CHCAGE011

Provide support to people living with dementia

Unit/Assessment Mapping (Extract)

Unit mapping

KQ: Knowledge questions			
P: Project	**KQ**	**P**	**PA**
PA: Practical assessment			

Elements and performance criteria

E 1	**Prepare to provide support to people living with dementia**			
PC 1.1	Read individualised plan and familiarise self with the specific needs and preferences of the person living with dementia	Q 1.1 Q 1.2 Q 1.3	P 1	PA
PC 1.2	Apply person-centred care approaches to all interactions with the person living with dementia	Q 1.4	P 1	PA
PC 1.3	Communicate with the person, their family, carer or others identified by the person, to provide and maintain a stable and familiar environment that supports the person's wellbeing	Q 1.5 Q 1.6	P 1	PA
PC 1.4	Recognise and refer situations outside scope of own role to supervisor or health professional	Q 1.7 Q 1.8	P 1	PA
PC 1.5	Recognise signs consistent with abuse or neglect of the person and report according to legislative requirements and organisational policies and procedures	Q 1.9 Q 1.10	P 1	PA
E 2	**Use effective communication strategies**			
PC 2.1	Communicate in a supportive manner that respects the person's needs, rights and preferences and upholds their dignity	Q 2.1 Q 2.2	P 1	PA
PC 2.2	Support engagement of the person living with dementia using verbal and non-verbal communication strategies	Q 2.3	P 1	PA
PC 2.3	Provide reassurance and use validation strategies with the person to relieve distress and agitation	Q 2.4	P 1	PA
PC 2.4	Communicate with families and carers in a supportive manner to provide care information and opportunities for discussion	Q 2.5	P 1	PA
E 3	**Support the person to participate in activities according to the individualised plan**			
PC 3.1	Work with the person living with dementia, their family, carer or others identified by the person to develop an understanding of the person's likes, dislikes, strengths and interests	Q 3.1	P 1	PA
PC 3.2	Encourage the person to engage in activities that support ongoing independence according to their changing needs and preferences	Q 3.2	P 1	PA
PC 3.3	Access information about the person's reminiscences and routines from the person, their family, carer or others identified by the person, to inform activities that reflect the person's preferences and provide pleasurable experiences	Q 3.3	P 1	PA
PC 3.4	Assist the person to maintain dignity of risk, while balancing duty of care	Q 3.4	P 1	PA
PC 3.5	Support the person's use of assistive technologies relevant to the activity, according to their individual needs	Q 3.5 Q 3.6 Q 3.7	P 1	PA

KQ: Knowledge questions P: Project PA: Practical assessment	KQ	P	PA

Elements and performance criteria

E 4	**Use a strengths-based approach to meet the person's needs**			
PC 4.1	Refer to the individualised plan to gain awareness of identified behaviour and potential triggers	Q 4.1	P 1	PA
PC 4.2	Recognise changes in behaviour of the person living with dementia that indicate stressors including un-met needs	Q 4.2 Q 4.3	P 1	PA
PC 4.3	Use knowledge of the person to determine strategies to reduce stressors and meet their needs	Q 4.4	P 1	PA
PC 4.4	Implement identified strategies to reduce the likelihood of adverse outcomes for the person and others	Q 4.5	P 1	PA
E 5	**Complete documentation**			
PC 5.1	Observe and document any changes in behaviour of the person living with dementia and report to supervisor	Q 5.1 Q 5.2	P 1	PA
PC 5.2	Complete, maintain and store documentation according to legislative requirements and organisational policies and procedures	Q 5.3	P 1	PA

KQ: Knowledge questions			
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Knowledge evidence			
KE 1	Awareness of current research on dementia	Q 1.1		
KE 2	Types and causes of dementia, including but not limited to: ▪ Alzheimer's disease ▪ vascular dementia or multi-infarct dementia ▪ Lewy bodies ▪ excessive alcohol intake or Korsakov's Syndrome ▪ frontotemporal lobar degeneration (FLTD) ▪ Huntington's disease ▪ Parkinson's disease ▪ younger onset dementia	Q 1.1	P 1	
KE 3	Dementia as a progressive neurological condition, including pathological features: ▪ amyloid plaques ▪ neurofibrillary tangles ▪ loss of connection between cells and cell death	Q 6.1	P 1	
KE 4	Common indicators and symptoms of dementia	Q 1.1	P 1	
KE 5	Potential interventions and proactive strategies that may be used to address identified behaviour: ▪ identification of triggers ▪ behaviour as an indicator of unmet needs ▪ impact of environment	Q 1.1 Q 5.1	P 1	PA
KE 6	Restrictive practices: ▪ what constitutes a restrictive practice ▪ legislative and regulatory requirements ▪ organisational policies and procedures relating to restricted practices ▪ positive strategies ▪ ethical considerations ▪ documentation requirements	Q 6.2		
KE 7	Processes for recognising and reporting indicators of injury, infection, illness and pain and the impact on the person's behaviour	Q 4.4	P 1	PA

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KE 8	Progression of dementia and potential impact on the person living with dementia and their family and carer, including but not limited to: ▪ depression ▪ loss and grieving ▪ anger or aggression toward carer, family or others ▪ despair ▪ delirium ▪ social embarrassment ▪ dysphagia ▪ loss of speech and cognition ▪ loss of inhibition ▪ isolation ▪ self-harm ▪ social devaluation ▪ suicidal ideation	Q 2.5		
KE 9	Psychosocial implications of the progression of dementia for the person, including but not limited to: ▪ accommodation ▪ financial implications ▪ isolation ▪ heightened vulnerability to abuse and exploitation	Q 2.5		
KE 10	Principles of a person-centred approach to support activities which: ▪ enhance self-esteem and pleasure ▪ minimise boredom ▪ create a sense of personal value and self-worth	Q 1.4		PA
KE 11	The impact of the environment on supporting a person living with dementia to interact and engage	Q 1.6		PA
KE 12	Forms of abuse, neglect and exploitation	Q 1.9	P 1	PA
KE 13	Methods to engage with the person living with dementia: ▪ verbal and non-verbal communication strategies ▪ culturally sensitive and safe communication strategies ▪ reality orientation ▪ reassuring words, phrases and body language ▪ validation: – acceptance of the person's reality – acknowledgement ▪ accepting expressions of distress ▪ reminiscence	Q 2.3 Q 2.4	P 1	PA

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KE 14   Types of stressors and their impact, including but not limited to:
  • physical:
    – infection
    – nutrition and dehydration
    – continence
    – pain
  • environmental
  • accumulated
  • cumulative
	Q 4.2		

KE 15 Role of assistive technologies in supporting a person's life activities: • maintaining and promoting independence enabling inclusion and participation	Q 3.5		

KE 16   Scope and breadth of assistive technologies used across the life domains, including but not limited to:
  • self-care
  • continence and hygiene
  • communication
  • mobility and transferring
  • cognition and memory loss
  • vision and hearing
  • daily living activities
  • recreation and leisure
  • education and employment
  • home and other environments
  • eating and drinking
  • pressure area management
  • carer support
	Q 3.6		

KE 17   Legal and ethical considerations for working with people living with dementia:
  • duty of care
  • dignity of risk
  • human rights
  • relevant codes of conduct
  • legislative and statutory requirements for reporting
  • privacy, confidentiality and disclosure
  • mandatory reporting
  • work health and safety
	Q 1.10
	Q 2.2
	Q 3.4
	Q 5.3
		P 1	PA

KE 18   Organisational policies and procedures for:
  • reporting and documentation, including the importance of accurate, objective and appropriately detailed records
  • storage of information
  • referrals
	Q 1.8
	Q 1.10
	Q 5.3
		P 1	PA

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Performance evidence

PE 1	Provide support according to an individualised plan, to two different people living with dementia, including:			PA
	▪ using a person-centred approach to support, that upholds the rights and dignity of the person			
	▪ using of communication strategies tailored to the needs of the person			
	▪ supporting activities that meet the person's needs			
	▪ using strategies to minimise adverse outcomes associated with changed behaviour specific to the person, which may impact the person or others			
	▪ completing reports and documentation			

Trainer/assessor instructions and requirements

These training and assessment materials are a commercially produced resource designed to underpin training and assessment delivery strategies.

Catapult Smallprint resources

Catapult Smallprint resources are current, according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

Catapult Smallprint offer:
- a learning resource—theory component
- an assessment workbook—a suite of assessment tools

The assessment tools are mapped against:
- elements and performance criteria
- performance evidence
- knowledge evidence

Information for Registered Training Organisation only

RTOs must conduct their own validation and mapping to verify that the assessment tools and instruments used:
- enable the collection of evidence that complies with the Principles of Assessment and the Rules of Evidence
- can be used by different trainer/assessors to achieve consistent results
- can be applied in a range of assessment situations
- align with the RTO's Training and Assessment Strategy (TAS)

If any gaps are identified the RTO must develop their own evidence gathering methods, assessment tools or activities.

If used correctly the assessment tools should provide a comprehensive assessment.

Catapult Smallprint do not promote that the use of their resources will ensure compliance with all VET Regulations. It is the responsibility of the RTO to meet those requirements and develop their own Training and Assessment Strategy (TAS).

Learning resource

The learning content is divided into topics which address the learning elements and performance criteria for each unit.

At the end of each topic the learner is provided with:
- a set of true or false questions
- a set of multiple choice questions

These questions are self-marking and do not form part of the assessment. They provide an opportunity for learners to test their understanding of the topics.

The learning resource is designed for self-paced learning but is also suitable for face to face or workshop delivery.

The trainer/assessor should provide supplementary information including interpretation of the contents of this resource. They should initiate discussion about the subject matter and encourage learners to contribute their own experiences and their interpretations of the material.

Learners should be encouraged to undertake additional research.

This might include:
- reading
- reflection
- drawing on their own knowledge and experience

It is not necessary to work through the resource in the order in which it is written. This is at the discretion of the trainer/assessor.

Assessment workbook

The trainer/assessor must explain to learners:
- what competency-based training is
- how competency-based assessment works and how they will be assessed
- what constitutes competency
- the assessment conditions applicable to this unit
- the resources required for assessment
- the Rules of Evidence
- the training organisation's complaints and appeals procedures
- the role of the trainer/assessor
- how the skills recognition (RPL) checklist can be used
- when the completion record will be signed

The tools that can be used to assess learners' competencies include the:
- knowledge questions
- project
- practical assessment

Assessment agreement

The trainer/assessor must explain:

- how and when assessment will occur
- the tools and instruments that will be used to collect evidence
- the assessment conditions that apply to this unit
- how adjustments can be made for special needs
- the learner's rights if they want to dispute an assessment result
- that all work submitted by the learner must be their own
- that plagiarism is not acceptable
- why the assessment agreement must be signed

The learner and the trainer/assessor need to sign the assessment agreement.

Foundation skills checklist

The trainer/assessor should identify the foundation skills levels of learners to determine whether additional support needs to be provided.

The foundation skills checklist in this resource is a general listing of the base foundation skills that are required to successfully complete any unit of competency

Foundation skills are:

- LLN Skills
  - reading
  - writing
  - oral communication
  - numeracy
- Employability skills
  - navigating the world of work
  - interacting with others
  - getting the work done

Training packages identify foundation skill requirements in a variety of ways:

- in some packages foundation skills are explicit in the performance criteria of the unit of competency
- in others specific foundation skills are identified for individual units of competency
- in others all foundation skills are identified separately

The trainer/assessor should source and use foundation skills assessment methodologies that suit the learner cohort.

Skills recognition

The trainer/assessor needs to determine how they wish to use this section.

Evidence of existing skills can be provided for all or parts of the unit. This could mean that some of the knowledge questions or practical tasks do not need to be completed.

Evidence of existing skills and knowledge can be obtained by sighting, for example:

- previous training results or qualifications
- workplace documents
- testimonials of skills obtained through unpaid work
- references from employers

Trainer/assessors must discuss the evidence requirements with the learner.

Any evidence submitted must comply with the Principles of Assessment and Rules of Evidence.

On completion of an RPL assessment the trainer/assessor should record their comments and mark the applicant's submission as Satisfactory/Not Satisfactory.

Knowledge questions

The knowledge questions address the learner's understanding of the information covered in:

- the elements and performance criteria for this unit
- the knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit evidence of underpinning knowledge.

Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

The trainer/assessor will determine which questions need to be answered to ensure a satisfactory outcome.

The trainer/assessor must provide clear instructions to the learner regarding:

- the manner in which responses should be presented, for example: hand written in the space provided, in a word-processed document, verbally, on-line
- whether additional questions need to be answered

If verbal responses are provided the trainer/assessor must document the learner's responses verbatim.

When questions are answered the trainer/assessor should provide feedback to the learner. If responses are unsatisfactory the learner should be given the opportunity to provide additional information or to re-submit.

Answers should be marked as Satisfactory/Not Satisfactory.

Project

Projects are an assessment tool that can address either practical or knowledge-based skills. Learners might be asked to complete the project in addition to the other assessment activities. In some instances, it can be used as an alternative to the knowledge questions or the practical assessment tasks.

The assessor will decide how the project will be used and must advise learners about whether they need to complete it.

Practical assessment

Trainer/assessors must inform learners of:

- the assessment conditions
- the required performance standards
- how, when and where assessment will take place
- any assistance they will receive
- the resources that will be supplied
- how their performance will be recorded
- what to do if they disagree with the assessment results

The practical assessment requires that learners demonstrate the skills they have developed as a result of their training. They must perform the nominated skills and their performance must be observed by the assessor or a suitably qualified and experienced third party. The third party cannot conduct the assessment but can provide supplementary evidence for the assessor to use. Assessor comments must be recorded, and performance results marked as Satisfactory, or Not Satisfactory as they will contribute to the final judgment of competence.

Practical assessments might be conducted in a workplace, as simulations, or as a series of relevant role plays. If assessment cannot be conducted in a workplace the assessor must ensure that the simulations and role plays replicate a workplace as nearly as possible. The assessor is responsible for ensuring that learners have access to the resources needed to complete the assessment.

Completion record

The results of each form of assessment, plus any extra requirements nominated by the assessor, should be recorded in the assessment workbook.

The trainer/assessor must ensure that the:
- assessment conditions for this unit were met
- learner answered the knowledge questions at the required standard for the unit level
- learner performed all the practical tasks to the required standard for the unit level
- learner was provided with detailed feedback
- any additional assessment requirements were completed

The completion record should be signed by the learner and trainer/assessor.