



**AUSTRALIAN  
HEALTHCARE**  
QUALIFICATIONS & TRAINING

# Learner Assessment

## Task 2 - Case Study

## Task 3 - Simulated Project

**Unit Code: CHCCCS011**

**Unit Name: Meet personal support needs**

**Qualification:**

**Participant Name:** \_\_\_\_\_

Version Control:

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# Contents

<b>Assessment Information .....</b>	<b>2</b>
<b>Instructions to the student.....</b>	<b>4</b>
<b>Assessment Agreement.....</b>	<b>7</b>
<b>Assessment Task 2 - Case Study.....</b>	<b>8</b>
<b>Assessment Task 3 - Simulated Project .....</b>	<b>21</b>

# Assessment Information

<b>Unit Code &amp; Title:</b>	CHCCCS011 Meet Personal Support Needs
<b>Unit Descriptor:</b>	This unit describes the skills and knowledge required to determine and respond to an individual's physical personal support needs and to support activities of daily living.
<b>Application of the Unit:</b>	This unit applies to workers who provide support to people according to an established individualised plan in any community services context. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.
<b>Elements:</b>	<ol style="list-style-type: none"> <li>1. Determine personal support requirements</li> <li>2. Maximise participation</li> <li>3. Provide personal support</li> <li>4. Complete reporting and documentation</li> </ol>
<b>Performance Knowledge:</b>	<p>Evidence must be shown of learners' ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>• Safely supported at least 2 individuals by performing the activities outlined in the performance criteria of this unit. This includes following support requirements of an established individualised plan and supporting each of the following activities: <ul style="list-style-type: none"> <li>- Bed bathing</li> <li>- Dressing, undressing and grooming</li> <li>- Eating and drinking using appropriate feeding techniques</li> <li>- Oral hygiene, shaving, showering</li> <li>- Toileting and the use of continence aids</li> <li>- Using aids and equipment including devices used by the person</li> </ul> </li> <li>• Performed the following hazardous manual handling scenarios at least once: <ul style="list-style-type: none"> <li>- Transferring a person between bed and chair</li> <li>- Transferring a person in and out of car</li> <li>- Falls recovering</li> </ul> </li> </ul>
<b>Knowledge Evidence:</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• Different contexts for provision of personal support and impacts on the way services are provided</li> <li>• Role and responsibilities of the personal support providers and workers</li> <li>• Concepts of enablement and re-ablement</li> <li>• Legal and ethical requirements related to the provision of personal support, and how these are applied in an organisation and individual practice:</li> <li>• Privacy, confidentiality and disclosure</li> <li>• Duty of care</li> <li>• Work health and safety, including manual handling</li> <li>• Basics of: body hygiene, grooming, oral hygiene, human body system</li> </ul>

	<ul style="list-style-type: none"> <li>• Personal safety and security risks associated with provision of personal support and strategies to minimise those risks</li> <li>• Features, functions and safe use of equipment and aids used in provision of personal support and devices used by the person including the importance of adjusting equipment and aids to the needs of the individual</li> <li>• Techniques for completing physical support routines</li> <li>• Infection control procedures</li> <li>• Organisational reporting technologies</li> </ul>
<b>Assessment Conditions</b>	<p>Skills must have been demonstrated in a relevant workplace that provides personal support services to people, with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the person. The following conditions must be met for the unit:</p> <ul style="list-style-type: none"> <li>• Use of suitable facilities and resources including:</li> <li>• Individualised plans specifying different personal support needs</li> <li>• Equipment outlined in individualised plans</li> <li>• Modelling of industry operating conditions including involvement of real people when simulating the provision of service and equipment use</li> </ul> <p>Overall, assessment must involve some real interactions with people who require personal support.</p>

# Instructions to the student

## Purpose of this assessment

This Assessment is designed to test your knowledge and skills against the criteria that is required in order for you to determine and respond to an individual's physical personal support needs and to support activities of daily living.

## Methods of Assessment

The assessments have been developed in consideration to assessment requirements, learning environment and the expectations by industry.

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 1 – Written Questions –** The Written Questions provided in this assessment kit is required to be completed. Assessment Task 1 may be completed within allocated training time or during periods of self-study.

**Assessment Task 2 – Case Studies –** The Case Study/ies provide an opportunity for you to demonstrate your knowledge and skills aligned to settings that reflect your industry. Written answers to questions relating to the different case studies is required. You are required to read the case studies and answer all the questions satisfactorily. Assessment Task 2 may be completed within allocated class time or during periods of self-study.

**Assessment Task 3 – Simulated Project –** This simulated project provides an opportunity for you to demonstrate your competency in a practical setting reflective of the workplace. You are required to read and follow the project instructions. This may include; utilising and completing provided simulated support documentation, participating in role plays, using equipment and/ or providing answers to written questions. Depending on the task you may require guidance from the trainer/assessor and/or participation of other learners. Marking criteria for the simulation is included and is to be used to determine your competency. Please familiarise yourself with both the task instructions and the marking criteria to identify what the trainer/ assessor is looking for.

**Assessment Task 4 – Workplace Project –** This practical project provides an opportunity for you to demonstrate your competency in a practical real work setting. You are required to read the project instructions This may include; collecting and providing documents, providing answers/information to the items listed and/or providing answers to written questions. You are to complete the project without the guidance from the Trainer/Assessor. Where you are not able to undertake the practical project in the workplace, your Trainer /Assessor will provide you support by creating a simulated situation. Where a simulated environment has been created your Trainer/Assessor will record this as a reasonable adjustment to the assessment method.

Between the two assessment methods 3 & 4 the student must demonstrate the ability to safely support 2 individuals in following an individualised plan for each of the following activities;

- Bed bathing
- Dressing, undressing and grooming
- Eating and drinking using appropriate feeding techniques
- Oral hygiene
- Shaving
- Showering
- Toileting and the use of continence aids
- Using aids and equipment including devices used by the person

Along with assisting in one activity for each of the following;

- Transferring a person between bed and chair
- Transferring a person in and out of car
- Falls recovering

**Assessment Task 5 – Observation/Demonstration** – This assessment task enables you to demonstrate your practical skills and knowledge in a workplace context against specified criteria and observed by either your Assessor or Workplace Supervisor. You are to read the instructions provided in this section and completed the tasks while being observed. Either your supervisor or assessor will complete an observation checklist recording either a satisfactory or unsatisfactory performance. Please familiarise yourself with both the task instructions and the observation checklist to identify what the observer is looking for.

Where your demonstration is being observed by the supervisor, your assessor will contact the supervisor to confirm the demonstration and will follow up by asking you verbal questions about the task demonstrated.

### **Resources needed for assessment:**

- Learner Guide
- Simulated environment that reflect real working conditions by modelling industry operating conditions including involvement of real people when simulating the provision of service and equipment use
- Workplace for practical placement
- Individual plans specifying different personal support needs (workplace documents)
- Equipment outlined in individualised plans and simulated assessment tasks
- Access to codes of practice, relevant organisation policies and procedures
- Learning material
- Log book/journal for work placement
- Access to a vehicle
- Access to equipment such as beds, chair and hoist

### **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.

If you have been given a Not Satisfactory assessment outcome you will be given the chance to review with your assessor and discuss the area/s for improvement and time will be elected where you will be required to resubmit the Assessment Workbook as per the assessor's instructions. If you receive a Satisfactory outcome for the individual Assessment Mode, then this outcome will contribute to final judgement of competency for this unit.

## **Reasonable Adjustment**

Special consideration may be applied, and reasonable adjustment given to this assessment, as required. *(See further information in student handbook – Access & Equity and AHQT policies and procedures – Assessment Policy).*

Any adjustments made to standard assessment will be documented clearly in assessment kit either at the front of the booklet or in the individual competency record.

### **Document any adjustments to standard assessment**

## **Reassessment**

Where you are found not yet competent, the AHQT will provide three further opportunities to achieve competency at no cost. If you request 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.

<b>Student Full Name:</b>			
<b>Unit Code and Title:</b>	CHCCCS011 - Meet personal support needs		
<b>Qualification:</b>			
<b>Please tick as appropriate</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>
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 AHQT 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.			
<b>Student's Name:</b> _____			
<b>Student's Signature:</b> _____ <b>Date:</b> ____ / ____ / _____			
<b>Assessor's Name:</b> _____			
<b>Assessor's Signature:</b> _____ <b>Date:</b> ____ / ____ / _____			



# Assessment Task 2 - Case Study

## Assessment description

This assessment is based on a case study for you to read and complete the relevant questions.

### Case Study 1

Mr Sen is a 67-year-old resident. He was born in Japan and recently moved to Australia with his son. In his admission paper work it had a clear history documented on his culture.

Mr Sen has a broken left leg as a result of fall from a slippery surface in his son's home. He has a cast and uses both a walking frame and a scooter depending on the mobility requirements and limitations.

Mr Sen is in your respite care facility as his son needs to go to Japan for 4 weeks.

His son has provided a lot of documentation to his assigned carer to ensure all requirements are clearly understood.

Mr Sens son has advised that his father demonstrates behaviours consistent with Asperger's although he hasn't been formally diagnosed as yet.

Included in his handover were some supportive letters from his doctor in Japan to state that he had strong cultural beliefs about women showering men, his choices were reflected in his admission paperwork. The doctor also stated that in his culture the elderly only bathed not showered once per week. June has discussed Mr Sens case with her supervisor and the care has been assigned to Matty.

#### 1. What activities of daily living services (ADLs) would Matty provide for Mr Sen?

Assessor Use Only: Satisfactory response provided

YES  NO

#### 2. How would Matty go about determining what his needs were and what additional aids he might need?

Assessor Use Only: Satisfactory response provided

YES  NO

**3. How would Matty demonstrate respect for his cultural beliefs/choices and decisions?**

**Assessor Use Only:** Satisfactory response provided      **YES**    **NO**

**4. How could Matty continue to show respect for Mr Sens cultural beliefs/choices and decisions?**

**Assessor Use Only:** Satisfactory response provided      **YES**    **NO**

**5. How would Matty uphold his privacy and dignity when delivering care?**

**Assessor Use Only:** Satisfactory response provided      **YES**    **NO**

## Case Study 2

You have a client who has been unwell, the client wished to attend the excursion to the museum. On the afternoon prior to the excursion the client was admitted to hospital with chest pain. The hospital discharged your client with a follow up appointment and ordered strict bed rest. The next morning the client was waiting in the foyer ready to attend the excursion. If you were the carer what would you do?

1. Describe your duty of care when communicating the risk associated with the client's actions.

Assessor Use Only: Satisfactory response provided

YES  NO

### Case Study 3

You assisted your client Jenne Eve this morning to breakfast. She requested porridge but did not eat it all. You assisted her back to the bathroom to assist her with her shower. She stated she felt unwell but did not appear to have a temperature. When you helped Jenne remove her clothing you noticed that some areas of her skin were very dry but otherwise intact. You assist Jenne to wash her hair and rinse it. You helped her by encouraging her to wash her own hands and face by verbal prompt. You then washed her back arms and legs. You helped Jenne out of the shower and dried her back, legs and feet. She was able to dry her face, torso and arms. You assisted Jenne by asking which clothing she would like to wear today. You laid her clothing on the bed for her to commence getting dressed.

You only assist with her socks and shoes. You then prompted Jenne to lie on the bed until she felt well enough to get up.

1. Complete the progress notes below.

## Progress Notes

**Resident Name:** Jenne Eve

**UR.No:** ACS    **ID:** 002    **D.O.B:** 02/06/1945    **Admission:** 02/02/2012

**Medicare Number:** 3568 25712 3

Date/Time:	Notes:	Signature & Designation:

**Assessor Use Only:** Satisfactory response provided

YES  NO

## Case Study 4

Read the scenarios below. Which example shows how you could provide support to maximise client participation and why?

- A. Mary and Margret are clients who happen to be friends. They are both in for respite for two weeks. They love attending the daily book fair in low care. The book fair starts at 4:30pm. You have a clear map and schedule for the ladies. You provide them with directions to the book fair. They are both physically capable of the walk which is only 50 metres.
- B. Mary and Margret are clients who happen to be friends. They are both in for respite for two weeks. They love attending the daily book fair in low care. The book fair starts at 4:30pm. They are both physically capable of the walk which is only 50 metres. There's a lovely garden view on the way down and easily found. You send staff members to get 2 wheelchairs and drop the ladies to the event.

Assessor Use Only: Satisfactory response provided

YES  NO

## Case Study 5

Personal care worker Mimi is helping Mrs Garth with breakfast. She notices that Mrs Garth is not eating much this morning. Mrs Garth is flushed and drowsy and not swallowing very well. Mimi recognises that Mrs Garth is not her usual self. She appears not well. Mimi calls the supervisor and reports what she has observed and her concerns. The supervisor agrees. She tells Mimi to stop feeding the resident as she is at risk of choking because she is not swallowing well. The supervisor takes Mrs Garth's temperature, pulse and blood pressure. Mrs Garth's temperature is elevated, and the doctor will be contacted.

**1. How has Mimi supported her client's change in condition?**

Assessor Use Only: Satisfactory response provided

YES  NO

**2. Comment on what Mimi has reported to the supervisor and how this is relevant to her client's health.**

Assessor Use Only: Satisfactory response provided

YES  NO

A part of Mimi's role is to monitor and weigh Mrs Garth on a monthly basis. Her individualised care plan stipulates that the electrical weigh chair is to be used to ensure consistency. Her last recorded weight was 87.6 kg. Today Mimi weighed her, and the result was 86.4kg.

**3. Is there a weight loss or gain? If so, what is the difference? Where will this information be recorded?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

Mimi swapped her shift to night shift and is now required to calculate oral intake and output for Mrs Garth as she has been put on a Fluid balance chart at midnight.

**4. Calculate the running total for input and output.**

FLUID BALANCE CHART							Bed No.: 7		
FLUID RESTRICTION    No    Yes _____							Family Name: Garth		
DATE: ____ / ____ / _____							First Name: Barbara		
							D.O.B: 11/11/42		
							Gender:    Male                  Female		
INPUT							OUTPUT		
Time	Oral Intake	I.V. Fluids (incl. central) Batch & Bag Number	Vol	Other (e.g. enteral)	Vol	Running Total	Urine	Other (e.g. drain, gastric contents)	Running Total
01.00									
02.00									
03.00									
04.00									
05.00									
06.00							300		
07.00									
08.00	Orange juice		200						
	Coffee		150						
	Milk with cereal		100						
09.00									
10.00	Coffee		150						
11.00	Water		50						
12.00	Water		125						
	Cordial		50						
13.00									
14.00	Coffee		150						
15.00							250		
16.00									
17.00	Water		250						
18.00							150		
19.00	Milo		150						
20.00									
21.00	Water		75						
22.00							275		
23.00	Water		150						
24.00							450		
24hr Total			TOTAL INTAKE:				TOTAL OUTPUT:		
EVAPORATION:						BALANCE:			

Assessor Use Only: Satisfactory response provided

**YES    NO**



## Case Study 6

Betty is unsteady due to degenerative arthritis. She uses two walking sticks, but it would be safer for her to mobilize with a wheelie frame. At mealtimes, all staff members are alert as Betty enjoys coming to the dining room for her meals. They provide their arms for support if needed. Betty has refused to use a wheelie frame because she feels this would be embarrassing for her. Her son is aware of the situation.

- 1. Discuss how the care team and family members can best promote both Betty's mobility and her independence. Describe the features, functions and safety requirements that would relate to equipment that would be discussed. Discuss informed decision making and risk management in your answer.**

Assessor Use Only: Satisfactory response provided

YES  NO

## Case Study 7

Mr Heck is 76 years old he has been in residential high care for 2 years. Since admitted he has had 4 falls and 6 near misses. Prior to admission there was no history of falls. As time goes on Mr Heck's mobility deteriorates, he is having near misses daily and at a high risk of a serious fall. Staff have been monitoring and documenting in his progress notes. The care plan does not show any interventions for falls or have a falls risk assessment in place. When Dena starts her shift, she goes to check Mr Heck's care plan and is unable to find any care directive to support his recent falls and any interventions.

**1. Explain why it's necessary to review a care plan. How could you contribute?**

**Assessor Use Only:** Satisfactory response provided

YES  NO

**1B. Was there anywhere Dena could have sourced information about Mr Heck?**

**Assessor Use Only:** Satisfactory response provided

YES  NO

2. When caring for Mr Heck what process must Dena follow to ensure his safety? And what process must Dena follow to ensure her safety?

Assessor Use Only: Satisfactory response provided

YES  NO

## Case Study 8

Lorna returned to the nursing home from a week's stay in hospital. She had suffered a mild stroke resulting in some weakness on her left side. Her immediate care needs were assessed by the physiotherapist and the care team. For transfer from her bed to commode to chair, staff would need to use a hoist with two staff in attendance. Lorna also needed full assistance to maintain effective personal hygiene. Lorna also needs assistance with eating and drinking. Nevertheless, with physiotherapy, assistance with care needs and consistent emotional support, Lorna regained most of her former independence.

- 1. Discuss this scenario in terms of how the care team and care routines are critical to client wellbeing and how this has been supported in Lorna's situation.**

Assessor Use Only: Satisfactory response provided

YES  NO

# Case Studies Assessment Record

CHCCCS011

Meet personal support needs

<b>Reasonable Adjustments made</b>			
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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

<b>Satisfactory</b>	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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<b>Not Satisfactory</b>	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 - Simulated Project

Simulated tasks are used in circumstances where you are required to demonstrate skills and knowledge in a simulated environment that replicates industry and real work situations. Simulated tasks are facilitated through the use of a role play based on a scenario.

For this task, you are required to participate in a role play activity.

## Assessment Description

This assessment is an observation of a role play. It consists of a role play of you demonstrating skills in providing loss and grief support.

During the observation of the role play your assessor must confirm that you can:

- Recognise reactions to loss and grief
- Take into account social, cultural, ethnic and spiritual differences
- Interact with individuals with empathy, sensitivity, professionalism and courtesy
- Identify and respect social, cultural, ethnic and spiritual differences
- Select and use verbal and non-verbal communication approaches that acknowledge the individual's emotional needs
- Provide information about grief and bereavement support services and resources
- Identify, suggest or use strategies for formal and informal grief and bereavement support
- Obtain feedback from individual to confirm that options are clearly understood

The role play should take approximately 30 minutes to complete.

you are to refer to the relevant observation checklist as a guide as to what knowledge and skills must be demonstrated to satisfactorily complete this observation.

## Instructions to the student

The instructions below describe how to prepare for the role play if your assessor is directly observing you. To prepare for the role play you will need to:

- Arrange a suitable time for your assessor to observe you complete the role play
- Ensure that you have the necessary resources and equipment to conduct the assessment (if applicable)
- Arrange for a second person to complete the role play with – this may be a work colleague or another student
- Read through the observation checklist and familiarise yourself with the scenario
- Read through the instructions for the role play participants
- Read through the “Demonstration of skills” table to confirm what you will need to demonstrate in the role play
- Read through any other related documentation prior to completing this role play

## Scenario 1

Mr Drew Sandler is an 80-year-old Chinese gentleman who resides in a high care facility where you are employed. Drew has also been assessed as a falls risk. According to his individualised plan he prefers to have a morning shower on a daily basis. Drew can ambulate with supervision and requires assistance with all aspects of daily living.

Throughout the five simulations you will utilise the following to complete the activities;

- Mannequins
- Another person (such as student, peers, friends)

## Simulation 1

**You have been assigned to Drew and throughout your role you are required to complete the following activities:**

- Assist a transfer from bed to bathroom
- Assist with the toilet
- Assist with undressing
- Assist with Shaving
- Assist with dressing
- Assist with applying anti-thrombotic stockings
- Assist with oral care
- Assist with grooming

### Student instructions

- Identify the appropriate level and type of support required
- Ask for consent
- Be aware of any specific support needs
- Respect the person's individual preferences
- Support the person to perform activities independently as much as possible
- Support the person's right to privacy
- Follow workplace health and safety requirements
- Follow safe manual handling strategies
- Follow infection control protocols
- Follow workplace policies & procedures for tasks

## Resources to be utilised for this simulation

<b>Assisting a client transfer from bed to bathroom</b>
<ul style="list-style-type: none"><li>• Walking frame</li><li>• Lifting equipment</li></ul>
<b>Assisting a Client with the toilet</b>
<ul style="list-style-type: none"><li>• Gloves</li><li>• Commode chair or toilet</li><li>• Appropriate continence aids if required</li><li>• Hand basin for hand hygiene</li><li>• Paper towels</li><li>• Rubbish bin</li><li>• Bedpan/slipper pan or urinal bottle if client is resting in bed and requires assistance with toileting</li><li>• Toilet paper</li></ul>
<b>Assisting a Client with Shaving</b>
<ul style="list-style-type: none"><li>• Electric razor or disposable razor</li><li>• Shaving cream or soap (depending on client preference)</li><li>• Aftershave (depending on client preference)</li><li>• Towel</li><li>• Water</li><li>• Sharps container if disposable razor is being used</li></ul>
<b>Assisting a Client with dressing</b>
<ul style="list-style-type: none"><li>• Appropriate clothing as preferred by client suitable for weather</li><li>• Female – bra, petticoat, shirt, skirt/pants/dress, cardigan, stockings/socks</li><li>• Males – singlet, shirt, pants, cardigan, socks</li><li>• Grooming accessories (make –up, jewellery, glasses, hearing aids)</li><li>• Non-slip shoes</li><li>• Hip protectors if required (falls risk)</li><li>• Continence aids if required</li></ul>
<b>Assisting a Client with applying anti-thrombotic stockings</b>
<ul style="list-style-type: none"><li>• Antithrombotic stockings</li><li>• Stocking applicator (if available)</li></ul>
<b>Assisting a Client with Oral Care</b>
<ul style="list-style-type: none"><li>• Towel</li><li>• Gloves</li><li>• Toothbrush</li><li>• Toothpaste</li><li>• Kidney dish</li><li>• Glass</li><li>• Denture mug</li><li>• Polydent/stridden</li></ul>
<b>Assisting a Client with Grooming</b>
<ul style="list-style-type: none"><li>• Grooming accessories for females (brush/comb, make-up, jewellery, perfume)</li><li>• Grooming accessories for males (Shaving cream, electric/disposable razor, deodorant, perfume/aftershave)</li><li>• Appropriate clothing for client as per their preferences and suitable for weather conditions</li><li>• Hip protectors if required (falls risk)</li></ul>



## Observation 1: Bed to Bathroom

### Assessment Description

You are required to work with another person to complete this task.

#### Person 1 (friend, colleague, classmate)

Person 1 takes the role of Drew who requires to be supported and transferred from the bed to the bathroom.

#### Person 2 (student)

You are the personal care worker who is assisting Drew move to the bathroom. You will need to demonstrate the following

Demonstration of skills	
What I will need to demonstrate	How I will demonstrate this
Prepare for transfer	Prepare for transfer by ensuring all risks and obstacles are removed. Communicate with Drew how he would like to be supported and activities you feel will support him Gain consent
Assess dependency	Is he able to stand – independent weight bearing Non-weight bearing (unable to stand) Additional support needed
Manual handling	Use legs to steady yourself rather than using back Discuss with Drew what he can do – Position yourself with one foot between Drews feet and one foot in the direction to go

## Observation Checklist

<b>Student name:</b>			
<b>Assessor name:</b>			
<b>Date and time of observation:</b>	___ / ___ / _____		
<b>Procedure:</b>			
<b>Context:</b>			
<b>During your observations did the student demonstrate the following?</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Prepare the environment by removing any obstacles			
Select equipment needed to suit the activity			
Prepared the individual for the transfer by explaining how you will complete the move			
Observe the individual's comfort level throughout the lift or transfer and make adjustments			
Maintain an appropriate posture while conducting the lift or transfer			
<b>Additional comments:</b>			
<b>Assessor declaration</b>			
In my opinion, the student possesses the necessary skills and knowledge as required to meet personal care support needs and transfer an individual from bed to bathroom in a community care environment.			
<b>Assessor's Name:</b> _____			
<b>Assessor's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____			
<b>Student's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____			

## Observation 2: Assist with Toilet

### Assessment Description

You are required to utilise a mannequin for this. Drew has broken his right leg and right arm as a result of a recent fall. Due to this he utilises a bed pan for going to the toilet.

You are required to help your mannequin (Drew) utilise the toilet.

Drew is unable to assist you as he doesn't have the strength to lift himself nor the ability to lift flex his needs and place his feet flat on the bed mattress.

Demonstration of skills	
What I will need to demonstrate	How I will demonstrate this
Prepare for activity	Gather supplies; bedpan & cover, basin warm water/soap, washcloth/towel, paper towel, toilet tissue, disposable gloves, baby powder Assemble supplies Wash hands, apply gloves
Maintain client dignity and privacy	Explain procedures/expectations to client Ask what they need help with in removing clothing (which Drew said he needs help with removing his pants) Communicate with client about what you are doing Communicate with client as to comfort afterwards and position as needed
Manual handling	Raise bed to comfortable position Fold bed covers, lower bottoms Rolling Drew onto his side away from you
Completing the activity	Sprinkle bedpan with baby powder for ease in sliding on and off the bedpan Placing a paper towel in the bottom to aid in cleaning later Place a protective pad on the mattress and push bedpan downward into the pad Step away from the bed to allow privacy Lower the head of the bed and remove bedpan, cover the bedpan Utilise warm water to clean the area Assist Drew with handwashing Replace clothing and bedcovers Provide safety and comfort Take bedpan to bathroom -Empty contents into toilet, Rinse, disinfect, dry and store bedpan using infection control procedures Remove gloves and wash hands

## Observation Checklist

<b>Student name:</b>			
<b>Assessor name:</b>			
<b>Date and time of observation:</b>	___ / ___ / _____		
<b>Procedure:</b>			
<b>Context:</b>			
<b>During your observations did the student demonstrate the following?</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Use of appropriate equipment such as; <ul style="list-style-type: none"> <li>• Disposable gloves</li> <li>• Wipes and toilet paper</li> <li>• Bedpan and cover</li> </ul>			
Care taken to maintain skin integrity			
Apply appropriate manual handling techniques			
Communicate effectively			
<ul style="list-style-type: none"> <li>• Sprinkle bedpan with baby powder for ease in sliding on and off the bedpan</li> <li>• Placing a paper towel in the bottom to aid in cleaning later</li> <li>• Place a protective pad on the mattress and push bedpan downward into the pad</li> <li>• Step away from the bed to allow privacy</li> <li>• Lower the head of the bed and remove bedpan, cover the bedpan</li> <li>• Utilise warm water to clean the area</li> <li>• Assist Drew with handwashing</li> <li>• Replace clothing and bedcovers</li> <li>• Provide safety and comfort</li> <li>• Take bedpan to bathroom -Empty contents into toilet,</li> <li>• Rinse, disinfect, dry and store bedpan using infection control procedures</li> </ul>			
Consider hygiene requirements: wash hands			
<b>Additional comments:</b>			
<p><b>Assessor declaration</b></p> <p>In my opinion, the student possesses the necessary skills and knowledge as required to; Meet personal support needs and assist an individual with toilet needs.</p>			
<b>Assessor's Name:</b> _____			
<b>Assessor's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____			
<b>Student's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____			

## Observation 3: Assist with undressing and dressing

### Assessment Description

You are required to utilise a mannequin for this.

You are required to help your mannequin (Drew) change his clothing, remembering he has a broken arm and leg, both on the right side.

Demonstration of skills	
What I will need to demonstrate	How I will demonstrate this
Prepare for activity	Communicate procedures and expectations Ensure client is comfortable and privacy is maintained Discuss clothing choices Lay out clothing
Complete Undressing activity	Encourage independence Undress the strongest side first (left side as the right side is broken) Continue communication throughout the activity Demonstrate awareness of how the client might be feeling about someone undressing them
Complete Dressing Activity	Encourage independence Dress the weakest side first (right side as it is broken) Continue communication throughout the activity Demonstrate awareness of how the client might be feeling about someone dressing them

## Observation Checklist

<b>Student name:</b>			
<b>Assessor name:</b>			
<b>Date and time of observation:</b>	___ / ___ / _____		
<b>Procedure</b>			
<b>Context</b>			
<b>During your observations did the student demonstrate the following?</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Communicate procedure and expectations			
Provide for client's comfort and privacy			
Discuss client's preference of clothing after offering a choice			
Dress and undressed the most appropriate side first			
Encourage independence			
Continued communication			
<b>Additional comments:</b>			
<b>Assessor declaration</b>			
In my opinion, the student possesses the necessary skills and knowledge as required to meet personal support needs and to assist with dressing and undressing and individual.			
<b>Assessor's Name:</b> _____			
<b>Assessor's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____			
<b>Student's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____			

## Observation 4: Shaving

### Assessment Description

You are required to utilise a mannequin for this.

You are required to help your mannequin (Drew) shave as his right arm is broken.

Demonstration of skills	
What I will need to demonstrate	How I will demonstrate this
Prepare for activity	Collect equipment; razor, shaving cream, warm water and a washcloth
Communication	Encourage independence Ask Drew how he would like to be helped
Complete shaving activity	Ensure dentures are in his mouth before shaving Apply shaving cream Use one hand to pull the skin tight and smooth Use the shaver with the grain of the hair growth Utilised warm water and a wash cloth to clean the face Apply aftershave or face lotion

## Observation Checklist

<b>Student name:</b>			
<b>Assessor name:</b>			
<b>Date and time of observation:</b>	___ / ___ / _____		
<b>Procedure:</b>			
<b>Context:</b>			
<b>During your observations did the student demonstrate the following?</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Prepare for shaving by collecting all necessary equipment			
Communicated throughout the activity. Asking how to assist first and encouraging independence			
Completed shaving activities; <ul style="list-style-type: none"> <li>• Ensure dentures are in his mouth before shaving</li> <li>• Apply shaving cream</li> <li>• Use one hand to pull the skin tight and smooth</li> <li>• Use the shaver against the grain of the hair growth</li> <li>• Utilised warm water and a wash cloth to clean the face</li> <li>• Apply aftershave or face lotion</li> </ul>			
<b>Additional comments:</b>			
<b>Assessor declaration</b>			
In my opinion, the student possesses the necessary skills and knowledge as required to meet personal support needs and assist an individual with shaving.			
<b>Assessor's Name:</b> _____			
<b>Assessor's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____			
<b>Student's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____			



## Observation 5: Assisting with oral care

### Assessment Description

You may utilise a mannequin or another person for this activity

#### Person 1 (friend, colleague, classmate)

Person 1 takes the role of Drew who requires assistance to brush his teeth, now that he has broken his right arm

#### Person 2 (student)

You are the personal care worker who is assisting Drew clean his teeth. You will need to demonstrate the following

Demonstration of skills	
What I will need to demonstrate	How I will demonstrate this
Prepare for activity	Gather equipment; soft or soft bristled manual toothbrush, toothpaste, emesis basin, disposable cup, water, protective covering for clothing, protective gloves  Wash hands and apply gloves
Communication	Communicate the procedure to Drew
Completing activity	Place Drew in a seated (minimum 60 degrees) or standing position prior to beginning  Place protective covering over the persons clothing  Apply water and small amount of toothpaste to the toothbrush  Brush all surfaces of the teeth and gum line before brushing the inside of the teeth.  Offer Drew the opportunity to spit into the emesis basin as needed (if using the mannequin, turn it to one side to allow the liquid to run from its mouth into a folded cloth)  Rinse the toothbrush periodically and apply another small amount of tooth paste as needed  Clean the inside and outside of teeth
Clean up	Clean and dry the area around the persons mouth  Remove protective covering  Dispose of soiled linen and waste  Remove and dispose of gloves  Wash hands

## Observation checklist

<b>Student name:</b>			
<b>Assessor name:</b>			
<b>Date and time of observation:</b>	___ / ___ / _____		
<b>Procedure</b>			
<b>Context</b>			
<b>During your observations did the student demonstrate the following?</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Gather all appropriate equipment			
Communicate effectively showing care and dignity			
Completed oral care by actioning the following; <ul style="list-style-type: none"> <li>Place Drew in a seated (minimum 60 degrees) or standing position prior to beginning</li> <li>Place protective covering over the persons clothing</li> <li>Apply water and small amount of toothpaste to the toothbrush</li> <li>Brush all surfaces of the teeth and gum line before brushing the inside of the teeth.</li> <li>Offer Drew the opportunity to spit into the emesis basin as needed (if using the mannequin, turn it to one side to allow the liquid to run from its mouth into a folded cloth)</li> <li>Rinse the toothbrush periodically and apply another small amount of tooth paste as needed</li> <li>Clean the inside and outside of teeth</li> </ul>			
Followed effective clean up practices including; <ul style="list-style-type: none"> <li>Clean and dry the area around the persons mouth</li> <li>Remove protective covering</li> <li>Dispose of soiled linen and trach</li> <li>Remove and dispose of gloves</li> <li>Wash hands</li> </ul>			
<b>Additional comments:</b>			
<p><b>Assessor declaration</b></p> <p>In my opinion, the student possesses the necessary skills and knowledge as required to meet personal support needs and assist an individual with oral care needs.</p> <p><b>Assessor's Name:</b> _____</p> <p><b>Assessor's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____</p> <p><b>Student's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____</p>			

## Observation 6: Assisting with grooming

### Assessment Description

You may utilise a mannequin or another person for this activity

#### Person 1 (friend, colleague, classmate)

Person 1 takes the role of Drew who requires assistance with grooming, now that he has broken his right arm

#### Person 2 (student)

You are the personal care worker who is assisting Drew complete his grooming routine, namely;

- Washing hands and nail care
- Brushing & styling hair

You will need the following resources;

- Wash basin with warm water
- Hand washing lotion
- Paper towels
- Lotion or petroleum jelly
- Emery board for filing nails
- Brush
- Spray bottle with water (and maybe conditioner)

Demonstration of skills – Nail Care	
What I will need to demonstrate	How I will demonstrate this
Prepare for activity	Gather equipment; wash basin, warm water, washing lotion, lotion or petroleum jelly, paper towels, emery board or nail file Wash hands Arrange items next to Drew Ensure that Drew does not have diabetes or decreased circulation to his hands
Communication	Communicate the procedure to Drew
Completing activity	Place Drew in a seated (minimum 60 degrees) position Allow Drew to soak his hands for 10 minutes Shape nails with emery board or nail file Apply lotion or petroleum jelly to hands
Clean up	Clean and return equipment and supplies Discard any disposable items

## Observation checklist

<b>Student name:</b>			
<b>Assessor name:</b>			
<b>Date and time of observation:</b>	___ / ___ / _____		
<b>Procedure:</b>			
<b>Context:</b>			
<b>During your observations did the student demonstrate the following?</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Prepared for the activity by collecting all the necessary equipment			
Gained consent off Drew and communicated effectively			
Water temperature suited the client			
Maintained skin integrity			
Ensured Drew was comfortable with all activities			
Gently used emory board or nail file as per client wishes			
Used lotion softly and slowly			
<b>Additional comments:</b>			
<p><b>Assessor declaration</b></p> <p>In my opinion, the student possesses the necessary skills and knowledge as required to meet personal support needs and assist an individual with grooming needs.</p> <p><b>Assessor's Name:</b> _____</p> <p><b>Assessor's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____</p>			
<p><b>Student's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____</p>			

## Simulation 2

You are transferring Drew from the shower chair to his arm chair to position him for breakfast. Drew loses his balance and starts to fall. You need to respond to the situation and assist Drew safely.

For this demonstration you are to demonstrate your skills in assisting with a fall recovery.

The skill demonstration will assess the learner's ability to:

- Safely prepare for the task and adjust any equipment, aids, and appliances
- Complete manual handling support in a safe manner
- Use equipment, aids, and devices in a safe manner
- Adjust equipment and aids to meet the needs of an individual

### Student instructions

The instructions below have been developed for the people involved in the role play.

#### Person 1 (friend, colleague, classmate)

Person 1 takes the role of Drew who whilst in care has slipped whilst being transferred from the shower chair to his arm chair. Drew has a history of falls and is able to get into a fall recover position with the assistance of a PCA.

#### Person 2 (student)

You are the personal care worker who is assisting Drew after he has had a fall. The individual has taken a fall from the shower chair whilst he was being transferred to the arm chair.

To assist the individual you will first need to assess for any risks and identify if the individual is injured.

You are aware that the individual is Chinese as indicated in the care plan.

You have an understanding that in some cultures touching someone of Chinese culture can be taboo. Knowing this, you always assure Drew and explain what you are doing and how you are assisting.

You place the pillow under Drew's head for comfort. You will need to prepare for the recovery by asking Drew to roll to their side and get on their hands and knees.

Drew will need to use a chair to assist in getting up.

The table below describes what you will need to demonstrate during the observation, and provides a suggestion as to how you will demonstrate this.

<b>Demonstration of skills</b>	
<b>What I will need to demonstrate</b>	<b>How I will demonstrate this</b>
Assess the situation for any risks	<p>Ask the individual questions to assess if they are conscious - <i>Did you bang your head?</i> <i>Do you remember falling?</i></p> <p>Assess the individual for any dizziness</p>
Identify if the individual has any injuries	Look for signs of injury – blood loss, skin tea
Take into consideration any cultural needs when assisting with the fall recovery	<p>Explain to the individual what you are doing “I am checking to see if you have injured yourself” I need to slightly lift your head to place a pillow underneath.</p> <p>Touching the head can be taboo in some cultures, so always talk to the individuals</p>
Assist the individual with a fall recovery following organisation procedures	<ul style="list-style-type: none"> <li>• Place a pillow under the individual’s head for comfort</li> <li>• Cover the individual if required</li> <li>• Identify if the individual is able to stand on their own</li> <li>• Ask the individual to roll on to their side and get on their hands and knees</li> <li>• If the individual is ok, place a chair as close as possible to the individual’s hip</li> <li>• Ask the individual to lean on chair with their closest hand, and using their nearest leg get them to put their foot flat on the floor and push up into a sitting position using their leg and arm</li> <li>• If the individual cannot get onto the chair, ask them to lie down again and use the hoist machine</li> </ul>

## Observation Checklist

<b>Student name:</b>			
<b>Assessor name:</b>			
<b>Date and time of observation:</b>	___ / ___ / _____		
<b>Procedure:</b>			
<b>Context:</b>			
<b>During your observations did the student demonstrate the following?</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Assess the situation for any risks			
Identify if the individual has any injuries			
Take into consideration any cultural needs when assisting the individual to recover from a fall			
Assist the individual to recover from a fall following organisation procedures			
<b>Additional comments:</b>			
<b>Assessor declaration</b>			
In my opinion, the student possesses the necessary skills and knowledge as required to respond to a fall in a community care environment.			
<b>Assessor's Name:</b> _____			
<b>Assessor's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____			
<b>Student's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____			

## Simulation 3

It is 0730 hrs and Drew Sandler has requested to have a bed bath.

Resource needed include;

- Towels x 4
- Face washers x 2
- Extra bed linen if required
- Slide sheet
- Soap
- Wash basin
- Disposable gloves
- Moisturising body lotion

### Instructions to the student

You are to utilise a mannequin as Drew and complete a bed bath. Drew has already spoken with you about his dislike of being touched, however due to his injuries and immobility he understands that a bed bath is necessary. He is comfortable with your communication style and that you explain the procedures and continue to talk to him through each step of the bath.

The table describes what the student will need to demonstrate during the observation and provides a suggestion as to how they are to demonstrate this

Demonstration of skills	
What I will need to demonstrate	How I will demonstrate this
Communication	<ul style="list-style-type: none"> <li>• Discuss preferences</li> <li>• Explain procedures and continue communicating throughout the activity</li> </ul>
Gather all necessary equipment	<ul style="list-style-type: none"> <li>• Towels x 4</li> <li>• Face washers x 2</li> <li>• Extra bed linen if required</li> <li>• Slide sheet</li> <li>• Soap</li> <li>• Wash basin</li> <li>• Disposable gloves</li> <li>• Moisturising body lotion</li> </ul>
Prepare for bed bath	<ul style="list-style-type: none"> <li>• Wash hands</li> <li>• Put on disposable gloves</li> <li>• Place two large towels, one covering the shoulders to waist and the other from the waist to the top of Drews top sheets</li> </ul>



What I will need to demonstrate	How I will demonstrate this
Complete bed bath	<ul style="list-style-type: none"> <li>• Carefully remove top sheets leaving towels in place</li> <li>• Use one wash cloth for cleansing, another for rinsing</li> <li>• Wash Drews face</li> <li>• Clean and dry behind ears</li> <li>• Place towel lengthwise under Drews arm. Wash, rinse and pat dry the arm, armpit and hand</li> <li>• Repeat on other side</li> <li>• Lift up chest towel just enough to expose the chest and wash, rinse and pat dry</li> <li>• Recover chest</li> <li>• Lift up towel covering abdomen and wash the area to the groin, Rinse and pat dry</li> <li>• Replace towel</li> <li>• Place towel length wise under Drews leg. Wash, rinse and pat dry the leg and foot.</li> <li>• Dry between the toes</li> <li>• Repeat on other side of body</li> <li>• Turn Drew away from you, exposing just the back, place a towel lengthwise close to back.</li> <li>• Begin at shoulders and work down towards buttock; wash, rinse and pat dry the back.</li> <li>• Turn Drew onto his back. Wipe genital area from front to back towards anal area</li> <li>• Turn Drew onto his side and wash the rectal area front to back, rinse and pat dry</li> </ul>
Complete after bath activities	<ul style="list-style-type: none"> <li>• Apply moisturiser</li> <li>• Dress Drew</li> <li>• Put away supplies</li> <li>• Remove gloves</li> <li>• Wash hands</li> </ul>

## Observation Checklist

<b>Student name:</b>			
<b>Assessor name:</b>			
<b>Date and time of observation:</b>	___ / ___ / _____		
<b>Procedure</b>			
<b>Context</b>			
<b>During your observations did the student demonstrate the following?</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Prepare the individual for a bed bath with effective communication skills			
Gather the correct equipment at the start of the bath			
Prepared for the bed bath following hygienic processes			
<p>Completed the bed bath following the below processes;</p> <ul style="list-style-type: none"> <li>• Carefully remove top sheets leaving towels in place</li> <li>• Use one wash cloth for cleansing, another for rinsing</li> <li>• Wash Drows face</li> <li>• Clean and dry behind ears</li> <li>• Place towel lengthwise under Drows arm. Wash, rinse and pat dry the arm, armpit and hand</li> <li>• Repeat on other side</li> <li>• Lift up chest towel just enough to expose the chest and wash, rinse and pat dry</li> <li>• Recover chest</li> <li>• Lift up towel covering abdomen and wash the area to the groin, Rinse and pat dry</li> <li>• Replace towel</li> <li>• Place towel length wise under Drows leg. Wash, rinse and pat dry the leg and foot.</li> <li>• Dry between the toes</li> <li>• Repeat on other side of body</li> <li>• Turn Drew away from you, exposing just the back, place a towel lengthwise close to back.</li> <li>• Begin at shoulders and work down towards buttock; wash, rinse and pat dry the back.</li> <li>• Turn Drew onto his back. Wipe genital area from front to back towards anal area</li> <li>• Turn Drew onto his side and wash the rectal area front to back, rinse and pat dry</li> </ul>			

During your observations did the student demonstrate the following?	Yes	No	Comments
Change the water to ensure it kept warm			
Acted carefully to maintain skin integrity			
Once bed bath completed; <ul style="list-style-type: none"> <li>• Applied moisturiser</li> <li>• Assisted in dressing</li> <li>• Put away supplies</li> <li>• Removed gloves</li> <li>• Washed hands</li> </ul>			
<b>Additional comments:</b>			
<b>Assessor declaration</b> In my opinion, the student possesses the necessary skills and knowledge as required in demonstrating their ability to assist an individual in receiving a bed bath.			
<b>Assessor's Name:</b> _____  <b>Assessor's Signature:</b> _____ <b>Date:</b> ____ / ____ / _____			
<b>Student's Signature:</b> _____ <b>Date:</b> ____ / ____ / _____			

## Simulation 4

It is 0900 hrs and Drew Sandler needs support having his breakfast.

For this demonstration the student is to demonstrate their skills in assisting with feeding.

The skill demonstration will assess the learner's ability to:

- Safely prepare for the task
- Use equipment, aids, and devices in a safe manner

### Instruction to the role play participants

The instructions below have been developed for the people involved in the role play.

#### Person 1 (friend, colleague, classmate)

Person 1 takes the role of Drew who due to a recent fall requires assistance with eating. You will gauge what amount of support you need to complete the meal.

#### Person 2 (student)

You are the personal care worker who is assisting Drew eat his breakfast. You will require; utensils, napkin, bowl or plate, clothing protector, cup and food items, liquid to drink.

The table describes what the student will need to demonstrate during the observation and provides a suggestion as to how they are to demonstrate this

Demonstration of skills	
What I will need to demonstrate	How I will demonstrate this
Communication	<ul style="list-style-type: none"><li>• Discuss what support Drew would like you to take</li><li>• Maintain dignity of Drew at all times</li><li>• Encourage Drew to be independent as he can be</li><li>• Explain what foods are on the plate</li><li>• Ask what he wants to eat first</li><li>• Offer liquid at regular intervals</li></ul>
Gather all necessary equipment	Utensils, bowls, clothing protector, cup and food items
Assist with Eating	<ul style="list-style-type: none"><li>• Sit next to Drew at eye level</li><li>• Ensure Drew is sitting with his head elevated to prevent choking</li><li>• Provide only the amount of assistance Drew wants you to give</li><li>• Ensure the food is well cut up to avoid choking</li><li>• Ensure he has swallowed each mouthful before providing more food</li><li>• Assist in wiping his face</li></ul>
Complete feeding assistance	Assist washing his hands if he needs assistance

# Observation Checklist

<b>Student name:</b>			
<b>Assessor name:</b>			
<b>Date and time of observation:</b>	___ / ___ / _____		
<b>Procedure:</b>			
<b>Context:</b>			
<b>During your observations did the student demonstrate the following?</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Communication skills to support and maintain dignity			
Encourage independence and applied a person-centred approach			
Utilised correct equipment to support feeding assistance			
Sat at Drews eye level			
Completed feeding assistance safely and ensured there was no risk to choking			
Provided the food in appropriate mouthful sizes and delivered the mouthfuls at a suitable pace			
Assisted in wiping Drews face throughout the meal			
Followed procedures when finished feeding; such as washing hands and cleaning up.			
<b>Additional comments:</b>			
<b>Assessor declaration</b>			
In my opinion, the student possesses the necessary skills and knowledge as required in demonstrating their ability to assist an individual with feeding.			
<b>Assessor's Name:</b> _____			
<b>Assessor's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____			
<b>Student's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____			

## Simulation 5

Drew visits his wife in the Hospital every Tuesday.

This assessment is an observation of a role play. It consists of a role play of you demonstrating skills in assisting with a vehicle transfer.

During the observation of the role play the assessor is to confirm that the learner can:

- Safely prepare for the task and adjust any equipment, aids, and appliances
- Complete manual handling support in a safe manner
- Use equipment, aids, and devices in a safe manner
- Adjust equipment and aids to meet the needs of an individual

The role play should take approximately 30 minutes to complete.

### Instructions for the role play participants

The instructions below have been developed for the people involved in the role play.

#### **Person 1 – (work colleague/friend/another student/class mate)**

You are Drew who needs to visit his wife at the hospital. You will need assistance transferring in and out of a car.

#### **Person 2 (student)**

You are the personal care worker who is assisting Drew with transferring in and out of a car. You will need to ensure you identify any risks associated with the transfer. You will need to communicate with Drew as to how you would like them to assist you during the transfer. You will need to follow correct procedure to safely transfer Drew from the walking frame to the vehicle, and out of the vehicle into a standing position with the walking frame. You will need to observe Drews comfort level throughout the transfer and make adjustments and maintain an appropriate posture while conducting the transfer.

The table describes what the student will need to demonstrate during the observation and provides a suggestion as to how they are to demonstrate this.

Demonstration of skills	
What I will need to demonstrate	What I will need to demonstrate
Identify any risks associated with the transfer	<p>Ensure brakes are on the walker</p> <p>Ensure there are no tripping or slip hazards</p>
Communicate how you would like the individual to assist with the transfer	<p>Explain to the individual how you will be moving them, ask if the person is comfortable.</p>
Use correct procedures to safely transfer the individual from the walking frame to the vehicle	<ul style="list-style-type: none"> <li>• Slide the car seat as far back as it will go –               <ul style="list-style-type: none"> <li>- If it is an electric seat, you can make it higher, or place a cushion on the seat if the seat is low</li> </ul> </li> <li>• Ask the individual to walk backwards until they can feel the car seat with the backs of their legs</li> <li>• Ask the individual to put their hands on a suitable place on the car; if it is the door, prop the door with your body weight to keep it still and get them to sit as far back onto the car seat as they can</li> <li>• Move the walker out of the way</li> <li>• Ask the individual to move back into the seat as far as they can</li> </ul>
Use correct procedures to safely transfer the individual out of the vehicle into a standing position with the frame	<ul style="list-style-type: none"> <li>• Slide the car seat back as far as it would go</li> <li>• Check the seat back is fully upright</li> <li>• Ask the individual to lift their legs out of the vehicle</li> <li>• Ask the individual to move forward until their feet are flat on the ground</li> <li>• Ask the individual to hold on to something as they stand</li> <li>• Ask the individual to transfer hands to the walker (with brakes applied)</li> <li>• Ask the individual to lift their legs into the car – they may find it easier to get one in at a time. They can use a walking stick to push against the floor of the car to make it easier</li> </ul>

## Observation checklist

<b>Student name:</b>			
<b>Assessor name:</b>			
<b>Date and time of observation:</b>	___ / ___ / _____		
<b>Procedure:</b>			
<b>Context:</b>			
<b>During your observations did the student demonstrate the following?</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Collects equipment needed for the transfer			
Identify any risks associated with the transfer			
Communicate how you would like the individual to assist with the transfer			
Use correct procedures to safely transfer the individual from the walking frame to the vehicle			
Use correct procedures to safely transfer the individual out of the vehicle into a standing position with the frame			
<b>Additional comments:</b>			
<b>Assessor declaration</b>			
In my opinion, the student possesses the necessary skills and knowledge as required to transfer an individual from a seated position into a car.			
<b>Assessor's Name:</b> _____			
<b>Assessor's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____			
<b>Student's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____			



## Simulated Project Assessment Record

CHCCCS011

Meet personal support needs

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

## Competency Record

<b>Unit Code &amp; Title:</b>	CHCCCS011 – Meet personal support needs
<b>Student Name:</b>	
<b>Assessment Strategies:</b>	Satisfactory    Unsatisfactory
	Assessment Task 2 - Case Studies Assessment Task 3 - Simulation Project
<b>Student Feedback:</b>	
<b>Assessment Result:</b>	The participant is COMPETENT The participant is NOT YET COMPETENT
<b>Assessor Declaration</b>	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)
<b>Assessor's Name:</b>	
<b>Assessor's Signature:</b>	Date: ____ / ____ / _____