

CHCAGE013

Work effectively in
aged care



LEARNING
ACTIVITY
BOOKLET

Copyright

This document was developed by Harvard Management Institute Pty Ltd.

© 2023 Harvard Management Institute Pty Ltd.

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of Harvard Management Institute Pty Ltd.

Version Control & Document History

Date	Summary of Modifications	Version
4 January 2023	Version 1.0 released for publishing	1.0
13 February 2024	Version 1.1 endorsed for use Fixed some hyperlinks	1.1

Table of Contents

Overview.....	4
Learner Instructions	5
Learner Information	5
Trainer Information	5
Resources Required	6
Work Health and Safety.....	6
Reasonable Adjustment.....	7
Formative Activities.....	8
I. Meet Job Role Requirements	8
Activity 1.1	8
Activity 1.2	9
II. Work Within Organisational Requirements	10
Activity 2.1	10
Activity 2.2	11
Activity 2.3	12
III. Work Within an Aged Care Context	13
Activity 3.1	13
Activity 3.2	14
Activity 3.3	14
IV. Implement Self-Care Strategies.....	15
Activity 4.1	15
Activity 4.2	16

Overview

CHCAGE013 - Work effectively in aged care (Release 1)

This unit describes the performance outcomes, skills and knowledge required to work effectively in an aged care work context. The unit covers meeting job requirements, complying with organisational requirements and working in an aged care sector context.

This unit applies to individuals who work with older people in a range of community services and health contexts. Work performed requires some discretion and judgement and will be carried out under regular direct or indirect supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

A complete copy of the above unit of competency can be downloaded from the TGA website:

<https://training.gov.au/Training/Details/CHCAGE013>

Learner Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test your underpinning generic knowledge and practical activities to test your skills relevant to the unit/s of competency.

These formative assessments are used by your trainer to complement both the learning and training processes, and to evaluate how you are progressing throughout these processes.

You may reference your Learner Guide and other learning materials to complete the activities included in this workbook.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

Learner Information

Learner name	Nisha Chaudhary
Phone	0435314505
Email	nishach280@gmail.com

Trainer Information

Trainer name	Mr Sam
RTO name	Harvard Management Institute Pty Ltd.
RTO phone	0472643164
RTO email	melbourne@harvard.edu.au

Resources Required

Resources needed to complete activities included in this workbook include:

- Computer with Internet, email access, and a working web browser
- Installed software: MS Word, Adobe Acrobat Reader
- Learner guide

Work Health and Safety

Both the trainers and learners have duty of care in ensuring that the learning environment is free from hazards that may pose risks to their health and safety.

According to WHS legislation, trainers and learners must take reasonable care while undertaking the activities included in this workbook in the learning environment.

Reasonable Adjustment

‘Reasonable adjustment’ in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with disabilities have:

- The same learning opportunities as learners without disabilities, and
- The same opportunity to perform and complete assessments as those without disabilities.

Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:

- Customising resources and assessment activities within the training package or accredited course
- Modifying the presentation medium
- Learner support
- Use of assistive/adaptive technologies
- Making information accessible both before enrolment and during the course
- Monitoring the adjustments to ensure learner needs continue to be met

Assistive/Adaptive Technologies

Assistive/adaptive technology means ‘software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities’ (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)

IMPORTANT:

Reasonable adjustment made for collecting learner assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the learner’s competency in writing, allowing the learner to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.

Formative Activities

I. Meet Job Role Requirements

Activity 1.1

Matching Type

Listed below are the different job roles in the aged care sector.

- a. Residential care worker
- b. Community support worker
- c. Nursing support worker
- d. Registered nurse
- e. Home care worker

Match each job role to their description below, by writing the letter that corresponds to your answer in the space provided.

Job Roles in the Aged Care Sector	
c	i. They observe health and behavioural changes in older people.
b	ii. They help keep family members updated on the condition of their loved ones.
e	iii. They visit older people a few times a week to help them with errands.
d	iv. They administer medicine and provide end-of-life care.
a	v. They handle social or educational programmes where older people can participate.

Activity 1.2

Define delegation and supervision.

Delegation	Delegation is the process of assigning responsibility and authority to someone else to complete a clearly defined and agreed-upon task while retaining the ultimate responsibility for its successful completion.
Supervision	Supervision is the act of overseeing the work and performance of others, providing guidance, support, and feedback to ensure that tasks are completed effectively and standards are maintained.

II. Work Within Organisational Requirements

Activity 2.1

True or False

Review the statements below about national legislation related to aged care. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. The conditions for becoming an approved provider can be found in Chapter two of the Aged Care Act 1997.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. The Aged Care Quality Standards are found in the Quality of Care Principles 2014
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Part three of the Quality of Care Principles 2014 details laws for flexible care services.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. The Aged Care Quality and Safety Commission Act 2016 established the commission that monitors aged care providers.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Chapter four of the Aged Care Act 1997 states the responsibilities of an approved provider.

Activity 2.2

Matching Type

Identify the Aged Care Quality Standard being described in each statement below.

Aged Care Quality Standards
Dignity and choice
Personal and clinical care
Ongoing assessment and planning
Feedback and complaints
Human resources

Aged Care Quality Standards	
Ongoing assessment and planning	i. One way to comply with this standard is by evaluating the organisation's services for effectiveness.
Personal and clinical care	ii. One way to comply with this standard is by controlling health risks related to infection.
Human resources	iii. One way to comply with this standard is by evaluating workers regularly to ensure good performance.
Dignity and choice	iv. One way to comply with this standard is by valuing people's culture and diversity.
Feedback and complaints	v. One way to comply with this standard is by giving people ways to express their opinions.

Activity 2.3

List three ways you engage with your organisation using technology.

- | | |
|------|---|
| i. | Communicating with team members and supervisors through email and messaging apps. |
| ii. | Using electronic health records (EHR) systems to update and access patient information. |
| iii. | Participating in online training sessions and webinars for professional development. |

III. Work Within an Aged Care Context

Activity 3.1

Matching Type

Listed below are types of restrictive practices.

- a. Physical restraint
- b. Chemical restraint
- c. Environmental restraint
- d. Mechanical restraint
- e. Seclusion

Match each type to their description below, by writing the letter that corresponds to your answer in the space provided.

Types of Restrictive Practices	
b	i. This restrictive practice uses medication or substances to calm a person down.
d	ii. This restrictive practice uses a device to limit a person's movement.
e	iii. This restrictive practice confines a person by themselves without a way to escape.
a	iv. This restrictive practice uses physical force to limit a person's movement.
c	v. This restrictive practice limits a person's access to parts of their environment.

Activity 3.2

Matching Type

Identify the type of abuse being described in each statement below.

Types of Abuse
Physical
Emotional
Financial
Sexual

Types of Abuse	
Emotional	i. An example of this type of abuse is intimidating or pressuring the person to make certain decisions.
Sexual	ii. An example of this type of abuse is touching the person inappropriately.
Financial	iii. An example of this type of abuse is forging the person's cheques, credit cards or accounts.
Physical	iv. An example of this type of abuse is hitting or scratching a person.

Activity 3.3

List three purposes of an individualised plan.

i. To provide tailored care that meets the specific needs and preferences of the individual.
ii. To ensure consistency in care by outlining detailed instructions for caregivers.
iii. To monitor and assess the individual's progress and make necessary adjustments to the care plan.

IV. Implement Self-Care Strategies

Activity 4.1

Fill in the blanks

The following are statements about stress and self-care. Review each and complete the statement by filling in the missing words/phrases.

i.	Stree	is a condition people experience whenever they face new or challenging situations.
ii.	Stress perception	refers to the perceived extent of stress that you experience.
iii.	Self - care	is the ability to cope with stressors without professional help. It involves taking care of the self to remain balanced and healthy.
iv.	Trauma	is a response to an intense event that a person has experienced, such as an assault or trauma. Secondary trauma is felt after hearing about another person's experiences.

Activity 4.2

SCENARIO

You are a residential care worker who assists older people in participating in activities in the residential facility. You work with different types of people. One of them is Peter. Peter is 70 years old and can be described as isolated. He likes being alone and therefore does not like participating in your activities.

Since it is your job to ensure that all residents follow the activities in their individualised plans, you tried different strategies to encourage Peter. However, he remained hesitant and even aggressive towards you.

Your interactions with Peter and other residents with similar attitudes have caused you to feel like you are losing control. There is also a noticeable increase in your irritability and nervousness. It started to impact the quality of care you provide to the residents.

What self-care strategies can you use to manage your stress?

1. Engage in regular physical activity: Exercise can help reduce stress levels and improve overall well-being. Activities such as walking, yoga, or swimming can be beneficial.
2. Practice mindfulness and relaxation techniques: Techniques such as meditation, deep breathing exercises, and progressive muscle relaxation can help manage stress and promote relaxation.
3. Seek social support: Talking to friends, family, or colleagues about your feelings and experiences can provide emotional support and reduce feelings of isolation.
4. Take regular breaks: Ensure that you take time for yourself throughout the day to rest and recharge. This can prevent burnout and help maintain a healthy work-life balance.
5. Pursue hobbies and interests: Engaging in activities you enjoy outside of work can provide a sense of fulfillment and help alleviate stress.

End of Document