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| Use professional language – Aged care | | |
| Target core skills This task covers ASCF:   * Reading, Writing and Oral Communication Level 2 * Reading, Writing and Oral Communication Level 3. | | |
| Target audience This task has been designed for workers in the Aged care industry. | | |
| Content coverage This is a comprehensive task that will enable the candidate to demonstrate a range of evidence for Reading, Writing and Oral Communication. The task requires some knowledge of the Aged care industry. | | |
| Instructions to assessor This task requires the candidate to:   * read text related to the Aged care industry and match formal and informal language * represent written paragraphs in professional language * take part in a contextualised role play.   Ensure the candidate understands the tasks. For Questions 1, 2 and 5 the candidate may demonstrate evidence at Levels 2 or 3 depending on how much support they require and how complex their response is. | | |
| ACSF mapping | | |
| **Question** | **ACSF skill level indicator** | **Domain of Communication** |
| 1 | 2.03 2.04 2.06 | Personal and community,  Workplace and employment and/or  Education and training |
| 2 | 2.05 or 3.05 2.06 or 3.06 |
| 3 | 3.03 3.04 |
| 4 | 3.03 3.04 3.05 3.06 |
| 5 | 2.07 or 3.07 or 4.07 2.08 or 3.08 or 4.08 |

# Use professional language – Aged care

1. In the following table, Column A contains a number of informal/unprofessional words. Choose more appropriate or professional words from the box below and write them in Column B.

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| **Column A:  Informal or unprofessional language** | **Column B: Formal or professional language** |
| threw up |  |
| did a wee |  |
| lifted up |  |
| poo |  |
| ran away |  |
| told someone what happened |  |
| wet the bed |  |
| used rude and unpleasant language |  |
| disturbed, worried |  |
| couldn’t go to the toilet |  |
| couldn’t keep still |  |
| keep an eye on |  |

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| --- | --- | --- |
| elevated  absconded  urinated  vomited | abusive  agitated  restless  incontinent | monitor  reported  constipated  faeces |

1. Write a paragraph that includes at least five words from the box above.

1. Draw a line to match the sentences from Column A with more appropriate or professional sentences from Column B.

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| **Column A** | **Column B** |
| Mrs Adams is wandering around and  doesn’t know what the time is, what  day it is or where she is. | Resident was abusive and physically aggressive. |
| Resident was resistant to showering and restless. |
| Ms Spiros called me a dirty pig and  scratched and pinched me. | Resident was incontinent of urine and faeces in the dining room. |
| Resident disoriented of place and time. |
| Mr Falou was disturbed and couldn’t  keep still. He didn’t want a shower and  tried to kick me. | Resident was abusive and resistant. |
| Resident disoriented of person and place. |
| Miss San lost control of her bowels and ‘dirtied’ the chair in the dining room. | Resident was agitated. He was resistive to showering and was physically abusive towards staff. |
| Resident was incontinent of faeces in the dining room. |

1. Rewrite the paragraphs, in part a) and part b) of this question, in appropriate professional language. Use the following hints to guide you.

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| **HINTS** | |
| **Do:**   * write facts * what you see * what you hear * use professional language * only include necessary information * use the term ‘staff’ (not I or me) | **Don’t:**   * include opinions, judgements or medical diagnoses * include unnecessary information * include informal/unprofessional language |

1. I found the resident wandering around and dazed in the dining room. He was clearly confused and wasn’t able to tell me his name or where he was. He had done poo in his pants and earlier in the morning had wet his bed. This happened yesterday and a few times last week. I talked to him about this yesterday and he told me that he was getting really upset because this is happening more and more. I took him back to his room to clean him up as there was a lot of mess. He didn’t want to have a shower. He called me names and tried to kick and hit me. I think he is starting to get depressed because of his declining health.

1. There was quite a lot of trouble in the lounge room today. Mr Stephens was watching the footy and the TV was turned up very loud because he can’t hear very well. Mr Samuels had been wandering around the different rooms and was restless. He went into the lounge room and started to read a magazine but he couldn’t concentrate. He told Mr Stephens to turn the volume down on the TV. Mr Stephens told him to “bugger off”. This made Mr Samuels very angry and he tried to punch Mr Stephens. He told him he was a bloody idiot and a waste of space. Late in the day, at dinner time, I found Mr Samuels pacing around the courtyard when he should have been in the dining room. He said he couldn’t remember what time it was or where he should be. I think the argument with Mr Stephens really upset him.

1. Carry out the following role play with your assessor. You will play the part of the staff member and your assessor will take the part of Mr Jord Stephens. Aim to make the role play last at least two minutes.

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| **Your role play card: Staff member**  Jord Stephens,the son of one of your residents, has demanded to speak with you. He is angry about a fight that took place in the lounge room of the facility today where another resident tried to punch his father. He wants a lot more supervision of the residents as he is worried that his father might get hurt one day. You need to reassure Jord Stephens that his father is safe. |

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| **Assessor role play card: Jord Stephens**  This evening after dinner your visited your father Mr Stephens. You were really disturbed to hear that another resident, Mr Samuels, had tried to punch your father. You are aware that Mr Samuels has been violent before and you are concerned that your father might get badly hurt one day. You would like a lot more supervision of Mr Samuels. |