

HLTWH5002

Follow safe work
practices for direct
client care



LEARNING
ACTIVITY
BOOKLET
(TRAINER COPY)

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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 Corrected some Hyperlinks	1.2

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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>

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

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. 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.

Mapping: HLTWHS002 PC1.1 (p)

Learner guide reference: HLTWHS002 Learner Guide, Chapter 1, Subchapter 1.1

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Armed confrontations and natural disasters are examples of workplace emergencies.
<input type="checkbox"/> TRUE <input checked="" 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 checked="" type="checkbox"/> FALSE	iii. High-risk older adults refer to persons aged 60 years and above.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Hazard and risk control measures can be found in workplace procedures.
<input type="checkbox"/> TRUE <input checked="" 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.

Mapping: HLTWHS002 PC1.5 (p)

Learner guide reference: HLTWHS002 Learner Guide, Chapter 1, Subchapter 1.5, Section 1.5.1

Marking guide

The learner must list three common dangerous incidents that workers may encounter while working.

For a satisfactory performance, although the wording may slightly vary, their response must include three of the following:

- Fire or explosion
- Equipment malfunction
- Electrical shocks
- Building/structure collapse
- Severe weather conditions
- Substance leakage/spillage
- Spread of infectious diseases

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.

Mapping: HLTWHS002 PC2.2 (p)

Learner guide reference: HLTWHS002 Learner Guide, Chapter 2, Subchapter 2.2

<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	i. A manual handling task can become hazardous when it involves exposure to direct sunlight.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. A risk assessment of manual handling hazards will identify why hazards happen in the workplace.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. The hazard report form must contain recommendations for action in relation to manual handling hazards.
<input checked="" 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 checked="" 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.

Mapping: HLTWHS002 PC2.1 (p)

Learner guide reference: HLTWHS002 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.1

Marking guide

The learner must list the five steps that they need to follow when assisting a client in sitting down.

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

i. Step 1:

Help the client stand in front of the chair. Their back should be facing the seat, with the seat close to the back of their knees.

ii. Step 2:

Stand close to them, facing the side of their body.

iii. Step 3:

Place one arm around their waist and your other arm in front of them. Ask them to hold on to the arm in front of them.

iv. Step 4:

Ask them to start sitting down while you support their weight with both of your arms.

v. Step 5:

Help them adjust to a comfortable seated position.

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.

Mapping: HLTWHS002 PC3.1 (p), PE3.3 (p)

Learner guide reference: HLTWHS002 Learner Guide, Chapter 3, Subchapter 3.1, Section 3.1.3

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

Mapping: HLTWHS002 PC3.1 (p)

Learner guide reference: HLTWHS002 Learner Guide, Chapter 3, Subchapter 3.1, Section 3.1.1

Marking guide

The learner must list the steps in handwashing.

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

i. Step 1:

Wet your hands with clean, running water (preferably warm).

ii. Step 2:

Turn off the tap and apply soap to the hands.

iii. Step 3:

Lather your hands by rubbing them together with the soap, including:

a. Step 3a:

Palm to palm

b. Step 3b:

Back of hands

c. Step 3c:

In between fingers and back fingers

d. Step 3d:

Around thumbs

e. Step 3e:

Tips of fingers

iv. Step 4:

Rinse your hands well under clean, running water.

v. Step 5:

Dry your hands using a clean towel or air dry them.

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.

Mapping: HLTWHS002 PC4.1 (p), PC4.2 (p), PE1.0 (p)

Learner guide reference: HLTWHS002 Learner Guide, Chapter 4, Subchapter 4.1, Subchapter 4.2

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

Mapping: HLTWHS002 PC4.3 (p)

Learner guide reference: HLTWHS002 Learner Guide, Chapter 4, Subchapter 4.3

Marking guide

The learner must identify three ways workers can contribute to implementing safe workplace policies and procedures.

For a satisfactory performance, although the wording may slightly vary, their response must include three of the following:

- Following safe work policies and procedures in own practice
- Identifying, recording and reporting hazards and assessing risks
- Identifying and reporting breaches to policies and procedures
- Using equipment according to guidelines and operation manuals
- Interacting with clients according to 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.

Mapping: HLTWHS002 PC5.2 (p)

Learner guide reference: HLTWHS002 Learner Guide, Chapter 5, Subchapter 5.2

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

Activity 5.2

List three workplace personnel who may conduct debriefings.

Mapping: HLTWHS002 PC5.3 (p)

Learner guide reference: HLTWHS002 Learner Guide, Chapter 5, Subchapter 5.3

Marking guide

The learner must list three workplace personnel who may conduct debriefings.

For a satisfactory performance, although the wording may slightly vary, their response must include three of the following:

- Trained debriefer
- Work supervisor/manager
- Human resources officer
- Occupational health and safety officer
- Doctor
- Psychologist/Psychiatrist

i.

ii.

iii.

End of Document