



**Australian Government**

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

# **CHCRH406A Apply knowledge of human behaviour in leisure activity programs**

**Release: 1**

## **CHCRH406A Apply knowledge of human behaviour in leisure activity programs**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes skills and knowledge required to recognise specific aspects of human behaviour as required by workers in the leisure and health sector

### **Application of the Unit**

#### **Application**

The application of knowledge and skills described in this unit of competency underpins work in the leisure and health sector

### **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. Apply knowledge of human development across the lifespan | 1.1 Identify relevant aspects of human physical, social, and intellectual development across the lifespan<br>1.2 Relate information about the various aspects of human development to the needs, interests and skills of specific client groups   |
| 2. Apply knowledge of <i>human cognitive processes</i>      | 2.1 Identify key aspects and knowledge related to memory, decision-making and reasoning<br>2.2 Apply information about human cognitive processes to the needs and abilities of specific client groups, such as clients with dementia<br>2.3 Develop a program of leisure activities to cater for the needs and interests of clients with specific cognitive abilities, such as clients with acquired brain injury/clients with dementia |

**ELEMENT****PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 3. Identify perceptions of illness, health and wellness and ways clients respond to illness | 3.1 Identify various <i>perceptions of illness</i>   |
|   | 3.2 Identify various <i>perceptions of health and wellness</i>   |
|   | 3.3 Describe 'acceptable' and 'unacceptable' ways people respond to illness  |
|   | 3.4 Analyse how this behaviour impacts on other people   |
|   | 3.5 Explore trans-cultural differences in the ways people respond to illness   |
|   |  |
| 4. Identify common <i>perceptions of disability</i>   | 4.1 Research and identify a range of perceptions of disability common in the community   |
|   | 4.2 Describe ways various concepts of disability can impact on a person with a disability  |
|   | 4.3 Develop a range of strategies for facilitating the integration of a client with a disability or disabilities into leisure activities |
|   | 4.4 Identify various protective and inclusive legislation which impact on leisure service delivery                                       |

## 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:

- Human physical, social, and intellectual development across the lifespan
- Human cognitive processes, including key aspects relating to:
  - memory
  - decision-making
  - reasoning
  - communicating
- Key aspects of normal functioning and impaired cognition, including processes associated with acquired brain injury and dementia
- Perceptions of illness, health and wellness and ways clients respond to illness, including trans-cultural differences in the ways people respond to illness
- Definition, impacts and common perceptions of disability
- Strategies for facilitating integration of a client with a disability or disabilities into leisure activities
- Legislation which impact on leisure service delivery

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Apply knowledge of human development across the lifespan and human cognitive processes to the development of leisure activity programs
- Identify perceptions of illness, health and wellness and ways clients respond to illness and common perceptions of disability
- Develop a program of leisure activities to cater for the needs and interests of clients with specific cognitive abilities, such as clients with acquired brain injury / clients with dementia
- Analyse how illness response behaviour impacts on other people
- Develop a range of strategies to facilitate client integration into leisure activities

## REQUIRED SKILLS AND KNOWLEDGE

### 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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- 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

## EVIDENCE GUIDE

### *Context of and specific resources for assessment:*

- This unit may be assessed through a range of assessment activities that include workplace tasks.
- Assessment should reflect the diversity of settings within which leisure and health work takes place and the range of client groups with whom leisure and health professionals work
- Resources required include access to relevant workplace or simulated setting

### *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.

## RANGE STATEMENT

*Life stages include:*

- Infancy
- Early childhood
- Childhood
- Adolescence
- Early adulthood
- Middle adulthood
- Late adulthood
- Very elderly

*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

*Human cognitive processes refer to basic processes such as:*

- Reasoning
- Decision-making
- Communicating
- Memory
- Normal memory function
- Impaired memory function
- Key aspects of normal functioning cognition
- Key aspects of impaired or abnormal cognition

*Examples of impaired cognition include:*

- Concentration difficulties
- Confusion
- Disorientation
- Dementia
- Delirium
- Delusions
- Forgetfulness
- Hallucinations
- Learning disability
- Intellectual disability



## RANGE STATEMENT

*Medical conditions where clients may exhibit impaired cognition may include:*

- Dementia, including alzheimer's disease
- Head injury
- Huntington's disease
- Parkinson's disease
- Pick's disease
- Alcohol abuse
- Schizophrenia
- Stroke

*Perceptions of health and wellness include:*

- Defining health
- Varying individual beliefs about health
- The holistic nature of wellness
- Difficulties in defining wellness
- Factors impacting on wellness
- Activities and factors attributed to health and wellness
- Relationships between the concepts of wellness, health and illness
- Wellness and health promotion

*Perceptions of illness and illness behaviour include:*

- Varying perceptions of illness
- Different ways people might respond to illness (illness behaviour)
- Trans-cultural differences in illness behaviour
- Perceptions of illness behaviour ranging from acceptable through to unacceptable
- Ways carers might respond to clients' illness behaviours
- People's beliefs about health and illness
- Coping strategies

*Perceptions of disability include:*

- Varying societal perceptions of disability
- Ways these perceptions are reinforced (e.g. through media, adherence to medical model of care etc)
- Impact of these perception on people with disability
- Protective and inclusive legislation which impact on leisure service delivery
- Strategies for facilitating inclusion

## **Unit Sector(s)**

Not Applicable