



Australian Government

Department of Education, Employment and Workplace Relations

CHCPOL501A Access evidence and apply in practice

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to access and judiciously use the current best practice and evidence to guide decisions for improving client outcomes

Application of the Unit

Application

This unit may apply to work 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

- | | |
|---|---|
| 1. Prepare to gather appropriate evidence | 1.1 Assess the <i>need for change in current practice</i>
1.2 Identify and apply appropriate <i>strategies to define the problem and/or the desired outcome</i>
1.3 Determine desired <i>outcome indicators</i>
1.4 Determine <i>the level of evidence</i> appropriate to the issue
1.5 Determine the <i>quality, relevance</i> and <i>strength</i> needs of the evidence
1.6 Determine plan to access, critically appraise and incorporate evidence results into practice |
| 2. Research and assess evidence-based best practice | 2.1 Gather appropriate evidence from a <i>range of sources</i>
2.2 Determine relevance, reliability and currency of evidence
2.3 Assess the strength of the evidence base in the context of applicability to the work setting
2.4 Assess the feasibility, benefits and risks associated with the evidence |

ELEMENT**PERFORMANCE CRITERIA****3. Develop possible practice changes**

- 3.1 Identify the proposed changes to current practice, based on evidence
- 3.2 Identify tensions between evidenced based practice and client wants and choices
- 3.3 Develop a plan for implementing proposed changes, including resources and timeframes
- 3.4 Develop risk management plan for the proposed changes
- 3.5 Determine the outcome indicators for the proposed changes
- 3.6 Plan for changed practice in a context of client and staff confidentiality and safety

4. Implement and evaluate changes in practice

- 4.1 Secure informed consent from clients and others involved in the implementation
- 4.2 Conduct practice according to implementation plan
- 4.3 Conduct evaluation of the changed practice
- 4.4 Report findings of the changed practice according to organisation policy and procedures

5. Integrate and maintain change in practice

- 5.1 Develop strategies to implement and maintain change in practice
- 5.2 Communicate proposed changes to relevant stakeholders and secure agreement
- 5.3 Provide *relevant others* with necessary information and training
- 5.4 Integrate changes into standards of practice, according to accepted strategies according to organisation requirements
- 5.5 Monitor the process and outcomes
- 5.6 Report results and findings according to organisation requirements

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 of evidence-based practice
- Models of evidence-based practice
- Difference between evidence-based practice, continuous quality improvement and research
- Outcome based practice
- Requirements of systematic review
- Rules of evidence
- Organisation policy and procedures
- Duty of care requirements associated with evidence-based practice

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify practices requiring change
- Communicate with stakeholders
- Gather and analyse evidence
- Identify possible practice changes based on evidence

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:

- Demonstrate application of skills in:
 - problem solving

REQUIRED SKILLS AND KNOWLEDGE

- research
- benchmarking
- continuous quality improvement projects and reviews

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 competence 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 all aspects of case planning with a range of clients

EVIDENCE GUIDE

- 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 can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to:
 - an appropriate workplace where assessment can take place
 - simulation of realistic workplace setting
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from the workplace environment

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 need for change in current practices may include:

- Individual client needs
- Systems needs
- Barriers that prevent the delivering of quality services, including client outcomes
- Problems or systems not allowing growth

Strategies to define the problem and/or the desired outcome may include:

- Including stakeholders
- Collecting internal data about current practice
- Comparing internal/external data (benchmark)

Level of evidence may include:

- Systematic review
- Randomised controlled trial/s
- Pseudo-randomised control trial/s
- Comparative studies of concurrent controls
- Case control studies
- Interrupted time series with control group
- Comparative studies with historical control
- Single-arm studies
- Interrupted time series without parallel group
- Case series

Quality refers to:

- The quality of methods used to minimise bias

RANGE STATEMENT

Relevance refers to:

- The relevance of the outcome measures used and applicability of the study results to other interventions, clients and settings

Strength refers to:

- The magnitude, precision and reproducibility of the intervention effect

Range of sources of evidence may include:

- Literature
- Practice expertise
- Client preferences

Outcome indicators may include:

- Data collected re effectiveness of an intervention
- Client feedback
- Anecdotal reports from staff, family and carers

Relevant others may include:

- Clients
- Family and carers
- Staff
- Other workers in the field

Unit Sector(s)

Not Applicable