

Glossary of Terms

Assessment	Assessment is the process of collecting evidence and making judgements on whether competency has been achieved.
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Flexible Delivery	An approach to training that utilises a variety of methods in which volunteers (or staff) can learn and demonstrate competence. Volunteers (or staff) can choose what, where and how they learn and are provided with training that suits their individual learning needs and styles.
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Mentoring	Mentoring is the process of less experienced volunteers (or staff) working with more skilled volunteers (or staff) to learn specific skills and knowledge.
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Coordinator	Throughout this training resource, Coordinator is used as a generic term to represent Manager and Supervisor. You may wish to substitute appropriate terminology to suit your specific organisational context.
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Passenger	Passenger is used as a generic term for client and consumers primarily on the overhead transparencies, learning activities and handouts aimed at volunteers. You may wish to substitute appropriate terminology to suit your specific organisational context.
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Assistant	There are many terms used to describe a volunteer who accompanies a driver to assist the passengers, including transport assistant, passenger assistant, escort, jockey or helper. In this training resource, assistant is used as the generic term.
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Introduction

About Transporting Older People: A Training Resource for Community Transport

Transporting Older People: A Training Resource for Community Transport (TOP Training Resource) is designed to assist organisations develop and deliver training to volunteers transporting older people. The TOP Training Resource will assist you to develop training that is:

- competency based;
- flexible; and
- can be assessed.

The TOP Training Resource has been designed for flexible delivery through in-service training, on the job training and/or a mentoring process. For in-service training, the material can be used to facilitate group or team discussions or be a part of regular skills development in volunteer meetings or get togethers.

Assumptions Underpinning the TOP Training Resource

The assumptions underpinning the development of this training resource are that organisations have:

- an established volunteer management program that complies with the National Standards for Involving Volunteers in Not-For-Profit Organisations, developed by Volunteering Australia;
- written position descriptions for their various volunteer roles outlining key areas of responsibilities, lines of accountability and communication;
- exercised due diligence in screening and selecting volunteers. For example, volunteers have undergone a police check and have been asked to submit a VicRoads Driver History report;
- an assessment and monitoring process to ensure volunteers are competent and safe drivers;
- existing systems to check and monitor volunteer driving licences, volunteer vehicle insurance and volunteer vehicle road worthiness; and,
- existing policies and procedures to guide the delivery of their transport services.

What does the TOP Training Resource Cover?

The TOP Training Resource is designed to assist volunteers to develop the core skills, knowledge, attributes and attitudes required to assist older people who are frail or have a disability and who need assistance with transport to conduct their day-to-day activities. In particular, it covers:

- organisational essentials such as philosophy, mission and vision;
- the role of the volunteer;
- rights and responsibilities;
- driving safely;
- duty of care;
- the volunteer/client relationship; and
- self care.

What does the TOP Training Resource Not Cover?

The TOP Training Resource does not cover topics the Advisory Group considered to be specialist areas of training or those that need primarily 'hands-on', practical training.

For example, the assessment of a volunteer's (or staff member's) competence as a driver is not included in the TOP Training Resource as such assessment requires the expertise of a suitably qualified driving instructor. Neither is defensive or advanced driving as it requires practical, 'hands-on' training under the supervision of a suitably qualified driving instructor.

Some other areas not covered in the TOP Training Resource include first aid training, cross-cultural awareness and communication, loss and grief, specific disabilities and transporting passengers in their wheelchairs utilising hydraulic hoists and occupant restraint assemblies. For further information on these specialist areas refer to Part C. Resource Directory.

Who is the TOP Training Resource for?

The TOP Training Resource has been designed as a resource and tool for use by coordinators and/or trainers in the development and delivery of training on community transport. Whilst it is aimed primarily at volunteers, the material included in the training resource is relevant to anyone involved in the provision of transport to older people.

The Modules in Part B of the training resource have been developed for use in:

- in-service training;
- on-the-job training;
- mentoring programs as part of a guided learning process; and/or
- group or team discussions.

Benefits of the TOP Training Resource

The TOP Training Resource provides:

- an easy to use framework for developing and delivering training to new and experienced volunteers (and staff);
- a statewide training resource and tool for organisations transporting older people;
- a competency based approach; and,
- a tool for assessing and recognising learning.

Disclaimer

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How to Use Transporting Older People: A Training Resource for Community Transport

Introduction

The TOP Training Resource is designed to assist organisations to develop and deliver tailored training for new and experienced volunteers (and staff).

Adaptability of the TOP Training Resource

The training resource has been written for flexible delivery, through in-service training, on-the-job training and/or mentoring. The Modules are intended to be used as a resource and tool to assist in planning and delivering training for volunteers (and staff). Hence, there are many ways in which the material can be utilised.

For example, each Module can be used as the basis for a discrete, in-service workshop or together the Modules can form the foundation of a two-day or three-day induction/orientation program. The learning activities and other resource material can be used for skills development through small group discussions, on the job training or as part of structured team meetings. You could incorporate one or more of the learning activities into existing training or use one to generate discussion at a volunteer morning tea.

Structure of the TOP Training Resource

The training resource is presented in three parts:

Part A

Tailoring Transporting Older People: A Training Resource for Community Transport to Your Organisational Needs provides a stepped process for coordinators and/or trainers to follow in the development and delivery of organisational specific training. There are four sections in Part A:

- Section 1. Customising the Contents of the TOP Training Resource to Meet Your Organisational Requirements and Needs
- Section 2. Selecting the Most Appropriate Learning Strategies for Your Volunteers
- Section 3. Planning and Managing the Delivery of a Training Program
- Section 4. Conducting a Learning Assessment

Part B

Training Modules contains four discrete Modules which, once tailored and customised to reflect your organisational requirements, will enable volunteers (and staff) to acquire and develop the core skills, knowledge, attitudes and attributes required to assist older people who are frail or have a disability and who need assistance with transport to conduct their day-to-day activities.

The Modules are:

- Module 1. Rights and Responsibilities
- Module 2. Understanding and Communicating with Your Passengers
- Module 3. Driving Safely
- Module 4. Looking After Your Passengers and Yourself

Each Module contains: a Module Overview, Module Objectives, Module Contents, Learning Outcomes, Trainers Guide, Resource Material (Learning Activities, Activity Appendices, Overhead Transparency Masters and Handouts) and Learning Checklist.

Part C

Resource Directory comprises a selection of listings on information and training in specialist subjects that are relevant to community transport, for example first aid and specific disabilities.

The listings feature:

- a brief description of the specialist area;
- contact details of organisations offering information and training;
- details of the training provided;
- availability of the training in metropolitan and rural regions;
- cost of the training;
- videos and publications; and,
- related websites.

For each listing, space is provided for coordinators and trainers to add information about training and resources in their local area.

Part A

Tailoring to Your Organisational Needs

Transporting Older People: A Training Resource for Community Transport

Introduction

This section of **Transporting Older People: A Training Resource for Community Transport** provides a stepped process for tailoring the material in this training resource to the needs of your organisation and volunteers. It covers the essentials for customising and tailoring the Modules, selecting effective and efficient learning strategies, and planning the implementation of successful training.

It also provides advice on how to develop a competency based assessment strategy. A competency based assessment strategy enables volunteers (and staff) to have their skills and knowledge assessed, recognised and acknowledged.

We strongly recommend that you read through Part A and complete all the associated tasks before you start training. This will enable you to tailor the TOP Training Resource to:

- reflect your organisational requirements eg. philosophy, culture, and services;
- facilitate effective and efficient skills development and learning;
- meet the needs of volunteers; and
- meet competency based assessment requirements.

The following symbols within the text in Part A are designed to assist you in tailoring the material to meet your organisational needs.



Indicates that organisational specific policies and procedures should be inserted.



Indicates that you should amend or tailor the Resource Material to make it more relevant to your organisation eg. terminology, vehicle types, volunteer roles. In some instances you should delete material if it is not applicable or relevant to your service.



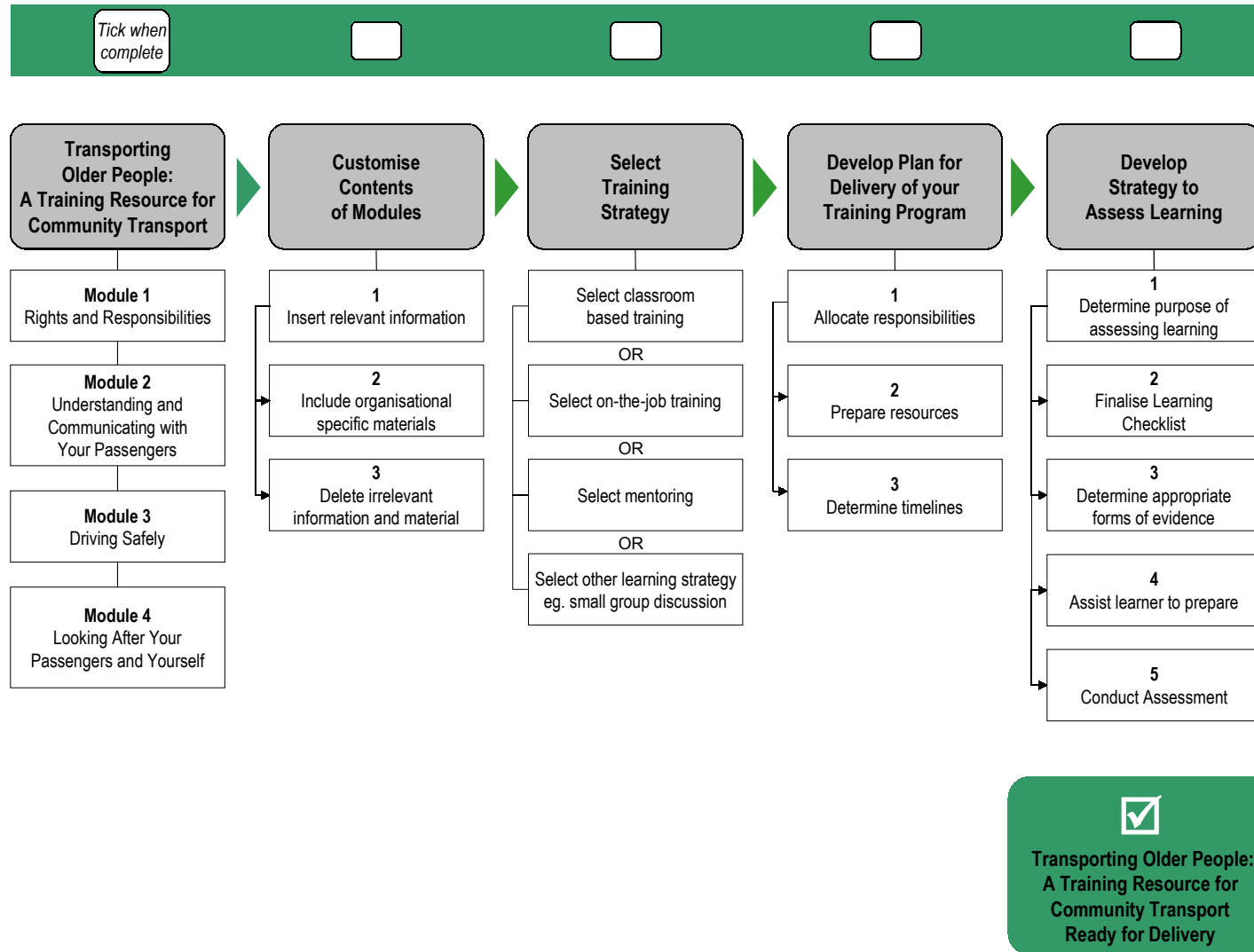
Indicates where you should exercise caution or thoroughly consider any changes.



Indicates an essential task that you should complete before proceeding further.

The diagram below illustrates the overall process necessary for tailoring the TOP Training Resource to your organisational needs.

Developing An Orientation Program





Section 1

Customising the Contents of Transporting Older People: A Training Resource for Community Transport to Meet Your Organisational Requirements and Needs

The TOP Training Resource has been written as a generic training resource and tool for coordinators and trainers. For delivery in your organisation as effective workplace training, the contents of the training resource must be customised to reflect your organisational requirements and needs.

How Do I Customise the TOP Training Resource to Reflect Our Organisational Requirements?

Firstly, read through the four Modules contained in Part B of this training resource. Where the text indicates that organisational specific material is required, develop and insert relevant information. These sections are highlighted with the symbol  or . If you do not have existing policies and procedures, examples are usually provided to assist you.

Secondly, read through the TOP Training Resource to identify gaps, terminology, information, activities, and examples etc. which:

- **are not relevant** to your organisation - delete these;
- **do not adequately reflect** the work of your organisation or the services you provide - develop and insert your own material; and
- **need to be modified to reflect** the work of your organisation or the services you provide - add appropriate examples and/or change terminology.

How Do I Customise the TOP Training Resource for Volunteers?

Much of the material and information provided in the TOP Training Resource is generic and relevant to volunteers in a range of organisations.



Do not proceed until you have customised the content of this training resource to reflect the requirements of your organisation.

How Do I Prepare the Resource Material for Use In Training?



The resource material you have customised will be provided to volunteers, and will therefore need to be presented in 'plain English'. Your changes and additional material should be incorporated into the Modules.

For each Module there is a trainer's guide and resource material incorporating learning activities, activity appendices, overhead transparency masters and handouts. These files are available in three formats: Word, PowerPoint and PDF. If you have Word, you can make changes in the Word files, save your version of the files and then print the files. If you have PowerPoint, you can make changes to the overhead transparencies in the PowerPoint files, save your version of the files and then print the files. If you do not have Word or PowerPoint software on your computer, you can only print the PDF version of the files. If you wish to make changes to any of the material, you will have to create a new file in the software package you normally use and type in the required information from the PDF file.

Section 2

Selecting the Most Appropriate Learning Strategies For Your Volunteers

The TOP Training Resource is designed to be delivered using one of the following learning strategies:

- in-service training;
- small group or team discussions;
- on-the-job training; or
- by a mentor as part of a guided learning process.

The next task in tailoring this training resource is to determine which learning strategy is most appropriate for your organisation and volunteers. The learning strategy you select will depend on factors such as:

- Organisational philosophy
- Aims and purpose of conducting training
- Role volunteers perform in your organisation (drivers and/or assistants)
- Workload commitments of staff
- Number of volunteers to be trained
- Volunteer competence in reading and writing
- Volunteer preferences
- Recruitment, screening and intake strategies
- Availability of competent mentor
- Practicalities of pairing new volunteers with experienced volunteers



There is no right or wrong learning strategy. In fact you might decide that a mixture of the strategies outlined above is best for your organisation and volunteers. Remember what is right for one volunteer, may not be right for another.



The material, particularly the activities contained in this training resource, will need to be modified to reflect the learning strategy you select.

The following sections look at each learning strategy and how it can be applied in your organisation.

What Does In-Service and On-The-Job Training Involve?

For the purposes of this training resource, in-service training refers to the formal and informal training that volunteers receive at work. It may be structured training over several weeks or one-off training events on particular topics eg. dementia care in small group discussions or with guest speakers. Small group discussions where volunteers learn by talking through issues with each other and with staff are an excellent way to learn skills and develop knowledge.

On-the-job training refers to learning skills and acquiring knowledge on the job, ie. learning by doing. Most people learn their vocational skills and knowledge on the job.

In-Service and On-The-Job Training as a Learning Strategy	
Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ On site and accessible ▪ Flexible delivery time and modes ▪ Specific and tailored to organisation and individual needs and requirements ▪ Minimum financial requirement ▪ Suitable for small numbers of volunteers (on-the-job) ▪ Suitable for both small and larger groups of volunteers (in-service training) 	<ul style="list-style-type: none"> ▪ May be disruptive to service provision and clients (in-service) ▪ Requires staff time to deliver training (in-service) ▪ Requires planning and organisation by staff ▪ No guarantee that depth and detail of competencies are covered/acquired

Some Advice for In-Service Training

- If you do not have access to an overhead projector:
 - photocopy enough of the overhead transparency masters to give as a handout for each volunteer; or
 - write the content of the overhead on butcher’s paper as a flip chart or poster.
- Read the content of the overhead out loud to the volunteers to assist anyone who may have reading difficulties.

What Does Mentoring Involve?

Mentoring is the process of a less experienced volunteer working with a more skilled staff/volunteer to learn specific skills and knowledge. In the TOP Training Resource this process involves the mentor working through the learning materials and activities contained in the Modules in Part B of this training resource.

Mentoring as a Learning Strategy	
Advantages	Disadvantages
<ul style="list-style-type: none"> ▪ New volunteers receive supported and guided help attaining the skills, knowledge and attributes they need ▪ The training involves minimal disruption to clients and service delivery ▪ Volunteers from a non English speaking background and volunteers with literacy problems need not rely on written material for learning ▪ There are structured opportunities for the mentor to share practical and workplace specific skills and knowledge ▪ Learning is monitored by the mentor ▪ Mentoring helps new volunteers to fit in 	<ul style="list-style-type: none"> ▪ Requires organisational support and resources ▪ Requires appropriately skilled and competent mentors to be available

Some Advice for Mentors**

Mentoring takes place in many organisations and in our everyday life. Maybe you remember when a senior and/or experienced person helped you settle into a new job, gave you some helpful advice or assisted you to learn new skills? If so, you are aware of some of the benefits of mentoring.

The role of the mentor will involve:

- assisting the learner to acquire the skills and knowledge specified in the learning outcomes;
- supporting the learner in their learning and through the learning process;
- working with the learner to complete the activities set out in the Modules;
- acting as a 'sounding board' for the learner during and after each activity; and
- assisting the learner to learn how things are done and what resources are available.

If mentors are uncertain about any aspect of the process or the resource material they should be encouraged to contact their Coordinator for help.

**** It is important to provide this information to the mentor prior to them commencing training with the learner.**

Which Learning Strategy Is Best for My Organisation?

Consult your volunteers and ask them which learning strategy they would prefer. If you have large numbers of volunteers from a non-English speaking background then mentoring will probably be an effective learning strategy. When selecting the learning strategy, the following questions may be helpful:

- Would it be acceptable to management, volunteers and clients?
- Would it be suitable for the relevant volunteers?
- Does it satisfy our preferred approach to volunteer learning?
- Does it achieve our aims and objectives for conducting the training?

How Do I Tailor the TOP Training Resource To Reflect The Learning Strategy Selected?



Once you have selected your learning strategy you will need to ensure the contents of this training resource reflect your organisation's approach. For example, if your choice is mentoring, then you may need to modify the learning activities, which are primarily designed for groups.

Make any changes to your version of the relevant file and save your changes.

Section 3

Planning and Managing the Delivery of a Training Program

Successful training requires planning and management. It is recommended that you develop a plan before you start the process. Effective planning usually involves a learning evaluation strategy, which allows for continuous monitoring and improvement of your training over time.

The following Workplan will give you an idea of what is involved in developing and delivering a customised training program based on the material contained in the TOP Training Resource.

Workplan for Developing and Implementing a Workplace Based Orientation Program

	Timelines	Responsibility
Step 1. Customise contents of the TOP Training Resource to reflect organisational requirements and needs	week one	Coordinator
Step 2. Select learning strategy and tailor the TOP Training Resource	week one	Coordinator
Step 3. Prepare strategy for assessing learning	week one	Coordinator
Step 4. Organising in-service training Step 4. Establish mentoring process	Week two	Coordinator
4.1 Scope learning i.e. Decide on training content and time available?	4.1 Select mentors	Coordinator and appropriate staff/Volunteers
4.2 Invite volunteers to participate in training program	4.2 Match mentor and learner	Coordinator and appropriate Volunteers
4.3 Allocate trainer for each segment of the in-service training program	4.3 Scope learning ie. Will learners undertake all the Modules or only those where skills gaps exist?	Coordinator and appropriate Volunteers
4.4 Distribute training material to trainers with sufficient time for preparation	4.4 Determine timelines, milestones and reporting requirements	Coordinator and appropriate Volunteers
4.5 Prepare handouts	4.5 Copy and distribute resource material	Coordinator
Step 5. Conduct the training program	over four weeks	Appropriate Volunteers
Step 6. Conduct learning assessment using Learning Checklist	on completion of learning	Coordinator /Trainer
Step 7. Conduct an evaluation of the effectiveness of the training	one week	Coordinator /Trainer
Step 8. Make changes to the training program and conduct again as required, from Step 4.	one week	Coordinator /Trainer

Section 4

Conducting a Learning Assessment

Why Assess Volunteers Learning?

Organisations have an obligation to ensure that volunteers are competent to perform the tasks specified in their position/job description. However, a Learning Assessment does not have to be a formal classroom based process. There are many strategies that can be used to assess learning. If you want to check if someone can use a mobile phone you can ask formal questions or you can simply ask them to call the office or the Duty Worker. You can also assess learning on-the-job by accompanying a volunteer on a transport run.

In a Learning Assessment, evidence is something that supports the learner's claim to competency, of their having achieved a learning outcome. Evidence may include:

- observation - the coordinator observes the learners actual performance on-the-job;
- simulations or role plays - the coordinator may observe the learners demonstrate their skills in response to a written scenario or a practical problem about a real life situation;
- written or oral questioning - the coordinator questions the learner to determine competency;
- feedback from mentors about progress and competence; or
- written tests or projects.

A Learning Framework

The TOP Training Resource contains the key components you will need to conduct an in-house assessment of learning i.e. learning outcomes and learning checklist. A learning checklist is provided at the end of each Module. This learning checklist can be used to determine whether a volunteer has acquired the skills, knowledge and attitudes as defined in the Module.

How will a Learning Assessment occur within the TOP Training Resource?

The TOP Training Resource contains a set of learning outcomes and a learning checklist for each Module.

The following table illustrates the components of the Learning Assessment Framework.

Learning Outcomes	Learning Checklist	Forms of Evidence
The skills, knowledge and attributes the learner should achieve by completing the Module.	The criteria or benchmarks against which an individual's learning can be measured or assessed.	The way a learner demonstrates they are competent in the assessment process.

*An example of each component is provided below for Learning Outcome 2, of Module 3.
Driving Safely.*

<p>Learning Outcome 2 Correctly fit and adjust a passenger's seatbelt</p>	<ul style="list-style-type: none"> ▪ Explains key points of correctly wearing a seatbelt ▪ Correctly fits and adjusts seatbelt ▪ Identifies options to adjust seatbelts ▪ Asks passenger's permission to assist ▪ Explains to passenger what they are doing and why 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Practical demonstration ▪ Observation
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Any changes to the Learning Checklists and Forms of Evidence should be finalised prior to commencing your training. This will enable the learner to gather evidence during the learning process. It also enables you to undertake ongoing assessment of the learner.

The Learning Outcomes, Learning Checklist and recommended Forms of Evidence for each Module are set out in the following Learning Assessment Framework.

Learning Assessment Framework for Module 1. Rights and Responsibilities

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			√Yes	×No
<p>Learning Outcome 1 Discuss the application of volunteer rights and responsibilities in their work</p>	<ul style="list-style-type: none"> ▪ Describes their volunteer rights and responsibilities ▪ Identifies relevant policies and procedures, eg: <ul style="list-style-type: none"> - volunteer reimbursement - privacy and confidentiality - occupation health and safety ▪ Outlines volunteer policy ▪ Identifies who to report/discuss issues with 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation 		
<p>Learning Outcome 2 Discuss the application of client rights and responsibilities in their work</p>	<ul style="list-style-type: none"> ▪ Describes client rights and responsibilities, eg: <ul style="list-style-type: none"> - privacy and confidentiality - duty of care ▪ Identifies relevant policies and procedures, eg: <ul style="list-style-type: none"> - duty of care - complaints procedures ▪ Outlines client policy ▪ Identifies who to report/discuss issues with 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation 		
<p>Learning Outcome 3 Demonstrate an understanding of the organisation</p>	<ul style="list-style-type: none"> ▪ Outlines organisation's philosophy ▪ Explains organisation's mission and vision ▪ Describes organisation's structure ▪ Defines services provided ▪ Describes organisation's rights and responsibilities 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies 		

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			✓Yes	×No
Learning Outcome 4 Outline their responsibilities in their volunteer position	<ul style="list-style-type: none"> ▪ Describes the purpose of a position description ▪ Outlines their responsibilities and their tasks ▪ Describes their role and key reporting mechanisms ▪ Identifies to whom they report 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation 		
Learning Outcome 5 State clearly the limits and boundaries of their volunteer role	<ul style="list-style-type: none"> ▪ Explains the limitations of their decision-making authority ▪ Outlines the concept of 'professional boundaries' ▪ Describes the limits of their volunteer role, eg: <ul style="list-style-type: none"> - not giving advice - limits on accepting gifts - not giving personal data to client ▪ Identifies tasks and duties outside their volunteer role, eg: <ul style="list-style-type: none"> - personal and attendant care tasks - nursing duties - administering medication - transferring clients who cannot weight bear 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation 		
Learning Outcome 6 Define the concept of duty of care	<ul style="list-style-type: none"> ▪ Identifies key points of duty of care: <ul style="list-style-type: none"> - anticipate possible injury - take reasonable care ▪ Explains the concept of a 'reasonable person' ▪ Identifies to whom they owe a duty of care 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Simulations and role plays ▪ Case studies ▪ Observation 		

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			✓Yes	×No
<p>Learning Outcome 7 Demonstrate a basic awareness of the meaning of duty of care</p>	<ul style="list-style-type: none"> ▪ Identifies and describes the elements of negligence: <ul style="list-style-type: none"> - duty of care - standard of care - breach of duty of care - harm or loss ▪ Explains the relationship between organisational policies and procedures and duty of care ▪ Describes their role and the role of their supervisor in relation to duty of care ▪ Explains their responsibility in relation duty of care 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation 		
<p>Learning Outcome 8 Outline their role in risk management</p>	<ul style="list-style-type: none"> ▪ Outlines the organisation's risk management system ▪ Explains the relationship between risk management and duty of care ▪ Describes their role in risk management ▪ Identifies relevant policies and procedures, eg: <ul style="list-style-type: none"> - incident reporting - fault reporting - occupational health and safety 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation 		

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			✓Yes	×No
<p>Learning Outcome 9 Explain the importance of privacy and confidentiality</p>	<ul style="list-style-type: none"> ▪ Lists types of personal data that should be treated as confidential ▪ Describes organisation's policy on privacy and confidentiality ▪ Describes organisation's procedures relevant to privacy and confidentiality ▪ Describes procedures for reporting/revealing confidential information ▪ Identifies when confidentiality has been breached ▪ Explains when it is appropriate to break confidentiality ▪ Identifies who to report/discuss issues with 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation 		
<p>Learning Outcome 10 Describe the organisation's complaints procedures</p>	<ul style="list-style-type: none"> ▪ Describes organisation's complaints procedures ▪ Identifies their rights in the complaints procedures ▪ Identifies their responsibilities in the complaints procedures 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies 		

Learning Assessment Framework for Module 2. Understanding and Communicating with Your Passengers

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			√Yes	×No
Learning Outcome 1 Demonstrate an awareness of issues related to ageing and disability	<ul style="list-style-type: none"> ▪ Identifies some of the age-related changes older people may experience ▪ Outlines different types of disability ▪ Recognises the importance of the person as an individual ▪ Identifies key factors in treating people in a respectful manner 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation 		
Learning Outcome 2 Demonstrate an understanding of using positive language	<ul style="list-style-type: none"> ▪ Identifies negative labels used to describe older people and people with disabilities ▪ Gives examples of more positive terms to describe older people and people with disabilities ▪ Describes guidelines on using more positive language 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation 		
Learning Outcome 3 Describe the skills required to be an effective communicator	<ul style="list-style-type: none"> ▪ Identifies factors that hinder communication ▪ Identifies factors that help communication ▪ Describes skills required to be a good listener ▪ Demonstrates active listening skills 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation ▪ Practical demonstration 		
Learning Outcome 4 Demonstrate an understanding of assertiveness and negotiation	<ul style="list-style-type: none"> ▪ Describes assertion, aggression and non-assertion ▪ Explains the importance of being assertive ▪ Explains the technique of using 'I' statements ▪ Describes the rules of conflict resolution 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation 		

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			✓Yes	×No
Learning Outcome 5 Identify and apply practical strategies to use when communicating with a person with a visual impairment	<ul style="list-style-type: none"> ▪ Describes guidelines for communicating with a person with visual impairment, eg. <ul style="list-style-type: none"> - uses name of person - speaks directly to the person ▪ Demonstrates practical strategies to assist communication 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation ▪ Practical demonstration 		
Learning Outcome 6 Demonstrate techniques to guide a person with a visual impairment	<ul style="list-style-type: none"> ▪ Demonstrates techniques to guide a person with a visual impairment, eg. <ul style="list-style-type: none"> - asks person if they need assistance - offers arm - gives directions 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Observation ▪ Practical demonstration 		
Learning Outcome 8 Identify and apply practical strategies to use when communicating with a person with a hearing impairment	<ul style="list-style-type: none"> ▪ Describes guidelines for communicating with a person with hearing impairment, eg. <ul style="list-style-type: none"> - get person's attention - faces the person ▪ Demonstrates practical strategies to assist communication 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation ▪ Practical demonstration 		
Learning Outcome 9 Identify and apply practical strategies to use when communicating with a person with a speech impediment	<ul style="list-style-type: none"> ▪ Describes guidelines for communicating with a person with speech impediment, eg. <ul style="list-style-type: none"> - listens attentively - eliminates background noise ▪ Demonstrates practical strategies to assist communication 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation ▪ Practical demonstration 		

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			✓Yes	×No
Learning Outcome 10 Identify common symptoms of dementia	<ul style="list-style-type: none"> ▪ Lists common symptoms of dementia ▪ Recognises key differences between memory loss associated with dementia and ageing ▪ Describes the concept of Last In – First Out in people with dementia 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation 		
Learning Outcome 11 Identify and apply practical strategies to use when communicating with a person with dementia	<ul style="list-style-type: none"> ▪ Describes guidelines for communicating with a person with dementia, eg. <ul style="list-style-type: none"> - keeps sentences short and simple - makes eye contact with the person ▪ Demonstrates practical strategies to assist communication 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation ▪ Practical demonstration 		

Learning Assessment Framework for Module 3. Driving Safely

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			√Yes	×No
<p>Learning Outcome 1 Explain seat belt law and their legal responsibility</p>	<ul style="list-style-type: none"> ▪ Explains seat belt law for: <ul style="list-style-type: none"> - driver - passenger under 16 - passenger over 16 - passengers in wheelchair - exemptions 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Simulation or role play ▪ Case studies ▪ Observation 		
<p>Learning Outcome 2 Correctly fit and adjust a passenger's seatbelt</p>	<ul style="list-style-type: none"> ▪ Explains key points about correctly wearing a seatbelt ▪ Correctly fits and adjusts seatbelt ▪ Identifies options to adjust seatbelts ▪ Asks passenger's permission to assist ▪ Explains to passenger what they are doing and why 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Practical demonstration ▪ Observation 		
<p>Learning Outcome 3 Identify potential problems they may encounter and demonstrate strategies to overcome these problems</p>	<ul style="list-style-type: none"> ▪ Identifies problems of sash belt rubbing ▪ Identifies problem of sash belt cutting across neck ▪ Demonstrates adjusting the seat ▪ Identifies appropriate equipment such as seat belt cover ▪ Outlines solutions such as moving the passenger to another seat ▪ Recognises need to report problems 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Practical demonstration ▪ Observation 		

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			✓Yes	×No
<p>Learning Outcome 4 Explain the relationship between seatbelt law and duty of care</p>	<ul style="list-style-type: none"> ▪ Explains the concept of duty of care in relation to seatbelts ▪ Recognises need to check every passenger ▪ Explains organisational policy on wearing of seatbelts ▪ Identifies vulnerable passengers: <ul style="list-style-type: none"> - children - passengers in wheelchairs - passengers with dementia - passengers with physical disabilities 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Simulations and role plays ▪ Case studies ▪ Observation 		
<p>Learning Outcome 5 Describe the risks associated with speeding</p>	<ul style="list-style-type: none"> ▪ Describes risk of speeding ▪ Identifies types of speeding <ul style="list-style-type: none"> - low level - excessive - inappropriate 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Simulations and role plays ▪ Case studies ▪ Observation ▪ Job performance ▪ Completed transport schedules 		
<p>Learning Outcome 6 Outline situations in which driving speed should be adjusted to reduce risk and improve the comfort of passengers</p>	<ul style="list-style-type: none"> ▪ Identifies hazardous situations ▪ Identifies vulnerable passengers, particularly passengers in wheelchairs 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Observation ▪ Job performance ▪ Completed transport schedules 		

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			✓Yes	×No
Learning Outcome 7 List factors and situations that can affect driver alertness	<ul style="list-style-type: none"> ▪ Lists main factors and situations <ul style="list-style-type: none"> - Alcohol - Drugs - Medication - Fatigue - Distractions 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies 		
Learning Outcome 8 Demonstrate an understanding of strategies to limit or control distractions whilst driving	<ul style="list-style-type: none"> ▪ Describes strategies to limit or control distractions ▪ Uses mobile phone hands free ▪ Turns radio down when passengers in vehicle ▪ Plans route before departing 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations and role plays 		
Learning Outcome 9 Describe appropriate steps to reduce the risk associated with some over-the-counter and prescribed medication and driving	<ul style="list-style-type: none"> ▪ Recognises need to consult with doctor or pharmacist ▪ Identifies need to stop driving not stop medicine ▪ States law about driving and medicine ▪ Identifies steps with new medicines 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations and role plays 		
Learning Outcome 10 List the signs of fatigue and discuss safety implications	Lists signs of fatigue <ul style="list-style-type: none"> ▪ Describes affect of fatigue on driving ▪ Explains solutions to fatigue 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies 		
Learning Outcome 11 Demonstrate a basic exercise routine for drivers and assistants and identify when it is useful	<ul style="list-style-type: none"> ▪ Demonstrates seating position and adjustments ▪ Demonstrates top to toe exercise ▪ Identifies when exercise routine is useful ▪ Identifies other strategies 	<ul style="list-style-type: none"> ▪ Practical demonstration ▪ Observation 		

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			✓Yes	×No
<p>Learning Outcome 12 Discuss the organisations policies and procedures</p>	<ul style="list-style-type: none"> ▪ Describes policies and procedures on <ul style="list-style-type: none"> - wearing seatbelts - exemptions - speeding - fines and infringements - alcohol - medication - other relevant areas 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Observation ▪ Job performance ▪ Completed transport schedules ▪ De-briefing 		

Learning Assessment Framework for Module 4. Looking After Your Passengers and Yourself

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			√Yes	×No
<p>Learning Outcome 1 Identify tasks that involve hazardous manual handling</p>	<ul style="list-style-type: none"> ▪ Identifies manual handling tasks ▪ Identifies the types of tasks that may pose a risk of manual handling injury ▪ Lists the types of injuries that can be caused by unsafe manual handling 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies 		
<p>Learning Outcome 2 Discuss ways to eliminate or reduce the risk of manual handling injuries</p>	<ul style="list-style-type: none"> ▪ Explains the reason tasks pose a risk of manual handling injury ▪ Outlines safe manual handling guidelines ▪ Describes ways of eliminating or reducing the risk of manual handling injury ▪ Demonstrates the use of relevant equipment, eg: <ul style="list-style-type: none"> - hoist - trolley 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation ▪ Practical demonstration 		
<p>Learning Outcome 3 Demonstrate an understanding of organisational policy and procedure in relation to occupational health and safety</p>	<ul style="list-style-type: none"> ▪ Identifies organisational policies relevant to manual handling, eg: <ul style="list-style-type: none"> - 'no lift' policy ▪ Describes organisation procedures relevant to manual handling, eg: <ul style="list-style-type: none"> - reporting procedures - safe lifting techniques 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays 		

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			√Yes	×No
<p>Learning Outcome 4 Demonstrate an understanding of dressing sensibly and safely for their volunteer role</p>	<ul style="list-style-type: none"> ▪ Identifies factors to consider when dressing for safely, eg. <ul style="list-style-type: none"> - covered shoes - tie hair back ▪ Identifies relevant protective clothing ▪ Explains the reasons for dressing sensibly and using protective clothing 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Observation ▪ Practical demonstration 		
<p>Learning Outcome 5 Outline ways to support and encourage older people to remain independent</p>	<ul style="list-style-type: none"> ▪ Lists factors to consider when encouraging independence <ul style="list-style-type: none"> - rights - duty of care ▪ Describes appropriate risk taking and safe guards ▪ Identifies who to report/discuss issues with 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays 		
<p>Learning Outcome 6 Describe the key factors to consider when monitoring passenger well-being</p>	<ul style="list-style-type: none"> ▪ Describes factors to consider when monitoring a passenger's well-being, eg. <ul style="list-style-type: none"> - health - appearance - behaviour ▪ Outlines procedure for reporting concerns that a passenger is at risk ▪ Identifies who to report/discuss issues with 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays 		
<p>Learning Outcome 7 Discuss care and safety issues when handling mobility aids and equipment</p>	<ul style="list-style-type: none"> ▪ Outlines guidelines on caring for and handling mobility aids and equipment ▪ Identifies correct method of storage during transit ▪ Outlines procedure for reporting faults with aids or equipment ▪ Identifies who to report/discuss issues with 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation ▪ Practical demonstration 		

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			√Yes	×No
<p>Learning Outcome 8 Demonstrate the correct use of mobility aids and equipment</p>	<ul style="list-style-type: none"> ▪ Identifies the mobility aids and equipment used by passengers ▪ Outlines potential safety issues for passengers using each type of mobility aid or equipment ▪ Demonstrates correct use of mobility aids and equipment, eg. <ul style="list-style-type: none"> - Walking sticks - Walking frame - Manual wheelchairs ▪ Identifies assistance that may be required by passengers using each type of mobility aid or equipment 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation ▪ Practical demonstration 		
<p>Learning Outcome 9 Outline safety guidelines for using a mobile phone</p>	<ul style="list-style-type: none"> ▪ Outlines safety guidelines when using a mobile phone ▪ Identifies relevant policies and procedures, eg. <ul style="list-style-type: none"> - fines - private use ▪ Describes when the mobile phone should be used ▪ Lists numbers for contacting the emergency services 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Observation ▪ Practical demonstration 		
<p>Learning Outcome 10 Demonstrate the correct operation of the mobile phones belonging to the organisation</p>	<ul style="list-style-type: none"> ▪ Identifies phones and hands free kits ▪ Identifies relevant buttons and features on mobile phone ▪ Demonstrates making and ending a call ▪ Demonstrates answering a call ▪ Demonstrates the use of other functions and features, eg. <ul style="list-style-type: none"> - locking and unlocking the phone ▪ Demonstrates the use of vehicle and portable hands free kits ▪ Explains procedures to protect privacy of passengers ▪ Describes problems that may occur with mobile phone ▪ Outlines potential steps to overcome problems ▪ Identifies location of important phone numbers 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Observation ▪ Practical demonstration 		

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			√Yes	×No
<p>Learning Outcome 11 Discuss procedures for dealing with an emergency or accident</p>	<ul style="list-style-type: none"> ▪ Outlines procedure for calling an ambulance ▪ Describes guidelines for dealing with motor vehicle accident ▪ Identify procedure for exchanging details with another driver in the event of an accident ▪ Describes procedures for dealing with vehicle breakdown or equipment failure ▪ Describes procedure for advising Coordinator of an accident or emergency ▪ Identifies potential threats to personal safety and safety of passengers 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation ▪ Practical demonstration 		
<p>Learning Outcome 12 Demonstrate an understanding of infection control</p>	<ul style="list-style-type: none"> ▪ Identifies potential sources of infection, eg: <ul style="list-style-type: none"> - body fluids - sneezing - coughing ▪ Recognises threat to older people from infections like colds and flu ▪ Identifies appropriate action if they have an infection like a cold or virus 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Observation 		
<p>Learning Outcome 13 Identify when standard precautions should be used</p>	<ul style="list-style-type: none"> ▪ Identifies that everyone should be treated as if they might be infected ▪ Identifies standard precautions should be used whenever there is the potential with blood or other body fluids ▪ Lists potential situations they may encounter 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Observation ▪ Practical demonstration 		

Learning Outcomes	Learning Checklist	Forms of Evidence	Evidence Demonstrates Competence	
			√Yes	×No
<p>Learning Outcome 14 Describe the work practices required for the basic level of infection control</p>	<ul style="list-style-type: none"> ▪ Describes basic infection control procedures: <ul style="list-style-type: none"> - wearing gloves and masks - handwashing - environmental control - proper disposal of materials - Identifies equipment provided and its location 	<ul style="list-style-type: none"> ▪ Oral questioning ▪ Case studies ▪ Simulations & role plays ▪ Observation ▪ Practical demonstration 		

How Do I Conduct A Learning Assessment?



By completing the following tasks you can develop a learning assessment strategy to complement the training you develop based on the TOP Training Resource.

Task 1 *Determine the purpose for undertaking a learning assessment*

The first task in developing your learning assessment strategy is to decide why you wish to conduct an assessment. You may choose to conduct an assessment:

- to test whether the learner has obtained the learning outcomes specified for each Module i.e. developed the appropriate skills and knowledge. This will allow you to determine whether any further training is required; or
- to provide recognition to the learner upon their successful completion of training i.e. formally acknowledge their competence or completion of an individual Module or segments of a Module.

Insert your purpose here

 or 

Remember an assessment may be formative (that is, it takes place over a period of learning or practice) or summative (that is, it takes place at the end of the period of learning or practice).

Task 2 *Finalise Learning Checklist*

Using the Learning Checklists provided with each Module, modify, tailor and change the lists to reflect any changes to the Modules you have made.

Task 3 *Determine Appropriate Forms of Evidence*

For each item on the Learning Checklist decide what evidence the learner will need to provide to most effectively demonstrate they have acquired the level of competency i.e. skills and knowledge. Remember evidence should be:

- valid
- authentic
- reliable
- sufficient
- current

The activities contained in the Modules will generate much of the evidence needed by learners to demonstrate their competence.

Task 4 *Assist the Learner to Prepare for the Assessment*

Learners need to know how they are going to be assessed and the Learning Checklist they are to be assessed against. They will also want to understand the reasons for the assessment and the way the assessment process is going to take place.

It is important that you give the learner clear instructions and information at the appropriate time.

Task 5 *Conduct the Assessment of Learning*

This involves collecting and analysing the evidence and making the decision regarding competence.

Part B

Training Modules

Transporting Older People: A Training Resource for Community Transport

Introduction

This part of the TOP Training Resource contains four training Modules.

- Module 1** Rights and Responsibilities
- Module 2** Understanding and Communicating with Your Passengers
- Module 3** Driving Safely
- Module 4** Looking After Your Passengers and Yourself

The material in the Modules covers the core skills, knowledge and attributes required to assist older people who are frail or have a disability and who need assistance with transport to conduct day-to-day activities.

How to use the Modules

Each Module contains the following components:

Module Overview

which provides an overview of the Module content.

Module Objective

which outlines the learning objectives of the Module.

Module Contents

which provides an overview of the segments contained in the Module.

Learning Outcomes

which specifies the learning outcomes (or what skills, knowledge and attributes) a learner can expect from undertaking the Module.

Module Symbols

which appear within the text to assist the trainer/mentor when preparing and delivering training.

Trainers Guide

which provides background material combined with overhead transparencies and learning activities to assist a trainer/mentor to prepare training.

The Trainer's Guide recommends suitable handouts for each segment. If you are concerned at the volume of material both provided and suggested as handouts, you may wish to consider these alternatives.

- Only handout material you think is essential for volunteers to be able to quickly and readily refer to.
- Put together a folder of material with all of the handouts. Leave this folder where the volunteers can access it and refer to as necessary.
- After any training activity place the relevant handouts on the noticeboard so that everyone can read the material.
- Do not give volunteers additional copies of information they have already received. You may give volunteers information on the organisation during the screening process so it is not necessary to distribute this material again.

Resource Material

which contains activities and handouts to enable volunteers to acquire the core skills, knowledge and attributes required to be competent. The activities allow the volunteers to practice and reinforce their learning in a non-threatening environment.

Overhead transparency masters are provided in the Resource Material section of each module. Please note the wording on the OHT master may not match the wording in the Trainer's Guide and Activities exactly. Often the wording on the OHT master has been edited to improve clarity, legibility and layout for presentation to a volunteer audience.

Learning Checklist

which lists the criteria or benchmarks against which an individual's learning can be measured and assessed.

MODULE	OBJECTIVE
1. Rights and Responsibilities	<p>The objectives of this Module are to provide volunteers with an understanding of:</p> <ul style="list-style-type: none"> ▪ the organisation and their role within it; ▪ their rights and responsibilities; ▪ the rights and responsibilities of the organisation; ▪ the rights and responsibilities of the clients; ▪ the concept of duty of care; ▪ confidentiality and privacy; and ▪ grievance procedures.
	<p>LEARNING OUTCOMES</p> <p>Learning Outcome 1 Discuss the application of volunteer rights and responsibilities in their work</p> <p>Learning Outcome 2 Discuss the application of client rights and responsibilities in their work</p> <p>Learning Outcome 3 Demonstrate an understanding of the organisation</p> <p>Learning Outcome 4 Outline their responsibilities in their volunteer position</p> <p>Learning Outcome 5 State clearly the limits and boundaries of their volunteer role</p> <p>Learning Outcome 6 Define the concept of duty of care</p> <p>Learning Outcome 7 Demonstrate a basic awareness of the meaning of duty of care</p> <p>Learning Outcome 8 Outline their role in risk management</p> <p>Learning Outcome 9 Explain the importance of privacy and confidentiality</p> <p>Learning Outcome 10 Describe the organisation's complaints procedures</p>

MODULE	OBJECTIVE
<p>2. Understanding and Communicating with Your Passengers</p>	<p>The objectives of this Module are to provide volunteers with:</p> <ul style="list-style-type: none"> ▪ an understanding of the communication process; and, ▪ practical strategies to use when communicating with passengers with specific disabilities.
	<p>LEARNING OUTCOMES</p> <p>Learning Outcome 1 Demonstrate an awareness of issues related to ageing and disability</p> <p>Learning Outcome 2 Demonstrate an understanding of using positive language</p> <p>Learning Outcome 3 Describe the skills required to be an effective communicator</p> <p>Learning Outcome 4 Demonstrate an understanding of assertiveness and negotiation</p> <p>Learning Outcome 5 Identify and apply practical strategies to use communicating with a person with visual impairment</p> <p>Learning Outcome 6 Demonstrate techniques to guide a person with a visual impairment</p> <p>Learning Outcome 7 Identify and apply practical strategies to use when communicating with a person with a hearing impairment</p> <p>Learning Outcome 8 Identify and apply practical strategies to use when communicating with a person with a speech impediment</p> <p>Learning Outcome 9 Identify common symptoms of dementia</p> <p>Learning Outcome 10 Identify and apply practical strategies to use when communicating with a person with dementia</p>

MODULE	OBJECTIVE
3. Driving Safely	The objectives of this Module are to: <ul style="list-style-type: none"> ▪ provide volunteers with a broad understanding of their legal responsibilities as motorists in Victoria; and, ▪ raise their awareness of the risks associated with driving.
	LEARNING OUTCOMES
	<p>Learning Outcome 1 Explain seatbelt law and their legal responsibility</p> <p>Learning Outcome 2 Correctly fit and adjust a passenger's seatbelt</p> <p>Learning Outcome 3 Identify potential problems they may encounter and demonstrate strategies to overcome these problems</p> <p>Learning Outcome 4 Explain the relationship between seatbelt law and duty of care</p> <p>Learning Outcome 5 Describe the risks associated with speeding</p> <p>Learning Outcome 6 Outline situations in which driving speed should be adjusted to reduce risk and improve the comfort of their passengers</p> <p>Learning Outcome 7 List factors and situations that can affect driver alertness</p> <p>Learning Outcome 8 Demonstrate an understanding of strategies to limit or control distractions whilst driving</p> <p>Learning Outcome 9 Describe appropriate steps to reduce the risk associated with some over-the-counter and prescribed medication and driving</p> <p>Learning Outcome 10 List the signs of fatigue and discuss safety implications</p> <p>Learning Outcome 11 Demonstrate a basic exercise routine for drivers and assistants, and identify when it is useful</p> <p>Learning Outcome 12 Discuss the organisation's policies and procedures on seatbelts, speeding, alcohol and medication</p>

MODULE	OBJECTIVE
<p>4. Looking After Your Passengers and Yourself</p>	<p>The objectives of this Module are to provide volunteers with a practical understanding of how to:</p> <ul style="list-style-type: none"> ▪ look after their own health and safety; ▪ encourage independence; ▪ support passenger mobility; ▪ handle and care for common mobility aids and specialist equipment; ▪ deal with an accident or emergency; ▪ use a mobile phone; and ▪ implement standard precautions for infection control. <p>LEARNING OUTCOMES</p> <p>Learning Outcome 1 Identify tasks that involve hazardous manual handling</p> <p>Learning Outcome 2 Discuss ways to eliminate or reduce the risk of manual handling injuries</p> <p>Learning Outcome 3 Demonstrate an understanding of organisational policy and procedure in relation to occupation health and safety</p> <p>Learning Outcome 4 Demonstrate an understanding of dressing sensibly and safely for their volunteer role</p> <p>Learning Outcome 5 Outline ways to support and encourage older people to remain independent</p> <p>Learning Outcome 6 Describe the key factors to consider when monitoring passenger well-being</p> <p>Learning Outcome 7 Discuss care and safety issues when handling mobility aids and equipment</p> <p>Learning Outcome 8 Demonstrate the correct use of mobility aids and equipment</p> <p>Learning Outcome 9 Outline safety guidelines for using a mobile phone</p> <p>Learning Outcome 10 Demonstrate the correct operation of the mobile phones belonging to the organisation</p>

Learning Outcome 11

Discuss procedures for dealing with an emergency or accident

Learning Outcome 12

Demonstrate an understanding of infection control

Learning Outcome 13

Identify when standard precautions should be used

Learning Outcome 14

Describe the work practices required for the basic level of infection control

Part C

Resource Directory

Acquired Brain Injury

An Acquired Brain Injury is as defined by the Department of Human Services as:

"an injury to the brain which results in deterioration of cognitive, physical, emotional or independent functions. It can occur as a result of trauma, hypoxia, infection, substance abuse, degenerative neurological disease or stroke. These impairments to cognitive abilities, sensory or physical functioning can be either temporary or permanent and cause partial or total disability or psycho social maladjustment"

(Source: Department of Human Services, Acquired Brain Injury Strategic Plan, 2001 from Brain Foundation website).

Organisations

Organisation Name	Brain Foundation Victoria
Address	The Nerve Centre, 54 Railway Rd Blackburn Vic 3130
Phone Number	(03) 9845 2950 1800 677 579
Email	admin@brainfoundation.org.au
Web Site	www.brainfoundation.org.au
Training Provided	For information about workshops, professional development courses and other ABI related information you can join the Service Providers Email Network, a free service available to professionals working in the ABI sector. To join the email network send an email to the Project Officer (project@brainfoundation.org.au) with your name, position and the organisation you work for.
Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	Headway Victoria
Address	2nd Floor, 212 King Street, Melbourne Vic 3000
Phone Number	(03) 9642 2411 1800 817 964
Email	mail@headwayvictoria.org.au jennie.grundy@headwayvictoria.org.au
Web Site	www.headwayvictoria.org.au
Training Provided	Headway Victoria provides a range of training on ABI including an introductory workshop covering types, causes and effects of ABI.
Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	National Stroke Foundation
Address	Head Office, Suite 304, Level 3, 167 Queen Street, Melbourne Vic 3000
Phone Number	(03) 9670 1000 1800 stroke (1800 787 653)

Email	admin@strokefoundation.com.au
Web Site	www.strokefoundation.com.au
Training Provided	Source of information and resources on stroke.
Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	Barwon South West Regional ABI Interest Network
Address	
Phone Number	
Email	jennyt@barwonhealth.org.au Network Coordinator
Web Site	http://home.vicnet.net.au/~brain/
Training Provided	On the website for the Barwon South West Regional ABI Interest Network there is a web page with links to a training calendar that lists upcoming training events in the region.
Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	
Address	
Phone Number	
Email	
Web Site	
Training Provided	
Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	
Address	
Phone Number	
Email	
Web Site	
Training Provided	
Availability in Metropolitan Regions	
Availability in Rural Regions	

Cost

Videos

General Information

For a listing of videos clicks on these links:

[Brain Foundation Victoria Publications Listing](#)

[National Stroke Foundation Listing of Printed Materials](#)

Title

Stroke in Mid Life

Description of Video

The Speaking From Experience video series presents first hand accounts from people having to adjust to sudden changes in their life after a stroke, and for the shocked and bewildered families. The video is endorsed and supported by the Brain Foundation Victoria.

Available From

www.speakingfromexperience.com.au

Cost

Contact Speaking from Experience on (03) 9569 0199 or info@speakingfromexperience.com.au for pricing on the video for professional use.

Title

Description of Video

Available From

Cost

Title

Description of Video

Available From

Cost

Publications

General Information

Headway Victoria has a resource library that is open from 9-5pm, Monday to Friday. It is necessary to make an appointment to visit the library. Appointment can be made by phoning (03) 9642 2411.

For a list of publications click on these links:

[Brain Foundation Victoria Publications Listing](#)

Some of the material can be downloaded directly from the website.

[Headway Victoria Publications Listing](#)

[National Stroke Foundation Listing of Printed Materials](#)

Title

[Acquired Brain Injury Trainer's Register - Barwon South West Region](#)

Description of Publication

The register draws together information about training programs and expertise in the field of Acquired Brain Injury, which can be accessed for ongoing education, training and consultation.

The register was developed as part of the Barwon South West Training & Secondary Consultation Project in response to service agencies requests for greater access to training and through observations that most organisations were aware of only a limited number of training options

Author(s)

Jenny Todd

Year of Publication

August 2000

Publishers

Title

Description of Publication

Author(s)

Year of Publication

Publishers

Title

Description of Publication

Author(s)

Year of Publication

Publishers

Internet

General Websites

These websites are useful for general health and disability related information:

[Better Health Channel](#)

[Disability Online](#)

The articles on Disability Online are sourced from the Better Health Channel website. The Disability Online website feature a searchable directory of services.

Website Address

Description of Site

Email

Website Address

Description of Site

Email

Arthritis

Arthritis means inflammation of the joint. However, arthritis is not a single condition. There are well over 150 kinds of arthritis, all of which affect one or more joints in the body, and some of these forms of arthritis don't involve any inflammation. It is more useful to think of arthritis meaning problems with the joint (Source: Arthritis Victoria Website)

Organisations

Organisation Name	Arthritis Victoria
Address	263 Kooyong Road, Elsternwick Vic 3185
Phone Number	(03) 8531 8000 1800 011 141
Email	
Web Site	www.arthritisvic.org.au
Training Provided	Arthritis Victoria provides speakers through its Speakers Bureau to any community group seeking information about arthritis and its management. Speakers are usually trained volunteers many of whom have arthritis. For further information contact the Education and Training Unit of Arthritis Victoria.
Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	
Address	
Phone Number	
Email	
Web Site	
Training Provided	
Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	
Address	
Phone Number	
Email	
Web Site	

Training Provided

Availability in Metropolitan Regions

Availability in Rural Regions

Cost

Videos

General Information

Refer to General Information on Publications.

Title

Description of Video

Available From

Cost

Title

Description of Video

Available From

Cost

Publications

General Information

Arthritis Victoria has an extensive collection of books, journals, video and audio cassettes relating to musculoskeletal conditions and their management.

For further information on the Arthritis Victoria Resource Centre visit their website and select the Services link.

The Arthritis Victoria Resource Centre is open to the public between 8.30am and 5.00pm weekdays, excluding public holidays

Title

Description of Publication

Author(s)

Year of Publication

Publishers

Title

Description of Publication

Author(s)

Year of Publication

Publishers

Internet

General Websites

These websites are useful for general health and disability related information:

[Better Health Channel](#)

[Disability Online](#)

The articles on Disability Online are sourced from the Better Health Channel website. The Disability Online website feature a searchable directory of services.

Website Address

Description of Site

Email

Website Address

Description of Site

Email

Carers

Carers provide unpaid care and support to family members or friends who have a chronic or acute condition, mental illness, disability or who are frail aged (Source: Carers Victoria website).

Recognising and understanding carer's issues and giving support to carers in their caring role is an important aspect of the community transport services volunteers deliver.

Organisations

Organisation Name	Carer's Association Victoria
Address	Level 5, 130 Little Collins Street, Melbourne Vic 3000
Phone Number	1800 242 636
Email	www.carersvic.org.au
Web Site	cav@carersvic.org.au
Training Provided	Carers Victoria aims to improve the quality of life of carers through education programs designed to increase the awareness knowledge and skills of carers, professional staff, students and the broader community about the needs of carers.

These programs are offered to service providers for service providers:

Information Sessions

Carers Victoria staff are available to present a 30 minute or 1 hour information at staff or team meetings. This presentation covers services and resources provided by Carers Victoria, respite and other related services.

Workshops

Impact of Caring on Individuals and Families

Explores the changes that occur in family relationships, who becomes the carer, life concerns, feelings and diversity of caring and care situations.

Self Advocacy for Carers

This is a 'Train the Trainer' program for support group facilitators or carer support workers aimed at enabling carers to represent their concerns through the media, and to politicians and service providers.

Carer Loss & Grief

This session provides an effective and practical guide for staff, aimed at increasing understanding of unrecognised loss and grief issues for carers.

Promoting Carer Health and Wellbeing

Focuses on the barriers to self-care that carers experience, beliefs and values about caring and how this can impact on their health and wellbeing.

Working with Indigenous Communities

Working with Indigenous communities is designed for mainstream service providers with the aim of assisting staff in improving service delivery.

Carer Needs Assessment

Is an in-service training program aimed at promoting awareness of carers

in assessment practice especially useful for HACC assessment workers, staff in Linkages programs, Aged Carer Assessment services and Carer Services.

To discuss these programs and their suitability/adaptability to a volunteer audience contact Carers Vic on 9650 9966.

For a downloadable version of the Education and Training brochure click on this link:

[Education and Training Brochure \(PDF document\)](#)

(Source: Carers Association Victoria website)

Availability in Metropolitan Regions

Availability in Rural Regions

Cost

Organisation Name

Address

Phone Number

Email

Web Site

Training Provided

Availability in Metropolitan Regions

Availability in Rural Regions

Cost

Organisation Name

Address

Phone Number

Email

Web Site

Training Provided

Availability in Metropolitan Regions

Availability in Rural Regions

Cost

Videos

General Information

Title

Description of Video

Available From	_____
Cost	_____
Title	_____
Description of Video	_____
Available From	_____
Cost	_____

Publications

General Information

Title	_____
Description of Publication	_____
Author(s)	_____
Year of Publication	_____
Publishers	_____
Title	_____
Description of Publication	_____
Author(s)	_____
Year of Publication	_____
Publishers	_____

Internet

General Websites These websites are useful for general health and disability related information:

[Better Health Channel](#)

[Disability Online](#)

The articles on Disability Online are sourced from the Better Health Channel website. The Disability Online website feature a searchable directory of services.

Website Address	_____
Description of Site	_____
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Website Address	_____
Description of Site	_____
Email	_____

Cross Cultural Awareness and Communication

Organisations

Organisation Name	Action on Disability within Ethnic Communities
Address	13 Munro Street, Coburg, Vic 3058
Phone Number	9383 5566 1800 626 078
Email	info@adec.org.au
Web Site	www.adec.org.au
Training Provided	<p>ADEC offers a range of cross cultural training including:</p> <ul style="list-style-type: none">▪ Introduction to cross cultural accessibility & communication▪ Cross cultural communication – basic▪ Cross cultural communication - advanced <p>ADEC training can be tailor-made to suit your needs. For more information about these courses and other training services offered by ADEC click on these links:</p> <p>ADEC Training Program</p> <p>ADEC Training Calendar</p>
Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	Migrant Resource Centres
Address	<p>For a list of MRCS and contact details click on this link:</p> <p>MRCS in Victoria</p>
Phone Number	
Email	
Web Site	
Training Provided	<p>A number of Migrant Resource Centres provide cross cultural training.</p> <p>For example the Migrant Resource Centre North East conducts a training program on Achieving Cultural Competence. This program includes units on Understanding Cultural Diversity and Cultural Competence and Communicating Interculturally. The training program is a guide and can be customised to suit your needs. You can find more information about this training program by clicking on this link:</p> <p>Migrant Resource Centre North East Training on Achieving Cultural Competence</p>
Availability in Metropolitan Regions	

Availability in Rural Regions	
Cost	
Organisation Name	Victorian Interpreting and Translation Service (VITS) Language Link
Address	1st Floor, 371 Spencer Street, Melbourne Vic 3000
Phone Number	(03) 9280 1941 for General Enquiries
Email	vits@vits.com.au
Web Site	www.vits.com.au
Training Provided	VITS LanguageLink provides training on people communicating with the culturally and linguistically diverse, with or without the assistance of interpreters.

The training that can be provided includes:

- Cross-cultural communication
- Legal Interpreters
- Working with interpreters
- Writing for translations
- Effective use of language services
- Effective use of bilingual skills
- Cross-cultural - Monolingual Communication Exchange
- Cross-cultural awareness
- Managing cultural discomfort
- Identifying and managing racist behaviour

You can download a document with more detailed information on the training available, including content, cost, numbers per session, by clicking on this link:

[VITS Language Link Cross Cultural Training](#)

Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	
Address	
Phone Number	
Email	
Web Site	
Training Provided	

Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	
Address	
Phone Number	

Email	_____
Web Site	_____
Training Provided	_____
Availability in Metropolitan Regions	_____
Availability in Rural Regions	_____
Cost	_____

Videos

General Information

Title	_____
Description of Video	_____
Available From	_____
Cost	_____
Title	_____
Description of Video	_____
Available From	_____
Cost	_____

Publications

General Information

Title	_____
Description of Publication	_____
Author(s)	_____
Year of Publication	_____
Publishers	_____
Title	_____
Description of Publication	_____
Author(s)	_____
Year of Publication	_____
Publishers	_____

Internet

Website Address	_____
Description of Site	_____
Email	_____
Website Address	_____
Description of Site	_____
Email	_____

Dementia

Dementia is the term used to describe the symptoms of a large group of illnesses, which cause a progressive decline in a person's mental functioning. It is a broad term that describes a loss of memory, intellect, social skills and normal emotional reaction (Source: Alzheimer's Association Victoria website)

Organisations

Organisation Name	Alzheimer's Association Victoria (AAV)
Address	98-104 Riversdale Road, Hawthorn Vic 3122 There are offices of AAV in the rural regions of Hume, Barwon South-West, Grampians, Loddon-Mallee and Gippsland. For the contact details for rural location click on this link: Alzheimer's Association Victoria Rural Locations
Phone Number	(03) 9815 7800 1800 639 331
Email	helpline@alzvic.asn.au
Web Site	www.alzvic.asn.au
Training Provided	AAV provides a range of education and training programs to help service providers and others in the community to respond more effectively to those living with dementia. There are specific programs available for HACC workers.
Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	Parkinson's Victoria – Please refer to listing for Parkinson's disease
Organisation Name	
Address	
Phone Number	
Email	
Web Site	
Training Provided	
Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	

Videos

General Information	<p>The AAV library collection includes videos. For more information about the library please refer to Publications.</p> <p>For information on videos available from Parkinson's Victoria please refer to the listing for Parkinson's disease.</p>
Title	Alzheimer's Disease and Other Dementia
Description of Video	The Speaking From Experience video series presents first hand accounts from people living with Alzheimer's disease and other dementia, their partners and carers. The video is endorsed and supported by Alzheimer's Association Victoria.
Available From	www.speakingfromexperience.com.au
Cost	Contact Speaking from Experience on (03) 9569 0199 or info@speakingfromexperience.com.au for pricing on the video for professional use.
Title	
Description of Video	
Available From	
Cost	
Title	
Description of Video	
Available From	
Cost	

Publications

General Information	<p>AAV has a resource library that is open from 9.30 am – 4.30 pm, Monday to Friday. If you wish to visit the library please make an appointment with the librarian on 9815 7813 so that staff are available to assist you.</p> <p>You can access helpful information and advice sheets on the AAV website by clicking on this link:</p> <p>Alzheimer's Association Victoria Helpful Information</p> <p>For information on the library at Parkinson's Victoria please refer to the listing for Parkinson's disease.</p>
Title	
Description of Publication	
Author(s)	
Year of Publication	
Publishers	
Title	
Description of Publication	
Author(s)	

Year of Publication

Publishers

Internet

General Websites

These websites are useful for general health and disability related information:

[Better Health Channel](#)

[Disability Online](#)

The articles on Disability Online are sourced from the Better Health Channel website. The Disability Online website feature a searchable directory of services.

Website Address

Description of Site

Email

Website Address

Description of Site

Email

Driver Education

There a wide selection of training available related to driver education including advanced or defensive driving, refreshers on road rules and road safety or safer driving courses.

Please note that because of the range of courses on offer it is not possible to list each course/organisation. Check with your local driving school, adult education centre, TAFE and local Vic Roads office.

Information about the assessment of a driver's competence or corrective tuition is not covered as it is recommended you contact your local driving school to discuss your specific needs.

Organisations

Organisation Name	Hawthorn Community Education Project
Address	24 Wakefield Street, Hawthorn Vic
Phone Number	(03) 9819 5758 or (03) 9819 5771
Email	hcepinc@internex.net.au
Web Site	http://home.connexus.net.au/~hcepinc/hcep.htm
Training Provided	<p>Hawthorn Community Education Project provides educational for older people and those who are less mobile or housebound of all ages.</p> <p>The Wiser Driver Course is designed for older people to upgrade their knowledge about road safety and to discuss related issues with their peers. The course runs for four weeks.</p> <p>For further information please contact Judith Elsworth.</p>
Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	RACV
Address	
Phone Number	(03) 9790 2915 to book for Years Ahead Road Safety (03) 9790 2780 for RACV Driving School
Email	
Web Site	www.racv.com.au
Training Provided	<p>The RACV 'Years Ahead - Road Safety' is a one hour awareness session aimed at providing practical information and advice to older road users. Participants are provided with strategies to reduce their risk of being involved in a road crash.</p> <p>RACV Driving School conducts:</p> <ul style="list-style-type: none">▪ driving assessments of licensed drivers▪ corrective tuition▪ 'on-the-road' two hour safe driving courses
Availability in Metropolitan Regions	Years Ahead – Road Safety is available to groups in most parts of Victoria

Availability in Rural Regions	Years Ahead – Road Safety is available to groups in most parts of Victoria
Cost	Years Ahead – Road Safety session is free. Driving assessments cost \$80 and the safe driving course costs \$205 for two hours.
Organisation Name	Vic Roads
Address	(03) 9854 2782 or 9854 2049 for Bookshop
Phone Number	
Email	
Web Site	www.vicroads.vic.gov.au
Training Provided	As part of <i>arrive alive!</i> (Victoria’s road safety strategy), the Safe Driving Kit has been developed by Vic Roads, RACV, Traffic Accident Commission and Roadsafe. The kit contains a range of educational resources to help businesses develop safer driving policies, facilitate the purchase of safer fleet vehicles, educate and encourage staff to adopt safer driving practices and monitor the safer driving program once it's in place. The kit includes: <ul style="list-style-type: none"> ▪ A Safer Driving Manual ▪ Model Road Safety Policies ▪ A proforma Microsoft Access Database to record crash information ▪ Three videos - 'Introduction to the Kit', 'Driver Fatigue' and 'Buying a Safer Car' ▪ Eleven Fact Sheets on key road safety issues ▪ Eleven Smart Cards which are summaries of the fact sheets ▪ A 'Safer Driving' CD-ROM that includes an interactive road safety quiz. Some of the educational resources are also available to download from the Vic Roads website. Refer to References in the Introduction to Module 3. Driving Safely for links to these resources.
Availability in Metropolitan Regions	The kit can be purchased from the Vic Roads bookshop. You can download an order from the Vic Roads website.
Availability in Rural Regions	Refer above
Cost	\$290.00 including GST

Videos	
General Information	
Title	_____
Description of Video	_____
Available From	_____
Cost	_____
Title	_____
Description of Video	_____
Available From	_____
Cost	_____

Title	<hr/>
Description of Video	<hr/>
Available From	<hr/>
Cost	<hr/>

Publications

General Information

Title	<hr/> Driving in Victoria: rules and responsibilities
Description of Publication	<hr/> This publication has been written for experienced drivers, providing information on road rules and driver responsibilities It can be viewed on the Vic Roads website but not printed. Copies can be ordered from the Vic Roads Bookshop for \$14.00 per single copy or \$8.50 per copy in packs of 20. To contact the Bookshop telephone (03) 9854 2782 or 9854 2049 or email: bookshop@roads.vic.gov.au

Author(s)	<hr/> Vic Roads
Year of Publication	<hr/> Current edition
Publishers	<hr/> Vic Roads

Title	<hr/> Victorian Older Drivers' Handbook
Description of Publication	<hr/> The Victorian Older Drivers' Handbook has been written to help older drivers to continue to drive safely. The Second Edition includes amendments to incorporate changes in the law and public feedback. Topics covered in the Handbook include: <ul style="list-style-type: none"> ▪ Assessing Your Driving Skills ▪ Medical Conditions ▪ Medicines ▪ Safe Driving Practices ▪ Good Health and Driving ▪ Licensed to Drive <p>It can be viewed on the Vic Roads website by clicking on this link: Victorian Older Drivers Handbook</p> <p>Or contact the VicRoads Bookshop to order a free copy.</p>

Author(s)	<hr/> Vic Roads
Year of Publication	<hr/> Current edition
Publishers	<hr/> Vic Roads

Internet

Website Address	<hr/>
Description of Site	<hr/>
Email	<hr/>
Website Address	<hr/>

Description of Site

Email

First Aid

First Aid courses are now offered by private businesses, community organisations, adult education centres, TAFE and the Ambulance Service.

Courses range from three hour CPR sessions to a 24 hour occupational first aid course and many providers will customise the training to suit your needs.

Organisations

Organisation Name	Ambulance Service Victoria
Address	
Phone Number	For 9840 3537 for Metropolitan Ambulance Service First Aid enquiries For 1800 248 859 for Rural Ambulance Service First Aid enquiries
Email	
Web Site	www.ambulance-vic.com.au From the Home Page select the link to either the Metropolitan Ambulance Service or the Rural Ambulance Victoria.
Training Provided	Both the Metropolitan Ambulance Service and Rural Ambulance Victoria conduct a wide range of accredited courses including CPR, basic first aid, occupational first aid, advanced courses and refreshers.
Availability in Metropolitan Regions	Metropolitan Ambulance Service offers scheduled first aid classes at a variety of venues and times around metropolitan Melbourne. For a schedule and prices, etc. visit their website.
Availability in Rural Regions	Phone Rural Ambulance Victoria on 1800 248 859 for further information about availability in your local area.
Cost	
Organisation Name	St John Ambulance Australia (Victoria)
Address	
Phone Number	(03) 9696 0000 for First Aid course and kit information
Email	bookings@hq.sjaa.com.au info@hq.sjaa.com.au
Web Site	www.sjaa.com.au
Training Provided	St John conducts a range of accredited introductory, workplace, advanced and refresher first aid training courses. As well, they are able to customise training to suit your needs. Contact St John to discuss your options with venues and times. For a thorough presentation on their First Aid training click on this link: St John First Aid Courses
Availability in Metropolitan Regions	Discuss with St John
Availability in Rural Regions	Discuss with St John
Cost	

Organisation Name	Australian Red Cross, Victoria
Address	
Phone Number	(03) 8327 7990 for First Aid enquiries
Email	mcs@vic.redcross.org.au
Web Site	www.redcross.org.au
Training Provided	Australian Red Cross courses include CPR, essential first aid, senior first aid and occupational first aid as well as refreshers. Contact Red Cross to discuss your options with venues and times.

Availability in Metropolitan Regions	
Availability in Rural Regions	Red Cross has a First Aid, Health and Safety Courses department in each state and some regional centres. Contact Red Cross for further information about the availability of courses in your local area.

Cost	
Organisation Name	
Address	
Phone Number	
Email	
Web Site	
Training Provided	

Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	
Address	
Phone Number	
Email	
Web Site	
Training Provided	

Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	

Videos

General Information

Title	_____
Description of Video	_____
Available From	_____
Cost	_____
Title	_____
Description of Video	_____
Available From	_____
Cost	_____
Title	_____
Description of Video	_____
Available From	_____
Cost	_____

Publications

General Information

Title	_____
Description of Publication	_____
Author(s)	_____
Year of Publication	_____
Publishers	_____
Title	_____
Description of Publication	_____
Author(s)	_____
Year of Publication	_____
Publishers	_____

Internet

Website Address	_____
Description of Site	_____
Email	_____
Website Address	_____
Description of Site	_____
Email	_____

Motor Neurone Disease

Motor Neurone Disease (MND) is a group of diseases in which the nerve cells (neurons) controlling the muscles that enable us to move around, speak, breathe and swallow fail to work normally (Source: [What is Motor Neurone Disease? Motor Neurone Disease Association of Victoria](#))

Organisations

Organisation Name	Motor Neurone Disease Association of Victoria (MNDAV)
Address	265 Canterbury Road, Canterbury Vic 3126
Phone Number	(03) 9830 2122 1800 806 632
Email	info@mnd.asn.au
Web Site	www.mnd.asn.au
Training Provided	MNDAV provides a one-hour introductory training session. The session gives an overview of MND and general information on living with MND.
Availability in Metropolitan Regions	Please contact MNDAV to arrange a mutually agreeable date and time for training.
Availability in Rural Regions	As the MNDAV is a small organisation with a sole rural worker, please contact MNDAV to negotiate a training session when the rural worker is in your region.
Cost	For organisations involved in providing support to someone living with MND, there is no cost. For other organisations, the cost is \$60 per hour for training, plus \$30 per hour preparation time and \$30 per hour travel time.
Organisation Name	
Address	
Phone Number	
Email	
Web Site	
Training Provided	
Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	
Address	
Phone Number	
Email	

Web Site	<hr/>
Training Provided	<hr/>
Availability in Metropolitan Regions	<hr/>
Availability in Rural Regions	<hr/>
Cost	<hr/>

Videos

General Information	A number of videos are available for hire and/or purchase from MNDAV. Please refer to the MNDAV website or phone MNDAV.
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Publications

General Information	MNDAV have a number of booklets directed at providing people living with MND with basic information about MND. However, much of the information would be helpful to volunteers.
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The relevant booklets are "MND – some facts" and "MND – more facts". You can access these booklets on the MNDAV website by clicking on these links:

[MND - Some Facts](#)

[MND - More Facts](#)

If you do not have access to the Internet, please phone MNDAV to order the booklets.

Title	<hr/>
Description of Publication	<hr/>
Author(s)	<hr/>
Year of Publication	<hr/>
Publishers	<hr/>
Title	<hr/>
Description of Publication	<hr/>
Author(s)	<hr/>
Year of Publication	<hr/>
Publishers	<hr/>

Internet

General Websites	These websites are useful for general health and disability related information:
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[Better Health Channel](#)

[Disability Online](#)

The articles on Disability Online are sourced from the Better Health Channel website. The Disability Online website feature a searchable directory of services.

Website Address

Description of Site

Email

Website Address

Description of Site

Email

Multiple Sclerosis

Multiple sclerosis (MS) is a chronic, often disabling disease that randomly attacks the central nervous system (brain and spinal cord). The progress, severity and specific symptoms of the disease cannot be predicted; symptoms may range from tingling and numbness to paralysis and blindness. MS is a devastating disease because people live with its unpredictable physical and emotional effects for the rest of their lives (Source: MS Society Victoria website)

Organisations

Organisation Name	MS Society Victoria
Address	The Nerve Centre, 54 Railway Road, Blackburn Vic 3130
Phone Number	(03) 9845 2700 1800 CURE MS – 1800 287 367
Email	info@msociety.com.au
Web Site	www.msaustralia.org.au/vic/
Training Provided	<p>Health professionals through out the state can access the service in a variety of ways. Education services provide tailored training and education to groups and individuals. There is a current training calendar that covers many aspects of MS.</p> <p>A tailored service is offered to organisations and needs analysis are done on an individual basis to make sure that people using the service receive training and education that they can apply in their daily workplace. MS Society has a follow up service that offers secondary consultation during business hours from 9 am to 5 pm.</p> <p>For further information please contact Education Services at MS Society.</p>
Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	
Address	
Phone Number	
Email	
Web Site	
Training Provided	
Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	
Address	

Phone Number	_____
Email	_____
Web Site	_____
Training Provided	_____

Availability in Metropolitan Regions	_____
Availability in Rural Regions	_____
Cost	_____

Videos

General Information	Refer to General Information on Publications.
Title	Living with MS
Description of Video	The Speaking From Experience video series presents first hand accounts from people living with MS. The video is endorsed and supported by MS Society Victoria.
Available From	www.speakingfromexperience.com.au
Cost	Contact Speaking from Experience on (03) 9569 0199 or info@speakingfromexperience.com.au for pricing on the video for professional use.
Title	_____
Description of Video	_____
Available From	_____
Cost	_____
Title	_____
Description of Video	_____
Available From	_____
Cost	_____

Publications

General Information	MS Society has online library with MS information. You can access the online library by clicking on this link: MS Society Online Library There is also a library located at the Nerve Centre in Blackburn. For further information visit the Library and Information Services section of the MS Society website or contact Library and Information Services by phone.
Title	_____
Description of Publication	_____
Author(s)	_____
Year of Publication	_____

Publishers	<hr/>
Title	<hr/>
Description of Publication	<hr/>
Author(s)	<hr/>
Year of Publication	<hr/>
Publishers	<hr/>

Internet

General Websites These websites are useful for general health and disability related information:

[Better Health Channel](#)

[Disability Online](#)

The articles on Disability Online are sourced from the Better Health Channel website. The Disability Online website feature a searchable directory of services.

Website Address	<hr/>
Description of Site	<hr/>
Email	<hr/>
Website Address	<hr/>
Description of Site	<hr/>
Email	<hr/>

Parkinson's Disease

Parkinson's disease is a progressively degenerative neurological disorder which affects the control of body movements (Source: www.parkinsons-vic.org.au)

Organisations

Organisation Name	Parkinson's Victoria Incorporated
Address	20 Kingston Road, Cheltenham Victoria 3192
Phone Number	(03) 9551 1122 1800 644 189
Email	parksvic@satlink.com.au
Web Site	www.parkinsons-vic.org.au
Training Provided	<p>Parkinson's Victoria provides various educational programmes to raise general awareness of Parkinson's disease and its impact on the individual and their family. Community groups can book an information presenter who will provide an overview of Parkinson's disease for their community meeting.</p>

Groups of health professionals are encouraged to contact Parkinson's Victoria to book an inservice education session. All education sessions are tailored to meet the relevant needs of the audience.

Parkinson's Victoria also provides seminars and specific educational programmes targeted at specific sectors of the community. These seminars may be general in nature and appropriate for all members of the general public whilst others are more specific and may require a certain degree of knowledge of Parkinson's disease as a pre-requisite. Seminars and educational programmes are advertised in the newsletter and also on the latest news page.

Availability in Metropolitan Regions	_____
Availability in Rural Regions	_____
Cost	_____
Organisation Name	_____
Address	_____
Phone Number	_____
Email	_____
Web Site	_____
Training Provided	_____

Availability in Metropolitan Regions	_____
Availability in Rural Regions	_____
Cost	_____

Organisation Name	_____
Address	_____
Phone Number	_____
Email	_____
Web Site	_____
Training Provided	_____

Availability in Metropolitan Regions	_____
Availability in Rural Regions	_____
Cost	_____

Videos

General Information	Parkinson's Victoria has some videos available for purchase. Check their website for more information and an order form.
Title	_____
Description of Video	_____
Available From	_____
Cost	_____

Publications

General Information	Parkinson's Victoria has a resource library located at their Cheltenham office. If you intend visiting the resource library it is advised that you telephone prior to your visit.
Title	_____
Description of Publication	_____
Author(s)	_____
Year of Publication	_____
Publishers	_____
Title	_____
Description of Publication	_____
Author(s)	_____
Year of Publication	_____
Publishers	_____

Internet

General Websites

These websites are useful for general health and disability related information:

[Better Health Channel](#)

[Disability Online](#)

The articles on Disability Online are sourced from the Better Health Channel website. The Disability Online website feature a searchable directory of services.

Website Address

Description of Site

Email

Website Address

Description of Site

Email

Speech Difficulties

Organisations

Organisation Name	Brain Foundation – please refer to listing under Acquired Brain Injury
Organisation Name	Scope Victoria
Address	135 Inkerman Street, St Kilda, Vic 3182 Regional Offices
Phone Number	(03) 9537 2611 for Learning and Development Unit
Email	contact@scopevic.org.au
Web Site	www.scopevic.org.au
Training Provided	<p>The Learning and Development Unit offers a range of education opportunities including Disability Awareness Education to meet the needs of your organisation. Their experienced presenters include disability ambassadors and support staff. The focus of the interactive workshops, is to promote community awareness around the notion of disability, and to explore the impact of attitudes and dispel myths. Through the workshops, participants gain an understanding of the unique skills, abilities and contribution people with disabilities can make to our society.</p> <p>Contact the Learning and Development Unit on 9537 2611 for more information.</p>
Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	
Address	
Phone Number	
Email	
Web Site	
Training Provided	
Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	

Videos

General Information	
Title	
Description of Video	
Available From	
Cost	

Title	<hr/>
Description of Video	<hr/>
Available From	<hr/>
Cost	<hr/>

Publications

General Information	
Title	<hr/>
Description of Publication	<hr/>
Author(s)	<hr/>
Year of Publication	<hr/>
Publishers	<hr/>
Title	<hr/>
Description of Publication	<hr/>
Author(s)	<hr/>
Year of Publication	<hr/>
Publishers	<hr/>

Internet

General Websites	<p>These websites are useful for general health and disability related information:</p> <p>Better Health Channel</p> <p>Disability Online</p> <p>The articles on Disability Online are sourced from the Better Health Channel website. The Disability Online website feature a searchable directory of services.</p>
Website Address	<hr/>
Description of Site	<hr/>
Email	<hr/>
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Description of Site	<hr/>
Email	<hr/>

Transporting Passengers in their Wheelchairs

Organisations

Organisation Name	Northern Care and Share Inc.
Address	5/105 Newlands Road, Coburg North Vic 3058
Phone Number	(03) 9355 8484
Email	
Web Site	
Training Provided	<p>Northern Care and Share conducts a one day training session on the Transportation of Wheelchairs using Vehicle Hoist and Occupant Restraint Systems.</p> <p>The course aims to develop safe working practices with manual and electric wheelchairs, vehicle wheelchair hoists/ramps and occupant restraint systems.</p> <p>Some of the key content areas are relevant legislation and Australian standards governing wheelchair hoists, occupant restraint systems and the transportation of wheelchair users; safe working practices; identifying and correcting potential health and safety issues.</p> <p>There is practical 'hands-on' training in areas such as negotiation of kerbs, footpaths and other common barriers; use of a variety of wheelchair hoists and ramps including manual backup procedures; and, use of occupant restraint systems.</p> <p>Contact the Training Co-ordinator to discuss availability of training, venues, costs, etc.</p>
Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	ParaQuad Victoria
Address	208 Wellington Street, Collingwood Vic 3066
Phone Number	(03) 9415 1200 1800 805 384
Email	theteam@paraquad.asn.au
Web Site	www.paraquad.asn.au

Training Provided

ParaQuad conduct regular training programs in areas such as:

- Disability Awareness
- Disability Discrimination Act
- Aged Care
- Continenence
- Manual Handling.

Programs can be specifically designed to meet your individual needs so for more information contact the Manager of the Disability Education Unit.

Availability in Metropolitan Regions

Availability in Rural Regions

Cost

Organisation Name

Scope Victoria – refer to listing under Speech Difficulties.

Organisation Name

Address

Phone Number

Email

Web Site

Training Provided

Availability in Metropolitan Regions

Availability in Rural Regions

Cost

Organisation Name

Address

Phone Number

Email

Web Site

Training Provided

Availability in Metropolitan Regions

Availability in Rural Regions

Cost

Videos

General Information

Title

Description of Video

Available From _____
Cost _____

Publications

General Information

Title _____
Wheels within Wheels: A guide to safe vehicle travel for wheelchair users)

Description of Publication _____
Wheels within Wheels covers many aspects of transporting passengers who use wheelchairs for mobility including an overview of the relevant Australian standards; vehicle design and access issues; vehicle hoists and ramps and transferring techniques.

Author(s) _____
Andrew Gagalowicz

Year of Publication _____
1995

Publishers _____
Practical Answers, on behalf of the NRMA ACT Road Safety Trust

Title _____

Description of Publication _____

Author(s) _____

Year of Publication _____

Publishers _____

Internet

Website Address _____

Description of Site _____

Email _____

Website Address _____

Description of Site _____

Email _____

Visual Impairment

Organisations

Organisation Name	Royal Victorian Institute for the Blind (RVIB)
Address	557 St Kilda Road, Melbourne Vic 3004 For a complete list of RVIB regional centres click on this link: RVIB Regional Offices
Phone Number	(03) 9522 5222 1800 33 55 88
Email	rvib@rvib.org.au
Web Site	www.rvib.org.au
Training Provided	<p>RVIB offers a wide range of education and training services to people who are vision impaired.</p> <p>They also conduct community education sessions. Where possible the session is run by a trained staff member who is vision impaired and the emphasis is be on practical demonstrations and "hands on" experience.</p> <p>Session times, venues, dates and group sizes are all flexible.</p> <p>Please contact the Community Education Coordinator to discuss your needs.</p>
Availability in Metropolitan Regions	
Availability in Rural Regions	
Cost	
Organisation Name	Vision Australia Foundation
Address	454 Glenferrie Rd, Kooyong Vic 3144 for Training and Development Department
Phone Number	(03) 9864 9382 for Training and Development Department
Email	Via website
Web Site	www.visionaustralia.org.au

Training Provided

Vision Australia can design training modules to suit your particular needs in topics such as disability awareness and physical access issues.

They also offer an accredited course on Sensory Loss Support for People who are Ageing

This 9-day course is structured to offer four modules of accredited training to people who provide care to individuals who have loss of vision and/or hearing as a result of ageing. It aims to provide training which will enable carers to:

- identify and develop skills and knowledge to assist people who have dual sensory loss in their activities of daily living
- assist people with sensory loss to identify and practise effective and safe strategies which will enable them to increase their independence and enhance their self esteem

For a course outline click on this link:

[Course Outline](#)

Availability in Metropolitan Regions

Availability in Rural Regions

Cost

Organisation Name

Address

Phone Number

Email

Web Site

Training Provided

Availability in Metropolitan Regions

Availability in Rural Regions

Cost

Organisation Name

Address

Phone Number

Email

Web Site

Training Provided

Availability in Metropolitan Regions

Availability in Rural Regions

Cost

Videos

General Information

Title

Description of Video

Available From

Cost

Publications

General Information

RVIB has publications available for purchased and for downloading from their website including 'Safely guiding someone who is vision impaired' and 'What to do when you meet a vision impaired person'.

Title

Description of Publication

Author(s)

Year of Publication

Publishers

Title

Description of Publication

Author(s)

Year of Publication

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General Websites

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[Disability Online](#)

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