Australian Government

Department of Education, Employment and Workplace Relations

CHCAC507D Plan and monitor service delivery plans

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCAC507D Plan and monitor service delivery plans

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to identify the service needs of the older person and to develop and monitor the service delivery plan

Application of the Unit

Application	This unit applies to 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	PERFORMANCE CRITERIA
1. Identify the service *needs of the older person*	1.1 Select assessment tools approved for use in the workplace and utilise appropriately
	1.2 Instigate the collection of client data in order to determine service needs
	1.3 Utilise a variety of appropriate *data collection methods*
	1.4 Seek assistance from carer, other service providers and health professionals when gathering data and interpreting findings
2. Consult with the older person and/or their carer when determining the service delivery plan	2.1 Encourage the older person and/or their *significant other/s* to participate in the data collection process
	2.2 Facilitate case conferences to determine service delivery strategy/s
	2.3 Acknowledge the older person's and/or their advocate's right to determine service options to be chosen
	2.4 Demonstrate respect for the older person's and/or their advocate's right to refuse the proposed interventions

ELEMENT	PERFORMANCE CRITERIA
3. Develop and implement the service delivery plan	3.1 Develop the service delivery plan in collaboration with key stakeholders to ensure it reflects the needs, identified goals and determined interventions
	3.2 Determine service delivery priorities in conjunction with all stakeholders
	3.3 Document the service delivery plan in accordance with organisation's protocols
	3.4 Assign activities to appropriate services and/ or workers
	3.5 Access *appropriate resources* and allocate in accordance with organisation protocols
4. Monitor and review the service delivery plan	4.1 Seek feedback from the older person, other service providers and/or workers as to the effectiveness of the plan
	4.2 Adapt the plan to reflect any changes required
	4.3 Identify potential risks to the older person and/or the service provider in the provision of determined care
	4.4 Recognise and *report* to supervisor when service provider is no longer able to meet the *needs of the older person*

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
- Physiology and psychology of ageing and principles of assessment in determining, monitoring and evaluating the service needs of the older person
- Relevant policies, protocols and practices of the organisation in relation to Unit Descriptor and work role
- Overview of the physiology and psychology of ageing
- Impact of 'normal' ageing on an older person's ability to meet their personal care and health needs
- Overview of the manifestations and presentation of common health problems associated with ageing
- Relevant care needs and strategies related to common health problems associated with ageing
- Impact of cultural and individual differences of service plan development and delivery
- Role and function of various health professionals
- Role of carer in case conferencing and in the development and monitoring of service plans
- Types of community services and the services and each provides
- Eligibility requirements in accessing services
- Service provision guidelines for all local, State and Commonwealth Programs
- Principles and practices of assessment
- Processes and practices in developing and managing service delivery plans
- Principles of delegation and supervision
- Strategies for conducting effective case conferences
- Principles and practices of case management

REQUIRED SKILLS AND KNOWLEDGE

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
- Recognise own limitations and the need for assistance
- Work collaboratively with colleagues, health professionals and other services
- Apply knowledge of physiology and psychology of ageing and principles of assessment in determining, monitoring and evaluating the service needs of the older person

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 problem solving skills that require negotiation and medication skills to resolve problems of a difficult nature within organisation's protocols
- Collaborate and network with a variety of stakeholders in order 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

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:
	• an 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 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 or government agency
Needs of the older person may include:	• Physical • Emotional • Psychological • Social • Cultural • Spiritual • Sexual • Educational • Safety and security
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
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)

RANGE STATEMENT

Report may be, and include:	• Verbal:
	• telephone
	• face-to-face
	• Non-verbal (written):
	• progress reports
	• case notes
	• incident reports
Consultation/collaboration may include:	• Liaison
	• Asking and clarifying
	• Seeking feedback
	• Providing information and reports
	• Identifying and exploring perceptions and expectations
	• Negotiation
Significant other/s include:	• Family
	• Carers

Unit Sector(s)

Not Applicable