



**AUSTRALIAN
HEALTHCARE**
QUALIFICATIONS & TRAINING

Learner Assessment

Task 2 - Case Studies

Task 3 - Project

Unit Code: CHCADV001

Unit Name: Facilitate the interests and rights of clients

Qualification:

Participant Name: _____

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Assessment Information

Unit Code & Title:	CHCADV001 – Facilitate the interests and rights of clients
Unit Descriptor:	This unit describes the skills and knowledge required to assist clients to identify their rights, voice their needs and concerns and realise their interests, rights and needs.
Application of the Unit:	This unit applies to workers of all levels in a range of health or community services settings who provide services using a human rights-based approach and have direct interaction with clients.
Elements:	<ol style="list-style-type: none"> 1. Facilitate the realisation of client interests, right and needs 2. Advocate in accordance with client preferences and request to optimise client outcomes 3. Provide ongoing support to clients 4. Support clients making a complaint 5. Review progress
Performance Knowledge:	<p>There must be demonstrated evidence that the candidate has:</p> <ul style="list-style-type: none"> • Worked in collaboration with 1 client to identify their interests, needs and rights • Advocated on behalf of 1 client to achieve a specific outcome • Supported 1 client throughout an organisational or legal complaints process
Knowledge Evidence:	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • Universal Declaration of Human Rights • Relationship between human needs and human rights • Human rights frameworks, approaches, instruments • Legal and ethical considerations (international, national, state/territory, local) related to facilitation of client rights and interests and how these impact individual workers: <ul style="list-style-type: none"> - Duty of care - Human rights - Mandatory reporting - Discrimination - Privacy, confidentiality and disclosure - Informed consent - Organisation and legal complaints processes - Rights and responsibilities of clients, workers and organisations • Common risks to client safety and wellbeing • Relevance of child protection across all health and community services contexts, including duty of care when child is not the client, indicators of risk and adult disclosure • Actions that constitute discrimination and techniques for addressing it • Types of community resources, networks and referral options relevant to the nature of client service • Potential conflict between client needs and organisation requirements • Differences between negotiation, advocacy, mediation • Negotiation, advocacy and mediation techniques for the facilitation of client rights • Empowerment and disempowerment
Assessment Conditions:	Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Instructions for the Student

Purpose of this assessment

This Assessment is designed to test your knowledge and skills against the criteria that is required for you to identify the rights of clients, voice their needs and concerns and realise their interests, rights and needs along with advocate on behalf of a client to achieve a specific outcome and support clients throughout an organisation or legal complaints process.

Methods of Assessment

There is a combination of summative and formative approaches to this assessment. Summative assessments are classed as formal assessments which guide the outcome.

The assessments have been developed in consideration to assessment requirements, learning environment and the expectations by industry that students participate in practical placement.

Assessments needs to include the full requirements of competency which includes assessment of knowledge, understanding, application and performance.

To be deemed competent in this unit of competency the following assessment requirements must be completed. You must achieve a satisfactory result for each task to be deemed competent in this unit.

Assessment Task 2 (summative assessment) – Case Study – Written answers to questions relating to three different case studies is required. You are to read the case studies and answer all the questions satisfactorily. This assessment may be completed within allocated class time or during periods of self-study.

Assessment Task 3 – Project – The project aims to assist you in demonstrating your skills and knowledge in a setting that reflects industry. The project also provides evidence to meet performance evidence requirements; The project is separated into two areas.

- The first section is a practical workplace situation and addresses the unit's performance evidence point 1 criteria where the assessor is to determine the learner's skills, knowledge and ability to work in collaboration with 1 client to identify their interests, needs and rights. This project is provided to the learner within the practical placement project booklet
- The second section is designed to meet the assessment requirement of performance evidence point 2. Advocate on behalf of 1 client to achieve a specific outcome. The learner is to provide answers to a simulated scenario as industry experts have advised that there is not always the opportunity to observe a learner advocate for clients throughout practical placement. If the learner does have the opportunity to advocate on behalf of a client, please discuss this with them and if you feel it covers the performance evidence requirement you are advised to apply reasonable adjustment and ask the learner to report on the practical situation that occurred.

Resources needed for assessment (see also Assessment conditions on page 4)

- Learner Assessment
- Workplace for practical placement
- Individual plans (workplace documents)
- Access to codes of practice, relevant organisation policies and procedures
- Relevant aids to assist with independent living
- Learning material

What you need to do:

- Complete the activities as described above
- Take a photo copy of your work if you would like to
- Collect all the required evidence and provide to your trainer
- Sign the Assessment Agreement
- Submit the completed assessment kit to your assessor

If you have any difficulties or there is anything you don't understand, talk with your Trainer/Assessor; they are here to help you. Never be too afraid to ask about anything you don't understand related to safety and do not attempt to complete tasks you are unsure about. You can raise any concerns with your trainer/assessor.

Your assessor will provide you with feedback both verbally and in writing.

Assessment outcomes

Satisfactory – Evidence provided meets the requirements of the assessment method and unit of competency

Not Satisfactory – Evidence provided does not meet the requirements of the assessment method and unit of competency.

Reasonable Adjustment

Assessors may apply special consideration and make reasonable adjustment to assessment, as required. *(See further information in student handbook – Access & Equity and AHQT policies and procedures – Assessment Policy).*

Document any adjustments to standard assessment

Reassessment

Where students are found not yet competent, Australian Healthcare Qualifications and Training will provide three further opportunities to achieve competency at no cost. Where a student requests to be re-assessed after the 3 attempts a cost of \$200 per unit will be applied and any attempt thereafter. *(see Assessment Policy for further information).*

Assessment Agreement

An assessment agreement is required to ensure that all students are aware of the process and purpose of an assessment and the requirements that achieve competence in this unit.

Student Full Name:	
Unit Code and Title:	CHCADV001 – Facilitate the interests and rights of clients
Qualification:	

Please tick as appropriate	Yes	No	Comment
The purpose of the assessment has been clearly explained			
Assessment methods and outcomes required have been clearly explained and I understand what is required of me to achieve competency in this unit			
I have been made aware of the Assessment and Appeals Policy			
I have discussed any special needs to be considered during assessment with my assessor			
I understand I have three attempts to complete each task satisfactorily. After three attempts, \$200 per unit will be charged to reassess the unit of competency. If after the fourth attempt I am deemed 'Not Yet Competent', I will be required to do further training before reattempting this unit.			
I give permission for the RTO to use my assignment for assessment moderation / validation purposes.			

I declare that I understand how assessment will take place for this unit. I also understand that work completed towards this assessment must be verifiably my own.

Student's Name: _____

Student's Signature: _____ **Date:** ____ / ____ / _____

Assessor's Name: _____

Assessor's Signature: _____ **Date:** ____ / ____ / _____

Assessment Task 2 - Case Studies

Assessment description

Read the Case Studies and answer the questions that follow.

Please provide your answers in the space provided at the end of each scenario. Please ensure your answers are numbered clearly.

Case Study 1

Eve is 74 years old and is vision impaired. She lives at home and manages well with the assistance of the council HACC program and visits from friends and family. Her estranged son Corey moved back home 3 months ago, and he has recently become her financial power of attorney. Over the last couple of weeks Corey has been hinting that Eve should move into a care facility. Eve had collected his washing one day and found a collection of real-estate evaluations of her home and she became very worried that Corey might try to sell her home. Eve enjoys her independence and is becoming quite stressed. She decided to contact her HACC worker Elaine to discuss the situation.

1. What actions should Elaine take?

Assessor Use Only: Satisfactory response provided

YES NO

2. How could she ensure that she was acting in an empowering way?

Assessor Use Only: Satisfactory response provided

YES NO

3. What information could Elaine provide Eve?

Assessor Use Only: Satisfactory response provided

YES **NO**

4. Who should she speak to and why?

Assessor Use Only: Satisfactory response provided

YES **NO**

5. What legal and ethical considerations relate to this situation?

Assessor Use Only: Satisfactory response provided

YES **NO**

Corey is now aware that Eve has engaged an advocacy service to assist her and he is not pleased. He has started inviting his friends to the house for card game nights. Eve feels very intimidated and the stressful effects of the situation has started to impact her health and wellbeing. Elaine is concerned for Eve's safety and health and wellbeing. Eve has asked Elaine to help.

6. How are Eve's rights being infringed?

Assessor Use Only: Satisfactory response provided

YES NO

7. What are Eve's choices?

Assessor Use Only: Satisfactory response provided

YES NO

7b. How could Elaine assist Eve with identifying her rights, needs and choices?

Assessor Use Only: Satisfactory response provided

YES NO

8. How can Elaine assist Eve?

Assessor Use Only: Satisfactory response provided

YES NO

Case Study 2

Ralph is 89 years old and he lives at home with daily support from the local council HACC team. He utilises a variety of services including a handyman, meals on wheels and a house cleaner who also helps him with shopping. Even though he is losing his eyesight and hearing, he is very independent and likes to help the workers where he can. He doesn't like to feel like a burden on people. He also has a speech impairment as a result of a recent minor stroke.

His daughter Ruby organized an ACAT assessment recently and he is refusing to cooperate with them. He is angry because he feels that everyone is trying to make decisions around him without consulting him or taking into consideration his wishes. He strongly protests that he should be in control of his life.

Ruby has contacted her state guardianship and administration authority to ask about having a guardian appointed to decided where Ralph should live.

Ralph wants to stay in his own home and has decided to contact an aged care advocacy service to ask for support. Jim from the aged care advocacy service is meeting with Ralph on Thursday.

1. What information would Jim need to find out to assess Ralphs ability to advocate for himself?

Assessor Use Only: Satisfactory response provided

YES NO

2. What potential barriers might Ralph have and what resources might be utilised to overcome these barriers?

Assessor Use Only: Satisfactory response provided

YES NO

3. How could Jim act to ensure he did not disempower Ralph?

Assessor Use Only: Satisfactory response provided

YES NO

4. Who would Jim need to collaborate and communicate with in this situation?

Assessor Use Only: Satisfactory response provided YES NO

5. Would Jim utilise negotiation, advocacy or mediation in this situation? Explain why?

Assessor Use Only: Satisfactory response provided YES NO

6. What information would Jim be permitted to share with Ruby?

Assessor Use Only: Satisfactory response provided YES NO

Advocacy has begun and Jim notices that Ralph's behaviour is starting to change. He alternates between being frustrated and angry to withdrawn and showing signs of depression.

7. What are the potential risks in this situation?

Assessor Use Only: Satisfactory response provided

YES NO

8. What ongoing support can Jim provide Ralph that encourages him to exercise his rights and personal preferences in a way that doesn't compromise his health, safety and wellbeing or has a negative impact on Ruby either?

Assessor Use Only: Satisfactory response provided

YES NO

9. What work practices could Jim apply that would minimise potential for harm?

Assessor Use Only: Satisfactory response provided

YES NO

10. What are the legal and duty of care requirements that Jim must follow?

Assessor Use Only: Satisfactory response provided

YES **NO**

11. When would Jim need to consult with a Supervisor?

Assessor Use Only: Satisfactory response provided

YES **NO**

Case Study 3

Rita has been a resident of an aged care facility for (3) three months. Getting dressed in the morning is becoming increasingly difficult as she is finding it harder to put on her pantyhose. She has worn pantyhose every day since she was 18 and can't bare to not wear them.

She is an incredibly private lady who has not been coping well having male staff involved with her care. She has asked if staff could please knock before entering her room as the thought of someone seeing her putting on her pantyhose is distressing.

A staff member Joffre, whilst is very pleasant and comes in bouncy and happy every morning, continues to disregard her request to knock and wait for a response and bursts in the door.

This situation is now affecting Rita's ability to sleep, and she has made the decision to make a complaint to the unit supervisor Amy on her next visit.

1. Are Rita's rights being upheld, Why/Why not?

Assessor Use Only: Satisfactory response provided

YES NO

2. Could there be a potential conflict between what Rita needs and what the organisation is able to provide?

Assessor Use Only: Satisfactory response provided

YES NO

3. What legal complaint mechanism could Rita utilise?

Assessor Use Only: Satisfactory response provided

YES **NO**

4. How could Amy assist Rita in lodging a complaint?

Assessor Use Only: Satisfactory response provided

YES **NO**

5. What actions would Amy take once the complaint was raised with her?

Assessor Use Only: Satisfactory response provided

YES NO

6. Once the feedback is obtained what actions could Amy take?

Assessor Use Only: Satisfactory response provided

YES NO

Case Studies Assessment Record

CHCADV001

Facilitate the interests and rights of clients

Reasonable Adjustments made			
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Assessment activity Task 2 – Case Study	Satisfactory	Not Satisfactory	Assessor Initials
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Date: ___ / ___ / _____			
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Assessment Guide

Satisfactory	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is satisfied that all requirements have been met.
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Not Satisfactory	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is not satisfied that all requirements have been met.
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Re- Assessment

___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			

Assessment Task 3 - Project 1

Project 1 - Simulated Scenario

Instructions to the student.

Following are three different scenarios. They relate to the following industry streams;

- Disability
- Home and Community Care
- Aged Care

You are to select the industry that you are currently studying, and complete the scenario including the Home and Community Care scenario. For students that have enrolled in multiple streams, please complete the relevant scenarios accordingly.

Scenario – Disability

In this scenario you are a disability coordinator at a local community centre. One of your clients is Cathy, who is 27 and has an intellectual disability.

Cathy receives a disability support pension each fortnight but only her parents can access the money. They don't think Cathy can manage her own money due to her disability, so they decide how the money is spent. This includes allocating a small amount of pocket money to Cathy each week. They feel they have to make all the decisions for Cathy, as they did when she was a child. They also believe they have a responsibility to look after Cathy to make sure she doesn't get into trouble.

Cathy has other ideas about how she wants to spend her money and she gets very angry with her parents when they don't give her money for things she wants. Her parents have talked to you about this issue as they are worried about Cathy's anger.

1. Describe how you manage the situation.

Assessor Use Only: Satisfactory response provided

YES NO

2. What information you would provide Cathy and her parents?

Assessor Use Only: Satisfactory response provided

YES NO

3. Outline the legal and ethical considerations needed to be considered throughout this situation.

Assessor Use Only: Satisfactory response provided

YES NO

4. List the policies and procedures you might be required to follow within and aged care facility.

Assessor Use Only: Satisfactory response provided

YES NO

5. Provide details on the activities you would complete to review the progress.

Assessor Use Only: Satisfactory response provided

YES NO

Scenario - HACC

Sania is a 24-year-old woman. She was born in Egypt and her family migrated to Australia when she was a toddler. The family has a strong Catholic faith and she is actively involved in the local church and Egyptian community. Sania lives with her family in the suburbs of a large city. Sania has Down Syndrome and attends a training centre for people with intellectual disabilities. She has some learning disabilities.

Sania is a shy young woman who does not speak up for herself very much and can get distracted very easily. She cannot read or write however her verbal skills are good. She can carry on a conversation if she is prompted and reminded of what has been said.

Sania often goes to art class, as she loves to paint. As the coordinator of the HACC association, you often meet with clients to gain feedback on services and support staff. During a conversation with you about the art class at the training centre, Sania said that she couldn't go any more. When you tried to question Sania on why she felt she could not go anymore Sania said the lady who runs the art class said she needed to stop going because she gets too excited and makes a lot of noise and she scares other people.

You asked Sania what she wanted to do, and if she wanted to make a complaint to the lady who runs the art class. Sania said all she wants to do is paint and she did not want to talk to the lady because she was mean.

After talking to Sania for a while you felt that Sania would not be able to advocate for herself without support.

The reasons included:

- **Communication**—Sania could easily be side-tracked while talking if there was no-one to prompt her. Sania would not be able to communicate her needs and feelings clearly.
- **Rights**—Sania does not understand her rights and how they could help her.
- **Problem solving**—Sania did not seem to be able to think how she could talk to the lady and what she might have to do. She also thought that she could just go to the art class and that would be all. Sania could not identify why she might scare the other people in the class or how she might change her behaviour.

1. Describe how you manage the situation.

Assessor Use Only: Satisfactory response provided

YES NO

2. What information would you provide to Sania?

Assessor Use Only: Satisfactory response provided

YES NO

3. Outline the legal and ethical considerations needed to be considered throughout this situation.

Assessor Use Only: Satisfactory response provided

YES NO

4. Considering an organisation, you may complete placement with, list the policies and procedures you might be required to follow.

Assessor Use Only: Satisfactory response provided

YES NO

5. Provide details on the activities you would complete to review the progress.

Assessor Use Only: Satisfactory response provided

YES NO

Scenario – Aged Care

Simon (60 years old) grew up with his family in rural New South Wales. He has a back injury as a result of a car accident that has resulted in him needing a wheelchair for mobility. He never married but has had girlfriends in the past. He worked for a while as a teacher's aide at a special school but as he aged his physical needs increased which made work difficult. He has recently moved into a private nursing home.

At the nursing home Simon has become friendly with one of the other residents, June. Simon and June spend a lot of time together, most of the staff say it is 'cute' and do not take the friendship very seriously. In the past few months Simon and June have become even closer. Simon found out that June is to have a birthday and Simon has decided he would like to make it special and take her out to a nice restaurant for her birthday. Simon asked the support worker on night shift to help him make the arrangements, as they would need a support staff person to come to the dinner, as both he and June need some support with mealtime.

Simon is quite happy to pay for the time of the support worker.

The support worker said there was no way that they would arrange such an outing and that Simon should have dinner in the dining hall with June and the other residents. The support worker said they could get the kitchen to cook a cake and everyone could celebrate together. Simon was very disappointed with this decision and felt that he was being treated unfairly and wanted to find a way that someone would listen to him and support his rights to go out to dinner with June.

He speaks about it with you as you arrive and start the morning shift.

1. Describe how you manage the situation.

Assessor Use Only: Satisfactory response provided

YES NO

2. What information would you provide Simon?

Assessor Use Only: Satisfactory response provided

YES NO

3. Outline the legal and ethical considerations needed to be considered throughout this situation.

Assessor Use Only: Satisfactory response provided

YES **NO**

4. List the policies and procedures you might be required to follow in an aged care facility.

Assessor Use Only: Satisfactory response provided

YES **NO**

5. Provide details on the activities you would complete to review the progress.

Assessor Use Only: Satisfactory response provided

YES **NO**

Project Assessment Record

CHCADV001	Facilitate the interests and rights of clients		
Reasonable Adjustments made			
Assessment activity Task 3 – Project 1	Satisfactory	Not Satisfactory	Assessor Initials
Date: ___ / ___ / _____			
Assessment Guide			
Satisfactory	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is satisfied that all requirements have been met.		
Not Satisfactory	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is not satisfied that all requirements have been met.		
Re- Assessment			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			

Competency Record

Unit Code & Title:	CHCADV001 Facilitate the interests and rights of clients
Student Name:	
Assessment Strategies:	Satisfactory Unsatisfactory
	Assessment Task 2 – Case Studies Assessment Task 3 – Project 1
Student Feedback:	
Assessor Declaration:	Evidence of Competency is: Valid Authentic Sufficient Current All the above assessment modes have been met The assessment has been modified due to Reasonable Adjustment (see below) Gaps in performance were identified and reassessment completed (as per record of results) Feedback given to student: Written (above) Email (attached)
Assessor's Name:	
Assessor's Signature:	Date: ____ / ____ / _____