



Community Services & Health

Pre-Vocational Language, Literacy & Numeracy Activities Manual

SAMPLE
Property of
Teach2Learn
Resources

Certificate III in Individual Support (Disability) CHC33015

Language Activities Manual

Acknowledgements

Each activity in this booklet has been aligned to the Australian Core Skills framework (ACSF) * Indicators of competence so that they are at the levels appropriate to the delivery of language, literacy and numeracy skills underpinning the units of competency.

- *The “Title to and Intellectual Property rights in relations to the ACSF are owned by the Commonwealth of Australia ”

Units of Competency and minimum required levels of reading, writing, numeracy, oral communication and learning skills

The following table provides the level of reading, writing, oral communication and numeracy that is required for the Certificate III in Individual Support (Disability)

Chapter	ACSF Reading Skills Level	ACSF Writing Skills Level	ACSF Oral Communication Skills Level	ACSF Numeracy Skills Level	ACSF Learning Skills Level
1. HLTWHS002 Follow safe work practices for direct client care	3	3	3	3	3
2. HLTHPS006 Assist clients with medication	3	3	3	3	3
3. CHCCOM005 Communicate and work in health or community services	3	3	3	3	3
4. CHCDIS007 Facilitate the empowerment of people with disability	3	3	3	3	3

Table of Contents

Chapter 1 HLTWHS002 - Follow Safe Work Practices for Direct Client Care 5

Activity 1	What is “Manual Handling”?	6
Activity 2	Manual Handling Hazards	7
Activity 3	Preventing Workplace Hazards	8
Activity 4	Identifying Risks of Infection	9
Activity 5	Identifying Other Sources of Infection	10
Activity 6	Medication Measurement	11
Activity 7	Safety Procedures in the Workplace.	12
Activity 8	Procedures for Reporting an Incident	13
Activity 9	Notifying of Risks	14
Activity 10	Rights & Responsibilities	15
Activity 11	Evacuation procedures	16
Activity 12	Apply Practical Strategies to Minimise Risk	17
Activity 13	Dealing with Death in the Workplace	18
Activity 14	Personal Safety Strategies	19
Activity 15	Recognising Your Skills	21
Activity 16	Identifying Terms Used in the Workplace	23
Activity 17	Planning an Activity	24
Activity 18	Budgeting	26
Activity 19	Recognising Signs & Symbols	27
Activity 20	Using Correct Equipment	30

Chapter 2: HLTHPS006 - Assist Clients with Medication33

Activity 21	Is It OK To Take This?	34
Activity 22	Communicating with Your Supervisor	35
Activity 23	What Are Medications?	36
Activity 24	Storing of Medications	37
Activity 25	Recognising Responsibilities	38
Activity 26	Self Medicating For Efficient Bowel Motions	39
Activity 27	Duty of Care	40
Activity 28	Writing a Request to a Doctor	41
Activity 29	Educating Clients	42
Activity 30	Time Management	43
Activity 31	Placing an Order for Supplies	44
Activity 32	Training To Give Medications	45
Activity 33	Self Medicating Safely	46
Activity 34	Problem Solving	47
Activity 35	Incident Report	48
Activity 36	Working in a Team	49
Activity 37	Managing Medication Doses	50
Activity 38	The Six Rights of Medication Administration	51

Chapter 3: CHCCOM005 - Communicate and Work in Health or Community Services.53

Activity 39	Effective Communication.....	54
Activity 40	Helping a Client to Write a Letter.....	55
Activity 41	Appropriate Communication	56
Activity 42	Assessing Effective Communication	57
Activity 43	Communicating your Ideas.....	58
Activity 44	Communicating with Your Supervisor	59
Activity 45	Non-verbal Communication.....	60
Activity 46	Self Appraisal	61
Activity 47	Incident Report	62
Activity 48	Time Management	64
Activity 49	Placing an Order for Supplies.....	65
Activity 50	Communicating your Needs	66
Activity 51	Assisting with Effective Communication	67
Activity 52	Communicating Responsible Decisions	68
Activity 53	Reading for Understanding.....	69
Activity 54	Problem Solving	70
Activity 55	Duty of Care	71
Activity 56	Supportive Communication	72
Activity 57	Time Management	73
Activity 58	Safety for Clients	74

Chapter 4: CHCDIS007 - Facilitate the Empowerment of People with Disability.....76

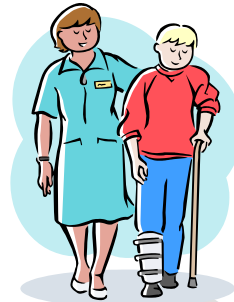
Activity 59	Non-verbal Communication.....	77
Activity 60	Roster Request	78
Activity 61	Personal Beliefs	79
Activity 62	Assistance with Daily Living	80
Activity 63	Educating Clients	81
Activity 64	Importance of Social Contact	82
Activity 65	Communicating with Your Supervisor	83
Activity 66	Personal Qualities	84
Activity 67	Problem Solving	85
Activity 68	Incident Report	86
Activity 69	Time Management	87
Activity 70	Placing an Order for Supplies.....	88
Activity 71	Recognising Responsibilities.....	89
Activity 72	Keeping Clients Safe	90
Activity 73	Writing a Letter for a Client.....	91
Activity 74	Duty of Care	92
Activity 75	Effective Communication.....	93
Activity 76	Working in a Team	94
Activity 77	Time Management	95
Activity 78	Recognising Training Needs	96

Contact details and order information – refer to last page

Chapter 1: CHCWH5312A - Follow Safety Procedures for Direct Care Work

1. What is “Manual Handling”?
2. Manual Handling Hazards
3. Preventing Workplace Hazards
4. Identify Risks of Infection
5. Identifying other Sources of Infection
6. Budgeting
7. Safety in the Workplace
8. Using Correct Terms in the Workplace
9. Notifying of Risks
10. Rights and Responsibilities
11. Evacuation Procedures
12. Applying Practical Strategies to Minimise Risk
13. Dealing with a Death in the Workplace
14. Personal Safety Strategies
15. Recognising Your Skills
16. Identifying Terms Used in the Workplace
17. Planning an Activity
18. Budgeting
19. Recognising Signs & Symbols
20. Using Correct Equipment

Activity 1 What is “Manual Handling”?

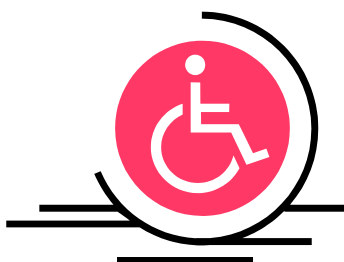


"Manual Handling" means any workplace activity when you use extra effort to hold, support, lift, lower, carry, push, pull, or slide someone.

PLEASE NOTE: NO WORKER SHOULD FULLY LIFT A PERSON, OTHER THAN A SMALL CHILD, without assistance from *mechanical aids and equipment or another worker/s*.

Circle the statements below that you consider to be a “Manual Handling” task.

- a) Pushing a client along in a wheelchair.
- b) Pulling a client up out of their chair to a standing position.
- c) Holding someone in one place using force.
- d) Helping a client out of bed by pulling back the sheets.
- e) Lifting a client into a shower chair.
- f) A client uses your shoulder for support to walk down some steps.
- g) Passing a cane to a client



Activity 2 Manual Handling Hazards

When working with the elderly as a disability care worker you will be required to perform many different tasks including, assisting in the lifting of clients. It is important that you follow the directions given by your supervisors to avoid injury to yourself and/or to your clients.

Read the statements below and circle true or false

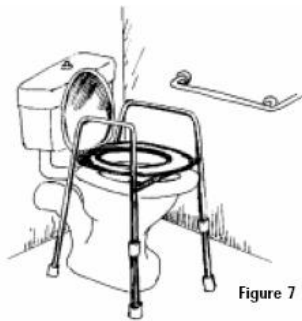


Figure 7



Figure 4

StatementAnswer

- | | |
|--|------------|
| 1. You should use a special hoist when helping some clients into the bath tub. | True/False |
| 2. To avoid slipping you should wear the correct no slip foot wear whilst at work. | True/False |
| 3. When lifting someone from the floor it is better to keep your back straight. | True/False |
| 4. It is recommended that two people be involved when lifting or moving a client | True/False |
| 5. Carrying people down steps is safer than using a lift or escalator. | True/False |

Activity 3 Preventing Workplace Hazards



Apart from “manual handling” risks, your workplace can have other kinds of safety risks’ for workers and the clients.

Read the workplace injuries written below and complete the sentence by writing in the space provided what you could do to prevent this injury from happening using the list of answers below:

1. You have been giving a client their daily medication using a syringe and when you prick yourself with the needle. If you had been _____ the needle may not have reached your skin.
2. You are giving your client their daily bath when you slip and fall, hurting your back. If you had been wearing your _____ you may not have slipped on the wet surface.
3. Your client is in a wheelchair and you are taking her to an appointment. You are driving her in the bus which has special equipment to lift client in and out. You are in a hurry and lift your client down from the step when she falls and injures her leg. Using the _____ which is fitted to the bus would have prevented this injury from happening.
4. You have been shown the correct way to pick something up from ground level. To prevent injury to your back you should always _____ before lifting heavy objects.

Wearing protective gloves

keep your back straight

Hydraulic wheelchair lift

Shoes with non slip soles

bend your knees



Activity 4 Identifying Risks of Infection

A **hazard** in a health care setting is placed in three categories called agents.

Agents are: **Biological** = body fluids
Chemical = germs found in the air
Physical = not washing hands.

All of these hazards can harm to people.

In infection control, a **hazard** is.

An infectious agent

An object that allows the infectious agent (eg needle) to get in

Write in the spaces provided which hazard applies to each statement listed below.

1. Not disposing of used needles properly could be a _____ hazard.
2. Preparing food without using gloves and after cleaning toilets could cause a _____ hazard.
3. You have cleaned up a blood spill in the first aid room and then mopped the dining room floor without properly cleaning the mop. This would be called a _____ hazard.
4. A client who is known to spit at staff when anger is seen as a _____ hazard.
5. You have a cut on your finger and have changed a clients dressing without wearing gloves, this is a _____ hazard.



Activity 5 Identifying Other Sources of Infection

As a disability care worker, you may be exposed to many different sources of infection.

Infections may be passed on by blood, body fluids, air, breathing or by direct contact with other infectious materials.

Protect yourself from infection

1. **use gloves**
2. **wear a mask**
3. **be covered around ALL spilled blood**

**Ask your friends/colleagues/trainer**

Which of the following illnesses are infectious?

- a) Human immunodeficiency virus (HIV)
- b) Hepatitis B virus
- c) Hepatitis C
- d) All of the above.

Which Infections belong to children usually?

- a) chickenpox
- b) dementia
- c) mumps
- d) boils

How would stop catching these infections?

- a) wear a protective mask.
- b) have patients wear a mask and isolate them from other patients.
- c) lock them in a room until the infection has passed
- d) Answers a and b
- e) All of the above

You have been told by the doctor you have the chickenpox. This is the second time you have had this infection and know it is only mild. You doctor says you can continue to work but should limit your contact with others. Your employer wants to know how you will help to stop spreading the infection to others. Make some suggestions on what you would say to your employer so you can help to stop spreading the infection.

NOTES/QUESTIONS/COMMENTS

sample

Chapter 2: HLTHPS006 - Assist Clients with Medication

21. Is It OK To Take This?
22. Communicating with Your Supervisor
23. What Are Medications?
24. Storing of Medications
25. Recognising Responsibilities
26. Self Medicating For Efficient Bowel Motions
27. Duty of Care
28. Writing A Request To A Doctor
29. Educating Clients
30. Time Management
31. Placing an Order For Supplies
32. Training To Give Medications
33. Self Medicating Safely
34. Problem Solving
35. Incident Report
36. Working in a Team
37. Managing Medication Times
38. The Six Rights of Medication Administration



Contact details and order information – refer last page.

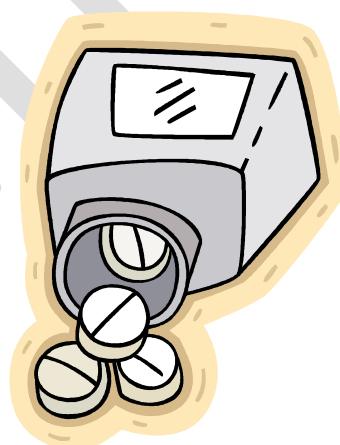
Activity 21 Is It OK To Take This?

A client shows you a bottle of medication without a label and says it is pain medication her husband used to take and would it be alright if she took some as her 'arthritis is acting up.' You know that her husband passed away over 2 years ago. What reasons would you give her for not taking the medication?

1. _____

2. _____

3. _____



Activity 22 Communicating with Your Supervisor

In all areas of caring for the disabled you will be answerable to a supervisor for your work practices. To assist with healthy work place relations, circle below the appropriate communication skills required when addressing a supervisor.



1. Be polite.
2. Interrupt him when he is talking on the telephone.
3. Excuse yourself if the matter is urgent.
4. Act in a rude manner.
5. Be pleasant and state fairly a grievance.



Activity 23 What Are Medications?



As a disability worker you will be asked to assist clients with self medicating. What do you understand by the word medication? Circle the following answers that best describe medications.

- 1) Prescription tablets a client has to take at regular times.
- 2) A drink of tap water. 
- 3) A laxative bought at the chemist.
- 4) Headache tablets
- 5) A piece of fruit. 

Activity 24 Storing of Medications

You are asked to make a sign for the clients TV room about the safe storing of medications. Make your sign in the box below.

Storing Medications

Sample



Activity 25 Recognising Responsibilities

You are responsible for the education of new clients about safe self medication.

Circle Yes or No to the following.

- | | |
|---|--------|
| 1. Medication should be kept in a locked draw. | Yes/No |
| 2. Medication doses can be doubled if the client requests it. | Yes/No |
| 3. Never take other peoples medication. | Yes/No |
| 4. Medication should be kept out of the reach of children. | Yes/No |
| 5. You can use medication past the expiry date. | Yes/No |



sample

Chapter 3: CHCCOM005 - Communicate and work in health or community services

39. Effective Communication
40. Helping a Client Write a Letter
41. Appropriate Communication
42. Assessing Effective Communication
43. Communicating Your Ideas
44. Communicating with Your Supervisor
45. Non Verbal Communication
46. Self Appraisal
47. Incident Report
48. Time Management
49. Placing an Order for Supplies
50. Communicating Your Needs
51. Assisting With Effective Communication
52. Communicating Responsible Decisions
53. Reading for Understanding
54. Problem Solving
55. Duty of Care
56. Supportive Communication
57. Time Management
58. Safety for Clients



Activity 39 Effective Communication

You are asked by Pam, another staff member, to help her with her work load as she is very busy. You feel you are also busy and don't particularly want to take on any more work.



What do you think the most effective way of communicating would be to gain a positive outcome? Circle yes or no to the following questions.

1. Say, do your own work. I have enough to do. Yes/No
2. Ask to look at her work sheet to see if you can help. Yes/No
3. Say you will help if you have time when finished your own work. Yes/No
4. Stand with your hands on your hips and sigh. Yes/No
5. Explain that you have a full work load as well and she should seek help from her supervisor. Yes/No



Activity 40 Helping a Client to Write a Letter



Ann has a broken arm and is unable to write to the social worker, Melissa, asking if she would come to see her. You are asked to write the short letter for her. What would you write?



Activity 41 Appropriate Communication

A carer is supporting a young alcoholic at a psychiatrist appointment. The client is uncooperative and the carer has had a long day. The carer becomes annoyed and voices his opinion that the session is a waste of time. The client is upset and leaves.

1. Was the carer's behaviour appropriate? Yes/No

2. What should the carer have done differently? _____



Activity 42 Assessing Effective Communication

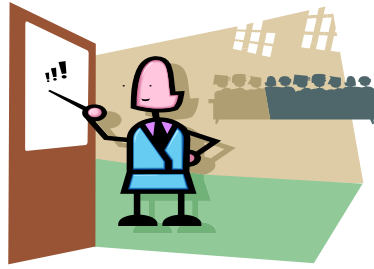
If you had communicated effectively the outcome of activity 1 would be, (circle true or false):



- | | |
|---|------------|
| 1. Pam would burst into tears. | True/False |
| 2. Pam would be happy to show you her work sheet. | True/False |
| 3. You feel stressed and obliged to help Pam. | True/False |
| 4. Pam seeks help from her supervisor. | True/False |
| 5. You both feel resentful and angry. | True/False |



Activity 43 Communicating your Ideas



You are asked to give 3 ideas for educational outings for a group of 15 year old boys with physical disabilities. What would you suggest?

1. _____
2. _____
3. _____



sample

Chapter 4: CHCDIS007 - Facilitate the empowerment of people with disability

59. Non Verbal Communication
60. Roster Request
61. Personal Beliefs
62. Assistance with Daily Living
63. Educating Clients
64. Importance of Social Contact
65. Communicating with Your Supervisor
66. Personal Qualities
67. Problem Solving
68. Incident Report
69. Time Management
70. Placing an Order for Supplies
71. Recognising Responsibilities
72. Keeping Clients Safe
73. Writing a Letter for a Client
74. Duty of Care
75. Effective Communication
76. Working in a Team
77. Time Management
78. Recognising Training Needs

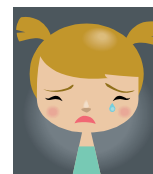


Contact details and order information – refer last 2 pages.

Activity 59 Non-verbal Communication

Read the following scenario and show that you can recognise 3 non verbal communications.

Sally is sitting with her arms crossed, quietly crying. She turns her head away when you ask her what is wrong. You sit down next to her and she leans lightly on your shoulder. She then wipes her eyes and says “That boy laughed at me.”

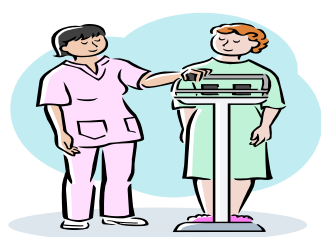


1. _____
2. _____
3. _____



Activity 60 Roster Request

Most work places have flexible rostering where you can request what you are able to work and the hours you would like to work. You may not always get what you request but it helps in planning for client care. Fill in the follow requests if you are able to work 2 x 6 hour shifts and 2 x 10 hour shifts. You can do a sleep over 1 night which would be 1 of your 10 hour shifts. You do not work on Fridays or the weekend. 10hour shifts are from 7am - 5.30pm or 8.30pm - 7am. A 6 hour shift is from 4pm - 10.30pm.



Roster Request

If possible could I please have the following work times for the roster commencing 4th June

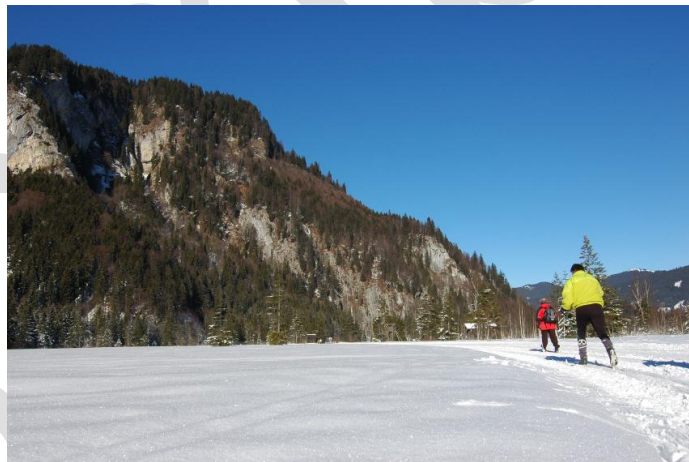
Date	Shift Times	Number of Hours
4/6/2010 Mon		
5/6/2010 Tue		
6/6/2010 Wed		
7/6/2010 Thur		

Total hours worked _____ hours

Activity 61 Personal Beliefs

You are asked how you feel about people with disability. Your answer will be assessed for your suitability to gain employment in a Government department where persons with disabilities are also employed. Circle true or false to the following.

1. I'm glad I don't have a disability. True/False
2. I would not treat them any differently to able bodied persons. True/False
3. I would be alright. But don't sit them near me. True/False
4. I believe in equal opportunities. True/False



Activity 62 Assistance with Daily Living

As a disability worker you will be asked to assist clients with their activities of daily living. List 4 ways in which you would encourage a client's independence to self care.

1. _____
2. _____
3. _____
4. _____



Activity 63 Educating Clients

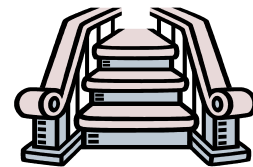
You are asked to give a talk to clients about the importance of being careful not to fall. Write 3 important points from the following passage you would cover in your talk.

“Falling is a major problem for the elderly. They may sustain broken skin which may take a while to heal or fractures needing surgery. To keep safe you need rubber soled slippers or shoes and hand rails in walking areas, for stability”.

1. _____

2. _____

3. _____



sample

Certificate III in Individual Support (Disability)

Language Activities Manual

Order from Teach2Learn Resources

Email enquiries@teach2learn.com.au
or
admin@mwtrain.com.au

Mail **PO Box 71 Scarborough QLD 4020**
Phone: **(07) 3283 1997**