

STUDENT - PRACTICAL ASSESSMENT TASK

Task Number	4 of 5	Task Name	Role-play: 'Wellbeing Meeting'
National unit/s code	CHCSET001	National unit/s title	Work with Forced Migrants
National qualification code	CHC52015	National qualification title	Diploma of Community Services
RMIT Program code	C5345	RMIT Course code	HUSO5215C

Section A - Assessment Information

Duration and/or due date:	Role-play: Wellbeing Meeting is a role-play task that will be conducted in the classroom during scheduled class times and will take 25 minutes, plus 10 minutes to answer some verbal questions with the assessor.									
Task Instructions										
<p>Summary and Purpose of Assessment</p> <p>In the Wellbeing Role-play you will use the Wellbeing Meeting Agenda with two other students in the classroom, inviting them to reflect on and share their experience of emotions and stress after working with their clients (during the role-plays in previous assessment tasks). In doing this you will be monitoring their wellbeing and reviewing the support they require. After the role-play you will answer verbal questions from the assessor about the feedback you received and show you have identified opportunities to improve service provision or modify the approach.</p> <p>Assessment Instructions for the Wellbeing Role-play</p> <p>What</p> <p>This is a practical task. For this Role-play you will meet 2 with other students in a simulated workplace context. You will use your copy of the Wellbeing Meeting Agenda with them in the classroom in a 25-minute session.</p> <p>You will take the role of a team leader, invite them for their feedback on each of the items, and take notes. You are required to actively engage with their responses, offering support and suggestions on their practice as appropriate.</p> <p>After the role-play you will answer some question with the assessor where you demonstrate your skills in monitoring and implementing strategies to maintain wellbeing in the workplace. You will also identify opportunities for improving service and modifying the approach. The assessor will ask questions that must be satisfactorily answered and this will take 5 minutes.</p> <table border="1" data-bbox="150 1666 1447 2022"> <thead> <tr> <th colspan="3">Wellbeing Meeting Agenda</th> </tr> <tr> <th></th> <th>Item</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> Introduce the meeting What it's for What will be talked about Information about individuals will not be shared </td> <td></td> </tr> </tbody> </table>		Wellbeing Meeting Agenda				Item	Notes	1	Introduce the meeting What it's for What will be talked about Information about individuals will not be shared	
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2	Confirm that the team members agree to share their responses	
3	<p>Questions to reflect on and discuss:</p> <ul style="list-style-type: none"> - Were there particular points during the appointments (role-plays with clients) when you felt stressed? - Are there aspects in general about meeting with clients that you find stressful? For example when your own ethnicity, religion, class and gender may be challenged by a client's beliefs? - Are there other emotions that you experience that trouble you during your work (or will trouble you when you commence in the sector)? <p>(Note: Use reflective listening techniques to explore for longer responses)</p>	
4	Discussion: strategies to maintain wellbeing for at least 2 of the above issues	
5	Discussion: how can the organisation reduce stress through changes to practice, or approach? Identify at least 2 ways.	
6	<p>Meeting closed</p> <p>(Summarise the discussion, indicate what happens next with these suggestions)</p>	

Where

You will undertake this task in the classroom.

How

You will be assessed against the Observation Checklist in Section B of this task, and also by your responses to the assessor's verbal questions after the role-play. To achieve a satisfactory result you will need to address all criteria satisfactorily.

Conditions for assessment

- Your assessor will negotiate a suitable time and location for assessment at least one week prior to the assessment taking place
- You must complete the task by the due date.
- Please make arrangements with your assessor at least one week prior to the assessment due date if you feel you require special allowance or allowable adjustment to this task

- You will be assessed as satisfactory or not satisfactory
- You can appeal the assessment decision according to the [RMIT Assessment Processes](#).

Instructions on submitting your Assessment Evidence

There are no additional materials to upload for this task.

Equipment/resources students must supply:	Equipment/resources to be provided by RMIT or the workplace:
<ul style="list-style-type: none"> • Computer and relevant software 	<ul style="list-style-type: none"> • Onsite computer and internet access • Wellbeing Meeting Agenda and Observation Checklist uploaded to Canvas

Section B

Observation Checklist

TASK: Describe the task – context and conditions for assessment.	For this task, you will role-play as a team leader in a community service provider context, and meet with two team members. You will use the Wellbeing Meeting Agenda. This task will take 20 minutes. You are required to monitor the stress and emotions of the staff, and to confirm a range of strategies to assist them in maintaining their wellbeing. Their experiences will be based on the role-plays that they have completed for Assessment Tasks to date. You will identify where service provision may be improved, and modifications made to the approach. After the role-play you will answer verbal questions from the assessor that will take an additional 5 minutes.
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	List the actions to be observed	Satisfactory	Not Satisfactory
1	The student introduced the meeting and created a suitable environment for a discussion about wellbeing	<input type="checkbox"/>	<input type="checkbox"/>
2	The student confirmed that the team members agreed to the approach	<input type="checkbox"/>	<input type="checkbox"/>
3	The student facilitated the discussion around 3 questions on the agenda. <ul style="list-style-type: none"> - allowing enough time for responses - using reflective listening techniques to explore longer responses 	<input type="checkbox"/>	<input type="checkbox"/>
4	After eliciting responses, the student was able to collaboratively propose strategies to maintain wellbeing for at least 2 issues	<input type="checkbox"/>	<input type="checkbox"/>
5	The student invited practical ideas for how the organisation could reduce stress through changes to practice or approach	<input type="checkbox"/>	<input type="checkbox"/>
6	The student closed the meeting, summarising the discussion		

Verbal questions to ask during observations (may be written if required)

Q1: What are the signs of stress in an organisation? Provide 3 examples.
1
2

3

Q2: Is an organisation obliged to be aware of levels of stress? Explain.

Q3: There are a number of types of strategies to reduce stress. Can you give me one example of reducing job stress for each one of these:

- a) Taking care of yourself
- b) Prioritising and organising
- c) Improving emotional intelligence
- d) Breaking bad habits

Q4: What were some of the suggestions from your team members of ways your organisation can help to manage stress? Tell me about two.

Q5: To implement just one of those suggestions, tell me what you would do?

Section C – Feedback to Student

Has the student successfully completed the task?		Yes	No
Feedback to student:			
Assessor Name (please print)		Date	