



**AUSTRALIAN
HEALTHCARE**
QUALIFICATIONS & TRAINING

Learner Assessment

Task 2 - Case Study

Unit Code: CHCAGE003

Unit Name: Coordinate services for older people

Qualification:

Participant Name: _____

Version Control:

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Assessment Information

Unit code & title:	CHCAGE003 Coordinate services for older people
Unit Descriptor:	The focus of this unit is to apply the skills and knowledge required to provide services to an older person. It involves following and contributing to an established individual plan.
Application of the Unit:	This unit applies to workers in a residential or community context, or those in personal care or support services that work with older people. Work performed requires some discretion and judgement and is carried out under regular direct or indirect supervision.
Elements:	<ol style="list-style-type: none"> 1. Coordinate the delivery of the individualised plan 2. Liaise and negotiate with appropriate personnel and service providers 3. Support family and carers 4. Coordinate feedback
Performance Knowledge:	<p>There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> • Coordinated the service needs for at least 3 older people requiring varying levels or types of support
Knowledge Evidence:	<p>The learner must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • The social model of disability • Aspects of elder abuse, including: <ul style="list-style-type: none"> - Indications of neglect or abuse - Emotional impact of abuse - Appropriate management of issues surrounding abuse • Manifestations and presentation of common health problems associated with ageing, appropriate actions in response to these problems and when to refer • Role and function of various relevant health professionals • Relevant community and support services • Principles and practices of case management • Organisation standards, policies and procedures
Assessment Conditions:	<p>Skills must have been demonstrated in an ageing support workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the older person. The following conditions must be met for this unit:</p> <ul style="list-style-type: none"> • Use of suitable facilities, equipment and resources, including: • Individualised plans and any relevant equipment outlined in the plan • Organisation guidelines for abuse or neglect • Overall, assessment must involve workplace interactions with older people, colleagues, families/carers and working with the older person's individualised plan

Instructions to the student

Purpose of this assessment

This Assessment is designed to test your knowledge and skills against the criteria that is required in order for you to provide services to an older person. It involves following and contributing to an established individual plan

Methods of Assessment

The assessments have been developed in consideration to assessment requirements, learning environment and the expectations by industry.

To be deemed competent in this unit of competency the following assessment requirements must be completed. You must achieve a satisfactory result for each task to be deemed competent in this unit.

Assessment Task 1 – Written Questions – The Written Questions provided in this assessment kit is required to be completed. Assessment Task 1 may be completed within allocated training time or during periods of self-study.

Assessment Task 2 – Case Studies – The Case Study/ies provide an opportunity for you to demonstrate your knowledge and skills aligned to settings that reflect your industry. Written answers to questions relating to the different case studies is required. You are required to read the case studies and answer all the questions satisfactorily. Assessment Task 2 may be completed within allocated class time or during periods of self-study.

Assessment Task 3 – Practical Project – This practical project provides an opportunity for you to demonstrate your competency in a practical real work setting. You are required to read the project instructions This may include; collecting and providing documents, providing answers/information to the items listed and/or providing answers to written questions. You are to complete the project without the guidance from the Trainer/Assessor. Where you are not able to undertake the practical project in the workplace, your Trainer /Assessor will provide you support by creating a simulated situation. Where a simulated environment has been created your Trainer/Assessor will record this as a reasonable adjustment to the assessment method.

Assessment Task 4 – Observation/Demonstration – This assessment task enables you to demonstrate your practical skills and knowledge in a workplace context against specified criteria and observed by either your Assessor or Workplace Supervisor. You are to read the instructions provided in this section and completed the tasks while being observed. Either your supervisor or assessor will complete an observation checklist recording either a satisfactory or unsatisfactory performance. Please familiarise yourself with both the task instructions and the observation checklist to identify what the observer is looking for.

Where your demonstration is being observed by the supervisor, your assessor will contact the supervisor to confirm the demonstration and will follow up by asking you verbal questions about the task demonstrated.

Resources needed for assessment:

- Learner Guide
- Use of suitable facilities, equipment and resources, including:
- Individualised plans and any relevant equipment outlined in the plan
- Organisation guidelines for abuse or neglect
- Overall, assessment must involve workplace interactions with older people, colleagues, families/carers and working with the older person's individualised plan

What you need to do:

- Complete the activities as described above
- Take a photo copy of your work if you would like to
- Collect all the required evidence and provide to your trainer
- Sign the Assessment Agreement
- Submit the completed assessment kit to your assessor

If you have any difficulties or there is anything you don't understand, talk with your Trainer/Assessor; they are here to help you. Never be too afraid to ask about anything you don't understand related to safety and do not attempt to complete tasks you are unsure about. You can raise any concerns with your trainer/assessor.

Your assessor will provide you with feedback both verbally and in writing.

Assessment outcomes

Satisfactory – Evidence provided meets the requirements of the assessment method and unit of competency

Not Satisfactory – Evidence provided does not meet the requirements of the assessment method and unit of competency.

If you have been given a Not Satisfactory assessment outcome you will be given the chance to review with your assessor and discuss the area/s for improvement and time will be elected where you will be required to resubmit the Assessment Workbook as per the assessor's instructions. If you receive a Satisfactory outcome for the individual Assessment Mode, then this outcome will contribute to final judgement of competency for this unit.

Reasonable Adjustment

Special consideration may be applied, and reasonable adjustment given to this assessment, as required. (*See further information in student handbook – Access & Equity and RTO policies and procedures – Assessment Policy*).

Any adjustments made to standard assessment will be documented clearly in assessment kit either at the front of the booklet or in the individual competency record.

Document any adjustments to standard assessment

Reassessment

Where you are found not yet competent, the RTO will provide three further opportunities to achieve competency at no cost. If you request to be re-assessed after the 3 attempts a cost of \$200 per unit will be applied and any attempt thereafter. (*see Assessment Policy for further information*).

Assessment Agreement

An assessment agreement is required to ensure that all students are aware of the process and purpose of an assessment and the requirements that achieve competence in this unit.

Student Full Name:	
Unit Code and Title:	CHCAGE003 – Coordinate services for older people
Qualification:	

Please tick as appropriate	Yes	No	Comment
The purpose of the assessment has been clearly explained			
Assessment methods and outcomes required have been clearly explained and I understand what is required of me to achieve competency in this unit			
I have been made aware of the Assessment and Appeals Policy			
I have discussed any special needs to be considered during assessment with my assessor			
I understand I have three attempts to complete each task satisfactorily. After three attempts, \$200 per unit will be charged to reassess the unit of competency. If after the fourth attempt I am deemed 'Not Yet Competent', I will be required to do further training before reattempting this unit.			
I give permission for the RTO to use my assignment for assessment moderation / validation purposes.			
I declare that I understand how assessment will take place for this unit. I also understand that work completed towards this assessment must be verifiably my own.			
Student's Name: _____			
Student's Signature: _____ Date: ____ / ____ / _____			
Assessor's Name: _____			
Assessor's Signature: _____ Date: ____ / ____ / _____			

Assessment Task 2 - Case Study

Assessment description

This assessment is based on a case study for you to read and complete the relevant questions.

Case Study 1

Richard is 67 years old. He recently moved into an aged care facility after suffering a stroke that left him with a weak left leg and poor speech. He is confined to a wheelchair. His assessment identifies that he requires full assistance with personal care tasks. Richard is also suffering from depression and anxiety and attempted suicide twice when he was living alone. He requires monitoring and encouragement to join in with social activities, both within the facility and externally with people his own age.

1. What service issues might there be?

Assessor Use Only: Satisfactory response provided

YES NO

2. How would you resolve them?

Assessor Use Only: Satisfactory response provided

YES NO

3. Why is it important to set and negotiate goals with the client?

Assessor Use Only: Satisfactory response provided

YES NO

Case Study 2

Pam is 65-year-old; she is partly paralysed from a stroke. She regularly visits her old neighbour, Amy, for a few hours. Today she is very upset when she gets back and when asked, says she didn't like Amy's brother and she wants to go to bed. When Jo, her support worker, helps her to undress for bed she notices her underwear is torn and stained.

1. What are the observed signs of abuse?

Assessor Use Only: Satisfactory response provided

YES NO

2. Explain in detail how you would handle this situation including types of questions you would ask, who you would consult with and why, and what information you require.

Assessor Use Only: Satisfactory response provided

YES NO

3. What reporting procedures would you follow?

Assessor Use Only: Satisfactory response provided YES NO

4. Where would you find official abuse prevention services for your State/Territory?

Assessor Use Only: Satisfactory response provided YES NO

Case Study 3

Jeremy Myer is 72 years old and moved to Australia with his wife from the UK when he was 38. He has lived in Australia since this time and raised 4 children. Jeremy was an avid soccer (football) player and later become a coach as his 4 boys went through soccer training. Jeremy lives with congestive heart failure, which presents with breathing difficulties, diabetes, and hearing loss. Jeremy enjoys many styles of music and has been observed dancing in the kitchen to very loud music, while he washes dishes and prepares his food. Although Jeremy and his wife live together, she is unable to respond to Jeremy's health needs. Due to his health needs, Jeremy has his own space and bedroom in the house. Jeremy makes many food choices, which are not helpful to his diabetes, nor increasing weight, and his wife comments frequently about how 'impossible' he is to encourage healthy eating. Jeremy struggles to maintain his personal hygiene and his room is often found in a messy state, with food and drink cups and items stored in various places around his room. Jeremy accesses a men's health and wellbeing service provider, named 'Men's Group Inc.'. This service provider organises weekly functions and supports Jeremy to maintain his health and wellness by remaining involved in social functions, soccer related sports, and various food preparation workshops. Lately, there has been confusion with Men's Group Inc. due to issues with pick-up and drop-off times. On two occasions, Men's Group have charged Jeremy for coming to a social activity, even though he was unable to attend as he was out shopping and didn't realise Men's Group Inc. were picking him up. Men's Group Inc. have stated that they informed the service provider on numerous occasions and they don't believe they can do anything further to make their pick-up and drop-off times clear.

1. Describe two (2) communication techniques you will use to develop and maintain trust and goodwill with Jeremy.

1.

2.

Assessor Use Only: Satisfactory response provided

YES NO

2. Describe three (3) considerations which would have to be factored into service provision, when planning service delivery.

1.

2.

3.

Assessor Use Only: Satisfactory response provided

YES NO

Wellness Care Plan: Hillsmeade Valley Council				
Client Name: Jeremy		Plan Created: 6/7/2016	Assessor: Caryn McGibbons	
Stated Goals	Agreed Goals	Actions to Achieve Goals	Responsibilities	Measurable Outcomes
Would like to be able to make better food choices.	Maintain health and wellbeing.	Jeremy to attend specialist appointment with a dietician. Dietician to document a healthy eating plan. Commence a healthy eating plan.	Dietician.	Jeremy is able to make healthy food choices and maintain a healthy weight.
Would like help with his personal hygiene.	Maintain personal hygiene standards.	Support worker to show Jeremy how to complete personal hygiene activities. Support worker to provide Jeremy with fact sheets and resources in relation to personal hygiene.	Support worker.	Jeremy is able to complete personal hygiene activities independently.
To be involved more in the community.	Increase community participation.	Assessor/Coordinator to source weekly men's groups which focus on community participation, health and wellbeing. Attend a community support group once a week.	Hillsmeade Valley Council.	Jeremy is able to commit to attending a men's group once a week.

3. Using the above table, identify 1 (one) environmental, 1 (one) physical and 1 (one) physiological risk management consideration, along with a strategy for each to minimise risk specific to Jeremy circumstances.

Assessor Use Only: Satisfactory response provided

YES NO

4. Explain the roles and responsibilities of the following, with regard to providing support to Jeremy:

Jeremy's assessor

Carer and support workers

Health professionals

Service delivery workers

Assessor Use Only: Satisfactory response provided

YES NO

5. Referring to the wellness care plan, describe three (3) resources Jeremy will need to achieve the identified goals.

1.

2.

3.

Assessor Use Only: Satisfactory response provided

YES NO

6. Referring to the wellness care plan, describe two (2) issues or difficulties that Jeremy may experience in achieving his goals, and provide an appropriate service response for each issue.

1.

2.

Assessor Use Only: Satisfactory response provided

YES NO

7. Discuss how Jeremy's support issues may impact on his wife and identify 1 (one) support service she could be referred to.

Assessor Use Only: Satisfactory response provided

YES NO

8. Jeremy is having issues with his current service provider in regard to attending Men's Group.
Describe one (1) method you can use to support Jeremy to negotiate access to this service.

Assessor Use Only: Satisfactory response provided YES NO

9. Explain the principles and process of case management, using examples from this scenario.

Assessor Use Only: Satisfactory response provided YES NO

10. Explain how you will obtain feedback from service providers regarding the effectiveness of Jeremy's service delivery plan.

Assessor Use Only: Satisfactory response provided YES NO

11. Describe two (2) ways you will support Jeremy's self-determination in making adjustments to the individualised plan.

1.

2.

Assessor Use Only: Satisfactory response provided YES NO

Case Study 4

Madelyn Jameson is an 85-year-old woman who has been living in a small unit in the city. Madelyn has a heart condition which impacts on her ability to breathe and her overall health and wellness. Madelyn gets colds and flu's very regularly, which make her feel very unwell and she's struggled being able to cook or respond to her most basic needs during these times. Madelyn has been managing her own affairs, health and wellbeing, but has found she now needs support to get her housework and grocery shopping done.

You work for a small in-home service provider, which provides support and assistance to individuals who are wishing to remain in their own home but require support to do so. The service provider you work for provides a myriad of different services, such as help with cooking, cleaning, domestic chores, errands, getting to health appointments and many other tasks which may be required.

Madelyn and her daughter have contacted the service provider you work for and expressed an interest in acquiring support to meet some of Madelyn's needs. Madelyn has presented as very nervous and is very worried that if she requests support, or admits she even needs support, that people will make her move into a group home. Madelyn loves her home and doesn't want to have to leave, yet she's heard terrible stories from people of them being forced out of their home, once they seek some help.

1. List three (3) communication methods and strategies you could use to build rapport with Madelyn, to make her feel at ease and help her feel confident that you won't be making her leave her home.

1.

2.

3.

Assessor Use Only: Satisfactory response provided

YES NO

2. Explain the importance of building rapport with Madelyn's daughter

Assessor Use Only: Satisfactory response provided

YES NO

2b. provide three (3) examples of ways that Madelyn's daughter could contribute to any individualised planning which needs to occur.

1.

2.

3.

Assessor Use Only: Satisfactory response provided

YES NO

3. Explain how empathy and active listening could contribute to building a positive working relationship with Madelyn and her daughter.

Assessor Use Only: Satisfactory response provided

YES NO

4. Describe three (3) considerations which would have to be factored into service provision when planning service delivery.

1.

2.

3.

Assessor Use Only: Satisfactory response provided

YES NO

5. List five (5) questions that you would need to ask to start gaining an understanding of Madelyn's needs, regarding the way services would need to be provided.

1.

2.

3.

4.

5.

Assessor Use Only: Satisfactory response provided

YES NO

6. Once you start to understand some of Madelyn's needs, where might you need to record this information and what would be the next few steps in supporting a service delivery/provision strategy?

Assessor Use Only: Satisfactory response provided

YES NO

7. List three (3) services that Madelyn might benefit from, based on the circumstances outlined in the case study.

1.

2.

3.

Assessor Use Only: Satisfactory response provided YES NO

8. Describe how you will prioritise Madelyn's needs and goals.

Assessor Use Only: Satisfactory response provided YES NO

9. Explain your obligations regarding duty of care, privacy and safety and security to Madelyn and her daughter.

Assessor Use Only: Satisfactory response provided YES NO

10. Explain the assessment process which might be used to help identify the level of need Madelyn has and the types of support which would be helpful to her.

Assessor Use Only: Satisfactory response provided **YES** **NO**

11. If Madelyn demonstrated signs she was upset, distressed or concerned at any point, explain the methods you would use to help her to become comfortable.

Assessor Use Only: Satisfactory response provided **YES** **NO**

12. Explain three (3) risk areas which might need to be explored, one (1) regarding environment, one (1) regarding Madelyn’s physical being and one (1) regarding Madelyn’s psychological situation.

1. Environment

2. Madelyn’s Physical Being

3. Madelyn’s Psychological Situation

Assessor Use Only: Satisfactory response provided YES NO

13. List three (3) documentation responsibilities regarding new service users accessing service.

1.

2.

3.

Assessor Use Only: Satisfactory response provided YES NO

14. Using information from the case study, complete the following care plan template by identifying:

- Stated goals
- Agreed goals
- Actions to achieve goals
- Responsibilities
- Measurable outcomes

Wellness Care Plan				
Client name:				Assessor:
Plan created:				
Stated goals	Agreed goals	Actions to achieve goals and support the person	Responsibilities	Measurable outcomes

Assessor Use Only: Satisfactory response provided

YES NO

Case Studies Assessment Record

CHCAGE003	Coordinate the services of older people
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Reasonable Adjustments made			
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Assessment activity Task 2 – Case Study	Satisfactory	Not Satisfactory	Assessor Initials
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Date: ___ / ___ / _____			
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Assessment Guide

Satisfactory	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is satisfied that all requirements have been met.
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Not Satisfactory	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is not satisfied that all requirements have been met.
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Re- Assessment

___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			

Competency Record

Unit Code & Title	CHCAGE003 Coordinate the services of older people
Student Name:	
Assessment Strategies:	<p style="text-align: right;">Satisfactory Unsatisfactory</p> <p>Assessment Task 2 - Case Studies</p>
Student Feedback:	
Assessment Result:	<p>The participant is COMPETENT</p> <p>The participant is NOT YET COMPETENT</p>
Assessor Declaration:	<p>Evidence of Competency is:</p> <p>Valid Authentic Sufficient Current</p> <p>All the above assessment modes have been met</p> <p>The assessment has been modified due to Reasonable Adjustment (see below)</p> <p>Gaps in performance were identified and reassessment completed (as per record of results)</p> <p>Feedback given to student: Written (above) Email (attached)</p>
Assessor's Name:	
Assessor's Signature:	Date: ____ / ____ / _____