



Australian Government

Department of Education, Employment and Workplace Relations

CHCRH405B Plan leisure and health programs for clients with complex needs

Release: 1

CHCRH405B Plan leisure and health programs for clients with complex needs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCRH405A Plan leisure and health programs for clients with complex needs	CHCRH405B Plan leisure and health programs for clients with complex needs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to understand and effectively work with individuals and groups with complex needs when planning for leisure and health service provision

Application of the Unit

Application

This unit may apply to community services work in a range of 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. Work within the context of a range of presenting client impairments, characteristics and symptoms

1.1 Identify the range of issues that can impact on a *client with complex needs*

1.2 Determine the range of client characteristics and symptoms

1.3 Demonstrate an understanding of the impact of a range of issues, characteristics and symptoms on participation in leisure

1.4 Determine a range of strategies and modifications that will enable the client to maximise their participation in leisure and recreation programs

2. Demonstrate commitment to concepts of inclusion, segregation and empowerment

2.1 Demonstrate the practice of the principles of integration in recreational and leisure activities

2.2 Identify the advantages of integration in recreational and leisure activities

2.3 Identify the disadvantages of segregation in recreational and leisure activities

2.4 Identify mechanisms to empower clients with complex needs through recreational and leisure activities

ELEMENT**PERFORMANCE CRITERIA**

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|---|---|
| 3. Plan for the impact of client issues, characteristics and symptoms | 3.1 Determine the recreational and leisure needs of clients with complex needs |
| | 3.2 Identify the benefits of participation in recreational and leisure activities in relation to meeting identified needs |
| | 3.3 Identify barriers to participation in recreational and leisure activities |
| | 3.4 Develop strategies for overcoming identified barriers to participation in recreational and leisure activities |
| | 3.5 Where appropriate, involve <i>stakeholders and significant others</i> in planning to manage barriers to recreational and leisure activities |

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:

- Understanding of the range of complex needs including physical, emotional, cognitive, sensory, communication, psychiatric and disadvantaged groups
- Theories of development in complex needs clients
- Theories of inclusion, segregation and integration
- Importance and value of empowerment
- Different approaches to program planning and development
- Respect for different expectations of client, significant others and support staff
- Detailed knowledge of facilitating a variety of leisure and health activities
- Relevant quality improvement and accreditation system principles
- Inclusion - non-discriminatory practices and associated legislation
- Knowledge of development - build on strengths of individual

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Create an environment which fosters participation
- Implement strategies to meet the requirements of clients with complex needs
- Outline a personal philosophy about the use of leisure and health programs to promote well being, social justice and equity of clients with complex needs
- Assess up-to-date information and a range of sources of information as resources for program development

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:
 - observation
 - communication skills
 - consultative process
 - identification of local community resources
 - work health and safety (WHS) principles and practices
 - sensitivity and empathy when working with clients with special needs

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 may be assessed on the job or through simulation and should reflect the diversity of settings within which leisure and health work takes place
- Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by a qualified leisure and health professional

- 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
 - This unit is most appropriately assessed in the workplace or in a simulated work environment and under the normal range of environment conditions prior to assessment in the workplace
 - Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- 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

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 with complex needs may include:

- Clients requiring multiple service types
- Clients with a range of needs that cannot be met by one service type, including:
 - physical disabilities
 - intellectual disabilities
 - mental health issues
 - aboriginal and torres strait islander
 - youth
 - mature aged
 - ethnic/cultural
 - HIV/aids
 - sensory disability
 - disadvantaged groups, such as homeless
- Clients who have family and carer needs that require additional service inputs

Stakeholders and significant others may include:

- Care givers
- Relatives/friends/partners
- Medical and nursing personnel/specialists
- Health practitioners
- Support networks
- Multi-disciplinary team members
- Management

Unit Sector(s)

Not Applicable