



Australian Government

Department of Education, Employment and Workplace Relations

CHCAC318B Work effectively with older people

Release: 1

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Modification History

Not Applicable

Unit Descriptor

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

Application

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

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. Apply understanding of the structure and profile of the residential aged care sector

2. Apply understanding of the home and community care sector

PERFORMANCE CRITERIA

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

2.1 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'

ELEMENT**PERFORMANCE CRITERIA**

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

ELEMENT**PERFORMANCE CRITERIA**

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

ELEMENT

8. Deliver services within a quality framework

PERFORMANCE CRITERIA

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

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

These include knowledge of:

- Ageing demographics
- Basic knowledge and application of quality principles and accreditation standards in aged care and home and community care
- Competency and image enhancement as a means of addressing devaluation
- Contemporary issues facing older people in the community
- Current service delivery models
- Factors influencing service delivery models in the sector
- 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
- Impact of 'normal' ageing on the older person
- Knowledge of quality monitoring activities such as audits, collection of data, visits by external bodies
- 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

REQUIRED SKILLS AND KNOWLEDGE

- Impact of personal values and attitudes on service delivery
- Overview of applicable accreditation or quality standards required by an external regulatory, accreditation or funding body
- Overview of the manifestations and presentation of common problems associated with ageing
- Own work role and responsibilities
- Philosophy of various service delivery models
- Physical and psychosocial aspects of ageing in supporting older people to maintain their quality of life

continued ...

Essential knowledge (contd):

- Principles and practices of confidentiality and privacy
- Principles of access, equity and client rights when working in the aged care sector
- Principles of empowerment and disempowerment
- Relevant policies, protocols of the organisation re unit content and work role
- Rights and responsibilities of older people and those working in the aged care sector
- Relevant care needs and strategies related to common problems associated with ageing
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Role of carers
- Stages of loss and grief and impact of ageing on person's experiences of loss and grief
- Strategies for managing complaints
- Strategies for supporting an older person and/or their advocate/s to exercise their rights
- Structure and profile of the aged care sector
- The impact of social devaluation on an individual's quality of life
- The social model of disability
- Understanding attitude, stereotypes and false beliefs associated with ageing
- Understanding of basic quality management principles such as: people, paper and processes, 'Plan Do Check Act cycle'
- Understanding of the ageing process and related physiological/psychological changes

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Adhere to own work role and responsibilities
- Adopt a non-ageist and accepting attitude when working with older people
- Apply the principles of access, equity and client rights when working in the aged care sector

REQUIRED SKILLS AND KNOWLEDGE

- Follow organisation policies and protocols
- Identify and respond to opportunities for improvement within the organisation's quality system
- Liaise and report to appropriate person/s
- 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 a timely manner

continued ...

Essential skills (contd):

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

These include the ability to:

- Apply basic problem solving skills to resolve problems within organisation protocols
- Apply knowledge of physical and psychosocial aspects of ageing in supporting older people
- 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 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 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

- Recognise and act upon opportunities to enhance sustainability in the workplace
- Work effectively with clients, colleagues, supervisors and other services/agencies

Evidence Guide

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

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

EVIDENCE GUIDE

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

RANGE STATEMENT

Contexts may include:

- Older person's own dwelling
- Independent living accommodation
- Residential aged care facilities
- Community centres
- Community/government agencies

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 (policies 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

RANGE STATEMENT

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

Report may be:

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

Unit Sector(s)

Not Applicable