



CHCAGE013

Work effectively in aged care

Assessment 2 of 2

Video and Reporting Assessment



Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Assessment Details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
CHCAGE013	Work Effectively in Aged Care	
COURSE AND MODULE DETAILS		
<i>Assessments may be published in more than one course. Add lines for additional courses as needed.</i>		
Course Code [UPed]	Module Number [Order]	Module Code [UPed]
SOE3ISA21A	14	M00568B
ASSESSMENT TYPE		
Assessment Method:	Written Assessment Choose an item. Choose an item.	
<i>Select all that apply.</i>		

SECTION 2
STUDENT INSTRUCTIONS
<i>The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.</i>
Student instructions
This is assessment 2 of 2 for CHCAGE013Work effectively in aged care , in addition to the portfolio, third-party report and interview questionnaire completed in the SWLA process.
This assessment requires you to read the case studies provided, conduct simulated role plays and answer the questions to test your knowledge and understanding required of this unit.
To be assessed as competent, you must complete all tasks in the spaces required.
You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Supporting documents

To answer some of the questions, you will need to access the following documents:

- Access to your learning materials.
- Access to a computer and the Internet.
- Access to workplace's (or work placement) policies and procedures.

Files for submission

Submit the assessment document with all tasks completed in the spaces provided.

Submit the following files:

- Assessment document

Submission instructions

PDF File Submissions

Please save all Word documents as PDF files before submitting.

IMPORTANT: Word documents will **not** be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

Windows: Word 2013 and newer

Choose **File > Export > Create PDF/XPS**.

Windows: Word 2010

Click the **File** tab

Click **Save As**

To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder

In the **File Name** box, enter a name for the file, if you haven't already

In the **Save as type** list, click **PDF (*.pdf)**.

If you want the file to open in the selected format after saving, select the **Open file after publishing** check box.

If the document requires high print quality, click **Standard** (publishing online and printing).

If the file size is more important than print quality, click **Minimum size** (publishing online).

Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.

Click **Save**.

macOS: Office for Mac

To save your file as a PDF in Office for Mac follow these easy steps:

Click the **File**

Click **Save As**

Click **File Format** towards the bottom of the window

Student name: Click or tap here to enter text

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Select **PDF** from the list of available file formats
Give your file a name, if it doesn't already have one, then click **Export**
For more detailed instructions refer to [Microsoft Support](#).

SECTION 3

ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

SECTION 4

ASSESSMENT DETAILS

Student name: Click or tap here to enter text

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Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.

The STUDENT INSTRUCTIONS above will be added directly into the LMS.

All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.

Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

- Instructions to students
- Questions /tasks
- Templates /tables where applicable
- Links to supporting files /websites
- Instructions to assessors
- Sample answers /examples of benchmark answers

SECTION 5

STAKEHOLDERS AND SIGN OFF

List all that apply for each of the stakeholder roles below.

UPed Learning Designer/Author name	EduWorks
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Assessment Instructions

Task overview

Title: Elder Abuse Awareness Video Assessment

Objective: The purpose of this assessment is to evaluate your understanding of the topic of elder abuse and your ability to analyse and reflect on the content presented in a video.

This is a video based reflective question and answers assessment. To complete this task, you will be required to watch a video that is provided with this assessment and answer the reflective questions based on the video. You will be required to complete all the questions and they must be based on the video presentation.

Student Note: Before commencing this task, please read the Trigger Warning as per Task instructions provided below and if you have any concerns please contact your Trainer /Assessor regarding this tasks.

- Task 1 – You are required to watch the video and complete the reporting template provided in this document and reflective question.

Additional resources and supporting documents:

- Access to LMS learning content
- Access to the Video link – you can access the video link provided below in the task instructions alternatively you can also find the video link within the LMS in the assessment page

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Task 1 - Task Instructions:

There are three (3) parts to this task 1 to be completed for this assessment. You must complete all the parts.

Student Instructions

Title: Elder Abuse Awareness Video Assessment

Objective: The purpose of this assessment is to evaluate your understanding of the topic of elder abuse and your ability to analyze and reflect on the content presented in a video.

STUDENT NOTE

Before commencing this task, please read the Trigger Warning and if you have any concerns please contact your Trainer/Assessor regarding this tasks.

Trigger Warning: "This video contains explicit content related to elder abuse. Viewer discretion is advised, especially for those who may find this content distressing. The purpose of this video is to raise awareness about elder abuse and to assess your ability to identify the signs of abuse and report it. If you are sensitive to this topic or find the content emotionally challenging, you have the option to discuss this with your Trainer and Assessor. Resources and support are available if you need assistance. Remember that viewing this video is part of completing the assessment requirements, and you can contact your trainer and assessor for an opportunity for discussion and debriefing."

Assessor note: Please approach this task with sensitivity and care. If a student approaches you with any concerns regarding this assessment, please ensure that they understand the purpose of viewing this content and the assessment's objectives. Please offer students an opportunity for a discussion and debriefing session if they feel the need to share their thoughts or emotions before or after viewing the video. Assess the student's written response based on their comprehension of the video content, critical thinking skills, and ability to apply knowledge to real-world scenarios. Provide constructive feedback to the student, highlighting areas of strength and areas that may require improvement. Please ensure that you maintain a supportive and understanding approach throughout this assessment, given its sensitive nature.

Assessment instructions

1. Access the Video: Click on the provided link below to access the Elder Abuse Awareness video.
2. Watch the Video: Carefully watch the entire video from start to finish.
3. Complete the report: After watching the video, complete the report . Be sure to provide clear and concise responses based on the information presented in the video.
4. Complete a reflective question.
5. Formatting Requirements:
 - Use clear and concise language.
 - Ensure your responses are well-structured and organized.
 - Cite specific examples or quotes from the video to support your answers where relevant.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



6. Submission: Save this document and submit your completed assignment via the online learning platform

Student note: Grading: Your assignment will be assessed based on the accuracy and depth of your responses, as well as your ability to incorporate information from the video into your answers. Critical thinking and clear communication are essential for a successful assessment.

- a) Watch the video in the link provided below, if you are unable to access or view this video from the link provided here, the link is also provided in the LMS on the assessment page.

[Elder Abuse - learn the signs and break the silence - YouTube](#)

- b) After watching the video, read the below instructions to complete the reporting template provided within this document

Student instructions

In the report you are required to:

- Identify the two(2) types of abuse evident from the video
- Briefly describe the situation
- Identify and write two (2) examples from the video that demonstrate clear signs of two (2) types of abuse you identified and explain why these examples signify recognizable signs of abuse.

You must complete all parts of the report and save this document and submit it for assessment.

Assessor note: Students must identify the two(2) types of abuse as per the answers provided in the completed report template as per below. The student must describe the situation/incident as they witnessed in the video recording and as per the sample answers provided in the completed report template below however the wording may vary. The student must identify the two examples that correspond correctly to the type of abuse and be able to explain why the signs are recognisable as signs of abuse as per the sample answers provided.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Elder Abuse Incident Report Form – TEMPLATE

Please complete this form if you receive information that makes you suspect or confirm that a form of elder abuse is occurring.

Once completed, please forward to your supervisor (or insert contact appropriate to your agency).

Name of Person Completing this form:			
First Name:	Student name	Family Name:	Student Family name
Position:	Student	Name of the service:	N/A
Email:	[Add student email address]	Phone (direct):	N/A
Date:	[Add the date when you saw the video]	Time:	[Add the time witnessing the video]
Was there any volunteer/ other person involved in the disclosure	N/A		

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Name of client experiencing elder abuse:			
First Name:	Edy	Family Name:	N/A
Address:	N/A		
Suburb:	N/A	State:	N/A
		Postcode:	N/A
Is the client [Tick the information as relevant]	<input type="checkbox"/> Aboriginal or Torres Strait Islander or CALD Background	<input type="checkbox"/> Suffering from Dementia	<input checked="" type="checkbox"/> N/A

Category of the abuse	
Form of Elder Abuse	Tick the box for the types of Abuse
Financial	<input checked="" type="checkbox"/>
Physical	<input type="checkbox"/>
Social	<input checked="" type="checkbox"/>
Sexual	<input type="checkbox"/>
Emotional/Psychological	<input checked="" type="checkbox"/>
Neglect	<input type="checkbox"/>

Details of the situation:

Date of disclosure:	[Date the student watched the video]	Time of disclosure:	[when the student watched the video]
Location when disclosure was made	[Online video]		

Details of the situation

- Briefly describe the incident, explaining what happened in the video.

(Approximate word count 210-220 words)

In this scenario/video a conversation takes place between a mother and her child. The conversation begins with the son responding dismissively to a phone call expressing his reluctance to have visitors to see his mother insisting that the mother should not see anyone, including the person trying to visit, and that they must wait until she feels better. Hence controlling his mother's access to visitors. The son then manipulates the situation by bringing up the topic of signing documents related to the house. He suggests that the mother will feel better once she signs the house over to him and insinuates that her emotional state is tied to this action. The son makes a statement that can be seen as emotionally coercive, expressing concern that the mother might be "overwhelmed with the burden of the house on [her] mind." and aims to pressure the mother into signing the documents. The son shouts at the mother, telling her to go to her room until she signs the documents and making it clear that she won't be allowed to see any visitors until she complies. Overall, the scenario depicts concerning signs of elder abuse, including emotional manipulation, control over the mother's interactions, and financial exploitation through the pressure to sign over the house.

- Who is involved?

Mother and Son

- Identify and write two (2) examples from the video that demonstrate clear signs of two (2) types of abuse you identified and explain why these examples signify recognizable signs of abuse?

(Approximate word count 275-285 words)

Emotional/Psychological abuse

- The son is emotionally manipulating the mother by suggesting that signing the house over will make her feel better. For example, he says, "I want that ed... we both know you'll feel better once you sign the house over to me." The son uses emotional manipulation to coerce the mother into signing the house documents, implying that her emotional well-being is tied to it. This manipulation preys on her emotions and vulnerabilities, a characteristic of emotional abuse.
- Isolation: The son isolates the mother by instructing her not to see any visitors until she signs the documents. This limits her contact with others and prevents her from seeking help or advice. Isolation is a common tactic in emotional abuse as it can make the victim feel more dependent on the abuser, increasing their control.
- Yelling and shouting: Toward the end of the conversation, the son shouts at the mother, telling her to go to her room and that she can't see any visitors until she

complies with his demands. This shouting is a form of emotional abuse and intimidation. Raising one's voice and using aggressive language can cause fear, distress, and emotional harm. Instilling fear and emotional manipulation are clear indicators of emotional abuse.

4 Threatening and controlling behaviour: Thesontells thenothe to go to her room until she signs over the house, which can be seen as a threatening and controlling behavior. This controlling and threatening behaviour is a hallmark of emotional abuse as it strips the victim of their autonomy and freedom.

Financial Abuse

1 Exerting control and exploitation: Thesontakes advantage of thenothe's vulnerable state, using her current condition to exploit her financially. Thesonis interested in gaining control of the house, indicating potential financial exploitation, as he's attempting to take her assets without her freely giving consent. Thesonis making decisions about thenothe's property and assets without her consent. This is a classic sign of financial abuse, where the abuser controls the victim's finances without their input or agreement.

2 Pressure to Sign Documents: Thesonis pressuring thenothe to sign documents related to the house. He suggests that once she signs over the house, she will feel better. He's making it seem like it's in her best interest, but in reality, it's a tactic to gain control of her assets. This control is a classic sign of financial abuse.

3 Manipulation: Thespeaker is emotionally manipulating thenothe by suggesting that she will only feel better or be in a better position once she signs certain documents (likely related to the house). This manipulative tactic aims to coerce her into making a financial decision against her will.

Social Abuse

Theson's actions of not allowing his elderly nothe to speak to friends on the phone or visit them, coupled with his attempts to coerce her into signing the house over to him, constitutes social abuse for several reasons:

- 1 Isolation from Support Systems: By preventing the elderly nothe from communicating with friends and visiting them, Theson is isolating her from her social support network. Social connections are crucial for emotional well-being, and depriving someone of these connections can lead to feelings of loneliness, depression, and vulnerability.
- 2 Control and Manipulation: Theson's behaviour demonstrates a pattern of control and manipulation aimed at isolating his nothe and exerting power over her decisions. By restricting her social interactions, he can more easily influence her thoughts, feelings, and actions, including coercing her into signing over the house to him.
- 3 Violation of Autonomy and Dignity: Social abuse undermines the elderly nothe's autonomy and dignity by denying her the right to maintain social connections and make decisions about her own life. Everyone has the right to socialise and engage with others freely, and depriving someone of this right is a violation of their dignity and independence.

[Empty form area]

Date:	[Add the date of submission]
Name:	[Add your name]
Tick box to submit to supervisor:	<input type="checkbox"/>

c) After the report document is completed answer the following question:

List and briefly explain the three[3] initial steps, that a support worker must take when reporting elder abuse, in accordance with the standardized policies and procedures employed by all organizations in Australia?

Assessor note: Sample answers provided below students answers must be as per the sample answers.

[Approximate word count 105-110 words]

1. Immediate Action: Ensure Safety: The immediate priority is to ensure the safety and well-being of the elderly individual. If they are in immediate danger, the support worker should call emergency services (000 in Australia) if necessary.
2. Report to Supervisor: The first step is usually to report the suspected abuse to the support worker's immediate supervisor or manager within the aged care facility.
3. Complete an Incident Report: The facility will have specific incident report forms that need to be completed to document the details of the suspected abuse. This form typically includes information about the date, time, location, people involved, and a description of the incident.

Student note: You must save this document and submit it as a PDF document for marking.

Assessment checklist:

Students must have completed all tasks within this assessment before submitting. This includes:

Task 1		
1	Completed the tasks 1 requirements and review questions	<input type="checkbox"/>



Congratulations you have reached the end of Assessment 2!

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