



**Australian Government**

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

# **CHCICS406A Support client self management**

**Release: 1**

## **CHCICS406A Support client self management**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required by workers to provide clients with support and assistance to self manage aspects of their life that may include planning, access and involvement in community services and decision-making

### **Application of the Unit**

#### **Application**

The skills and knowledge of this unit of competency will be applied as part of a comprehensive service aimed at promoting and supporting the independence and self management of the client

The skills and knowledge may be applied in a range of settings, including, client's home, residential service, aged care setting, hospital, recreation, school, community agency, employment setting and community based service

The word client may refer to the person receiving support, their family and/or supporters

### **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

1. Provide support in a client-focused manner

### PERFORMANCE CRITERIA

- 1.1 Support the client to develop processes and strategies that address the uniqueness of their psychological, biological, *social and emotional context*
- 1.2 Support the client to develop processes and strategies that address their capacity to access activities and services, within the context of client performance and possible capacity
- 1.3 Support the client to identify and acknowledge their interests, preferences and concerns
- 1.4 Support the client to access all information and options required to make informed choices and decisions
- 1.5 Support the client to determine positive and negative consequences, including *risks* and constraints, associated with different options and choices
- 1.6 Provide support in a manner that is in keeping with the client's individual needs and requirements
- 1.7 Provide support in a manner that is responsive to the individual circumstances and aspirations of the client and where necessary their carers and supporters
- 1.8 Where needed, work with supervisor to develop strategies to deal with client non-conformance

**ELEMENT****PERFORMANCE CRITERIA****2. Provide strengths-based support**

2.1 Support the client to identify and acknowledge their own strengths and self care capacity

2.2 Support the client to identify opportunities to mobilise their strengths

2.3 Support the client to develop and trial solutions for presenting concerns and needs

2.4 Support the client to monitor the application of solutions to presenting concerns and needs

2.5 Provide support or assistance in the context of identified risks and constraints

2.6 Provide support or assistance for clients to access and use support services and associated resources where required and within organisation policies, protocols and procedures

2.7 Identify difficulties in meeting the client's needs with the client and a supervisor and address in line with organisation protocols

2.8 Maintain confidentiality, privacy and dignity of the client in line with organisation policy and protocols

**3. Support the client to develop and/or maintain networks**

3.1 Provide relevant support or assistance for the client to identify meaningful networks

3.2 Provide relevant support or assistance for the client to develop strategies to develop and/or maintain meaningful networks

**ELEMENT****PERFORMANCE CRITERIA**

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|--|--|
| 4. Support positive coping skills and behaviours within a person-centred framework | 4.1 Assist the client to identify their existing coping skills and behaviours that maximise participation in own life situation  |
|  | 4.2 Support the client to identify need for appropriate coping skills and behaviours to maximise their ability to do required activities within their own life situation |
|  | 4.3 Support the client to identify coping skills likely to cause harm to the client or others  |
|  | 4.4 Support client to identify impact of coping skills and behaviours on themselves and others   |
|  | 4.5 Provide information and support client to identify positive coping skills and behaviours   |
|  | 4.6 Support the client as required to make referrals to services to assist with the establishment and/or maintenance of positive coping skills and behaviours            |
|  | 4.7 Support the client to implement and/or maintain positive coping skills and behaviours  |
|  |  |
| 5. Support service and resource access   | 5.1 Work with client to identify needs that might benefit from referral to services and/or access to resources   |
|  | 5.2 Provide the client with information about how required services and/or resources can be accessed   |
|  | 5.3 Support the client to access required services and/or resources  |
|  | 5.4 Support the client to monitor service effectiveness and/or resource appropriateness  |
|  | 5.5 Support the client to access advocacy services where required to maintain integrity and efficacy of required services  |

## 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 understanding of:

- Own work role and responsibilities
- Client-centred philosophy and practices
- Empowerment and rights based practices
- Strengths-based philosophy and practices
- Self management in the context of a client with cognitive impairment
- Processes and strategies to support people to make informed choices and decisions
- Different cultural responses to chronic disease
- Risk analysis strategies and processes
- Occupational health and safety (OHS), risk assessment and risk management relevant to the job role
- Role of the worker within a human rights perspective

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Support a client to identify options across a range of variables such as support and service requirements, access requirements, lifestyle options
- Use facilitation skills to foster client focused and strengths-based practice
- Liaise and report appropriately to supervisor and/or health professionals
- Adhere to own work role and responsibilities
- Identify and respond to risks for client, carer and worker associated with providing personal care
- Use appropriate communication strategies and tools
- Follow relevant OHS guidelines

## REQUIRED SKILLS AND KNOWLEDGE

- Work within a person-centred practice framework

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 workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients 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 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 oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
  - industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers
- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors
- Demonstrate safe and effective use of workplace technology in line with OHS and manual handling guidelines relevant to the jurisdiction and workplace

## 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
- 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
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- Where, for reasons of safety, space, confidentiality 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:
  - appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - equipment and 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.

## RANGE STATEMENT

*Social and emotional context may include:*

- Motivation
- Individual and community beliefs, values and culture
- Language
- Pain
- Fear
- Family context
- Support mechanisms
- Isolation

*Capabilities and constraints may include:*

- Financial
- Transport
- Knowledge /information
- Language
- Cultural
- Communication

*Risks may include:*

- Emotional
- Psychological
- Health
- Physical
- Security
- Financial
- Risk to self
- Risk to others

*Strategies for worker self care may include:*

- Mentoring
- Debriefing
- Self care
- Reflection

## Unit Sector(s)

Not Applicable