Australian Government

Department of Education, Employment and Workplace Relations

CHCAC318A Work effectively with older people

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCAC318A Work effectively with older people

Modification History

Unit Descriptor

This unit describes the skills and knowledge required by the worker to perform work that reflects understanding of the structure and profile of the residential aged care sector, the home and community sector and key issues facing older people in the community

Application of the Unit

This unit is an orientation to all workers in the aged care sector, or those working with older people

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

Elements and Performance Criteria

Element		Performance Criteria	
1	Apply understanding of the structure and profile of the residential aged care sector	1.1	Conduct work that reflects an understanding of the key **issues facing older people** and their carer/s
		1.2	Conduct work that reflects an understanding of the **current philosophies of service delivery** in the sector
		1.3	Recognise the impact of ageing demographics on funding and service delivery models
		1.4	Conduct work that reflects an understanding of current legislation
2	Apply understanding of the home and community care sector	2.1	Demonstrate broad knowledge of policy and programs such as HACC, DVA and Government community care directions
		2.2	Comply with duty of care implementation in home and community settings and worker roles
		2.3	Demonstrate broad knowledge of 'ageing in place'
3	Demonstrate commitment to the philosophy of 'positive ageing'	3.1	Take into account personal values and attitudes when planning and implementing work activities
		3.2	Recognise and manage ageist attitudes through the support of the **appropriate person**
		3.3	Recognise the impact of changing expectations of clients, their family and the wider community in relation to service delivery
		3.4	Conduct work that reflects an understanding of the individuality of ageing
		3.5	Conduct work that minimises the effects of stereotypical attitudes and myths on the older person
4	Apply understanding of the physical and psychosocial aspects of ageing	4.1	Outline strategies that the older person may adopt to promote healthy lifestyle practices
		4.2	Take into account physical changes associated with ageing when delivering services

		4.3	Recognise and accommodate the older person's interests and life activities when delivering services
		4.4	Assist the older person to recognise the impact physical changes associated with ageing may have on their activities of living
5	Apply understanding of changes associated with ageing	5.1	Take into account physical changes associated with ageing when delivering services
		5.2	Apply knowledge of common problems associated with ageing when delivering services
		5.3	Assist the older person to recognise the impact that changes associated with ageing may have on their activities of living
		5.4	Communicate situations of risk or potential risk associated with ageing to the older person
6	Support the **rights** and interests of the older person	6.1	Encourage and support the older person and/or their advocate/s to be aware of their **rights** and responsibilities
		6.2	Conduct work that demonstrates a commitment to **access and equity principles**
		6.3	Adopt strategies to empower the older person and/or their advocate/s in regard to their service requirements
		6.4	Provide information to the older person and/or their advocate/s to facilitate choice in their decision-making
		6.5	Recognise and **report** to an **appropriate person** when an older person's rights are not being upheld
		6.6	Provide services regardless of diversity of race or cultural, spiritual, or sexual preferences
		6.7	Provide information to the older person and/or their advocate/s regarding mechanisms for lodging complaints
		6.8	Identify indicators of elder abuse and respond appropriately in line with organisation guidelines

7	Support the older person who is experiencing loss and grief	7.1	Recognise signs that older person is experiencing grief and **report** to **appropriate person**
		7.2	Use appropriate communication strategies when older person is expressing their fears and other emotions associated with loss and grief
		7.3	Provide older person and/or their support network with information regarding relevant support services as required
8	Deliver services within a quality framework	8.1	Identify key aspects of the quality framework and how they link together
		8.2	Demonstrate understanding of regulatory/ accreditation quality standards in relation to delivery of services
		8.3	Ensure work practices reflect the organisation's policies and procedures
		8.4	Complete documentation that feeds into the quality system
		8.5	Participate in quality improvement activities

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

Own work role and responsibilities

Principles of access, equity and client rights when working in the aged care sector

Structure and profile of the aged care sector

Relevant policies, protocols of the organisation re unit content and work role

Legislation, regulations and policies relevant to work in the aged care sector, including:

settings such as residential and home and community care

issues such as elder abuse, drug administration and access and equity

Understanding of basic quality management principles such as: people, paper and processes, 'Plan Do Check Act cycle'

Overview of applicable accreditation or quality standards required by an external regulatory, accreditation or funding body

Knowledge of quality monitoring activities such as audits, collection of data, visits by external bodies

Contemporary issues facing older people in the community

Current service delivery models

Philosophy of various service delivery models

Factors influencing service delivery models in the sector

Ageing demographics

Understanding of the ageing process and related physiological/psychological changes

Foundation knowledge of common physiological, chronic and age-related conditions such as:

arthritis and other musculoskeletal problems

depression

diabetes

frailty and deconditioning

heart and lung disease

incontinence

neurological disorders

skin disorders including skin cancers

stroke

vascular disease

Understanding attitude, stereotypes and false beliefs associated with ageing

Impact of personal values and attitudes on service delivery

Rights and responsibilities of older people and those working in the aged care sector

continued ...

Essential knowledge (**contd**):

Physical and psychosocial aspects of ageing in supporting older people to maintain their quality of life

Impact of 'normal' ageing on the older person

Stages of loss and grief and impact of ageing on person's experiences of loss and grief

Overview of the manifestations and presentation of common problems associated with ageing

Relevant care needs and strategies related to common problems associated with ageing

Role of carers

Principles of empowerment and disempowerment

The social model of disability

The impact of social devaluation on an individual's quality of life

Competency and image enhancement as a means of addressing devaluation

Principles and practices of confidentiality and privacy

Strategies for supporting an older person and/or their advocate/s to exercise their rights

Strategies for managing complaints

Basic knowledge and application of quality principles and accreditation standards in aged care and home and community care

Essential skills:

It is critical that the candidate demonstrate the ability to:

Follow organisation policies and protocols

Liaise and report to appropriate person/s

Adhere to own work role and responsibilities

Apply the principles of access, equity and client rights when working in the aged care sector

Adopt a non-ageist and accepting attitude when working with older people

Make informed observations and report appropriately in line with work role

Recognise signs of deteriorating health and function and refer to supervisor and appropriate health professional

Record information and complete documentation accurately and in an timely manner

Identify and respond to opportunities for improvement within the organisation's quality system

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

Apply knowledge of physical and psychosocial aspects of ageing in supporting older people

Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service This requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues Industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in client records and complete workplace forms and records

Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation This requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues Industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement

Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation Industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers

Apply basic problem solving skills to resolve problems within organisation protocols

Work effectively with clients, colleagues, supervisors and other services/agencies

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	The individual being assessed must provide evidence of specified essential knowledge as well as skills
	This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
	It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
	Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

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Access and equity considerations:	All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
	All workers should develop their ability to work in a culturally diverse environment
	In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
	Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	Resources required for assessment include:
	access to appropriate workplace where assessment can take place
	simulation of realistic workplace setting for assessment
	relevant organisation policy, protocols and procedures
Method of assessment	Observation in the workplace
	Written assignments/projects
	Case study and scenario analysis
	Questioning
	Role play simulation

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Older people may include:	Individuals living in residential aged care environments
	Individuals living in the community
	Prospective individuals to the service or services
Contexts may include:	Older person's own dwelling
	Independent living accommodation
	Residential aged care facilities
	Community centres
	Community/government agencies

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Issues facing older people may include:	Changes that ageing may bring to:
	physical processes
	cognitive function (including dementia)
	social interaction
	role and family relationships
	living arrangements
	level of independence (financial, community access, self care)
	Loss and grief
	Family carer issues
	Societal attitudes and expectations
Current philosophies of service delivery may include:	Changing societal expectations (consumerism)
	Changing political context (polices and initiatives)
	Changing economic context
	Impact of ageing demographics
Rights may include:	Privacy
	Confidentiality
	Dignity
	Freedom of association
	Informed choice
	To lodge a complaint
	Right to express ideas and opinions
	To an agreed standard of care

Rights are detailed in:	Legislation
	Residential Care Manual
	Aged Care Act
	Industry and organisation service standards
	Industry and organisation codes of practice and ethics
	Accreditation standards
	International and national charters
	Organisation policy and procedure

Access and equity principles may include:	Creation of a client orientated culture
	Non-discriminatory approach to all individuals using or accessing the service
	Respect for individual differences

Appropriate person/s may include:	Supervisor
	Member of senior management
	Colleagues
	Carers
	Health professionals
	External agencies (complaints and advocacy services and professional registering authorities)
	Law enforcement officer

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Report may be:	Verbal:
	telephone
	face-to-face
	Non-verbal (written):
	progress reports
	case notes
	incident reports

Unit Sector(s)