

CHCAGE011

Provide support to
people living with
dementia



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
23 December 2022	Version 1.0 released for publishing	1.0
31 August 2023	Version 1.1 released for publishing <ul style="list-style-type: none"> Updated the activities based on the changes in the Learner Guide 	1.1
13 February 2024	Version 1.2 endorsed for use <ul style="list-style-type: none"> Fixed some hyperlinks 	1.2

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. Prepare to Provide Support for People Living With Dementia	8
Activity 1.1	8
Activity 1.2	9
II. Use Effective Communication Strategies	11
Activity 2.1	11
Activity 2.2	11
III. Support the Person to Participate in Activities According to Individualised Plan	12
Activity 3.1	12
Activity 3.2	13
IV. Use a Strengths-Based Approach to Meet the Person's Needs	14
Activity 4.1	14
Activity 4.2	15
V. Complete Documentation	16
Activity 5.1	16
Activity 5.2	17

Overview

CHCAGE011 - Provide support to people living with dementia (Release 1)

This unit describes the performance outcomes, skills and knowledge required to provide person-centred care and support to people living with dementia. It involves following an established individualised plan.

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 direct, indirect or remote 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/CHCAGE011>

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	
Phone	
Email	

Trainer Information

Trainer name	
RTO name	
RTO phone	
RTO email	

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
- A volunteer to play the role of the learner's supervisor

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. Prepare to Provide Support for People Living With Dementia

Activity 1.1

Matching Type

Listed below are forms of abuse.

- a. Physical abuse
- b. Emotional abuse
- c. Neglect
- d. Sexual abuse
- e. Financial abuse

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

Examples	
	i. The person does not receive the needed medical attention.
	ii. The person is humiliated or isolated from their support system.
	iii. The person is blocked from accessing their belongings.
	iv. The person is hit, slapped or shoved forcefully.
	v. The person is forced to do sensual acts.

Activity 1.2

SCENARIO

John is the care worker assigned to provide support to an elderly resident named Margaret in a residential care facility. Margaret has advanced dementia and often feels agitated and confused. His goal is to engage with her in a way that promotes her well-being and maintains her dignity.

One afternoon, John enters Margaret's room to assist her with her daily activities. She seems particularly restless and disoriented today. He notices that she is holding a photograph in her hand. As he approaches her, he smiles warmly and softly says, "Hello, Margaret. I see you have a photograph there. Would you like to tell me about it?"

Margaret looks at him, her expression changing from confusion to a sense of recognition. She starts talking about the photograph, sharing memories of her family, children and past experiences. He listens attentively, nodding and showing genuine interest. He notices that Margaret's agitation is gradually decreasing as she engages in the conversation.

After she finishes speaking, John says, "Thank you for sharing those beautiful memories, Margaret. It sounds like you have a wonderful family. If you'd like, we can keep this photograph in a safe place, so you can look at it whenever you want."

Margaret smiles and hands him the photograph. He carefully places it on her bedside table where she can easily see it. John then assists her with getting ready for a short walk outside, asking if she prefers to take a certain route or visit a specific spot.

As John accompanies her on the walk, he continues the conversation, asking open-ended questions and allowing her to lead the discussion. He also pays attention to her body language and emotions, adjusting his approach based on her reactions.

List four actions performed by John in implementing a person-centred approach in this scenario.

i.
ii.
iii.
iv.

II. Use Effective Communication Strategies

Activity 2.1

Matching Type

Identify the method to engage with a person with dementia being described in each statement below.

Methods to Engage With a Person With Dementia
Reality orientation
Reminiscence therapy
Reassurance
Validation therapy

Description	
	i. This means helping to ease the person's fears and doubts.
	ii. This means giving the person a sensory experience to remind them of their past.
	iii. This means focusing on empathising with a person's reality.
	iv. This means helping people connect with their surroundings.

Activity 2.2

Explain the meaning of 'culturally sensitive communication'.

III. Support the Person to Participate in Activities According to Individualised Plan

Activity 3.1

True or False

Review the statements below about assistive technologies. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Button hooks and shoehorns are examples of dressing aids.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Wheelchairs are the only existing technology for mobility issues.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Catheters are portable devices that can collect urine or faeces for bedridden people.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Electronic bed frames can be adjusted to be flat or reclined.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Bath lifts help make showering safer for people with balance issues.

Activity 3.2

Identify two examples of possible activities for each listed need of a person.

i.	Need to practise or maintain physical strength
	a.
	b.
ii.	Need to practise fine motor skills
	a.
	b.
iii.	Need to keep the mind active
	a.
	b.
iv.	Need to socialise
	a.
	b.

IV. Use a Strengths-Based Approach to Meet the Person's Needs

Activity 4.1

Matching Type

Listed below are strategies to reduce stressors

- a. Avoidance
- b. Therapy
- c. Redirection
- d. Exercise

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

Description	
	i. This strategy prevents the person from encountering their stressors.
	ii. This strategy removes the stressors from the person's environment.
	iii. This strategy teaches the person coping skills to handle their stressors.
	iv. This strategy reduces physical stressors caused by poor health.
	v. This strategy diverts the person's attention away from their stressors.

Activity 4.2

List one example of possible behavioural change for each identified unmet need.

i. Need for safety
ii. Need for food
iii. Need to understand what is happening

V. Complete Documentation

Activity 5.1

Fill in the blanks

The following are statements about legislative requirements related to documentation. Review each and complete the statement by filling in the missing words/phrases.

i.	_____ is the right of people to be free from unwanted intrusion, observation or interference in their personal matters.
ii.	_____ is the responsibility to protect sensitive and private information from being disclosed or accessed by unauthorised people.
iii.	The national legislation that protects people's private information is the _____.
iv.	_____ is a document from Aged Care Quality and Safety Commission that provides the framework for disclosing information in aged care.
v.	_____ refers to the act of revealing, sharing, or making known certain information, often with the intent of providing insight, information or clarification to others.

Activity 5.2

SCENARIO

Henry is an 80-year-old man with Alzheimer's disease who is under your care as an aged care worker in a residential facility. He is usually cheerful and friendly despite his illness. He is also usually cooperative with his care workers, who assist him in his daily activities. He also has a healthy appetite and would always finish his meals.

Over a few days, you observe that Henry has been yelling at other residents and his care workers. He has been refusing to allow his usual care workers to come near him, and he has been refusing to finish his meals. He would instead eat a few bites then dump the rest of the contents of his plate on the table.

You and the rest of the care team discuss the possible causes of these changes. You think it might be a sign of disease progression. Together, you decide to refer him for a full medical check-up to identify possible physiological causes. You would try using different communication strategies to ask him if something had happened.

Below is a record of behaviour changes. Complete the template below using the information provided in the scenario.

RECORD OF BEHAVIOUR CHANGES		
Client's name		
Client's age		
Client's diagnosis		
Observed changes	Possible causes	Action plan to address changes

End of Document