



**Australian Government**

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

# **CHCAC412A Provide services to older people with complex needs**

**Release: 1**

## CHCAC412A Provide services to older people with complex needs

### Modification History

Not Applicable

### Unit Descriptor

#### Descriptor

This unit describes the knowledge and skills required by workers to provide services to the older person with complex or special care needs under supervision of a relevant professional

### Application of the Unit

#### Application

This unit applies to workers in the aged care sector, or those working with *older people* when providing services to clients with complex needs that affect their personal care or support service requirements

### Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

### Pre-requisite

This unit of competency must be assessed after successful achievement of related unit:

- CHCAC318A Work effectively with older people

## 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

### PERFORMANCE CRITERIA

- |   |  |
|---|--|
| 1. Evaluate and prioritise the needs of an older person with complex care issues                        | <ul style="list-style-type: none"><li>1.1 Demonstrate understanding of the impact of dual/multiple diagnosis can have on identifying and prioritising needs</li><li>1.2 In collaboration with a health professional, determine whether this person requires high level assessment prior to undertaking any evaluation activities</li><li>1.3 Utilise purpose designed tools to assess specific problems of the older person according to job role and responsibilities</li><li>1.4 Seek advice from health professionals as required to analyse and interpret assessment data</li><li>1.5 Seek advice from <i>appropriate personnel</i> as required to determine service issues associated with assessment information</li><li>1.6 Recognise the impact of complex care issues on the carer/s</li><li>1.7 Identify indicators of elder abuse or neglect and respond appropriately in line with organisation guidelines</li></ul> |
| 2. Liaise and negotiate with <i>appropriate personnel</i> in the development of a service delivery plan | <ul style="list-style-type: none"><li>2.1 Utilise best practice guidelines when choosing strategies to address complex and/or special needs</li><li>2.2 Liaise with relevant experts when developing service delivery plans</li><li>2.3 Negotiate and establish goals with the older person, their advocate/s and/or their significant other/s, aiming to achieve maximum quality of life</li><li>2.4 Access and/or negotiate resources in order to deliver identified services</li><li>2.5 Access community support agencies to facilitate the achievement of established goals</li></ul>   |

**ELEMENT****PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 3. Coordinate the delivery of the service delivery plan                          | 3.1 Delegate services and care activities to appropriately skilled workers   |
|  | 3.2 Recognise when a service and/or care worker is no longer able to provide the level of service required                                     |
|  | 3.3 Provide support and respite for the carer/s  |
|  | 3.4 Determine all service providers' understanding of the service delivery plan and their roles and responsibilities within that plan          |
|  |  |
| 4. Coordinate the monitoring, evaluation and review of the service delivery plan | 4.1 Determine all service providers' understanding of the mechanism/s for providing feedback on the effectiveness of the service delivery plan |
|  | 4.2 Seek feedback from all service providers when evaluating effectiveness of the service delivery plan and re-prioritising care needs         |
|  | 4.3 Seek feedback from the older person and/or their advocate when evaluating effectiveness of the service delivery plan                       |
|  | 4.4 Seek advice and assistance from relevant health professionals when the older person's goals are not being reached                          |

## 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:

- Own work role and responsibilities
- Basic physiology and psychology of ageing and principles of assessment in determining, monitoring and evaluating the service needs of the older person with complex or special needs as it relates to the work role
- Relevant policies, protocols and practices of the organisation in relation to Unit Descriptor and work role
- 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
- Aspects of elder abuse, including:
  - indications of neglect or abuse
  - emotional impact of abuse
  - appropriate management of abuse
- Manifestations and presentation of common health problems associated with ageing, appropriate actions in response to these problems and when to refer
- Impact of cultural and individual differences on service plan development and delivery
- Role and function of various health professionals
- Types of community services and the services each provides
- Role of carers
- Principles and practices of assessment of individuals with complex and/or special needs
- Strategies for conducting assessment of older people with complex and/or special needs
- Assessment tools used in the assessment of complex and/or special needs
- Strategies for analysing and interpreting data in accordance with requirements of work role
- Processes and practices in developing and managing service delivery plans
- Principles of delegation and supervision

## REQUIRED SKILLS AND KNOWLEDGE

- Strategies for conducting effective case conferences
- Principles and practices of case management

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Liaise and report to appropriately persons/agencies
- Adhere to own work role and responsibilities, and recognise own limitations and the need for assistance
- Work collaboratively with colleagues, health professionals and other services
- Apply basic knowledge of physiology and psychology of ageing and principles of assessment in determining, monitoring and evaluating the service needs of the older person with complex or special needs as it relates to the work role
- Prioritise and manage the changing service needs of clients with complex and special care needs
- Respond appropriately to indications of neglect or abuse

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 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 and give work-related instructions and directions and the ability to seek clarification and comments from clients, colleagues, health professionals and other service providers
  - industry work roles will require workers to possess a literacy level that will enable them to, read and write client's service delivery plans, record in health records, complete assessment tools and write reports and submissions
- 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 effective verbal and non-verbal communication skills that will enable them to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation

## REQUIRED SKILLS AND KNOWLEDGE

- industry work roles will require workers to be able to perform mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers
- Apply problem solving skills that require negotiation and mediation skills to resolve problems of a difficult nature within organisation protocols
- Collaborate and network with a variety of stakeholders to achieve service objectives
- Safely use and coordinate the use of relevant technology effectively in line with occupational health and safety (OHS) guidelines

## 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



## EVIDENCE GUIDE

- 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
    - relevant organisation policy, protocols and procedures
    - resources normally used in the workplace
- Method of assessment may include:*
- Observation of work activities
  - Observation of simulation and/or role play
  - Written tasks
  - relevant formal and informal education/training courses
  - Case studies and scenarios
  - Interviews/Questioning
  - Role plays

## Range Statement

### 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
- Veterans/war widows

*Contexts may include:*

- Older person's own dwelling
- Independent living accommodation
- Residential aged care facilities
- Community or government agency

*Complex and special needs may include an older person with one or more of the following;*

- Mental health problem
- Dementia
- Terminal illness
- Chronic pain
- Developmental or acquired disability
- Dysphagia
- Acquired brain injury
- Alcohol and other drug misuse/abuse problem
- Chronic health problem

*Data collection methods may include:*

- Use of industry specific assessment tools
- Use of best practice focus assessment tools
- Interviews
- Observation
- Review of previous health records
- Consultation with the older person, their advocate/s, informal carer/s and/or significant other/s

**RANGE STATEMENT**

*Health records may include:*

- Assessments
- Plans of care
- Case histories
- Progress notes
- Test results
- Referral records
- Observation charts
- Medication charts

*Appropriate resources may include:*

- Financial
- Aids and equipment
- Qualified health specialists (wound consultants, continence advisors, palliative care consultants)

*Reporting may be, and include:*

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

**RANGE STATEMENT**

*Appropriate personnel may include:*

- Aboriginal and Torres Strait Islander Health Worker
- Carer
- Dietician
- Diversional therapist
- Drug and alcohol worker
- Geriatrician
- Neuropsychologist and behaviour consultant for people with an acquired brain injury
- Occupational therapist
- Pain specialist
- Palliative care specialist
- Pharmacist
- Physiotherapist
- Psychiatrist
- Psychologist
- Registered nurse
- Respiratory technician
- Social worker
- Speech Pathologist
- Wound consultant

*Consultation/collaboration may include:*

- Liaison
- Asking and clarifying
- Seeking feedback
- Providing information and reports
- Identifying and exploring perceptions and expectations
- Negotiation

**Unit Sector(s)**

Not Applicable