



Australian Government

Department of Education, Employment and Workplace Relations

CHCICS303A Support individual health and emotional well being

Release: 2

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Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCICS303A Support individual health and emotional well being	CHCICS303A Support individual health and emotional well being	Unit updated in V4. Formatting and grammatical correction change to competency outcome (no change to version identifier).

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by the worker to support a client's health and emotional wellbeing

Application of the Unit

Application

The skills and knowledge of this unit of competency will be applied according to an established individualised plan and with regard for the value and importance of people's health and wellbeing
This unit of competency covers possible indicators of abuse and neglect and a requirement to report to a supervisor

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

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

- 1) Support the *client* to engage with a relevant social *network* and the wider community
 - 1.1 Confirm the client's social and recreational preferences
 - 1.2 Identify a client's social network (where possible)
 - 1.3 Encourage and facilitate the client to attend social and recreational activities and wherever possible, involving their social network
 - 1.4 Encourage and facilitate the client to attend social and recreational activities that promote the development of social networks
 - 1.5 Recognise the need to modify or adapt social and recreational activities to meet specific needs of the client and *report to appropriate person*
 - 1.6 Provide the client with information about *community networks* and activities available to them
- 2) Support the client's health
 - 2.1 Demonstrate basic understanding of the impact the client's circumstances may have on their health
 - 2.2 Identify processes, actions and circumstances that support the client's good health
 - 2.3 Provide support in a manner that promotes the client's good health
 - 2.4 Confirm aspects of supporting a client's health within scope of knowledge, skills and/or job role and seek appropriate support for those outside scope
 - 2.5 Identify *variations in a client's physical condition* and report to supervisor
 - 2.6 Recognise indications that client's experience of pain is affecting their wellbeing and report according to organisation policy and protocol
- 3) Support the person's emotional and psychological wellbeing
 - 3.1 Demonstrate basic understanding of the impact of client's circumstances may have on *emotional and psychological* wellbeing
 - 3.2 Identify processes, actions and circumstances that support the client's self-esteem and confidence
 - 3.3 Provide support in a manner that promotes the client's self-esteem and confidence
 - 3.4 Identify aspects of supporting a client's emotional wellbeing outside scope of knowledge, skills and/or job role and seek appropriate support
 - 3.5 Identify variations to a client's emotional wellbeing and report to supervisor
 - 3.6 Recognise and report possible indicators of client abuse and/or neglect and report according to organisation

policy and protocol

- | | |
|--|---|
| 4) Recognise and accommodate a client's <i>cultural</i> and spiritual preferences | 4.1 Demonstrate acceptance of a client's cultural and <i>spiritual preferences</i>
4.2 Ensure work practices accommodate a client's modesty and privacy according to cultural requirements
4.3 Demonstrate cultural sensitivity in communication practices
4.4 Facilitate the client's participation in cultural and spiritual practices and celebrations
4.5 Provide the client with information regarding relevant cultural and spiritual networks available in the community |
| 5) Support client to create an <i>environment</i> suitable to needs and preferences | 5.1 Encourage and assist client to maintain their environment
5.2 Assist client to feel secure and comfortable
5.3 Identify hazards and report to supervisor
5.4 Use appropriate aids to support comfort, safety and wellbeing
5.5 Facilitate established routines, rhythms and customs of client, where possible
5.6 Inform client of support services and encourage them to use services |
| 6) Recognise and accommodate the client's <i>expressions of identity and sexuality</i> | 6.1 Demonstrate understanding of the impact of the client's circumstances on an individual's expression of identity and sexuality
6.2 Recognise the impact of community values and attitudes regarding sexuality, ageing and disability
6.3 Avoid imposing own values and attitudes regarding sexuality on others
6.4 Support the person to express their sexuality
6.5 Respect different spiritual expressions of sexuality
6.6 Acknowledge unmet needs relating to sexuality and identity and refer to an appropriate person |
| 7) Complete documentation | 7.1 Comply with the organisation's reporting requirements
7.2 Complete documentation according to organisation policy and protocols
7.3 Maintain documentation in a manner consistent with reporting requirements
7.4 File documentation in accordance with |

organisation policy and protocols

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:

- Basic understanding of the emotional, psychological, spiritual, cultural and sexual needs of clients
- Concepts of powerlessness and empowerment
- Cultural and individual differences in expressing sexuality
- Definition and explanation of the terms 'sexuality' and 'personal identity'
- Definition and explanation of the terms 'spirituality' and 'cultural'
- Effects of spirituality and culture on care delivery
- Expressions of sexuality
- Expressions of spirituality and culture
- Indicators of possible emotional concerns and issues which may have an impact on general health and wellbeing, such as prolonged sadness, distress, anxiety or depression; lack of engagement; or heightened level of emotional expression
- Indications of possible neglect or abuse, including physical, sexual, psychological or financial abuse and appropriate response in accordance with organisation and/or government guidelines
- Issues surrounding sexuality and sexual expression in residential settings
- Myths and stereotypes surrounding sexuality and sexual expression of aged people and people with disabilities
- Resources and networks that can support the cultural and spiritual needs of people
- Strategies for managing inappropriate sexual behaviour
- Strategies for selecting recreational and leisure activities based on preferences and abilities
- Strategies to facilitate community inclusion
- Strategies to meet the emotional needs of people
- Supporting existing networks and developing new networks and facilitating choice
- Understanding basic requirements for good health, including:
 - diet
 - exercise

REQUIRED SKILLS AND KNOWLEDGE

- hygiene
- lifestyle
- oral health
- Understanding of own work role and responsibilities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Adhere to own work role and responsibilities
- Adopt a non-judgemental and accepting attitude when supporting the client to meet their emotional and psychosocial needs
- Apply basic problem solving skills to resolve problems within organisation protocols
- Liaise and report to appropriate persons/agencies
- Work effectively with clients, social networks, colleagues, supervisors and other services/agencies

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 work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
 - industry work roles will require a literacy level that will enable workers to interpret international safety signs, read client service delivery plans, make notations in client records and complete workplace forms and records
- 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 and ability to follow work-related instructions and directions and to seek clarification and comments from supervisors, clients and colleagues
- Apply verbal and non-verbal communication skills:
 - industry work roles will require effective verbal and non-verbal communication skills 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, including active listening and empathy
- Follow organisation policies and protocols

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 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

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 appropriate workplace where assessment can take place
 - relevant organisation policy, protocols and procedures

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Related units:

This unit must be assessed in relation to the specific context in which it will (or may) be applied

In the case of working with older people, this unit is recommended (but not required) to be assessed in conjunction with:

- CHCAC318B Work effectively with older people

OR

In the case of working with people with disabilities, it is recommended (but not required) to be assessed in conjunction with:

- CHCDIS301C Work effectively with people with a disability

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.

Client may include:

- Individuals living in residential care environments
- Individuals living in the community
- Older people
- People with disabilities
- Prospective individuals to the service or services
- Veterans/war widows

Environment may include:

- Community centres
- Employment services
- Independent living accommodation
- Person's own dwelling
- Residential aged care facilities

Emotional needs may include:

- A sense of security and contentment
- Acceptance of loss
- Dealing with degenerative issues
- Dealing with pain, grief, bereavement and acceptance of death
- Freedom from anger
- Freedom from anxiety
- Freedom from fear
- Freedom from guilt
- Freedom from loneliness
- Love and affection
- Veterans'/war widows issues

RANGE STATEMENT

Psychological needs may include:

- A sense of control
- Acceptance of disability
- Freedom from undue stress
- Life stage acceptance
- Personal identity
- Self-determination
- Self-esteem
- Sense of belonging
- Veteran/war widow related issues

Variations in a client's physical condition may include:

- Aches
- Client reporting feeling unwell
- Nail status
- Oral health anomalies
- Pain
- Skin tone and colour
- Weight gain
- Weight loss

Spiritual preferences may include:

- Ceremonial observances
- Formal and informal religious observance
- Need for privacy and an appropriate environment to reflect and/or participate in spiritual activities

Cultural may refer to:

- Ceremonial and festive observances
- Dress and dietary observance
- Need for continued interaction with cultural community

Expressions of identity and sexuality may include:

- Access to assistive/protective devices
- Love and affection
- Need for privacy and discretion
- Physical appearance
- Touch

RANGE STATEMENT

Appropriate communication and relationship building processes may include:

- Courtesy
- Cross-cultural communication
- Empathy
- Non-judgemental care
- Observing and listening
- Respect for individual differences

Network may include:

- Advocates
- Carers
- Clergy/pastoral care provider
- Family members
- Friends
- Veteran's/war widow organisations

Community network may include:

- Clubs
- Community centres
- Community welfare groups
- Ethno-specific organisations
- Sport and recreational groups
- Support groups
- Veteran's/war widows organisations
- Voluntary organisations

Appropriate person may include:

- Clergy/pastoral care provider
- Health professionals (e.g. registered nurse, doctor, social worker, diversional therapist and/or psychologist)
- National association of loss and grief
- Palliative care association
- Sex therapist
- Special associations providing support services to individuals with specific health problems/disorder
- Supervisor
- Support group
- Veteran's organisations

RANGE STATEMENT

Report may include:

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

Unit Sector(s)

Not applicable.