



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **HLTAH407C Assist with the rehabilitation of clients**

**Release: 1**

## HLTAH407C Assist with the rehabilitation of clients

### Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTAH407B Assist with the rehabilitation of clients	HLTAH407C Assist with the rehabilitation of clients	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

### Unit Descriptor

#### Descriptor

This unit of competency describes the skills and knowledge required to receive and respond to rehabilitation programs developed by allied health professionals

### Application of the Unit

#### Application

Work performed requires a range of well developed skills where some discretion and judgment is required and individuals will take responsibility for their own outputs

Allied Health Assistants operate within the scope of their defined roles and responsibilities and under supervision of an occupational therapist

For training and assessment pathways, experience in workplace application of the skills and knowledge identified in this competency unit should be provided as required to support allied health professions

### Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

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.

## Elements and Performance Criteria

### ELEMENT

1. Plan to deliver a rehabilitation program

### PERFORMANCE CRITERIA

- 1.1 Obtain *information* about the rehabilitation program from an allied health professional
- 1.2 Consult allied professional about the rehabilitation plan requirements and desired *client* outcomes
- 1.3 Identify program requirements outside scope of role and responsibilities as defined by the organisation and discuss with allied health professional
- 1.4 Identify and confirm impact of therapeutic program's contribution to the overall rehabilitation outcome for the client
- 1.5 Obtain information about medical and psychosocial conditions that may impact on rehabilitation outcomes for client
- 1.6 Determine client availability according to organisation protocols

**ELEMENT****2. Assist with the development of a rehabilitation program****PERFORMANCE CRITERIA**

2.1 Assist professional to work with client to identify current *skills* and abilities and how these can be built upon to manage their lives and *environment* more effectively

2.2 Assist professional to work with client to identify their needs and priorities in terms of specific skills required to manage their lives in the short and medium term

2.3 Identify skills that need to be developed that are outside scope of role and responsibilities as defined by the organisation and refer to the allied health professional

2.4 Assist professional to work with client to develop goals that will enable work at the client's own pace to acquire, regain and retain skills for daily living

2.5 Support the client to identify methods that will build upon their strengths when developing, regaining or retaining skills important for daily living

2.6 Follow specific directions from occupational therapist for the fabrication and adaptation of therapeutic aids and equipment

2.7 Maintain and update resources for occupational therapy and recreational programs

2.8 Work with professional and client to determine methods of evaluating the effectiveness of activities and methods

**ELEMENT****PERFORMANCE CRITERIA****3. Assist with the delivery of a rehabilitation plan**

- 3.1 Gather the equipment and materials to deliver the program, in line with client needs, specifications of the allied health professional and *legislative and organisation guidelines*
- 3.2 Check safety and efficiency of any equipment and materials
- 3.3 Support client to carry out activities in ways that promote safety, involvement and confidence, and adhere to the cultural and spiritual beliefs and preference of the client
- 3.4 Provide constructive feedback to client about involvement in activities
- 3.5 Modify approaches if client becomes distressed, in pain or communicate their desire to stop or amend the activity
- 3.6 Seek advice if safety issues arise, does not wish to continue, is distressed or in pain or if conflict arises with client
- 3.7 Assist professional to work with client to review progress
- 3.8 Monitor use of *adaptive equipment* as directed by occupational therapist

**4. Clean and store equipment and materials**

- 4.1 Clean equipment and materials according to manufacturers requirements
- 4.2 Store equipment and materials according to manufacturers requirements and organisation protocols
- 4.3 Report equipment faults to appropriate person

**ELEMENT****PERFORMANCE CRITERIA****5. Document client information**

5.1 Use accepted protocols to document information relating to the rehabilitation program in line with organisation requirements

5.2 Provide regular feedback to the client's care team

5.3 Use appropriate terminology to document symptomatic expression of identified problems related to the rehabilitation program

## 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 do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Working knowledge of principles and practices of rehabilitation
- Codes of practice for work in occupational therapy
- Legal and organisation requirements on equity, diversity, discrimination, rights, confidentiality and sharing information when supporting a client on a rehabilitation program
- How to work with clients, carers and other members of a care team to assist with the development, regaining and retention of skills for daily living
- The impact of illness on daily living and working skills on clients, carers and others
- Working with clients, carers and others to:
  - identify needs
  - identify strategies to build on existing strengths and capacities
  - evaluation of progress
  - identify unmet needs
- Access to resources, aids and information for rehabilitation programs
- Strategies to support, motivate and encourage clients in a rehabilitation program
- Understanding of role within a care team and when and how to provide feedback about the client
- A working knowledge of record keeping practices and procedures in relation to rehabilitation programs
- Work health and safety (WHS) policies and procedures that relate to the allied health assistant's role in implementing rehabilitation programs
- Infection control policies and procedures that relate to the allied health assistant's role in implementing rehabilitation programs
- Supervisory and reporting protocols of the organisation
- Understanding of quality assurance, best practice and accreditation standards

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Work collaboratively with clients in the pursuit of rehabilitation outcomes in line with established rehabilitation principles and practices
- Develop activities to promote rehabilitation outcomes
- Prepare and evaluate the effectiveness of rehabilitation activities

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Work under direct and indirect supervision
- Follow through rehabilitation service policies and procedures
- Communicate effectively with clients in a therapeutic/treatment relationship
- Communicate effectively with supervisors and co-workers
- Work within a multi-disciplinary team
- Apply skills in time management, personal organisation and establishing priorities

## 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 competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- 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



- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity 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 health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of 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 health of Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- Assessment must be completed in the workplace.
  - Relevant guidelines, standards and procedures
  - Resources essential for assessment include:
    - Equipment and materials for delivering a rehabilitation program
    - Protocols for determining needs, goals and measuring progress
    - Infection control procedures
    - Workplace health and safety guidelines
    - Other organisation policies and procedures

## 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.

*Supervision refers to:*

- Instructing, advising, and monitoring another person in order to ensure safe and effective performance in carrying out the duties of their position
- The nature of supervision is flexible and may be conducted by various means including:
  - in person
  - through use of electronic communications media such as telephone or video conferencing, where necessary
- Frequency of supervision will be determined by factors such as:
  - the task maturity of the person in that position or clinical placement
  - the need to review and assess client conditions and progress in order to establish or alter treatment plans in case of students and assistants
  - the need to correct and develop non clinical aspects such as time management, organisation requirements, communication skills, and other factors supporting the provision of clinical care and working within a team
- A person under supervision does not require direct (immediate) and continuous personal interaction, but the method and frequency will be determined by factors outlined above

*Information may include:*

- Rehabilitation plan
- Client care plan
- Exercise plan
- Client treatment plan
- Allied health professional instructions
- Client record
- Case notes
- Other forms according to procedures of the organisation

*Client may include:*

- Adults
- Children and young people
- Older people
- Clients recovering from an illness that has had an impact on skills required for daily living

*Skills may include:*

- ADLs (personal and independence skills)
- Personal care
- Mobility
- Work
- Recreation

*Adaptive equipment may include but is not limited to:*

- Hand splints
- Specialised cutlery
- Specialised seating

*Environment may include:*

- Home
- Rehabilitation setting
- Hospital
- Work
- School
- Recreational setting
- Other community setting
- Aged care residential settings
- Palliative care units
- Mental health services
- Private practice

*Relevant guidelines may include:*

- Organisation policies and procedures
- WHS policies and procedures
- Manufacturer specifications

## **Unit Sector(s)**

Not Applicable