



Australian Government

Department of Education, Employment and Workplace Relations

CHCCS601C Work with clients with unique needs

Release: 1

CHCCS601C Work with clients with unique needs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCCS601B Work with clients with unique needs	CHCCS601C Work with clients with unique needs	<p>Unit updated in V4</p> <p>ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation.</p> <p>Changes to terminology 'challenging/difficult behaviour' to 'behaviours of concern'. No change to competency outcome.</p>

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by higher skill workers who undertake specialised work with clients with exceptional needs and with complex and multiple issues, including working with offenders with a disability

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

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| 1 | Conduct complex assessment | 1.1 | Identify and apply <i>appropriate assessment tools</i> to evaluate complex clients need/s |
| | | 1.2 | Apply a <i>risk management approach</i> to client assessment |
| | | 1.3 | Identify <i>health implications for clients</i> |
| | | 1.4 | Identify <i>educational and developmental needs</i> of client |
| | | 1.5 | Determine the need for <i>additional communication support</i> for the client |
| | | 1.6 | Access information from a range of <i>sources</i> to determine services available to support client needs |
| | | 1.7 | Determine <i>emotional, social and other needs</i> of the client |
| | | 1.8 | Consult with the client and <i>significant others</i> throughout the assessment process |

ELEMENT**PERFORMANCE CRITERIA**

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|--|---|
| 2. Design and apply appropriate strategies and program/s | 2.1 Use the assessment outcomes to design an <i>intervention and support strategy</i> |
| | 2.2 Identify and access information from a range of sources to determine services available to support client/s needs |
| | 2.3 Design a comprehensive plan including appropriate referrals |
| | 2.4 Incorporate contingency and risk management strategies into the plan |
| | 2.5 Communicate appropriately with the individual, significant others, colleagues and support staff |
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| 3. Monitor and evaluate the plan | 3.1 Identify and implement strategies to monitor the effectiveness of the approaches taken |
| | 3.2 <i>Maintain relevant data and keep accurate records</i> to monitor the effectiveness of the plan |
| | 3.3 Review outcomes of the plan and make adjustments, as needed |
| | 3.4 Review and adapt risk management strategies as required |

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:

- A broad range of health implications associated with complex needs
- A range of disabilities with complex characteristics, including:
 - ABI
 - autism
 - cerebral palsy
 - Prader-Willi syndrome
 - sensory loss
- Appropriate and inappropriate social behaviour
- Assessment practices and models
- Complex communication skills
- Duty of care
- Ethical practices
- Harm minimisation strategies
- Human development issues
- Human relationships and sexuality
- Monitoring and review practices
- Offending behaviours
- Referral practices and protocols
- Risk management strategies
- Specialist services that support people with complex needs
- Specific sexuality issues that may be confronted
- The community services systems, including government and non-government services
- The legal system relating to offending behaviours
- The life cycle and transition stages
- The psychosocial impact of a range of complex needs
- Work health and safety (WHS) policies and practices
- Working with diversity

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate high-level judgement and autonomy to be able to:
 - apply a range of intervention strategies
 - apply relevant monitoring and review techniques
 - ensure the safety of the individual, self and the community
 - identify risks and apply risk management strategies
 - make whole of life assessments
 - provide opportunities for the person with complex needs to achieve individual needs and personal goals
 - select and apply assessment tools appropriately
 - work with people with complex and/or multiple issues

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 complex theoretical models of behaviour management
- Apply understanding of the impact on clients of frustration with the service
- Apply understanding of the impact on emotional responses of specific disabilities, such as ABI, autism, lack of sight, Prader-Willi and cerebral palsy
- Apply understanding of the impact on physical capacity of specific disabilities
- Manage the application and administration of assessment tools
- Protect themselves, the person and the community as needed
- Work under guidance of a health professional and in liaison with other health professionals
- Work with clients on a range of complex and interrelating issues, including sexuality, human development, grief and loss, aging, depression and threat of harm to self or others
- Work with offenders

Evidence Guide

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 of competency will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment may be conducted over one or more occasions and should include both the development and promotion of best practice

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 and linguistically diverse (CALD) environments
- 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 delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to a workplace or similar environment over a number of occasions

EVIDENCE GUIDE

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace setting (e.g. from workplace-based project or evidence portfolio)

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.

Complex issues may include:

- ABI
- Autism
- Sensory loss
- Prader-Willi syndrome
- Attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD)
- Behaviours of concern
- Communication needs
- Complex medical needs
- Dual/multiple disabilities
- Intellectual, physical and/or neurological disability
- Language and diversity
- Offending behaviours
- Social/economic disadvantage

People with complex issues may include:

- Adolescents
- Adults
- Children
- People with a physical/sensory/intellectual/psychiatric disabilities
- Persons under court/protective/statutory orders

Appropriate assessment tools may include:

- Genograms
- Psychosocial assessments
- Risk frameworks – self and others
- Specialised assessment tools
- Taking a case history

Risk management approach may include:

- Duty of care requirements
- Established risk management frameworks/models
- Harm minimisation strategies
- Organisation risk assessment protocols and guidelines
- WHS regulations, policies and procedures

Health implications for clients may include:

- Access to appropriate health care
- Alcohol and/or other drugs (AOD) use
- Inability to manage own health and wellbeing
- Inactivity
- Neurological
- Nutrition
- Physiological
- Self-injurious behaviours
- Sexual health and lifestyle issues

Educational and developmental needs may include:

- Aetiology
- Early intervention
- Opportunity and support to access appropriate education opportunities at:
 - pre-primary
 - primary
 - secondary
 - post-secondary levels
 - support at different life stages

Additional communication support may include:

- Augmented communication aids i.e. electronic devices
- Communication aids (i.e. picture books and TTY)
- Culturally specific resources
- Family support
- Interpreting services
- Speech pathology services

Emotional, social and other needs may include:

- Equal employment opportunity (EEO), discrimination and privacy issues
- Family support
- Grief and loss
- Isolation, rural and geographical issues
- Sexuality issues
- Socioeconomic issues
- System support
- Vulnerability

Significant others may include:

- Carers
- Family
- Friends
- Other professional support persons
- Partners

Intervention and support strategy may include:

- Allied health plans/support
- Development of individual program/support plans
- General service plans
- Justice plans

Support services may include:

- Externally monitored
- Family and significant others
- Government and non government
- Individualised/tailored strategies
- Private practice
- Range of pre-determined supporting organisations and services
- Self-managed

Sources of information may include:

- AOD services
- Child protection services
- Community service networks
- Family and significant others
- Health support services
- Juvenile justice services
- Mental health services
- The person with complex needs

Maintain relevant data and keep accurate records may refer to:

- Files and file notes
- Organisation records
- Reports formal and informal
- Statutory orders

Consultation may include:

- Family members and significant others
- Formal and informal meetings
- Networks
- Professional support workers
- The person with complex needs

Review processes may include:

- Case management meetings
- Organisation review processes
- Reports (verbal, written, formal and informal)

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Unit Sector(s)

Not Applicable