



**AUSTRALIAN  
HEALTHCARE**  
QUALIFICATIONS & TRAINING

# Learner Assessment

## Task 2 - Case Study

## Task 3 - Simulated Project

**Unit Code:** CHCAGE005

**Unit Name:** Provide support to people living with dementia

**Qualification:**

**Participant Name:** \_\_\_\_\_

Version Control:

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# Assessment Information

<b>Unit Code &amp; Title:</b>	CHCAGE005 – Provide support to people with dementia
<b>Unit descriptor:</b>	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.
<b>Application of the unit:</b>	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.
<b>Elements:</b>	<ol style="list-style-type: none"> <li>1. Prepare to provide support to those affected by dementia</li> <li>2. Use appropriate communication strategies</li> <li>3. Provide activities for maintenance of dignity, skills and health</li> <li>4. Implement strategies which minimise the impact of behaviours of concern</li> <li>5. Complete documentation</li> <li>6. Implement self-care strategies</li> </ol>
<b>Performance Knowledge:</b>	<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"> <li>• Provided support to 2 different people living with dementia:</li> <li>• Using a person-centred approach to support</li> <li>• Using appropriate communication strategies</li> <li>• Assisting in implementing a range of suitable activities that meet the person's needs.</li> </ul>
<b>Knowledge Evidence:</b>	<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"> <li>• Up to date research on dementia and the different manifestations of dementia, including:</li> <li>• Alzheimer's disease, vascular dementia or multi-infarct dementia, Lewy bodies, excessive alcohol intake or Korsakov Syndrome</li> <li>• Frontotemporal lobar degeneration (FTLD) including Pick's disease</li> <li>• Huntington's disease, Parkinson's disease, younger onset dementia</li> <li>• Dementia as a progressive neurological condition, including pathological features:             <ul style="list-style-type: none"> <li>- Amyloid plaques</li> <li>- Neurofibrillary tangles</li> <li>- Loss of connection between cells and cell death</li> </ul> </li> <li>• Common indicators and symptoms of dementia</li> <li>• Behaviours of concern, needs driven behaviour model and de-escalation procedures</li> <li>• Progression of dementia and potential impact on the person with dementia, their family and significant others, including:             <ul style="list-style-type: none"> <li>- Depression</li> <li>- Loss and grieving</li> <li>- Anger</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Despair</li> <li>- Social embarrassment a family member might feel</li> <li>- Isolation</li> <li>- Financial burden on the family</li> <li>- Social devaluation</li> </ul> <ul style="list-style-type: none"> <li>• Principles of person-centred approach to support</li> <li>• 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</li> <li>• Competency and image enhancement as a means of addressing devaluation</li> <li>• Verbal and non-verbal communication strategies including: <ul style="list-style-type: none"> <li>- Reality orientation, reminders of the day, the time, relationships, occasions</li> <li>- Reassuring words, phrases and body language, validation, empathy, acceptance of the person’s reality</li> <li>- Acknowledgement, allowing expressions of distress, providing verbal and physical reassurance</li> <li>- Frequent reminiscence to connect with person</li> </ul> </li> </ul>
<b>Assessment Conditions</b>	<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"> <li>• Use of suitable facilities, equipment and resources, including individualised plans and any relevant equipment outlined in the plan</li> <li>• 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</li> </ul>

# 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 kit that includes log book to be used throughout placement

## 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 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.

<b>Student Full Name:</b>			
<b>Unit Code and Title:</b>	CHCAGE005 – Provide support to people living with dementia		
<b>Qualification:</b>			
<b>Please tick as appropriate</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>
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.			
<b>Student's Name:</b> _____			
<b>Student's Signature:</b> _____ <b>Date:</b> ____ / ____ / _____			
<b>Assessor's Name:</b> _____			
<b>Assessor's Signature:</b> _____ <b>Date:</b> ____ / ____ / _____			

# 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

Mr Celona is a aged care facility resident who has limited English. His first language is Italian. Usually he is able to get his message across to support workers because a number of the support workers also speak Italian. On Tuesday however, there were no Italian speaking support workers around and Mr Celona was becoming agitated. Sue, one of the support workers on the shift gave him a pencil and paper and indicated he should draw what he wanted. Happily, Mr Celona drew a radio and headphones, and these were quickly provided for him. He was later seen humming away to the music on the radio.

- 1. Discuss this case study in terms of using a range of communication strategies to overcome communication barriers.**

Assessor Use Only: Satisfactory response provided

YES  NO

## Case Study 2

Carol has recently been diagnosed with mid stage Alzheimer's disease, she is an active 55-year-old married woman with 2 children with a loving and supportive husband and enjoys weekend travels, Bingo and attends her local church service on Sundays. Recently Carol's family have noticed a few changes in her behaviour including being unable to concentrate for long periods of time like she was once able to, becoming anxious around large crowds of people, getting up during number calling during bingo and believes she needs to order her food for lunch when at home and forgetting why she is at places. At Bingo, she often becomes over familiar with other players, she talks to them as close family members and mid conversation becomes distressed at why they do not understand her which becomes confusing for Carol. At times Carol becomes frustrated and uncharacteristically lashes out at those around her in frustration. Her husband has great concerns on the impact of Carol's confusion and behaviour on her and to those around her.

1. **Briefly explain some of the strategies (listed below) that you could implement to assist Carol and her family to reduce the negative impact of the physical, social and emotional aspect to her current situation.**

**Physical strategies**

**Social strategies**

**Emotional strategies**

Assessor Use Only: Satisfactory response provided

YES  NO

**1b. How can Carol’s social environment accommodate her to participate and continue to be included in her social activities?**

Assessor Use Only: Satisfactory response provided

YES  NO

### Case Study 3

John has lived in residential aged care for the past 10 years. He is cared for on a full-time basis in a dementia specific wing. The wing is secure, and he is unable to leave the wing without full supervision and planning by care staff for his safety. His son, Brett, has taken over the family financials and has had John assessed as cognitively incapable of handling his own finances. Therefore, he manages the process entirely for his father, John. Although John has dementia, he is still aware of his surroundings and his need of his son to provide financial clarity on his banking as he would like to use some of his money to pay for additional activities within the care facility. Brett refuses to discuss particulars with his father about his financials and he has a lot of trouble getting Brett to access finances for his activities and extra lifestyle choices while in care. John talks to his carers and complains that his son is withholding his finances because he wants to spend all his money without him.

**1. What form of abuse may be present with John from Brett?**

Assessor Use Only: Satisfactory response provided

YES  NO

**2. What are some of the signs that John may be being abused?**

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

**3. If John had approached you with these complaints, who would you report these to and how would you handle the situation?**

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

## Case Study 4

Joanne has been admitted into care after the unexpected death of her daughter, who had been taking care of her at home. Joanne's case history has many details about her life at home and included her previous employment history of working in the stock market and the current and continuing strong support network of friends, family and colleagues. Joanne had very much enjoyed working with children and had been actively involved in children's reading programs at the local primary school. Joanne continues to enjoy gardening and the outdoors although her back is not the way it used to be. Her now deceased daughter built her a special garden bed that she was able to sit near and still garden from this chair. This really helped Joanne to continue to enjoy the important things in her life.

- 1. List some of the purposeful and meaningful activities that Joanne had participated in to enhance her self-esteem and support her lifestyle choices.**

Assessor Use Only: Satisfactory response provided

YES  NO

- 2. How can her new care facility incorporate this information into her service delivery and within lifestyle and leisure activities to maintain meaning and purpose in her life?**

Assessor Use Only: Satisfactory response provided

YES  NO

## Case Study 5

Ivan has a diagnosis of Alzheimer's disease. Although in the moderate phase, he awakens each morning at 4am with agitation and aggression towards staff and other clients. The doctor has prescribed 5mg Diazepam as a medication of choice to assist the staff to calm him down at times of physically aggressive outbursts. The key in managing these outbursts is monitoring and documenting when, how and the times that it occurs. The staff on each shift document anything outside of Ivan's behaviour and they fill out a new behaviour chart to show clear times and types of incidents that occur. It has been noted that on more than two occasions per week over a four (4) week period that Ivan had become aggressive when staff take him to the toilet at 4am after each aggressive incident where he had always been incontinent of urine.

**1. How can you effectively contribute to minimise his behaviours?**

Assessor Use Only: Satisfactory response provided

YES  NO

**2. Is there a potential trigger for Ivan?**

Assessor Use Only: Satisfactory response provided

YES  NO

**3. How may staff modify Ivan's behaviour given this new information?**

**Assessor Use Only:** Satisfactory response provided

**YES**  **NO**

## Case Studies Assessment Record

CHCAGE005

Provide support to people living with dementia

<b>Reasonable Adjustments made</b>			
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Assessment activity Task 2 – Case Study	Satisfactory	Not Satisfactory	Assessor Initials
Date: ___ / ___ / _____			

### Assessment Guide

<b>Satisfactory</b>	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is satisfied that all requirements have been met.
<b>Not Satisfactory</b>	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

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

# Assessment Task 3 - Simulated Project

Simulated tasks are used in circumstances where you are required to demonstrate skills and knowledge in a simulated environment that replicates industry and real work situations.

Simulated tasks are facilitated through the use of a role play based on a scenario.

## Assessment Description

This assessment is an observation of a role play. It consists of a role play of the learner demonstrating skills in [enter in main objective or role play].

During the observation of the role play the assessor will confirm that you can:

- [Enter the performance Evidence/Skills required]

The role play should take approximately [ ] minutes to complete.

Students are to refer to the relevant observation checklist as a guide as to what knowledge and skills must be demonstrated to satisfactorily complete this observation.

## Instructions to the student

The instructions below describe how to prepare for the role play if your assessor is directly observing you. To prepare for the role play you will need to:

- Arrange a suitable time for your assessor to observe you complete the role play
- Ensure that you have the necessary resources and equipment to conduct the assessment (if applicable)
- Arrange for a second person to complete the role play with – this may be a work colleague or another student
- Read through the observation checklist and familiarise yourself with the scenario
- Read through the instructions for the role play participants
- Read through the “Demonstration of skills” table to confirm what you will need to demonstrate in the role play
- Read through any other related documentation prior to completing this role play

## Scenario

You have just returned from annual leave. You are working a night shift in a 15-bed dementia specific unit. It is 0030hrs and you are doing a routine check of all your residents to ensure they are safe and sleeping comfortably. You notice Annie Wilson pacing in her room with her handbag. You refer to your handover sheet and note that her husband Harry has recently passed away. You approach Annie to ask why she is not in bed sleeping.

## Instructions to role play participants

The following instructions have been developed for the participants/characters involved in the role play

### Objective

You are required to assess behaviours of concern displayed by Annie and implement strategies to minimize occurrence.

### Procedure

You will be required to demonstrate to your trainer/assessor how you would communicate with Annie, recognize changes in her behaviour, support her emotional health/wellbeing and report any variations. Communicate with your supervisor.



Student



Annie (person with dementia)

	“Hi Annie. My name is _____ (insert name). Why are you not in bed sleeping? It is 0030hrs?”	
	“Hello dear. I woke up and I couldn’t find Harry. I’m so worried about him. He feels the cold you know, especially at night?”	
		
	“Harry is my husband. We are childhood sweethearts. Been together for 60 years”	
		
	“Have you seen him? Harry I mean. He is my childhood sweetheart you know. Been married for 60 years. Have you seen him?”	
		
	“Oh, that sounds nice dear. What about you? Will you have one with me?”	
		

	"You know my mother always made me a cup of warm cocoa before bedtime. It is so comforting especially before I go to bed."	
		
	"It always works dear. I'm feeling tired right now."	
		
	"Actually, would you mind if I just go to sleep? I can barely keep my eyes open."	
		
	"Oh, my mother used to do that every night."	
		
	"No, I'm fine thank you. You better go to sleep too dear, otherwise you might be late for school tomorrow."	
		
	"Sweet dreams dear."	

**Procedural steps**

Steps	Procedure	S	NS
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**Introduction**

1	Did the student greet and introduce self to the resident		
2	Did the student orientate the resident to time and person		
3	Did the student communicate effectively with the resident, employs strategies appropriate to behaviours of concern such as orientation, validation and diversional therapies		
4	Did the student reassure the resident		
5	Did the student ensure the resident is safe and comfortable		

Complete all sections of Annie’s progress notes regarding this scenario

### Progress Notes

<b>Entry date:</b>	___ / ___ / _____	<b>Duration: e.g. 15:00</b>	
<b>Location of entry:</b>			
<b>Name of client:</b>			
<b>Notes:</b>			<b>Signature and Designation:</b>

Documentation Progress Notes			
Steps	Procedure	S	NS
<b>Introduction</b>			
1	Name of the resident		
2	Date and time of report entry		
3	Notes should include the time, what happened, whom was involved and what was done		
4	Signature and designation of learner		

### Demonstration of skills required *(student to complete)*

Demonstration of skills	
What I will need to demonstrate	How I will demonstrate this

## Role play observation checklist

<b>Student name:</b>			
<b>Date and time of observation:</b>		___ / ___ / _____	
<b>Procedure:</b>			
<b>Context:</b>	This role play must be completed in a simulated environment that reflects workplace conditions.		
<b>(Assessor to complete)</b> During your observations, did the student demonstrate the following:		<b>Yes</b>	<b>No</b>
		<b>Comments</b>	
Introduction of self, and effective communication			
Professional and positive attitude			
Provide support, guidance and reassurance to the resident			
Consideration of the residents comfort and safety			
Dignity, empathy, patience, compassion and respect			
Any strategies towards behaviours of concern			
<b>Additional comments:</b>			
<b>Assessor declaration</b> In my opinion, the student possesses the necessary skills and knowledge as required to;			
<b>Assessor's Name:</b> _____			
<b>Assessor's Signature:</b> _____		<b>Date:</b> ___ / ___ / _____	
<b>Student's Signature:</b> _____		<b>Date:</b> ___ / ___ / _____	

# Simulated Project

## Assessment Record

<b>CHCAGE005</b>	<b>Provide support to people living with dementia</b>
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<b>Reasonable Adjustments made</b>			
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<b>Assessment activity</b> Task 3 – Simulated Project	<b>Satisfactory</b>	<b>Not Satisfactory</b>	<b>Assessor Initials</b>
Date: ___ / ___ / _____			

### Assessment Guide

<b>Satisfactory</b>	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is satisfied that all requirements have been met.
<b>Not Satisfactory</b>	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

<b>Unit Code &amp; Title:</b>	<b>CHCAGE005 - Provide support to people with dementia</b>
<b>Student Name:</b>	
<b>Assessment Strategies:</b>	<p style="text-align: right;">Satisfactory    Unsatisfactory</p> <p>Assessment Task 2 - Case Study Assessment Task 3 - Simulated Project</p>
<b>Student Feedback:</b>	
<b>Assessment Result:</b>	<p>The participant is COMPETENT</p> <p>The participant is NOT YET COMPETENT</p>
<b>Assessor Declaration:</b>	<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>
<b>Assessor's Name:</b>	
<b>Assessor's Signature:</b>	Date: ____ / ____ / _____