



**AUSTRALIAN  
HEALTHCARE**  
QUALIFICATIONS & TRAINING

# Learner Assessment

## Task 2 - Case Study

## Task 3 – Project Scenario

**Unit Code:** CHCPAL001

**Unit Name:** Deliver care service using a palliative approach

**Qualification:**

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

Version Control:

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# Assessment Information

<b>Unit Code &amp; Title:</b>	CHCPAL001 – Deliver Care services using a palliative approach
<b>Unit Descriptor:</b>	This unit describes the skills and knowledge required to care for people with life-threatening or life-limiting illness and/or normal ageing process within a palliative approach.
<b>Application of the Unit:</b>	This unit applies to workers in a residential or community context. Work performed requires some discretion and judgement and is carried out under regular direct or indirect supervision.
<b>Elements:</b>	<ol style="list-style-type: none"> <li>1. Apply principals and aims of a palliative approach when supporting individuals</li> <li>2. Respect the person’s preferences for quality of life choices</li> <li>3. Follow the person’s advance care directives in the care plan</li> <li>4. Respond to signs of pain and other symptoms</li> <li>5. Follow end-of-life care strategies</li> <li>6. Manage own emotional responses and ethical issues</li> </ol>
<b>Performance Knowledge:</b>	<p>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>• Supported, reported and documented issues and needs of 3 people in palliative care</li> </ul>
<b>Knowledge Evidence:</b>	<p>The Learner must demonstrate the 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>• Philosophy, principles, benefits and scope of palliative care</li> <li>• The needs of people dealing with a life-threatening or life-limiting illness and the emotional impact of diagnosis</li> <li>• Cultural, religious and spiritual differences in relation to death and dying</li> <li>• The stages of grief and personal strategies for managing reactions to grief</li> <li>• Advance care directives and end-of-life care strategies</li> <li>• Pain relief and comfort promotion</li> <li>• Nutritional and hydration requirements during a palliative approach</li> <li>• Legal and ethical considerations for working in palliative care, including: <ul style="list-style-type: none"> <li>• Dignity of risk</li> <li>• Duty of care</li> <li>• Human rights</li> <li>• Privacy, confidentiality and disclosure</li> </ul> </li> <li>• Work role boundaries – responsibilities and limitations</li> <li>• Relevant policies, protocols and practices of the organisation in relation to the provision of both a palliative approach and palliative care</li> <li>• Responsibilities to self and colleagues</li> <li>• Various signs of imminent death and/or deterioration <ul style="list-style-type: none"> <li>- Communication strategies to build trust, show empathy, demonstrate support and empowers the person, family, carers and/or significant others</li> </ul> </li> </ul>

**Assessment  
Conditions**

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- Modelling typical workplace conditions, including:
  - Typical workplace documentation and reporting processes
  - Scenarios and simulations in provision of care using a palliative approach in a range of contexts
  - Palliative care plans and equipment and/or resources outlined in plan

# 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 support, report and document issues and needs of 3 people in palliative care in the workplace

## 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** – Project Scenario – The Project Scenario 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 Scenario is required. You are required to read the Scenario and answer all the questions satisfactorily. Assessment Task 3 may be completed within allocated class time or during periods of self-study.

## Resources needed for assessment:

- Learner guide
- Policies and procedures relating to palliative care
- Learning material (which includes simulated environment and related tools and learner guide)
- Palliative care plans
- Equipment and resources outlined in plan

## 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 of 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 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>CHCPAL001 – Deliver care service using palliative approach</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 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.			
<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

It has been difficult gaining information about Mr. Malek's health and social background. His weak heart condition had been diagnosed along with emphysema and is not expected to live more than three months. However, because of language difficulties and little family contact with the nursing home, insufficient information is available to the palliative care team.

Mr. Malek's English is not good, but carers are able to encourage him to take his medicine and to participate in his personal care routine. Mr. Malek doesn't eat much and almost ignores meat – in spite of the fact that he has not been reported as a vegetarian. He spends a lot of time praying – and gets upset when his illness prevents him from kneeling and bowing his forehead to the ground. He has no family to visit him, except one son who arranged his admission to the home. The son visits occasionally and is to be contacted if his father's health deteriorates.

**1. Comment on the difficulties Mr. Malek's situation presents to the palliative care team.**

Assessor Use Only: Satisfactory response provided

YES  NO

## Case Study 2

Sandra is being provided with palliative care in a nursing home. Her condition has continued to deteriorate. She receives two-hourly turns and pressure area care. Her personal carers give her sips of fluid frequently to keep her mouth moist. A friend in the hostel brought her some flowers from the facility garden. She placed them on Sandra's bedside table so that she would be able to see them. It is difficult to understand what Sandra is saying, but her carer remains with her, holds her hand and talks in normal tone about everyday things.

1. Discuss the palliative approaches evident in the nursing homes care of Sandra.

Assessor Use Only: Satisfactory response provided

YES  NO

## Case Study 3

Jenny has lung cancer and is receiving both palliative and curative care. There is some hope that the cancer is localised in one lung and may be treated successfully with chemotherapy. However, her condition means that she cannot look after her daily needs and so has an individualised plan in place.

The individualised plan directs that staff should observe Jenny on a regular basis and report any pain or symptoms which present as this could indicate the spread of the cancer to other organs.

The individualised plan also states that Jenny is to have a shower every day at the family's request. If she is struggling for breath, she should be given her asthma inhaler to administer a dose of Ventolin or be repositioned according to her wishes to open her airways.

You are helping her get out of bed one morning when she withdraws from the movement and resumes her position in bed stating, "I don't think I can shower today." Her breath seems shallow, and she is pale. Her facial expression is contorted.

1. **Identify the observations from your interactions with Jenny that you would record and report as per her individualised plan.**

Assessor Use Only: Satisfactory response provided

YES  NO

2. **How would you record your observations and to whom would you report them?**

Assessor Use Only: Satisfactory response provided

YES  NO

3. What could you do to provide Jenny with the comfort she needs?

Assessor Use Only: Satisfactory response provided

YES  NO

## Case Study 4

Hibibi is from Pakistan. Due to her cultural beliefs, she prefers that male care staff must not attend to her ADLS. She also likes to be completely clothed including wearing full length sleeves and long pants, ensuring no area of her skin is uncovered. If she were to be hospitalised there are special requirements that need to be followed by health care staff, and in the event of her needing palliative interventions her beliefs about the coverage of her skin still need to be met.

1. Explain how you would identify client preferences and show respect for the client's life choices.

Assessor Use Only: Satisfactory response provided

YES  NO

Hibibi passed away during the night, you are told this at the morning hand-over. You and another colleague had become quite close to Hibibi as you shared the same culture and beliefs. Throughout the morning you are feeling quite distressed and find your other colleague in the staff room, crying uncontrollably, she is also upset by Hibibi dying.

**2. Consider what organisation policy and procedure would be of assistance to you at this time, list four (4) emotional responses you may be experiencing and the strategies you would use, to manage them.**

1.

2.

3.

4.

Use Only: Satisfactory response provided

YES  NO

## Case Study 5

Mr. Kiriakis has just passed away. You have just begun your shift and need to enter the room where the deceased and his family are still gathered. You knock on the door and introduce yourself and express your sympathy and you ask the family if there is anything you can do. One of Mr. Kiriakis' sons asks you to please contact his Greek church for him and inform the priest that his father has died. He is too upset to do this himself. You reassure him that you will and that you will return once you have done so.

You look at the organisation contact listed for a Greek priest and there is none. You quickly google possible Greek churches nearby and find that one local to the organisation. You refer to the organisation's policy and procedure in regards to referrals and you discover that only a registered nurse can make such requests. You speak to the RN div 1 and inform her of your actions thus far. She is grateful for the steps you have taken and reassures you that she will take it from there. You make a note in the progress notes as requested by the RN DIV 1 of the son's request and steps that have been taken.

Complete progress notes.

**Resident Name:** \_\_\_\_\_

**D.O.B:** \_\_\_\_\_

**UR.No:/ACS ID:** 002

**Admission:** 02/02/2012

**Medicare Number:** \_\_\_\_\_

**Rm No:** \_\_\_\_\_

Date/Time	Notes	Signature & Designation

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

## Case Study 6

Royce receives palliative care for terminal heart disease, and he has difficulty breathing. He recently entered a care facility as his family, who have been his carers for the last four months, are no longer able to provide him with the care he needs.

Royce was born in Spain. While his English language skills are quite good, he is a shy man and lacks confidence when communicating with his English-speaking care team. His family speak broken English and usually rely on Royce to help them understand and interpret the conversations.

His family have come into the facility as they are unhappy with Royce's care. Their concerns seem to be centred around:

- Cultural aspects of care related to the food being provided
- Royce's access to Catholic holy communion
- The entertainment options available to him

However, you are unsure of the specifics of their concerns. Royce also often grabs and shakes his left hand with his other hand and grimaces as he does so. He has not however advised that his right hand is causing him any pain, and he made no mention of it when he entered care.

**1. Outline two (2) strategies that you could use to encourage Royce and his family to share their concerns about the care he is receiving.**

1.

2.

Assessor Use Only: Satisfactory response provided

YES  NO

2. Write down three (3) questions that you could ask Royce and his family to find out about their concerns in regards to his care.

1.

2.

3.

Assessor Use Only: Satisfactory response provided

YES  NO

3. How could you create an environment where Royce and his family felt comfortable to express any cultural and spiritual needs?

Assessor Use Only: Satisfactory response provided

YES  NO

4. Considering Royce's inability to verbally communicate, how could you find out whether his preferences have changed and what they might be?

Assessor Use Only: Satisfactory response provided

YES  NO

After conversations with Royce and his family you find out the following:

- Royce has a strong spiritual need to celebrate Catholic Holy Communion at least once a week
- Royce is frustrated that there are only 2 or 3 shows on TV a week that are in Spanish
- Royce is very fond of the native Spanish dish paella which he misses very much
- Before entering care, Royce attended a monthly music group where he had a small part playing castanets. His castanets now sit in his bedside drawer, and you have observed him taking them out on several occasions and holding and looking at them for some minutes

5. Using the information listed in above, list four (4) specific actions you would now take to respect and address Royce's cultural, lifestyle and spiritual needs.

1.

2.

3.

4.

Assessor Use Only: Satisfactory response provided

YES  NO

6. What should you do about the possible pain or issue Royce is having with his left hand?

Assessor Use Only: Satisfactory response provided YES  NO

7. In the space below, write up a progress note to document your observations in relation to Royce's hand.

Date/Time	Notes	Signature & Designation

Assessor Use Only: Satisfactory response provided YES  NO

8. Complete the pain chart below according to Royce displayed pain.

Date and Time	Observations	Interventions	Outcomes
Designated Name and Role:		Signature:	

Assessor Use Only: Satisfactory response provided      YES  NO

9. How will you know whether Royce has made any changes to his care as a result of the observations that you have documented and reported?

Assessor Use Only: Satisfactory response provided      YES  NO

**10. List three (3) ways you can demonstrate respect for the client-carer relationship that has developed between Royce and his family over the preceding four months.**

1.

2.

3.

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

**11. Identify three (3) impacts that Royce's end-of-life needs/issues have had or may have had on his family in their capacity as his carers.**

1.

2.

3.

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

## Case Studies Assessment Record

CHCPAL001	Deliver care services using a palliative approach
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Reasonable Adjustments made			
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Assessment activity Task 2 – Case Study	Satisfactory	Not Satisfactory	Assessor Initials
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Date: ___ / ___ / _____			
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### Assessment Guide

<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 - Project Scenario

## Assessment description

This assessment task is split into two parts;

Part A: Case Study – Written Questions

Part B: Role play

## Student instructions

### Part A: Case Study – Written Questions

You are required to review the case study/scenario provided and associated documentation and answer the questions following.

### Part B: Role Play

You are required to participate in a role play that demonstrates your skills in supporting an individual in palliative care.

## Scenario

Margaret's husband, Peter, has been caring for Margaret at home for 7 yrs. Over the past few weeks, her condition has deteriorated, and Peter has been told that Margaret only has a few weeks to live.

Margaret's wishes in her advanced care directive were to move into hospital if her condition worsened. Now that she has only weeks to live, she has asked both yourself and Peter if she could die peacefully at home.

Peter wants the best for Margaret but is scared and frightened that he may not be able to provide the care she needs at home and is concerned about her pain management. Peter also admits to you that he is frightened at the thought of Margaret dying in their home.

After listening to his fears and talking with Peter, he feels at ease and agrees to Margaret's **wishes**

Two weeks later Margaret passes away with Peter and yourself by her bedside.

A variety of external community organisations provide services to the residents in this facility.

**Through questions 1 - 8, students are required to provide details of they would respond to this situation. (refer to the policies and procedures of Health Care Australia Inc.)**

**With regard to the Advanced Care Directive on Page 48, please answer the following questions.**

**1. Describe how you will respect and comply with Margaret's changing needs.**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

**2. Describe how you will provide emotional support for Margaret and her husband Peter.**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

3. Explain how you will follow all legal and ethical requirements when interpreting and following Margaret's advanced care plan.

Assessor Use Only: Satisfactory response provided

YES  NO

4. Referring to the Margaret's Advanced Care Directive, what is important to her?

Assessor Use Only: Satisfactory response provided

YES  NO

5. Referring to the Margaret's Advanced Care Directive, what does she not wish to happen?

Assessor Use Only: Satisfactory response provided      YES     NO

6. Referring to the Margaret's Advanced Care Directive, what are her dying wishes?

Assessor Use Only: Satisfactory response provided      YES     NO

7. If Peter requested pain relief for Margaret, how would you respond?

Assessor Use Only: Satisfactory response provided YES  NO

8. Referring to the advanced care directive, what are the legal considerations in relation to decision making?

Assessor Use Only: Satisfactory response provided YES  NO



## Part 3

(cont.)

In this part you can write:

### d) Where you wish to live

For more information and suggested statements see page 5 of the Guide.

### e) Other personal arrangements

For more information and suggested statements see page 5 of the Guide.

### f) Dying wishes

For more information and suggested statements see page 6 of the Guide.

Please draw a large "Z" across any blank sections.

## Part 3: What is important to me – my values and wishes:

d) Where I wish to live:

~~At home~~ if my condition worsens go to hospital

e) Other personal arrangements:

I would like to be surrounded by plenty of light conversation and laughter.  
I want to feel fresh air on my face, birds chirping & smell floral fragrance in the air  
If possible being surrounded by prayer

f) Dying wishes:

When I pass away I would like James Ray playing, the blinds to be open & spring garden pot pourri to be in my room.  
I would like my husband Peter & my daughter Rychelle to be holding me close  
Rychelle & Peter are to take care of my affairs when I am gone

Your initial:

*NYJ*

Witness initial:

*PR*

Date: 21/01/17

# Advance Care Directive Form



By completing this Advance Care Directive you can choose to:

1. Appoint one or more Substitute Decision-Makers and/or
2. Write down your values and wishes to guide decisions about your future health care, end of life, living arrangements and other personal matters and/or
3. Write down health care you do not want in particular circumstances.

## 1

Just fill in this part.

### Part 1: Personal details

Name: Margaret Jones

(Full name of person giving Advance Care Directive)

Address: 39 Colorado Court Hallam

Ph: 0397032778 ☎ Date of birth: 18/01/1932

Only fill in Part 2a if you want to appoint one or more Substitute Decision-Makers.

### Part 2a: Appointing Substitute Decision-Makers

I appoint: Peter Jones

(Name of appointed Substitute Decision-Maker)

Address: 39 Colorado Court Hallam

Ph: 0397032778 ☎ Date of birth: 28/05/1929

I, Peter Jones  
(Name of appointed Substitute Decision-Maker)

am over 18 years old, and I understand and accept my role and the responsibilities of being a Substitute Decision-Maker as set out in the Substitute Decision-Maker Guidelines.

Signed: [Signature] Date: 21/01/2017

(Signature of appointed Substitute Decision-Maker)

Part 2a  
(continued over page)

Your initial: MF

Witness initial: PR  
Date: 21/01/17



Certification statement or JP stamp

See page 15 for suggested certification statement

1 of 6  
Advance Care Directive Form

## 2a

Substitute Decision-Maker fills in this section. You must sign this section.

Substitute Decision-Maker provides details of Substitute Decision-Maker's name and address prior to completing this section.

Substitute Decision-Maker fills in this section. →

Substitute Decision-Maker does not fill in this section. →



# Advance Care Directive Form



## Part 3

In this part you can write:

### a) What is important to you

For more information and suggested statements see page 2 of the Guide.

### b) Outcomes of care you wish to avoid

For more information and suggested statements see page 3 of the Guide.

### c) Health care you prefer

For more information and suggested statements see page 4 of the Guide.

Please draw a large "Z" across any blank sections.

## Part 3: What is important to me – my values and wishes:

a) When decisions are being made for me, I want people to consider the following:

I am Christian & deeply believe in God.

b) Outcomes of care I wish to avoid (what I don't want to happen to me):

*(See Part 4 for binding refusals of health care)*

I don't want to feel exposed  
I don't want to feel pain

c) Health care I prefer:

Aromatherapy.  
Pain free  
Want to be able to communicate.

Part 3 continued on next page

Your initial:

MTD

Witness initial:

PR

Date: 21/01/17

3 of 6  
Advance Care Directive Form

## Role Play

This assessment is an observation of a role play. It consists of a role play of the learner demonstrating skills in supporting the needs of a person in palliative care.

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

- Recognise signs of pain and deterioration of health
- Comply with advance care directives and end of life strategies
- Support the needs of a person in palliative care
- Provide emotional support to a family member

The role play should take approximately 30 minutes to complete.

Students 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.

Assessors are to utilise the marking guide table below to record the knowledge and skills identified. The marking guide reflects the parts listed in the student instructions.

## 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

Margaret, who has been ill for some time and being cared for at home for the past 7 years by her husband Peter, is near the end of her life.

Margaret is in her home with her husband Peter and daughter Rychelle. She is unable to swallow and is receiving water on her lips

Margaret’s breaths are shallow, and she is pale. Her facial expression is contorted. Her mouth is very dry. You are scheduled to help her personal care.

Her advanced care directive requested light conversation and laughter. She also wanted fresh air on her face, to smell floral fragrance in the air and to hear the birds chirping. As she is a Christian, she would like to be surrounded by prayer. She wanted James Bay to be playing in the background and to be held close by her husband and daughter.

She said she doesn’t want to feel pain; however she would prefer to be able to communicate if possible.

## Instructions to role play participants

The following instructions have been developed for the participants/characters involved in the role play.

Role 1 – Margaret
<p>Margaret is lying in bed at the end of her life.</p> <p>She is breathing shallow and she is pale. Her facial expression is contorted.</p>

Role 2 – Peter
<p>Peter is becoming distressed at the deterioration of Margaret and requires support.</p>

If only one person is available for the role play, the role play will need to be conducted over two different takes; ie; Role play 1 will consist of Margaret (the assessor) and student only, Role play will consist of Peter (the assessor) and student only.

## Demonstration of skills required

Demonstration of skills	
What I will need to demonstrate	How I will demonstrate this
Support the family to express needs and preferences	<p>Ask Peter what he would like you to participate in</p> <p>Ask Peter what his preferences are in regard to support requirements</p> <p>Provide opportunities for Peter to share information</p> <p>Apply non-judgmental responses to needs and preferences</p>
Follow advanced care directives	<p>Open the window – or provide a fan to enable Margaret to feel fresh air on her face,</p> <p>Spray a floral fragrance</p> <p>Encourage Rychelle and Peter to pray and her hand</p>
Provide comfort	<p>Communicate with Margaret</p> <p>Talk about what is happening</p> <p>Encourage Peter and Rychelle to pray around her</p> <p>Organise a member of church</p> <p>Monitor signs of pain and discuss signs with Nurse</p> <p>Recognise signs of imminent death and advise family</p>
Meet personal support needs - Wash mouth	<p>Provide mouth care using bicarb and water to wash mouth</p> <p>Complete a bed bath</p>

## Role play observation checklist

<b>Student name:</b>			
<b>Assessor name:</b>			
<b>Date and time of observation:</b>	___ / ___ / _____		
<b>Procedure</b>			
<b>Context</b>	This role play must be completed in a simulated environment that reflects workplace conditions.		
<b>During your observations did the student demonstrate the following?</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Ability to follow advanced care directives and complete activities aligned within			
Provide comfort			
Meet personal needs			
Communicate effectively with Margaret explaining what is happening, and providing company through light conversation			
Recognise a sign of pain			
Complete a mouth wash using care			
Encourage Peter to express what he would like to participate in and what his preferences were			
Demonstrate respect and include Peter as a part of the care team			
Assist in creating a supportive environment			
Encourage Peter and Margaret to apply spiritual activities			
<b>Additional comments:</b>			

**Assessor declaration**

In my opinion, the student possesses the necessary skills and knowledge as required to;

Support a person in palliative care

Assessor's Name: \_\_\_\_\_

Assessor's Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

Student's Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

## Scenario 2

Margaret has passed with her husband Peter and daughter, Rychelle by her side. On her passing her family become quite distressed and are crying.

## Role 2 - Peter or Rychelle

Peter/Rychelle is distressed from the passing of Margaret and require support

### Demonstration of skills required

Demonstration of skills	
What I will need to demonstrate	How I will demonstrate this
Ability to support Peter in his grief	Sit with him Touch his arm to provide comfort Offer water Allow time
Direct post support	Ask if they would like to assist with preparation for next stage of Margaret
Post support	Offer counselling service Ensure support network in place Monitor the impact of the persons end of life needs

## Role play observation checklist

<b>Student name:</b>			
<b>Assessor name:</b>			
<b>Date and time of observation:</b>	___ / ___ / _____		
<b>Procedure</b>			
<b>Context</b>	This role play must be completed in a simulated environment that reflects workplace conditions.		
<b>During your observations did the student demonstrate the following?</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Ability to support a family member in their grief			
Provide support for a person who has had a loved one in palliative care			
Sit with Peter to monitor the impact of the end of life			
<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; Provide support to a family member throughout palliative care.</p> <p><b>Assessor's Name:</b> _____</p> <p><b>Assessor's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____</p>			
<p><b>Student's Name:</b> _____</p> <p><b>Student's Signature:</b> _____ <b>Date:</b> ___ / ___ / _____</p>			

## Project Scenario Assessment Record

<b>CHCPAL001</b>	<b>Deliver care services using a palliative approach</b>		
<b>Reasonable Adjustments made</b>			
<b>Assessment activity</b> Task 3 – Project Scenario	<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>	<b>CHCPAL001 – Deliver care services using a palliative approach</b>
<b>Student Name:</b>	
<b>Assessment Strategies:</b>	<p style="text-align: right;">Satisfactory    Unsatisfactory</p> <p>Assessment Task 2 - Case Study</p> <p>Assessment Task 3 - Project Scenario</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: ____ / ____ / _____