

Trainee's Assessment

Recognise indicators and describe responses to suspected abuse of people using health or disability services

US 1836 V6

Level 3 Credits 4

Name _____

careerforce

Trainee's assessment

This trainee's assessment contains:

- Instructions for the trainee
- Assessment tasks
- Feedback form
- Assessment result sheet

Tips for the trainee

Before you start this assessment you must read the instructions.

The following colours show different areas of this assessment:

- **Green boxes:** sections to be filled out and usually signed – by you or someone else such as an assessor, verifier or supervisor.
- **Purple boxes:** areas for the assessor to write in. Please do not write in these boxes.
- **Blue boxes:** tasks where you are asked to give a written or spoken answer.

A person assessed as competent in this unit standard is able to:

	Outcome	Task and evidence
Describe the nature of abuse of people.	1	One – Written or spoken answer (Blue)
Identify indicators of abuse of people.	2	One – Written or spoken answer (Blue)
Describe procedures for responding to abuse indicators and disclosures of abuse of people.	3	Two – Written or spoken answer (Blue)

Instructions for the trainee

- Your answers to the assessment tasks need to show the assessor that you have a full understanding of the topic. The assessor may require you to discuss your responses.
- This assessment is “open book”, which means that you can use any information you wish when you are completing this assessment. This information may include learning materials, books, the internet, and your organisation’s policies and procedures.
- Your answers can be written or spoken.
 - When you write your answer, use pen in the space provided. Initial any alterations you make. Please write your name on any additional pages and attach them to the assessment.
 - When you answer verbally, the assessor will make full notes of your answer in the space provided in this assessment or may use a digital voice recorder.
- For any documents you supply, remove all identifying details of the people receiving services or support.
- You need to show that your work complies with your organisation’s policies and procedures.

- If you require assistance with any aspect of the assessment, please contact your assessor.

Definitions of terms

Abuse includes any neglectful, violent or controlling act or behaviour that may be economic, emotional, physical, social, verbal, spiritual and/or sexual in nature, and which may occur within or outside of a family/whānau context. It also includes role abuse, which means the abuse of power by an individual or agency who/that has a professional, service, or status-based role in relation to another person or persons.

The word **trainee** in this assessment refers to the person being assessed. Other terms that may be used are candidate, student or employee.

Person refers to a person accessing services in a health or disability setting in either a residential care facility or in a private home – the person’s own or a friend’s, group’s or family member’s. Other terms used for the person being supported include client, consumer, individual, resident, service user or tūroro.

An **organisation’s policies and procedures** are the policies and procedures of the trainee’s employer and include ethical codes, standards and other organisational requirements.

Workplace assessor or **assessor** means the person who will assess the trainee.

Abbreviations

ER refers to the evidence requirements of the unit standard – the evidence (descriptions, explanations, documents etc) that you must provide, and/or the actions that you must do or demonstrate.

MER means “more evidence required”.

References

- Careerforce workbook – 1836 V6 Recognise indicators and describe responses to suspected abuse of people using health or disability services.
- Your organisation’s policies and procedures.

Notes

This unit standard is theory based. Assessment against this unit standard must take place only in a **simulated environment using scenarios**.

Task One – Describe the nature of abuse and identify indicators of abuse of people (written or spoken answers)

ERs 1.1 - 1.3,
2.1

Read the scenarios then answer the questions.

Scenario

Mandy is a support worker who supports people with showering. One of the people she supports, Mrs Wilson, seems oddly nervous and doesn't want Mandy to help her with her personal care and says she doesn't want a shower.

When Mandy persuades Mrs Wilson to have her shower, she finds that she has bruises on her arms and legs. Mrs Wilson tells her that another support worker had been very impatient with her and had pinched or hit her.

Question 1: From this scenario, identify **two** behaviour patterns or signs that could point to **physical abuse**.

Sample answer: *Mrs Wilson is nervous and doesn't want to have a shower. There are bruises on Mrs Wilson's arms and legs.*

Behaviour or sign one:

Assessor's use only

Notes and decision:



Behaviour or sign two:

Assessor's use only

Notes and decision:



Question 2: In general terms, what could make a person vulnerable to **physical abuse**?

Sample answer: *Having a medical condition, resulting in reliance on others for support.*

Scenario

20-year-old Marie has Down syndrome and lives in residential care with several other young people with disabilities.

Matt is one of the support workers in the home and he notices that Marie has become very quiet and withdrawn over the last couple of weeks. She is easily upset and doesn't want to join the others when they are having a meal or watching TV.

One of the residents tells Matt that he has seen Peter, another resident, going into Marie's bedroom at night.

Question 3: From this scenario, identify **two** behaviour patterns or signs that could point to **sexual abuse**.

Behaviour or sign one:

Behaviour or sign two:

Question 4: In general terms, what could make a person vulnerable to **sexual abuse**?

Assessor's use only
Notes and decision:



Scenario

Beverley lives at the Aroha Rest Home. Her son, Bill, has promised to come and see her once a week but hardly ever comes. He says that he is too busy to come and visit. When he does come he is often heard swearing at his mother and telling her that she’s a “stupid old woman” because she can’t remember things.

Beverley wants to see him because he is her son, but after his visits she is often seen crying and won’t come out of her room. Bill appears to know how important it is to his mother that he visits but does not seem to be affected by her distress.

Question 5: From this scenario, identify **two** behaviour patterns or signs that could point to **emotional abuse**.

Behaviour or sign one:

Behaviour or sign two:

Question 6: In general terms, what could make a person vulnerable to **emotional abuse**?

Assessor’s use only
Notes and decision:



Scenario

Mr Smyth is finding things very hard since the recent death of his wife. He continues to live in their home but is now alone. He doesn't bother cooking for himself, so he just makes a piece of toast whenever he feels hungry. Sometimes he forgets to have a shower or clean his teeth. He loses quite a lot of weight and catches a cold that won't go away. By the time he goes to see his doctor Mr Smyth has pneumonia.

Mr Smyth's daughter lives close by and has agreed to come and see him and look out for him, but she hardly ever comes. When she does come, it is for a quick visit and she does not notice his loss of weight and changes in his health. She doesn't check if her father has been eating well either.

Question 7: From this scenario, identify **two** behaviour patterns or signs that could point to **neglect**.

Behaviour or sign one:

Behaviour or sign two:

Question 8: In general terms, what could make a person vulnerable to **neglect**?

Assessor's use only
Notes and decision:



Scenario

Ethel lives alone and finds it difficult and scary to do her shopping herself. She asked her daughter to help her by doing her weekly shopping and gave her daughter her EFTPOS card and PIN to pay for the groceries. Ethel was starting to run out of supplies by the end of the week and she said that she was sure she had asked for more groceries than her daughter brought back.

Ethel’s support worker walked in one day to find Ethel poring over a bank statement and saying over and over in a distressed tone of voice: “Where has my money gone?” Ethel said she found that her daughter had been using her EFTPOS card to get cash as well as paying for the groceries. Ethel was very upset especially as her daughter said that Ethel had told her she could take cash and that Ethel is just confused and had forgotten.

Question 9: From this scenario, identify **two** behaviour patterns or signs that could point to **financial abuse**

Behaviour or sign one:

Behaviour or sign two:

Question 10: In general terms, what could make a person vulnerable to **financial abuse**?

Assessor’s use only
Notes and decision:



Three large, light purple rectangular boxes stacked vertically, each containing a white circle on the right side, serving as a workspace for notes and decisions.

Question 11: Describe the power relationship between the abuser and the victim in any of the previous scenarios.

Assessor's use only

Notes and decision:



Question 12: What are **four** long-term effects of abuse on a person receiving support?

1

2

3

4

Assessor's use only

Notes and decision:



Assessor's feedback on the trainee's performance

Task One: Achieved <input type="radio"/> More evidence required <input type="radio"/>	Assessor's name:	Date:
Reassessment: Achieved <input type="radio"/> More evidence required <input type="radio"/>	Assessor's name:	Date:

Task Two – Describe procedures for responding to abuse indicators and disclosures of abuse of people (written or spoken answers)

ERs 3.1 - 3.2

Question 1: What would you do to support a person who tells you that he or she has been abused?

Question 2: What are your organisation's policies and procedures for recording and reporting suspected abuse of a person you are supporting?

Assessor's use only
Notes and decision:



Assessor's feedback on the trainee's performance

Task Two: Achieved <input type="radio"/> More evidence required <input type="radio"/>	Assessor's name:	Date:
Reassessment: Achieved <input type="radio"/> More evidence required <input type="radio"/>	Assessor's name:	Date:

Instructions for the trainee

When you have finished the assessment

- Please give your completed assessment and any additional material to your assessor. You might like to make a copy for your records.
- When you have been assessed as having achieved this unit standard, the results will be sent to Careerforce for registering credits on the New Zealand Qualifications Framework.
- Your assessor will give your assessment material back to you. Please keep it safe.
- If you wish to appeal against the assessment result or process, you should complete an "Appeal of Trainee Assessment Result Form". This form can be downloaded from the Shortcuts/Forms/Trainee Forms section of the Careerforce website www.careerforce.org.nz
- **Please complete the trainee's declaration below.**

Trainee's declaration

I was told about and understood the assessment requirements.

I have prepared my answers myself.

I agree that this document can be photocopied for the purpose of moderation, as part of quality control processes.

I agree that once the assessment decision has been made, my personal details and results will be sent to Careerforce for registering credits on the New Zealand Qualifications Framework.

Trainee's signature:

Trainee's name (please print):

Date:

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Please complete this feedback form to help us to improve our assessments.

Please respond to the questions with a tick in the relevant circle and with comments in the boxes

	Yes	No	Sometimes
Did you think the assessment booklet was well laid out?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you find the assessment questions easy to understand?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did you most like about this assessment?

What did you least like about this assessment?

If you could change something to improve this assessment, what would it be?

Additional comments:

Contact details (optional)

Name:

Workplace:

Phone:

Email:

When you have completed this page, please pull it out, fold it in three, secure it with tape and send it (Freepost) to: Senior Educational Support Administrator, Careerforce, PO Box 25 255, Christchurch 8144 Fax (03) 371 9285

Freeport Authority CONSULT

Senior Educational Support Administrator

Careerforce

PO Box 25 255

Christchurch 8144

1836 V6 – Recognise indicators and describe responses to suspected abuse of people using health or disability services

Level 3 Credits 4

Assessment result sheet (completed by assessor)

Trainee's information	
Name:	
Employer:	
NZQA/NSI number (ROL):	Date of birth:

Trainee's performance summary

Assessment tasks	Achieved
Task One	<input checked="" type="checkbox"/>
Task Two	<input checked="" type="checkbox"/>

Comments/feedback to the trainee

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Assessment result

I have assessed the trainee and confirm:

The requirements have been met to demonstrate competency in 1836 V6

Name:	Assessor's number:
Signed:	Date:

For the credits to be registered on the New Zealand Qualifications Framework, send a copy of this form to:
Training Support Team, Careerforce, PO Box 25 255, Christchurch 8144

Training Support Team

Careerforce

PO Box 25 255

Christchurch 8144

