



# **Student Assessment Booklet**

**CHCAGE005**

**Provide Support for People Living with  
Dementia**

Student Name: aarati pandeya

**CHC33015 Certificate III in Individual Support (Ageing)**

Chandler RTO is a trading name of The Skills Development and Training Company Pty Ltd, RTO 52733.

## RECORD OF ASSESSMENT OUTCOMES: CHCAGE005

This section records the outcome of each task/assessment requirement so that the final assessment outcome can be determined for the unit CHCAGE005 Provide support for people living with dementia.

The table below shows all the assessment requirements for this unit. Once a student has satisfactorily completed all requirements related to the unit, they can be given a Final Assessment Result of 'C-Competent'. A number of spaces have been provided to record multiple attempts. Final Assessment Results should only be recorded once all tasks have been attempted.

<b>Assessment requirements/tasks</b>	<b>Task Outcome</b>		
	<b>Satisfactory (S) Not satisfactory (NS)</b>	<b>Date</b>	<b>Assessor initials</b>
1. Written questions			
2. Project- Dementia Diseases			
3. Role plays and Behaviour Management Plan			
4. Project- Working With clients with Dementia			
<b>Final Assessment Result</b>	<b>Result (C - Competent / NYC - Not Yet Competent)</b>		<b>Date</b>
CHCAGE005 Provide support for people living with dementia			
Student name:			
Student ID:			
Assessor name:			
Assessor signature:	Date:   /   /		

## ASSESSMENT OVERVIEW

This Student Assessment Booklet includes all your tasks for assessment of CHCAGE005 Provide support to people living with dementia.

## ABOUT YOUR ASSESSMENTS

This unit requires that you complete 6 assessment tasks. You are required to complete all tasks to demonstrate competency in this unit.

Assessment Task	About this task
Assessment Task 1: Written questions	You must correctly answer all questions to show that you understand the knowledge required of this unit.
Assessment Task 2: Project – dementia diseases	Students are to complete a research project on a range of dementia diseases.
Assessment Task 3: Role plays and Behaviour Management Plan	You are to undertake two role plays. You will also develop a behaviour management and review plan for the client from role play 2
Assessment Task 4: Project – Working with clients with dementia	You are to work with two clients with dementia for three days and complete a journal for each client.

## Supporting resources

You may like to look at the following websites, books, and documents for more information about the topics related to this unit:

- Arnott, G 2011, *The Disability Support Worker*, Pearson Australia, Frenchs Forest, NSW.
- Croft, H 2013, *The Australian Carer* 3rd edn, Pearson Australia, Frenchs Forest, NSW.

## How to submit your assessments

When you have completed each assessment task you will need to submit it to your assessor.

Instructions about submission can be found at the beginning of each assessment task.

## Assessment Task Cover Sheet

At the beginning of each task in this booklet, you will find an Assessment Task Cover Sheet. Please fill it in for each task, making sure you sign the student declaration.

Your assessor will give you feedback about how well you went in each task, and will write this on the back of the Task Cover Sheet.

## Reassessment

Students who are deemed NYC at the first attempt will be given two more opportunities for re-assessment at a mutually agreed time and date without any cost to learner. If a learner fails the re-assessment after two additional attempts, they will be advised to re-enrol in the unit and learner will be required to pay the cost applicable for the unit. For further details, refer to Chandler RTO's Assessment Policy and Chandler RTO's Course Progress Policy.

## Complaints and Appeals

Students not satisfied with an assessment outcome may appeal the assessment decision by accessing Chandler RTO's Complaints and Appeals Policy. In the first instance, learners are encouraged to appeal informally by contacting their trainer/assessor and discussing the matter with them. In the event that the learner is dissatisfied with the outcome of such discussion, the learner may appeal further to either the Lead trainer and/or course coordinator. If a learner is still dissatisfied, the learner may appeal formally and in writing to have their result reviewed.

For more information, refer to Complaints and Appeals Policy and Procedures.

## PERFORMANCE EVIDENCE

The candidate must show evidence of the 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:

- 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

The candidate 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:

- 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 Korsakoff Syndrome
- fronto temporal 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:
  - 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:
  - ✓ depression
  - ✓ loss and grieving
  - ✓ anger

- ✓ despair
- ✓ 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:
  - ✓ 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

For all documentation on the performance criteria and assessment requirements of the unit CHCAGE005 Provide support to people living with dementia, please refer to the training.gov.au website with this link:  
<https://training.gov.au/Training/Details/CHCAGE005>

## **ASSESSMENT TASK COVER SHEET**

**Students:** Please fill out this cover sheet clearly and accurately for this task.

<b>Student Name</b>				
<b>Unit: CHCAGE005 - Provide support to people living with dementia</b>				
<b>ASSESSMENT DETAILS</b>				
<b>Assessment Type</b>	<input type="checkbox"/> AT1: Written questions <input type="checkbox"/> AT2: Project: Dementia Diseases <input type="checkbox"/> AT3: Role plays and Behaviour Management Plan <input type="checkbox"/> AT4: Project: Working with clients with Dementia			
	<b>AGREEMENT BY THE STUDENT</b>			
	Read through the assessments in this booklet before you fill out and sign the agreement below. Make sure you sign this before you start any of your assessments.			
	Have you read and understood what is required of you in terms of assessment?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you understand the requirements of this assessment?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Do you agree to the way in which you are being assessed?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Do you have any special needs or reasonable adjustment to be made for this assessment?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
If yes, what are they? .....				
Do you understand your rights to appeal the decisions made in an assessment?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
None of this work has been completed by any other person.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
I have not cheated or plagiarised the work or colluded with any other student/s.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
I have correctly referenced all resources and reference texts to complete these assessment tasks.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
I understand that if I am found to be in breach of policy, disciplinary action may be taken against me.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	

## **STUDENT DECLARATION**

I, \_\_\_\_\_, certify that the statements I have attested above have been made in a good faith, are true and correct. To the best of my knowledge and belief, these tasks are my own work.

Student Signature: .....

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

**ASSESSMENT TASK COVER SHEET – Attempt 1**

<b>Result</b>	Satisfactory (S) <input type="checkbox"/>	Not Yet Satisfactory <input type="checkbox"/> (NYS)
---------------	-------------------------------------------	-----------------------------------------------------

**ASSESSOR FEEDBACK (All Assessment Tasks)**

Assessors: Please return this cover sheet to the student with assessment results and feedback.

---

---

---

---

---

---

---

---

**Assessor signature:****Date:****ASSESSMENT TASK COVER SHEET – Attempt 2**

<b>Re-assessment Result</b>	Satisfactory (S) <input type="checkbox"/>	Not Yet Satisfactory <input type="checkbox"/> (NYS)
-----------------------------	-------------------------------------------	-----------------------------------------------------

**ASSESSOR FEEDBACK (All Assessment Tasks)**

Assessors: Please return this cover sheet to the student with assessment results and feedback.

---

---

---

---

---

---

---

---

**Assessor signature:****Date:**

## ASSESSMENT TASK COVER SHEET – Attempt 3

<b>Re-assessment Result</b>	<b>Satisfactory (S) <input type="checkbox"/></b>	<b>Not Yet Satisfactory <input type="checkbox"/> (NYS)</b>
-----------------------------	--------------------------------------------------	------------------------------------------------------------

### ASSESSOR FEEDBACK (All Assessment Tasks)

Assessors: Please return this cover sheet to the student with assessment results and feedback.

---

---

---

**Assessor signature:**

**Date:**

### ASSESSOR DECLARATION

I, declare that I have conducted a fair, valid, reliable, and flexible assessment with this student.

I, declare that I have observed the student demonstrate unit outcomes through consistent and repeated application of skills and knowledge over a period of time.

I, declare that I have provided appropriate and timely feedback.

**Trainer/Assessor Name:** \_\_\_\_\_

**Trainer/Assessor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

## STUDENT ASSESSMENT APPEALS

Dear Student,

You can make an appeal about an assessment decision by putting it in writing and sending it to us. Refer to your Student Handbook for more information about our appeals process or visit our website.

- I have received my assessment result and I am satisfied with the given feedback for this assessment.
- I am not satisfied about my result, and I would like to appeal regarding my result.

**Student Signature:** .....

**Date:** ..... / ..... / .....

## ASSESSMENT TASK 1: WRITTEN QUESTIONS



### TASK SUMMARY:

- This is an open book test – you can use the Internet, textbooks and other documents to help you with your answers if required.
- You must answer all questions correctly.
- Write your answers in the space provided.
- If you need more space, you can use extra paper. All extra pieces of paper must include your name and the question number/s you are answering.
- You may like to use a computer to type your answers. Your assessor will tell you if you can email them the file or if you need to print a hard copy and submit it.

### WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to textbooks and other learning materials.
- Access to a computer and the Internet (if you prefer to type your answers).

### WHEN DO I DO THIS TASK?

- You will do this task in your own time.
- Your assessor will provide due date for the submission of this assessment.

### WHAT DO I NEED TO DO IF I GET SOMETHING WRONG?

If your assessor marks any of your answers as incorrect, they will talk to you about resubmission. You will need to do one of the following:

- Answer the questions that were incorrect in writing.
- Your assessor may allow you to answer the questions that were incorrect verbally.

### Instructions to students:

#### WRITTEN ANSWER QUESTION GUIDANCE

The following written questions use a range of ‘instructional words’, such as ‘identify’ or ‘explain’. These words guide students as to how they should answer the question. Use the definitions below to assist you in determining whether the student has provided enough detail (the guidance is the minimum level of response required).

- Analyse – when a question asks students to ‘analyse’, they should do so in detail, identifying important points and key features. Generally, students are expected to write a response of one to two paragraphs in length.
- Compare – when a question asks students to ‘compare’, they will need to show how two or more things are similar, ensuring they also indicate the relevance of the consequences. Generally, students are expected to write a response of one or two paragraphs in length.
- Contrast – when a question asks students to ‘contrast’, they will need to show how two or more things are different, ensuring they indicate the relevance or the consequences. Generally, students are expected to write a response of one or two paragraphs in length.
- Discuss – when a question asks students to ‘discuss’, they are required to point out important issues or features, and express some form of critical judgment. Generally, students are expected to write a response of one or two paragraphs in length.
- Describe – when a question asks students to ‘describe’, they will need to state the most noticeable qualities or features. Generally, they are expected to write a response of two or three sentences in length.
- Evaluate – when a question asks students to ‘evaluate’, they should do so putting forward arguments for and against something. Generally, they are expected to write a response of one or two paragraphs in length.

- Examine – when a question asks students to ‘examine’, this is similar to ‘analyse’. Students will need to provide a detailed response with key points and features and provide a critical analysis. Generally, students are expected to write a response of one or two paragraphs in length.
- Explain – when a question asks students to ‘explain’, they will need to make clear how or why something happened or the way it is. Generally, they are expected to write a response of two or three sentences in length.
- Identify – when a question asks students to ‘identify’, they will need to briefly describe the required information. Generally, they are expected to write a response of two or three sentences in length.
- List – when a question asks students to ‘list’, this means they will need to briefly state information in a list format, often with a specific number of items indicated.
- Outline – when a question asks students to ‘outline’, this means giving only the main points. Generally, students are expected to write a response of two or three sentences in length.
- Summarise – when a question asks students to ‘summarise’, this is similar to ‘outline’, only giving the main points. Generally, students are expected to write a response of two or three sentences in length.

### **QUESTION 1**

- a) Explain how older people with dementia are more vulnerable to abuse than those without dementia.

basahsciuagoifgaifu iuhwefilualiefuhoaiehkll  
 heifugILUFE;WOufeh lkejhrfioaheo;fp'FWkiugaelifuh;FEw  
 jebgliUAGIEPFW

- b) List SIX signs of abuse that could occur with a person with dementia.

Sign 1:	Type youmnbcxbr text
Sign 2:	

Sign 3:	
Sign 4:	
Sign 5:	
Sign 6:	

- c) Explain what you would do, to follow workplace procedures, if you suspected that a family member of one of your clients was purposefully withholding medication.

--

**QUESTION 2**

Describe how the practice of 'person-centered' care can benefit and support a client with dementia.

**QUESTION 3**

- a) Caring for people with dementia can be very stressful. Provide two examples of signs of stress that you might identify in yourself or other carers.

- b) Identify TWO things you could do if you found your stress levels were interfering with your work.

1.
2.

**QUESTION 4**

- a) Provide a definition of behaviours of concern. Aside from wandering, which is covered below, what are some common behaviours seen in a person with dementia? List at least three.

1.

2.

3.

- b) Explain the needs-driven behaviour model.

Wandering is also common behaviour of people with dementia.

- c) Explain why wandering can be a problem.

d) Identify TWO supports that could be put in place to assist people who are wandering.

1.

2.

e) Identify TWO social supports or activities that could be put in place to assist people who tend to wander.

1.

2.

f) Explain why it is important to look at the emotional issues that could be encouraging wandering.

- g) List at least THREE other signs/symptoms of dementia.

1.

2.

3.

#### **QUESTION 5**

- a) List SIX common communication techniques you can use when communicating with a person with dementia, especially in regard to de-escalation of difficult situations.

- b) How could you adjust the following sentences, so they are more positive? The first has been completed for you as an example.

Negative sentence	Positive sentence
Don't sit there – it is too hot.	

<b>Negative sentence</b>	<b>Positive sentence</b>
You are not allowed in other people's rooms.	
You can't go home – you live here now.	
You haven't finished your dinner again.	
I wish you wouldn't keep hiding your underclothes. Where have you put them?	
My name is Angela. I've told you five times in the last half hour.	

- c) People with dementia will feel a range of emotions such as fear, anxiety, confusion and despair. Explain how verbal and physical reassurance can benefit and support people with dementia

#### **QUESTION 6**

In the following table, identify three appropriate care approaches that may be used to assist with each type of challenging behaviour or behaviour of concern.

<b>Behaviour</b>	<b>Care approaches</b>
Repetitive behaviour	
Paranoia	

<b>Behaviour</b>	<b>Care approaches</b>
Aggression	
Sundowning	
Uninhibited sexual behavior	
Wanting to go home	

<b>Behaviour</b>	<b>Care approaches</b>
Distress or agitation (such as pacing, fiddling, constant vocalisations, crying out, etc)	

### QUESTION 7

In the following table suggest two appropriate care approaches when providing personal care assistance to maximise independence for a person with dementia.

<b>Personal care activities</b>	<b>Care approaches to maximise independence</b>
Eating	
Bathing	

Personal care activities	Care approaches to maximise independence
Oral care	
Dressing	

**QUESTION 8**

- a) Explain what is meant by social devaluation. How does this apply to people with dementia?

- b) As a personal care worker, what are two simple things you can do to help clients with dementia feel valued?

- c) Explain how competency and presentation of a positive image can assist in helping a person with dementia to feel valued.

### **QUESTION 9**

Describe each of the following terms – give an example of how you would communicate using these strategies.

<b>Term</b>	<b>Description</b>	<b>Communication Strategies</b>
Reality orientation		
Validation strategies		
Reminiscences		
Empathy		

Term	Description	Communication Strategies
Acknowledgement and acceptance of reality		
Younger onset dementia		

#### QUESTION 10

*Maud wants to walk to town for a coffee like she always used to. Maud has the early stages of dementia and has been known to get lost on the odd occasion.*

List at least TWO things you could do to ensure Maud is safe, balancing her wish to remain independent and be able to take risks.

#### QUESTION 11

*Janice is up to her ears in paperwork. She has to check all the client care plans before the auditor comes next week. She has client files all over her desk, on top of the cabinet and on the floor.*

*There is a big pile of loose papers that need to be filed, so she is doing that first.*

*Today is Friday. When it is time to go home for the weekend, Janice puts up a large sign in her office: 'DO NOT TOUCH ANY OF THESE FILES'.*

*She thinks she has done well to remember to do this as the cleaner comes in over the weekend and she doesn't want the cleaner moving things around. otherwise she won't know where she is up to.*

- a) Janice's work practices are bad on many levels! Identify the legislation she is breaking.

--	--

- b) List two work practices that need to change. What is the consequence if they don't change?

Practice 1:	
Consequence:	
Practice 2:	
Consequence:	

**QUESTION 12**

In at least one paragraph, discuss how each person may be impacted by a diagnosis of dementia and how they may be affected by the emotions indicated below. In your answers, remember that people with dementia are not always elderly, and may be younger and have young children, jobs, and active social circles.

<b>Depression</b>	
The person with dementia	
Their family and significant others (such as friends, their spouse/partner, etc)	

<b>Loss and grief</b>	
The person with dementia	
Their family and significant others (such as friends, their spouse/partner, etc)	

<b>Anger</b>	
The person with dementia	
Their family and significant others (such as friends, their spouse/partner, etc)	

<b>Despair</b>	
The person with dementia	
Their family and significant others (such as friends, their spouse/partner, etc)	

<b>Social embarrassment</b>	
The person with dementia	
Their family and significant others (such as friends, their spouse/partner, etc)	
<b>Isolation</b>	
The person with dementia	
Their family and significant others (such as friends, their spouse/partner, etc)	
<b>Financial burden</b>	

The person with dementia	
Their family and significant others (such as friends, their spouse/partner, etc)	

### QUESTION 13

Answer the following questions about younger onset dementia.

- a) At what age can a person be diagnosed with younger onset dementia?

- b) What are the signs/symptoms?

c) What is the most common type of younger onset dementia?

d) List THREE challenges that can be faced by a person who has been diagnosed with younger onset dementia.

1.

2.

3.

#### **QUESTION 14**

a) What are amyloid plaques and what impact do they have on the brain of a person with Alzheimer's disease?

b) What are neurofibrillary tangles and what impact do they have on the brain of a person with Alzheimer's disease?

c) What impact does cell death have on the way in which the brain functions?

## ASSESSMENT TASK 2: PROJECT – DEMENTIA DISEASES



### TASK SUMMARY:

You are to complete a research project about dementia diseases.

### WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to a computer with the Internet and Microsoft Word (if you prefer to type your answers).
- Textbooks and other relevant reference materials.

### WHEN DO I DO THIS TASK?

- You will do this task in your own time.
- Your assessor will provide due date for the submission of this assessment.

### WHAT DO I NEED TO DO IF I GET SOMETHING WRONG?

If your assessor identifies that you did not complete all requirements of this task correctly, they will give you some feedback and you will need to redo the incorrect part/s again.

### INSTRUCTIONS TO STUDENT:

For this task you are required to conduct research on seven different dementia conditions:

- Alzheimer's disease
- Multi-infarct dementia
- Huntington's disease
- Pick's disease
- Dementia with Lewy Bodies
- Korsakov syndrome
- Parkinson's disease.

You must complete the following template.

For each disease you will need to research:

- Its description
- Symptoms
- Usual age range of onset
- Changes to the brain
- How it typically progresses
- Current research.

You may either complete the template in handwriting, or you may type your responses using Microsoft Word or a similar program.

Your answers may be provided in full sentences or in a series of dot points.

## ALZHEIMER'S DISEASE

**Description:**

**Symptoms:**

**Usual age range of onset:**

**Changes that occur in the brain:**

**How the disease typically progresses**

**What current research is being done?**

## MULTI-INFARCT DISEASE

**Description:**

**Symptoms:**

**Usual age range of onset:**

**Changes that occur in the brain:**

**How the disease typically progresses**

**What current research is being done?**

## HUNTINGTON'S DISEASE

**Description:**

**Symptoms:**

**Usual age range of onset:**

**Changes that occur in the brain:**

**How the disease typically progresses**

**What current research is being done?**

## PICK'S DISEASE

**Description:**

**Symptoms:**

**Usual age range of onset:**

**Changes that occur in the brain:**

**How the disease typically progresses**

**What current research is being done?**

## DEMENTIA WITH LEWY BODIES

**Description:**

**Symptoms:**

**Usual age range of onset:**

**Changes that occur in the brain:**

**How the disease typically progresses**

**What current research is being done?**

<b>PARKINSON'S DISEASE</b>	
<b>Description:</b>	
<b>Symptoms:</b>	
<b>Usual age range of onset:</b>	
<b>Changes that occur in the brain:</b>	
<b>How the disease typically progresses</b>	
<b>What current research is being done?</b>	

<b>Karsakov Syndrome</b>	
<b>Description:</b>	
<b>Symptoms:</b>	
<b>Usual age range of onset:</b>	
<b>Changes that occur in the brain:</b>	
<b>How the disease typically progresses</b>	
<b>What current research is being done?</b>	

## ASSESSMENT TASK 3: ROLE PLAYS



### TASK SUMMARY:

You will need to undertake both role plays.

### WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Chair to settle client into
- Chair for student
- Photo album
- Radio.
- Person to play the role of the client
- Person to play the role of the clients family member

#### Role play 2:

- At least three colleagues from your workplace to participate in the discussion.
- Behaviour Management and Review Plan (see end of this task)
- Notes taken during the role play

### WHEN DO I DO THIS ASSESSMENT?

- You will do this task in your simulated classroom or in a workplace with your assessor (your assessor will determine the most suitable location).
- Your assessor will provide due date for the submission of this assessment.

### WHAT DO I NEED TO DO IF I GET SOMETHING WRONG?

If your assessor sees that you have not shown appropriate skills or knowledge, they will give you some feedback and you will need to do the specific task again.

### INSTRUCTION TO STUDENT:

Your are required to complete both role plays and behaviour management and review plan.

## ROLE PLAY 1: WORKING WITH A CLIENT WITH DEMENTIA (SUNDOWNING) - BRENDA

*Clients with dementia can experience sundowning, the apparent worsening of confusion in the late afternoon or early evening. Their behaviour may worsen and they may experience heightened feelings of disorientation, confusion, anxiety and agitation.*

*For this role play, you are required to participate in a one-on-one role play with your assessor, or another person nominated to play the part of the client. This will be done in your workplace.*

*The role play participant will be demonstrating symptoms of a client named Brenda, who is sundowning. You will be required to demonstrate your ability to calm the client and demonstrate appropriate communication and support to settle the client for the evening.*

*While you are trying to calm Brenda, her daughter Louise comes to visit. Brenda gets even more agitated and does not remember who Louise is.*

*After Louise leaves, you finally manage to get Brenda to settle and sit in her chair, at this point you notice bruises on her arms.*

*The client's care plan states the following:*

- Client is subject to sundowning when she becomes agitated, confused and sometimes aggressive
- When sundowning the client will pace, trying to find the way back home
- Client does not like to be touched while agitated. This seems to resolve once calm.
- Music and reminiscing has been found to be calming
- Client usually has a cup of herbal tea in the evening before bed – she is able to drink unassisted.

Your assessor will be looking to see that you can: Trainer/Assessor Name and Signature:	Attempt 1 Yes (✓) / No (✗) Date: _____	Attempt 2 Yes (✓) / No (✗) Date: _____	Comments, If applicable
Respond to behaviours of concern and recognise potential triggers			
Show person-centred care when supporting the client			
Use the information from the client's care plan to address the client's needs			
Use effective verbal and non-verbal communication strategies			
Allow the client to demonstrate their distress			
Use reality orientation techniques			
Recognise signs of abuse and follow correct organisational policies and procedures to report			
Ensure the safety and comfort of the client			
Use appropriate validation strategies?			
Get information about reminiscences and routines from family members			
Provide support to family members where appropriate			
Complete and maintain documentation requirements in line with organisations policies and procedures			
Please add any feedback to the student about this task on the Assessment Cover Sheet. Keep a copy of the completed Assessment Task Cover Sheet.			

## **ROLE PLAY 2: MARTIN**

*Martin has dementia and requires assistance with personal care. He often displays inappropriate sexual behaviour. He makes lewd comments when the staff are getting him ready for his shower and often tries to touch the female staff members when they are showering him.*

*He always pretends that he is not able to wash himself so that the carers will do it for him.*

*Martin is able to wash himself, but requires someone with him in the shower to provide assistance.*

This role play involves you taking on the role of one of Martin's carers.

You will need to ask three people from your workplace to participate in this role play as Martin's other carers.

In your group, you will need to discuss strategies for dealing with Martin's behaviour. You are all members of Martin's care team and have all experienced his behaviour. You now need to work out what to do.

You will need to complete to *behaviour management and review plan* for Martin at the end of the role play. You should take notes during your team's discussion so that you can complete this plan. A template has been provided for this purpose at the end of this task.

You must complete the template to include the two strategies you think would be the most effective and provide a review plan to assess the success of the strategies. Your response should be based on your discussions that you had during the role play, but you should use your own opinion of what strategies, implementation and review would be the most effective.

<b>BEHAVIOUR MANAGEMENT AND REVIEW PLAN</b>	
<b>Name of carer:</b>	
<b>Name of client:</b>	
<b>Date:</b>	
<b>Nature of behaviour of concern:</b>	

## BEHAVIOUR MANAGEMENT AND REVIEW PLAN

**Possible reasons or triggers for behaviour:**

**Behaviour management strategy 1 (please describe strategy in detail):**

**Behaviour management strategy 2 (please describe strategy in detail):**

**How will strategy 1 be implemented?**

## BEHAVIOUR MANAGEMENT AND REVIEW PLAN

**How will strategy 2 be implemented?**

**How will strategy 1 be reviewed?**

**How will strategy 2 be reviewed?**

Your assessor will be looking to see that you can: Trainer/Assessor Name and Signature:	Attempt 1 Yes (✓) / No (✗) Date: _____	Attempt 2 Yes (✓) / No (✗) Date: _____	Comments, If applicable
Identify behaviours of concern and possible triggers?			
Contribute to the team discussion on care planning and review?			
Contribute to planning of a person-centred approach to minimise the likelihood of behaviour and reduce the impact on client and care staff?			
Take appropriate action to minimise likelihood of and reduce the impact of behaviours on the person and others			
Evaluate implemented strategies with support planning team to ensure effectiveness in minimising behaviours			
Please add any feedback to the student about this task on the Assessment Cover Sheet. Keep a copy of the completed Assessment Task Cover Sheet.			
Please note any reasonable adjustments for this task below.			



Note: Student may use additional white pages if needed or as necessary.