to relay the details about Anita's pain experience. I will also mention Anita's wishes to change her prescription medication and her actions of taking double doses of her current medication in order to relieve her pain.

*Add or remove fields as necessary.*



### III. Follow the Person's Advance Care Directives in the Individualised Plan

#### Activity 3.1

##### Fill in the blanks

The following are statements about the legal and ethical considerations for working in palliative care. Review and complete each statement by filling in the missing words/phrases.

*Mapping: CHCPAL001 PC3.1 (p), KE12.0 (p)*

*Learner guide reference: CHCPAL001 Learner Guide, Chapter 3, Subchapter 3.1, Section 3.1.3*

- i. **Duty of care** is the legal obligation of a person to take reasonable care of their client, colleagues, and relevant others to ensure their **health, safety, and welfare**.
- ii. A support worker's duty of care relates to the Charter of **Aged Care Rights**, which is underpinned by the **Aged Care Act 1997**.
- iii. The **Privacy Act 1988** is the legislation that protects people's private information. It contains the **13** Australian Privacy Principles. These are the principles that care providers must follow to ensure **confidentiality**.
- iv. According to the **Aged Care Quality Standards**, dignity of risk is the person's right to decide on their own regarding the care provided for them, including their right to take risks. It also means respecting the **autonomy and independence** of a person receiving palliative care and allowing them to make choices for themselves.
- v. Support workers must always maintain a **professional** working relationship with their clients. A support worker violates this when they become too involved in a client's **personal matters** or when they enter into a **romantic relationship** with them.
- vi. Privacy is the right of people to keep their information to **themselves**. This means they have control over what information they share. Confidentiality is the responsibility to keep a person's information **private**. This means that any information shared will be safe from **unauthorised access**.

- vii. Older people have a right to access information about their care. This includes information about their service options and medical records. The government has set up an aged care information website called **My Aged Care** to address this.
- viii. To ensure that older people's diverse needs are met, aged care systems use the **Aged Care Diversity Framework**. One of the aims of this framework is to ensure that everyone factors in diversity in the design and provision of aged care.
- ix. **Autonomy** means having control over one's decisions. Older people have a right to make decisions in matters directly affecting them. This includes decisions over their care, **health** and home.

## Activity 3.2

### SCENARIO

Jenna is a palliative care client who is in the end-of-life stage. She has a Do Not Resuscitate (DNR) order written in her advance care directive. However, her family is not aware of the DNR order. When Jenna's condition deteriorated, her son, Justin, was appointed as her substitute decision-maker. He met with the care team and shared that he would like her mother to receive cardiopulmonary resuscitation (CPR) in the event of a cardiac arrest.

Identify whose wishes carry more weight in this scenario and explain why.

*Mapping: CHCPAL001 PC3.1 (p)*

*Learner guide reference: CHCPAL001 Learner Guide Chapter 3, Subchapter 3.1*

### Marking guide

The learner must identify whose wishes carry more weight in this scenario and explain why that is so.

For a satisfactory performance, although wording may slightly vary, the candidate's response must be consistent with the benchmark answer below.

Jenna's wishes carry more weight, as an advanced care directive is a legal document that service care providers are obligated to follow.

Explain what you must do as a support worker in this scenario.

*Mapping: CHCPAL001 PC3.1 (p)*

*Learner guide reference: CHCPAL001 Learner Guide Chapter 3, Subchapter 3.1*

### **Marking guide**

The learner must explain what they must do as a support worker in this scenario.

For a satisfactory performance, although wording may slightly vary, the candidate's response must be consistent with the benchmark answer below.

I will explain to Justin that service care providers are legally and ethically obligated to follow Jenna's advance care directives. As part of Jenna's care team, we are expected to follow these advance care directives, regardless of the wishes of her family members.

## IV. Respond to Signs of Pain and Other Symptoms

### Activity 4.1

#### True or False

Review the statements below about implementing pain management and comfort strategies. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

*Mapping: CHCPAL001 PC4.2 (p), KE8.0 (p)*

*Learner guide reference: CHCPAL001 Learner Guide, Chapter 4, Subchapter 4.2*

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Professional help can relieve pain by countering depression, anxiety and other psychosocial and existential factors that can intensify physical pain.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. Pain management is a continuing process of observation, assessment, and documentation.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. For any questions or concerns regarding pain relief and comfort provision, your supervisor is the best person to seek clarification and guidance from.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. To know if the pain management strategy works, continuous assessment and monitoring of pain are needed.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. One way of promoting pain relief is through regular administration of analgesics to prevent pain from returning.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	vi. Alternative therapies are measures that can be used alongside mainstream medical treatment. Meanwhile, complementary therapies are measures that are used instead of mainstream medicine.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	vii. A client's preference for other measures to relieve pain are indicated in their individualised plans.

## Activity 4.2

### SCENARIO

During one of your shifts, you noticed your client wincing as they walk. You asked them what is wrong, and they told you that they have been feeling pain on their hips when they stand up. They also mentioned that this is a new pain that they felt only last week.

### Role Play Activity

Role play the scenario with a volunteer to get information from the client about the pain they are experiencing while demonstrating the practical skills listed in the checklist below.

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 the support worker.

#### The volunteers' role

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

*Mapping: CHCPAL001 PC4.1 (p)*

*Learner guide reference: CHCCPAL003 Learner Guide, Chapter 4, Subchapter 4.1*

### Marking guide

The learner must role play the scenario provided above while demonstrating the practical skills listed below and while being observed by the trainer. The trainer must use the checklist below 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 asks the following questions about the location of the pain:		
a. Where is the pain felt on the body?	<input type="checkbox"/>	<input type="checkbox"/>
b. Is the pain felt on one part of the body (i.e., localised) or is it widespread?	<input type="checkbox"/>	<input type="checkbox"/>
c. Does the pain move elsewhere?	<input type="checkbox"/>	<input type="checkbox"/>
2. The learner asks the following questions about the intensity of the pain:		
a. How would you rate the pain on a scale of 1 to 10? (1 being 'no pain' and 10 being 'worst pain possible')	<input type="checkbox"/>	<input type="checkbox"/>
b. Is the pain persistent, or does it come and go?	<input type="checkbox"/>	<input type="checkbox"/>
c. How long does the pain last?	<input type="checkbox"/>	<input type="checkbox"/>
3. The learner asks the client to describe the pain they are experiencing.	<input type="checkbox"/>	<input type="checkbox"/>
4. The learner asks the following questions about the onset of the pain:		
a. Since when was the pain felt?	<input type="checkbox"/>	<input type="checkbox"/>
b. Is it a new pain, or has it been felt before?	<input type="checkbox"/>	<input type="checkbox"/>
5. The learner asks the client what activities make the pain worse.	<input type="checkbox"/>	<input type="checkbox"/>
6. The learner asks the client what activities make the pain go away.	<input type="checkbox"/>	<input type="checkbox"/>
7. The learner asks the client for other symptoms that come together with the pain such as nausea, vomiting, etc.	<input type="checkbox"/>	<input type="checkbox"/>
Trainer's overall feedback on the learner's performance during the role play activity:		

## V. Follow End-of-Life Care Strategies

### Activity 5.1

#### True or False

Review the statements below about following end-of-life care needs and strategies. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

*Mapping: CHCPAL001 KE6.0 (p), KE 7.0 (p), KE10.0 (p), PC5.1 (p), PC5.2 (p), PC5.4, PC5.5 (p), PC5.6 (p)*

*Learner guide reference:*

- CHCPAL001 Learner Guide, Chapter 5, Subchapter 5.1
- CHCPAL001 Learner Guide, Chapter 5, Subchapter 5.2
- CHCPAL001 Learner Guide, Chapter 5, Subchapter 5.4 Opener
- CHCPAL001 Learner Guide, Chapter 5, Subchapter 5.5
- CHCPAL001 Learner Guide, Chapter 5, Subchapter 5.6, Section 5.6.1

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. The grieving process may start as early as the end-of-life for the people close to the client. This is called anticipatory grief.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. Maintaining a person's dignity is essential before and after death. You must follow their wishes as indicated in their individual plans.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. As a support worker, you can only provide formal support to help the bereaved cope with the death of their loved one.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. It is essential to recognise signs of imminent death. This ensures that the client can be given the best possible care during the last days of their life.
<input checked="" type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	v. A person's needs will change during end-of-life due to a decline in their health. Thus, it is important to regularly check the individualised plans to accommodate any changes or additions in the person's needs.

## Activity 5.2

### SCENARIO

You have been assigned to be the support worker of Sia Lakshmi, who is a very religious woman of the Hindu faith. She has entered the end-of-life stage and death is expected within the next four months. For you to provide appropriate end-of-life care support, you consulted her advanced care directives. It is written there that Sia wants to spend her remaining days at home surrounded by her family and friends.

As Sia will spend her remaining days at home, you must plan ahead with the family and discuss what is to be expected when death occurs at home.

### Role Play Activity

Role play the scenario with two volunteers to discuss what is to be expected when death occurs at home while demonstrating the practical skills listed in the checklist below.

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 the disability support worker.

#### The volunteers' role

For this activity, the volunteers will take the role of:

- Two of the client's family members (e.g. husband, sister, etc.)

*Mapping: CHCPAL001 PC5.4 (p), PC5.5 (p)*

*Learner guide reference:*

- *CHCCPAL003 Learner Guide, Chapter 5, Subchapter 5.4, Section 5.4.1*
- *CHCCPAL003 Learner Guide, Chapter 5, Subchapter 5.5*

### Marking guide

The learner must role play the scenario provided above while demonstrating the practical skills listed below and while being observed by the trainer. The trainer must use the checklist below 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 educates the family on the death process by:		
a. Explaining the signs of deterioration.	<input type="checkbox"/>	<input type="checkbox"/>
b. Explaining the signs of imminent death.	<input type="checkbox"/>	<input type="checkbox"/>
c. Informing them that the body may release fluids or waste after death, and they will need safety measures to avoid getting in direct contact with these.	<input type="checkbox"/>	<input type="checkbox"/>
2. The learner plans with the family by:		
a. Providing written information that includes physical processes that a dying person may experience.	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing written information that includes a list of who to call when the client dies or is dying.	<input type="checkbox"/>	<input type="checkbox"/>
c. Providing written information that includes a 24-hour palliative care service that they can contact when death happens in the middle of the night.	<input type="checkbox"/>	<input type="checkbox"/>
3. The learner identifies certain individuals or religious persons that must be contacted prior to the client's death, as indicated in the client's advance care directives.	<input type="checkbox"/>	<input type="checkbox"/>
4. The learner informs the family that they must coordinate with a medical practitioner who will issue the cause of death certificate.	<input type="checkbox"/>	<input type="checkbox"/>
Trainer's overall feedback on the learner's performance during the role play activity:		

## VI. Manage Own Emotional Responses and Ethical Issues

### Activity 6.1

#### Matching Type

Identify the self-care strategies being described in each statement below.

Self-Care Strategies
Reflective journaling
Debriefing with colleagues
Accessing respite care services
Taking care of your health
Exercising compassion-based practises

*Mapping: CHCPAL001 PC6.4 (p)*

*Learner guide reference: CHCPAL001 Learner Guide, Chapter 6, Subchapter 6.4*

Description	
Debriefing with colleagues	i. This refers to discussing the death of a client with colleagues and how you are coping with it.
Accessing respite care services	ii. This refers to giving palliative care workers enough breaks to recover from physical or emotional exhaustion.

Description	
Taking care of your health	iii. This refers to doing exercises, getting adequate sleep and eating on time to maintain energy in the workplace.
Reflective journaling	iv. This refers to the practice of writing about what you think and feel to help you face your feelings more.
Exercising compassion-based practices	v. This refers to recognising your own efforts in helping the client to the best of their ability.

## Activity 6.2

### SCENARIO

Ruth is a support worker whose client recently died. She had been working with this person for five years. They had a close professional relationship. The death of her client took a huge toll on Ruth. She experienced prolonged grief and could not sleep well for a month. She also had difficulties focusing on her work. She often finds herself on the verge of tears when she remembers her late client.

Identify one self-care strategy that Ruth can apply to herself.

*Mapping: CHCPAL001 PC6.4 (p)*

*Learner guide reference: CHCPAL001 Learner Guide, Chapter 6, Subchapter 6.4*

### **Marking guide**

The learner must identify one self-care strategy that Ruth can apply to herself.

The candidate must identify a self-care strategy that Ruth can use to cope with her grief. Responses will vary. For a satisfactory performance, the candidate's response must be ways that a person can take care of themselves to remain physically, emotionally and psychologically healthy.

Example of satisfactory responses are provided below for the assessor's reference:

- Reflective journaling
- Debriefing with colleagues
- Accessing respite care services
- Taking care of your health
- Exercising compassion-based practices

Explain how the identified self-care strategy can help Ruth cope with her grief.

*Mapping: CHCPAL001 PC6.4 (p)*

*Learner guide reference: CHCPAL001 Learner Guide, Chapter 6, Subchapter 6.4*

### Marking guide

The learner must explain how the identified self-care strategy can help Ruth her cope with her grief.

For a satisfactory performance, the candidate's response must be:

- Consistent with the self-care strategy identified
- An explanation of how the strategy can help Ruth cope with her grief.

A model answer is provided below to demonstrate to the assessor the breadth and depth required in the candidate's responses for a satisfactory performance.

To help Ruth cope with her grief, it would help for her to stay connected with others. This includes talking to someone about the emotional difficulties she is going through. In particular, she can seek professional help through counselling so that she can process her emotions and find a way to resolve these. A counsellor can help Ruth understand the complex and painful emotions she is going through and help her find a way to reduce the emotional distress she is feeling.

Explain why it is important for Ruth to apply self-care strategies to herself in the context of her work.

*Mapping: CHCPAL001 PC6.4 (p)*

*Learner guide reference: CHCPAL001 Learner Guide, Chapter 6, Subchapter 6.4*

**Marking guide**

The learner must explain why it is important for Ruth to apply self-care strategies to herself in the context of her work.

For a satisfactory performance, although wording may slightly vary, the candidate's response must be consistent with the benchmark answer provided below.

When Ruth applies self-care strategies, she is taking care of herself to remain physically, emotionally and psychologically healthy. When Ruth is healthy, she can attend to her tasks and responsibilities well. When Ruth takes care of herself well, she will be able to properly care for her client. Self-care strategies will also help Ruth be more equipped to handle inevitable deaths in the future. It will help her be emotionally resilient and mentally prepared. If she does not take care of herself, she will experience burnout and she will not be able to do the things she needed to do to support her clients.

End of Document