



CHCAGE009

**Provide services for
older people**

**LEARNING
ACTIVITY
BOOKLET
(Trainer Copy)**



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Overview

CHCAGE009 - Provide services for older people (Release 1)

This unit describes the performance outcomes, skills and knowledge to provide services to an older person and to support their family, carer or others identified by the person. It involves following and contributing to an established individualised plan.

This unit applies to workers in a residential or community context, or those in personal care or support services that work with older people. Work performed requires some discretion and judgement and is carried out under regular 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:

<http://training.gov.au/Training/Details/CHCAGE009>

Trainer 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 learners' underpinning generic knowledge and practical activities to test their skills relevant to the unit/s of competency.

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

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).

Reasonable adjustment applies here, and while the majority of learners will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Learning Activity Booklet (Trainer Copy) provides model answers to all the questions, setting out which key responses must be included as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the learner to list three examples, then their response must include three of the items listed in the model answer.

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

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.

Contextualisation

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Harvard Management Institute Pty Ltd. highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit:

- Your student's needs
- Your RTO's training and assessment processes
- The work and industry context in which you operate

Contextualising for your state/territory

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Harvard Management Institute Pty Ltd. recommends you to:

- Access and review the legislation and industry requirements applicable in your state/territory.
- Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

Formative Activities

I. Deliver Individualised Services

Activity 1.1

True or False

Review the statements below about goals that follow the S-M-A-R-T principle. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCAGE009 PC1.1 (p)

Learner guide reference: CHCAGE009 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.1

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. A <i>specific</i> goal is distinct from other goals.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. A <i>measurable</i> goal's progress may not be exact.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. An <i>attainable</i> goal's results are not achievable.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. A <i>relevant</i> goal addresses the needs.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	v. A <i>time-bound</i> goal has a start and no end.

Activity 1.2

Matching Type

Identify the common health problem being described in each statement below.

Health Problems
Stroke
Allergies
Depression
Heart Attack
Type II Diabetes

Mapping: CHCAGE009 PC1.1 (p)

Learner guide reference: CHCAGE009 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.2

Description	
Heart Attack	<p>i. This happens when a blood vessel in the heart gets blocked. Cholesterol build-up is the most common cause. Symptoms may include:</p> <ul style="list-style-type: none">▪ Discomfort in the left-side arm and back▪ Tightness and pain in the chest region▪ Shortness of breath
Depression	<p>ii. This is a common mental disorder worldwide. Its symptoms are persistent sadness and a lack of interest in enjoyable activities.</p>
Type II Diabetes	<p>iii. This is a condition where a person is unable to use their body's <i>insulin</i>. People with this problem have high amounts of sugar in their blood.</p>

Description	
Allergies	<p>iv. These are reactions of the immune system to some substances. These substances can be:</p> <ul style="list-style-type: none"> ▪ Dust ▪ Food ▪ Pollen ▪ Animals
Stroke	<p>v. This happens for any of the two reasons:</p> <ul style="list-style-type: none"> ▪ The brain does not receive enough oxygen ▪ The blood vessels in the brain burst <p>The common cause of this problem is blood clots blocking the blood vessels in the brain.</p>

Activity 1.3

Enumerate the steps to take when spotting a sign of abuse.

Mapping: CHCAGE009 PC1.5 (p)

Learner guide reference: CHCAGE009 Learner Guide, Chapter 1, Subchapter 1.5, Section 1.5.2

Marking guide

The learner must enumerate the steps to take when spotting a sign of abuse.

For a satisfactory performance, although the wording may slightly vary, their response must be the following (in the order specified):

- i. Ask the older person about your observation.
- ii. Inform the older person that you will make a report about this observation.
- iii. Assure the older person that this report is for their safety.
- iv. Make a written or digital record of the report.
- v. Send the report to your immediate supervisor.
- vi. Forward the report to the appropriate authority.
- vii. Take steps to investigate the incident as advised by your supervisor.

i.

ii.

iii.

iv.

v.

vi.

vii.

II. Liaise and Negotiate with Others

Activity 2.1

Matching Type

Listed below are community support services and agencies applicable to older people.

- a. Transportation services
- b. Indigenous community groups
- c. Interest groups in the community
- d. Cultural and language interpreters
- e. Aged Care Assessment Team (ACAT)

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

Mapping: CHCAGE009 PC2.2 (p)

Learner guide reference: CHCAGE009 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1

Description	
a	i. They provide ways for the person to move from one place to another.
c	ii. They offer various activities that the person may join. These activities may include sports, art, music, cooking, charity and more.
d	iii. They help CALD persons communicate with other service providers.
e	iv. They help determine the needs of older Australians. They also help older people find government-subsidised services.
b	v. Aboriginal and Torres Strait Islanders may have small local service groups. They offer social services with the government's help.

Activity 2.2

List down three reasons for a person's needs, goals, and preferences to change over time.

Mapping: CHCAGE009 PC2.3 (p)

Learner guide reference: CHCAGE009 Learner Guide, Chapter 2, Subchapter 2.3, Subchapter Opener

Marking guide

The learner must list down three reasons for a person's needs, goals, and preferences to change over time. For a satisfactory performance, although the wording may slightly vary, their response must be three of the following:

- Manifestation of a serious illness
- The person moving to a different location
- The emergence of hazards that pose risks to the person
- Non-lethal changes such as a decline in eyesight, hearing, smell, taste, or touch
- Progression of a condition, resulting in an increase in the level of support needed

i.

ii.

iii.

III. Support Family, Carer or Relevant Others

Activity 3.1

True or False

Review the statements below about ways to provide support to the family and carers.

Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCAGE009 PC3.2 (p)

Learner guide reference: CHCAGE009 Learner Guide, Chapter 2, Subchapter 3.2, Section 3.2.1

<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	i. You can get involved with family matters.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. You can provide reassurance to the family member or carer.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. You can freely disclose personal information to everyone.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. You can promote the benefits of taking time for self-care.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	v. You can provide advice on matters not related to work.

Activity 3.2

Answer the following questions about substitute carers.

Mapping: CHCAGE009 PC3.2 (p)

Learner guide reference: CHCAGE009 Learner Guide, Chapter 2, Subchapter 3.2, Section 3.2.2

Marking guide

The learner must answer the following questions about substitute carers.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.

- i. What type of service allows for a substitute carer?

Respite care or service allows for a substitute carer for a family member or carer.

- ii. How long can a substitute carer work?

The substitute carer can work for a few hours to a few weeks.

- iii. What is the goal of the substitute carer?

The goal of the substitute carer is to continue the service delivery as planned.

IV. Coordinate Feedback

Activity 4.1

Give one example of feedback on the plan's effectiveness from the stakeholders provided below.

Mapping: CHCAGE009 PC4.1 (p)

Learner guide reference: CHCAGE009 Learner Guide, Chapter 4, Subchapter 4.1

Marking guide

The learner must give one example of feedback on the plan's effectiveness from the stakeholders provided below.

i. From the older person

For a satisfactory performance, although wording may slightly vary, their response must be one of the following:

- The person may feel that the plan does not address some of their needs.
- The person may want to update their plan and the services used.
- The person may express hesitancy on the services delivered.
- The person may point out the lack of skills of some workers.

ii. From the family members

For a satisfactory performance, although wording may slightly vary, their response must be one of the following:

- A family member may comment on the performance of workers.
- A family member may express their need for respite services.
- A family member may want to hire a carer to take their role.
- A family member may suggest minor changes to services rendered.

iii. From the carer

For a satisfactory performance, although wording may slightly vary, their response must be one of the following:

- A carer may comment on the performance of workers.
- A carer may express their need for respite services.
- A carer may express their need for additional support.
- A carer may suggest minor changes to services rendered.

iv. From the service providers

For a satisfactory performance, although wording may slightly vary, their response must be one of the following:

- The service provider may provide updates on changes that they have made.
- A service worker may communicate observations that they have made.
- A service worker may reveal concerns about how clients treat them.
- The service provider may express their desire to stop.

v. From relevant others

For a satisfactory performance, although wording may slightly vary, their response must be one of the following:

- Relevant others might give comments on the service of the care team.
- Relevant others may communicate observations that they have seen.
- Relevant others may provide concerns shared to them by the older person.
- Relevant others may suggest minor changes to the services rendered.

Activity 4.2

Matching Type

Identify the relevant health professionals being described in each statement below.

Health Professionals
Dentists
Specialists
Pharmacists
Psychologists
General Practitioners

Mapping: CHCAGE009 PC4.3 (p)

Learner guide reference: CHCAGE009 Learner Guide, Chapter 4, Subchapter 4.3

Description	
Psychologists	i. They are the best professionals to help address mental health concerns.
General Practitioners	ii. They are usually the first doctors to respond if the person's actual condition is unknown.
Pharmacists	iii. They can help educate the person on everything about their medications.
Dentists	iv. They help address dental and oral health concerns.
Specialists	v. They are doctors who can help address more specific health concerns.

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