



CHCAGE013

WORK EFFECTIVELY IN AGED CARE



WELCOME TO CHCAGE013

DO YOU KNOW...



What the person-centred approach is?

When and how consent is obtained?

The signs of elder abuse and how to report them?

How to read an individualised plan?

How to protect your clients' privacy and confidentiality?

What to do if you are asked to do something outside your job role?

The professional, legal and human rights context of the aged care sector?

How to properly complete and store workplace documentation?

LET'S FIND OUT!



HOUSEKEEPING



No phones

Place your phone in your bag or
somewhere safe

Put your phone on silent

You can look at your phone, text and
make calls during your breaks



General rules

Be on time

Have your resources ready

Complete your work on time

Participate in discussion



Be respectful of others

Always be polite

Wait for others to finish before speaking

Raise your hand if you would like to
speak or share something

Have a good attitude

Swearing is unacceptable

ABOUT THIS UNIT

This unit describes the performance outcomes, skills and knowledge required to work effectively in an aged care work context. The unit covers meeting job requirements, complying with organisational requirements and working in an aged care sector context.

This unit applies to individuals who work with older people in a range of community services and health contexts. 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.



TOPIC 1: YOUR ROLE IN AGED CARE

- Job role requirements and expectations.
- Clarifying job role requirements.
- Referring work tasks.
- Causes of stress in aged care workers.
- Self-care strategies.
- Key principles and concepts in aged care.
- Attitudes and stereotypes.





TOPIC 1

1.1. Introduction

1.2. Job role requirements

- Table 1: Jobs and role descriptions in the aged care industry
- Activity 1.1: Read
- Activity 1.2: Research
- Activity 1.3: Watch

1.3. Self-care strategies

- Activity 1.4: Read

1.4. An interdisciplinary team

- Activity 1.5: Read
- Activity 1.6: Read





QUIZ 1!

TOPIC 2: KEY CONCEPTS IN AGED CARE

- Key issues in the sector
- Key philosophies and concepts
- Harmful attitudes and stereotypes
- Cultural diversity and cultural competence.





TOPIC 2

2.1. Introduction

2.2. Key issues in aged care

- Activity 2.1: Read
- Activity 2.2: Watch

2.3. Key philosophies and concepts

- Activity 2.3: Watch
- Activity 2.4: Read
- Table 2: Risks of segregating and congregating
- Activity 2.5: Read
- Activity 2.6: Watch
- Activity 2.7: Read
- Activity 2.8: Read
- Activity 2.9: Read
- Activity 2.10: Read





TOPIC 2 (CONTINUED)

2.4. Attitudes and stereotypes

- Activity 2.11: Read
- Activity 2.12: Read

2.5. Cultural diversity

- Activity 2.13: Watch

2.6. Key organisations, agencies and services

- Activity 2.14: Read
- Activity 2.15: Read
- Activity 2.16: Watch
- Activity 2.17: Do
- Activity 2.18: Read
- Activity 2.19: Do





QUIZ 2!





TOPIC 3: ORGANISATIONAL REQUIREMENTS

- Professional conduct
- Legal and human rights frameworks
- Risk assessment and prevention
- Working as part of an interdisciplinary team
- Accessing and sharing information.





TOPIC 3

3.1. Introduction

3.2. Code of conduct

- Activity 3.1: Watch
- Activity 3.2: Read

3.3. Support practices

- Activity 3.3: Read
- Activity 3.4: Read
- Activity 3.5: Watch

3.4. Risk

- Activity 3.6: Watch
- Table 3: Examples of risks for personal care workers
- Table 4: Examples of risks in a client's home
- Activity 3.7: Read
- Activity 3.8: Read





TOPIC 3 (CONTINUED)

- Activity 3.9: Read
- Table 5: Examples of risks related to the provision of care

3.5. Legal rights and safeguarding bodies

- Activity 3.10: Read
- Activity 3.11: Read
- Activity 3.12: Read
- Activity 3.13: Read
- Activity 3.14: Read
- Activity 3.15: Read

3.6. Digital technology

- Activity 3.16: Watch
- Activity 3.17: Read
- Activity 3.18: Read





QUIZ 3!



TOPIC 4: WORKING IN AN AGED CARE CONTEXT

- Individualised plans
- Consent
- Recognising and reporting signs of abuse
- Recording, maintain and storing information.





TOPIC 4

4.1. Topic goals

4.2. The individualised plan

- Activity 4.1: Read

4.3. Consent

- Activity 4.2: Read
- Activity 4.3: Read

4.4. Elder abuse

- Table 6: Examples of neglect and abuse
- Activity 4.4: Read
- Activity 4.5: Watch
- Activity 4.5: Watch
- Activity 4.7: Reflect
- Activity 4.8: Read





TOPIC 4 (CONTINUED)

4.5. Recording and storing information

- Activity 4.9: Read
- Activity 4.10: Read





LEARNING ACTIVITIES

The learning activities in your Learner Guide can be completed in both the classroom and in the workplace. They are provided to further develop your skills and knowledge and to prepare you for assessment. Your trainer will advise you on the timeframes for the activities. Make notes about the activities you complete and hand this document to your trainer when you have finished.



SUMMARY

Meeting job role requirements and implementing self-care strategies

Key philosophies and concepts of the sector

Working within organisational requirements

Working in an aged care context.



ASSESSMENT

Assessment Task 1: Knowledge questions

Assessment Task 2: Portfolio

- Portfolio section 1: Assessor observation
- Portfolio section 2: Reflective journal
- Portfolio section 3: Supervisor report.

THANK YOU!