



A.C.O.A.E.

Australasian College of Advanced Education



CHC43015
CERTIFICATE IV IN
AGEING SUPPORT
CLINICAL PLACEMENT
WORKBOOK



NATIONALLY RECOGNISED
TRAINING

CHC43015 CERTIFICATE IV IN AGEING SUPPORT

Clinical Placement Workbook

EVIDENCE OF AUTHENTICITY

To be completed when assessment is handed in to trainer

All evidence provided is my own work. I have received no assistance from anyone else (other than the facilitator of the course) in the completion of my assessment.

Learner Name: _____

Learner Signature: _____

Submission Date: _____



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INTRODUCTION

Industry practice/ clinical placement is an opportunity to acquire experience in the industry area you are learning about as part of your qualification.

Your Industry Practice/ clinical placement must be undertaken in the relevant industry area and enable you to acquire the employability skills and competencies required as part of your qualification. These are listed in the following pages.

For the purpose of this program your industry practice/ clinical placement will be organised by A.C.O.A.E. RTO. Please record the details of your industry practice/ clinical placement below (once known):

Employer/Industry Venue Name (if relevant):		
Proposed Duration (if known):	120 hours	
Office Use Only	Approved	Not Approved
Date Approved	A.C.O.A.E. RTO Name and Signature	
Notes		

INSTRUCTIONS FOR THE PARTICIPANT

This Book is a valuable document as it provides a record of:

- Industry feedback on your contribution and skills development
- Personal reflection and growth during your practice hours
- Your clinical skill sets completed as part of your practicum.

It is your responsibility to keep your log book in a safe place because:

- It is an assessable item and is required to finalise your unit competencies
- It may contain confidential information about your experiences in industry
- Your Educator will want to view it regularly
- It will need to be signed off by your Educator (or appropriate A.C.O.A.E. RTO team member regularly).

This book may support your future applications for employment in the industry. As you develop skills and knowledge, your competency will improve.

You must complete all the sections in this workbook.

You will be assessed by your trainer/assessor and one of the following outcomes will apply:

Competent (C) means:

- All questions were addressed and an understanding of the unit is demonstrated.

Not Yet Competent (NYC) means:

- There were some gaps in either the skill or knowledge required to provide sufficient evidence of your ability to perform the task/activity to the required standard.

FEEDBACK

Your trainer/ assessor will provide you with feedback. If a grade of Not Yet Competent has been issued, you will be provided with detailed feedback and given the opportunity to recomplete the relevant assessment activities.

Where applicable your trainer/assessor will identify any training needs and arrange further training to address any gaps identified in the assessment process.

IMPORTANT

To achieve this qualification you are required to complete at least 120 hours of clinical placement. You will need to keep a record of the dates and times you attend the workplace. Ensure that every time you go to the workplace you make an entry into your **Work Diary** and have it signed by your supervisor.

INDUSTRY PRACTICE GUIDELINES AND POLICIES

You will be required to follow the following guidelines in conjunction with your Clinical Placement. This is in addition to specific policies and procedures you may be required to follow from the individual organisation.

Attitude and Professionalism

Throughout your Clinical Placement you will be required to maintain a positive attitude and high level of professionalism. This will be reflected in the way in which you achieve your Employability Skills and/or Units of Competency.

The organisations you are working with may be your future employers and will be able to provide valuable feedback on your performance.

Should you have any queries or concerns during your Clinical Placement, please consult with your Trainer or A.C.O.A.E. RTO in the first instance

Punctuality and Attendance

Once you have commenced your Clinical Placement and have negotiated your working hours/times with A.C.O.A.E. RTO and the organisation where you are undertaking your Industry Practice, you must ensure you arrive as per the agreed commencement time on each agreed day.

Learners are to contact A.C.O.A.E. RTO and the organisation in the event they are running late and/or unable to attend for the day.

Dress Code and Personal Hygiene

To maintain professionalism, learners attending Industry Practice are required to maintain a clean and tidy appearance.

Learners must wear approved shirt and trousers, closed in shoes. The clothing must be appropriate to the work environment.

Learners are required to have short, clean nails, clean clothing and no strong body odours.

If you are unsure about the appropriate dress, please check with your Trainer.

A learner who is not appropriately attired may not be permitted to attend their placement.

INDUCTION

To be completed by the Supervisor (first day)

Please tick when completed	
<input type="checkbox"/>	Introduction of trainee to relevant staff
<input type="checkbox"/>	Issue protective clothing (if required)
<input type="checkbox"/>	Tour of work place (staff amenities etc)
<input type="checkbox"/>	Hours/Attendance/Meal Breaks
<input type="checkbox"/>	Illness/absence procedures – reporting in sick
<input type="checkbox"/>	Signing in and signing out procedures
<input type="checkbox"/>	Operating procedures
<input type="checkbox"/>	Discussion of duties and expectations
<input type="checkbox"/>	Use of equipment (if required)
<input type="checkbox"/>	WHS procedures explained
<input type="checkbox"/>	Company policies and procedures handbook
<input type="checkbox"/>	Staff entry and exit points
<input type="checkbox"/>	Immediate supervisor
<input type="checkbox"/>	Security/confidentiality arrangements
Signed Supervisor	Date
Signed Learner	Date

WORK DIARY

Copy more if necessary

Work Placement / Facility /Date	Arrival	Departure	Total Hours for Day	Workplace Supervisor Signature



Work Placement / Facility /Date	Arrival	Departure	Total Hours for Day	Workplace Supervisor Signature

FOUNDATION SKILLS

Foundation skills are the underpinning skills required for participation in the workplace, the community and in adult education and training that include learning, reading, writing, oral communication and numeracy plus employment skills.

All job tasks, and all units of competency include foundation skills – almost everything we do at work has something to do with learning, reading, writing, oral communication and numeracy. It might be having a conversation with a client or a colleague, completing an observation record, working to a schedule or reading workplace health

and safety information. Almost everything is underpinned by foundation skills.

The following foundation skills are essential for a successful career in the community health sector.

Complete the following foundation skills assessments. There is three parts to the assessment, firstly your own assessment, your Supervisor and your Trainer/Assessor.

Some the skills you may have before you start your placement, others you will gain as you complete your hours in the workplace. By the end of your placement your Trainer/Assessor should be able to sign off on the majority of the listed skills.

Foundation Skills	Initial each competency achieved.		
	Self Assessment Learner	Industry Assessment Employer	Assessment A.C.O.A.E. RTO
SELF-MANAGEMENT	Consider: Do I/does the learner demonstrate consistent ability to manage him/herself?		
Personal Presentation (is the learner well presented in the workplace, eg. clean and ironed uniform/clothes)			
Being self-motivated (ie. in relation to requirements of own work role)			
Articulating own ideas and vision (ie. within a team or supervised work context)			
Balancing own ideas and values with workplace values and requirements			
Monitoring and evaluating own performance (ie. Within a team or supervised work context)			
Taking responsibility at the appropriate level			
COMMUNICATION	Consider: Do I/does the learner communicate effectively and thoughtfully?		
Listening to and understanding work instructions, directions and feedback, including complex information			
Speaking clearly/directly to relay information, including complex information			
Reading and interpreting workplace related documentation, such as safety requirements and work instructions, including complex information			
Writing to address audience needs, such as work notes and reports, including complex information			

Foundation Skills	Initial each competency achieved.		
	Self Assessment Learner	Industry Assessment Employer	Assessment A.C.O.A.E. RTO
COMMUNICATION (CONTINUED)	Consider: Do I/does the learner demonstrate consistent ability to manage him/herself?		
Interpreting the needs of internal/ external customers from a range of information sources			
Applying numeracy skills to workplace requirements involving measuring, counting, calculating, monitoring and evaluating			
Sharing information (eg. With other staff and with clients) & establishing and using networks			
Negotiating responsively (eg. re own work role and/or conditions, and with clients)			
Persuading effectively (eg. in line with own work role and including staff, clients and other stakeholders)			
Being appropriately assertive (eg. in relation to safe or ethical work practices and own work role)			
Empathising			

Foundation Skills	Initial each competency achieved.		
	Self Assessment Learner	Industry Assessment Employer	Assessment A.C.O.A.E. RTO
PROBLEM SOLVING	Consider: Do I/does the learner demonstrate the ability to resolve problems (at the appropriate level)?		
Developing practical and creative solutions to workplace problems (ie. within scope of own role)			
Showing independence and initiative in identifying problems (ie. Within scope of own role)			
Solving problems individually or in teams (ie. within scope of own role)			
Applying a range of strategies in problem solving			
Using numeracy skills to solve problems (eg. in relation to client assessment and management)			
Testing assumptions and taking context into account (ie. with an awareness of assumptions made and work context)			
Listening to and resolving concerns in relation to workplace issues (ie. within scope of own role)			
Resolving customer concerns relative to workplace responsibilities (ie. in relation to direct client contact)			

Foundation Skills	Initial each competency achieved.		
	Self Assessment Learner	Industry Assessment Employer	Assessment A.C.O.A.E. RTO
TECHNOLOGY	Consider: Do I/does the student display sound technology skills, where appropriate?		
Using technology and related workplace equipment (ie. if within scope of own role)			
Using basic technology skills to organise data (ie. within scope of own role)			
Adapting to new technology skill requirements (ie. within scope of own role) & applying WHS knowledge			
Applying WHS knowledge when using technology			
Applying technology as a management tool			
LEARNING	Consider: Do I/does the learned demonstrate an interest and capacity to learn and acquire new skills, knowledge and attitudes?		
Being open to learning new ideas and techniques & learning in order to accommodate change			
Learning in a range of settings including informal learning			
Learning new skills and techniques & participating in ongoing learning			
Taking responsibility for own learning (ie. within scope of own work role)			
Contributing to the learning of others (eg. by sharing information and as a coach/mentor)			
Applying a range of learning approaches (ie. as provided)			
Participating in developing own learning plans			

Foundation Skills	Initial each competency achieved.		
	Self Assessment Learner	Industry Assessment Employer	Assessment A.C.O.A.E. RTO
TEAM WORK	Consider: Do I/does the student work effectively as part of a team?		
Working as an individual and a team member			
Working with diverse individuals and groups			
Applying knowledge of own role as part of a team			
Applying teamwork skills to a range of situations			
Identifying and utilising the strengths of other team members			
Giving feedback, coaching and mentoring			
PLANNING AND ORGANISING	Consider: Do I/does the student demonstrate sound planning and organizational skills?		
Being timely (arriving to work on or before time)			
Collecting, analysing and organising information (ie. within scope of own role)			
Using organisation systems for planning and organising (ie. if applicable to own role)			
Being appropriately resourceful			
Taking initiative and making decisions within workplace role (ie. within authorised limits)			
Participating in continuous improvement and planning processes (ie. within scope of own role)			
Working within or establishing clear work goals and deliverables			

Foundation Skills	Initial each competency achieved.		
	Self Assessment Learner	Industry Assessment Employer	Assessment A.C.O.A.E. RTO
PLANNING AND ORGANISING (CONTINUED)	Consider: Do I/does the student demonstrate sound planning and organizational skills?		
Determining or applying required resources (ie. within scope of own role)			
Allocating people and other resources to tasks and workplace requirements (ie. within scope of own role)			
Managing time and priorities (ie. in relation to tasks required for own role)			
Adapting resource allocations to cope with contingencies (ie. as relevant to own role)			
INITIATIVE AND ENTERPRISE	Consider: Do I/does the student use initiative and display the ability to take appropriate action?		
Adapting to new situations (ie. within scope of own role)			
Being creative in response to workplace challenges (ie. within relevant guidelines and protocols)			
Identifying opportunities that might not be obvious to others (ie. within a team or supervised work context)			
Generating a range of options in response to workplace matters			
Translating ideas into action (ie. within own work role)			
Developing innovative solutions (ie. within a team or supervised work context and within established guidelines)			

DECLARATION:

The above-named student has shown ability in the required foundation skills detailed in this assessment:

	Printed Name	Signature	Date
Employer/Industry Representative			
Student			
A.C.O.A.E. RTO Assessor			
Comments (include reasonable adjustments)			

PRIMARY SKILL ASSESSMENTS

Instructions

As you progress through these Primary Skill assessments you will need to read each of the items in the left-hand column to make sure you complete the task correctly. The person observing will place a tick for satisfactory or cross for not yet satisfactory in the boxes next to each part of the task during assessment. The person observing will complete the column on the right-hand side listing any procedures/settings considered not

being competently adhered to. These steps are critical to the performance of each task. When the tasks have been completed you will be assessed as either Competent C or Not Yet Competent NYC by a trainer/assessor. You will have the opportunity to complete each the skills at least 3 different times during the course of your clinical placement, to gain competence.

Learner Name					
Assessor Name					
Skill and Element	Supporting Client to maintain mobility. 1 person assist Promoting independence, physical and emotional wellbeing				
Place of Assessment	Clinical Placement				
Date of assessment	1st Date				
	2nd Date				
	3rd Date				
C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments	
1. Practice hand hygiene					
2. Identify the person, check care plan and identify any equipment required					
3. Call the person by name and explain the procedure to the person					
4. Provide for privacy					
5. Assist the person to a sitting position					

C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments
<p>6. Assist the person to stand</p> <ul style="list-style-type: none"> a. Stand facing the person b. Grasp the transfer belt (if used) using side handles with your hands placed on each side of the person c. Place your left knee against the person's knee and place your right foot between the person's feet. d. Pull the person up to a standing position as you straighten your knees e. Keep your hands on the transfer belt as you move behind or beside the person and wait while the person gains his/her balance f. Ask the person to stand up straight and hold his/ her head up 				
<p>7. Assist the person to walk. Provide support as you walk slightly behind or beside the person</p>				
<p>8. Walk the required distance. Do not rush or hurry the person and provide encouragement</p>				
<p>9. Support the person to sit by holding both sides of transfer belt (if used) or with the assistance of second carer holding one side each and ask person to move backwards until their back of legs is touching front of chair. Explain what you are about to do and lower the person into chair</p>				
<p>10. Make sure person is comfortable and then ask person to lean torso forward and remove transfer belt (if used)</p>				
<p>This Student has been deemed</p>	Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>	
<p>Student Signature</p>			Date	
<p>Assessor Signature</p>			Date	
<p>Assessor Comments</p>				

Learner Name					
Assessor Name					
Skill and Element	Brushing and Combing the Person's Hair Promoting independence, physical and emotional wellbeing				
Place of Assessment	Clinical Placement				
Date of assessment	1st Date				
	2nd Date				
	3rd Date				
C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments	
1. Practice hand hygiene					
2. Identify the person. Check care plan. Call the person by name					
3. Explain the procedure to the person and confirm their style preferences					
4. Collect the following: Comb and/or brush, Bath towel if needed; Hair care items as requested					
5. Provide for privacy					
6. Brush the hair. Start at the scalp, and brush toward the hair ends. Be careful of any hearing aids if person is wearing them					
7. Use haircare items as requested. Style the hair as the person prefers and ask the person if they are happy with style.					
8. Clean and return items to their proper place					
9. Wash your hands					

This Student has been deemed	Competent <input type="checkbox"/>	Not Yet Competent <input type="checkbox"/>
Student Signature		Date
Assessor Signature		Date
Assessor Comments		

Learner Name					
Assessor Name					
Skill and Element	Brushing the Person's Teeth/dentures Assisting with oral hygiene Promoting independence, physical and emotional wellbeing				
Place of Assessment	Clinical Placement				
Date of assessment	1st Date				
	2nd Date				
	3rd Date				
C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments	
1. Explain the procedure to the person					
2. Practice hand hygiene. Put on gloves					
3. Collect the following: Toothbrush; Toothpaste; Mouthwash (or solution on the care plan); Water glass with cool water; bath towel					
4. Collect the following: Comb and/or brush, Bath towel if needed; Hair care items as requested					
5. Sitting person comfortably on shower chair or placing person in wheel chair as close as possible next to sink in bathroom					

C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments
6. Provide for privacy				
7. Place bath towel across person's chest				
8. Ask person if they need assistance to apply toothpaste on tooth brush				
9. Place glass with cool water at arm's reach				
10. Ask person if they need assistance to turn on tap and check water temperature				
11. Allow for privacy if applicable while person brushes teeth				
12. When person has completed task return and assist if needed to relocate equipment				
13. Ensure sink is clean and bathroom left tidy				
14. Remove gloves and practise hand hygiene				
15. Report and record your observations.				
This Student has been deemed	Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>	
Student Signature			Date	
Assessor Signature			Date	
Assessor Comments				

Learner Name					
Assessor Name					
Skill and Element	Dressing the Person Promoting independence, physical and emotional wellbeing				
Place of Assessment	Clinical Placement				
Date of assessment	1st Date				
	2nd Date				
	3rd Date				
C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments	
1. Explain the procedure to the person					
2. Practice hand hygiene					
3. Get clothing requested by the person					
4. Identify the person. Call the person by name					
5. Provide for privacy					
6. Raise the bed for body mechanics. Bed rails are up if used					
7. Lower the bed rail (if up) on the person's strong side					
8. Undress the person					
9. Position the person					
10. Cover the person appropriately. Fanfold linens to the foot of the bed					

C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments
11. Put on garments that are suitable to the clients needs				
12. Put socks and footwear on the person				
13. Help the person get out of bed if he or she is to be up. If the person will stay in bed: a. Cover the person b. Provide for comfort c. Lower the bed to its lowest position d. Raise or lower bed rails. Follow the care plan				
14. Place the call bell within reach				
15. Unscreen the person				
This Student has been deemed	Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>	
Student Signature			Date	
Assessor Signature			Date	
Assessor Comments				

Learner Name					
Assessor Name					
Skill and Element	Assisting the Person with feeding Promoting independence, physical and emotional wellbeing				
Place of Assessment	Clinical Placement				
Date of assessment	1st Date				
	2nd Date				
	3rd Date				
C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments	
1. Explain the procedure to the person					
2. Practice hand hygiene					
3. Position the person in a sitting position. If in bed raise head board to comfortable upright position and lower siderail. Place chair beside the bed facing the person (do not stand while feeding person) If eating in dining room position person at end of table and sit beside					
4. Get the tray. Place it on the overbed table or dining table					
5. Drape clothing protector across the person's chest and underneath the chin (if necessary)					
6. Carer to sit in chair facing person at same level					
7. Tell the person what foods and fluids are on the tray					
8. Prepare food for eating. Season food as the person prefers and is allowed on the care plan					

C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments
9. Serve foods in the order the person prefers				
10. Use straws for liquids if the person cannot drink out of a glass or cup. Have one straw for each liquid. Provide short straws for weak persons. (If person requires use feeder mug)				
11. Follow the care plan if the person has dysphagia (some persons with dysphagia do not use straws.) Give thickened liquids with a spoon				
12. Talk with the person in a pleasant manner. Encourage him or her to eat as much as possible				
13. Wipe the person's mouth with a napkin. Discard the napkin				
14. Note how much and which foods were eaten				
15. Measure and record intake if ordered				
16. Remove the tray				
17. Assist the person back to his or her room, (if in dining room) if in bed raise the bed back to preferred height and raise bed rail if required				
18. Assist with oral hygiene and hand washing. Provide for privacy.				
19. Provide for comfort. Assist person to lounge room or bedroom whichever person prefers				
20. If in bed place the call bell within reach				

C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments
21. Raise or lower bed rails. Follow the care plan				
22. Complete a safety check of the room				
23. Decontaminate your hands				
24. Report and record your observations				
This Student has been deemed	Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>	
Student Signature			Date	
Assessor Signature			Date	
Assessor Comments				

Learner Name					
Assessor Name					
Skill and Element	Giving the Bedpan Promoting independence, physical and emotional wellbeing				
Place of Assessment	Clinical Placement				
Date of assessment	1st Date				
	2nd Date				
	3rd Date				
C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments	
1. Provide for privacy					
2. Practice hand hygiene					
3. Put on gloves					
4. Collect the following: Bedpan; Bedpan cover; Toilet paper					
5. Explain the procedure to the person					
6. Arrange equipment on the chair or bed					
7. Raise the bed to waist height. Lower the bed rail near you if up. Raise the opposing bedrail for safety					
8. Position the person supine. Raise the head of the bed slightly if needed or place pillow comfortably					
9. Fold the top linens and clothing out of the way. Remove underwear down to knee area or take off incontinence pad. Keep the lower body covered as much as possible					

C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments
10. Ask the person to flex the knees and raise the buttocks by pushing against the mattress with his or her feet				
11. Slide your hand under the lower back. Help raise the buttocks				
12. Slide the bedpan under the person				
13. Ask the person if comfortable				
14. Wipe the person's mouth with a napkin. Discard the napkin				
15. Place the call bell within reach				
16. Place bedpan firmly against buttocks (ensuring not to pinch person's skin)				
17. Push down firmly and lean forward place hand on person's hip for stability as you roll person back				
18. Ask person if comfortable and ensure pan is in correct position. Cover the Person				
19. Raise the head of the bed so the person is in a sitting position if required				
20. Raise the bed rail				
21. Place the toilet tissue and call bell within reach				
22. Ask the person to signal when done or when help is needed				
23. Remove the gloves. Decontaminate your hands				

C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments
24. Leave the room, and close the door				
25. Return when the person signals. Or check the person every 5 minutes. Knock before entering				
26. Decontaminate your hands. Put on gloves				
27. Raise the bed for body mechanics. Lower the bed rail (if used) and the head of the bed				
28. Ask the person to raise the buttocks. Remove the bedpan. Or hold the bedpan and turn him or her onto the side away from you				
29. Clean the genital area if the person cannot do so. Clean from front (urethra) to back (anus) with toilet paper. Use fresh paper for each wipe. Provide perineal care if needed				
30. Replace pad if needed and readjust bed linen ensure person is comfortable				
31. Place call bell within reach				
32. Raise or lower bed rails. Follow care plan				
33. Unscreen the person				
34. Cover the bedpan. Take it to the pan room				
35. Note the colour, amount, and character of urine or faeces				
36. Empty the bedpan contents into the toilet and flush. Rinse the bedpan. Pour the rinse into the toilet and flush. Place bedpan into sterilizer				



C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments
37. Remove soiled gloves. Practice hand hygiene, and put on clean gloves				
38. Follow centre policy for soiled linen				
39. Decontaminate your hands				
40. Report and record your observations				
This Student has been deemed	Competent <input type="checkbox"/>		Not Yet Competent <input type="checkbox"/>	
Student Signature			Date	
Assessor Signature			Date	
Assessor Comments				

Learner Name					
Assessor Name					
Skill and Element	Giving the Urinal/ for independent use Promoting independence, physical and emotional wellbeing				
Place of Assessment	Clinical Placement				
Date of assessment	1st Date				
	2nd Date				
	3rd Date				
C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments	
1. Provide for privacy					
2. Determine if the man will stand, sit, or lie in bed					
3. Practice hand hygiene					
4. Put on gloves					
5. Give him the urinal if he is in bed. Remind him to tilt the bottom to prevent spills					
6. If he is going to stand: a. Help him sit on the side of the bed b. Put non-skid footwear on him c. Help him stand. Provide support if he is unsteady d. Give him the urinal					
7. Position the urinal if necessary. Position his penis in the urinal if he cannot do so					
8. Place the call bell within reach. Ask him to signal when done or when he needs help.					
9. Remove the gloves. Decontaminate your hands					

C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments
10. Leave the room and close the door				
11. Return when he signals for you. Or check the person every 5 minutes. Knock before entering				
12. Decontaminate your hands. Put on gloves				
13. Report and record your observations				
14. Close the cap on the urinal. Take it to the bathroom				
15. Note the colour, amount, and character of the urine				
16. Assist the man back to his bed / chair if required provide for comfort				
17. Ensure person is comfortable and place call bell in reach				
18. Unscreen the person				
19. Return the urinal to pan room, empty the urinal contents into the toilet and flush. Rinse it with cold water. Pour the rinse into the toilet and flush. Rinse the urinal with cold water. and place in sterilizer				
20. Remove soiled gloves. Practice hand hygiene				
21. Report and document any changes noted				

This Student has been deemed	Competent <input type="checkbox"/>	Not Yet Competent <input type="checkbox"/>
Student Signature		Date
Assessor Signature		Date
Assessor Comments		

Learner Name				
Assessor Name				
Skill and Element	Hand Washing, Promoting independence, physical and emotional wellbeing			
Place of Assessment	Clinical Placement			
Date of assessment	1st Date			
	2nd Date			
	3rd Date			
C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments
1. Make sure you have soap, paper towels, an orange stick or nail file, and a wastebasket. Collect missing items				
2. Push your watch up 4 to 5 inches. Also push up uniform sleeves				
3. Stand away from the sink so your clothes do not touch the sink. Stand so the soap and faucet are easy to reach				
4. Turn on and adjust the water until it feels warm				
5. Wet your wrists and hands. Keep your hands lower than your elbows				

C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments
6. Apply about 1 teaspoon of soap to your hands				
7. Rub your palms together and interlace your fingers to work up a good lather. This step should last at least 15 seconds				
8. Wash each hand and wrist thoroughly. Clean well between the fingers				
9. Clean under the fingernails. Rub your finger tips to your palms				
10. Rinse your wrists and hands well. Water flows from the arms to the hands				
11. Repeat steps 7 through 10, if needed				
12. Dry your wrists and hands with paper towels. Pat dry starting at your finger tips				
13. Unscreen the person				
14. Put on garments that are suitable to the clients needs				
15. Put socks and footwear on the person				
16. Discard the paper towels				
17. Turn off faucets with clean paper towels. This prevents you from contaminating your hands. Use a clean paper towel for each tap				
18. Discard paper towels				

This Student has been deemed	Competent <input type="checkbox"/>	Not Yet Competent <input type="checkbox"/>
Student Signature		Date
Assessor Signature		Date
Assessor Comments		

Learner Name					
Assessor Name					
Skill and Element	Shaving the Person Promoting independence, physical and emotional wellbeing				
Place of Assessment	Clinical Placement				
Date of assessment	1st Date				
	2nd Date				
	3rd Date				
C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments	
1. Explain the procedure to the person					
2. Practice hand hygiene					
3. Collect the following: Wash basin; Bath towel; Hand towel; Washcloth; Safety razor; Mirror; Shaving cream, soap, or lotion; Shaving brush; After shave lotion (men only); Tissues or paper towels; Paper towels; Gloves					
4. Arrange paper towels and supplies on the overbed table					
5. Identify the person. Call the person by name					

C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments
6. Provide for privacy				
7. Raise the bed for body mechanics. Bed rails are up if used				
8. Fill the basin with warm water, and place close to client				
9. Lower the bed rail near you if up				
10. Put on gloves				
11. Assist the person to a seated position if allowed or to the supine position				
12. Adjust lighting to clearly see the person's face. Place the bath towel over the chest and under chin area				
13. Adjust the over bed table for easy reach				
14. If person wears dentures ensure they are in mouth				
15. Wash the person's face with warm water. Do not dry				
16. Wet the washcloth or towel with warm water. Wring it out				
17. Apply the washcloth or towel to the face for a few minutes				
18. Apply the shaving cream with your hands, or use a shaving brush to apply lather				
19. With the fingers of one hand, hold the skin taut as you shave in the direction that the hair grows				

C = Competent/ NYC = Not Yet Competent	1st	2nd	3rd	Comments
20. Start under the sideburns and work downward over the cheeks				
21. Rinse the razor often				
22. Continue carefully over the chin, and then work upward on the neck under chin use short firm strokes				
23. Areas under the nose and around the lips are sensitive take special care in these areas use fingers to hold crevices and creases taut				
24. Apply direct pressure to any bleeding areas				
25. Wash off any remaining shaving cream and soap. Dry with a towel				
26. Apply after-shave lotion if requested				
27. Remove the towel, and place person in comfortable position				
28. Raise the side rail up if required. Move the over bed table to the side of the bed and place call buzzer in reach				
29. Clean and return equipment and supplies to their proper place. Discard disposable items. Wearing gloves				
30. Wipe off the over bed table with the paper towels. Discard the paper towels				
31. Remove the gloves. Decontaminate your hands				
32. Report nicks, cuts, or bleeding to the supervisor. Also report and record other observations				

This Student has been deemed	Competent <input type="checkbox"/>	Not Yet Competent <input type="checkbox"/>
Student Signature		Date
Assessor Signature		Date
Assessor Comments		

SUPERVISOR – THIRD PARTY REPORTS

To be completed by your workplace supervisor at the end of the work placement period.

Scale	Needs improvement	1
	Satisfactory	2
	Good	3
	Exceptional	4
	Not Observed	N/O

In the table below please circle the rating that **best** describes your work placement student.

Key Behaviour	Rating Scale				
Professionalism – projects a professional image, maintains organisational standard	1	2	3	4	N/O
Initiative - appropriate actions taken without always being directed	1	2	3	4	N/O
Follows WHS procedures when delivering direct care work	1	2	3	4	N/O
Works within legal and ethical framework	1	2	3	4	N/O
Ability to work effectively as an individual and team member	1	2	3	4	N/O
Interaction with staff - builds positive relationships with staff	1	2	3	4	N/O
Interaction with residents - communicates effectively and builds rapport	1	2	3	4	N/O
Ability to listen and understand work instructions, directions and feedback	1	2	3	4	N/O
Ability to plan, implement and evaluate care using a person-centred approach	1	2	3	4	N/O
Documents care in accordance with organisational policies and procedures	1	2	3	4	N/O

ACTIVITIES

Activity 1

1. Where is the organisation's WHS policy kept?

2. How often is the WHS policy reviewed?

3. Who is the WHS Officer?

4. Does the organisation have a Safety Committee? Yes No

5. How often they meet?

6. Where are the organisations policy and procedure manuals kept?

7. Where is information relating to complaints and suggestions recorded?

8. If you were employed by the organisation, what is the chain of command?

9. What is the organisation's policy on responding to allegations of abuse?



10. Where are resident/client care plans kept?

11. Who prepares/updates the resident client care plans/PCP's/individual plans?

12. Who has the right to read the care plans/PCP's/Individual plans?

13. Give examples of effective communication you used or witnesses in the work place.

14. Why was it effective?

15. Were there any examples of ineffective communication you used or witnessed in the work place?
Why was it ineffective?

16. During your placement give examples of how you support people to make choices.

ACTIVITIES

Activity 2

Using the organisation's policies and procedures answer the following questions:

1. What to do in a Fire

In the instance of fire, I should

The fire extinguishers are located

The documents that need to be completed in the event of a fire are

2. What to do in an emergency evacuation situation

In the event of an emergency evacuation I should

The emergency exist are located

The evacuation meeting point is

The documents that need to be completed in the event of an emergency evacuation are

REFLECTION – JOURNAL

During your Clinical Placement and ongoing professional life, it is important to ensure you care for yourself and promote a positive self-image. You will need to have strategies of how you are going to manage stress, ensure you have enough rest and adequate nutrition throughout your industry practice.

Some ways in which you can establish this is by maintaining a reflective practice journal and debriefing with your peers.

A Reflective Practice Journal is something you will be required to maintain **at least weekly** during your Clinical Placement and should be used as a tool to look at your practice and learn from it. Regular reflection on your industry skills increases your ability to be active and enthusiastic about your professional development. When you reflect on what you do, you are more able to make sense of your practice and make changes.

As part of your weekly journal you should reflect on all aspects of your practice, including:

- Your interaction and communication with others
- Your ability to work in a team
- Your ability to use your initiative
- Your problem-solving skills
- Your ability to plan and organise
- Your ability to understand your level of competence
- Identifying your learning needs and strengths

Debriefing With Your Peers is important throughout your Clinical Placement as it will allow you to discuss certain experiences of your placement and promote ideas of how to improve upon professional practice for yourself and others. This is another form of reflection and will also identify to your Trainer that you have an understanding on a variety of points that relate to your qualification's Units of Competency and employability skills in your course.

As part of your Reflective Journal, consider the following:

1. Provide a brief description of the organisation where you are undertaking your Clinical Placement

2. What strategies are used within the service to ensure effective communications is maintained between staff and clients. Provide examples.



3. List some ways that you have participated as part of the team.



- You might also have days where you feel nothing is going well. It is just as important that you consider why this is. Is it a lack of knowledge, lack of resources or poor understanding that has made things difficult for you? Are there situations or practices within the setting that are difficult to adhere to and, if so, could you come up with alternative methods of working?



8. Observe how staff managed any situations of conflict/behaviour. What strategies were used to ensure all client's needs were met? How did you feel during (or after) the conflict/behaviour situation? What did you learn about yourself and others? Would you do anything differently next time?

Lined area for writing the response to question 8.

Learner Name		
Date of Placement		
Please rate the following		
Attendance	Excellent	<input type="checkbox"/>
	Satisfactory	<input type="checkbox"/>
	Poor	<input type="checkbox"/>
Punctuality	Arrives before start time	<input type="checkbox"/>
	Arrives at the required time	<input type="checkbox"/>
	Arrives Late	<input type="checkbox"/>
	Not ready to start on time	<input type="checkbox"/>
Personal Presentation	Meets industry standards	<input type="checkbox"/>
	Partially meets industry standards	<input type="checkbox"/>
	Does not meet industry standards	<input type="checkbox"/>
WHS	Meets industry standards	<input type="checkbox"/>
	Partially meets industry standards	<input type="checkbox"/>
	Does not meet industry standards	<input type="checkbox"/>
Work Attitude Communication	Showed interest and enthusiasm	YES <input type="checkbox"/> NO <input type="checkbox"/>
	Helpful	YES <input type="checkbox"/> NO <input type="checkbox"/>
	Confident asking questions	YES <input type="checkbox"/> NO <input type="checkbox"/>
	Gained industry knowledge at acceptable level	YES <input type="checkbox"/> NO <input type="checkbox"/>
	Communicated effectively	YES <input type="checkbox"/> NO <input type="checkbox"/>
	Built appropriate relationships with staff/clients	YES <input type="checkbox"/> NO <input type="checkbox"/>
	Reliable	YES <input type="checkbox"/> NO <input type="checkbox"/>
Overall	Did the Learner have the required level of knowledge and skills required to fulfil the required tasks	YES <input type="checkbox"/> NO <input type="checkbox"/>
	Do you believe the Learner is ready for the workforce	YES <input type="checkbox"/> NO <input type="checkbox"/>



Comments

Name of Supervisor

Signature

Date