

## Personal Care Services Assignment III

# This is Serious!

- Completing incident report, using paragraph summary
- Phoning with sensitive information
- Advocating for change



### Assignment Summary

In this assignment, the learner will

- use information presented in story format to complete incident report form
- make decisions about which type of information belongs in different sections of report
- make phone call telling of injury, being reassuring and comforting
- make phone call to business, advocating for prevention of reoccurrence.

### Prior Knowledge

- **Essential Skills**
- **LBS Levels**
- Oral skills (tone of voice, language choice, etc.) to achieve desired effect
- Completing forms requiring paragraph summaries
- Scanning to find and sort information according to given headings
- How to make a phone call

### Teaching Planning Notes

- Use “KWHHS Serious Occurrence Report”
- Provide disconnected phone to use for phone calls

With learner

- Discuss choice of oral skills to achieve desired effects, for example, comforting, reassuring, effecting change
- Discuss unfamiliar vocabulary (for example “debriefing”)

### Achievement Indicators

- Completes “KWHHS Serious Occurrence Report”
- Selects appropriate information for variety of sections of report
- Identifies learning on self-achievement chart

#### FOCUS ON LEARNING

#### ESSENTIAL SKILLS

	Complexity Levels				
	1	2	3	4	5
Reading Text	████████				
Document Use	████████				
Writing	████████				
Numeracy	████				
Oral Communication	████████				
Thinking Skills	████				
Continuous Learning					

#### LITERACY AND BASIC SKILLS

	LBS Levels				
	1	2	3	4	5
<b>Communication</b>					
Read with Understanding	██████████				
Write Clearly	████████				
Speak and Listen Effectively	██████████				
<b>Numeracy</b>					
Number Sense and Computation	████				
<b>Self-Management and Self-Direction</b>					
Concentration and Memory					
Problem Solving					
Self-Assessment					
Self-Confidence					
Thinking Skills					
Time Management and Organization					
Working with Others					

## Ontario Curriculum Linkages

### English, Grade 11, Workplace Preparation (ENG3E)

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#### Literature Studies and Reading – Overall Expectations

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- LSV.01 – Read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on identifying and explaining information, ideas, and issues

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#### Understanding the Meaning of Texts – Specific Expectations

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- LS1.03 – identify and explain ideas, issues, and information in texts (e.g., identify key characters and events in a novel and explain how they are used to develop the theme; identify the characteristics needed for success from reading a newspaper or magazine profile of a successful person; read about employment trends and describe the implications for career planning)

### Individual and Family Living, Grade 9 or 10, Open (HIF10/HIF20)

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#### Self and Others – Overall Expectations

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- SOV.03X – apply practical skills to perform daily-living tasks that meet the needs of self and family

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#### Daily Living – Specific Expectations

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- SO3.03X – demonstrate an ability to negotiate and perform tasks related to meeting the needs of individuals and families (e.g., caring for siblings, preparing meals, reading and following pharmaceutical instructions, taking proper care of clothing) at home or for another family

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#### Personal and Social Responsibilities – Overall Expectations

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- PRV.04X – demonstrate practical skills that contribute to the proper functioning of families and that are transferable to the workplace and to the community

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#### Practical Skills – Specific Expectations

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- PR3.02V – demonstrate practical skills required for meeting their own and their family's food, clothing, health and security, and housing needs (e.g., accessing OHIP; securing medical attention or emergency services when needed; planning and preparing a meal; mending a garment; cleaning a room)



**Ontario Secondary School Literacy Course, Grade 12 (OLC40)**

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Building Writing Skills – Overall Expectations

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BWV.02 – use knowledge of writing forms, and of the connections between form, audience, and purpose, to write summaries, information paragraphs, opinion pieces (i.e., series of paragraphs expressing an opinion), news reports, and personal reflections, incorporating graphic elements where necessary and appropriate

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Using the Writing Process – Specific Expectations

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BW1.06 – create a first draft that includes the main and supporting ideas in the required form (e.g., that uses distinct paragraphs where the form requires)



# This Is Serious

Last night, Brian Timber, a youth care worker, took 3 residents of the group home where he works to the movies. Everyone had a wonderful time. However, just as they were leaving the theatre, Mario LeBlanc tripped on the steps and fell, smashing his face on the floor. His nose was bloody and began to swell, and he put his front teeth through his bottom lip. As well, he was unable to put weight on his left foot; Brian did not know whether anything was broken or just sprained. The other 2 people, Jerry Mulligan and Leroy Washington, became very upset and agitated.

Brian knew he could not handle the situation alone, and called 911 for an ambulance. He also called the group home and arranged for someone to meet them at the hospital so that the other two could go home, leaving him with Mario.

After about 3 hours at the hospital, X-rays and a visit with the doctor, Brian brought Mario home. The ankle was twisted, so the nurse taped it. Mario will have to stay off it and use crutches, which the hospital rented to Brian, for a couple of days only. His nose wasn't broken and is now just a bit swollen. The doctor put 2 stitches below his lip. These will need to be removed in a week at the family doctor's office.

Brian called Mario's parents and told them what had happened, reassuring them that Mario is OK. They will be visiting him in 2 days anyway, so he discouraged them from coming immediately as Mario is OK.

When Brian talked with him, Mario said that he slipped on something on the floor, perhaps some spilled ketchup. Brian told the group home supervisor and they decided that a call to the theatre was needed, although they are not seeking damages or legal action. You are both concerned about safety in the theatre for other patrons.

1. Complete the 2 page "KWHS Serious Occurrence Report".

Think

- What date will you use?
- What will you put in "Location"?
- What information goes in the "Description of Occurrence" section?
- What goes in "current status"?
- What goes in the "Comment on Debriefing"?

## *This Is Serious (cont'd.)*

Make the phone call to the family. Another learner or your instructor can be the parent. Make sure you give all the information and reassure them so that they are comfortable waiting the 2 days before they come to see Mario.

Make the phone call to the theatre. To whom should you speak? Why are you calling? What do you want them to do to prevent such accidents happening?





Current Status: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Comment on Debriefing:

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Who was notified? (Please check all applicable boxes)

KWHS Management                      Contact Name: \_\_\_\_\_

Family    Contact Name: \_\_\_\_\_

Police    Contact Name: \_\_\_\_\_

KWHS Programme Staff: \_\_\_\_\_

Hospital: \_\_\_\_\_

Other: \_\_\_\_\_

Is follow-up Required:     yes             no            If yes, what?

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name	Position	Signature

Date Received: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_                      Manager Signature: \_\_\_\_\_