



**AUSTRALIAN
HEALTHCARE**
QUALIFICATIONS & TRAINING

Learner Assessment

Task 1 - Written Questions

Unit Code: CHCAGE005

Unit Name: Provide support to people living with dementia

Qualification:

Participant Name: _____

Version Control:

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Assessment Information

Unit Code & Title:	CHCAGE005 – Provide support to people with dementia
Unit descriptor:	This unit describes the skills and knowledge required to provide person-centred care and support to people living with dementia. 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, including family homes. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.
Elements:	<ol style="list-style-type: none"> 1. Prepare to provide support to those affected by dementia 2. Use appropriate communication strategies 3. Provide activities for maintenance of dignity, skills and health 4. Implement strategies which minimise the impact of behaviours of concern 5. Complete documentation 6. Implement self-care strategies
Performance Knowledge:	<p>Evidence must be shown of learners' ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> • Provided support to 2 different people living with dementia: • Using a person-centred approach to support • Using appropriate communication strategies • Assisting in implementing a range of suitable activities that meet the person's needs.
Knowledge Evidence:	<p>The Learner must be able to demonstrate essential knowledge required to 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"> • Up to date research on dementia and the different manifestations of dementia, including: • Alzheimer's disease, vascular dementia or multi-infarct dementia, Lewy bodies, excessive alcohol intake or Korsakov Syndrome • Frontotemporal lobar degeneration (FTLD) including Pick's disease • Huntington's disease, Parkinson's disease, younger onset dementia • Dementia as a progressive neurological condition, including pathological features: <ul style="list-style-type: none"> - Amyloid plaques - Neurofibrillary tangles - Loss of connection between cells and cell death • Common indicators and symptoms of dementia • Behaviours of concern, needs driven behaviour model and de-escalation procedures • Progression of dementia and potential impact on the person with dementia, their family and significant others, including: <ul style="list-style-type: none"> - Depression - Loss and grieving - Anger - Despair

	<ul style="list-style-type: none"> - Social embarrassment a family member might feel - Isolation - Financial burden on the family - Social devaluation • Principles of person-centred approach to support • Relevant activities which enhance self-esteem and pleasure in the person’s life, minimise boredom, and distract from or eliminate behavioural and psychological symptoms of dementia • Competency and image enhancement as a means of addressing devaluation • Verbal and non-verbal communication strategies including: <ul style="list-style-type: none"> - Reality orientation, reminders of the day, the time, relationships, occasions - Reassuring words, phrases and body language, validation, empathy, acceptance of the person’s reality - Acknowledgement, allowing expressions of distress, providing verbal and physical reassurance - Frequent reminiscence to connect with person
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.</p> <p>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 • Modelling of industry operating conditions, including scenarios that reflect a range of dementia support services involving a range of dementia symptoms and behaviours of concern

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 person centred support to people living with dementia in the workplace.

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 – Simulated Project – This simulated project provides an opportunity for you to demonstrate your competency in a practical setting reflective of the workplace. You are required to read and follow the project instructions. This may include; utilising and completing provided simulated support documentation, participating in role plays, using equipment and/ or providing answers to written questions. Depending on the task you may require guidance from the trainer/assessor and/or participation of other learners. Marking criteria for the simulation is included and is to be used to determine your competency. Please familiarise yourself with both the task instructions and the marking criteria to identify what the trainer/ assessor is looking for.

Assessment Task 4 – Workplace 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 5 – 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:

- Workplace for practical placement (including exposure to real interactions with people with dementia, colleagues and families/carers)
- Individual plans (workplace documents)
- Facilities, resources and equipment associated to plan
- Learner Guide
- Simulated environment and resources the model industry operating conditions (scenarios that reflect a range of dementia support services involving a range of dementia symptoms and behaviours of concern)
- Workplace assessment book that includes the logbook to be used throughout placement

What you need to do:

- Complete the activities as described above
- Take a photocopy of your work if you would like to
- Collect all of 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:	CHCAGE005 – Provide support to people living with dementia
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 1 – Written Questions

Assessment description

This assessment task requires you to provide answers to the listed written questions.

1. Describe a range of reality orienting strategies you find effective with clients.

Assessor Use Only: Satisfactory response provided

YES NO

2. Describe how the variable nature of dementia can impact your dealings with a client.

Assessor Use Only: Satisfactory response provided

YES NO

3. What is the range of activities you provide for clients, and in what way is each intended to support their well-being?

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

4. What impact does the cultural background of clients have on the nature of activities and communication practices?

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

5. Describe some of the safety issues that need to be considered in dealing with clients.

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

6. How are families able to contribute to the effective care of your clients?

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

7. Describe some of the challenging behaviours (and their triggers) displayed by clients.

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

7b. Describe some of the methods you can use to minimise the impact of the above challenging behaviours (and their triggers).

Assessor Use Only: Satisfactory response provided YES NO

8. Describe how you could ensure that a client's care plan is appropriately updated to address variable behaviours.

Assessor Use Only: Satisfactory response provided YES NO

9. What is a person-centred approach?

Assessor Use Only: Satisfactory response provided

YES **NO**

10. How can support workers reduce the negative impact of moving a person with dementia to the foreign environment of an aged care facility?

Assessor Use Only: Satisfactory response provided

YES **NO**

11. How might dementia impact on family, carers and significant others?

Family:

Carers:

Significant Others:

Assessor Use Only: Satisfactory response provided

YES **NO**

12. What are some signs of physical abuse or neglect?

Assessor Use Only: Satisfactory response provided

YES **NO**

13. Give an example of how you could ensure the safety and comfort of a client with dementia when preparing an activity while balancing it with risk taking.

Assessor Use Only: Satisfactory response provided

YES **NO**

14. How can families be used as a resource when developing activities?

Assessor Use Only: Satisfactory response provided

YES **NO**

15. In what way can you provide support and guidance to families?

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

16. Why is it important to monitor your stress levels when working with people with dementia, and what self-care strategies can you employ to assist you with coping better with the impact of stressful situations?

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

Written Questions Assessment Record

CHCAGE005	Provide support to people living with dementia
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Reasonable Adjustments made			
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Assessment activity Task 1 – Written Questions	Satisfactory	Not Satisfactory	Assessor Initials
Date: ___ / ___ / _____			

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.
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.

Re- Assessment

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

Competency Record

Unit Code & Title:	CHCAGE005 - Provide support to people with dementia
Student Name:	
Assessment Strategies:	<p style="text-align: right;">Satisfactory Unsatisfactory</p> <p>Assessment Task 1 - Written Questions</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: ____ / ____ / _____