Assessment 1 – Short Answer Questions

**Instructions to students**

1. Ensure you read each item carefully, then refer to the learner workbook before attempting to answer or complete each task.
2. When you have completed all assessment items, go on to the next assessment.
3. Where you find questions or tasks are difficult, or cannot find the answer in the learner guide, contact your assessor to ask for assistance.

**Do not cheat or plagiarise during this assessment**. Anyone caught cheating or plagiarising will automatically be excluded under Code of Conduct Rules and their opportunity for assessment will be subject to the outcome of an Appeal Process

**Ask your trainer/assessor if you do not understand a question**. While your trainer/assessor cannot tell you the answer, he/she may be able to re-word the question for you

**Reasonable adjustment**: If you require any adjustments to accommodate a need in order to complete this assessment, please talk to your trainer/assessor. Arrangements will be put in place to ensure a fair and flexible approach is undertaken for this assessment. Please note that the range or nature of the adjustment will ensure that the outcomes of the unit are not compromised.

**Recognition of Prior Learning (RPL)**: RPL may be available for this unit of competency. Please speak with your Trainer if you feel you have undertaken these studies previously.

**Re-assessment**: If you do not achieve the required standard, you will be given the opportunity to be re-assessed by our Trainer/Assessor. Arrangements will be made on an individual basis

**Feedback:** Your trainer/assessor will provide you with feedback after the completion of the assessment. The trainer/assessor will explain the appeals process.

**Student Assessment Agreement**

Make sure you read through the assessments before you fill out and sign the agreement below.

If there is anything that you are unsure of, consult your assessor prior to signing this agreement.

By submitting through this Learning Management System, you acknowledge:

You have you read the assessment requirements for this unit?

You understand the requirements of the assessments for this unit?

You agree to the way in which you are being assessed?

You have discussed any specific needs with your trainer prior to this assessment

You understand your rights to re-assessment?

You understand your right to appeal the decisions made in an assessment?

If unsure about any of the above, please refer to your student handbook, or speak to your trainer.

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| Student name |  |
| Student number |  |
| Student signature |  |
| Date |  |
| Assessor name |  |
| Assessor signature |  |
| Date |  |

**Assessment One**

**Short answer questions.**

*(Required information for Question 1)*

*Support workers are in a good position to notice when a person’s rights are not protected because they are in direct contact with them. As a support worker, you can see when things have changed or if the person is sad or upset.*

The following are common areas where rights may have been breached towards the care of the client in a care facility. They may not have been given all the information they need to make choices about their lives.

* They may have had their personal information given out without their permission.
* They may have been refused support because of their race, religion, or sexual preference.
* They may have had support withdrawn because they made a complaint.
* They may have been dressed in their room without the door being closed.

**Question 1**

In the above situations, what are your responsibilities to the client as a HCW?

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**Question 2**

*If the client you are looking after believes they have been mistreated and your client is not satisfied with the outcome or the handling of their complaint after following the relevant complaint process, they can contact* the following websites:

[Charter of Aged Care Rights | Aged Care Quality and Safety Commission](https://www.agedcarequality.gov.au/consumers/consumer-rights) in Australia or <https://opan.org.au/aged-care-complaints>

1. What is OPAN in Australia and how could you inform your client of this service for help?

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1. Explain the main purpose of this Charter of Aged Care Rights and in addition what does standard one mean. Use the following link for information.

[Charter of Aged Care Rights | Aged Care Quality and Safety Commission](https://www.agedcarequality.gov.au/consumers/consumer-rights)

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**Question 3**

1. Name five of the 14 rights listed in the Charter of Aged Care Rights.

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1. Choose one of the rights you identified and provide an example of how you can uphold this right when supporting a person in an aged care facility.

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**Question 4**

In each of the following areas, list at least two signs that may indicate the abuse and/or neglect of an older person:

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| **Types of abuse** | **Indicators** |
| Sexual abuse |  |
| Physical abuse |  |
| Psychological abuse |  |
| Financial abuse |  |

**Question 5**

*You have arrived at work and notice that Mrs Olive is very distressed. She is crying and holding an open purse and saying all her money has gone. You were with her yesterday and she proudly showed you five $20 notes as she was going to go shopping and getting her hair done on Friday.*

Click the following link to assist with the question.

<https://toolkit.seniorsrights.org.au/toolkit/signs-of-elder-abuse>

1. What should you do if you suspect financial abuse?

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1. What are the possible emotional consequences of abuse for older people such as Mrs Olive? Consider Impacts of elder abuse.

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**Question 6**

How might your own attitude have an impact when working with older people in neglect or abusing situations? Consider your scope of work and limitations. Use the following link to assist. <https://toolkit.seniorsrights.org.au/toolkit/working-with-older-people>

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**Question 7**

Describe what abuse and neglect are in the aged care industry?

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| **Neglect** |  |
| **Abuse** |  |

**Question 8**

Insert the terms below beside the correct definition in the table.

* **High level residential care**
* **Low level residential care**
* **Collocated residential care**
* **Home and Community Care (HACC)**
* **Community aged care packages**
* **Community aged care packages**

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| **Care Service Models** | |
|  | The aim is to provide high and low care residential treatment to patients at the same place by cutting the inconvenience of moving to and from high care to low care or low care to high care during their time of treatment. In the age care environment, residents often need service level changes in a timely manner. They are shifted from high care to low care or vice versa according to their need of treatment. |
|  | Services are provided to the community members at their own residential premises, and they are the people who are old and frail and cannot do their ADL activities normally. |
|  | Basic accommodation related services:   * Laundry and Cleaning services * Maintenance of buildings * On call support for emergency assistance * Assistance with mobility and communication * Meals and special diets, wherever required * Support for people with dementia * Assistance with personal care like bathing, eating, dressing * Basic Toiletry goods like towels, washers, soap etc. * Social activities |
|  | Government funded programmes  • Commonwealth Home Support Program  • Home Care Package  • National Disability Insurance Scheme  • Self-funded  • Veterans' Home Care |
|  | Round the clock nursing care and provision for emergency medical assistance.  Specialist care is provided for the residents.  Assistance with medication, exercises, and rehabilitation is ensured.  Eating assistance and diet management.  Social activities and community events are arranged for the residents to spend quality time together.  High level dementia care facilities. |
| **High level residential care** |  |
| **Low level residential care** |  |
| **Collocated residential care** |  |
| **Home and Community Care** |  |
| **Community aged care packages** |  |

**Question 9**

List five of the biggest challenges for elderly people in Australian society?

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**Question 10**

Explain one of the challenges you have chosen in question 9, and describe how this can affect their lifestyle.

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**Question 11**

What Is Social Devaluation in the elderly sector?

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**Question 12**

# *Like any form of bias, ageism has led many of us to make false assumptions about seniors*.

# Name five myths of aging. Choose one that you have identified and explain this myth.

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**Question 13**

Insert the terms below beside the correct definition in the table.

* **Codes of practice in aged care**
* **Discrimination**
* **Dignity of risk**
* **Duty of care**
* **Human rights**
* **Privacy, confidentiality, and disclosure**
* **Work role boundaries – responsibilities and limitations**
* **Work health and safety**

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| Legal and Ethical Considerations | |
|  | A person is treated less favourably than another person in a similar situation, because of their age. It makes it against the law to treat people unfairly because of their age. |
|  | * You have an obligation to avoid acts or omissions, which could be reasonably foreseen to injure of harm other people. This means that you must anticipate risks for your clients and take care to prevent them coming to harm. |
|  | You must provide and maintain a working environment that is safe and free of risks to health, so far as is reasonably practicable. You must give your employees the necessary information, instruction, training or supervision to enable them to do their work in a way that is safe and without risks to health. |
|  | It is limits which protect the space between a worker's professional power and their client's vulnerability. Problems for care workers that can arise if these boundaries aren't maintained are:Becoming overly involved or attached to a client.Showing exceptional behaviour towards a client. |
|  | It is a centrepiece of the strategy, and provides the framework for a culture of proactive reform from aged care providers. It underpins the values and principles for delivering quality care to our senior Australians. |
|  | * This protects the rights of people of any age to be free of discrimination based on age, in areas and services defined in the legislation. The principal rights include rights to information, privacy, choice, to active and informed participation, and to accountability. |
|  | These are commonly used interchangeably. Confidentiality relates to information only. The legal duty of confidentiality obliges health care practitioners to protect their patients against inappropriate disclosure of personal health information. |
|  | In the aged care setting, is the concept that a person has the right to choose what they do and how they want to live, despite the fact that those lifestyle choices may come with risk |

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| **Codes of practice** In aged care |  |
| Discrimination |  |
| **Dignity of risk** |  |
| Duty of care |  |
| **Human rights** |  |
| **Privacy, confidentiality and disclosure** |  |
| **Work role boundaries – responsibilities and limitations** |  |
| **Work health and safety** |  |

**Question 14**

List and explain two (2) ways you can comply with the legal and ethical considerations of service provision within your workplace.

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**Question 15**

Provide two (2) examples of the legal and ethical considerations relating to confidentiality within aged care.

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**Question 16**

Click the following link to assist with this question.

[LGBTQI Awareness and Support in Aged Care | Ausmed](https://www.ausmed.com.au/cpd/articles/lgbtqi-awareness-in-aged-care)

How can you help a client fill in admission paperwork if they are unsure about their gender affiliation? Consider some of the areas you can discuss with the client taking into account, disclosure clauses and privacy.

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**Question 17**

Provide two (2) examples of how the ageing process can affect sexuality and gender of older people.

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**Question 18**

What is a common misconception about older people and sexuality?

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**Question 19**

Describe the following terms that are used in the healthcare sector. Provide a brief answer for each.

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| **Person-centred care** |  |
| **Palliative care** |  |
| **Consumer directed care** |  |
| **Rights-based approaches** |  |