



**Australian Government**

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

# **CHCLD415A Confirm client developmental status**

**Release: 1**

## **CHCLD415A Confirm client developmental status**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes a detailed knowledge of indicators of client status required to confirm the status of individual clients in preparation for service delivery in the context of community services work

### **Application of the Unit**

#### **Application**

The application of knowledge and skills described in this unit of competency may relate to functions such as providing information to clients or reporting or referring issues outside scope of practice of individual worker

Work at this level may require guidance and/or supervision from appropriately qualified personnel, especially where provision of direct client services are involved

### **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. Apply knowledge of human development

### PERFORMANCE CRITERIA

- 1.1 Observe and/or question the client appropriately to obtain information about client's developmental status
- 1.2 Review any available documented information about the client's developmental status
- 1.3 Apply knowledge of *lifespan development theories* to clarify client's development status
- 1.4 Take into account the range of factors that may have impacted on appearance and behaviour of the client in relation to community services to be delivered
- 1.5 Obtain information through *observation and/or questioning* to identify any actual or potential *problems* in relation to community services to be delivered

**ELEMENT****PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 2. Check client's developmental status                    | 2.1 Use detailed knowledge of human development across the lifespan to check developmental status prior to delivering service  |
|   | 2.2 Clarify suitability of community services being delivered in relation to client's developmental status   |
|   | 2.3 Consult appropriate person to clarify implications and significance of client's developmental status in the case of uncertainty or limits on own capability or authority |
|   | 2.4 Where appropriate consult with the clients carer, family or significant other to gather relevant information   |
| 3. Identify developmental issues                          | 3.1 Identify a range of signs of developmental issues using standard methods and protocols   |
|   | 3.2 Identify potential factors responsible for significant developmental issues  |
|   | 3.3 Identify potential risk factors associated with developmental issues   |
|   | 3.4 Recognise and refer potentially serious issues in line with organisation requirements  |
|   | 3.5 Document developmental issues in line with organisation policies and procedures  |
| 4. Check for and respond appropriately to specific issues | 4.1 Check for any indications of <i>issues requiring notification of authorities</i> and report  |
|   | 4.2 Check for any indications of <i>other issues</i> that may impact the provision of services and/or require referral   |
|   | 4.3 Report and document as required by the organisation policies and procedures  |

## 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:

- Detailed knowledge of aspects of development of the human being throughout the lifespan, including:
  - physical
  - psychological
  - cognitive
  - social
  - affective
- Knowledge of key factors that may impact on the individual at identified stages of human development and their potential effects
- Understanding of legal obligations, particularly in relation to child protection and elder abuse issues
- Appropriate range of referral sources and associated protocols
- Legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Awareness of own values and attitudes and their potential impact on clients
- Indicators of significant issues including:
  - child abuse (including different types of child abuse)
  - child trafficking
  - abuse, neglect or harm including self-harm
  - domestic and family violence
  - elder abuse
- Child protection policy of service
- State/territory requirements about responding to indications of abuse and reporting process
- Relevant organisation standards, policies and procedures

## **REQUIRED SKILLS AND KNOWLEDGE**

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Observe and question clients appropriately in order to obtain information relating to developmental status and actual or potential issues related to community services to be delivered
- Confirm client's developmental status prior to delivering services
- Identify variations from normal development status using standard methods and protocols and recognise and refer potentially serious issues in line with organisation requirements
- Identify potential factors responsible for significant variations from normal developmental status and determine an appropriate response in terms of:
  - appropriate referral and reporting in line with organisation requirements
  - provision of appropriate services
- Refer to or seek assistance from an appropriate person or authority in relation to variations from normal functioning
- Articulate scope of practice and boundaries in relation to response to client status
- Comply with mandatory reporting requirements where appropriate

## **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.

## EVIDENCE GUIDE

*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 is most appropriately assessed in conjunction with units involving application of knowledge in a work context
- Essential knowledge covered in this unit is to be assessed **before** application in a work context, especially where client safety issues are involved
- Consistency in performance should consider the range of clients and situations encountered in the workplace

*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 may be assessed through a range of assessment activities that include workplace tasks and questioning contextualised to address specific work applications
- Assessment should reflect the diversity of settings within which work takes place and a representative range of client groups
- Resources required may include access to relevant workplace or simulated setting

## EVIDENCE GUIDE

### *Method of assessment:*

- Assessment of this unit of competence may include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Some aspects may be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Evidence of application of knowledge addressed in this unit may be authenticated by colleagues, supervisors, clients or other appropriate persons

### *Related units:*

Assessment of this unit is recommended to be undertaken in conjunction with units of competency related to a particular area of community service delivery

## 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.

### *Life stages include:*

- Infancy
- Early childhood
- Childhood
- Adolescence
- Early adulthood
- Middle adulthood
- Late adulthood
- Old age



## RANGE STATEMENT

*Stages of development may relate to:*

- Stages of physical development
- Stages of psychosocial development
- Stages of cognitive development
- Psychosexual stages
- Stages of moral development
- Stages of ego development

*Issues requiring notification of authorities include:*

- Certain infectious diseases
- Suspected or known child or elder abuse
- Suspected or known child trafficking
- Issues deemed to be in the public's best interest

*Other issues may include:*

- Misuse of alcohol and other drugs
- A history of mental health issues
- Indicators of abuse, neglect or harm including self-harm
- Having no accommodation, employment or money
- Indications of domestic and family violence

*Lifespan development theories may include:*

- Piaget's cognitive development
- Erikson's psychosexual development
- Kohlberg's moral development
- Stages of biological development

## Unit Sector(s)

Not Applicable