



POWERPOINT SLIDES

Resources required:

CHCAGE003 Coordinate services for older people session plans 1-4.

Welcome

- Housekeeping
- Emergency procedures
- Course outline and structure
- Assessment requirements and submission dates

Key points:

- RTO information
- Trainer introduction
- Key contact information
- General housekeeping - location of toilets, break times etc
- Emergency procedures - evacuation meeting points and emergency exits
- WHS considerations
- Plagiarism, student code of conduct and any other relevant policies and procedures
- Course outline and lesson structure
- Course expectations and self-study requirements
- Expectations of student while studying this unit
- Assessment requirements dates and submission procedures

Session 1



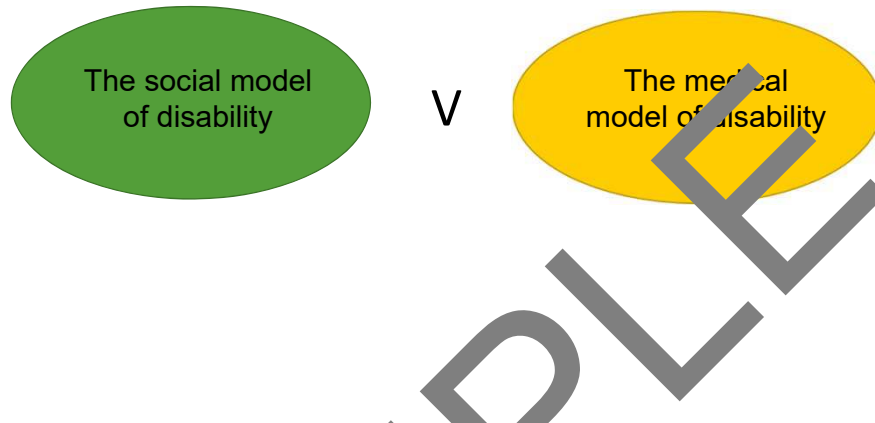
Session 1 resources required:

- Data Projector
- Laptop
- Whiteboard
- Whiteboard markers
- Student computers/laptops
- PowerPoint slides
- The Australian Carer (Helen and Sarah Croft) 4th edition
- The Experienced Carer 2nd Edition (Helen Croft)
- The Individual Support Worker (Geoff Arnott)
- Handout: Abuse types- Behaviors and signs
- Video: The Social model of disability: <https://youtu.be/0e24rfTZ2CQ>



The social model of disability

The social model of disability



Key Points:

The social model of disability in contrast to the medical model of disability

According to the **medical model** of disability, 'disability' is a health condition dealt with by medical professionals. People with disability are thought to be different to 'what is normal' or abnormal. People with a 'disability' are seen to have a problem.

From the **medical model**, a person with disability is in need of being fixed or cured. From this point of view, people with disability are pitied. The medical model of disability is all about what a person cannot do and cannot be.

The **social model** sees 'disability' as the result of the interaction between people living with impairments and an environment filled with physical, attitudinal, communication and social barriers. It therefore carries the implication that the physical, attitudinal, communication and social environment must change to enable people living with impairments to participate in society on an equal basis with others.

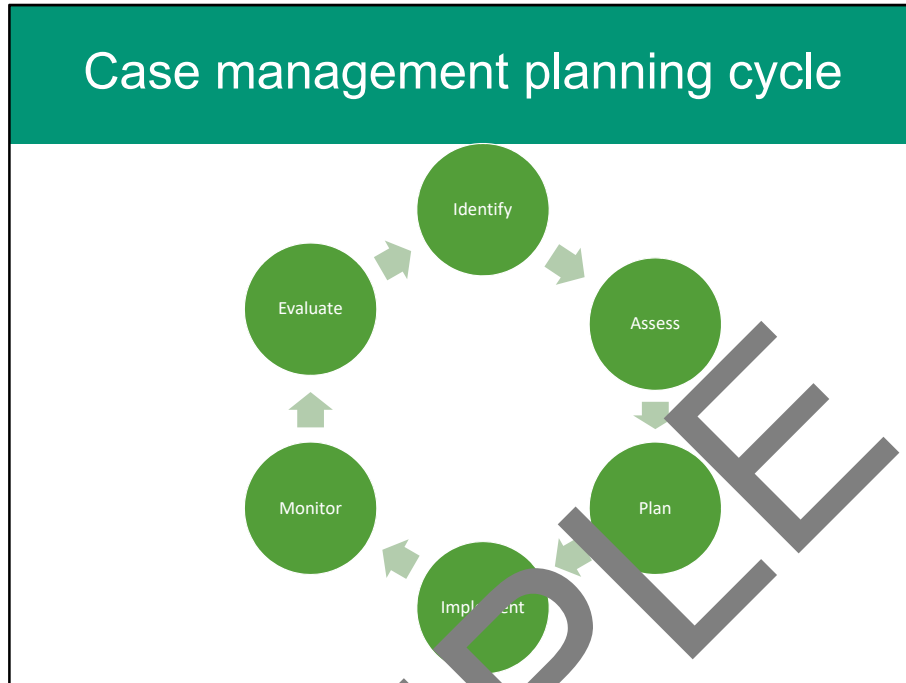
Session 2



Session 2 resources required:

- Data Projector
- Laptop
- Whiteboard
- Whiteboard markers
- Student computers/laptops
- PowerPoint slides
- The Experienced Caregiver's Edition (Helen Croft)
- Handout: 'Strengthening assessment and care planning– A guide for HACC assessment services in Victoria'
- "Partnerships and care coordination" written questions
- Handout: National Strategic Framework for Chronic Conditions

Case management planning cycle



Key points:

Case management planning cycle:

Identify:

- What is the problem?
- Why is it a problem?
- Define the behaviour of concern.

Assess:

- Gather evidence
- Look at what evidence might mean
- Look at behaviour

Plan:

- Develop strategies for change
- Plan for positive behaviour support

Implement:

- All relevant people/services to consistently follow the plan



*Activity:
Case study*

Activity:

- Students must read Case study 2, Textbook: The Experienced Carer 2nd Edition, Page 67. Students to jot down their responses.
- Students may share their responses with the class
- Facilitate a class discussion



Research activity

Activity:

- Students are to complete activity 5.1 in their text books, The Individual Support Worker Page 392.
- Ask students to share their findings.
- Facilitate class discussion.



*Final activity:
Research and Role play*

Activity: Research and role play

Step 1

Students to read case study 1, textbook The Experienced Carer 2nd Edition (Helen Croft) Page 274

Each student must research and research three multicultural and Italian community support groups in the local area

Step 2

In pairs, students are to each have a turn role playing the part of Barbara and the clinical care coordinator.

During the role play, the student playing the part of Barbara, must share the information they have researched and clearly explain how these services could benefit the client.

Trainer to observe students as they play the role of Barbara and provide feedback.



Recap of session:

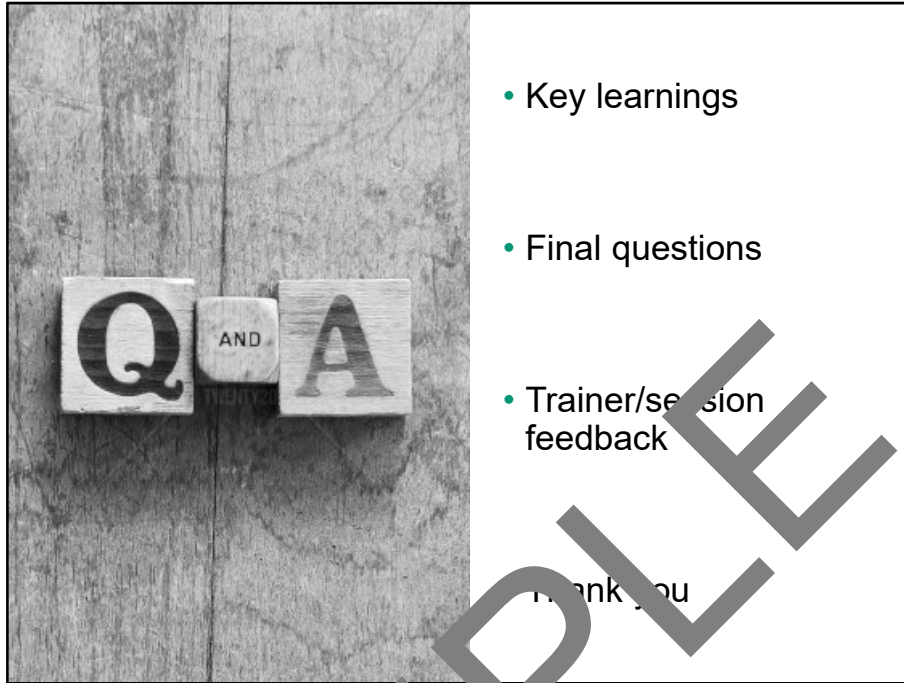
Provide a brief overview of what was covered in session 2.

- Supporting families and carers
- Carers' rights
- Monitor and review client's individualised plan
- Actively seek feedback
- Reporting requirements

Ask students to discuss their key learnings.

Conclude session

- Homework:
 - Companion guides (if applicable)
 - Reading prior to next session
- Assessment tasks
- Thank you and close



End of CHCAGE003 Coordinate services for older people

- Share key learnings
- Final questions
- Trainer/session feedback
- Thank you and close



SESSION PLANS

CHC43015 CERTIFICATE IV IN AGEING

CHCAGE003 COORDINATE SERVICES FOR OLDER PEOPLE

Session Plans: CHCAGE003 Coordinate services for older people

SAMPLE

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Session Plans: CHCAGE003 Coordinate services for older people

INSTRUCTIONS FOR THE RTO

These session plans have been developed to deliver content of the above-mentioned unit in a class-based format. A suggested delivery plan has been provided that will suit either a CRICOS or domestic delivery model. No times have been allocated to either the length of each session or the segments of each session. This is so that RTOs can adjust the timing, content and number of sessions to suit their own delivery model. The content from these session plans can be either condensed or lengthened to suit individual requirements. Please adjust accordingly.

1. Please review the session outline in the Delivery Plan section provided on page 6. Revise number of sessions, condense or extend content to suit delivery model if required.
2. Add Hours Allocated to each session and indicate when each session will be delivered according to your timetable.
3. Please review the Time column in each session plan and add time allocated to each segment of the session.
4. Attend to pink highlighted sections which indicate an area that needs to be customised to suit your RTO.
5. You may wish to delete this notice prior to implementing within your organisation.

SUMMARY OF SESSION PLANS

| | |
|--|---|
| Course code and title | CHC43015 Certificate IV in Ageing Support |
| Unit code and title | CHCAGE003 Coordinate services for older people |
| Application of unit | <p>This unit describes the skills and knowledge to provide services to an older person. It involves following and contributing to an established individual plan.</p> <p>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 or indirect supervision.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.</p> |
| Venue | Insert name and address of RTO training venue |
| Number of sessions for this unit | <p>4</p> <p>Note: this can be adjusted to suit your delivery model.</p> |
| Resources/equipment required for delivery of these sessions | In general, all classes require a computer and data projector to show PowerPoint slides. Sessions will also often require handouts, text books and resources to run activities. The specific resources and equipment required to run each session are identified on the session summary at the start of each session. |

Session Plans: CHCAGE003 Coordinate services for older people

| SESSION 1 | | | | |
|----------------|--|-----------------------------|----------------------|----------------|
| Time Allocated | Content | Training Aids and Resources | Activities | Unit Reference |
| | <p><u>Welcome: Introductions and administrative procedures</u></p> <ul style="list-style-type: none"> ▪ RTO information ▪ Trainer introduction ▪ Key contact information ▪ General housekeeping – location of toilets, break times etc ▪ Emergency procedures – evacuation meeting points and emergency exits ▪ WHS considerations ▪ Plagiarism, student code of conduct and any other relevant policies and procedures ▪ Course outline and lesson structure ▪ Course expectations and self-study requirements ▪ Expectations of student while studying this unit ▪ Assessment requirements dates and submission procedures | Power Point Slides: 2 | | |
| | <p><u>Overview of session</u></p> <ul style="list-style-type: none"> ▪ Trainer to discuss the key topics of this session: <ul style="list-style-type: none"> – The social model of disability – Elder abuse – The role of health professionals | PowerPoint slides: 3–4 | | |
| | <p><u>Warm-up activity</u></p> <p>Trainer to choose an ice-breaker activity to begin the session.</p> | PowerPoint slide: 5 | Ice breaker activity | |
| | <p><u>The social model of disability</u></p> <ul style="list-style-type: none"> ▪ The social model of disability ▪ Contrast to the medical model of disability | PowerPoint slides: 6–9 | | KE1 |

Session Plans: CHCAGE003 Coordinate services for older people

| SESSION 2 | | | | |
|----------------|--|---|-----------------------------|----------------|
| Time Allocated | Content | Training Aids and Resources | Activities | Unit Reference |
| | <p><u>Overview of session</u></p> <ul style="list-style-type: none"> ▪ Trainer to discuss the key topics of this session: <ul style="list-style-type: none"> – Care coordination – Care needs and chronic conditions – Determining level and type of support required | PowerPoint slides: 22–23 | | |
| | <p><u>Warm-up activity</u></p> <p>Trainer to choose a warm-up activity to begin the session.</p> | | Warm-up activity | |
| | <p><u>Care coordination</u></p> <ul style="list-style-type: none"> ▪ Overview of the case management planning cycle ▪ Care planning ▪ Partnerships and interdisciplinary practice <p><u>Handout:</u> ‘Strengthening assessment and care planning – A guide for HACC assessment services in Victoria’</p> <p><u>Activity:</u> Students are to read part 16 ‘Partnership and interdisciplinary practice’ and Part 17 ‘Care coordination for people with multi-agency involvement’ of the handout. Provide students with a copy of ‘Partnerships and care coordination’ written questions. Students must complete these questions individually.</p> | <p>PowerPoint slides: 24–29</p> <p>The Individual Support Worker (Geoff Arnott) Page 327</p> <p>The Experienced Carer (Helen Croft) Pages 253–273</p> <p>Handout: ‘Strengthening assessment and care planning – A guide for HACC assessment services in Victoria’</p> <p>‘Partnerships and care coordination’ written questions</p> | Activity: Written questions | KE6 |

Session Plans: CHCAGE003 Coordinate services for older people

| SESSION 2 | | | | |
|----------------|--|--|-----------------------------|-------------------|
| Time Allocated | Content | Training Aids and Resources | Activities | Unit Reference |
| | <p><u>Determining level and type of support required</u></p> <ul style="list-style-type: none"> ▪ Identify complex care needs, including any pre-existing health issues ▪ Identify needs and pre-existing health issues ▪ Address needs through an interdisciplinary care plan ▪ Seek input from care providers ▪ Address through input from the older person ▪ Elements of a successful support program <p><u>Activity:</u> Case study 2, The Experienced Carer 2nd Edition, Page 67</p> | <p>PowerPoint slides: 38–41</p> <p>The Experienced Carer 2nd Edition (Helen Croft) Pages 61–62, 67</p> | <p>Activity: Case study</p> | <p>PE1.1</p> |
| | <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> | <p>[REDACTED]</p> <p>[REDACTED]</p> | <p>[REDACTED]</p> | <p>[REDACTED]</p> |
| | <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> | <p>[REDACTED]</p> | | |

Session Plans: CHCAGE003 Coordinate services for older people

| SESSION 4 | | | | |
|----------------|--|---|------------------|----------------|
| Time Allocated | Content | Training Aids and Resources | Activities | Unit Reference |
| | <p><u>Overview of session</u></p> <ul style="list-style-type: none"> ▪ Trainer to discuss the key topics of this session: <ul style="list-style-type: none"> – Supporting families and carers – Feedback on service delivery plan | PowerPoint slides: 68–69 | | |
| | <p><u>Warm-up activity</u></p> <p>Trainer to choose a warm up activity to begin the session.</p> | PowerPoint slide: 70 | Warm up activity | |
| | <p>Support families and carers</p> <ul style="list-style-type: none"> ▪ Recognise the impact on carers and families ▪ Recognition of carer's rights ▪ Involve carers and families in the design and delivery of support services ▪ Refer carers to additional support agencies <p><u>Class discussion</u></p> <p>Why is important to recognise the role of carers in supporting and caring for clients?</p> <p>Why is respite care and carer support service important for personal carers and family members?</p> <p>Discuss the positives and negatives of the working relationship between the personal carer and the client receiving support.</p> <p>What resources are available to monitor and support carer health and wellbeing?</p> | <p>PowerPoint slides: 71–79</p> <p>The Individual Support Worker (Geoff Arnott) Page 391–395, 403–405</p> | | PC3.1. PC3.2 |

Session Plans: CHCAGE003 Coordinate services for older people

| SESSION 4 | | | | |
|----------------|--|--|------------|----------------|
| Time Allocated | Content | Training Aids and Resources | Activities | Unit Reference |
| | <p><u>Activity:</u> Students are to complete activity 15.1 on page 392 of their textbooks, The Individual Support Worker.</p> <p><u>Activity:</u> Students are to complete activity 15.4 on page 406 of their textbook, The Individual Support Worker.</p> <p><u>Activity:</u> Students are to complete the 10 'Self check' questions on page 40 of their textbook, The Individual Support Worker.</p> | | | |
| | <p><u>Feedback on service delivery plan</u></p> <ul style="list-style-type: none"> ▪ Monitor and review client's individualised plan ▪ Actively seek feedback ▪ Progress notes and reporting requirements <p>Providing feedback to supervising health professionals</p> | <p>PowerPoint slides: 80–84</p> <p>The Experienced Carer 2nd Edition (Helen Croft) Page 272</p> <p>The Individual Support Worker (Geoff Arnott) Page 77–80</p> | | 4.1, 4.2, 4.3 |
| | <p><u>Activity: Research and role play</u></p> <p><u>Step 1</u></p> <p>Students to read case study 1, textbook The Experienced Carer 2nd Edition (Helen Croft) Page 274</p> <ul style="list-style-type: none"> ▪ Each student must research at least three multicultural and Italian community support groups in the local area | <p>PowerPoint slide: 85</p> <p>The Experienced Carer 2nd Edition (Helen Croft) Page 272</p> | | PC2.2 |

Session Plans: CHCAGE003 Coordinate services for older people

| SESSION 4 | | | | |
|----------------|---|-----------------------------|------------|----------------|
| Time Allocated | Content | Training Aids and Resources | Activities | Unit Reference |
| | [REDACTED] | | | |
| | <p>Recap of unit</p> <ul style="list-style-type: none"> ▪ The social model of disability ▪ Elder abuse ▪ The role of health professionals ▪ Care coordination ▪ Care needs and chronic conditions ▪ Determining level of support required ▪ Prioritise client's goals and preferences ▪ Consulting with clients regarding services and support activities ▪ Referrals and networking ▪ Roles and responsibilities ▪ Support families and carers | PowerPoint slides: 86–87 | | |
| | <p>Conclude session</p> <ul style="list-style-type: none"> ▪ Share key learnings ▪ Final questions ▪ Trainer/session feedback ▪ Thank you and close | PowerPoint slides: 86–87 | | |