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| **Unit/Cluster Plan Part 1 - Student Information** | | | | | |
| **Information about your Unit** | | | | | |
| **Your Qualification: Code and Title** | HLT33015 Certificate III Allied Health Assistant | | | | |
| **Your Unit/s : Code and Title** | CHCCOM005 Communicate and work in health or community services | | | | |
| **Topics you will be learning** | Communicate effectively with people  Collaborate with colleagues  Address constraints to communication  Report problems to supervisor  Complete workplace correspondence and documentation  Contribute to continuous improvement | | | | |
| **What do you need to bring to class?** | Personal computer/laptop, notepad, pens | | | | |
| **Equipment List (where applicable)** | N/A | | | | |
| **Date your unit/s starts** | Refer to your personal timetable available on Student Web [here.](http://mytt.boxhill.edu.au/cal?vt=month&dt=2022-03-03&et=module) | **Date your unit/s finishes** | Refer to your personal timetable available on Student Web [here.](http://mytt.boxhill.edu.au/cal?vt=month&dt=2022-03-03&et=module) | | |
| **Class dates and times for this unit/s** | Refer to your personal timetable available on Student Web [here.](http://mytt.boxhill.edu.au/cal?vt=month&dt=2022-03-03&et=module) | | | | |
| **Building and Room for your unit/s** | Refer to your personal timetable available on Student Web [here.](http://mytt.boxhill.edu.au/cal?vt=month&dt=2022-03-03&et=module) | | | | |
| **Your Learning Program** | | | | | **Hours** |
| Structured Hours (Supervised) | | | | **14** | |
| Structured Hours (Unsupervised) | | | | **5** | |
| Work Placement Hours | | | | 0 | |
| Other (specify) | | | | **0** | |
| Assessment Hours (in class plus take home) | | | | **5** | |
| **Total Hours** | | | | **24** | |

| **Your Assessment Tasks** | | | |
| --- | --- | --- | --- |
| **Task No.** | **Assessment Tasks** | **Due Date for Assessment** | **Unit/s that relate to this assessment** |
|  | Knowledge Test | Group specific: see due date on Student Web | CHCCOM005 |
|  | Case Study | Group specific: see due date on Student Web | CHCCOM005 |
|  | Observation | Group specific: see due date on Student Web | CHCCOM005 |
|  | Role Play & Email | Group specific: see due date on Student Web | CHCCOM005 |
|  | Observation | Group specific: see due date on Student Web | CHCCOM005 |

| **Your Teacher Contact Details** | | | |
| --- | --- | --- | --- |
| **Teacher Name** | **Email Contact** | **Telephone** | **Availability** |
| Jamieson Sebire | j.sebire@boxhill.edu.au | Email/MS Teams | W-F |
| Michelle Holloway | m.holloway@boxhill.edu.au | Email/MS Teams | M-F |

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| **Useful Information to Support Your Learning and Assessment** | |
| **Reasonable Adjustment** | You may access reasonable adjustment to enable you to participate in training and assessment. You can learn more about this through the [Student disability policy and procedure](https://www.boxhill.edu.au/about-us/policies-and-procedures/) on the Box Hill Institute website or by calling Student Life on 9286 9891, SMS on 0429 680 488 or by emailing the Disability liaison service on [dls@boxhill.edu.au](mailto:dls@boxhill.edu.au) or by calling into the Student Life office at Elgar campus in E3.224.  You can contact Access and Disability Support at CAE city campus on 8892 1612 or email [dls@cae.edu.au](mailto:dls@cae.edu.au) or calling into the Student Life office at the city campus in B.202. |
| **Counselling Services** | You may find it useful to talk with one of our highly qualified and experienced student counsellors if you wish to study more effectively, improve your work-life management or feel stressed or are pre-occupied by a personal issue. Please phone on 9652 0611 if you are studying at CAE campus or 9286 9891 if you are studying at Box Hill to arrange for an appointment. |
| **Attendance** | The learning activities scheduled during class time will assist you in gaining the skills and knowledge necessary to complete the assessments. For this reason, it is recommended that you attend as many classes as possible. |
| **Assessment Extensions** | If you have a valid reason, you may apply for an extension for an assessment. This must be done in writing (on the assessment cover sheet or via email / StudentWeb to your teacher) prior to the assessment due date. |
| **Special Consideration** | Where a student anticipates that a result will be impacted by special circumstances such as ill health or bereavement, application can be made for special consideration. Forms can be accessed from the Student Life office at Elgar Campus in E3.224 or downloaded at: [Special Consideration in Assessment Application](https://www.datocms-assets.com/6783/1565829119-special-consideration-application-form-2019.pdf).  VCE courses: Supplementary exam procedures apply. Please see your VCE Teacher or VCE Coordinator for further discussion. |
| **Re-Assessment** | If you do not demonstrate competency in one of your assessment activities, you are entitled to a second attempt. Your teacher will give you feedback on areas that need additional work. Note that:   * it is your responsibility to negotiate the appropriate dates/times for re-assessment with your teacher * if you do not submit an assessment on its due date, or if you do not attend class on the date an assessment is scheduled without a valid reason, this will be counted as an assessment attempt. |
| **Assessment Review** | If you believe that you have been assessed unfairly, you have the right to request an informal assessment review. When your assessment cover sheet is returned to you, you can request an informal review by filling in the section below and returning it to your assessor or the Manager of your area. If you are not satisfied with the outcome, you can apply for a formal review of assessment on the [application form](https://goo.gl/Pb3Rtx) located on the Box Hill Institute Website. |
| **Plagiarism** | As a student at Box Hill Institute you are not permitted to take someone’s words, ideas or other materials and present them as your own. Any occurrences of this behavior will be addressed according to the BHI Plagiarism, Collusion and Cheating Policy and Procedure. |
| **Cheating** | As a student at BHI you are not permitted to seek to obtain an unfair advantage in an examination or test. Any occurrences of this behavior will be addressed according to the BHI Plagiarism, Collusion and Cheating Policy and Procedure. |
| **Collusion** | As a student at BHI you are not permitted to make arrangements between two or more people to gain an unfair advantage in an assessment. Any occurrences of this behavior will be addressed according to the BHI Plagiarism, Collusion and Cheating Policy and Procedure. |

| **Unit Plan Part 2 - Teacher Information**  Note to teachers: this document must be read in conjunction with the Guidelines for Completing VET Unit/Cluster Plan available on BQS |
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| **Timing** | | **Mapping to the unit/s** | **Learning Topics** | **Teaching and Learning Strategies** | **Assessment** | **Resources** |
| --- | --- | --- | --- | --- | --- | --- |
| CELCAT Session No or Week No | Time allocated | Elements;  Performance Criteria;  Knowledge Evidence;  Performance Evidence linked to the session  (insert unit code if cluster plan) | Topics covered during the session | Learning activities clearly explaining the way the class is structured.  Aim for diversity to increase learning for a broad student base. Include in your plan:   * Engagement activities * Classroom discussion with effective and varied sample questions * Group activities, explaining the way activities are structured * Class presentations * Individual learning activities * Problem solving strategies * Activities for students finishing work early * Language, Literacy and Numeracy activities * Strategies to confirm student learning in the session * Preparation for the next session | **Assessment activities**   * Explanation of assessment tasks * In class assessment tasks * Assessments tasks scheduled | R**esources** required for the session: e-learning and other |
|  | 3.5 | KE4-7, 8, 9, 10, 12, 13  PC2.4 | Working in Healthcare | Welcome: Introductions and Administrative Procedures SLIDE 1-3   * RTO information * Trainer introduction * Key contact information * General housekeeping – location of toilets, break times, etc. * Emergency procedures – evacuation meeting points and emergency exits * WHS considerations * Plagiarism, student code of conduct and any other relevant policies and procedures * Course outline and lesson structure * Course expectations and self-study requirements * Expectations of the student while studying this unit * Assessment requirements dates and submission procedures   **Session Outline SLIDE 4**   * Working in the Sector   Role and Duties SLIDE 6-7   * Aspects and your role in the sector   **‘What it’s like to work in Community Services – Part 1’ SLIDE 8**   * Watch and Discuss   1. <https://www.youtube.com/watch?v=HF1gzVWlRHk>   2. Watch the 5.50m video on working in Community Services and discuss   **Research Slide 9**   * Visit a job search site such as seek.com and identify various position descriptions of a community services worker (this can be in a certain area of your choice.) * Identify the following:   1. expectations and tasks of the role   2. responsibilities   3. who you report to. * Role Boundaries SLIDE 10-11 * Types * Working with others   **Case Study SLIDE 12**  Read the case study in section 1.3 of your learner guide titled: ‘Example’.  Discuss the ways that Mavis worked effectively with others in a team.  Listening to Instructions SLIDE 13  Situation examples  Reflection SLIDE 14  Reflect on a time when you had to listen to instructions. This could be in the workplace or during your time as a student. What types of instructions did you receive and identify ways that you listened and responded?  Clarifying Instructions SLIDE 15  How to clarify information  Discussion SLIDE 16  Discuss types of clarifying safety instructions that you may need to be aware of and follow as a community services worker. |  | Data projector  Laptop  Internet access  Whiteboard and pens for brainstorming  PowerPoint Slides |
|  |  |  |  | Clarifying Instructions SLIDE 17-18   * Client specific instructions * Duty of care * Influences of timeframes   Digital Tools SLIDE 19  Purpose and examples  Research SLIDE 20  Choose a digital tool such as those mentioned in the previous slide, or another, and outline the advantages and features in regards to communication and collaboration.  Communication, Vision and Values SLIDE 21   * Lines of communication * Inter-organisation communication * Shared vision and values * Example   Research SLIDE 22  Research another organisation within the community services industry that has links with other organisations and or agencies.  Utilising Expertise SLIDE 23   * Complex and changing needs * People who are ageing * Strategies   Using Correct Terminology SLIDE 24  Purpose  Reflection SLIDE 29  Ask students to reflect on situations where you will need to communicate in your workplace – both written and digital.  Communication SLIDE 30-33   * Written * Verbal * Digital * Protocols   Glossary   1. Ask students to start a glossary of terms for working in the health and or community services.   The learner guide and websites will assist.  <https://www.aihw.gov.au/getmedia/a9ab60a1-8ae3-4811-b68f-c6190b198a9f/dda-mnc-c04.pdf.aspx>  [Glossary | My Aged Care](https://www.myagedcare.gov.au/glossary)  [Types of doctors and health professionals - Better Health Channel](https://www.betterhealth.vic.gov.au/health/servicesandsupport/types-of-doctors-and-health-professionals#allied-health-professionals) (see “where to get help” at bottom of page for links to further information) |  |  |
| 2. | 3.5 | KE1, 4-7, 10, 12 13  PE1, 2, 4  PC 1.1,1.2, 1.3, 1.4, 1.5 2.1 2.2, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3  KE1, 2, 7, 12  PE1 -4  PC3.1, 3.2, 3.3, 4.1, 4.2, 4.3 4.4 5.1, 6.1, 6.2, 6.4  AC1 | * Working in the Sector (continued) * Communicate Effectively with People * Communication Constraints * Workplace Documentation * Continuous Improvement * Assessment Tasks | Research SLIDE 34  Each workplace will have a different organisation structure. Refer to the organisational chart in section 1.16 of your learner guide. Research (or choose a workplace you are familiar with in the health or community services) and then create an organisational chart to identify the various positions.  Other Organisations SLIDE 35-39   * Understanding * Person-centred * Rights-based   Motivational Interviewing SLIDE 38  Purpose and aspects  **What is Communication Access – Information in Auslan SLIDE 39**  Watch and Discuss  Watch the following 2:23 min video on ‘What is communication access – Auslan’ and discuss.  <https://www.youtube.com/watch?v=UYXD5QtlE7Q>  Providing Information SLIDE 40-41  Communicating with people from culturally and linguistically diverse backgrounds, elderly and LLN or cognitive needs.  Think, Pair, Share SLIDE 42  Discuss additional strategies for communicating with people from culturally linguistically diverse backgrounds, those with cognitive needs and the elderly.  Understanding SLIDE 43-44   * Checking * Influences on communication   **Practice**  Using the **COMMUNICATION DIALOGUE** Activity  Students to practice clear, effective communication related to healthcare  Feedback SLIDE 46  Clarification and purpose  Confidentiality SLIDE 47   * Legislation * Policies * Procedure * Checking requirements   Case Study – SLIDE 48  Discuss the strategies used by Sephira to ensure confidentiality.  Strategies SLIDE 49  Communicating in a timely manner  Discussion SLIDE 53  As a class, discuss examples of challenging situations that can arise in community services and health workplaces.  Challenging Situations SLIDE 54  Examples  Strategies SLIDE 55  Discuss with a partner challenges you may face regarding communicating effectively during a critical incident. What skills and knowledge would be required for this type of situation?  Identifying Challenges   * Indicators of risk * Areas of abuse * Duty of care   Research SLIDE 59  Mandatory reporting is a very specific type of communication that is sometimes required in a community services or health workplace.  Each state and territory have their own legislation which relates to child protection.  Research mandatory reporting requirements for your state or territory  Constraints and Conflicts SLIDE 60-62   * Examples * Defusing conflict   Reflection SLIDE 63  Reflect on Activity 3D in regards to practising resolving a conflict. What approaches and strategies did you find easiest to use and why.  Ethical Requirements SLIDE 64-65  Links for other areas  Discussion SLIDE 66  From time to time you may experience situations where procedures in the workplace are not followed correctly. You may need to take action to respond by informing the appropriate people in your workplace.  Discuss the appropriate types of people you may need to liaise with regarding referrals.  **Workplace Protocols SLIDE 67-70**  Adverse events  Documentation  Record keeping  Funding body requirements  How to contribute to workplace improvements  Conclude Session   * Share key learnings * Homework: Outline any homework tasks to complete before the next session * Thank you and close |  |  |
| 3. | 3.5 |  | Assessment Task 3 | Students to commence AT3 – Part A – Observation  Whilst waiting for assessment, students to complete written documentation component of assessment, or complete other outstanding AT | Assessment Task 3 | Data projector  Laptop  Internet access  Whiteboard and pens for brainstorming  PowerPoint Slides  AT3 |
| 4 | 3.5 |  | Assessment Task 4  Assessment Task 5 | Students to complete Assessment Task 4- Role Play and Email  Students to complete Assessment Task 5- Observation  Whilst waiting for assessment, students to complete written documentation component of assessment, or complete other outstanding AT | Assessment Task 4  Assessment Task 5 | Data projector  Laptop  Internet access  Whiteboard and pens for brainstorming  PowerPoint Slides  As detailed within AT4 |

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| Unit Evaluation  Please do not delete this row Please do not delete this row Please do not delete this row Please do not delete this row Please do not delete this row | **Note to Teachers:**  Ensure that your students complete the Unit evaluation on StudentWeb at the end of this unit.  Please download the analysis of student evaluation data and save it in the course quality folder. Please review this data as part of TAS review at the end of course delivery. |