



**AUSTRALIAN  
HEALTHCARE**  
QUALIFICATIONS & TRAINING

# Learner Assessment

## Task 2 - Case Study

## Task 3 - Simulated Practical

**Unit Code: CHCAGE001**

**Unit Title: Facilitate the empowerment of older people**

**Qualification:**

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

Version Control:

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# Assessment Information

<b>Unit Code &amp; Title:</b>	<b>CHCAGE001 – Facilitate the empowerment of older people</b>
<b>Unit Descriptor:</b>	The focus of this unit is to apply the skills and knowledge required to respond to the goals and aspirations of older people and provide support services in a manner that focuses on improving health outcomes and quality of life, using a person-centred approach.
<b>Application of the Unit:</b>	This unit applies to support workers in residential or community contexts.
<b>Elements:</b>	<ol style="list-style-type: none"> <li>1. Develop relationships with older people</li> <li>2. Provide services to older people</li> <li>3. Support the rights of older people</li> <li>4. Promote health and reablement of older people</li> </ol>
<b>Performance Knowledge:</b>	<p>Evidence must be shown of learner's 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>• Responded to the goals and aspirations of at least 2 older people, 1 in a simulated environment and 1 in the workplace: <ul style="list-style-type: none"> <li>- Employing flexible, adaptable and person-centred approaches to empower the individual</li> <li>- Recognising and responding appropriately to situations of risk or potential risk</li> </ul> </li> <li>• Used oral communication skills to maintain positive and respectful relationships</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>• Structure and profile of the aged care sector: <ul style="list-style-type: none"> <li>- Residential aged care sector, home and community support sector, current best practice service delivery models</li> <li>- Relevant agencies and referral networks for support services</li> </ul> </li> <li>• Key issues facing older people, including: <ul style="list-style-type: none"> <li>- Stereotypical attitudes and myths and the impact of social devaluation on an individual's quality of life</li> </ul> </li> <li>• Implications for work in the sector, including: <ul style="list-style-type: none"> <li>- Concepts of positive, active and healthy ageing</li> <li>- Rights-based approaches, person-centred practice, consumer directed care, palliative approach</li> <li>- Empowerment and disempowerment, re-ablement and effective re-ablement strategies</li> </ul> </li> <li>• The ageing process and related physiological and psychological changes, including sexuality and gender issues</li> <li>• Strategies that the older person may adopt to promote healthy lifestyle practices</li> <li>• Legal and ethical considerations for working with older people, including: <ul style="list-style-type: none"> <li>- Codes of practice, discrimination, dignity of risk, duty of care, human rights, privacy, confidentiality and disclosure</li> <li>- Work role boundaries – responsibilities and limitations, work health and safety</li> <li>• Indicators of abuse and/or neglect, including physical, sexual, psychological, financial</li> <li>• Reporting requirements for suspected abuse situations</li> <li>• The impact of own attitudes on working with older people</li> </ul> </li> </ul>
<b>Assessment Conditions</b>	<p>All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace. The following conditions must be met for this unit:</p> <ul style="list-style-type: none"> <li>• Use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> <li>- Relevant organisation policies and procedures</li> <li>- Relevant aids to assist with independent living</li> </ul> </li> </ul>

# 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 respond to the goals and aspirations of older people and provide support services in a manner that focuses on improving health outcomes and quality of life, using a person-centred approach.

## 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 are 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 Practical–** 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.

**Assessment Task 4 – 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:

- Simulated environment that reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.
- 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
- Logbook/journal for work placement

## What you need to do:

- Complete the activities as described above
- Take a photocopy 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 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 RTO 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 RTO 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>	<b>CHCAGE001 Facilitate the empowerment of older people</b>
<b>Qualification:</b>	

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 Study

## Assessment description

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

This assessment task is separated into two sections.

1. Three case studies are provided for you to read and provide written responses to the questions that follow.
2. There is a case study provided that requires a simulated practical demonstration of how you would provide support to the client

## Case Study 1

Rosemary who is employed at Care to you Nursing Home has been recently engaged to meet with Ben in order to encourage Ben to participate in one of the activities run at the centre. Rosemary has taken it upon herself to enrol him in the weekly bowling programs. She thinks that it will be good for Ben because the ladies play bowls and that will make him happy.

Ben has never been into physical sports and prefers to sit and watch reruns of spicks and specks. He enjoys watching the comedians and guessing the songs. It makes him happy. He also has problems with his shoulders from years of swimming laps and he avoids doing anything that aggravates it as it can wake him up in the middle of the night with discomfort.

Rosemary thinks that Ben is just wasting away his life and should get more active. She often leaves brochures relating to heart disease and comments regularly on how inactivity is the worst thing for people. She never directs anything personally to Ben so feels it is quite ok to make her opinion known in other subtle ways.

Rosemary often complains about Ben in the tearoom with her colleagues. She thinks he is lazy because he was an only child and she personally thinks that children who grow up in one child families are prone to be lazy.

1. **Do you think Rosemary's behaviour towards Ben will help her develop a relationship with him? Explain your answer.**

2. Is her behaviour indicative of someone wanting to promote empowerment with an older person?

Assessor Use Only: Satisfactory response provided

YES  NO

3. What else is she doing that would be considered unethical?

Assessor Use Only: Satisfactory response provided

YES  NO

4. Has Bens rights been upheld?

Assessor Use Only: Satisfactory response provided

YES  NO

**4b. What actions would you take if you were Rosemary's colleague?**

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

**5. Rosemary has received disciplinary action and you have been asked to take over providing care services for Ben. Describe how you would;**

**Commence developing a relationship with him**

**Encourage Ben to participate in an active way towards achieving better health outcomes and quality of life**

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

6. What activities would you recommend for Ben with the information provided in this case study?

Assessor Use Only: Satisfactory response provided

YES  NO

7. What adjustments might you have to make?

Assessor Use Only: Satisfactory response provided

YES  NO

## Case Study 2

Mrs B is a 75-year-old who has recently become a widow, and her daughter Jenny has organised for home care services through the local council. Jenny is concerned that since her father's passing, her mother has withdrawn from socialising with friends or participating in activities such as golf and weekly exercise in the park group, which she once loved and always looked forward to.

Sarah has been allocated to care for Mrs B, and met with her daughter to discuss her mother's care needs, and to find out background information that will assist Sarah in supporting the family.

Jenny provided lots of information to Sarah including;

- Mrs. B worked in childcare for 50 years
- She visited the prep classroom every week after retiring to assist the prep room teacher with reading with the children
- She is a keen golfer
- She has a lovely group of lady friends and enjoys catching up for cups of tea and walking around the local plaza window shopping
- She enjoys attending exercise classes in the park twice a week; Mondays and Thursdays. She has always been into exercise.
- Mrs. B walks every day and had done aerobics and swimming for most of her life
- She loves to garden; however, her husband had been changing the garden to make it more manageable. Their once thriving patch of vegies is now 4 rows of weeds
- She loves to travel. Mr B didn't like to travel much so they didn't do much travelling, but it was something she always wanted to do
- Mrs. B always ate healthily and loved to read the health section of the Sunday paper. Jenny notices that when she visits her mother the papers are left untouched in the driveway
- Mrs. B feeds the maggies raw mincemeat. She loves to meet the new babies. This is one activity that Jenny notices that her mother still does.

Sarah spent the next 4 weeks getting to know Mrs B. As time went on, Sarah started to tend to Mrs B's garden. Initially Mrs B watched from the kitchen window however would not show interest in participating. Sarah encouraged Mrs B to sit outside on the small table and chair set on the back lawn with her cup of tea and provide advice on what she should be doing in the garden. Mrs B slowly started to provide hands on help and now the vegie garden has 7 rows of in season vegetables.

Throughout this time working on the garden, Sarah focused on communicating in a manner that would support and build a trusting relationship. Sarah recognised and embraced Mrs B's different ways of gardening and encouraged her to open up about her life and how she came to be a great gardener.

Sarah was also able to gain a sense of what Mrs B was able to do physically and suggested that they go for a walk. Over time Mrs B expressed her desire to return to exercise and asked if Sarah would take her.

Sarah advised Mrs B that she needed to comply with company policies and procedures which included putting together an individual plan detailing Mrs B's activities.

This provided an avenue for Sarah and Mrs B to discuss the services available to older people and determine what needs Mrs B had that Sarah could support. Sarah enabled Mrs B to direct the conversation and select what she wanted to do. Sarah provided prompts and information about what was available, however was led by Mrs B. Mrs B shared that she didn't want Sarah telling other people about her life and that she was a very private person. She opened up about her feelings about her late husband's passing and said that she found it difficult to go back to her normal life and see her friends. Sarah reminded Mrs B of the privacy policy within the organisation and supported her demonstrating empathy regarding her disclosure about her feelings.

**1. Which out of the following practices and approaches were applied in this scenario? Tick the related concepts:**

- Concepts of positive, active and healthy ageing
- Rights based approaches
- Person centred practice
- Consumer directed care
- Empowerment
- Disempowerment
- Palliative approach
- Reablement and effective re-ablement strategies

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

**2. Within this role, what are the legal and ethical considerations Sarah will need to follow?**

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

**3. List a minimum of five (5) policies and procedures Sarah will be required to comply with.**

1.

2.

3.

4.

5.

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

4. From this case study, outline what Sarah did that would be considered as promoting empowerment and showing Mrs B respect.

Assessor Use Only: Satisfactory response provided YES  NO

4b. What steps did she take towards developing a relationship? Why is this important?

Assessor Use Only: Satisfactory response provided YES  NO

5. What activities and services could Sarah suggest for Mrs B?

Assessor Use Only: Satisfactory response provided YES  NO

6. What are the risks or potential risks associated with ageing that Sarah might discuss with Mrs. B?

Assessor Use Only: Satisfactory response provided YES  NO

7. What strategies could Sarah utilise to maximise engagement and promote healthy lifestyle practices with Mrs B?

Assessor Use Only: Satisfactory response provided YES  NO

Sarah has been providing care services for Mrs B for 6 months and she has decided it was time to discuss participating in activities that she once loved; i.e.; golf, exercise classes, swimming, socialising. Mrs B was very open to the discussion and Sarah was able to openly discuss the changes that have occurred in Mrs B's life associated with ageing and the passing of her husband and how this has impacted her.

8. Are the rights of Mrs B being supported? Why/Why not?

Assessor Use Only: Satisfactory response provided YES  NO

9. What will be the reporting process Sarah should undertake?

Assessor Use Only: Satisfactory response provided YES  NO

10. What response should the Home and Community team provide to Mrs B and her family?

Assessor Use Only: Satisfactory response provided YES  NO

Mrs B recently had a stroke, she is finding it difficult to participate in her exercise classes. Her daughter Jenny thinks that because she had a stroke, and she is now older, that she doesn't need to exercise as much anymore.

11. Is this a fact or myth? Explain.

Assessor Use Only: Satisfactory response provided YES  NO

**11b. What impact could this thinking have on Mrs B?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

**12. What strategies and modifications could be utilised that would enable Mrs B to continue participating in exercise?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

## Case Study 3

John has lived in residential aged care for the past 10 years. He is cared for on a full-time basis in a dementia specific wing. The wing is secure, and he is unable to leave the wing without full supervision and planning by care staff for his safety. His son, Brett, has taken over the family financials and has had John assessed as cognitively incapable of handling his own finances. Therefore, he manages the process entirely for his father, John. Although John has dementia, he is still aware of his surroundings and his need of his son to provide financial clarity on his banking as he would like to use some of his money to pay for additional activities within the care facility. Brett refuses to discuss particulars with his father about his financials and he has a lot of trouble getting Brett to access finances for his activities and extra lifestyle choices while in care. John talks to his carers and complains that his son is withholding his finances because he wants to spend all his money without him.

### 1. What form of abuse may be present with John from Brett?

Assessor Use Only: Satisfactory response provided

YES  NO

### 2. What are some of the signs that John may be being abused?

Assessor Use Only: Satisfactory response provided

YES  NO

### 3. If John had approached you with these complaints, who would you report these to and how would you handle the situation?

Assessor Use Only: Satisfactory response provided

YES  NO

## Case Studies Assessment Record

CHCAGE001	Facilitate the empowerment of older people
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Reasonable Adjustments made			
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Assessment activity Task 2 – Case Studies	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

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___ / ___ / _____			
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___ / ___ / _____			

# Assessment Task 3 - Simulated Practical

## Assessment Description

1. You must read the story/objective, policies and procedures before commencing this assessment
2. This assessment will take place in the simulated assessment environment
3. You must role play with your trainer
4. You must utilise lifting aids to demonstrate ability to support the client
5. Documentation is required to be completed at the end of this role play
6. To be deemed satisfactory in this task, you must demonstrate your ability to perform the role play and complete the progress notes.

## The Story

During handover you are told that there is a new resident in bed 5C (Mr. Joseph Comelli). He has been diagnosed with Alzheimer's disease with aggressive behaviour at times of frustration. He has also been assessed to have faecal incontinence.

Joseph can no longer ambulate and requires a lifting hoist with two staff members to attend to all mobility and transfer needs.

## Background of Joseph

- Joseph was a builder for the first 37 years of his working life.
- Originally from Italy, Joseph came to Australia in 1945 after world war two. He was 20
- He often talks about the group of men he used to knock around with in his younger years. He recalls fun times in Summer, where they would all finish work at 1pm on a Friday afternoon and go down to the river for a swim and a beer. He loves water.
- He bought a hardware store when he was 55 and worked there until he retired at 69
- He is withdrawn from participation
- He has been married to Sophia for 65 years. Sophia still lives in the family home and is very active and social.
- He is a war veteran
- He requires a calm environment with limited distraction

## Objective

You are required to plan and document a suitable activity with the aim of empowering Joseph. You are required to focus on his abilities and ensure that communication and process undertaken will promote self-esteem and confidence as well as reduce social isolation.

## Procedure

- Follow infection control procedures
- Comply with Occupational health and safety policies and regulations
- Complete an individual activity plan below

Marking criteria		
Throughout the research activity did the student demonstrate knowledge evidence of the following;	Yes	No
Details of relevant history provided		
Likes, goals and aspirations were considered throughout planning and selection of activities		
Care plan completed accurately and clearly		
Collaboration and communication – documented consultation with Sophia		
Potential risks identified (and documented)		
Risk strategies applied suitable (and documented)		

Role Play Observation Checklist			
CHCAGE001	Facilitate the empowerment of older people		
Date/s of assessment:	/ /		
Does the learner competently and consistently display the below knowledge skills and abilities throughout the role play of facilitating empowerment with Joseph?	Yes	No	Comments
Demonstrate ability to develop a relationship with a client. Used effective communication skills to determine Josephs goals and aspirations.			
Conduct interpersonal exchanges in a way that promoted empowerment, positivity and respect			
Acknowledge Josephs culture			
Josephs wife was considered			
Identify and include own identity and preferences throughout planning of the activity			
Provide information to Joseph on his rights			
Assist Joseph to access other support services			
Use techniques that would encourage Joseph to engage in activities			
Provide Joseph with all the necessary information and communicated in a positive and respectful way			

Identify and utilise aids			
Discuss situations of risk or potential risk with Joseph. Provided suggestions and solutions to the potential risks			
Adopted a person-centred approach to the planning of the activity			
Applied appropriate policies and procedures throughout assisting Joseph			
<p>This signature confirms that the learner has demonstrated competence in the practical role play performance and theoretical understanding of the observed task.</p> <p><b>Assessor signature:</b> _____ <b>Date:</b> ____ / ____ / _____</p>			

Activity Plan	
<b>Name:</b>	<b>D.O.B:</b>
<b>Date:</b> ____ / ____ / _____	<b>Activity:</b>
<b>Aim:</b>	
<b>Plan:</b>	

# Simulated Practical Assessment Record

CHCAGE001	Facilitate the empowerment of older people
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Reasonable Adjustments made			
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Assessment activity Task 3 – Simulated Practical	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

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## Competency Record

<b>Unit Code &amp; Title:</b>	<b>CHCAGE001 Facilitate the empowerment of older people</b>
<b>Student Name:</b>	
<b>Assessment Strategies:</b>	<p style="text-align: right;">Satisfactory      Unsatisfactory</p> <p>Assessment Task 2 - Case Studies</p> <p>Assessment Task 3 – Simulated Practical</p>
<b>Student Feedback:</b>	
<b>Assessment Result:</b>	<p>The participant is COMPETENT</p> <p>The participant is NOT YET COMPETENT</p>
<b>Assessor Declaration:</b>	<p>Evidence of Competency is:</p> <p>Valid      Authentic      Sufficient      Current</p> <p>All the above assessment modes have been met</p> <p>The assessment has been modified due to Reasonable Adjustment (see below)</p> <p>Gaps in performance were identified and reassessment completed (as per record of results)</p> <p>Feedback given to student:      Written (above)      Email (attached)</p>
<b>Assessor's Name:</b>	
<b>Assessor's Signature:</b>	Date: ____ / ____ / _____