



**Dementia
Australia®**

Participant Course Guide

**Advanced Skills in Supporting Changed
Behaviour**



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Getting started

This document will provide you with everything you need to know, to complete this course. It's divided into three sections:

Section 1 – About the course

Section 2 – Course delivery

Section 3 – Assessment



Where to get help

In this guide, you'll find information on the following topics:

- reasonable adjustment
- complaints and appeal
- assessment resubmissions
- extensions and assessment results



For more information, we encourage you to contact your facilitator.

About the course

The Advanced Skills in Supporting Changed Behaviour course has a focus on building the skills and knowledge required to provide quality care and meet a person living with dementia's needs. It will also help participants identify changed behaviours and develop behaviour strategies to reduce the impact of the behaviour and any associated risks. It consists of the following nationally recognised unit of competency:



- NAT10993005 Supporting changed behaviour associated with dementia

Topics covered in this unit

You will gain knowledge in:

- applied understanding of roles and responsibilities of self, carers, and family in responding to changed behaviour including:
 - own and others, values and ethics when supporting people with changed behaviour
 - legislation, standards, and frameworks for aged care
 - roles and responsibilities for risk identification and reduction
 - rights of the person living with dementia and mandatory reporting requirements
 - practices, techniques, and strategies to enhance performance including professional development, reflection, and debriefing
 - continuous improvement processes and implementation strategies
 - organisational requirements when responding to high-risk behaviours
- the relationship between the physical changes to the brain and dementia
- the impacts and effects of changed behaviour on wellbeing and quality of life of the person living with dementia and those in the support relationship.
- respond effectively to changed behaviours.
- use communication strategies and tools (interpersonal, oral, and written) to respond to changed behaviour.

- psychosocial strategies as an initial response to changed behaviour.
- use of medication as a strategy of last resort.

The course aims to build clinical practice skills to:

- how to plan and access professional development activities and person-centred practice research to build knowledge and skills in supporting people with changed behaviour.
- develop, implement and review person centred strategies to reduce the impact of changed behaviour.
- observe and record noticeable changes to a person's behaviour who is living with dementia.
- identify behaviour patterns, and use problem solving models such as CAUSEd and ABC to identify potential causes.
- gather and review information from a variety of sources such as individual records and incident reports to determine support strategies for implementation.
- apply the processes for risk identification and reduction.
- consult with the person, families, carers, and colleagues to minimise the impact of changed behaviours.
- maintain relevant documentation in accordance with organisation and legislative requirements.

Course delivery

This course uses webinars, self-directed eLearning, and work-based learning to ensure you can build the skills and knowledge needed to meet the course learning objectives.

The Dementia Learning Hub

The eLearning component of this course is delivered through the [Dementia Learning Hub](#). In the Hub, you'll find a range of evidence-based practice information, including eLearning content, videos, and other resources. It's also the place where as a participant, you can engage in online discussion, upload your assessment tasks, and find additional information related to your enrolment. You'll also be able to gain access to Dementia Australia's online library.

eLearning modules

Each unit of competence hosted in the Hub has its own modules and resources. All eLearning content has been broken up into bite-sized learning modules, to allow you to move through the content at your own pace. Each module takes between one to two hours to complete.

Work-based learning

To apply learning to a real work environment, this accredited course requires you to complete some tasks in your workplace.

Webinars and tutorials

Our course has been designed to provide you with an opportunity to discuss the content with your peers, and apply your learning in the workplace.

While not mandatory, you have the opportunity to attend two 60 minute webinars hosted by your facilitator. Each webinar explores key concepts from the eLearning content, will provide you with opportunities to think critically, solve problems, and apply learnings to the workplace.

You can access the webinar link via the Hub or through the welcome email.

Technical requirements

To complete this course, you'll need access to:

- a computer or laptop with a webcam
- the internet
- the latest version of chrome
- Microsoft Teams
- the [Dementia Learning Hub](#)
- the free version of [Adobe Reader](#)

Required resources

To complete this course, you'll need:

- access to the Units of Competence
- access to the eLearning content
- a copy of your assessments

These resources and more, can be found in the [Dementia Learning Hub](#).

Delivery schedule

Here's the delivery schedule for Advanced Skills in Supporting Changed Behaviour.

Unit Code	Unit Title	Number of Weeks
NAT10993005	Supporting changed behaviour associated with dementia	5

Suggested study and assessment plan

Suggested study and assessment plan for participants enrolled in unit NAT10993005
Supporting changed behaviour associated with dementia.

Week	Suggested study plan	Expected time commitment
1	Attend Orientation Webinar	1 hour
	Complete eLearning module Part 1: Dementia and changed behaviour	2 hours
2	Complete eLearning module Part 2: Identify and communicate risks	2 hours
3	Attend webinar	1 hour
	Complete eLearning module Part 3: Develop and implement strategies	2 hours
4	Complete eLearning module Part 4: Committing to your development	2 hours
	Assessment Written questions	2 hours
5	Assessment Project	4 hours
7	All tasks submitted	

Assessment

Below, you'll find helpful information to assist you in the assessments in this course. You'll receive an Assessment Booklet for each assessment, with detailed instructions about the requirements for each.

Assessment due dates

You will be provided access to the eLearning content when the course starts.

Any activities contained within the eLearning content are not marked. You have two (2) weeks from your unit completion date to complete and submit all assessment tasks.

Assessment extension

If you have a valid reason for not submitting an assessment task before the due date, you can request an extension by emailing your facilitator. The request must be sent before the due date. In the email, you must contain the following:

- your reason for requesting the extension
- the name of the task/s you are requesting the extension for.

Your facilitator will review your request and notify you of the decision via email within five (5) business days.

Rights and responsibilities around assessment

The Assessment Task Booklet will provide you with detailed information on your assessments, assessment criteria, and your rights and responsibilities.

If you have special needs or support requirements, you are encouraged to contact your facilitator to discuss how you could have your learning and assessment process adjusted to ensure it is fair.

You may apply to have your previous skills and knowledge recognised against this unit of competency by following the Recognition Policy and Procedure.

Participants have up to three (3) attempts to complete each assessment



task satisfactorily. Assessors will provide detailed feedback and develop a reassessment plan to ensure you are well prepared for your second attempt. If your third attempt is unsatisfactory, you will be graded as Not Yet Satisfactory. This may result in an overall unit grade of Not Yet Competent.

You have the right to make a complaint or appeal an assessment decision. To make an appeal about an assessment decision, you must follow the process outlined in the Participant Handbook.

Referencing guidelines

Referencing is required to acknowledge information from other sources when directly quoting that source. Dementia Australia requires participants to use American Psychological Association (APA) referencing when paraphrasing or directly quoting another person's ideas, theories, or data.

If you fail to reference another person's ideas, theories, or data you will be in breach of copyright or may be accused of plagiarism. Copying another participant's work is not permitted and may lead to disciplinary action or counselling.

If you need a refresher on APA referencing, a guide can be found on the [Dementia Learning Hub](#).

Tips for answering assessment questions

In your assessments, you'll come across different types of questions. Each one is asking you to respond in a specific way. Use this guide to help you understand what is expected for each question type.

General Tips

- Read carefully – check how many parts are in the questions.
- Use your own words – Show you understand the concept.
- Refer to real experiences – when the questions asks/allows.
- Write clearly – use complete sentences unless it says 'list' or 'identify'.
- Check your spelling, grammar, and overall work before submitting.

If the question asks you to:

Describe

Give a detailed account of something, what it is, what it looks like, how it works. In your answer:

- use clear, descriptive language.
- include features or steps.
- avoid just listing – go into detail.

Explain

Make something clear by giving reasons, causes, or how something works. In your answer:

- focus on the why or how.
- break the idea down into parts.
- use examples if needed.

Identify

Point out or name something specific. In your answer:

- keep it brief.
- use correct terms.
- use bullet points or short phrases or sentences.

List

Write a series of items or points. In your answer:

- use bullet points or numbers.
- short phrases/sentences.
- only include what's asked.

Provide an example

Give a realistic situation that shows you understand the concept. In your answer:

- use 'for example' or in a 'situation where'.
- briefly explain what happened and what you did.

What

This is a general prompt asking for specific information. In your answer:

- think about what's being asked – is it a fact, a definition, or an explanation.
- keep response focused and relevant.

Outline

Give a general summary or overview – main points only. In your answer:

- use short paragraphs.
- focus on key steps or concept



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