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Practice task 1

1. Find a position description for a support worker, personal care worker or similar role. Your trainer will help you if necessary. List five things that are part of this personal care worker's role.
2. Describe five things that you need to know about a client you are providing personal care services to. Explain why it is important to know each of these things.

The personal care support plan

The care you give to your clients will differ. This is because the needs of individual clients and types of services you will work for are different.

You are likely to work with clients in a variety of different situations. You may work with clients who:

- live in their own home
- live in a residential care environment
- live in a place that is suited to people with high-care needs
- live in a place that is suited to people with lower support needs
- are veterans
- have disabilities
- are using services through a community program.

There are some things, however, that should be the same in most workplaces. There should be a personal care support plan for each client. The support plan is a written document that explains the personal care a client needs. The plan is written with the help of the client and may also include information provided by the client's carer.

The name of these plans may vary from workplace to workplace. The plans are updated regularly. This may be because the needs of the client have changed. They may need more care in certain areas. They might not be able to do some tasks on their own or they might need workers to give them more prompts during tasks.

There should also be workplace rules and guidelines that tell you how to do your job. Your job role should have a formal job description that describes your responsibilities.

Reviewing your client's support requirements

An important objective of a personal care support plan is to increase a client's ability to direct their own lives. Sometimes inclusions in service delivery plans are restrictive or do not provide sufficient opportunities for development.

Monitoring the plan allows timely changes to be made to help ensure the objectives of the support plan are achieved.

Consulting with the client and their caregivers is one way to review work. There are other methods. These include:

1. Observation

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2. The results of assessments
3. Discussion and consultation.

1. Observation

Observation can provide direct evidence about the client's progress. Observation happens while you are assisting the client with their personal care. It involves paying attention to whether their needs for assistance and their abilities to perform tasks remain the same or have changed from when their support plan was developed. Observation is often most effective when done informally and as part of your daily work. Your observations should be noted and reported so that the support plan can be changed to reflect client needs.

The following example illustrates observation of a change in a client's support requirements.

Example

John is a support worker at a special development school. One of the students there is Ricky. Ricky is eight years old and has Down syndrome. He is unable to perform most of his own personal care tasks. Ricky loves having his shoes and socks off, and has always needed someone to put them back on for him when he goes outside or is ready to go home.

Ricky's personal care support plan states that staff should provide full assistance to Ricky when he requires his socks and shoes on.

Today when John is getting Ricky ready to go outside and play, he notices that Ricky has found his socks by himself and managed to get them half way onto his feet. He cannot pull them up properly, but has at least got them part way on. John notes this observation in Ricky's case notes, and consequently Ricky's personal care support plan is changed to instruct workers to encourage Ricky to put his own socks on and assist only when he has done as much as he is able.

2. The results of assessments

There are a variety of tools that can be used to assess physical, mental and **cognitive** wellbeing, as well as a person's ability to carry out activities of daily living. Some of these tools may include:

- personal information questionnaires
- functional ability assessment forms
- health condition assessment forms
- psychosocial needs forms
- mental health and wellbeing forms
- mental status examinations.

Doctors, nurses, psychologists and your supervisor should interpret the results of these assessments to identify the client's progress.

Practice task 2

Gather copies of at least five assessment tools used in your workplace. Explain to your trainer what they are used for. If you are not in a workplace, your trainer or assessor will help you.

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1.4 Understanding the cultural needs of the client

There are many people who live in Australia who were born in other countries and who live according to the beliefs and traditions of the culture in which they were born and raised. As a support worker, an important part of your role is to provide support in a way that is appropriate and respectful of the client's culture. You must also be observant and notice when clients' cultural needs change.

You will need to think about the cultural background of each client you work with. Differences in culture can mean different expectations on you as a worker. For example, different cultures may have different expectations about courtesy and communication. In some cultures women are treated very differently from men. They may be seen as less important. They may not be asked their opinion often. This can have an effect on what is expected as courtesy and on how care and support needs are communicated.

Conditions that affect a client's language; for example, dementia or some forms of acquired brain injury, can mean that a client who has spoken another language before they learnt English can revert back to that language as their condition progresses; it may be important to plan for this need. An **interpreter** may be needed or you may need to learn a few words of another language so you can communicate with the person or seek another alternative, as the following example demonstrates.

Example

Mrs Kieselbach is an 80-year-old woman who was born in Germany. She moved to Australia with her husband when she was 28 years old. Mrs Kieselbach has moderate dementia, which is slowly worsening.

Lin is the support worker who has visited Mrs Kieselbach twice a week for the past six months. Mrs Kieselbach has always enjoyed Lin's visits as they have common interests and have a lot to chat about. Over the last few weeks, Lin has noticed Mrs Kieselbach sometimes starts to talk to her in German instead of English. Lin has to remind her to speak English. She has also noticed that Mrs Kieselbach sometimes seems not to understand Lin, and Lin must repeat what she has said.

When Lin reports this to her supervisor, her supervisor suggests it is possible that as her dementia progresses, Mrs Kieselbach is losing her ability to speak English and she will gradually revert to German. She arranges to begin introducing a German-speaking worker to Mrs Kieselbach.

Often, for people who are from different cultures, the source of their important social networks might be related to their culture. They may have always attended a social club, a church, a sporting club or other group that is related to their culture and country of origin. When a person is aged or has a disability, they may have difficulty accessing such social outlets due to difficulty in accessing transport, or needing care when they are away from home. For older people, their social network may be diminishing as their friends also age and pass away. It is important that they are assisted to maintain their social and cultural contacts. You may be asked to assist clients with preparing to attend social outings or arrange transport so they can access such events. If you find out from a client that they are having difficulty accessing their cultural networks, report this to your supervisor so they can be provided with additional support.

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Practice task 8

Read the case study. Write down, or tell your trainer, your answers to the questions.

Case study

Mr Pukitas was born in Latvia and moved to Australia with his wife and three children when he was in his late 30s. He always insisted on maintaining a number of Latvian traditions in his family. He only spoke Latvian to his wife, and spoke Latvian to his children as often as possible. He has been a member of the Latvian Social Club ever since coming to Australia. Mr Pukitas is now 83. Since his wife died five years ago, he has lived on his own in a small apartment. His children all live interstate or in the country.

Mr Pukitas can no longer drive, and needs assistance with emptying his catheter bag, so he cannot attend the Latvian Social Club on his own any more. His Latvian friends that lived nearby have all either passed away or moved away. It is very important to him that he maintains contact with others from his country of birth and has a community he can participate in and celebrate Latvian traditions and culture.

When the local home and community care service provider assesses Mr Pukitas, they document this as one of his needs. The service provides assistance with transport and personal care to ensure that Mr Pukitas is able to attend the Latvian Social Club and remain involved in the Latvian community.

1. What type of cultural need did Mr Pukitas have?
2. How have his activities of daily living changed in relation to this need?
3. What did the home and community care service do to meet Mr Pukitas's needs?

As a support worker, you must understand the needs of your clients. This helps ensure you are meeting their needs. You must monitor your client's needs and the level of support you provide, and report if their needs have changed.

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Assessment activity 1
Understanding the client's personal care needs

The following table maps the assessment activity for this chapter against the element and performance criteria of Element 1 in *CHCICS301A Provide support to meet personal care needs*. The activity has been designed for all learners to complete.

Part	Element	Performance criteria
A	1	1.2, 1.4
B	1	1.1, 1.3, 1.5, 1.6, 1.7

Part A

1. Research a culture (not Australian or your own country of origin) and develop a five-minute information session regarding the features of that culture that may affect the way in which personal care is delivered. Consider a wide range of issues such as dress, privacy and male–female relationships.
2. In your workplace, locate a personal care support plan (or equivalent) for a client who is from a culturally and linguistically diverse (CALD) background. If you cannot do so, your trainer should be able to provide samples.

   Write down three things that demonstrate the client's cultural background has been taken into account. Make some recommendations regarding cultural consideration that could be used in the client's next support plan review.

Part B

Read the case study. Write down, or tell your trainer, your answers to the questions.

Case study

Marianna is a support worker for Murray Hills Home and Community Care Services. Marianna has three children, who are all at school. She is married and her husband is in the armed forces, so he spends a lot of time away from home. Marianna works part-time for the personal care agency, and does some private cleaning at other times.

Marianna is working in a client's home. She is running late and needs to get the client showered and dressed before heading off to her cleaning job. The client, Alexia, is sitting in a lounge chair. When Marianna tells Alexia she is ready to shower her, Alexia asks Marianna to help her out of the chair.

Marianna knows she should not help and that Alexia's personal care support plan directs that she should instruct Alexia about proper placement of her hands and feet, bending and so on, so she can get herself up. However, this normally takes a long time and Marianna is in a hurry. She asks Alexia if she has had help from other workers to get out of her chair. Alexia says she has.

continued ...

Employability skills

In the table below, describe the activities you have undertaken that demonstrate how you developed the following employability skills as you worked through this unit. Keep copies of material you have prepared as further evidence of your skills.

Alternatively, prepare a table similar to the following table.

Employability skills	The activities undertaken to develop the employability skill
Communication	
Teamwork	
Planning and organising	
Initiative and enterprise	
Problem-solving	
Self-management	
Technology	
Learning	

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Glossary

Asthma: Asthma is a common condition that causes the person to have difficulty breathing.

Carer: A carer is an unpaid person who looks after an older or disabled person. This might be someone in the family, a friend or a neighbour.

Care notes: Care notes describe care incidents or any work that has been done with a client. Care notes may record information about a client's health. They are usually kept with the care plan.

Catheter: A catheter is a small, flexible tube inserted into the body to inject or remove fluids.

Coeliac disease: Coeliac disease is a genetically based permanent intolerance to gluten. Gluten is a protein found in wheat, barley, oats, rye. The disease may present in either children or adults and has a variety of symptoms.

Cognitive: Cognitive function refers to how people think, learn and judge.

Deep vein thrombosis: Deep vein thrombosis (DVT) is a problem with the flow of blood through the veins, often in the leg. It can happen if a person does not move around much and sometimes it can happen after an operation.

Dementia: Dementia is a term used to describe a group of illnesses that cause progressive loss of memory and thinking skills. It is a term that describes loss of memory, intellect, reason, social skills and normal emotion. The illness gets worse over time.

Dentures: Dentures are false teeth a dentist fits to a person's mouth.

Dysphagia: Dysphagia means to have difficulty swallowing.

Emphysema: Emphysema is a breathing disorder that can happen mostly to people who smoke and less often to people who live in areas with high air pollution.

Hoist: A fixed or portable device for lifting and transferring a disabled person.

Hydration: Hydration means keeping the body's water at a safe and healthy level.

Incontinence: Incontinence is when a person cannot control their bowels or bladder.

Independence: Independence means being able to do things without support or help.

Interpreter: Interpreters are people who are trained to understand and speak two or more languages. They listen to one person speaking a language and then translate the words into the other person's language so that both people understand each other.

Mobile: Mobile means the ability to move around.

Nebuliser: A nebuliser is a machine that delivers medicine mixed with air and/or oxygen. The person breathes the medicine through a mask.

Nutrition: Nutrition means keeping the right level of food types in a person's body.

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