CHC33015 Certificate III in Individual Support
Specialising in Ageing

Skills Workbook

V1.4 Produced 1 August 2016

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## Version control & document history

<table>
<thead>
<tr>
<th>Date</th>
<th>Summary of modifications made</th>
<th>Version</th>
</tr>
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<tbody>
<tr>
<td>8 June 2016</td>
<td>Version 1.0 produced following final validation.</td>
<td>1.0</td>
</tr>
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<td>Updated vocational placement instructions.</td>
<td>1.1</td>
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<td>1 August 2016</td>
<td>Added “Assessor’s Declaration” on the Task and Evidence Checklist section</td>
<td>1.4</td>
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COURSE STRUCTURE

Students will complete their learning through both distance learning and a practical placement, within the duration of the course, you will required to complete 120 hours of workplace-based experience to demonstrate the performance evidence in working within the Individual Support sector.

The CHC33015 Certificate III in Individual Support Specialising in Ageing course contains 13 units of competency. These units are divided into 8 subjects:

- **Subject 1:** Support Independence and Well-Being
- **Subject 2:** Compliant Aged Care Practice
- **Subject 3:** Work in Health and Community Services
- **Subject 4:** Support and Empowerment of Older People
- **Subject 5:** Palliative Care Services
- **Subject 6:** Empowering People with Disability
- **Subject 7:** Pre-Vocational Placement*
- **Subject 8:** Vocational Placement (Skills Workbook)

*Pre-vocational placement includes completion of the first aid unit from another RTO of your choice, and other non-compulsory skills training that MAY BE required by vocational placement providers.

The first six subjects focus on the theories and concepts required to prepare you for your vocational placement activities. They include assessment activities such as written questions, case studies, role playing activities, and projects.

The major skills components of the course are assessed via workplace assessment, using the skills workbook. The skills workbook will provide you with detailed instructions and templates to document your successful completion of each required task.

The skills workbook is divided into subjects. You are advised to submit each subject as you complete them.

**IMPORTANT REMINDER:**

The unit ‘HLTAID003 Provide first aid’ must be completed with an external provider prior to your vocational placement start date.
The following table indicates which workbooks need to be completed for each unit of competency.

If you have any questions as you are working through the learning materials, you can contact your trainer and they will be more than happy to provide you with guidance.

**Assessment Items For Each Unit**

<table>
<thead>
<tr>
<th>Unit</th>
<th>CHC30113 Certificate III in Individual Support</th>
<th>Skills Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS015 Provide individualised support</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CHCCCS023 Support independence and well being</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>HLTAAP001 Recognise healthy body systems</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CHCLEG001 Work legally and ethically</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>HLTWHS002 Follow safe work practices for direct client care</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CHCCOM005 Communicate and work in health or community services</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CHCDIV001 Work with diverse people</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CHCCCS011 Meet personal support needs</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CHCAGE001 Facilitate the empowerment of older people</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CHCAGE005 Provide support to people living with dementia</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CHCPAL001 Deliver care services using a palliative approach</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CHCDIS007 Facilitate the empowerment of people with disability</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>HLTAID003 Provide first aid*</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Subject 7 is a pre-vocational placement workbook that includes forms to facilitate credit transfer of HLTAID003 unit, and complete non-compulsory skills training that may be required by some vocational placement providers.
VOCATIONAL PLACEMENT

To complete the **CHC33015 Certificate III in Individual Support Specialising in Ageing**, a practical placement is required in the aged care sector. Information regarding vocational placement can be found in the Vocational Placement Student Information booklet.

The selected Vocational Placement Workplace must be accredited. This ensures that the centre has adequate resources, including supervisory staff and equipment to allow you to complete all the assessment tasks required by the course.

The supervisor who observes your performance and signs your skills assessment workbook must have a qualification equivalent to or above a **CHC33015 Certificate III in Individual Support** and be in a position of authority to provide you guidance and supervision as you complete your assessments in the workplace.

Resources required for assessment include:

- Skills Workbook
- Access to the forms and templates (provided in each activity as needed)
- Computer with Internet access with MS Word, Adobe Acrobat Reader, Google Chrome
- Vocational Workplace that will provide access to:

**Subject 1:**

- three (3) aged care clients and their individualised care plans
- vocational workplace supervisor/s to supervise and confirm your completion of the required tasks included in this subject
- WHS industry guides and other relevant organisation policy, protocols and procedures
- workplace equipment and resources normally used by care workers (i.e., as needed: patient hoists, standing lifter, wheelchair, other client assistive devices and mobility aids, and PPE)
- health management plans, personal healthcare checklists and personal healthcare diaries, where relevant to the client’s needs

**Subject 2:**

- WHS industry guides and other relevant organisation policy, protocols and procedures:
  - Safe Work Practices
  - Manual Handling
  - Infection Control
- Workplace to conduct a WHS inspection
- One WHS meeting/debriefing in the organisation (if not available, see options for task 2 of this subject)

**Subject 3:**
- Organisational policies and procedures relating to work practices
- At least two (2) clients and/or colleagues from two (2) different cultural backgrounds
- Continuous improvement meeting with the supervisor and at least one (1) colleague

**Subject 4:**
- Two (2) clients living with dementia, their families and or carers
- Two (2) meetings, one for each client living with dementia that you have been assigned to.
- At least three (3) discussions with supervisor and or colleague(s), as required in the Reflective Journal (See Journal Entries 1, 3, and 6 of this Subject).
- At least two (2) clients whom you can provide with personal care support (see Observation Form Items 1 – 10 of this Subject)
- Access to clients and their families and carers that will enable you to perform the items in the Observation Form of this subject. (see details in Task 4 of this Subject)

**Subject 5:**
- Organisational policies and procedures for the provision of palliative care
- At least three (3) clients receiving palliative care
- At least one (1) discussion with supervisor and or colleague(s), as required in the Reflective Journal (See Journal Entry 2).
- Access to clients and their families and carers that will enable you to perform the items in the Observation Form of this subject (see details in Task 4 of this Subject)

**Subject 6:**
- At least one (1) client who is an older person with a disability
- One (1) meeting with the client and the supervisor for the person-centred thinking approach

**Important:** Please read each section of this workbook thoroughly before attempting to complete it. Review the assessment and consult with your Vocational Placement Supervisor.
Before starting your vocational placement make sure that you have:

- ☐ Completed the first six (6) Assessment Workbooks
- ☐ Completed the unit HLTAID003 Provide first aid with an external provider
- ☐ Submitted the Language, Literacy and Numeracy Evaluation
- ☐ Submitted the Vocational Placement Agreement (Completed and Signed)
- ☐ Received back a copy of the Vocational Placement Agreement signed by all parties

*If the Vocational Placement Agreement is not completed and submitted, you will not be covered by insurance. If we receive an incomplete Vocational Placement Agreement, we usually post it back to you so that you can complete it. Please make sure that you keep us updated of any changes to your postal address so that no postal correspondence is lost.*

**During your vocational placement:**

While on your vocational placement, you will be required to undertake tasks that your vocational placement supervisor will observe and make comment on.

You will need to work on the activities in the Skills Workbook.

Familiarise yourself with the content of each assessment section before starting your placement, so that you don’t miss out on documenting any information that is required. On the first day of your vocational placement, please show and discuss this skills workbook with your vocational placement supervisor.

**SKILLS WORKBOOK (This workbook)**

To complete your skills workbook, you will be required to complete a variety of assessment methods:

1. Undertake a task, describe how you completed the task to meet requirements, enter the date and get your supervisor to sign off in confirmation and add any comments they have as a result of their observation of the task.

2. Third-Party Reports – some tasks require the direct supervision and observation of you completing those tasks. The Vocational Placement supervisor or nominated educator must complete the relevant sections.
3. Projects – this workbook contains projects that require you to conduct workplace observations, complete checklists, write reports, and submit supporting documentation.

4. Written Questions – this workbook also includes supplementary guide questions to document details of your completion of tasks.

COMPETENCY BASED ASSESSMENT

Competency based assessment requires students to be able to demonstrate their competency consistently.

Please ensure that your vocational placement supervisor is aware that they need to include comments about their observation.

Once you have submitted your completed your skills workbook, your Assessor will assess the evidence to determine your competence. The assessor will look at the information and comments that the supervisor has provided and determine whether each task has been done satisfactorily.

To be deemed competent in each unit, you are required to achieve a satisfactory result for all of the assessment components that make up that unit. Where a ‘not yet satisfactory’ judgement is made, you will be given guidance on steps to take to improve your performance and be provided the opportunity to resubmit evidence to demonstrate competence. Once a ‘satisfactory’ judgement has been made on all components for a unit, you will be deemed ‘competent’ in that unit.
SUPERVISOR’S GUIDELINES

Skills Logbook/Signing Off

The Skills Workbook is designed to be used by both the student and their vocational placement supervisor.

<table>
<thead>
<tr>
<th>The Student</th>
<th>The Vocational Placement Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help review their progress</td>
<td>• to provide a record of the student’s progress in the work environment</td>
</tr>
<tr>
<td>• to provide them with a record of the skills and knowledge they have gained through their industry placement and training in the workplace</td>
<td>• to help the vocational placement supervisor deliver on-the-job training</td>
</tr>
</tbody>
</table>

Competency based assessment requires students to be able to demonstrate their competency consistently.

Students can demonstrate their skills by being observed performing duties within the facility, showing their skills in a simulated or practice style activity and responding appropriately to questions showing essential knowledge of the task being performed.

As a vocational placement supervisor your role is to observe and supervise the students complete the tasks outlined in this workbook, and confirm the documentation provided by the student. For each task, the students will be required to provide details about their performance. By signing the relevant workbook observation forms, you are confirming that you have observed the candidate complete the tasks and perform them according to the descriptions provided by the student.

Where you find that the student’s performance is not yet according to the organisation and industry standards, you are encouraged to provide comments. The assessors will be using this documentation to evaluate the student’s performance.

The comments section is provided for you to comment on the performance of the student. Please always include comments as these are critical in determining whether a student has demonstrated competency in a task.

Where not enough information is provided, the assessor may contact you to provide additional details.

Once completed and signed, the student is required to submit their Skills Workbook to their assessor to complete their final assessment.
**Please note:** You are not required to assess the student but your observations as an industry expert form an important part of the information reviewed by the assessor in determining the competence of the student.

If a student is not yet satisfactory at performing a task providing them with feedback and opportunities to practice the task will help and positive feedback on satisfactory tasks will increase the student’s confidence in their abilities. Should you have any concerns or questions about completing the Skills Logbook please contact the Placement Coordinator and they will assist you with any queries you may have.

If the student has been unable to demonstrate performance in any tasks during their industry placement, we will assist the student where possible to find a way to demonstrate their skills in this area. Some elements will be achieved through project work and workbooks.
PLACEMENT GUIDELINES

Student Guidelines

Your key role is to learn and demonstrate competency in the units required for *CHC33015 Certificate III in Individual Support Specialising in Ageing*.  

Please note:

- If you cannot attend any time during your vocational placement, you must notify the vocational placement provider as early as possible so that they are aware that you will not be attending.
- The duties that you are assigned during your vocational placement will always be under the supervision of a vocational supervisor/staff member who is available to take responsibility for the client/s.
- Remember that you are there to learn.
- You are required to behave appropriately at all times and follow the vocational placement provider guidelines, policies and procedures.
- You should try to become part of the team and involved in the day-to-day workings of the vocational placement provider.
- You need to present yourself in a neat and tidy manner as per the guidelines at the vocational placement provider you attend, and you may be required to wear a uniform.

Industry Placement Guidelines

- Student’s attendance should be organised for a 7.5 hour day, wherever possible, with a lunch break of half an hour (unless otherwise arranged).
- Students should attend their vocational placement on the days that have been arranged with the Vocational placement provider and Compliant Learning Resources.
- Students should become part of the team and assist others, as required.
- The start and finish times should vary to allow the student to experience a variety of hours as expected in the industry.
- At the start of the vocational placement the student is required to gather information to aid in their understanding of the philosophy and policies in place within the service.
The Vocational Placement Supervisor will supervise the student during their placement, observe their performance in the workplace, and provide feedback on the student’s performance by adding comments on the Skills Workbook.
ACCESS AND EQUITY

We are committed to providing opportunities to all people for advancement, regardless of their background. We support government policy initiatives and provide access to our training for all those seeking to undertake it.

We ensure that our client selection criteria are non-discriminatory and provide fair access to training for the disadvantaged. In addition, we liaise with agencies and government departments for assistance in matters of language, literacy and numeracy difficulties.
IMPORTANT INFORMATION

Before you start your vocational placement, thoroughly read through the skills workbook and locate the vocational workplace forms and templates. Where required, contact your trainer for assistance.

Before you approach your supervisor for review of your skills workbook, please ensure you are ready to direct them to the appropriate sections because they may be very busy and this will make the process easier for you.
## SKILLS LOGBOOK COVERSHEET

| Vocational Placement Provider: |  
| Vocational Placement Contact Person (Supervisor): |  
| Vocational Placement Postal Address: |  
| Vocational Placement Contact Phone No: |  
| Vocational Placement Contact Email Address: |  

Please read the Candidate Declaration below and if you agree to the terms of the declaration sign and date in the space provided.

By submitting this work, I declare that:

- I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment candidate, and choose to be assessed at this time.
- I am aware that there is a limit to the number of submissions that I can make for each assessment and I am submitting all documents required to complete this Assessment Workbook.
- I have organised and named the files I am submitting according to the instructions provided and I am aware that my assessor will not assess work that cannot be clearly identified and may request the work be resubmitted according to the correct process.
- This work is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of a qualification or statement of attainment.
- I am aware that there is a policy of checking the validity of qualifications that I submit as evidence as well as the qualifications/evidence of parties who verify my performance or observable skills. I give my consent to contact these parties for verification purposes.

Name:  
Signature:  
Date:  
Phone:  
Email:
**Student Name:** Julienne Keyser  
**Vocational Placement Site:** Lotus Compassionate Care

<table>
<thead>
<tr>
<th>Date</th>
<th>Primary Responsibilities</th>
<th>Start Time</th>
<th>Finish Time</th>
<th>Total Hours</th>
<th>Student Initials</th>
<th>Supervisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 /08 /2016</td>
<td>Induction, orientation, and learning about Lotus Compassionate Care standards, policies</td>
<td>8:00 AM</td>
<td>5:00 PM</td>
<td>8</td>
<td>JK</td>
<td>RC</td>
</tr>
<tr>
<td>29 /08 /2016</td>
<td>Attended to clerical and phone duties, and assisted in preparation of meals.</td>
<td>8:00 AM</td>
<td>5:00 PM</td>
<td>8</td>
<td>JK</td>
<td>RC</td>
</tr>
<tr>
<td>29 /08 /2016</td>
<td>Providing personal care support to clients at Lotus Compassionate Care.</td>
<td>8:00 AM</td>
<td>5:00 PM</td>
<td>8</td>
<td>JK</td>
<td>RC</td>
</tr>
</tbody>
</table>

TOTAL HOURS 24
### Student Declaration

By affixing my signature below I declare that:

I have performed the roles listed in the attached Vocational Placement Time Log for the stated number of hours and this is a true and accurate record of my performance as a childcare educator in the listed vocational placement site.

<table>
<thead>
<tr>
<th>Student Name: <strong>Julienne Keyser</strong></th>
<th>Student Signature: <strong>J.Keyser</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Completed: <strong>9 September 2016</strong></td>
<td></td>
</tr>
</tbody>
</table>
SUBJECT 1:
SUPPORT INDEPENDENCE AND WELLBEING

This section will assist the documentation of your successful completion of the skill requirements relevant to the units addressed in this subject:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS015</td>
<td>Provide individualised support</td>
</tr>
<tr>
<td>CHCCCS023</td>
<td>Support independence and wellbeing</td>
</tr>
<tr>
<td>HLTAAP001</td>
<td>Recognise healthy body systems</td>
</tr>
</tbody>
</table>

Note:

Before you start working on this project, secure necessary permissions from your vocational workplace supervisor for you to be able to complete the activities under Subject 1: Support Independence and Wellbeing in the vocational placement centre.

Subject Overview

This project requires you to provide individualised support to three (3) elderly clients in a care facility, using their individualised plans as your basis of support.

This subject is divided into three (3) parts:

- Part 1: Vocational Placement Attendance Log
- Part 2: Using individualised plans as basis of support (Project)
- Part 3: Workplace skills demonstration (Third-party report)
Assessment Requirements

To complete this subject, you will need:

- A vocational placement provider that will allow access to:
  - three (3) Aged Care Clients and their individualised care plans
  - vocational workplace supervisor/s to supervise and confirm your completion of the required tasks included in this subject
  - WHS industry guides and other relevant organisation policy, protocols and procedures
  - workplace equipment and resources normally used by care workers (i.e., as needed: patient hoists, standing lifter, wheelchair, other client assistive devices and mobility aids, and PPE)
  - health management plans, personal healthcare checklists and personal healthcare diaries, where relevant to the client’s needs

- Access to your Skills Workbook templates and forms. Click HERE.
  - Login:
  - Password: ********
I. Vocational Placement Attendance Log

The unit “CHCCCS015: Provide individualised support” included in this subject, requires you to complete a minimum of **120 hours** of vocational placement in an approved and accredited care facility.

This section requires you to log the time you spend in vocational placement performing the outlined tasks, roles and responsibilities relevant to the unit requirements included in this course.

Use the Vocational Placement Time Log provided in the link below:

**Vocational Placement Forms and Templates**

*Download “Vocational Placement Attendance Log”*  
**Login:** [ ] **Password:** [ ]

The log has two parts: (1) the declaration form, and (2) the attendance sheets.

Please take note that you are required to have your supervisor sign your attendance sheet after every shift. Once you’ve completed all the required vocational placement tasks, and number of hours (minimum of 120 hours), complete the declaration coversheet, and have your supervisor sign the “Supervisor Declaration” section of the form.

Once done, scan the completed Vocational Placement Attendance Log and submit it to your assessor using the filename: **Subject1-AttendanceLog**.

For your reference, a completed Vocational Placement Attendance Log is provided on the following page.

*Note: You are required to complete at least 120 hours of work in at least one approved and accredited aged care centre.*
**Declaration Coversheet**

### Student Declaration

By affixing my signature below I declare that I have completed the stated number of hours of vocational placement in an approved and accredited care facility. I further declare that this document provides a true and accurate record of my performance as a vocational placement care worker in the listed care facility.

<table>
<thead>
<tr>
<th>Student Name: Lucas S. Walker</th>
<th>Student’s Signature: L.S.Walker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Hours Logged: 120 Hours</td>
<td>Date Completed: 5 August 20XX</td>
</tr>
</tbody>
</table>

### Supervisor Declaration

By affixing my signature below I confirm that the student listed above has completed the tasks, and the number of hours logged in this document. I further confirm that this document provides a true and accurate record of my observations.

<table>
<thead>
<tr>
<th>Supervisor’s Name: Kyle Lauren</th>
<th>Supervisor’s Signature: K.Lauren</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Number: 000-123-456</td>
<td>Date Signed: 7 August 20XX</td>
</tr>
<tr>
<td>Supervisor Qualifications:</td>
<td></td>
</tr>
<tr>
<td>Registered Nurse and Care Manager</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Nursing</td>
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### Vocational Placement Details

<table>
<thead>
<tr>
<th>Vocational Placement Provider: Lotus Compassionate Care</th>
<th>Contact Number: 000-000-000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postal Address:</td>
<td>Email Address: <a href="mailto:inquiries@lotuscompassionatecare.com.au">inquiries@lotuscompassionatecare.com.au</a></td>
</tr>
</tbody>
</table>
SUBJECT 4: SUPPORT AND EMPOWERMENT OF OLDER PEOPLE

This section will assist the documentation of your successful completion of the skill requirements relevant to the units addressed in this subject:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCCS011</td>
<td>Meet personal support needs</td>
</tr>
<tr>
<td>CHCAGE001</td>
<td>Facilitate the empowerment of older people</td>
</tr>
<tr>
<td>CHCAGE005</td>
<td>Provide support to people living with dementia</td>
</tr>
</tbody>
</table>

**Note:**
Before you start working on this project, secure necessary permissions from your vocational workplace supervisor for you to be able to complete the activities under **Subject 4: Support and Empowerment of Older People** in the vocational placement centre.

**Subject Overview**

This subject is divided into four tasks:

- **Task 1** will require you to organise activities for at two (2) clients living with dementia. In doing so, you will need to meet with these clients and their families and/or carers, together with your supervisor, to discuss the client’s needs, physical and social enablers and disablers, cultural likes and dislikes, and other personal support requirements. This information will help you organise activities that will best suit your client’s needs.

- **Task 2** will require you to submit four (4) progress notes that you have completed during your vocational placement.

- **Task 3** will require you to complete a reflective journal as part of the documentation of your learning experience relating to supporting and empowering older people during vocational placement.

- **Task 4** will require you to demonstrate your practical skills in supporting and empowering older people while fulfilling your roles and responsibilities as an individual support worker. You will need to complete an Observation Form and have your supervisor sign off on this form to document your performance in the workplace.
### Assessment Requirements

To complete this subject, you will need:

- A vocational placement provider that will allow access to:
  - Two (2) clients living with dementia, their families and or carers
  - Two (2) meetings, one for each client living with dementia that you have been assigned to.
  - At least three (3) discussions with supervisor and or colleague(s), as required in the Reflective Journal (See Journal Entries 1, 3, and 6).
  - At least two (2) clients whom you can provide with personal care support (see Observation Form Items 1 – 10)
  - Access to clients and their families and carers that will enable you to perform the items in the Observation Form of this subject.
I. Activity Planning Sheet

For this part of the assessment, you will be required to organise activities to support two (2) clients living with dementia.

It is required for this assessment that both of your clients must have dementia and that the vocational placement provider must allow you to interact with them and their families and carers.

*Note: Read all instructions carefully before proceeding.*

Steps to take:

1. Speak to your supervisor about opportunities for you to assist in organising activities to support two (2) clients who are living with dementia.

2. Request to participate in a meeting with your supervisor, the clients, and their families and carers. You are required to participate in two (2) separate meetings, one for each client.

   Clarify with your supervisor the role you will take during these meetings. Are you allowed to provide input in these meetings? If so, what type of input? Will you just listen, observe, and take notes? Are you allowed to ask questions to the client and his/her family and carers?

   Your participation in these meetings will vary depending on your vocational placement provider, so it is best to clarify and ask first.

3. Prior to the meeting(s), discuss with your supervisor the information you will need to complete the *Activity Planning Sheet* found in the link below:

   **Vocational Placement Forms and Templates**
   
   Download "Activity Planning Sheet"

   Login: [REDACTED]  Password: [REDACTED]

   *Note: The Activity Planning Sheet is strictly for assessment purposes only and is not to be used as an official workplace document or for any clinical or diagnostic purposes. This is only used to guide you in gathering information about your clients which will help you think of activities that will benefit them the most.*
During the meeting, complete the **Activity Planning Sheet**. You may also use a separate notebook or another sheet of paper to take down information before completing your Activity Planning Sheet. *(You are required to complete 1 Activity Planning Sheet per client)*

The Activity Planning Sheet has two parts:

a. **About the Client**
   This is the first part of the Activity Planning Sheet and will be completed with the following information:

   i. Name of client *(use an alias to maintain clients' privacy)*
   ii. Client’s condition
   iii. Needs for a stable and familiar environment
   iv. Physical enablers and disablers
   v. Social enablers and disablers
   vi. Cultural likes and dislikes
   vii. Pleasurable memories
   viii. Familiar routines
   ix. Level of participation *(how much the client can do in terms of his/her personal support?)*
   x. Changes required to processes in client’s current care plan
   xi. Changes required to processes in client’s current care plan

   The above information will mostly be acquired from your meeting with your supervisor, the client, and their families and or carers.

b. **Activities for the Client**
   This is the second part of the Activity Planning Sheet. For this part, you will need to think of two (2) activities that suit the client best, according to the information you collected in the first part of the Activity Planning Sheet. Specifically, both activities must:

   i. Promote and maintain the client’s independence
   ii. Use familiar routines and existing skills
   iii. Reflect the client’s cultural likes and dislikes of the client
   iv. Help bring back pleasurable memories for the client

   For each activity you list, provide a description and discuss how it will benefit the client *(E.g. How does it promote and maintain the client’s independence? Which familiar routines are used in this activity?)*

   You may complete this part after the meeting.
4. When you completed the Activity Planning Sheets for both clients, submit these to your supervisor for review. Have your supervisor sign off on both Activity Planning Sheets.

5. When you are done with this activity, you will have completed two (2) Activity Planning Sheets. Both Activity Planning Sheet must be reviewed and signed off by your supervisor.

6. Submit your completed and signed Activity Planning Sheets using the filenames:
   - Subject 4-APS1
     (for Client 1 with dementia)
   - Subject 4-APS2
     (for Client 2 with dementia)

**Reminder:** Remember to ensure your clients’ and co-workers’ privacy and confidentiality at all times. Do not include their real names in your submissions. Use fictitious names instead. (Example: If your client’s real name is Jack Smith then replace his name with William Jones or any other fictitious name.)

Although you are using fictitious names, the content of your submissions must always be real and factual.
II. Progress Notes

For this part of the assessment, you will be required to complete progress notes in the vocational placement centre. Your vocational placement centre will have you complete a battery of progress notes; however, for this assessment you will be required to submit only four (4) progress notes that specifically include the following information:

a. Changes in a client’s health
b. Changes in a client’s personal support requirements
c. Routine difficulties encountered during support routines
d. Client’s behaviours of concern that you have observed in the workplace, and their corresponding triggers.

You may submit less than four (4) progress notes provided that your submissions will cover all of the information above. In addition, your submission(s) must:

a. Be signed off by your supervisor.
b. Use the organisation’s progress note template or follow the organisational style guide.
c. Once completed, submit the progress notes using the filenames:
   - Subject 4-PN1
   - Subject 4-PN2
   - Subject 4-PN3
   - Subject 4-PN4

Reminder: Make sure to ask permission from the centre to use workplace documents for this assessment.

Ensure your clients’ and co-workers’ privacy and confidentiality at all times. Do not include their real names in your submissions. Use fictitious names instead. (Example: If your client’s real name is Jack Smith then replace his name with William Jones or any other fictitious name.)

Although you are using fictitious names, the content of your submissions must always be real and factual.
<table>
<thead>
<tr>
<th>The candidate’s progress note submission(s):</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clearly show that they were completed by the candidate (e.g. candidate’s name appear in the progress note, and has been reviewed and signed off by the supervisor)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Include information about changes in a client’s health.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Include information about changes client’s personal support requirements.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Include information about routine difficulties candidate encountered during support routine(s).</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Include information about a client’s behaviours concern that the candidate observed in the workplace, and their corresponding triggers.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Properly signed off by the supervisor</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. Follow the organisation’s progress note template or use the organisational style guide.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
III. Reflective Journal

This is the Reflective Journal for Subject 4: Support and Empowerment of Older People. For this part of the assessment, you will be required to complete this journal as part of the documentation of your learning experience throughout your vocational placement.

Read the instructions below to guide you in completing this Reflective Journal.

Guidelines:

1. This Reflective Journal is made up of seven (7) journal entries.

2. Each entry contains Reflection Guides. These guides will assist you in providing the relevant information required for this activity.

3. You must always provide complete responses, where required.

   *E.g. If the guide asks you to list at least two (2) strategies for supporting older people, then you must list two (2) or more, and not less than.*

4. Your responses must always be based on your experience during your vocational placement.

5. Whenever the Reflection Guides tell you to do so, discuss your responses with your supervisor. In some entries, the Reflection Guides will ask you to provide summaries of your discussions with your supervisor.

6. Each journal entry must be signed off or initialled by your supervisor.

Reminder: Remember to ensure your clients’ and co-workers’ privacy and confidentiality at all times. Do not include their real names in your submissions. Use fictitious names instead. *(Example: If your client’s real name is Jack Smith then replace his name with William Jones or any other fictitious name.)*

Although you are using fictitious names, the content of your submissions must always be real and factual.
### Journal Entry 1

**Date:**

**Reflection Guide**

1. Consider how the provision of personal support may impact older people. What are the potential impacts of this on older people?
2. Discuss your responses with your supervisor, and provide a summary of your discussion below.
3. You may include your insights, thoughts, and ideas about this topic, however this is not required.

<table>
<thead>
<tr>
<th>1. Potential impacts of provision of personal support on older people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Summary discussion with your supervisor:</td>
</tr>
<tr>
<td>3. Other insights, thoughts, and ideas (This is not required)</td>
</tr>
</tbody>
</table>

**Supervisor’s sign off:**
SUBJECT 6: EMPOWERING PEOPLE WITH DISABILITY

This section will assist the documentation of your successful completion of the skill requirements relevant to the units addressed in this subject:

| CHCDIS007 | Facilitate the empowerment of people with disability |

Note:

Before you start working on this project, secure necessary permissions from your vocational workplace supervisor for you to be able to complete the activities under Subject 6: Empowering People with Disability in the vocational placement centre.

Subject Overview

This subject is divided into two tasks:

- **Task 1** will require you to conduct a meeting with your supervisor at least one older person with a disability in the centre. You will be completing a person-centred thinking tool that will enable you and the service provider to support the client better according to their own personal decisions.

- **Task 2** is completed via a third party report (TPR). You will be provided with a TPR template to complete this task.

Assessment Requirements

To complete this subject, you will need:

- A vocational placement provider that will allow access to:
  - At least one (1) client who is an older person with a disability
  - One meeting with the client and the supervisor for the person-centred thinking approach
I. Person-Centred Approach

This part of the assessment requires you to demonstrate empowering an older person with a disability. You must have access to at least one (1) older person with a disability. Arrange with your supervisor access to the client’s care plan as you may need it for reference to complete this task.

Guidance: Remember to use the client’s preferred communication method such as using a communication aid.

Note: Read all instructions carefully before proceeding.

Task 1

1. You are required to document your completion of this task using the ‘Person Centred Service Delivery Plan Template’ provided in the link below:

   Vocational Placement Forms and Templates
   Download “Person-Centred Service Delivery Plan”

   Login:           Password:  

2. Collaborate with your supervisor to schedule a discussion with the client with a disability.

3. Before you begin:
   - Make sure to explain to your client your role in the workplace, and the purpose of this task. The purpose of this task is to understand the client’s personal goals, issues and/or concerns so the service provider can provide support that meets the client’s individualised needs.
   - Also include in your discussion with the client information about his/her rights as a client receiving services in a care facility. Take this opportunity to explain, clarify, or even just remind the client of these rights. You are required to discuss at least two (2) of these rights.
     Guidance: You may obtain information about the additional rights that you will be discussing from your supervisor or resources from your workplace prior to the meeting date.
   - You are also required to provide the client information on how to access relevant advocacy services and other complaint mechanisms whilst the client is in the centre.
4. Fill out the form:
   - Let the client share with you their personal goals, issues and/or concerns. Record these in the first column of the table. You are required to identify at least two (2) personal goals of the client, and at least two (2) issues and/or concerns.
   - For each of the goals, issues and/or concerns identified, recommend specific strategies to help support or address these goals, issues and/or concerns. Seek advice from your supervisor in planning these strategies. Document these recommended strategies in the second column of the table.
   - With the guidance of your supervisor, plan these strategies with the client and make sure to document his/her feedback throughout the process. Record the client’s feedback and responses in the third column of the table.
   - With the guidance and approval of your supervisor, plan a delivery date for each of the strategies recommended. Document these dates in the fourth column of the table.
   - Answer the relevant guide questions on the last page of the form. These questions will document specific details from your discussion with the client that will help your assessor evaluate your performance in this task.

5. Implement (or assist in the implementation) of the strategies documented in your Person Centred Plan. Record the implementation dates on the form.

6. Once completed, have your supervisor review and sign the form. Save and submit the completed form using the filename: S6-PCSDP

Note: In the event that client is unable to provide consent for decisions needed during your discussion, speak with your supervisor about the requirements for seeking permission from the client’s substitute decision-maker. They will be assisting in providing responses in behalf of the client, together with your supervisor, in accordance with the client’s care plan. Indicate in the Delivery Plan template that the client is unable to provide consent.
**Reminder:** Remember to ensure your clients’ and co-workers’ privacy and confidentiality at all times. Do not include their real names in your submission(s). Use fictitious names instead. (Example: If your client’s real name is Jack Smith then replace his name with William Jones or any other fictitious name.)

Although you are using fictitious names, the content of your submissions must always be real and factual.
II. Observation Form

This section outlines all the tasks, skills and performance requirements relevant to the units included in this subject.

You are required to complete the tasks outlined in the observation form provided for this subject according to the quality standards set by your vocational workplace, and in compliance with the industry standards relevant to the role of care workers.

To ensure successful completion of this task, follow the steps outlined below:

**Step 1:** Download the template provided in the link below:

[Vocational Placement Forms and Templates](#)

It is recommended that you print a copy of the Observation Form as you will be bringing this with you as you perform each task and activity and having it signed by your supervisor as you do so.

**Step 2:** Review all the tasks outlined in the form. This will give you an idea what tasks you will need to complete for this subject. This will help you plan your tasks, and arrange for your supervisor to observe your completion of each task.

**Step 3:** Document your performance of each task as you complete them. Make sure you include all the necessary details in documenting your completion of each task, as this information will be used by your assessors to evaluate your performance.

As you complete these tasks and activities, you are required to document them in the Observation Form by:

a. Providing specific descriptions of how you completed ALL tasks and activities.
b. Providing the date(s) of when you completed ALL tasks and activities.
c. Providing other details relevant to the completion of these tasks and activities, where required. *(E.g. The clients you supported while completing each task)*.

**Step 4:** Have your supervisor confirm your completion of each task by signing his/her initials on the respective spaces provided on the form. Please make sure to have your supervisor sign each task as they are completed.

**Step 5:** Once you have completed the form, save and submit the document to your assessor using the filename: *Subject 6-TPR*.
**Reminder:** Remember to ensure your clients' and co-workers' privacy and confidentiality at all times. Do not include their real names in your submissions. Use fictitious names instead. (Example: If your client's real name is Jack Smith then replace his name with William Jones or any other fictitious name.)

Although you are using fictitious names, the content of your submissions must always be real and factual.
When you have completed this Skills Workbook, please ensure you have completed all parts of it:

- **Subject 1: Supporting Independence and Wellbeing**
  - I. Vocational Placement Attendance Log
  - II. Using Individualised Plans as Basis of Support
  - III. Third-Party Report: Workplace Skills Demonstration

- **Subject 2: Compliant Aged Care Practice**
  - I. Conduct a Workplace WHS Inspection
  - II. Manual Handling Risk Assessment and Control
  - III. Participate in a Workplace Safety Meeting
  - IV. Performance Review: Compliant Aged Care Practice

- **Subject 3: Work in Health and Community Services**
  - I. Continuous Improvement Project
  - II. Cultural Reflections
  - III. Observation Form

- **Subject 4: Support and Empowerment of Older People**
  - I. Activity Planning Sheet
  - II. Progress Notes
  - III. Reflective Journal
  - IV. Observation Form
Subject 5: Palliative Care Services

- I. Organisational Policies and Procedures
- II. Progress Notes
- III. Reflective Journal
- IV. Observation Form

Subject 6: Empowering People with Disability

- I. Person-Centred Approach
- II. Observation Form

When you have completed all the parts above, then you are ready to submit this Skills Workbook along with the files outlined in the Evidence Checklist section of this workbook.

Ensure that your file submissions use the prescribed filenames.

IMPORTANT REMINDER

Students must achieve a satisfactory result to ALL assessment tasks to be awarded COMPETENT for the unit relevant to this subject.

To award the student competent in the units relevant to this subject, the student must successfully complete all the requirements listed above according to the prescribed benchmarks.
## Task and Evidence Checklist

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Document Filename</th>
<th>Description</th>
<th>Check when submitted</th>
<th>Assessor has confirmed the task with Supervisor</th>
<th>Check Yes/No if completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1: Vocational Placement Attendance Log</td>
<td>Subject1-AttendanceLog</td>
<td>Vocational Placement Attendance Log</td>
<td></td>
<td>☐</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>Candidate has completed at least 120 hours of vocational placement attendance as confirmed by Supervisor.</td>
<td></td>
<td></td>
<td></td>
<td>Remarks:</td>
<td></td>
</tr>
<tr>
<td>Project 2: Using Individualised Plans as Basis of Support</td>
<td>Subject1-IP-ClientA</td>
<td>Individualised Care Plan – Client A</td>
<td>☐</td>
<td>☐</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>Candidate has completed the templates requiring responses from individualised care plans of at least three clients.</td>
<td></td>
<td></td>
<td></td>
<td>Remarks:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subject1-IP-ClientB</td>
<td>Individualised Care Plan – Client B</td>
<td>☐</td>
<td>☐</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td>Subject1-IP-ClientC</td>
<td>Individualised Care Plan – Client C</td>
<td>☐</td>
<td>☐</td>
<td>☐ Yes ☐ No</td>
</tr>
</tbody>
</table>

**Remarks:**

- For Subject 1:
  - Attendance Log: Yes
  - Individualised Care Plans:
    - Client A: Yes
    - Client B: Yes
    - Client C: Yes

**Note:**

- The table shows a sample of the evidence checklist for Project 1 and Project 2. The candidate has completed the required tasks as indicated by the Yes/No check boxes.
## Task Description

<table>
<thead>
<tr>
<th>Subject 6</th>
<th>Check when submitted</th>
<th>Assessor has confirmed the task with Supervisor</th>
</tr>
</thead>
</table>

### Project 1: Person-Centred Approach
Candidate has collaborated with the client with a disability and the Supervisor in planning a person-centred delivery plan for the client. The strategies in the delivery plan template have been implemented by the candidate.

- **Document Filename**: S6-PCSDP
- **Description**: Person-Centred Service Delivery Plan
- **Check Yes/No if completed**:  
  - [ ] Yes  
  - [x] No

### Remarks:

### Project 2: Observation Form
Candidate has performed all the tasks documented in the Third-Party Report Form as confirmed by the Supervisor.

- **Document Filename**: Subject6-TPR
- **Description**: Third-Party Report Template
- **Check Yes/No if completed**:  
  - [ ] Yes  
  - [x] No

### Remarks:

## Assessor’s Declaration

I declare that I have contacted the candidate’s Vocational Placement Supervisor to confirm that the candidate has satisfactorily performed all of the tasks included in this Skills Workbook. The Supervisor further affirms that they have observed the candidate perform the tasks outlined above according to the descriptions provided by the candidate.

The Supervisor’s name, qualification details, and signatures affixed which appear on all Third-Party Reports accompanying this Skills Workbook are true and accurate.

*Note: The fields below are to be completed by the assessor.*

### Vocational Placement Supervisor Details

<table>
<thead>
<tr>
<th>Name of Organisation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor’s Name:</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Qualified Observer’s Name (if other than the Supervisor):</td>
</tr>
<tr>
<td>Phone Number:</td>
</tr>
<tr>
<td>Supervisor Qualifications:</td>
</tr>
<tr>
<td>Supervisor Comments (optional feedback to student):</td>
</tr>
</tbody>
</table>
FEEDBACK

Well done for finishing this workbook. We hope that what you learn with us will open up new path ways of success in your life. We continually strive to improve our courses and heighten the learning experience for you. One way we do this is by seeking feedback. Your experience is important to us and we are very keen to hear any suggestions or complaints you may have. Click on the button below to let us know what you think of us and our course.

CLICK HERE

End of Document