

Aged Care Indigenous Induction Program (ACIIP)

Buddy Guide





Acknowledgment

Human Service's Training Advisory Council acknowledges Traditional Owners of Country throughout Australia and recognises the continuing connection to lands, waters and communities. We pay our respect to Aboriginal and Torres Strait Islander cultures and to Elders both past and present.

The Aged Care Indigenous Induction Program (ACIIP) has been developed in consultation with staff from Aged Care Workplaces in the Northern Territory to improve the induction process for Indigenous staff into Aged Care workplaces and support their opportunity for advancement in the Aged Care Workplace.

This work has been proudly supported by the Australian Government.

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Welcome

Purpose

This Aged Care Indigenous Induction Program (ACIIP) Buddy Induction Guide:

- provides guidance to those supervising induction for Indigenous aged care workers 'Buddies' in the workplace or to new employees to support their own induction with additional information under some direction;
- explains how a Buddy can be a coordinator or manager or a more experienced worker who can establish a relationship with the new worker and be their 'go to' person when they need assistance;
- is primarily targeted at Indigenous workers in community care settings to introduce the concepts associated with contemporary community care and workplace expectations
- introduces new workers to the work and the workplace but does not replace or support nationally accredited qualifications or the in-house organisational workplace induction
- provides a lead into further training and complements organisational workplace induction: and
- is split into two sections;
 - the first section provides notes and guidance to a Buddy helping a new worker through induction ; and
 - the second is a self-paced guide for a new worker to work through the topics themselves with some limited supervision.

Why is induction so important?

Induction serves a number of purposes including:

- introducing the organisation and its workplace culture; and
- providing new workers with information about the job, the organisational workplace and their role to enable them to be as productive as possible as quickly as possible

These first impressions provide new workers with a view from the inside of the organisation about how prepared, warm and welcoming this new workplace will be. Staff turnover in community services is very high and induction plays a significant role in establishing perceptions and developing positive attitudes and expectations to work and the workplace.



How to use – for Buddies

The Buddy Guide:

- provides the key material to cover induction for aged care workers and the opportunity to add your own organisation's workplace procedures and policies
- includes a 'Glossary' of key words and their meanings that are frequently used in aged care
- provides checkpoints that can be used to check on knowledge that has been developed through the induction:
- includes:
 - detailed notes, video clips and images on each topic to guide the 'Buddy' and provide consistency
 - a checklist so induction can be tracked and recorded as it is completed
 - copies of pdfs that can be reproduced
 - brief topic cards with key information for workers
 - topic cards with more comprehensive information
 - a journal for workers to record their experiences and make their own notes and
 - an Individual Learning Plan to commence the learning journey for the new worker

There are nine topics that cover the following important induction areas for Indigenous aged care workers.

- 1. Working in Community Services**
- 2. Working in your Organisation**
- 3. Workplace Health and Safety**
- 4. Communication at Work**
- 5. Caring for Clients**
- 6. Working with Care Plans**
- 7. Compliance and Regulations**
- 8. Healthy Eating and Safe Food Handling**
- 9. Wellbeing and Hygiene.**

The Buddy Guide assists the 'Buddy' by providing a way to present the nine topics using discussion points, videos, graphics, case studies and questions and answers.

Each topic takes approximately 10-20 minutes and the topics can be covered in any order. They are provided in this Buddy Guide in a suggested order but you can deliver them as it suits your organisational workplace best. The following are some suggested delivery options to consider.

Table 1:
Suggested delivery options

Delivery approach	Estimated duration	Learning
All at once, one topic after the other	Approximately 3 to 4 hours	Needs sufficient time set aside but can be overwhelming for new starters
In groups of three topics, see table below	Approximately 1-1.5 hours per group	Delivery in three logical groups as shown in the box below
One topic/day over a fortnight	Approximately 10-20 minutes per topic	Spread over a fortnight allows time for deeper learning and reflection

Table 2:
Suggested topic groupings

Group 1	Group 2	Group 3
Working in Community Services	Compliance and Regulations	Communication at Work
Working in your Organisation	Caring for Clients	Healthy Eating and Safe Food Handling
Workplace Health and Safety	Working with Care Plans	Wellbeing and Hygiene

The workers have topic cards with key information and top tips. They can also be used for toolbox talks as refreshers for all the staff to cover off on important current workplace issues.

Getting the best out of this induction for the learner

- the information presented needs to be kept relevant to the real world, to the 'here and now'
- information needs to be repeated and presented a number of different ways to reinforce concepts, address knowledge gaps and cater for different learning styles.
- people need to hear, to see, to touch and to read often to take all the information in
- learning is a very visual experience, so there are many pictures, videos and graphics in the buddy guide to be accessed.
- learning occurs by listening, observation and participation
- have a yarn about the content as talking about the information helps people to remember it
- flexibility is the key as what works with one individual or group may not work with another
- tailor the delivery to the worker and build on their knowledge gained through previous work experience and training
- make time for the worker as an individual learner and recognise that by developing the individual learning plan you are establishing a longer term relationship and commitment to the worker
- remember the worker is new and nervous, make this a positive experience and you have the start of a sound working relationship

Tips for Getting Started

Who is 'The Buddy'

- an Induction Buddy should be appointed, this could be the Coordinator or another worker (this can also act as a refresher for an existing worker)
- the role of the Induction Buddy is to help the new worker and answer their questions, if the Buddy doesn't know an answer they can check with their manager
- the Buddy should become familiar with the Buddy Guide and watch the video on how to use the Buddy Guide before starting

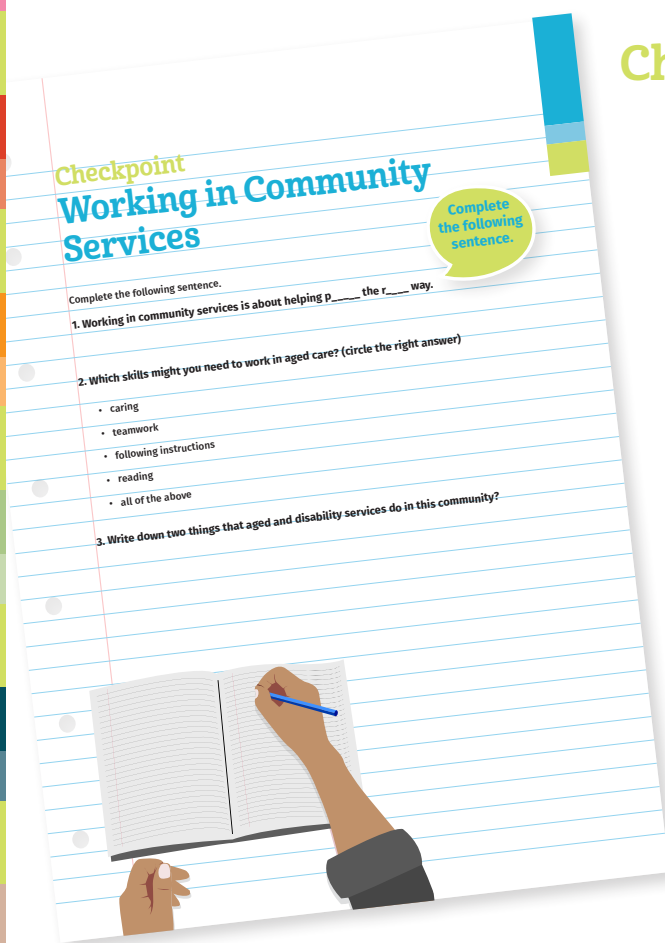
Getting Ready

- familiarise yourself with the nine topics
- check with your Manager the topic you need to do and how long you have
- take it slowly, one topic at a time
- remember the worker already knows lots of things gained through their life and work experiences that you can apply, like working in a team, dealing with difficult situations and managing stress
- the notes on each topic provide some guidance on introducing the topic and the information provided, the information provided, and include discussion starters and suggested responses
- case studies are provided throughout to help develop knowledge and concepts through stories and discussing what they mean, feel free to use your own case studies but always remember to protect the privacy and confidentiality of those in the story
- get any aids you might need for the topics, but usually require:
 - the worker's topic card
 - a computer with internet access with all the webpages book marked
 - the induction checklist so you can record progress
 - your organisation's relevant policies and procedures
 - any workplace specific information like posters and signs
 - the worker's journal which you should explain and encourage the worker to complete
 - the Individual Development Plan which you can complete with the worker as required



Set the scene for Induction

- who is it for – the new worker or a refresher for current workers
- what will happen – nine important topics for aged care workers
- when will it happen – daily/weekly and time (to be decided and discussed)
- why – to help the new worker understand the work, the workplace and the aged care environment
- where will it happen at the workplace - preferably in a quiet area
- how – on their own/with a Buddy/with the Coordinator
- tailor the delivery model to the new worker and your operational requirements, options to consider include:
 - one topic at a time
 - use topics as part of toolbox talks as a refresher for all workers
 - some topics you work through with the worker and some you can let the worker progress through independently at their own pace and you run through the checkpoints when they think they are finished
- remember to keep it simple, don't try and tell the new worker everything, no new worker can cope with lots of new information and remember everything, focus learning on the top tips
- when you see XX, you will need to provide information about your organisation
- feel free to add more topics as required



Checking along the way

- if you want to check knowledge gained, there are checkpoints marked that guide some questions that you can use to check understanding of the information but it also helps you determine what the worker's language, literacy and numeracy skills are and where more assistance might be required
- don't present this as a test, they have the job so explain how it helps to work out what is clearly understood and where more explanation is required
- there is no pass mark other than your own benchmarks, if you are not satisfied with the worker's responses you could:
 - repeat or reword the question
 - leave it for a few days and then repeat the topic and checkpoints
 - you could provide more coaching to help develop their understanding of the information
- encourage the worker to ask you about anything they are unsure of or would like more information about, if you don't have the answer tell them you will find out and get back to them and this will help development of your own knowledge as well

Recording progress

- checklists are provided in their own section of the Buddy Guide, copy a blank checklist for each new worker, add their name and record progress as each topic is completed on the checklist provided, this can be added to the worker's personnel file upon completion
- develop an Individual Learning Plan for each worker
- encourage the worker to use the journal to note any concerns, questions and additional training and professional development requirements
- if the worker gives you permission the journal can be added to their personnel file upon completion, remember this is their journal
- discuss and agree on a plan to finish all of the topics, options could be:
 - one topic per day
 - one topic per week
 - the coordinator might use topics as part of toolbox talks as a refresher for all workers
- some topics you work through together and others you could encourage the worker to work through at their own pace, this will depend on many factors including their literacy, their previous work experience and their confidence to work independently

Resources

Induction Checklist

Use this form to track the worker's progress and retain as a record in their personnel file.

Print one for each worker.

Topic	Date attempted	Notes
Working in community services		
Working in your Organisation		
Workplace Health and Safety		
Communication at Work		
Caring for Clients		
Working with Care Plans		
Compliance and Regulations		
Healthy Eating and Safe Food Handling		
Wellbeing and Hygiene		

Worker Handouts

- each of the nine topics is presented in a simple document for the worker which provides key information and some top tips to focus on – the message is kept intentionally simple and to the point to not overwhelm the new worker
- journal to track their own progress and record their own notes
- additional resources are listed below if you want to obtain more information



Weblinks

A number of the topics make use of videos using weblinks to enhance the learning. The following table provides a brief description of the weblink and the duration of the video so you can plan the time required.

Topic	Weblink	Description	Length
Working in Community Services	www.prevet.net.au/	Online magazine with articles and interviews for aged care work	The interviews are as follows; Introduction to aged care - 52 seconds Aged Care support worker Caroline – Elsey Region – 2:54 minutes Aged Care support worker – Lynette – Darwin Region – 2:20 minutes Aged Care support worker – Kaye – Darwin region – 1:43 minutes
	www.carecareers.com.au/page/career-quiz.	This is an online quiz workers can do individually	This varies based on literacy skills, but needs about 10 minutes
Working in your organisation	www.youtube.com/watch?v=w9j3-ghRjBs	An animated video about the benefits of team work	1:22minutes
Workplace Health and safety	www.italklibrary.com/italk/work-health-safety1/	Tips and points on lifting.	2:23 minutes
Caring for clients	o&si=CMCdt7D8sssCFQslvAod-TMHVA&ss=sub&st=tab&tpr=tabsbsug&vidOrd=1&vidId=x7TQWngtMkw	Interview and information about consumer directed care	2:43 minutes
	www.italklibrary.com/	Story Seven - Time to Listen: Time to Change	3.:56 minutes
	www.youtube.com/watch?v=GWIK_8wYIEU	A resource guide highlighting enablement practices within the Aboriginal and Torres Strait Islander Community	24:04 minutes

Topic	Weblink	Description	Length
Working with Care Plans	www.italklibrary.com/	Story Two - Care Plans	2:47 minutes
	www.italklibrary.com/italk/disability1/	Story Four – The Right Way with meds	4:00 minutes
	www.italklibrary.com/italk/disability1/	Story Six - Uncle Croc Cleans Up	4:01 minutes
Compliance and regulations	www.youtube.com/watch?v=YmtaAf-bL6CA&feature=player_embedded	Letting the CAT out of the bag” introduces the Bikkies characters and provides information about the Northern Territory Child Abuse Taskforce and it’s objectives towards child safety, giving an overview on mandatory reporting	6:26 minutes
	www.youtube.com/watch?v=FsLZ8M-9JuYE&feature=player_embedded	Discussion and information about human rights	4:22 minutes
Healthy eating and safe food handling	www.italklibrary.com/	Discussion about food safety and temperature control	2:19 minutes
Wellbeing and hygiene	www.youtube.com/watch?v=-UbGaxkJT-9g&feature=share	This is a story about the Spinifex people from the Great Victoria Desert in Western Australia. The story is about how they are trying to improve the health of their people to keep culture strong	25:02 minutes

PDFs in the Buddy Guide

The following documents are referred to in the Buddy Guide you may choose to print these out and copy.

digitallibrary.health.nt.gov.au/dspace/bitstream/10137/438/1/A4%20ATSIGTHE%20flyer%202010%20version.pdf

www.vaccho.org.au/vcwp/wp-content/uploads/2011/03/tucker_talk_tips_good_food_for_elders.pdf

www.aacqa.gov.au/for-providers/accreditation-standards

Working in Community Services



Working in Community Services

Community services

Start with the big picture of community services and slowly bring the discussion down to the learner so they understand the role of community services and its place in their community.

Community services are about helping people the *right way*.

Let's talk about community services we know about in our community.



Child care
Aged care
Disability care
Community Night patrol
Rubbish collection
Schools
Clinic
Youth activities
Others?

Do you know family or friends who use community services?

- old people
- people with disabilities
- families
- everyone who lives in the community

What would happen if there were no community services?

- people might get sick
- people might have to leave the community to get the care they need
- people would have to look after themselves
- there could be trouble in the community

If you have internet access, open up the following link <http://www.prevet.net.au> and show the worker how to work through the videos of Caroline, Lynette, Kay and June who are Aged Care Support Workers. They describe the work they do caring for elderly people in the community.

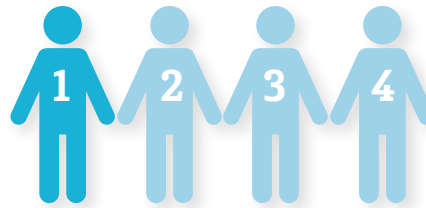
What have you learnt about working in aged care?

- you work with people
- there are lots of different jobs
- lots of new things to learn
- there are forms and reports to complete
- someone will help you to learn things so you can do your job well

Jobs in community services

There are lots of different jobs and more jobs coming in community services as people age and the government wants to keep people at home in their community where they are happiest.

JOBS NOW
Community services and health employs **1 in 8** of the total Australian workforce.



DEMAND IS GROWING
1 in 4 new jobs between 2011-18 will be in community services and health as the demand for aged care, disability and mental health services grow and this is expected to continue.

Work through the following jobs, and explain what they do.

Job/Occupation	Explanation of what that looks like in the workplace
Aged care workers	<ul style="list-style-type: none"> assist people who require assistance with activities of daily living like showering, eating and toileting undertake domestic duties such as vacuuming, cleaning, washing, cooking and shopping arrange social activities and shopping trips, and accompany people on outings provide companionship, friendship and emotional support
Alcohol and Drugs Worker	<ul style="list-style-type: none"> provide services to clients in relation to alcohol and other drug issues includes counselling, referral, advocacy, and education and health promotion services
Health workers	<ul style="list-style-type: none"> do basic observations such as weight, height, temperature and blood pressure give out medications, as per a medication chart in the client file do immunizations, make sure that they are up-to-date, childhood vaccinations take bloods if they need to be taken
Child care workers	<ul style="list-style-type: none"> support the implementation of an approved learning framework support children's wellbeing, learning and development in a day care centre
Disability support workers	<ul style="list-style-type: none"> provide training and support in a manner that empowers people with disabilities to achieve greater levels of independence, self-reliance, community participation and wellbeing promote a person-centred approach, and work without direct supervision
Education Officers	<ul style="list-style-type: none"> provide assistance and support to teachers and facilitate students' learning
Mental health workers	<ul style="list-style-type: none"> counselling, referral, advocacy and education and health promotion services
Youth workers	<ul style="list-style-type: none"> responsible for the development and outcomes of programs and services for young people managed through a range of agencies and designed to meet the social, behavioural, health, welfare, developmental and protection needs of young people
Professionals	<ul style="list-style-type: none"> doctors, nurses, social workers, dietitians

Talk about others you can think of

What do all the jobs in community services have in common?

- working with people
- helping people

There are lots of jobs in community care – work through the following diagram, reinforce opportunities and what is required. For example:

- all require some training like mandatory reporting training, hygiene
- some require qualifications, e.g. Child Care;
- all require a good attitude.

Various pathways lead to different jobs that need training but they all need a **good attitude**.



Community services have lots of different jobs and training but they all start with **YOU**. This Induction is the first step.

You will also get more training and help in things like food handling, work health and safety.

There is also opportunity to get support with nationally accredited qualifications like the Certificate III in Individual Support.

Which skills do you think you need to work in aged care?

- care
- patience
- communication
- reading
- writing
- numeracy
- teamwork
- attention to detail
- following instructions
- problem solving

You can ask the worker to try this career quiz on their own for a bit of fun but they will need good language skills and it takes about 10 minutes.

<http://www.carecareers.com.au/page/career-quiz>.

Why not try this career quiz

Aged Care and Disability Services

These are often provided from the same centre in some communities.

Work through the different services which can be personal and non-personal.

Service	Explain what this looks like in your workplace.
Personal care – keeping clean is important to good health	<ul style="list-style-type: none"> • Showering • Continence aids • Oral hygiene
Meals – good diet is important to good health	<ul style="list-style-type: none"> • Breakfast and lunch is prepared at the centre and delivered to clients or clients can eat at the centre. Each place is different so discuss what you do at each of your locations. • Preparation of food packs.
Bedding and washing – a clean dry bed is important to good health	<ul style="list-style-type: none"> • Turning mattresses • Collecting and washing blankets and clothes at the centre.
Transport – to and from services to live well	<ul style="list-style-type: none"> • Clients can be picked up to spend time at the centre. • Clients can be picked up and dropped off at the clinic, to go shopping, Centrelink.
Activities – to keep mind and body working properly	<ul style="list-style-type: none"> • Activities often take place at the centre – music, painting, weaving, craft, puzzles, watching television. (talk about what activities are offered at the centres in your community). • Other activities that can take place include being out on country – hunting, fishing, collecting.
Equipment	<ul style="list-style-type: none"> • Equipment that may need to be provided to support the client could include walking frames, shower chairs, wheel chairs.
Advocacy	<ul style="list-style-type: none"> • Speaking up to people about problems with aged and disability services, safety and wellbeing.

left blank for you to talk about your services

Did you know about all of these services?

At our community centre we provide the following services:

- XX
- XX
- XX
- XX

Checkpoint

Working in Community Services

Complete the following sentence

Choose the best statement to complete the following sentence:

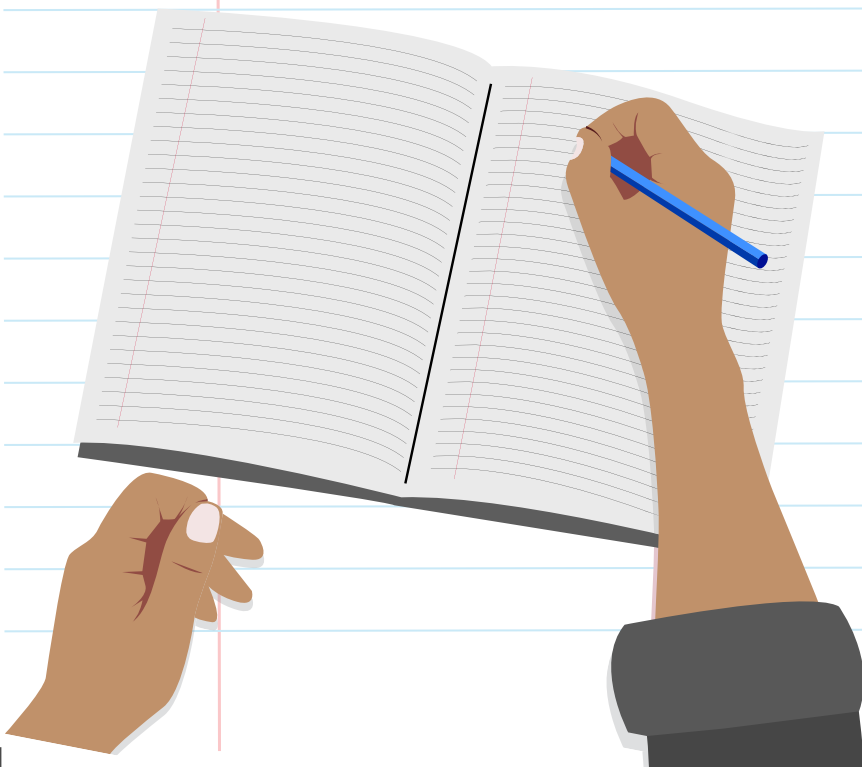
- a. having a good job
- b. helping people the right way
- c. getting paid each week.

1. Working in community services is about helping p_____ the r_____ way.

2. Which skills might you need to work in aged care? (circle the right answer)

- caring
- teamwork
- following instructions
- reading
- all of the above

3. Write down two things that aged and disability services do in this community?



Working in your Organisation



Working in your Organisation

Job description or jobs

Start out looking at the individual's job description. Give the employee a copy of their job description to look over and give them time to ask any questions. Talk about job tasks that are required on a daily worksheet.

Talk with them about their own job description, highlight the key aspects.

Questions that can be discussed about job information.

- who should you talk to about your job?
- if you don't know what to do at work what do you do?
- where can you find your job list?

Probation (only for new employees)

Explain what probation is, how long it lasts and what happens at the end of probation.

Probation happens when you start a new job. It is a period of time during which you and your manager think about how you are going with your job. During the probation period, you and your manager will decide if this is the job for you. Probation periods are usually a minimum of three months and a maximum of six months.

Pay

Explain when and how the worker gets paid.
Collect any required forms.

Training and Support

Ask what they are interested in (cooking, cleaning, driving) and talk about the training your organisation has to offer.

Look after yourself and others

There is a lot of support around for looking after workers. Remind workers they need to keep safe and healthy so they can do their work when and how expected.

- do not do anything that may risk your safety or health
- talk to somebody about any worries about health and safety
- do not turn up for work when you cannot do your job or you are 'under the influence' of drugs or alcohol and can put yourself and others at risk of harm
- do not smoke in the workplace or in non-smoking places

Some helpful links to look at

Some links that can be useful to look at about taking care of yourself that you can refer the worker to:

- this website provides information and resources for people experiencing mental health issues, www.headsup.org.au;
- Beyond Blue has many videos and information about looking after yourself and others, www.beyondblue.org.au/family-and-friends; and
- carers have important roles in community and society and this website provides tips on looking after them, www.carersnsw.org.au/advice/look-after-yourself;
- Employee Assistance Providers offer a comprehensive suite of services for personal, work and professional needs of employees,

EASA, Employee Assistance Providers
Toll Free: 1800 193 123, Darwin: 08 8941 1752,
Katherine: 08 8971 2764, Alice Springs: 08 5653 4225.

Be honest

- be honest and fair with other staff members, clients, and management
- be truthful to other staff members, clients and your manager

Discuss the importance of being honest which is about being truthful with clients and other staff members including the coordinator or manager.

Reassure the worker that if something happens they need to let their coordinator or the manager know as soon as possible and tell the whole story so the situation can be addressed. It is not always easy but always better for everyone if the whole story comes out from the beginning, rather than be accused of being dishonest. This is really important when dealing with matters do to with clients as it may impact on the health and wellbeing of the clients and have consequences.

Read and talk about the following story

Johnny saw \$50 on the floor near the cupboard where all the staff leave their personal things when they come to work. He had just seen Anita putting on her apron and realised that she had dropped the money. 'Hey Auntie' Johnny said. 'This is your \$50. You dropped it on the floor.' Anita was very happy with Johnny. 'If you didn't give that money back to me, I would not have had enough for food this week.' Johnny showed respect and honesty.

Show Respect

Discuss the workplace and what treatment they would like and how they would like to be treated in the workplace. Everyone wants to be treated with dignity and respect.

Discuss what respect looks like in the workplace:

- respect each other and each other's cultural differences including visitors
- respect each other's individual values, beliefs and ideas
- treat clients and other workers all the same, do not discriminate
- do not fight in the workplace
- do not use bad language (swearing) in the workplace
- respect your client's privacy and their property and belongings at all times
- listen to your manager and what they are telling you
- respect them as your manager
- if you need to go to the clinic or do money business in work hours you must tell your manager before you leave work
- look after the property of other workers, clients and the workplace
- look after each other and do not fight or use bad language
- strong feeling of or problems from jealousy can get in the way of work, talking to your coordinator or manager can help



RESPECT
IN THE
WORKPLACE

Going to work every day and your work responsibility

If you do not go to work every day and do not tell anybody you can lose your job – it is called abandonment of employment. This is when an employee is absent for a continuous period or a certain period of time decided by the organisation without the approval from the coordinator or manager.

- if you are sick or have family problems and you cannot go to work, you must let the manager know before your shift starts or the day before
- be on time for work every day, if you are going to be late let somebody know straight away so they can make sure your clients are being looked after

If you do not let anybody know you can miss out on getting paid and you might get a warning.

Your coordinator or manager will try to contact you. If there is no response from the employee within **XX** working days further action will be taken. Refer to your policy and procedure about not turning up for work or abandonment of employment and discuss this with worker.

The effect on others of you not going to work or not telling anyone can be life threatening like the story below.


Read and talk about the following story

Stacey does not turn up to work today and didn't tell anybody, which meant that Sabrina didn't get her medication or her food for the day. Sabrina relies on somebody to give her medication as she often forgets and it is for her heart. Stacey comes back to work 2 days later to find out that Sabrina is in hospital as nobody knew that she was not being looked after.



Be responsible

This is about taking responsibility for your own actions and not taking advantage of a situation.

Do	Don't
 <ul style="list-style-type: none">• be on time for work and appointments and call the manager if you are running late• be supportive of your organisation's policies and procedures• comply with all lawful and reasonable directions from your Managers and those acting on their behalf	<ul style="list-style-type: none">• do not use work time to do private business• do not use your mobile phone at work turn it off or put it on silent• do not put anything on Facebook about your work, your clients, other staff or your organisation• do not check Facebook at work 



Teamwork

Discuss working together as a team and everyone sharing the work.

- help each other and get your job done so others don't have to do it
- don't let the rest of the team down by not letting them know where you are

This is an example of some great team work and what happens if you work together.

The Power of Team Work- Good Team Work

www.youtube.com/watch?v=w9j3-ghRjBs.

Talk about what the YouTube video was showing and relate it to the workplace.

- work together as a team and don't just get one person to do all of the work
- don't let your team down by not letting them know where you are or not coming to work
- help each other and get your job done so others don't have to do it
- be proud of the team you are part of

Dressing for work

It is very important that you take pride in your work and how you look. You need to turn up every day neat and tidy otherwise it makes the organisation look bad and yourself look bad too. If you are provided a uniform make sure you wear a uniform as it is then easy for people to identify who you are and where you are from. Wearing shoes is very important.

Read and talk about the following story

One day Stacey turned up in thongs and she was helping take some hot soup from the car when the lid came off and spilt all over her feet. Stacey got burns all over her feet but if she had been wearing closed over shoes she would not have got burnt.

Talk about what to wear and what not to wear.

WHAT TO WEAR	WHAT NOT TO WEAR
<ul style="list-style-type: none"> • a clean uniform if you are supplied with one • closed in shoes • neat and tidy clothing (culturally appropriate clothing) • keep hair tied back and neat and tidy 	<ul style="list-style-type: none"> • bare feet or thongs • worn out shoes • dirty or torn clothing • singlets or casual shorts

Mobile phones

Talk about your policy about mobile phones go through it with the employee.

Here is an example of good practice and reasons for employees NOT to use mobile phones in the workplace;

- the safety of employees when driving or operating vehicles or any equipment
- the safety of employees when operating equipment and machinery
- how it effects productivity
- interruptions to work flow
- private conversations are not kept private



Face book

If you have a policy about Facebook, read it and discuss what it means.

Read and talk about the following story

Polly loved checking Facebook and putting up photos so her friends knew what she was doing. One day at work she decided to put photos up of everything she did including unlocking the aged care centre. The next day there was a break in at the centre and it was traced back to Polly's Facebook page. Polly was in a lot of trouble, now no one can check their Facebook page at work.

Work vehicles and work property

Talk about the organisation's policy on work property.

- reinforce work vehicles or work property not to be used for personal use without permission, you must ask each time
- emphasise the importance of treating work vehicles and property with respect and report any damage
- leave cars with petrol, pumped up tyres, fill in the vehicle log

If you use work vehicles for personal use you may have to pay tax. You must respect all property that is owned by the employer because if you don't and it is not looked after properly then it is a problem.

Read and talk about the following story

Stacey was just going to jump in the work car and go to the community next door to see her cousin. Her co-worker said to her I don't know if that is such a good idea as this car is for work only. Stacey went anyway and on the way she hit a kangaroo and the front of the car was a write off costing a lot of money to fix. Stacey had to pay for the damages herself out of her wages and it took a very long time. The managers, other staff and the clients and their families were annoyed because now they couldn't deliver meals to the clients, or pick them up and bring them to the centre. If Stacey had not have driven the car for personal stuff she would not be in this situation.

Discuss how issues arise when procedures are not followed.

Provide more real examples and discuss the outcomes.

- work vehicles are for work tasks only
- work vehicles are not to be used for personal pickups or personal business unless the manager agrees
- respect all work property
- look after all work property and return it at the end of the day
- tell your manager if something is damaged or needs to be repaired

Checkpoint

Working in your Organisation

Why is it important to be at work on time?

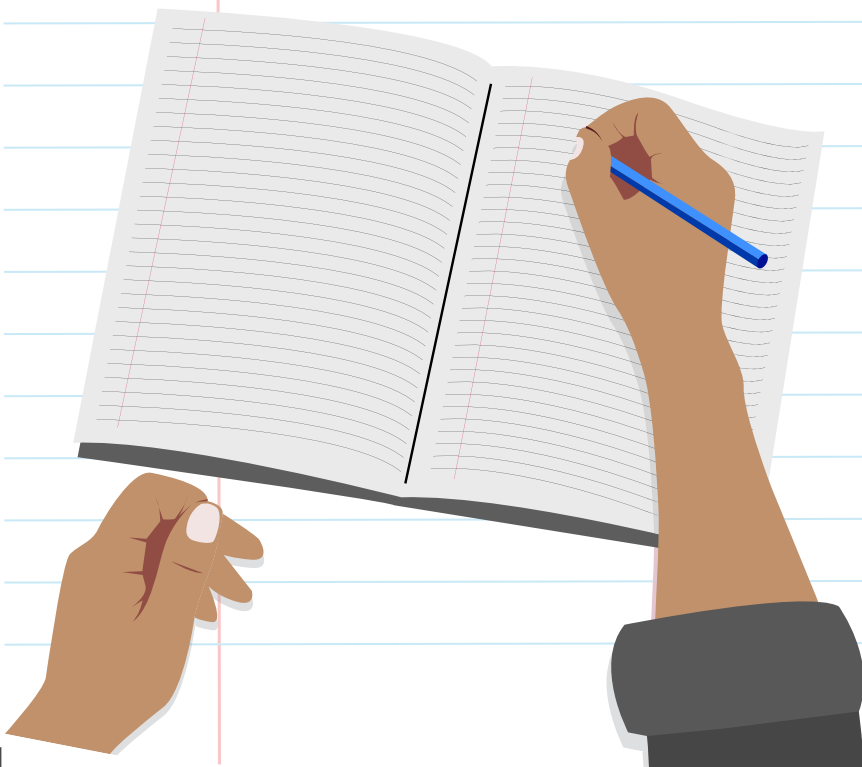
- for your clients
- for your co-workers

Answer the following questions

What can happen if you use work equipment for personal business?

Can you use your phone at work? Why?

Can you put stuff on Facebook about your clients or co-workers? Why?



Workplace Health and Safety



Workplace Health and Safety

Work through your Workplace Health and Safety policy and procedure.

Take a walk around and show the worker key information – signs and procedures, hazards.

Employers have legal rights and responsibilities regarding workplace health and safety. A duty of care exists to make the workplace safe.

Discuss what this looks like in the workplace and add you own examples.

Workplace responsibilities

- a safe working environment (ensure that the workplace is safe, secure and will not present a risk to you whilst at work)
- safe systems of work to keep everybody safe (work practices that will not put you in harm's way)
- safe plant and equipment (tools to do the job safely)
- information, training and supervision (to allow you to do your job safely and with access to help when needed)

What this looks like

- hazards are identified and addressed, e.g. broken floors, wonky taps
- procedures are written on how to work safely, like always take the mobile phone when in the car
- guards on equipment, equipment maintained and repaired
- procedures and training on how to do things and use equipment like pressure cookers, washing machines

Discuss employee responsibilities and what they look like in the workplace.

- take reasonable care of your own health and safety first
- take care that you do not impact on the health and safety of other people
- attend WHS training as provided by your organisation
- use all tools and equipment correctly
- wear personal protective equipment as required
- operate equipment and machinery with guards and safety controls operating and in place at all times
- do not misuse or interfere with anything which is provided in the interests of workplace health and safety like safety guards and signs
- know and follow the emergency procedures
- report:
 - any hazards as soon as you notice them
 - all incidents, whether or not someone was injured
 - any incidents of bullying and/or harassment in the workplace

Lifting

Watch the following video and discuss lifting objects.

www.italklibrary.com/italk/work-health-safety1/

Watch the following video and discuss lifting objects

Manual handling

Personal Care often involves 'people handling' or 'manual handling'. This means that a support worker uses their physical ability to hold, support, restrain or transfer a client. The worker might lift, lower, carry, push, pull, slide or restrain a client. The client may need to move from the bed to a chair, use the toilet, get in or out of a car, get up from the ground, stand after being in a chair or walker.

People handling can be dangerous if not done properly. Many injuries happen during people handling.

Discuss the most common injuries and how they occur:

- strain on the muscles from lifting, carrying and putting down heavy objects
- falls
- strain on the muscles from all other work.

Remind workers that they should never fully lift a person (other than a small infant) without assistance from a:

- another worker to help; or
- mechanical aid (like a hoist); or
- assistive device (like a wheelie walker)

Discuss the risk to the client, like being dropped, falling, strains and sprains.

Suggest ways to reduce risks for the client like giving them something to hold on to (a railing, or a chair handle) when you are moving them.

The feeling of moving, when you do not have control of your movements, is difficult for people to tolerate. It's much less stressful for your client if you can give them something to hold on to (a railing, or a chair handle) when you are moving them.

Talk about the training offered by your organisation on Manual Handling.

Talk about the training offered by your organisation on Manual Handling



Matilda comes to Gudwan Care Centre three afternoons a week after school and spends time with Jason doing his skills development exercises.



Jason loves Matilda and works hard on the exercises to make her happy. Matilda feels good when she does the skills development with Jason. She understands the way Jason speaks, better than anyone else.

Workplace bullying and harassment

Explain that everyone has a right to go to work without fear of being treated unfairly or in a way that makes them feel uncomfortable. Your workplace has a zero tolerance for bullying.

A worker is being bullied at work if:

- an individual or group of individuals **repeatedly** behave **unreasonably** toward the worker, or a group of workers which the individual is a member **and**
- the behaviour creates a risk to health and safety.

Discuss different types of bullying like:

- hurting someone's body by pushing, kicking, slapping, hitting
- threatening to hurt someone
- hurting someone's feelings on purpose by not letting them join in; stealing, moving or hurting their things (their bags for example); always teasing or playing practical jokes on them; saying things that upset them; calling them names; laughing rudely at them; spreading rumours (stories that are made up) about them; ignoring them when they speak; and
- using the voice to call them names, swear or shout at them

Even if it is on Facebook or mobiles and after work this is still bullying.

Discuss how you would know someone is getting bullied?

How might they behave?

- don't want to be/stay in certain areas
- don't want to make eye contact or converse with some people
- away a lot
- making excuses to avoid situations
- not working well
- looking scared, anxious, tense
- not wanting to work with certain people

It is important to identify the difference between "having a bad day" and identifying continued patterns of bullying behaviour.

Work through your workplace policy for bullying and harassment together. Make sure everyone knows what to do if they experience bullying or harassment taking place. Workplace Bullying is against the law. If you are being harassed or bullied, you need to let someone in the workplace know.

Sexual harassment

Sexual harassment is unwelcome conduct of a sexual nature, which makes a person feel offended, humiliated or intimidated. Share your policy and procedure for sexual harassment in the work place.

What does sexual harassment look like in the workplace?

- physical contact such as touching, grabbing, kissing or hugging
- sexual jokes; comments; sexually explicit conversations
- accessing and displaying offensive material from the internet
- sending rude or offensive emails, attachments or text messages

Read and talk about the following story

You have been working with Lucy for two years in the kitchen and notice that she has been very quiet lately and not her usual self. When you ask her if she is okay she tells you it is none of your business. You then notice that she never wants to help out with delivering the meals with Jerome anymore. In fact she stays a long way from him and never looks at him, even when he is speaking to her. You know that there are no kinship relationships to be concerned of as you had already discussed this possibility when setting up the roster.

*What should you do according to the policy?
What could happen if Lucy's colleagues don't do anything?*



Checkpoint

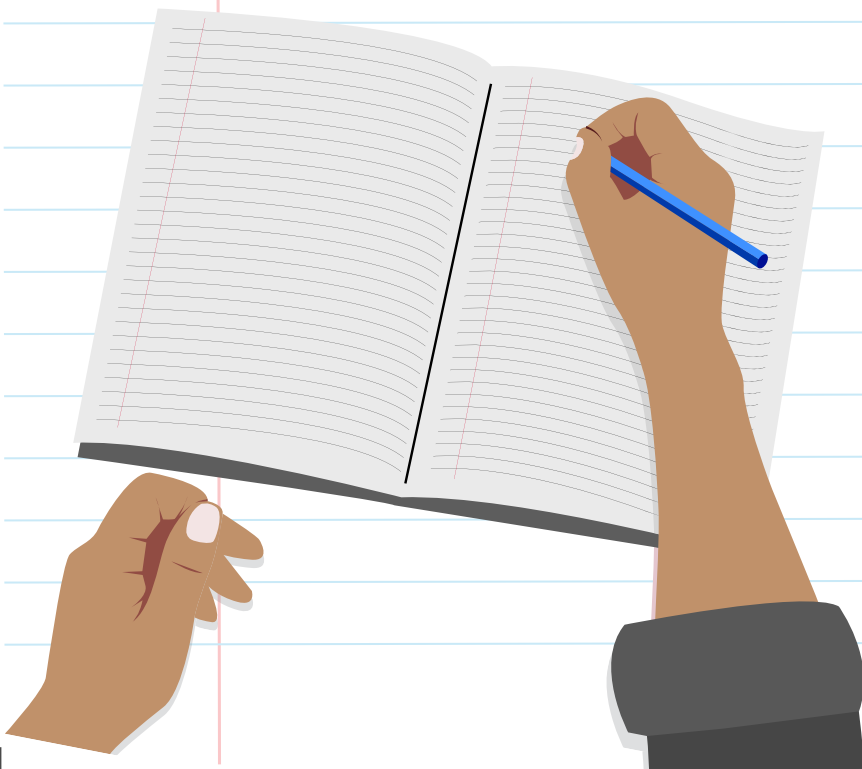
Workplace Health and Safety

Answer the following questions

What is the most important thing you can do to keep safe at work?

What sort of situations/incidences should be reported?

What does bullying and harassment look like in the workplace?



Communication at Work



Communication at Work

Two things need to happen to create communication.

A message needs to be sent from one person;
A message needs to be understood by the other person.

Communication happens in many ways like:

- writing
- talking
- email
- sms
- expressions of the face
- signs with our hands
- making music
- painting a picture



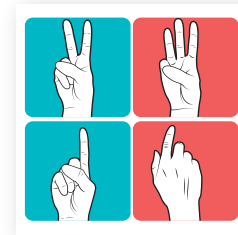
Talking



Writing



Social Media



Hand Gestures

In aged care there are many different types of people (culture, personality, background, language, sexuality) and sometimes difficult situation can arise. You need to be able to communicate well with your co-workers and clients so you can sort things out and gain their trust.

If you are working with Indigenous or non-Indigenous elderly clients it is important to remember the best ways to communicate with them. Remember your client is an adult, they are old but not silly. It might be sixty years since your client needed assistance to eat their food, or brush their teeth or go to the toilet. Always show respect giving them as much control of the situation as possible.

Discuss examples about the ways to best communicate with clients.

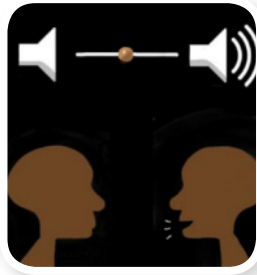
- smile and relax, this will create a safe environment for the client
- tell them who you are, and where you are from or which family you are from
- do not do all the talking, listen to what they have to say so they don't have to repeat themselves
- watch for different body language as this will tell you if they are comfortable with what you are saying and doing
- just because someone is not looking at you does not mean they are not listening to you
- silence is okay and wait for your turn to speak
- establish a two way exchange and allow the client to volunteer information of their own
- listen for hints at what they would like to find out
- don't talk rough or bossy
- when something goes wrong, tell somebody
- some clients will repeat themselves over and over, show respect and be patient
- try and ask open questions:
 - tell me about where you grew up?
 - tell me about your family?
 - what was it like when you were young?
- accept that some of your clients may not be comfortable with making eye contact
- think about how physically close you are to them and if it is making them feel uncomfortable
- seek permission prior to touching, be respectful of their body.
- if you are unsure that they have understood what you have said to them check again
- always allow time for information to be understood
- provide each client with choices

Discuss examples of the best way to talk with co-workers, (much of this is the same as talking with clients).

- smile, relax and always say hello at the beginning of the day
- listen to what others say and always show respect
- be polite and try to help others when you have finished your work or they need a hand
- do what you are asked to do and speak to your manager or another worker if you are unsure
- make sure your body language is polite and respectful
- answer the phone respectfully, with 'Good morning, Aged Care Centre, Molly speaking...'
- if you have a problem with anyone in the workplace, speak to your Manager



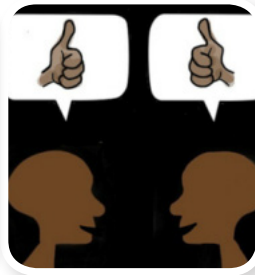
Right Height



Right Voice



Right Topic



Right Language



Right Respect

Documentation

Show some examples of the different types of documentation used in the workplace and the procedure that goes with them, like timesheets, Care Plans, Incident Reports.

Ask the worker to fill in an example and talk about legible handwriting. Even though we are not marking spelling and grammar it needs to be understood by the Manager.



Discuss the importance of client documentation including:

- it helps ensure the client's personal care has been completed
- missing things like medication prompts, meals and showers can affect a client's health
- it provides a record of health including changes in the client's physical and mental health
- it is legal record of the care provided

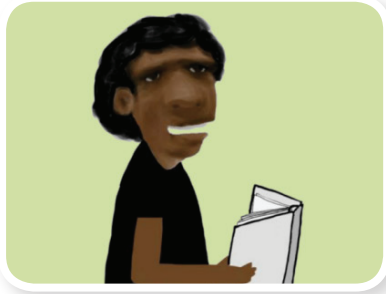
Show examples of how documentation must:

- follow policy and procedures
- be clearly written so it can be understood
- be accurate
- be written down as soon as possible on the day it happened, not when you remember

Reporting

Report to your manager any changes in your client or your workplace even if they seem unimportant.

Report any changes you may see



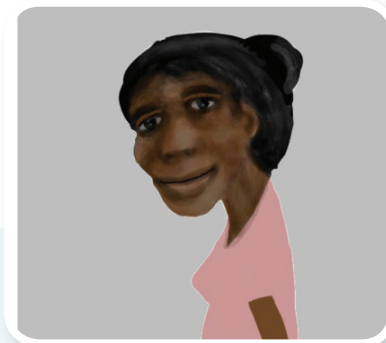
Joyce, I'm concerned about Pedro's physical ability to balance.



The Care Plan says he can be left alone while he is on the toilet, but yesterday he fell forward on the commode and I just managed to catch him before he fell.



I was assisting him to transfer into his daughter's car and he seemed to have no ability to stand by himself. He continually fell to the left side. This is different to the assessment of what is safe for him to do, as written on the Care Plan.



The Care Plan says he can be left alone while he is on the toilet, but yesterday he fell forward on the commode and I just managed to catch him before he fell.

Notes:

Checkpoint

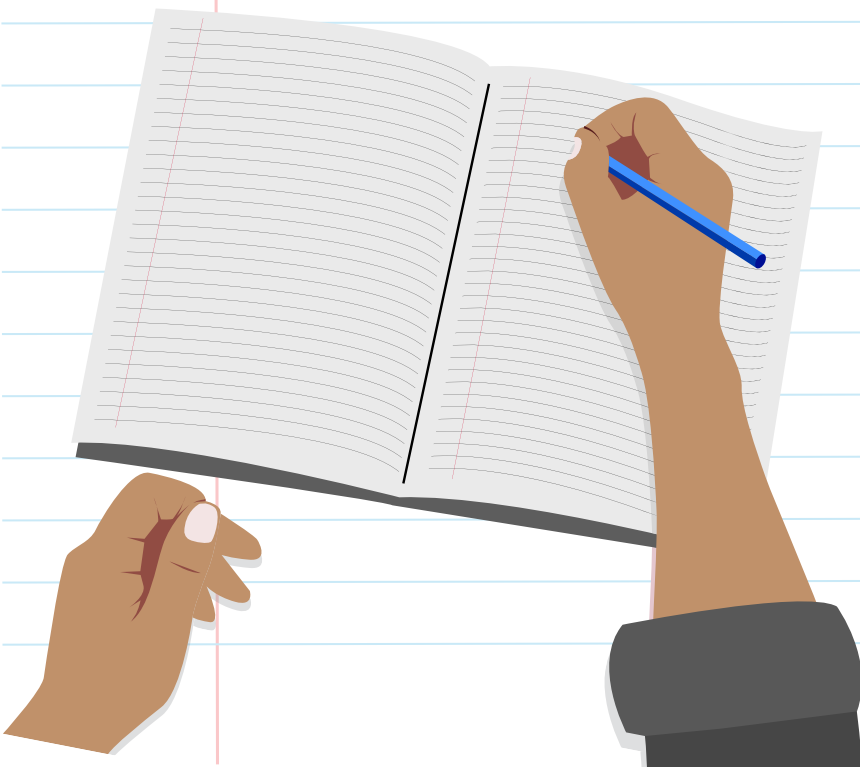
Communication at Work

What does talking the right way to your clients look like?

Answer the following questions

Can you yell at clients? Why not?

Why is documentation and reporting important in aged care?



Caring for Clients



Caring for Clients

Consumer Directed Care

You might hear words like CDC which means Consumer (Client) Directed Care.

This is about the client and their families making decisions about what they want and not the service provider. It is about doing with not doing for.

'I would like tucker everyday'

'I would like to go to the shop every Thursday'

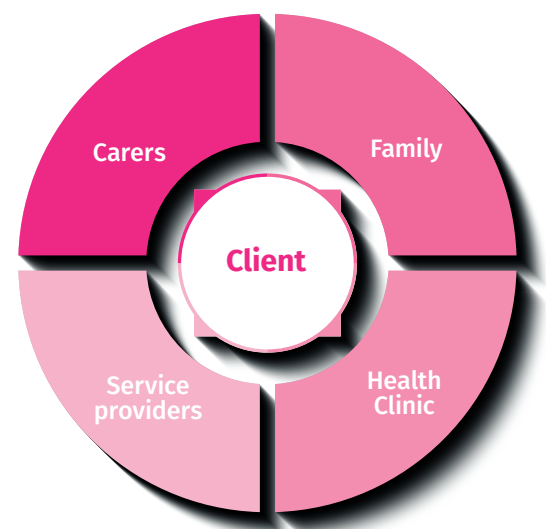
'I need help to go to the clinic on Fridays'

Consumer Directed Care (CDC) is about supporting the client to take greater control of their own lives by:

- focussing on their goals, like independence or staying well and healthy
- allowing them the freedom to choose the services they need

CDC is about the client making best use of what is available through:

- choice by giving them information and empowering them to make a choice
- control by involving the person in decisions about their own care
- flexibility – letting them make decisions about how they get their services, what services they get and when they get their services



There are different programs and levels of care to support people living at home.

Home Care Package

Low level – help with meals and shopping, washing clothing

High level – medication prompts, showering, changing incontinence pads, foot care.

Flexible Aged Care Program

For Aboriginal and Torres Strait Islander people to get quality, flexible and culturally appropriate aged care services within a community setting and help the community be involved in the care of its old people.

Every community has a mix of programs and funding for its clients. Clients are assessed based on the following abilities and needs:

- physical
- social
- psychological
- medical
- cultural.

After an assessment a Care Plan is developed with the client based on:

- doing with not doing for
- their goals and needs eg transport, nursing assistance, meals, personal care.

Play the following video on Consumer Directed Care
youtu.be/1EUTf970pUM

Run over these concepts again and talk about what CDC means for the work of the Support Workers?

- listening
- promoting choice
- encouraging strengths
- encouraging abilities
- following Care plans
- reporting any changes

Client wellbeing and healthy living

The need to stay on country is very important. To help clients stay on country we need to:

- follow routines each day, like same thing, same time each day makes clients feel respected and does not confuse them
- avoid unexpected change as it frightens people – they feel neglected and feel people don't care.

Discuss how family and carers can ensure the wellness of the older people so that they?

- get their meals on time
- have showers to keep clean
- have activities to help them stay physically and mentally active
- are getting the support that they need.

Read and talk about the following story

Sadie had a minor stroke two years ago and then a fall just last year. She is scared of going out alone but can't rely on her family to always be around to do her shopping. The clinic organised a walking frame for Sadie so she can regain some of her independence. Now we can take her shopping so she can choose what she wants and she isn't stuck at home.

Play italk video www.italklibrary.com/italk/disability/

Time to listen: Time to Change – this is about positive lifestyles

Although this depicts a younger person who has had an accident it also shows what healthy lifestyles are about:

- making good choices like exercising, sleeping, eating healthy food, drinking water
- being strong and staying away from grog, gunja and smoking
- having routines
- medicines not working if you don't make good choices with food, smoking, grog
- getting help and support.

Discuss how clients are dependent on their family and carers for their wellness.

So it is important to ensure clients:

- get and eat their meals
- have showers to keep clean
- have activities to help them stay physically and mentally active
- spend time with other people like carers, family, and friends to share stories and maintain their social skills
- changes in their abilities are noted on the Care Plan and advised to the coordinator.

Enablement and Reablement

Enablement and reablement after an injury or illness, aims to support the client to get back to where there were before the injury or illness.

- **Enablement is about 'Doing with not doing for'.**

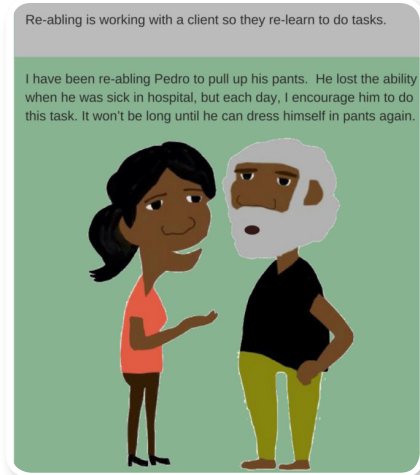
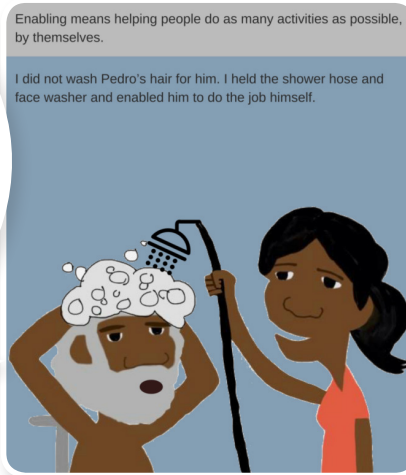
Play the video "Enabling Service Delivery for our mob".

www.youtube.com/watch?v=GWIK_8wYIEU

Talk about the video and what it showed.

Enablement is about:

- what the client can do and wants to do 'I want to wash myself' and
- achievable and meaningful goals, 'I want to get better so I can go to the footy'.



Read and talk about the following story

Bob's wife passed away. Bob started losing weight and he was beginning to smell. He went to the clinic as he had a foot infection that wasn't going away. The nurse suggested he could get some help from the Aged Care Centre with meals, showers and they could help him with washing his blankets.

Discuss why is enablement important?

- makes clients feel better
- helps clients feel physical and mentally healthier
- helps clients with choice and control
- helps clients with independence

Reablement is about helping clients delay, reduce or remove the need for longer term ongoing support.

Read and talk about the following story

Old Jackie was in a car accident and spent a long time in hospital getting better. When he came home he could not do much for himself. Without help he would need high level support and may even have to go to a residential facility in the city. After an assessment a Care Plan was prepared which helped him regain his independence over time by focussing on what he could do like eating and doing his shopping and helping him with meal preparation and taking him to the shop to pick his own shopping. Old Jackie got to stay in his community for a long time.

Elder abuse / abuse of old people

Elder abuse is 'a single or repeated act or lack of appropriate action occurring within any relationship where there is an expectation of trust which causes harm or distress to an older person'.¹

Discuss how abuse can come in different forms:

- physical - infliction of physical pain, injury or force
- psychological - infliction of mental anguish, fear and feelings of shame
- financial - illegal or improper use of an older person's finances or assets
- social - intentional prevention of an older person from having social contact
- sexual - sexually abusive or exploitative behavior regarding body or gender
- neglect - failure of care giver to provide necessities of life to person they are caring.

Discuss the importance of recognising signs of abuse and what some behaviors may look like:

- being withdrawn
- reluctance to be in a certain area, or with a certain person
- crying
- unexplainable fear or anxiety
- shaking, trembling
- changes in eating or sleeping habits
- having money worries
- not coming to regular social or personal care activities
- discussion or conversational references to suicide or 'ending' of life
- avoiding eye contact
- reluctance to be drawn into conversation

Discuss the importance of recognising signs

Talk about what abuse might look like²

- bashing an older person
- taking their food
- taking their money
- take their medication
- take their possessions and clothing
- threatening Elders with violence
- humbugging off Elders
- threatening Elders that they will not see their grandchildren
- cutting Elders off from their community support
- starving Elders of food, money and every day needs

¹ World Health Organisation

² www.caesa.org/ElderAbuse.html

Discuss the following scenarios.

Read and talk about the following story

'Looking at the financial abuse, it's happening every day. Every pension day you see the oldies and a lot of the times, it's very sad, ... if it's not the children, it's certainly grandchildren and their surrounding friends who go there and "nanna, nanna I need money", and under their kinship laws around here they may not even be related to them but people just call them nanna for the sake of getting some money. I know of occasions when key cards are in the possession of other people. They withhold the key cards and say they will mind it, they may give them \$20 or \$50, which is totally inadequate... what they tend to do is keep their key cards as opposed to taking them to the bank with them they get their money out and then they come and withdraw all the money...'

Fred uses drugs and whenever he can he takes money from his mother, even her bankcard sometimes. Is this elder abuse? What should be done?

Elder abuse does exist, the most common is financial abuse. Elderly people may not report any kind of abuse as they could be embarrassed or shamed.

Read and talk about the following story

Amanda is 45 and has a mild intellectual disability. She lives with her mother Joan, who is her carer. As Joan gets older she is getting forgetful, becoming physically weaker and needs her medication and regular meals. They both want to stay in the community but Amanda gets angry when her mother forgets things and as she can't go to the shop alone needs her mother's help. Joan recently became very dehydrated, got a urinary infection and then had a fall. Is this Elder abuse? What should be done?

Ensure you follow your organisations policy and procedure on elder abuse.

Privacy and Confidentiality

When working in aged care you find out lots of things people, sometimes very private things. Do not talk about client's business with anyone outside of work. Clients have rights and they are entitled to confidentiality and for their business to be kept private. This applies to information about their health, their family, their money or anything. DO NOT GOSSIP about clients.

Protect client's private details, property and belongings.

Accuracy of information

You will often need to communicate important information like

- medicine
- sickness
- doctor's orders
- personal care plan
- times of appointments
- how to contact that person

Discuss the importance of getting these things right and the consequences of getting them wrong like causing trouble, harm and upset for your clients and their families.



Reassure you are not expected to know everything but you are expected to:

- never communicate information if you are not sure it is right
- always say, 'I'm not sure. I need to check that,' if someone asks you something and you are not sure of the answer

Dignity and respect

Every person has the right to **freedom and respect and the right to be treated fairly by others.**

A person's rights do not diminish when he or she gets older or needs care, regardless of his or her physical or mental frailty or ability to exercise or fully appreciate his or her rights. A positive, supportive and caring attitude by family, friends, carers and the community will help people to live as integral, respected and valued members of society.

Australian society has a strong commitment to **social justice principles.** Those principles recognise the aspirations of all Australians to a dignified and secure way of life with equal access to health care, housing and education, and equal rights in civil, legal and consumer matters. They form the basis of a society, which is free of prejudice and is caring, just and humane.

Talk about how to show respect for our clients

- treat everyone equally
- show respect to other workers, clients and other members of the community
- respect client's property
- always call out or knock on a client's door in their home, bedroom and bathroom
- keep private client information private
- dress neatly and wear your uniform
- follow the Care Plan

Talk about common ways of showing disrespect.

- gossiping about clients or other staff members
- telling clients what to do
- humbugging clients

Every person has the right to freedom and respect

Checkpoint

Caring for Clients

Choose
the correct
answers

Choose the correct answer:

Consumer Directed Care (CDC) is

- about consumers making decisions about the care
- about taking old people away from community and putting them people in old folks home

Select from the following words to complete the sentences:

daily, dance, dignity, race, respect, rain, walk, with, warm, four, for, fore

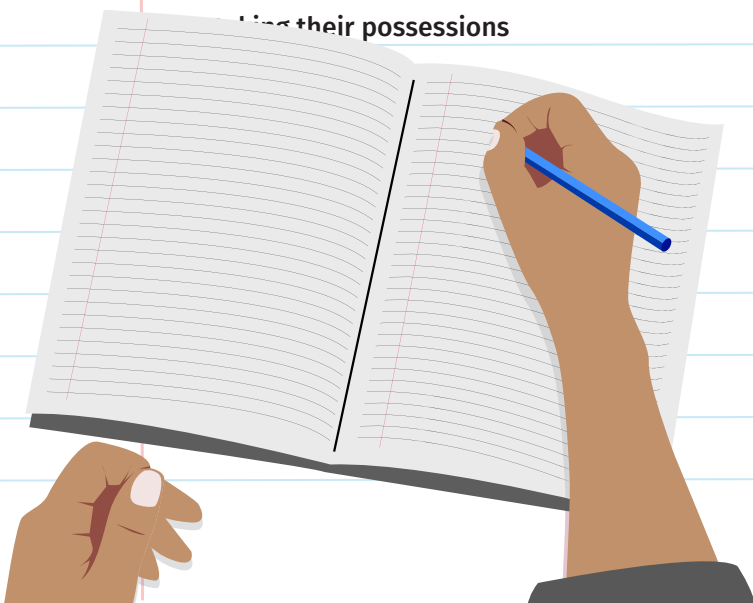
We should show our clients d_____ and r_____.

Enablement is about doing w___ not f__.

Circle the ones you think are elder abuse.

- cutting Elders off from their community
- taking their phone
- leaving a person without food and water bashing an Elder
- helping them with their food
- taking their money or credit card
- over medicating or taking medication
- taking them to the shop
- humbugging off Elders
- taking their food
- threatening Elders with violence
- letting them watch the footy on the television
- turning their mattress

_____ing their possessions



Working with Care Plans



Working with Care Plans

Care Plans

Care Plans tell Support Workers and carers what a client needs and how to do it safely. Play the Care Plans video from www.italklibrary.com/italk/disability/

Discuss what Care Plans are for

- they provide routine for the clients which makes them happy and they feel like someone cares and respects them
- are developed for every client
- tell us their story of what they want and need
- what family and carers say, and health specialists advise
- look at what people can do rather than what they can't do
- explain what needs to be done and who will do it
- if care needs to be changed so can Care Plans

Discuss what Care Plans are for?

Discuss how the Support Worker can take good care of their clients

- read the Care Plan
- do what is in the Care Plan
- tell the coordinator if things change for the client.

Different clients have different needs

Different clients have different needs and know how they want things done. Your client is an equal part of your work, not an object that you move about the place. If you aren't sure about something ask your coordinator.

Pedro, I'm here to give you a shower. The Care Plan says that you like to be showered on a commode chair you are able to move across from the bed into the commode chair with one worker assisting you is that right?

You do not like to be alone in the shower, so I will assist you through the whole process. After your shower, I put the your commode over the toilet and you will try to open your bowels. Is all that ok with you?

Pedro: Yeah you've got it right. I'd like to wear my blue T shirt and shorts today. They are in the wardrobe.



What sort of things might your clients need help with?

Basic Activities of Daily Living (ADLs) like self-care, walking and transport and communication.

Watch www.italklibrary.com/italk/disability1/ Uncle Crock cleans up.

Examples might be:

Job	Activity	How
	Feeding	<ul style="list-style-type: none"> • Helping with a spoon • Chopping up food • Opening containers
	Showering	<ul style="list-style-type: none"> • Getting undressed and dressed • Getting a shower chair • Washing body
	Toileting	<ul style="list-style-type: none"> • Getting to the toilet • Getting on and off the toilet • Wiping • Changing pads
	Cleaning and laundry	<ul style="list-style-type: none"> • Turning mattress • Washing blankets • Washing clothes • Sweeping
	Cooking	<ul style="list-style-type: none"> • Preparing food • Shopping • Washing dishes
	Transport	<ul style="list-style-type: none"> • Driving client to the clinic • Driving client to the town • Driving clients to centre • Driving client to activities • Helping in/out of car

Show an example of a **Care Plan** used in your service.

Work through the sections, for example:

- Client name
- Case Manager/Assessor
- Start Date
- Goals – e.g. I want to stay at home, I want to walk to shop
- Client steps/capability
- Date for Review
- Things that need to be done and resources that are needed

Show an example of a **daily task list/worksheet** used in your service.

Work through the sections, for example:

- Client name
- Date
- Tasks
- Completed by
- Date and time in and out
- Notes, for example
 - Turned and cleaned mattress as it was wet
 - Millie not at home
 - Collected Webster pack from clinic



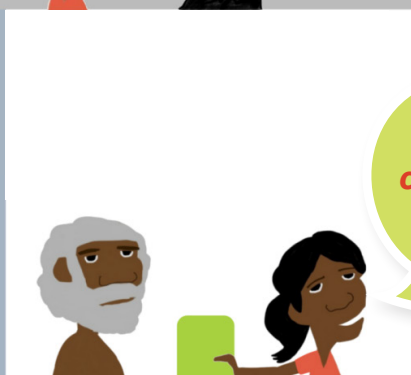
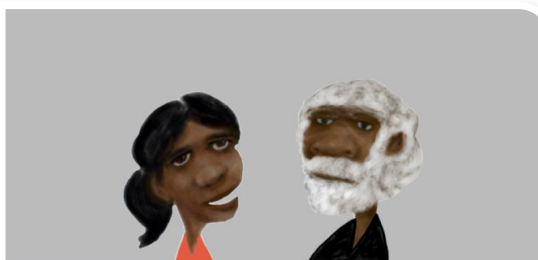
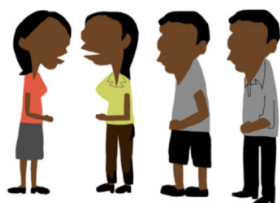
Discuss the things that everyone can do to help clients live happy and strong lives.

1. knowing the Policies and Procedures
2. following the Care Plan
3. being well organised
4. listening and talking to the client in the right way
5. maintain privacy and confidentiality
6. telling the coordinator if things change for the client

Dress Well

When you wear clean clothes and your hair is tidy, it gives your clients confidence that you are a worker who cares about doing their job well.

If your organisation has a uniform, you should wear it. It shows you are a professional.



We need to check for their safety

Duty of Care/Red Flags

Some older people like to move around a lot to visit family and sometimes they don't tell us they are going away. Sometimes we don't know this until we go to pick them up or drop off their food.

We need to check their safety - this is our **Duty of Care**. They may be okay or they could be missing, sometimes even hurt or sick and not able to get the help they need as everyone has thought they have gone away.

Red Flag - If a client isn't at home when you go to their house what should you do?

- ask around their family and friends to see if they know where the client has gone
- check with other clients or neighbours
- tell your coordinator you did not see your client and what others have told you
- your coordinator will also check around and if they are concerned they will tell their Manager/Council/police/clinic

Discuss the importance of recognising signs

You have been looking after your client for a long time. You know what they like to eat; what they like to do; what they like to talk about; when they are happy and when they are angry. Or maybe you have learned about your client by reading their Care Plan.

The following are some examples of 'Red Flag' Duty of Care' reporting:

- skin shows a dark area; or is very sore, could be a bruise
- not eating
- hitting you; yelling at you; throwing things at you
- will not have a shower
- client forgets when you talk to them
- will not wear clothes; or wearing the same clothes all the time
- not sleeping
- having pain
- talking too much
- not talking

Lots of things might happen - but you know your client is different. There has been a change in the way they look and the way they live. You must tell your manager or coordinator about this change. It might mean that your client is sick or their medicine is wrong.

Caring for clients not just family clients

We are here to help people stay active and live in their community.

Sometimes you might work with family as part of the aged care team, as clients and as carers. This is a good thing but you have to remember to treat all clients all the same and give them all good care, which is the right way.

Talk about what is good about working with family?

- you know them and what they like and don't like
- you know if they are not well
- you know their carers so you can talk with them

Talk about what is not so good about working with family?

- sometimes they humbug you
- sometimes they want their meals first and they want more than their share
- sometimes they want you to take them places not in the Care Plan
- sometimes they ask you for things from the care centre
- Aged Care offers lots of different types of services depending on the client and the community

Remember to treat all the clients equally, no special treatment.

Respect and listen to the carers and if the carers need help, talk to your coordinator.

We want to know if clients:

- have a problem
- need change
- are unhappy
- think we can do things to make the service better

Family are special but at work you cannot treat them any differently. Family business is not work business.

Remember to treat all the clients equally, no special treatment



Right Way

- Treat everyone equally
- Follow the Care Plan
- Follow standards and procedures
- Use the centre equipment and cars when approved for work business



Wrong way

- Treat family in special ways
- Give family extra time or food
- Help family first
- Use centre equipment or cars for family business

Medications

Many clients are on medication for medical reasons, like diabetes, eye infections, flu, scabies, infections etc. You need to know your role and responsibility for clients medication.

You need to discuss what the responsibilities in your organisation are about medicine.

Taking medications is important business. Follow the Care Plan

Play the video called Right Way with Medicine from the www.italklibrary.com/italk/disability/

What did you learn about medication?

Right person – check the name on the pack every time, lots of medicines look the same, so check the pack has the right name for your client.

Right day – check the day on the pack, every time check the day

Right time – check the right time of the day, some medicines are for the morning, some with meals, only give medicine at the right time

Right record – make sure you record what you prompted them to take and when (date and time), otherwise the next worker might think the client didn't take their medicine and prompt again!

Ask the coordinator if you are unsure about anything to do with medicines.



Home care safety

You will often be in a client's home providing care and it is important you and your client are safe.

Discuss what they can do to ensure the safety of themselves and their client.

- never leave cooking, heaters, or candles unattended
- don't overload power boards
- make sure electrical appliances are in good working order
- ensure cigarette ash and butts are extinguished
- discourage your client from smoking in bed
- do not dry clothing in front of heaters
- store all matches and lighters out of reach of children
- make sure exits are kept clear of rubbish
- ensure you know how to use a fire extinguisher and fire blanket
- never deadlock yourself or your client inside the house
- ensure smoke alarms are working (if anybody has difficulty hearing, then consider if installing special smoke alarms for hearing impaired can be arranged)
- make sure everyone knows what to do in case of fire and don't fight the fire (unless very small), get out and stay out and dial Triple Zero (000) immediately or contact the local police
- prepare or revisit Fire Escape Plan including an escape plan, practice it and make sure everybody knows what it is

Discuss the importance of recognising signs

Referrals and other services

Sometimes things change for our clients and we and the family can't take care of our clients and we need help. Change can be from an accident like a fall or illness, or a change in the situation for the client, like family going away.

Sometimes we think a change in the Care Plan will be enough but sometimes we need to get help from the clinic or another service provider.

Ask your Coordinator if you think your client or the family carers need help from other services.

Checkpoint

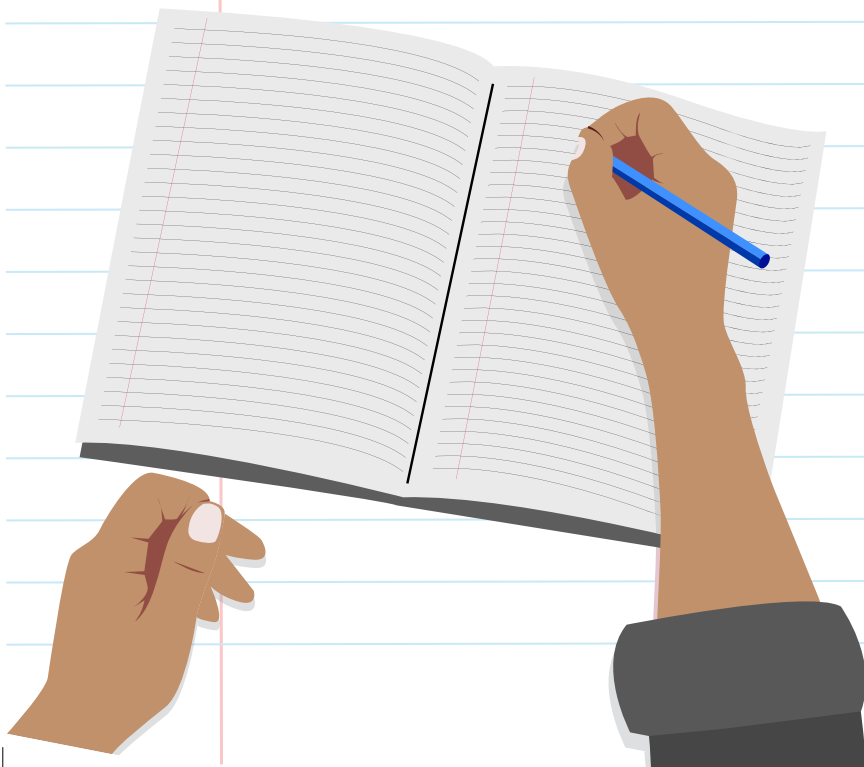
Working with Care Plans

Circle all of the answers you think are correct.

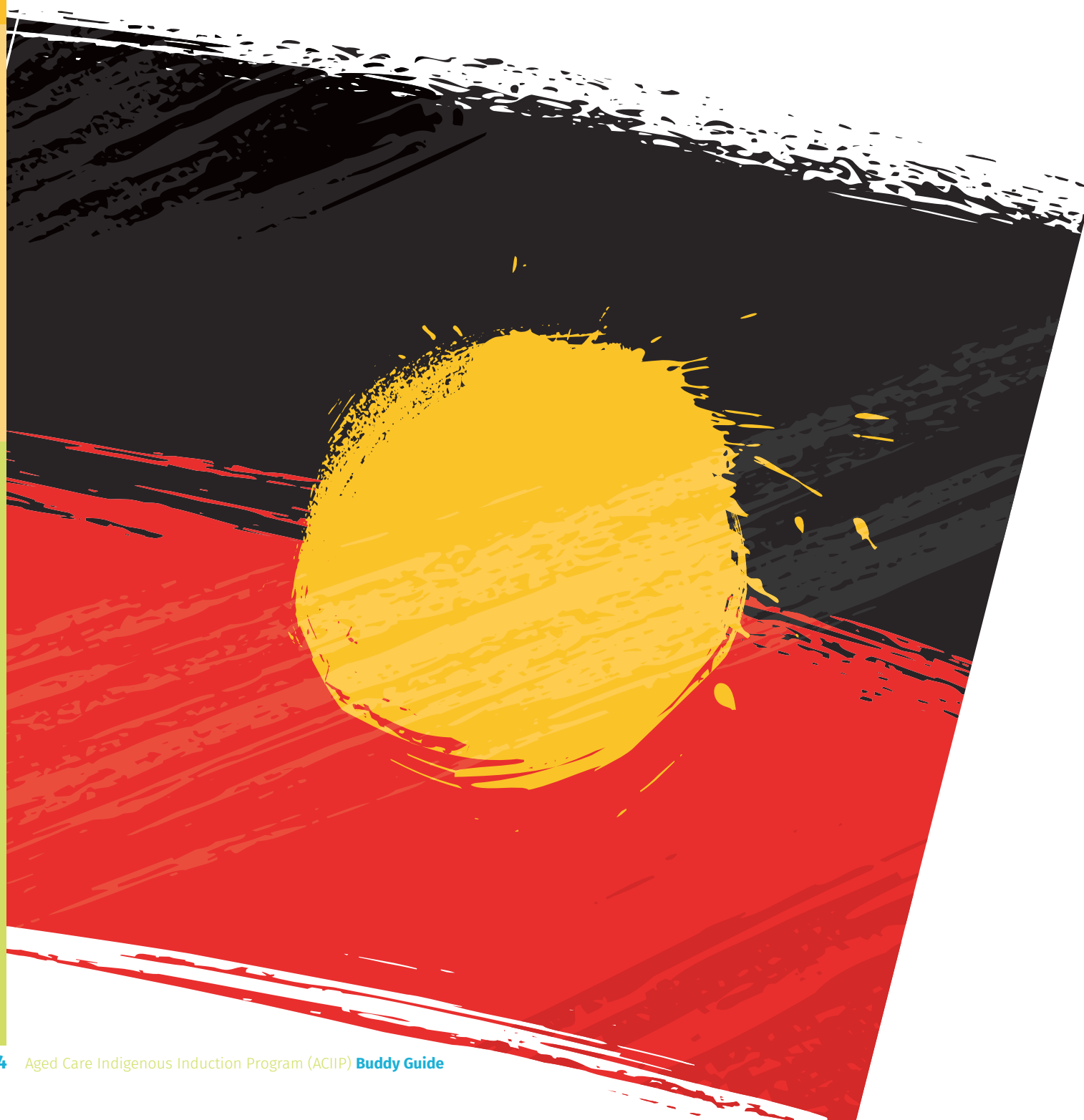
How do you take good care of your clients?

- read the care plan
- do what is in the care plan
- tell the coordinator if things change for the client

Circle the
right answers



Compliance and Regulations



Compliance and Regulations

In my community we follow our cultural law, it's called our Jukurrpa. This helps us to know how to behave properly, how to treat people and grow up strong. People who work in community services also follow government law to keep them safe and to keep the clients and the people they work with safe.

Why are laws important?

- to keep order
- to be fair
- to look after the weak, sick and old
- to protect people and their belongings

The following information refers to two of the three Standards that underpin work in Aged Care

There are two for our clients. The community care common standards and National Aboriginal and Torres Strait Islander Flexible Aged Care Program Quality Standards.

Community Care Common Standards –

Work through these and what they mean in the workplace as provided in the third column.

Standard	Description	What it looks like in the workplace
Effective management	This is about how we plan, deliver and provide services to the clients and always trying to do it better.	<ul style="list-style-type: none"> • Keeping the centre clean and tidy • Keeping the cars clean and tidy • Getting rid of rubbish • Keeping animals away • Working together as a team • Following procedures • Attending Toolbox talks • Keeping true and current records
Appropriate access and service delivery	This is about talking together with clients and their family about what they need and about whether they are happy with what they receive.	<ul style="list-style-type: none"> • Listening to clients and families about what they want and need and don't want or need • Helping clients the right way and at the right time • Following an agreed Care Plan • Making referrals to other services like the clinic or respite for Carers • Treating all clients equally, with respect • Reviewing the Care Plan when things change
Service user rights and responsibilities	This is about letting clients know what help is available and letting them make decisions.	<ul style="list-style-type: none"> • Helping clients understand what the aged and disability service can do • Getting help for someone to speak up for them (advocate) • Keeping personal information safe and private • Letting clients see the personal information kept in the office or giving them a copy information • Listening to client complaints so we can look at the problem and try and do things better • Looking after clients even when they complain • Supporting clients to be independent

- Walk around the centre showing the Aged Care Workers where they can see the standards implemented, use procedures to reinforce the concepts, for example

- daily log – who was seen, whether they got a meal/laundry/transport
- timesheets
- signs like hand washing, cleaning kitchen
- Care Plans and agreements
- others?

Walk around the centre showing them examples

National Aboriginal and Torres Strait Islander Flexible Aged Care Program Quality Standards

Work through these and what they mean in the workplace as provided in the third column.

Standard	Description	What it looks like in the workplace
Care delivery and information	This is about talking together with clients and their family about what they need and about whether they are happy with the services they receive. It is also about letting clients know what help is available and letting them make decisions.	<ul style="list-style-type: none"> • Listening to clients and families about what they want and need and don't want or need • Helping clients the right way and at the right time • Following an agreed Care Plan that is culturally relevant • Reviewing the Care Plan when things change • Assisting clients with their clinical care needs • Treating all clients equally, with respect • Talking with clients about their rights
Management and accountability	This is about how we partner with a client to plan, deliver and provide services and look for ways to do it better.	<ul style="list-style-type: none"> • Good procedures for running the centre • Risk management • plans in place to ensure the safety of clients, staff and other visitors • Training staff to do the job • Keeping the centre, care and equipment • Getting rid of rubbish • Keeping animals away • Working together as a team • clean and tidy • Following procedures • Attending Toolbox talks • Keeping true and current records

- Walk around the centre showing showing the Aged Care Workers where they can see the standards implemented, use procedures to reinforce the concepts, for example

- transport records – who you uses the car and for what purpose
- care Plans
- toolbox Talks
- team work, training plans and others?

Walk around the centre showing them examples

Legislation

Work through these standards and what they mean in the workplace as provided in the third column.

Standard	Description	What it looks like in the workplace
Mandatory Reporting	Mandatory means something that you have to do. Mandatory Reporting means giving your coordinator some important information.	<ul style="list-style-type: none"> • If you are looking after an elder and they have real bad bruises or cuts on their body, you have to tell your coordinator, because it could mean that someone is treating them badly • Sometimes you will write this down on a form and give the form to your Coordinator, so it is important that you keep practicing writing
Anti-discrimination	Discrimination is when people act the wrong way to someone else and anti means no, so anti-discrimination means you cannot treat people differently because of their age, religion, boy or girl, man or woman, family or not family, from your mob or a different mob.	<ul style="list-style-type: none"> • This means you have to show respect and treat everyone equally, right way. • At work, your family is important but not more important than your other clients
Duty of Care	Duty of Care is about making sure that your client isn't going to hurt themselves or anyone else. If you think they are going to hurt themselves or someone else then you need to tell your coordinator.	<ul style="list-style-type: none"> • When people are not well they sometimes don't eat, or want to take their medication, you must record this and tell your coordinator

Mandatory Reporting

In the Northern Territory, it is mandatory for any adult who believes a child has been, or is likely to suffer harm or exploitation or be a victim of a sexual offence to report this to the police. Harm is defined to include exposure to domestic and family violence, along with other forms of abuse or neglect.

In addition, the Northern Territory law also requires all adults to report serious domestic and family violence to the police. The *Domestic and Family Violence Act* requires this if someone has caused or is likely to cause serious physical harm to someone else, and/or the life or safety of another person is under serious or imminent threat from domestic violence.

Parliaments in all Australian states and territories have enacted **mandatory reporting** laws of some description. It's the same for vulnerable people, whether they are children or adults.

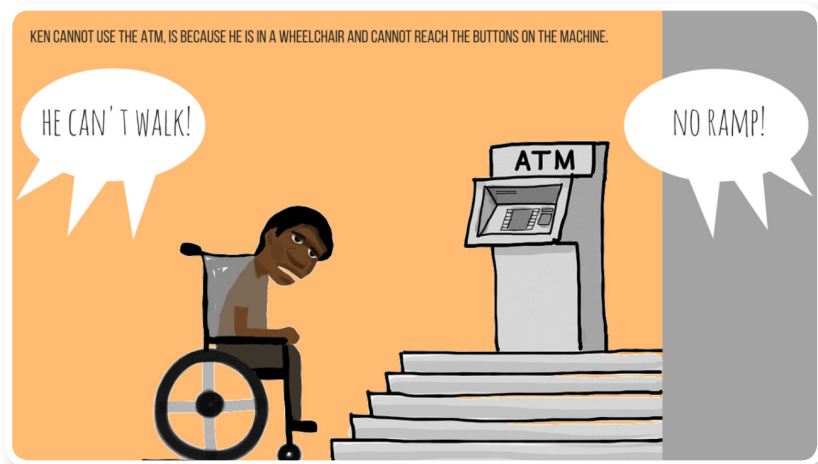
If there isn't anyone feeding a person with a disability; taking them to the clinic, giving them proper clothes and keeping them clean then that is abuse and you must report it to the police or to the clinic.

Watch the following and discuss the importance of mandatory reporting.
www.youtube.com/watch?v=YmtaAfbL6CA&feature=player_embedded

Anti-discrimination

Everyone has the right to be treated equally. This is an example of discrimination as the person in the wheelchair can't access the ATM.

www.youtube.com/watch?v=FszLZ8M-9JuYE&feature=player_embedded



Duty of Care

You have a duty of care to report an incident if you see another worker physically harming a client by roughly handling a client. If you do not report this, the clients could experience further harm because of their vulnerable position.

Read and talk about the following story

Lara was showering Molly and noticed that a cut she had on her hand was red. Lara knew she had a Duty of Care to report changes in her client to the Manager of the Care Centre. Turns out that Molly had a serious infection that neither Molly or Lara knew about. Molly was taken to the clinic and given antibiotic. Lara followed her Duty of Care otherwise Molly might have got worse.

Work through the following scenarios and what they mean in the workplace. Discuss the action to take.

1. If you usually deliver food to a client every day but can't find him for three days in a row, what should you do? **Duty of Care**
2. One day when you are helping an older female client in the shower you notice bruising and bites, what should you do? **Mandatory Reporting**
3. An older client who is family, likes to get his meals first so he can watch his favourite show on the television and after that he wants you to make him a nice cup of tea. What should you do? **Anti-discrimination**
4. There is a client in the community who did not marry her skin. She needs care but is scared to get help. What should you do? **Anti-discrimination**
5. Mary, your Auntie wants you to take her to the shop and then to Auntie Sally's for a chat. She has a sore on her leg which is making walking around hard for her. She reckons you can take her while you are doing the meal deliveries to the other clients. Mary is not a client. What should you do? **Responsibilities**

Discuss the appropriate action to take

Procedures

Collect some common procedures used frequently at work and go through them as examples of meeting standards, for example:

- washing hands
- daily log
- checking fridges
- transport records
- answering the phone
- client records
- locking up.

Checkpoint

Industry compliance and legislation

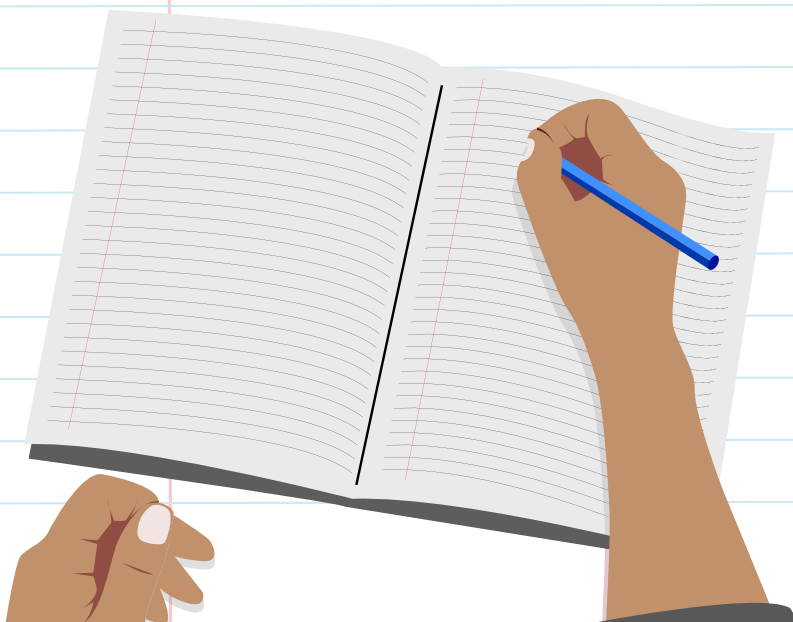
Match the two columns

Match the compliance terms in the left column, with the description on the right column.

Effective management	<i>This is about how we provide services to the clients and always trying to do it better.</i>
Appropriate access and service delivery	<i>This is about talking together with clients and their family about what they need and about whether they are happy with what they receive.</i>
Service user rights and responsibilities	<i>This is about letting clients know what help is available and letting them make decisions.</i>

Match the legislation to the right description by drawing a line to connect them.

Anti-Discrimination	<i>If you think a client is being abused or neglected, you must tell your Team Leader so they can report it.</i>
Work Health & Safety (WHS)	<i>You cannot treat another person badly because they are different.</i>
Duty of Care	<i>Your workplace must be a safe place to be in and the equipment in your workplace must be safe to use.</i>
Mandatory Reporting	<i>You must make sure that you treat our clients with respect and care for them.</i>



Healthy Eating and Safe Food Handling



Healthy Eating and Safe Food Handling

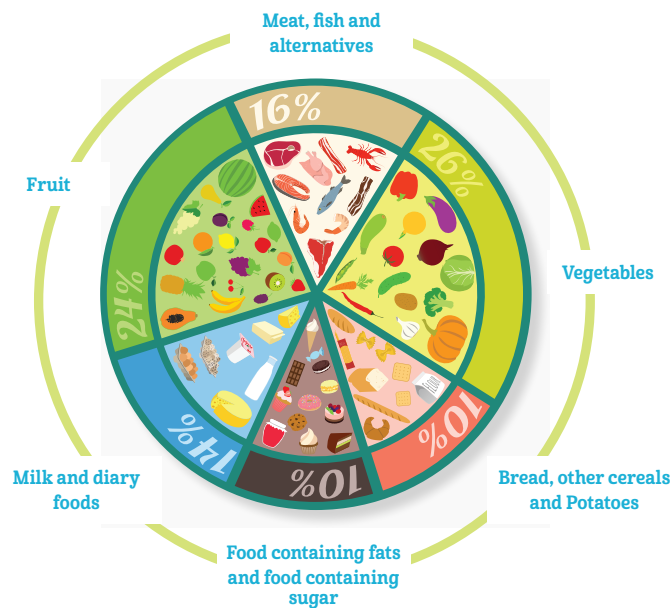
Healthy eating and an active lifestyle:

- helps protect you, your family and community from getting sick
- helps you and your family stay within a healthy weight range; and
- helps keep you, your family and community strong, healthy and happy

Healthy eating is important for workers and the clients. The organisation will use a menu plan that also provides recipes and helps make the shopping lists. The menu plan is prepared by a dietitian to ensure clients get food from all the food groups and have variety. There will always be some preferences, some things are liked better than others but they are all tasty and nutritious if prepared in accordance with the menu plan and recipes.

A Balanced Diet

a good diet will be made up of foods from the following groups



Encourage the worker to take the CSIRO healthy diet quiz

Work through this simple guide to good food.

digitallibrary.health.nt.gov.au/dspace/bitstream/10137/438/1/A4%20ATSIGTHE%20flyer%202010%20version.pdf

The following provides an interactive website for Aboriginal and Torres Strait Islander people on a variety of topics including healthy eating, getting active, smoking and alcohol.

www.howsyoursugar.com.au/

Work through the information in this link provides about good Food for Elders.

www.vaccho.org.au/vcwp/wp-content/uploads/2011/03/tucker_talk_tips_good_food_for_elders.pdf

Encourage the worker to take the CSIRO healthy diet quiz.

www.csiro.au/en/Research/Health/CSIRO-diets/CSIRO-Healthy-Diet-Score

or try this...check your heart age calculator

www.world-heart-federation.org/cardiovascular-health/heart-age-calculator/

Discuss the outcomes and what they mean.

Safe food handling

If there are any organisational policies and procedures for safe food handling provide them as part of the discussions.

Food safety is extremely important and important when looking after the elderly.

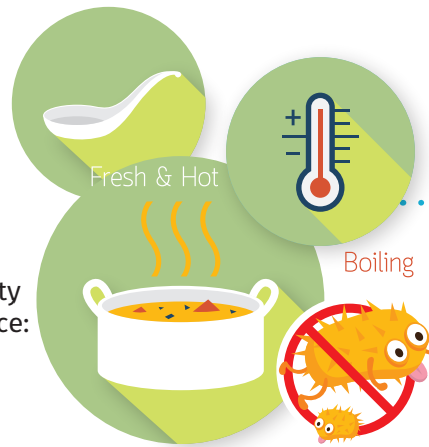
If any person gets food poisoning especially the elderly it can make them very sick and in some cases die and the organisation can be fined as well.

Scroll down to watch the video on Food Safety and talk about what it means in the workplace:

- equipment to use like thermometers
- posters
- procedures on food preparation and storage

www.italklibrary.com/

Food storage is also important. If providing personal care in someone's home it is important to dispose of food that might make someone sick, like old meats and milk. Talk about how this is done in the home.



100°C - Boiling

Bacteria is destroyed

between 5°C to 60°C easiest for harmful bacteria to grow quickly. Hot Food needs to be kept at 60°C or above

0°C to -10°C - Freezing bacteria don't grow

Minimise the time that food spends at 5°C to 60°C in order to keep food safe

Read and talk about the following story.

You are helping in the centre to prepare and stuff whole chickens to be cooked for lunch. You must know about appropriate food safety and food hygiene to make sure the chicken is prepared safely for the clients.

What do you need to know?

- raw chickens are likely to be contaminated with dangerous bacteria and that eating undercooked chicken can cause food poisoning
- cooking time and temperature needed to make sure that the chicken and the stuffing are thoroughly cooked
- the skill needed to check the chicken to make sure it is thoroughly cooked
- correct storage temperatures for both raw and cooked chickens; and
- equipment is set at the right temperature

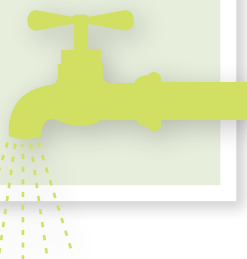
What you need to know when helping with any food preparation;

- hands, gloves or the equipment used to handle raw chickens can contaminate cooked chickens
- wash hands and equipment in ways that reduce the potential for contamination
- things that could contaminate the cooked chickens, such as dirty clothes or dirty work benches; and
- keep the work area clean at all times

Follow **work place procedures** for food handling, for example:

- keep all surfaces, utensils and equipment clean at all times
- use temperature controls as advised
- store food safely and label with dates
- throw out anything that is out of date
- keep bins covered and use liners and empty ever day
- understand cross contamination

Keep bins covered and use liners and empty ever day



When handling food it is important to have good personal hygiene so you know that:

- food is not contaminated with food-poisoning bacteria or other matter such as foreign objects or chemicals, and
- hands and other parts of the body do not transfer food-poisoning bacteria to food.



Discuss how personal cleanliness is important when handling food and what that means in the workplace:

- tie long hair back or cover it with a cap or other approved headwear
- wear limited jewellery
- wear clean protective clothing over normal clothing, like an apron
- store personal items and spare clothes away from any areas involving food handling
- use gloves to protect the food, not the hand!
- wash your hands thoroughly before and after handling food
- do not smoke, chew gum or undertake any other unhygienic practice in food handling areas
- cover any sores, scratches and cuts with a waterproof bandage or dressing

Keep bins covered and use liners and empty ever day

Remember when you have a contagious disease (cold/flu) or have gastric symptom (vomiting and diarrhoea) do not come to work, but ring and tell us as soon as possible so we can get someone else to replace you for the day.

Notes:

Checkpoint

Healthy Eating and Safe Food Handling

Why is healthy eating important for you and your clients?

What is a healthy lifestyle?

What can happen to food if it is not handled or/and stored safely?



Wellbeing and Hygiene



Wellbeing and Hygiene

Note: This topic applies to workers and clients.

Note
This topic
applies to
workers and
clients

What is 'Good Health'?

Health is feeling good in our body and mind. Health is also about feeling happy about our relationships with other people and the way we live in our community. Health is not just about being without sickness.

This video shows how a community have moved through stages to improve the wellbeing of the community and create a healthy diet.

www.youtube.com/watch?v=-UbGaxkjT9g&feature=share.

Wellbeing is a state of feeling good about ourselves and the way our lives are going. We experience wellbeing when we:

- are physically and mentally well
- are spiritually aware or connected; and
- feel that our life is worthwhile and has purpose

Wellbeing is influenced by our culture, values, social context and our general state of health. Wellbeing can change over time, so we may experience periods of good wellbeing and times when our wellbeing is challenged. As everyone is different, one person's experience of wellbeing may look different to another's.

Wellbeing depends on all the following working together.

- eat a balanced diet and drink lots of water
- get enough sleep
- talk to others about how you feel
- never be afraid to ask for help
- make time for yourself everyday

- exercise – it makes you feel good and can improve your mood
- establish and keep routines
- be strong and stay away from alcohol, gunja and other drugs
- look for things you can change to make your day better

Reach out for support when you need it

Reach out for support when you need it
– from workmates, friends, family, the clinic, a mental health support, or an employee assistance program through your workplace.
Lifeline – 24 hour telephone counselling 13 11 14.

Working alone

Refer to your organisation's policy on working alone, if you have one.

Working on your own can be lonely sometimes. When you are working alone in aged care you are often in somebody's home looking after them. When entering someone's home you need to make sure that you and the client are safe. Make sure your manager always knows where you are.

Working in the aged care industry is unlike any other profession and it can be emotional. Often in aged care you will develop a close relationship with your client. There may be times that you have to deal with sad situations such as clients getting sick and passing away. This can sometimes cause emotional (anxiety, feeling overwhelmed) or physical (increased blood pressure, skin conditions, restless sleep) stress.



It is very important to make sure that you look after your own health and recognise any symptoms of being stressed so you are able to deal with these pressures early. Not only look out for signs of stress in yourself but also other workers.

If you don't have a *Working Alone Policy or Procedure* in your workplace, use one of the following and work your way through the following.

www.worksafe.vic.gov.au/_data/assets/pdf_file/0006/9555/WS_MIA_WORKING_ALONE_WEB.pdf.

Hygiene and infection control

An important part of looking after yourself and others is good hygiene. An infection is a disease or an illness and is caused by germs. When someone has an infection they can pass it onto another person, so infection control is important to stop you and others from getting sick. Some illnesses like the 'flu' are highly contagious.

In your work and in life you are exposed to risk factors that can cause infection:

- **personal care tasks like toileting, showering and dressing**
- **food handling/service**
- **handling soiled linen and**
- **being near people with infections**

So when coughing or sneezing, always cover your mouth or cough or sneeze into your elbow and use a tissue or other measure and encourage this in those you care for as well.

Emphasise this is about protecting them the worker and the clients from infection.

Work through the following or use our own procedures or posters on hand washing.

Show them how to wash their hands and then get them to show you how they wash their hands.



An important part of looking after yourself and others is good hygiene

Hand Hygiene

www.hha.org.au

Background

Everyone has germs. Our bodies are covered with germs that help us stay healthy. In addition to the germs that are usually present on our skin, we also pick up germs from contact with other people and in our surroundings. Although people usually think that germs are spread through the air, the fact is that germs are most easily spread through hand contact. One of the best ways to stop the spread of germs or other infections is to wash your hands. If you have a cold or think you might spread germs stay at home as you do not need to share your germs at work.

One of the best ways to stop the spread of germs is to wash your hands. Hand hygiene is a new term to describe washing. Washing hands helps to physically remove germs by friction, and to rinse them down the drain.



When should you wash your hands with soap and water?

- when hands are visibly dirty
- before you eat
- before you handle and prepare food items
- after touching raw meats like chicken or beef
- after touching animals or pets
- after going to the toilet
 - after changing infant nappies, adult pads or dressings

- after contact with any body fluids like blood, urine or vomit
- after touching hair or other body parts or any other activity that may carry germs
- after blowing your nose, sneezing or coughing
- after touching rubbish
- after changing beds
- after smoking

Hand hygiene helps remove germs

Point out hand washing posters or use the ones below.

How to Handwash?

WASH HANDS WHEN VISIBLY SOILED! OTHERWISE, USE HANDRUB

⌚ Duration of the handwash (steps 2-7): 15-20 seconds

⌚ Duration of the entire procedure: 40-60 seconds

0 Wet hands with water;

1 Apply enough soap to cover all hand surfaces;

2 Rub hands palm to palm;

3 Right palm over left dorsum with interlaced fingers and vice versa;

4 Palm to palm with fingers interlaced;

5 Backs of fingers to opposing palms with fingers interlocked;

6 Rotational rubbing of left thumb clasped in right palm and vice versa;

7 Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa;

8 Rinse hands with water;

9 Dry hands thoroughly with a single use towel;

10 Use towel to turn off faucet;

11 Your hands are now safe.



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SAVE LIVES
Clean Your Hands

How to Handrub?

RUB HANDS FOR HAND HYGIENE! WASH HANDS WHEN VISIBLY SOILED

⌚ Duration of the entire procedure: 20-30 seconds

1a Apply a palmful of the product in a cupped hand, covering all surfaces;

1b Rub hands palm to palm;

2 Rub hands palm to palm;

3 Right palm over left dorsum with interlaced fingers and vice versa;

4 Palm to palm with fingers interlaced;

5 Backs of fingers to opposing palms with fingers interlocked;

6 Rotational rubbing of left thumb clasped in right palm and vice versa;

7 Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa;

8 Once dry, your hands are safe.



World Health Organization

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SAVE LIVES
Clean Your Hands

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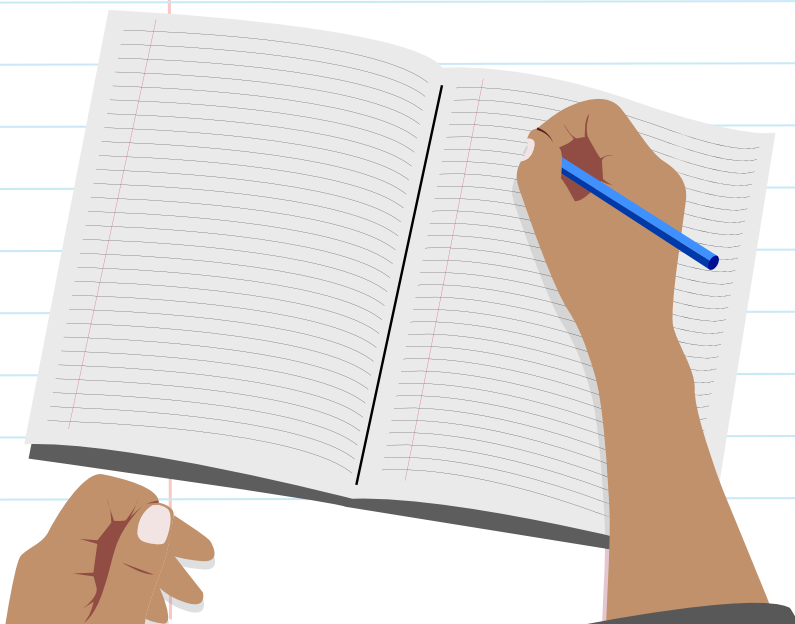
Checkpoint

Wellbeing and Hygiene

What can you do to ensure your safety when working alone?

When should you wash your hands?

What should you do when you cough or sneeze?



Tips for Getting Started - Aged Care Workers

Top Tips



Tips for Getting Started – Aged Care Workers

The Buddy Guide:

- provides the key material to help guide new staff through induction as an aged care worker but you will always need to check your own organisation's Policies and Procedures; these are designed to add to your Policy and Procedures, not replace them;
- includes a 'Glossary' of key words and their meanings that are frequently used in aged care which you can add to
- includes checkpoints that you can use to check learning; and
- provides a checklist so induction can be tracked and recorded as it is completed.

There are nine topics that cover the following important induction topics for Aged Care Workers.

1. Working in Community Services
2. Working in your Organisation
3. Workplace Health and Safety
4. Communication at Work
5. Caring for Clients
6. Working with Care Plans
7. Compliance and Regulations
8. Healthy Eating and Safe Food Handling
9. Wellbeing and Hygiene

There are
9 topics

Each section in the Buddy Guide assists the 'Buddy' by providing a way to present the nine topics using discussion points, videos, graphics, case studies, questions and answers.

Each topic takes approximately 10-20 minutes and the topics can be covered in any order. They are provided in this Buddy Guide in a suggested order but talk with your Coordinator about what suits your organisation best. These are some suggested delivery methods below.

- you could print a copy of each Topic
- you could take one or several of the Topic Cards and talk over with staff at a 'tool box meeting', a chat or a planned catch up with The 'Buddy' your Buddy/their Buddy
- some new workers may be confident to work through The Buddy Guide independently and check back with the 'Buddy' about their progress
- some new workers will require a 'Buddy' to assist them to receive the information in the right way

Before you start

- check with your Coordinator the topic you have to complete
- take it slowly, one topic at a time
- don't try and remember everything, focus on the Top Tips
- a new worker will already know lots of things gained through life and work experiences that can be applied to care work, like working in a team, dealing with difficult situations and managing stress
- ask your Coordinator if you have any questions
- get any aids you might need for the topics, these are listed under each topic's resources list

Check your understanding

- use the checkpoint to check understanding of the information
- there is no pass mark but if the Coordinator feels the new staff member needs more help they might:
 - repeat a checkpoint, reword the questions (asking again in a different way)
 - leave it for a few days and ask to repeat the topic and checkpoint
 - provide more coaching to better develop the understanding of the topic
- ask your 'Buddy' about anything you are unsure of or would like more information about

Record progress

- use the journal provided to record your progress, this can be added to your personnel file upon completion
- use the journal to note any concerns, questions and additional training and professional development requirements
- discuss and agree a plan with your Coordinator to finish all of the topics, options could be:
 - one topic per day
 - one topic per week
 - Coordinator might use topics as part of 'toolbox talk' as a refresher for all workers
- some topics you work through with your Induction Buddy and some you work on your own at your own pace and you can try the checkpoint questions when you are ready

There are
9 topics



Resources

Induction Checklist

Use this form to track the worker's progress and retain as a record in their personnel file.

Print one for each worker.

Topic	Date attempted	Notes
Working in community services		
Working in your Organisation		
Workplace Health and Safety		
Communication at Work		
Caring for Clients		
Working with Care Plans		
Compliance and Regulations		
Healthy Eating and Safe Food Handling		
Wellbeing and Hygiene		

Employee Induction Journal

This provides a tool for the worker to record their progress and additional notes.

Name		Date commenced		Job Role	
Topic	Date attempted	Notes	Action	Timeline	
Examples only		<ul style="list-style-type: none"> Ran out of time, Language difficulties with some concepts Manual Handling training required 	<ul style="list-style-type: none"> Need to do missing bit start from page... Coordinator to find out about Foundation skills training on offer Coordinator to arrange manual handling training 	<ul style="list-style-type: none"> Within next 3 days Within first 3 weeks 	
Working in community services					
Working in your Organisation					
Workplace Health and Safety					
Communication at Work					
Caring for Clients					
Working with Care Plans					
Compliance and regulations					
Healthy Eating and Safe Food Handling					
Wellbeing and Hygiene					

Date Induction completed:

Coordinator/Buddy Name:

Employee Name:

Coordinator/Buddy Signature:

Employee Signature

Individual Development Plan

To be completed in collaboration between the employer and the new worker. Often during recruitment and induction areas requiring further attention are identified to ensure the worker reaches their full potential and contributes successfully to the organisational goals.

This form can also be adapted for existing workers.

Name _____

Current role _____

Date commenced / /

Previous jobs and relevant work experience

Current qualifications

Any other training completed

Gap analysis (as identified during the recruitment process, induction or probation)

Skills Gap	Action required (could include formal accredited training, non-accredited training, work based training, mentoring)	By whom	Date completed

Agreed by

Employee's name _____

Employee's name _____

Coordinator/manager's name _____ Date / /

Coordinator/manager's signature _____ Date / /

Glossary

Abuse

Abuse is the deliberate improper treatment of an individual or group by another individual or group. Abuse can be physical, sexual, emotional, verbal or financial. Abuse can be extremely harmful to the mental and physical health and wellbeing of the victim/s.

Advocacy

Speaking up for people about problems with community services like aged care services, personal safety and general well-being.

Acquired Brain Injury (ABI)

An acquired brain injury is any type of brain damage that occurs after birth; for example, as the result of an accident, a stroke or an infection, disease or disorder.

Activities of daily living (ADLs)

Activities of daily living (ADLs) are the tasks people do every day, such as cooking a meal, looking after pets, shopping and cleaning.

Aged care facility

An aged care facility is a place where older people live and are cared for. There are different types of aged care facilities.

Alzheimer's disease

Alzheimer's disease is a progressive and degenerative brain disease that affects memory, thinking and behaviour.

Assessing needs

Assessing needs means looking at what a person's needs are. It means finding out what the person can and cannot do and understanding what they require from a service

Assessment

Assessments are tests and observations about a person. When a client accesses a service they are assessed to determine key information such as their medical conditions and symptoms, their physical and emotional history, their social life, their likes and dislikes, their needs and their relationships with others.

Bacteria

Bacteria are microorganisms that need nutrients from their environment to survive.

Body language

Body language is a way of communicating by using body movements, gestures or facial expressions to give more meaning to verbal communication. People can communicate how they feel using body language and without saying a word.

Care plan

A care plan describes the care needs of a client. It explains what care is needed and how and when the care should be provided (See also service delivery plan).

Carer

A Carer is an unpaid person who looks after an older or person with a disability. This might be someone in the family, a friend or neighbor.

Community services organisations

Government and non-government organisations that provide services to and for others.

Client-directed care

Client-directed care is when the person decides how and when tasks and activities are carried out. The worker follows the directions of the client. The client decides what needs to be done. The client decides in what order and how a task will be done.

Confidentiality

Confidentiality is an obligation that restricts an individual or organisation from using or disclosing information about a person that is outside of the scope for which the information was collected.

Consumer Directed Care (CDC)

CDC is a way of delivering services that allows consumers to have greater control over their own lives by allowing them to make choices about the types of aged care and services they access and the delivery of those services.

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.

Diabetes

Diabetes is a medical condition where the body is not able to process sugars properly. Food intake needs to be monitored. The person may need insulin injections. Blood sugar levels are monitored.

Dignity

Dignity is the quality of being worthy of respect.

Disability

A disability is the lack of ability to perform an activity within the range considered average for a human being (See also moderate disability, severe disability and profound disability).

Discrimination

Discrimination occurs when an individual is treated less favourably than others because they belong or identify with a particular group or are perceived to have certain traits or attitudes

Domestic violence

Domestic violence is abusive behaviours by one or both partners in an intimate relationship (marriage, dating, family, friends, cohabiting) that negatively affect and/or cause harm. Examples include actual or threats of physical aggression and/ or sexual abuse, emotional abuse, neglect and economic deprivation.

Duty of care

Duty of care is the term used to describe the obligations employers and employees have to each other and those they are caring for. It includes making sure you provide appropriate care to meet the person's needs, treat them with respect and maintain a person's right to privacy.

Early Intervention

Aims to prevent unnecessary decline and avoid or delay the need for higher level of care including congregate care facilities.

Elder abuse

Elder abuse is when an older person is deliberately harmed and is not receiving appropriate care.

Empower

Empower means giving people authority and autonomy.

Enabling Approach

Is "doing with" rather than "doing for" the individual in order to enhance autonomy and/or independence.

Ethics

Ethics are moral values or principles. To be ethical is to act in accordance with these principles.

Harassment

Harassment is when a person is made to feel uncomfortable or insulted because of their race, colour, culture, sex, disability or sexual preference.

Hazard

A hazard any situation that has the potential to cause (or lead to) harm to people or property.

Hygiene

Hygiene means acts associated with ensuring good health and wellbeing.

Infection

Infection occurs as a result of coming into contact with germs that cause disease.

Informed consent

Informed consent means understanding fully what the activity, task or process is and what any risks are. A person then consents (gives permission) to take part once they fully understand the activity.

Legal guardian

A legal guardian cares for a person usually because they are unable to look after themselves. The guardian is given legal permission to perform this responsibility.

Mandatory reporting

Mandatory reporting is the requirement by law to report suspected cases of abuse and neglect. Mandatory reporting requirements differ from state to state.

Medication

Medication is medicine or drugs that are given in order to prevent, diagnose, cure or control a disease or in order to improve physical or mental health. It includes medicines that are prescribed by a doctor as well as non-prescribed medicines that can be bought over the counter; for example, cough mixtures, painkillers and antihistamines.

Mental health

Mental health refers to a person's feelings of self-worth, perceptions of others and ability to function.

Mobility

An acquired brain injury is any type of brain damage that occurs after birth; for example, as the result of an accident, a stroke or an infection, disease or disorder.

Negligence

Negligence is the failure to take reasonable care, resulting in injury or harm to the other person.

Person Centred Approach

Puts the individual at the centre of the decision-making about their life (aspirations, goals) and the supports they require.

Personal care

Help with showering, keeping clean and healthy

Policies and procedures manual

A policies and procedures manual is a set of rules, guidelines and instructions to help you do your work correctly.

Privacy

Privacy can mean a similar thing to confidentiality. It can mean making sure you do not share information with others that it is not their business to know. Privacy can also mean respecting the right of a person to have their care done in a private way.



Rapport

Rapport relates to building relationships based on mutual understanding and trust. To build rapport you need appreciate the perspective of others.

Reablement

When successfully targeted and implemented, an enabling approach that includes short term restorative intervention to delay, reduce, or remove the need for longer-term ongoing support.

Respite

Giving carers a rest by transporting clients to respite off the community, or/and providing respite for the client on community by supporting the clients care for a short period of time.

Respect

To treat someone thoughtfully, be polite, listen carefully and think about their feelings.

Wellness Approach Supports

Encourages and enables people in making healthy life choices (eg. exercise, diet and nutrition)

Contributors

We acknowledge workers from the following services engaged within or supporting Aged Care in residential, community and flexible care who have contributed to informing the development of these resources.

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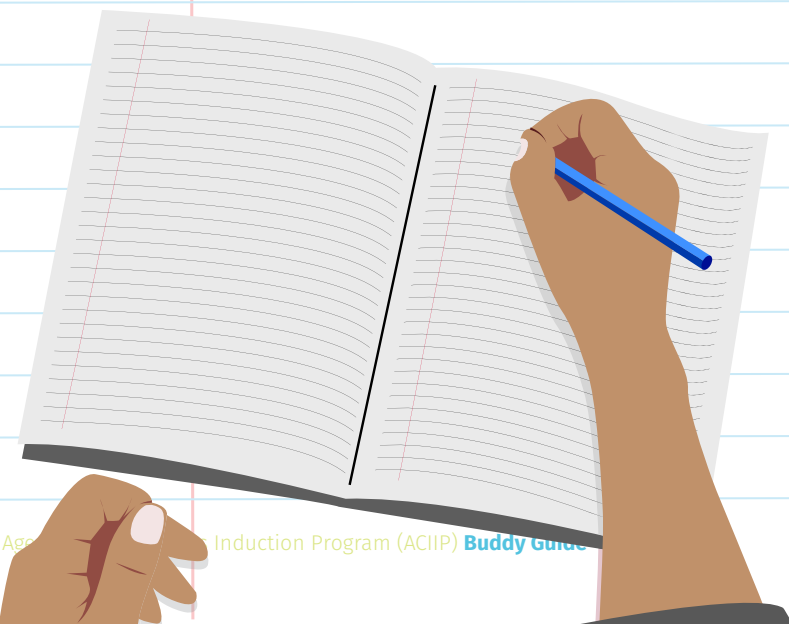
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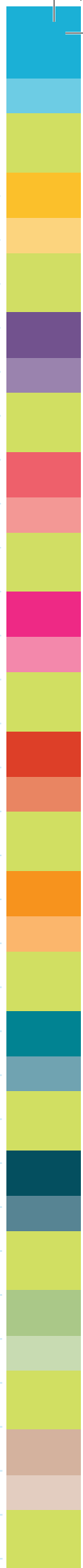
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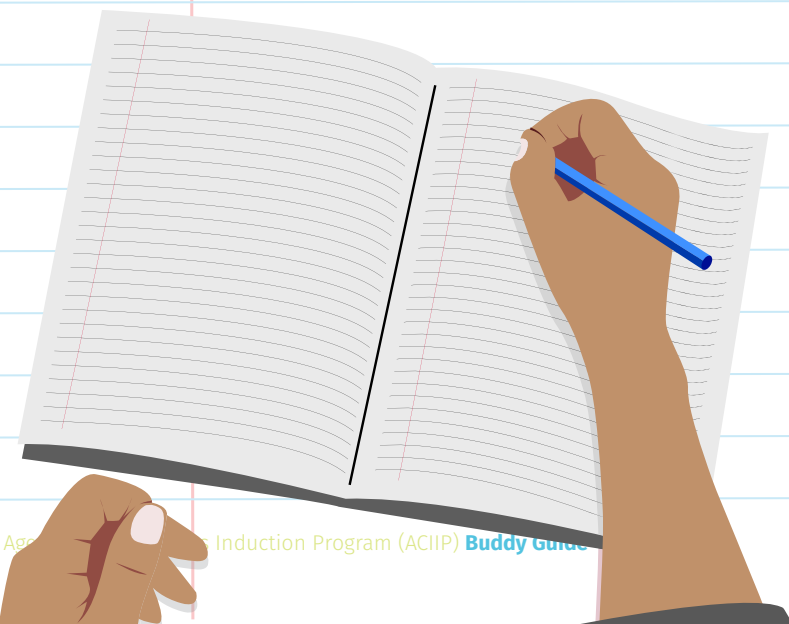
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