



**Australian Government**

# **Assessment Requirements for CHCCOM005 Communicate and work in health or community services**

**Release: 2**

---

## Assessment Requirements for CHCCOM005 Communicate and work in health or community services

### Modification History

Release	Comments
Release 2	This version was released in <i>CHC Community Services Training Package release 3.0</i> .  Amended modification history and mapping. Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.  Merged CHCCOM201C/CHCCS411C/CHCNET301D/HLTHIR301C. Significant changes to performance criteria. New evidence requirements for assessment, including volume and frequency requirements. Significant changes to knowledge evidence.

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- demonstrated effective communication skills in 3 different work situations
- clarified workplace instructions and negotiated timeframes with 2 colleagues
- responded appropriately to 3 different situations where communication constraints were present
- completed 2 written or electronic workplace documents to organisation standards

### Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations in relation to communication:
    - privacy, confidentiality and disclosure
    - discrimination
-

- 
- duty of care
  - mandatory reporting
  - translation
  - informed consent
  - work role boundaries – responsibilities and limitations
  - child protection across all health and community services contexts, including duty of care when child is not the client, indicators of risk and adult disclosure
  - sources of information and the application of legal and ethical aspects of health and community services work
  - ethical decision making and conflicts of interest
  - principles of effective communication, including models, modes and types
  - communication techniques:
    - open ended questions, affirmations, reflections and summaries
    - difference between motivational interviewing and coercive approach
    - difference between collaboration and confrontation
  - influences on communication:
    - language
    - culture
    - religion
    - emotional state
    - disability
    - health
    - age
  - potential constraints to effective communication in health and community service contexts
  - health and community services industry terminology relating to role and service provision
  - importance of grammar, speed and pronunciation for verbal communication
  - when and how to use and recognise non-verbal communication
  - structure, function and interrelationships between different parts of the health and community service system
  - organisation structure and different models to support optimum client service:
    - principles underpinning person-centred service delivery
    - principles of rights-based service delivery
    - different roles and responsibilities of team
    - characteristics of multi-disciplinary teams and how they are used
    - relationships between different members of the health and community services workforces
    - role of support services
    - links and interrelationships with other services
    - funding environment
  - digital media and use in community services and health sector, including:
    - web
-

- 
- email
  - social media
  - podcast and videos
  - tablets and applications
  - newsletters and broadcasts
  - intranet

## **Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>

---