

CHCAGE005

Provide support to
people with dementia



**LEARNING
ACTIVITY
BOOKLET
(TRAINER COPY)**

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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 Fixed wording issues	1.2

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Overview

CHCAGE005 - Provide support to people living with dementia

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/CHCAGE005>

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
- 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.

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.

A comprehensive guide to contextualising your assessment tools for your RTO can be accessed through this link:

<https://compliantlearningresources.com.au/blog/simple-guide-to-contextualising-rto-training-resources-and-assessment-tools/>

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.

Mapping: CHCAGE005 PC1.5 (p), KE12.0 (p)

Learner guide reference: CHCAGE005 Learner Guide, Chapter 1, Subchapter 1.5

Examples	
c	i. The person does not receive the needed medical attention.
b	ii. The person is humiliated or isolated from their support system.
e	iii. The person is blocked from accessing their belongings.
a	iv. The person is hit, slapped or shoved forcefully.
d	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.

Mapping: CHCAGE005 PC1.2 (p)

Learner guide reference: CHCAGE005 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.1

Marking guide

The learner must list four actions performed by John in implementing a person-centred approach in the scenario.

For a satisfactory performance, the learner must list four of the following in no particular order:

- John pays close attention to Margaret's body language and emotions during the walk, adjusting his conversation topics and approach based on her cues to maintain her comfort.
- John approaches Margaret with a person-led perspective, treating her as an individual with unique preferences, needs and aspirations rather than solely focusing on her condition or disability.
- John actively involves Margaret in making decisions about her daily activities and engagement, allowing her to lead her own care and choices.
- John validates Margaret's emotions by acknowledging her memories and expressing gratitude for sharing, promoting a sense of connection and self-worth.
- John tailors his support to Margaret's wishes and priorities, offering choices and adjusting his approach to suit her preferences, such as taking a specific route during the walk.
- John's warm smile and genuine interest create a positive and welcoming atmosphere, which helps reduce Margaret's agitation and enhances her emotional well-being.
- John listens attentively to Margaret's stories and memories, showing understanding and empathy, which allows her to express herself and feel heard.
- John ensures Margaret's dignity by offering to keep the photograph safe and respecting her choice, allowing her to maintain control over her personal belongings.

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

Mapping: CHCAGE005 PC2.2 (p), PC2.3 (p), KE13.3 (p), KE13.4 (p), KE13.5.1 (p), KE13.7 (p)

Learner guide reference:

- *CHCAGE005 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.1*
- *CHCAGE005 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.2*
- *CHCAGE005 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.1*
- *CHCAGE005 Learner Guide, Chapter 2, Subchapter 2.3, Section 2.3.2*

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

Activity 2.2

Explain the meaning of 'culturally sensitive communication'.

Mapping: CHCAGE005 PC2.1 (p), KE13.2 (p)

Learner guide reference: CHCAGE005 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.1

Marking guide

The learner must explain the meaning of culturally sensitive communication.

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

Culturally sensitive communication means being aware of people's cultures and not using discriminatory or harmful language or gestures.

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.

Mapping: CHCAGE005 PC3.5 (p), KE16.1 (p), KE16.2 (p), KE16.4 (p), KE16.12 (p)

Learner guide reference: CHCAGE005 Learner Guide, Chapter 3, Subchapter 3.5, Section 3.5.1

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

Mapping: CHCAGE005 PC3.2 (p)

Learner guide reference: CHCAGE005 Learner Guide, Chapter 3, Subchapter 3.2

Marking guide

The learner must identify two examples of possible activities for each listed need of a person.

Responses will vary. For a satisfactory performance, the learner's response must be:

- Two suggested activities that can help fulfil the identified needs of the person
- Consistent with the listed needs:
 - Need to practise or maintain physical strength – This need refers to the requirement or desire of the person to engage in activities that help them improve or sustain their physical strength.
 - Need to practise fine motor skills – This need refers to the person's requirement or desire to engage in activities that involve the use or improvement of their small muscle groups, particularly those in their hands and fingers.
 - Need to keep the mind active – This need refers to the person's requirement or desire to engage in mental activities that stimulate cognitive functioning and prevent mental stagnation.
 - Need to socialise – This need refers to the person's desire for social interaction and engagement with others.

Model answers are provided below.

i. Need to practise or maintain physical strength

a.

b.

(Only two are required)

- Taking dance classes
- Gardening, such as watering plants, removing weeds, or planting seeds in pots
- Swimming in shallow pools
- Doing aerobic activities or dance classes focusing on upper body movements
- Playing adapted sports, such as badminton, table tennis, or darts

ii. Need to practise fine motor skills

a.

b.

(Only two are required)

- Doing art activities, such as drawing, painting or making clay models
- Making crafts, such as scrapbooking, sewing or knitting
- Doing chores, such as folding clothes

iii. Need to keep the mind active

a.

b.

(Only two are required)

- Doing crossword puzzles, word searches and other word games
- Playing board games, card games or physical puzzles
- Taking music lessons, such as singing or playing instruments

iv. Need to socialise

a.

b.

(Only two are required)

- Playing group trivia games or storytelling activities
- Participating in book clubs or movie discussion clubs
- Going to outdoor picnics or indoor dinner parties

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.

Mapping: CHCAGE005 PC4.3 (p)

Learner guide reference: CHCAGE005 Learner Guide, Chapter 4, Subchapter 4.3

Description	
a	i. This strategy prevents the person from encountering their stressors.
a	ii. This strategy removes the stressors from the person's environment.
b	iii. This strategy teaches the person coping skills to handle their stressors.
d	iv. This strategy reduces physical stressors caused by poor health.
c	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.

Mapping: CHCAGE005 PC4.2 (p), KE5.2 (p)

Learner guide reference: CHCAGE005 Learner Guide, Chapter 4, Subchapter 4.2, Section 4.2.1

Marking guide

The learner must list one example of possible behavioural change for each identified unmet need.

Responses will vary. For a satisfactory performance, their response must be:

- Examples of how a person's behaviour might change when the listed needs are not being addressed.
- Consistent with the identified unmet need:
 - Need for safety – This refers to the requirement to feel secure and free from harm.
 - Need for food – This refers to the physiological requirements for sustenance and nourishment.
 - Need to understand what is happening – This is the person's desire or requirement to have a clear and coherent understanding of their surroundings, situation, events, or activities.

Model answers are provided below.

i. Need for safety

(Only one is required)

- The person may become aggressive towards the people around them. This can be a way of defending themselves from a perceived threat. They may not recognise that they are in a safe place.
- The person may hide or run away from aged care workers or family members. These behaviours are also ways for them to protect themselves.

ii. Need for food

The person may start hoarding or stealing food if they have experienced a significant lack of food. This is because they may believe that they will not have enough.

iii. Need to understand what is happening

(Only one is required)

- When a person is confused about where they are, they may wander. This means they may walk around aimlessly and get lost. This may be a result of them looking for something familiar.
- A person may not understand why someone is assisting them. This may lead to confusion about an aged care worker trying to feed or bathe them. They may resist care as a result of this confusion.

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.

Mapping: CHCAGE005 PC5.2 (p)

Learner guide reference: CHCAGE005 Learner Guide, Chapter 5, Subchapter 5.2, Section 5.2.2

- | | |
|------|---|
| i. | Privacy is the right of people to be free from unwanted intrusion, observation or interference in their personal matters. |
| ii. | Confidentiality 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 Privacy Act 1988 . |
| iv. | Open Disclosure Framework and Guidance is a document from Aged Care Quality and Safety Commission that provides the framework for disclosing information in aged care. |
| v. | Disclosure 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.

Mapping: CHCAGE005 PC5.1 (p)

Learner guide reference: CHCAGE005 Learner Guide, Chapter 5, Section 5.1

Marking guide

The learner must complete the record of behaviour changes using the information provided in the scenario.

Benchmark answers for the **client's name, age and diagnosis** are provided below for the trainer's reference in evaluating the learner's performance.

Observed Changes

Responses will vary. For a satisfactory performance, the learner's response must be:

- Two descriptions of the differences in Henry's behaviour
- Consistent with the scenario.

Model answers are provided below.

Possible Causes

Responses will vary. For a satisfactory performance, the learner's response must be:

- The potential reason for the change in Henry's behaviour
- Relevant to the identified observed changes
- Consistent with the scenario.

Model answers are provided below.

Action Plan to address changes

Responses will vary. For a satisfactory performance, the learner's response must be:

- The strategy or approach to be used as a response to the changes in Henry's behaviour
- Relevant to the identified observed changes
- Consistent with the scenario.

Model answers are provided below.

RECORD OF BEHAVIOUR CHANGES		
Client's name	Henry	
Client's age	80	
Client's diagnosis	Alzheimer's disease	
Observed changes	Possible causes	Action plan to address changes
Has started yelling at other residents and care workers	Disease progression	Use different communication strategies to ask him if something had happened.
Has started refusing his food	Illness	Schedule a full medical check-up to check for physiological causes

End of Document