



Australian Government

Department of Education, Employment and Workplace Relations

CHCDIS313A Support people with disabilities who are ageing

Release: 1

CHCDIS313A Support people with disabilities who are ageing

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to support a person with a disability who is ageing

The unit covers identifying current and future needs, supporting the rights and interests of the person, independent thinking and action and understanding and supporting a person with a disability who has dementia

Application of the Unit

Application

The application of this unit will depend on the work roles and responsibilities and requirements of the work environment

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

- | | |
|---|--|
| <p>1. Assist people with disabilities who are ageing to identify their current and future needs</p> | <p>1.1 Identify, discuss and implement appropriate <i>strategies to meet the current and future needs of people with disabilities</i> who are ageing</p> <p>1.2 Uphold the dignity, privacy and personal choice of people with disabilities who are ageing in relation to needs, within organisation constraints</p> <p>1.3 Assist people with disabilities to evaluate and select strategies to meet their current and future requirements and achieve their goals</p> <p>1.4 Encourage <i>significant others</i> to participate in the identification and evaluation of strategies where appropriate</p> |
| <p>2. Support the interests and needs of people with disabilities who are ageing</p> | <p>2.1 Identify information and skills required by people with disabilities to meet their future requirements</p> <p>2.2 Provide or develop opportunities to obtain information and develop skills</p> <p>2.3 Provide individual and group support to promote physical, psychological and social independence in accordance with resources and <i>organisation policies and procedures</i></p> |

ELEMENT**PERFORMANCE CRITERIA**

3. Encourage and support people with disabilities who are ageing to exercise independent action and thinking
 - 3.1 Describe opportunities for people with disabilities who are ageing to enhance their independence, discuss with them and/or their significant others and justify choices
 - 3.2 Encourage, listen to and act upon decisions and opinions of people with disabilities who are ageing, within the constraints of organisation policies and procedures
 - 3.3 Support participation of people with disabilities in *appropriate community settings and forums*, with information and training if required
 - 3.4 Develop strategies to promote independence, taking into account individual differences
 - 3.5 Document information within organisation procedures/guidelines and report to appropriate co-workers

4. Support the interests, rights and needs of people with disabilities with pervasive age related changes, including people with dementia
 - 4.1 Respond appropriately to physical, psychological and social changes in people with disabilities who are ageing and report uncharacteristic behaviours that may be the affect of progressive/pervasive conditions
 - 4.2 Monitor and record signs of dementia and other progressive conditions that may have an adverse effect on the health of people with disabilities who are ageing

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:

- Principles and practices which focus on the individual person
- 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
- Organisation policy and procedures, including occupational safety and health, lifestyle and futures planning, duty of care and dignity of risk
- Disability Service Standards
- Organisation policy and procedures, including occupational safety and health (particularly manual health), lifestyle and futures planning, duty of care and dignity of risk
- Individual needs assessment, specifically changing needs
- Promoting successful ageing
- Stress and coping with change
- Grief and loss, bereavement
- Bereavement
- Life span development
- Contemporary views on ageing
- Impact of physical, psychological and social change on the person who is ageing
- Empowerment for people with disabilities
- Issues and services available for people who are ageing
- Understanding of dementia

Essential skills:

It is critical that the candidate demonstrate the ability to:

REQUIRED SKILLS AND KNOWLEDGE

- Provide a range of supports that identify, document and respond to individual current and future needs
- Communicate and interact with the individual, family, other relevant stakeholders and staff
- Identify necessary skills and attributes to maintain or improve independence
- Implement strategies to assist the individual to maintain or increase degree of independence
- Demonstrate understanding of the aspects and affects of dementia as it relates to a person with a disability
- Address other specific issues confronting older people including dysphagia and incontinence

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:

- Sensitively and respectfully communicate and respond to the individual needs of people with disabilities who are ageing
- Demonstrate application of skills in:
 - a range of oral and written communication skills
 - observation and needs assessment
 - skills development techniques
 - developing and maintaining positive relationships
 - carrying out changing needs assessments

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

- The individual being assessed must provide evidence

EVIDENCE GUIDE

and evidence required to demonstrate this unit of competency:

- of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or a simulated environment under the normal range of conditions
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
- A diversity of assessment tasks is essential for holistic assessment

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 of this unit include access to all relevant resources commonly provided in the disability service setting, including:
 - appropriate documentation and resources normally used in the workplace
 - relevant organisation policy and procedure manuals, legislation and standards
 - organisation mission statement, strategic and business plan
 - other documentation relevant to the work context such as:
 - . individual routines and support plans
 - . changing needs assessment tools
 - . referrals forms

Method of assessment may include:

- Observation of work performance
- Written tasks
- Interview and questioning
- Authenticated portfolio/log book
- Supporting statement of supervisor/s
- Authenticated evidence of relevant work experience and/or formal/informal learning

Related units:

There are no pre-requisites for this unit but it is recommended that participants demonstrate basic knowledge and skills in supporting a person with a disability

It is suggested that this unit is assessed after completion of the following units of competence:

- CHCDIS301A Work effectively with people with a disability
- CHCDIS302A Maintain an environment designed to empower people with disabilities

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.

The needs of people with disabilities include:

- Psychological
- Physical
- Social
- Cognitive

Strategies to meet current and future needs of people with disabilities include:

- Conducting changing needs assessments
- Conducting futures planning with the person
- Developing individual action plans with the person with a disability that address their changing needs
- Referrals to appropriate specialist services such as, occupational therapy, physiotherapy

Significant others may include:

- Family
- Advocates / carer
- Support person
- Key worker
- Team members
- Health and other professionals

RANGE STATEMENT

Organisation policies and procedures may include:

- Legislation
- Disability Service standards
- Policies and procedures, such as duty of care, dignity of risk
- Budget allocations
- Individual funding plans

Appropriate community settings and forums may include:

- Generic services
- Advocacy groups
- Consumer groups

Unit Sector(s)

Not Applicable