Personal Care Support in Disability Services

Interactive video resource to assist in training

CHCICS301A Provide support to meet personal care needs

Facilitator Guide
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Introduction

This guide provides an outline of the video training resource, **Personal Care Support in Disability Services**, which has been developed to support the CHCICS301A *Provide support to meet personal care needs*, a core unit of competency in CHC30408 Certificate III in Disability which is part of the CHC08 Community Services Training Package.

The resource focuses in particular on important principles for best practice and the development of an appropriate working relationship for a disability support worker (DSW) when providing support for personal care for people with a disability.

**NOTES:**

1. **This is NOT a stand-alone resource** as it does not comprehensively cover all aspects of providing support to meet personal care needs of a person with a disability. It has primarily been developed to assist support workers who may have difficulty due to different cultural backgrounds, English language or literacy difficulties by providing visual demonstrations with explanatory voiceover for a selection of personal care support procedures with emphasis on the working relationship with the client during the procedures. The vignettes encourage interactivity by suggesting pauses during viewing for facilitated group reflection on and discussion about practices demonstrated in the scenarios.

Due to the generic nature of this resource, policies and procedures specific to the organisation for which students are working must also be made clear by the facilitator.

2. There are some sensitivities around language and use of words like “client” and expressions like “your client” so it is suggested that debate and/or clarification be generated around appropriateness of terms and required use within the students’ own organisation.

3. In some scenarios in the vignettes ‘inappropriate practice’ is demonstrated to generate reflection and discussion, but they are always followed by a demonstration of ‘best practice’. It is important to ensure that the distinction between good and bad practice is made clear to students.

A **Resource Outline** and **Mapping Table** are on page 5 to show how the resource may be mapped against some of the elements and performance criteria of the CHCICS301A unit of competency with student activities to reinforce content from the videos.

**Availability:**

The complete resource, including video vignettes, is available online for free downloading and/or viewing at:

- LitCom Training Services website at [www.litcomtraining.com](http://www.litcomtraining.com)
The FIVE KEY MESSAGES

These five Key Messages are threaded throughout the resource to ensure best practice and appropriate working relationship with clients when providing support for personal care for people with a disability.

1. Read the CARE PLAN

- Read the client’s Care Plan to find out appropriate care and support requirements according to the Care Plan. Sometimes you may even need a second person to assist you. (Performance criteria 1.1, 3.2, 3.5)

2. Encourage INDEPENDENCE

- Encourage independence - observe, gently ask and explore with the client - find out what your client can do for themselves? (Performance criterion 2.2)
- What information or instructions can you give to help your client to participate and do things independently or partly on their own? Remember to always explain what you are going to do and suggest what things they could do. Always let them know that you will help if they get stuck. (Performance criteria 2.1, 2.2, 2.3, 2.4)

3. Appreciate client’s PERSONAL PREFERENCES

Do you know your client’s preferences with:

- Clothes
- Food
- Entertainment
- Exercise
- Routine/Way of doing things

Remember to confirm your client’s preferences. Some days they may want something different from their usual preference or routine. (Performance criterion 2.3)

4. Recognise client’s RIGHTS

- Privacy and confidentiality
- Dignity
- Respect

Remember to explain each procedure before you start. This will help your client to know what to expect as you do things.

5. Observe and REPORT CHANGES

- Physical changes eg:
  - temperature (ie if the client looks flushed)
  - respiratory rate (ie if the client appears breathless)
  - weight
  - any variations in urinary output or bowel movement
  - pressure areas and management of pressure ulcers
  - condition of hair, nails, skin and teeth
  - changes in cognitive ability
  - fluid and food intake
  - any falls or other accidents and/or incidents

- Emotional changes eg mood

What are the reporting requirements at your workplace?
# Resource Outline

## Video 1: Introduction and Pressure Care

**Learners will be able to:**
- introduce the Five Key Messages
- identify high risk pressure areas for people in wheelchairs
- explain the importance of choosing the correct sling and using it correctly
- explain how incorrect positioning in a wheelchair may lead to pressure area problems
- list the important actions a DSW must consider when placing cushioning on a client’s wheelchair

### Content

Five Key Messages for personal care support:

1. Read the CARE PLAN
2. Encourage INDEPENDENCE
3. Appreciate client’s PERSONAL PREFERENCES
4. Recognise client’s RIGHTS
5. Observe and REPORT CHANGES

### Learner Activities

- Activity Sheet 1
- Practical Checklist 1

### Demonstrations with explanation:

- Correct placing of client in wheelchair
- Introduction to different slings
- Using a sling
- Correct positioning of client in wheelchair to avoid pressure risks
- Communicating with client

## Video 2: Oral Hygiene

**Learners will be able to:**
- recognise the person’s existing skills
- let the person do what they can to assist with cleaning their own teeth
- provide the minimum assistance that is necessary
- provide individualised assistance
- use correct procedures to clean a client’s teeth when they are in a wheelchair or in bed
- follow correct procedures when a client has a mild tremor during teeth cleaning

### Content

### Learner Activities

- Activity Sheet 2
- Practical Checklist 2

### Demonstrations with explanation:

- Finding out what the client can and can’t do
- Assisting with cleaning teeth
- Managing an incident e.g. tremor or seizure
<table>
<thead>
<tr>
<th>Video</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Learner Activities</th>
</tr>
</thead>
</table>
| VIDEO 3          | **Nail Care**<br>
Learners will be able to:<br>• treat clients with dignity and respect at all times<br>• correct procedure for nail clipping (fingers and toes)<br>• report anything unusual<br>• understand the workplace rules associated with clipping nails of diabetics | Demonstrations with explanation:<br>- cutting a client’s fingernails<br>- trimming a client’s toenails | Activity Sheet 3<br>Practical Checklist 3 |
| VIDEO 4          | **Appropriate Contact and Boundaries**<br>
Learners will be able to:<br>• treat clients with dignity and respect at all times<br>• acknowledge that there are three different types of physical contact which may present issues<br>• understand the importance of least restrictive alternative<br>• appreciate how cultural background relates to contact and social boundaries<br>• recognise ‘red flag’ issues i.e. when to avoid contact which may be misconstrued | Demonstrations with explanation:<br>- three types of physical contact that may present issues<br>- least restrictive alternative when making contact to avoid being open to a charge of assault<br>- socially acceptable levels of familiarity<br>- consideration of cultural norms with regard to physical contact<br>- paying attention to body language | Activity Sheet 4<br>Practical Checklist 4 |
### Video Learning Outcomes Content Learner Activities

**VIDEO 5 Dressing and Grooming**

Learners will be able to:
- recognise how duty of care relates to assistance with dressing and grooming
- treat clients with dignity and respect at all times
- use correct manual handling procedures at all times

Demonstrations with explanation:
- Duty of Care when assisting with dressing and grooming
- manual handling for support workers when assisting with dressing and grooming
- asking questions respectfully about how best to assist according to client's needs and preferences
- encouraging independence and allowing for personal preferences during grooming activities (shaving and brushing hair)

<table>
<thead>
<tr>
<th>Activity Sheet 5</th>
<th>Practical Checklist 5</th>
</tr>
</thead>
</table>
Mapping of Resource to CHCICS301A

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Videos &amp; Activities</th>
</tr>
</thead>
</table>
| **1. Apply understanding of client’s personal support requirements** | 1.1 Review personal care support plan with client to confirm support requirements to address personal care needs  
1.2 Confirm personal support requirements within scope of knowledge, skills and/or job role and seek appropriate support/inputs for those outside scope  
1.3 Consider the potential impact that provision of personal care support may have on the client and confirm with supervisor  
1.4 Consider specific cultural needs of the client relevant to personal support  
1.5 Consider risks associated with the provision of support and confirm with supervisor  
1.6 Identify equipment, processes and aids for providing assistance and promoting independence  
1.7 Identify aspects of processes and aids outside skills and knowledge and/or job role and seek appropriate support | DVD:  
All performance criteria are covered in the five video vignettes specifically in relation to:  
V1: Pressure care (wheelchair)  
V2: Oral care  
V3: Nail care  
V4: Appropriate contact and boundaries  
V5: Dressing and grooming |
| **2. Provide support within the context of maximum client participation** | 2.1 Confirm procedures with the client  
2.2 Consider and confirm the client’s level of participation in meeting their personal care needs  
2.3 Confirm the client’s preferences  
2.4 Provide the client with information to assist them in meeting their own | Learner Activity Book:  
(a) Learner Activity Sheets for each video test the learner’s knowledge and reinforce content.  
(b) Practical Checklists ensure that students demonstrate skills learned for each above-listed aspect of care at work. |
| **3. Address personal support requirements** | 3.1 Prepare and use necessary processes, equipment, aids and appliances in an appropriate and safe manner (e.g. Nail Care)  
3.2 Provide support or assistance according to the personal care plan and organisation policies, protocols and procedures  
3.3 Provide support or assistance in the context of identified risks  
3.4 Assist client, as required, with:  
- showering  
- bed bathing  
- shaving  
- dressing, undressing and grooming  
- toileting and the use of continence aids  
- eating and drinking using appropriate feeding techniques  
- oral hygiene  
- mobility and transfer including in and out of vehicles and falls recovery techniques  
3.5 Provide support or assistance with technical care activities according to the personal care plan and organisation policies, protocols and procedures  
3.6 Clarify difficulties in providing support to meet client needs with client and a supervisor and address within organisation protocols  
3.7 Maintain confidentiality, privacy and dignity of the client with organisation policy and protocols  
3.8 Perform work to the standard required by the organisation |  |
| **4. Recognise and report changes in client health and/or personal support reqs** | 4.1 Identify variations in personal care support requirements and report to supervisor  
4.2 Work with person and supervisor to identify required changes to processes and aids  
4.3 Identify variations and concerns about client’s health  
4.4 Report variations and concerns about client’s health to the supervisor |  |
| **5. Complete reporting and documentation** | 5.1 Comply with the organisation’s reporting requirements, including reporting observations to supervisor  
5.2 Complete documentation according to organisation policy and protocols  
5.3 Maintain documentation in a manner consistent with reporting requirements  
5.4 File documentation according to organisation policy and protocols |  |
ACTIVITY SHEETS - Answers

Introduction

After viewing each video, there are two tasks for learners to check what they have learned:

1. Activity Sheets with questions to complete for each video. (If they have difficulty remembering, they can read the Transcript to help find the correct answers.)

2. Practical Checklists for learners who are at work. There is a checklist for them to complete for each video. The completed checklists are to be signed off by their supervisor before returning them to their trainer.

The Activity Sheets and Practical Checklists are in the Activity Book, a separate workbook for learners which also includes:

- Information and an exercise for reporting at work
- A glossary for recording difficult words that are important when working in disability services.

NOTE: The full Transcripts of the video vignettes are in another separate document for use as needed by learners.
Video 1 – Pressure Care

1. Five KEY MESSAGES when you provide any kind of personal care are as follows:

   Fill in the missing words in the messages below with one of these listed words:

   | emotional | care plan | privacy | preferences | do |

   a) Always read the client’s care plan to find out appropriate care and support requirements.
   b) Find out what your client can do for themselves.
   c) Think about your client’s personal preferences and the benefits of being as independent as possible.
   d) Remember everyone’s rights to privacy, dignity and respect.
   e) Watch carefully and report any physical or emotional changes in your clients.

2. Our skin is the largest organ of our body.

   True (Yes)
   False (No)

3. Factors that increase the risk for pressure areas are:

   a) Staying in a bed or wheelchair for long periods of time
   b) Having no feeling in parts of body due to nerve damage
   c) Ageing or slowing down
   d) All of the above

4. People seated in wheel chairs have several high risk areas.

   In the picture below, draw a cross × on the picture of the person and write the name of each of the six areas at highest risk of pressure in a wheelchair (where bones are close to the surface).

   Back of knee
   Shoulder blade
   Tail bone
   Sitting bones
   Foot
   Elbow
5. A sling is the right size for a client when it reaches:
   a) From the top of their head to their crutch
   b) From the top of their head to the top of the cleft between their buttocks
   c) From their shoulders to the cleft between their buttocks

6. A sling is positioned correctly when:
   a) the leg sections have equal length of material exposed between the thighs
   b) it is in a symmetrical position behind the client’s back
   c) the client’s thighs are fully supported
   d) the upper part of the sling fully supports the client’s head
   e) all of the above

7. To get a person seated correctly in a wheelchair, always make sure that the client’s bottom is:
   a) not too far back
   b) right back in the chair
   c) moved to one side

8. Which of the following (choose two) may cause dangerous pressure for a client in a wheelchair?
   a) If the client slips forward in the chair
   b) If a client leans to one side of the chair
   c) If a client moves a lot in the chair

9. Observe a client in a wheelchair from the front AND from the side to be sure they are in the best position.
   True
   False (No. You must check the client’s position in a wheelchair from both the front and the side)

10. When you place an air-filled cushion in a chair, you must place the valve at the back.
    True (No)
    False (Yes, because the valve must be at the front to allow for easy adjustment while the client is sitting on the cushion.)

11. A towel, sheepskin or blue sheet must be placed on an air-filled cushion.
    True (No)
    False (Yes, because relief of pressure would not be as good with a towel, sheepskin or blue sheet on the cushion)

12. If the client’s leg is resting on the wheelchair frame, what is the first thing you should do?
    a) move the client’s leg to the correct position
    b) explain to client why the leg position is not good and tell them what you are about to do
c) remove the cushion

13. The support worker’s role and responsibilities in pressure area management include:
   a) reporting changes
   b) educating clients to check their own skin
   c) observation of the client’s skin daily
   d) all of the above

14. You must always check how your client feels before they leave your care.
   How can you do this if a client has limited communication skills?
   a) Ask the client if they are comfortable and hope that they can read your lips
   b) Watch to see if they look comfortable
   c) Ensure that you understand how your client communicates and respond appropriately (eg use some other form of non-verbal communication such as a thumbs-up).
Video 2 – Oral Hygiene

1. The main aim in assisting with oral hygiene is to give the person just enough help for them to successfully complete the task.
   - True (Yes)
   - False (No)

2. Gloves are worn at all times for support with oral hygiene
   - True
   - False (Yes. Gloves are only worn if the support worker needs to gain access to the client’s mouth)

3. The best position for a client seated in a wheelchair to be in for teeth cleaning is:
   - a) Facing the support worker
   - b) Facing the mirror and hand basin (It helps if they face the mirror so that they can see what you are doing)
   - c) Facing the bathroom door

4. What should you remember if you clean a client’s teeth?
   - a) Adopt a correct body position to protect your back
   - b) Bend down to the client’s level
   - c) Don’t look directly at them while you are assisting

5. Place numbers 1-5 next to the steps below to show the correct order if a person has a muscle spasm or tremor while you are helping to brush their teeth:
   - 1. Reassure the client
   - 2. Wait for the client’s tremor to stop before you remove the brush
   - 3. Wait for the client to calm down
   - 4. Ask the client if they are happy to continue with the task
   - 5. Report the incident
Video 3 – Nail Care

1. If you observe anything unusual or irregular, or you make a mistake during the nail-cutting procedure, you would:

   a) carry on cutting and pretend you have not noticed
   b) stop what you are doing and report to your supervisor/RN – verbal and written
   c) finish the task and say nothing
   d) none of the above.

2. You should cut client’s nails straight across.
   True
   False

3. Place numbers 1-9 next to the steps below to show the correct order of the fingernail cutting procedure:
   1. Check nails are dry
   2. Set out equipment (towel, nail clippers, emery board)
   3. Sit in correct position beside client
   4. Place towel under client’s hands
   5. Clip nails following natural curve of nail bed with only three cuts
   6. Smooth rough edges with emery board
   7. Drop nail clippings on towel and dispose of them both correctly
   8. Wash and dry clippers and store away safely
   9. Apply hand cream or nail polish if requested by client

4. When cutting a client’s nails you should use:
   a) nail clippers
   b) scissors   (No. Nail clippers must be used because they are less likely to cause injuries to a client)

5. The best reason to sit beside your client when cutting fingernails is that:
   a) you will be able to hold each finger comfortably
   b) your client can see what you are doing
   c) you can chat more easily
   (Feedback: It is best to sit beside your client so you can hold each finger comfortably)

6. Only a podiatrist or a registered nurse (RN) may cut the nails of a diabetic.
   True   (Yes)
   False   (No)
Video 4 – Appropriate Contact

1. In the information about **physical contact** below, fill in the missing words from the list of words provided:

<table>
<thead>
<tr>
<th>preventative</th>
<th>teeth</th>
<th>toileting</th>
<th>damaging</th>
</tr>
</thead>
<tbody>
<tr>
<td>reassurance</td>
<td>shaking</td>
<td>supportive</td>
<td></td>
</tr>
</tbody>
</table>

*Social physical contact* may be formal such as **shaking** hands when meeting someone for the first time, or it may be informal such as a light touch on the shoulder for guidance or **reassurance**.

Most of the physical contact that support workers have with clients when assisting with personal care procedures is **supportive**. It may be very personal when bathing or **toileting**, or less personal when cleaning **teeth** or assisting with meals.

Occasionally physical contact may be **preventative** when helping a client avoid injury to themselves or others, or to avoid **damaging** property.

Contact with clients must be the **least restrictive alternative** with as **little force** as possible.

2. If a support worker uses preventative physical contact that is too restrictive, they may be open to a charge of assault.
   
   **True**
   
   **False**

3. If you don’t know a client well, or you feel that close contact is inappropriate, which strategies below would be appropriate to help to ensure that you do not appear cold and uncaring. (*Choose four strategies*)
   
   a) Explain your actions to the client
   b) Laugh a lot
   c) Talk to the client
   d) Walk away
   e) Show concern in your voice
   f) Show concern in your eyes
   g) Tell jokes

4. One way to respond to grief is to place your arm gently on the client’s arm or shoulder or to give a side-by-side hug.
   
   **True**
   
   **False**
5. The five KEY MESSAGES when you provide any kind of personal care.

Fill in the missing words:

- personal
- care plan
- respect
- do
- physical
- independent

a) Always read the client’s care plan to find out appropriate care and support requirements.

b) Find out what your client can do for themselves.

c) Think about your client’s personal preferences and the benefits of being as independent as possible.

d) Remember everyone’s rights to privacy, dignity and respect.

e) Watch carefully and report any physical or emotional changes in your clients.

6. Which three actions should a support worker take when they are forced to make very close physical contact with a client which could seem inappropriate? (Circle your answer/s)

a) Tell the client what you are doing

b) Pretend that nothing has happened

c) Ask how the client would like you to help them

d) Tell the client what you would like them to do to make it easier for you to help them

e) Say sorry to the client
Video 5 – Dressing and Grooming

1. When assisting clients with clothing choices, a support worker must respect their personal preferences. However, as part of their duty of care, several other things must also be considered.

Choose four things below that a DSW should think about as part of their duty of care when assisting a client to choose clothes to wear. (Circle your answer/s)

a) matching colours
b) weather
c) looking ‘individual’
d) client’s comfort
e) ease of toileting
f) pressure area management

2. Some clients’ needs and preferences come from their cultural background. To find out about their cultural background you need to:

a) read what is in their Care Plan.
b) ask questions about their cultural preferences
c) both a) and b)

3. Most people prefer to be gently reminded about shaving or combing their hair if they have forgotten.

True
False

4. When carrying out procedures such as shaving and beard maintenance, a support worker should encourage clients with a disability to be as independent as possible.

True
False

5. Being very casual or too friendly or familiar can lead to misunderstandings.

True (It’s better to use a friendly and respectful tone in your voice, because being too casual or familiar can lead to misunderstandings.)
False

6. Even where almost full assistance is required with dressing, there can still be some small things that the client can do.

True
False
Reporting important information

When completing documentation concerning a client that you are supporting, it is important to remember that the content is the record of the service you provide to your client. Therefore you need to provide all information about your shift in a clear and concise manner.

There are three main areas of content:

1. **Observation**: The change or problem that you have observed must be reported. Your report is a legal document, so it is important that your observation has the following information:

   - **Who** was involved?
   - **What** did you observe? *(What did you actually hear, see, smell or feel?)*
   - **Where** did it happen?
   - **When** did it happen? (What time?)
   - **Why** did it happen? (what caused the event/client behaviour that you are reporting?)

   **Note**: The headings above will help you to write FACTS rather than subjective, personal opinions which are NOT appropriate in legal workplace documentation.

2. **Intervention**: You must report what you did in response to what you observed.

3. **Response / Result**: It’s important to record what the client’s response was to what you did, or what the result was.

On the next page, look at the example of how to report important information about a client.
In Video 2 Suzie needed help to clean her teeth and she started gagging.

Below you can see all the information for OBSERVATION, INTERVENTION and RESPONSE for a report in the progress notes about Suzie.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Use these questions to see if you have all the information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td>Suzie Brown</td>
</tr>
<tr>
<td>What?</td>
<td>Gagged while assisting to clean teeth.</td>
</tr>
<tr>
<td>Where?</td>
<td>In her bathroom <em>(sometimes this information may be important)</em></td>
</tr>
<tr>
<td>Why?</td>
<td>Touched soft palate while assisting to brush teeth because she had difficulty reaching inner parts of teeth.</td>
</tr>
</tbody>
</table>

**Intervention**

Apologised and waited for Suzie to relax again.

**Response/Result**

Suzie allowed me to finish

This is how the information above could look in writing in your workplace documentation:

✅ 5/4/11 Although Suzie was able to do some brushing, she needed assistance to brush some of her inner teeth areas. While assisting her, the brush touched the back of her mouth and made her gag and get upset. I apologised and waited for her to relax. Then I was able to finish cleaning her teeth.

Notice that the example above reports the FACTS as the DSW observed them, without any judgements or opinions.

Below is a subjective, incomplete report which is NOT acceptable. Can you see what information is missing and find the two subjective opinions?

❌ 5/4/11 Suzie overreacted and gagged when I tried to help her clean her teeth. She hates me to clean her teeth.
In *Video 2* there is a second incident while the DSW is supporting *Danny* to clean his teeth. Write the important information in the OBSERVATION, INTERVENTION and RESPONSE sections below. Then write the report about the incident with Danny as you would in the progress notes at work. (*Remember, the table is just a guide to help you remember what information should usually be in your reports.*)

### Observation

<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who?</strong></td>
<td>Danny Smith</td>
</tr>
<tr>
<td><strong>What?</strong></td>
<td>While brushing his teeth Danny started to look a little vague and then he clenched his teeth on the toothbrush.</td>
</tr>
<tr>
<td><strong>Where?</strong></td>
<td>In his bathroom</td>
</tr>
<tr>
<td><strong>When?</strong></td>
<td>5/4/11</td>
</tr>
<tr>
<td><strong>Why?</strong></td>
<td>It seemed that he was having a tremor that made his jaw muscles stiffen.</td>
</tr>
</tbody>
</table>

### Intervention

I placed my hands gently on his shoulder to reassure him and waited calmly with him. When he relaxed, I asked if he was alright and if it was okay to continue.

### Response/Result

Danny said he felt okay and was happy for me to finish brushing his teeth.

Now write the above information as you would at work:
My Word List

In *My Word List* in the *Activity Book*, students are encouraged to look up and write down the meaning of highlighted words from the *Transcripts* in their own words or language. This will help them to understand and use the words when they write reports. They are also encouraged to add any extra words that they want to remember to the list.
Facilitator’s Guide

DESCRIPTION

This resource consists of a set of five video vignettes on DVD and online at www.litcomtraining.com. The vignettes need to be used together with the documents provided to support learning and engage participants in discussion and practice reflection in face-to-face group learning and development sessions. The resource uses plain English (except where workplace jargon is required) to accommodate students with English Language or literacy difficulties.

NOTE: The vignettes have NOT been designed to be used as a stand-alone resource.

Electronic versions may be found on the DVD of the following documents to support the use of the videos in face-to-face learning and development sessions:

(a) this Facilitator Guide
(b) Learner’s Activity Book
(c) Transcripts of the vignettes

The documents may also be downloaded from the following websites:

www.litcomtraining.com
www.deewr.gov.au/Skills/LiteracyNet

EDITION: 2011

TRAINING PACKAGE: CHC08 Community Services

UNIT OF COMPETENCY SUPPORTED: CHCICS301A

Provide support to meet personal care needs


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