



**Australian Government**

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

# **CHCCS512B Develop a service delivery strategy**

**Release: 1**

## **CHCCS512B Develop a service delivery strategy**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to assess needs of clients, provide information and develop strategies to meet daily living and other support needs of clients

### **Application of the Unit**

#### **Application**

This unit may apply in a range of community service contexts

### **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. Assess eligibility to access the service

- 1.1 Seek determination from family, other carers or other workers as to whether the clients can articulate needs where appropriate
- 1.2 Collect information to facilitate client information and assessment
- 1.3 Observe client ability to carry out *activities of daily living* and assess and document level of assistance required
- 1.4 *Consult clinical records and/or case history*
- 1.5 *Consult* client's family, friends and other services where appropriate

2. *Provide information to clients and their carers to facilitate an informed choice*

- 2.1 Inform clients and carers of the range of services available
- 2.2 Refer to other services as appropriate
- 2.3 Identify options in consultation with person/carer and other relevant services

**ELEMENT****PERFORMANCE CRITERIA**

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|--|--|
| 3. Determine strategy with client and relevant workers         | 3.1 Discuss client expectations and needs with the person and relevant carers and document   |
|  | 3.2 Obtain assessment of other workers as relevant   |
|  | 3.3 Analyse services to be provided and determine where referral to other services may be appropriate  |
|  | 3.4 Establish and document priorities of the clients   |
|  | 3.5 Determine and document <i>individual service delivery strategy</i>   |
|  | 3.6 Establish and document case manager  |
|  | 3.7 Agree overall service provision with the client  |
| 4. Identify potential safety risks and minimise risk of injury | 4.1 Consider <i>risk factors for clients</i> in relation to priority of needs, the environment and possible consequences and plan services accordingly |
|  | 4.2 Assess and document the potential for mental health, <i>confusion</i> and other factors to impact well being and safety of client                  |
|  | 4.3 Note and document any indicators of violence   |
|  | 4.4 Consider potential consequences of client behaviour and implement appropriate strategies to prevent accidents                                      |
|  | 4.5 Assess any potential risks for self and other care providers and plan service provision accordingly  |
|  | 4.6 Assess and document risks for family carers and others involved  |
|  | 4.7 Investigate and report <i>unusual circumstances</i> that may indicate risk   |

## 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:

- Organisation policies and practices
- Common health problems and their effects
- Statements of rights, e.g. relevant outcomes standards documents
- Common risks to client's safety
- Own role and responsibilities
- The role and responsibilities of other health workers
- The role and availability of home maintenance and modification services
- Occupational health and safety (OHS)
- Funding program guidelines
- Social and political context of service delivery
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Undertake consultation with clients, carers, family etc.
- Undertake consultation with other workers/services as relevant and required
- Demonstrate awareness of role of own service/organisation and that of other services/organisations

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

## REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Apply oral communication skills including asking questions, clarifying meaning, providing information and checking for understanding
- Take part in sustained interpersonal exchanges for the purpose of developing services, gathering or providing information:
  - language used may be English or a community language depending on the service/organisation and client group
- Apply written communication skills required to fulfil the job role as specified by the service/organisation:
  - written skills may include the completion of reports or documentation, matching style of writing to its purpose and intended audience (e.g. funding reports, referrals to other agencies)
  - language used may be English or a community language depending on client group and organisation
  - communication support is incorporated as required (e.g. using dictionaries, medical books, other reports)
- Apply reading skills required to fulfil the job role as specified by the service/organisation:
  - skills may include reading written material such as client records, case histories, research and information on medical conditions (e.g. latest research on dementia), policies, procedure manuals and program materials
- Demonstrate application of skills in:
  - interviewing and assessment
  - understanding the consumer perspective

## 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*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

## EVIDENCE GUIDE

*demonstrate this unit of competency:*

- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment could be conducted in one time period but must include a range of client needs

*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 relevant workplace or simulated realistic workplace setting where assessment may take place

## EVIDENCE GUIDE

### *Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## 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.



## RANGE STATEMENT

*Factors which affect abilities to carry out activities of daily living may include:*

- Health
- Mobility and its decline
- Illness
- Smoking
- Diet
- Exercise
- Weight
- Occupational exposure
- Sexual activity
- Alcohol and other drugs
- Sunlight exposure
- Social factors
- Psychological factors
- Environment
- Behavioural difficulties
- Wandering
- Aggression
- Age

*Activities of daily living are:*

- All activities which assist the person to maintain or enhance their physical well being, such as mobility, nutrition, dressing

They do not include medical or clinical interventions

*Consult may include:*

- Asking and clarifying
- Identifying and exploring the client's perception about their needs
- Consultation with family and friends
- Identification of previous patterns and preferences
- Perceptions about needs
- Confidentiality
- Privacy and dignity requirements

*Observation, analysis and determination of needs may need to be:*

- Made in consultation with or verified by other relevant carers and specialists carers

## RANGE STATEMENT

*Provide information to clients and their carers to facilitate an informed choice may be relayed:*

- Verbally or in writing

*Clinical records and case history may include:*

- All records related to the client's health status
- Assessments
- Plans of care
- Progress notes
- Test results
- Continence management charts
- Activities programs

*Input may be provided by:*

- Diverse members of a multi-disciplinary team or by
- More limited numbers of carers and health workers, internal and external to an organisation

Not all carers will have access to all or any parts of the records or responsibilities related to completing them

*Individual service delivery strategy may be based on:*

- Behavioural difficulties
- Prevention and response to distress
- Activities of daily living
- Health

*Risk factors for clients may include:*

- All areas to which the clients has actual or potential access
- Obstacles and hazards
- Furniture
- Carpets
- Electrical cords and appliances
- Hot water

*Risk will:*

- Vary according to any degree of mental confusion and mobility and stability of clients

**RANGE STATEMENT**

*Risk factors for self and other carers may include:*

- Physical limitation
- Manual handling (lifting and transferring clients or equipment safely)
- Deciding to proceed alone in situations where assistance is required
- Current and habitual behaviour
- Mental and physical status of clients

*Unusual circumstances may include:*

- Uncharacteristic behaviours
- Environmental hazards
- Accident
- Incidents

*Confusion may involve decline in mental health and may be evidenced by:*

- Decline in memory, intellectual functions and personality,
- Disorientation of time, place and persons

**Unit Sector(s)**

Not Applicable