



Australian Government

Department of Education, Employment and Workplace Relations

CHCPROT409D Provide primary residential care

Release: 1

CHCPROT409D Provide primary residential care

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide for care and support of clients and assist their transition from primary/residential care

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

1. Outline terms of placement with client in care

PERFORMANCE CRITERIA

- 1.1 Where appropriate, clearly explain to clients what they can expect from the placement; philosophies, values and rules operating; opportunities within the placement, and strategies for maximising benefits of the placement
- 1.2 Clarify boundaries of confidentiality with client
- 1.3 Use appropriate language and approach to communicate processes to resolve issues and review placement and external and internal grievance procedures
- 1.4 Explore and clarify understanding of client rights and expectations about direct care
- 1.5 Explain rules and consequences for behaviour, and where appropriate negotiate with client in ways that are understandable and culturally appropriate
- 1.6 Complete and maintain all relevant documentation in accordance with organisation procedures

ELEMENT**PERFORMANCE CRITERIA**

2. Provide/mobilise domestic support
 - 2.1 Provide ways of addressing daily needs and negotiate with client
 - 2.2 Implement all appropriate procedures to ensure the environment is clean, healthy and safe
 - 2.3 Negotiate appropriate strategies for continued use, maintenance and/or disposal of client's personal possessions

3. Provide for client education, support and development
 - 3.1 Implement a range of approaches to life skills training, including provision of positive role models to ensure client's specific needs are addressed
 - 3.2 Assist client to identify and implement appropriate goals, strategies and activities to enhance their move to autonomy and self empowerment
 - 3.3 Make appropriate arrangements to support client in care to undertake relevant vocational training and/or employment
 - 3.4 Negotiate appropriate processes for provision of health care education with relevant referral agency/organisation/department to ensure their delivery
 - 3.5 Negotiate appropriate processes with client and relevant personnel to ensure client access to a range of emotional, social and physical support mechanisms
 - 3.6 Establish appropriate relationship with client to maximise access to development opportunities and participation in a range of services

4. Contribute to reintegration of client
 - 4.1 Negotiate planning for resources, services and ongoing support with client and significant others to ensure resettlement needs are assessed and addressed
 - 4.2 Arrange with relevant parties for client to participate in employment, counselling, education and accommodation as appropriate
 - 4.3 Undertake all relevant available activities, designed to assist a successful transition from care
 - 4.4 Negotiate with all relevant parties to identify appropriate levels of contact with client, once out of care

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:

- Relevant statutory procedures, responsibilities and rights
- Service protocols, philosophies and processes
- Resources and programs available
- Stage of grief
- Impact and signs of abuse
- Cultural protocols, systems, taboos
- Parenting models
- Budgeting practices
- Protocols in working with professional service providers
- Child development stages/models

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Negotiate effective care arrangements, rights and responsibilities
- Provide a range of care services
- Provide opportunities for positive experiences, client self development and self-esteem building
- Demonstrate knowledge related to applicable organisation and legislative requirements

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:

REQUIRED SKILLS AND KNOWLEDGE

- Demonstrate application of interpersonal skills, including:
 - assertion
 - negotiation
 - establishing role boundaries
- Demonstrate application of skills in:
 - effective communication
 - behaviour management
 - stress management
 - effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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
- Consistency in performance should be assessed across the range of clients and client situations e.g. Voluntary and involuntary 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
 - Resource requirements for assessment include access to:
 - an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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 contexts for the provision of primary care include:

- On the selection and implementation of an intervention either on a voluntary or involuntary basis
- A voluntary seeking for support outside of statutory mandates
- A preventative pro-active activity
- Government, non-government and community based range of services

Provision of primary care will be undertaken within requirements established by:

- State and commonwealth legislation
- Organisation processes, procedures and standards
- Organisation codes of conduct and ethical position
- International conventions on the rights of children and young people

Unit Sector(s)

Not Applicable