



**AUSTRALIAN  
HEALTHCARE**  
QUALIFICATIONS & TRAINING

# Learner Assessment

## Task 2 - Case Study

**Unit Code:** CHCCCS023

**Unit Name:** Support independence and wellbeing

**Qualification:**

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

Version Control:

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# Assessment Information

<b>Unit Code &amp; Title:</b>	CHCCCS023 - Support independence and wellbeing
<b>Unit Descriptor:</b>	This unit describes the skills and knowledge required to provide individualised services in ways that support independence, as well as, physical and emotional wellbeing.
<b>Application of the Unit:</b>	This unit applies to workers in a range of community services contexts who provide frontline support services within the context of an established individualised plan.
<b>Elements:</b>	<ol style="list-style-type: none"> <li>1. Recognise and support individual differences</li> <li>2. Promote independence</li> <li>3. Support physical wellbeing</li> <li>4. Support social, emotional and psychological wellbeing</li> </ol>
<b>Performance Knowledge:</b>	<p>The candidate must show evidence of the 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 demonstrated evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>• Safely supported at least 3 people to enhance independence and wellbeing</li> <li>• Performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of direct support work in at least one aged care, home and community, disability or community service organisation</li> </ul>
<b>Knowledge Evidence:</b>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• Basic human needs: <ul style="list-style-type: none"> <li>- Physical</li> <li>- Psychological</li> <li>- Spiritual</li> <li>- Cultural</li> <li>- Sexual</li> </ul> </li> <li>• Concept of self-actualisation</li> <li>• Human development across the lifespan</li> <li>• Wellbeing, including: <ul style="list-style-type: none"> <li>- Physical</li> <li>- Psychological</li> <li>- Social</li> <li>- Spiritual</li> <li>- Cultural</li> <li>- Financial</li> <li>- Career/occupation</li> </ul> </li> <li>• Individual differences, how these may be interrelated and impact on support provided</li> <li>• Basic requirements for good health for the person, including: <ul style="list-style-type: none"> <li>- Mental health</li> <li>- Nutrition and hydration</li> <li>- Exercise</li> <li>- Hygiene</li> <li>- Lifestyle</li> <li>- Oral health</li> </ul> </li> <li>• Mental health issues and risk and protective factors</li> </ul>

	<ul style="list-style-type: none"> <li>• Indications of neglect or abuse: <ul style="list-style-type: none"> <li>- Physical</li> <li>- Sexual</li> <li>- Psychological</li> <li>- Financial</li> </ul> </li> <li>• Reporting requirements for suspected abuse situations</li> <li>• Service delivery models and standards</li> <li>• Relevant funding models</li> <li>• Issues that impact health and well being</li> <li>• Impacts of community values and attitudes, including myths and stereotypes</li> <li>• Issues surrounding sexuality and sexual expression</li> <li>• Indicators of emotional concerns and issues</li> <li>• Support strategies, resources and networks</li> <li>• Legal and ethical requirements and how these are applied in an organisation and individual practice, including: <ul style="list-style-type: none"> <li>- Duty of care</li> <li>- Dignity of risk</li> <li>- Human rights</li> <li>- Discrimination</li> <li>- Mandatory reporting</li> <li>- Privacy, confidentiality and disclosure</li> <li>- Work role boundaries – responsibilities and limitations</li> </ul> </li> </ul>
<p><b>Assessment Conditions:</b></p>	<p>Skills must have been demonstrated in a relevant workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. Where simulation is used it must reflect real working conditions and contingencies by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources, including:</p> <ul style="list-style-type: none"> <li>• Individualised plans and any relevant equipment outlined in the plan</li> <li>• Modelling of industry operating conditions including real interactions with the person and their carers</li> </ul> <p>Overall, assessment must involve some real interactions with the person and their families/carers</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 provide individualised services in ways that support independence, as well as, physical and emotional wellbeing.

## 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 – Practical 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.

**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 including involvement of real people when simulating the provision of service and equipment use
- Workplace for practical placement
- Individual plans
- Equipment outlined in individualised plans
- Access to codes of practice, relevant organisation policies and procedures
- Learner Guide
- Work placement book
- Access to individual families and carers

## 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>	<b>CHCCCS023 – Support independence and wellbeing</b>
<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.

**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.

### Case Study 1

Peter lives in an assisted living residential wing of the local aged care facility. This wing replicates an independent living unit, however, has scheduled carers visit and attend to needs relating to low care.

Peter, who is now 76, was married for 45 years and lived as a devoted Christian with his wife and 3 children. Eight (8) years ago his wife passed away and up until recently he was able to live quite independently. Over the last few months he started to feel like the family home was becoming too much for him and with the guidance of his children he made the decision to move.

Since moving into the residential wing Peter has experienced an elation of independence and feels he can fully be himself. He is really enjoying this new chapter of his life. He is very active and participating in lots of social outings. He has made lots of friends and has regained his sexual desire. He is so comfortable with himself and his way of living that he has decided the time is right to express his sexual orientation as a homosexual.

The decision has not been made without a significant amount of anxiety. His has been conflicted by his Christian beliefs, society judgement and rejection from his children. He is also concerned that the consequences of his announcement might include; isolation, guilt and uncertainty that he might regret letting everyone know his sexuality.

**1. Provide details on what you would consider to be Peters immediate needs.**

Assessor Use Only: Satisfactory response provided      YES  NO

**2. Describe how you would demonstrate respect for Peters choice.**

Assessor Use Only: Satisfactory response provided      YES  NO

**3. Outline what life stage is he in.**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

**4. How could you support and assist Peter in expressing his new identity?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

**5. What additional activities would you recommend Peter participate in that will support him in this situation?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**















## Case Study 8

Louise (82) and her son Geoffrey (60) have lived together for all of Geoffrey's life. He is unmarried and attends university studying psychology.

Louise relies on Geoffrey for most of the daily activities such as paying bills, getting groceries, making her breakfast, taking her to appointments and spiritual meditation on Thursday evenings.

Rosa visits Louise daily for meals on wheels and twice a week she attends the home to help Louise with washing and gardening. Louise loves to garden and now she has new gardening tools to assist her, she no longer needs to bend down, she is enjoying it a lot more. Her garden is filled with Buddha's and Louise said this is her "happy place".

Rosa and Louise spend these visits, chatting about everything. Louise often laughs about Geoffrey spending most of his time on the internet talking with women from overseas.

Once every 8 weeks Rosa also helps Louise colour her hair and finishes off with a blow wave. This is Louise's favourite activity. She loves getting her hair washed and blow waved.

Over the last few weeks Rosa has observed that Louise is not as chatty. She is spending more time watching movies than Rosa had ever noticed before. This visit, Louise declined to have her hair done. It was a warm day, had long sleeve clothes on, she was walking with a limp, and had noticeably lost some weight. Rosa was appropriately concerned. Whilst Louise was watching movies, Rosa attended to her garden. She could hear Geoffrey in the background speaking to Louise in an aggressive manner and he stormed out. Louise was visibly upset and was holding a pile of unopened mail and a bank statement in her hand.

### 1. What risk and protective factors are identified in this scenario?

Assessor Use Only: Satisfactory response provided

YES  NO

**2. Has Rosa identified possible indicators of abuse, neglect or financial abuse? And if so, which of these has she identified?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

**3. What action should Rosa take?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

Ten months later, Louise (with the support of Rosa) has moved into an assisted living facility. Geoffrey has moved away after it was discovered that he was stealing money from Louise and not paying the bills as she had once thought.

Louise's confidence in her judgment has hit a low point and she has developed a low self-esteem. She also doesn't feel safe or secure in her finances or her relationship with Geoffrey. She has stopped attending her weekly meditation.

**4. What strategies could Rosa implement to assist Louise gain her confidence and self-esteem back?**

Assessor Use Only: Satisfactory response provided

YES  NO

**5. What steps could Rosa take that would enable Louise to feel safe and secure?**

Assessor Use Only: Satisfactory response provided

YES  NO

**6. What existing or new networks could Rosa encourage Louise to reach out to that would support the facilitation in social and spiritual activities?**

Assessor Use Only: Satisfactory response provided

YES  NO

## Case Studies Assessment Record

CHCCCS023	Support independence and wellbeing
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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: ___ / ___ / _____	<input type="checkbox"/>	<input type="checkbox"/>	
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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>	CHCCCS023 – Support independence and wellbeing
<b>Student Name:</b>	
<b>Assessment Strategies:</b>	Satisfactory    Unsatisfactory
	Assessment Task 2 - Case Studies
<b>Student Feedback:</b>	
<b>Assessment Result:</b>	<p style="text-align: center;">The participant is COMPETENT</p> <p style="text-align: center;">The participant is NOT YET COMPETENT</p>
<b>Assessor Declaration:</b>	<p>Evidence of Competency is:</p> <p style="text-align: center;">Valid            Authentic            Sufficient            Current</p> <p style="text-align: center;">All the above assessment modes have been met</p> <p style="text-align: center;">The assessment has been modified due to Reasonable Adjustment (see below)</p> <p style="text-align: center;">Gaps in performance were identified and reassessment completed (as per record of results)</p> <p style="text-align: center;">Feedback given to student:    Written (above)            Email (attached)</p>
<b>Assessor's Name:</b>	
<b>Assessor's Signature:</b>	Date: ____ / ____ / _____