



Australian Government

CHCAGE011 Provide support to people living with dementia

Release: 1

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Modification History

Not applicable.

Application

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.

Pre-requisite Unit

Nil

Unit Sector

Aged Care

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Prepare to provide support to people living with dementia.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Read individualised plan and familiarise self with the specific needs and preferences of the person living with dementia.
- 1.2. Apply person-centred care approaches to all interactions with the person living with dementia.
- 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.
- 1.4. Recognise and refer situations outside scope of own role to supervisor or health professional.
- 1.5 Recognise signs consistent with abuse or neglect of the

- person and report according to legislative requirements and organisational policies and procedures.
2. Use effective communication strategies.
 - 2.1. Communicate in a supportive manner that respects the person's needs, rights and preferences and upholds their dignity.
 - 2.2. Support engagement of the person living with dementia using verbal and non-verbal communication strategies.
 - 2.3. Provide reassurance and use validation strategies with the person to relieve distress and agitation.
 - 2.4. Communicate with families and carers in a supportive manner to provide care information and opportunities for discussion.
 3. Support the person to participate in activities according to the individualised plan.
 - 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.
 - 3.2. Encourage the person to engage in activities that support ongoing independence according to their changing needs and preferences.
 - 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.
 - 3.4. Assist the person to maintain dignity of risk, while balancing duty of care.
 - 3.5. Support the person's use of assistive technologies relevant to the activity, according to their individual needs.
 4. Use a strengths-based approach to meet the person's needs.
 - 4.1. Refer to the individualised plan to gain awareness of identified behaviour and potential triggers.
 - 4.2. Recognise changes in behaviour of the person living with dementia that indicate stressors including un-met needs.
 - 4.3. Use knowledge of the person to determine strategies to reduce stressors and meet their needs.
 - 4.4. Implement identified strategies to reduce the likelihood of adverse outcomes for the person and others.
 5. Complete documentation.
 - 5.1. Observe and document any changes in behaviour of the person living with dementia and report to supervisor.
 - 5.2. Complete, maintain and store documentation according to legislative requirements and organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the Performance Criteria of this unit of competency.

Unit Mapping Information

Supersedes and is not equivalent to CHCAGE005 Provide support to people living with dementia.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCAGE011 Provide support to people living with dementia

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide support according to an individualised plan, to two different people living with dementia, including:
 - 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.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- awareness of current research on dementia
- 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 Korsakoff Syndrome
 - frontotemporal lobar degeneration (FLTD)
 - Huntington's disease
 - Parkinson's disease
 - younger onset dementia
- dementia as a progressive neurological condition, including pathological features:
 - amyloid plaques
 - neurofibrillary tangles
 - loss of connection between cells and cell death
- common indicators and symptoms of dementia

- 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
- 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
- processes for recognising and reporting indicators of injury, infection, illness and pain and the impact on the person's behaviour
- 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
- 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
- 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
- the impact of the environment on supporting a person living with dementia to interact and engage

- forms of abuse, neglect and exploitation
- 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
- types of stressors and their impact, including but not limited to:
 - physical:
 - infection
 - nutrition and dehydration
 - continence
 - pain
 - environmental
 - accumulated
 - cumulative
- role of assistive technologies in supporting a person's life activities:
 - maintaining and promoting independence
 - enabling inclusion and participation
- 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
- 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
- organisational policies and procedures for:
 - reporting and documentation, including the importance of accurate, objective and appropriately detailed records
 - storage of information
 - referrals.

Assessment Conditions

Skills must be demonstrated in the workplace, with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threaten the dignity of the person living with dementia.

Assessment must ensure access to:

- individualised plans for the support of people living with dementia that reflect a range of dementia symptoms and identified behaviour and support services
- facilities, equipment and resources relevant to individualised plans that are used when supporting people living with dementia
- legislative and statutory instruments related to reporting
- organisational policies and procedures
- opportunities for engagement with people living with dementia and their family, carer or others identified by the person and others involved in service provision.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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