



**Australian Government**

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

# **HLTAH408C Assist with the development and maintenance of client functional status**

**Release: 1**

## HLTAH408C Assist with the development and maintenance of client functional status

### Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTAH408B Assist with the development and maintenance of client functional status	HLTAH408C Assist with the development and maintenance of client functional status	ISC upgrade changes to re legislation and replace with legislation. No change to c

### Unit Descriptor

#### Descriptor

This unit of competency describes the skills and knowledge required to support clients to participate in developmental activities that will enhance or maintain functional status

### Application of the Unit

#### Application

Work performed requires a range of well developed skills where some discretion and judgment is required and individuals will take responsibility for their own outputs

Allied Health Assistants operate within the scope of their defined roles and responsibilities and under supervision of an occupational therapist

For training and assessment pathways, experience in workplace application of the skills and knowledge identified in this competency unit should be provided as required to support allied health professions

### 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. Plan to deliver *skill development program activities* based on identified goals

### PERFORMANCE CRITERIA

- 1.1 Obtain *information* about the developmental program from an allied health professional
- 1.2 Consult allied professional about the developmental program requirements and desired client outcomes
- 1.3 Identify program requirements outside scope of role and responsibilities as defined by the organisation and discuss with allied health professional
- 1.4 Identify and confirm impact of the program's contribution to the client's overall care plan
- 1.5 Determine client availability according to organisation protocols
- 1.6 Identify cultural and spiritual issues that might have an impact on client's maintenance of function

## ELEMENT

2. Develop skill development and maintenance program based on identified goals

## PERFORMANCE CRITERIA

- 2.1 Assist professional to work with client and carers to identify current *skills* and abilities and how these can be built upon to participate more meaningfully in the client's *environment(s)*
- 2.2 Assist professional to work with client and carers to identify their needs and priorities in terms of specific skill development and maintenance
- 2.3 Identify skills that need to be developed that are outside scope of role and responsibilities as defined by the organisation and refer to the allied health professional
- 2.4 Assist professional to work with the client and carers to develop goals that will enable work at the client's own pace to acquire and retain skills for daily living
- 2.5 Support the client and carers to identify methods that will build upon their strengths when developing, and retaining skills
- 2.6 Work with professional and client to determine methods of evaluating the effectiveness of activities and methods

## ELEMENT

## PERFORMANCE CRITERIA

- |  |   |
|--|---|
| 3. Deliver skill development and maintenance program | 3.1 Gather the equipment and materials to deliver the program, in line with client needs, specifications of the allied health professional and <i>legislative and organisation guidelines</i>                           |
|  | 3.2 Check safety and efficiency of any equipment and materials  |
|  | 3.3 Support client to carry out activities in ways that promote safety, involvement and confidence, and adhere to the cultural and spiritual beliefs and preference of the client                                       |
|  | 3.4 Provide support according to principles and practices of <i>active support</i> , in a manner that is respectful of the client and provides encouragement and motivation to optimise client interest and involvement |
|  | 3.5 Set up the environment to optimise client interest, participation and involvement   |
|  | 3.6 Identify and respond appropriately to any risk to clients or others and report accordingly  |
|  | 3.7 Provide reinforcement and constructive feedback to client and carers about involvement in activities  |
|  | 3.8 Modify approaches if client becomes distressed, in pain or communicate their desire to stop or amend the activity   |
|  | 3.9 Seek advice if safety issues arise, does not wish to continue, is distressed or in pain or if conflict arises with client   |
|  | 3.10 Assist professional to work with client to review progress   |
|  | 3.11 Under direction of an occupational therapist, adapt the environment and activity to maximise functional independence   |
| 4. Clean and store equipment and materials           | 4.1 Clean equipment and materials according to manufacturers requirements   |
|  | 4.2 Store equipment and materials according to manufacturers requirements and organisation protocols  |
|  | 4.3 Report equipment faults to appropriate person   |
| 5. Document client information                       | 5.1 Use accepted protocols to document information relating to the program in line with organisation requirements   |
|  | 5.2 Provide regular feedback to the client's care team  |

## ELEMENT

## PERFORMANCE CRITERIA

5.3 Use appropriate terminology to document symptomatic expression of identified problems related to the program

## 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

This includes knowledge of:

- Legal and organisation requirements on equity, diversity, discrimination, rights, confidentiality and sharing information when supporting a client to develop and maintain skills
- Principles and practices of active support and the promotion of individual's rights, choices and well being when supporting participation in developmental activities
- Codes of practice for work in occupational therapy
- Understanding of quality assurance, best practice and accreditation standards
- Theories relevant to the client group, including:
  - aspects of human growth and development and how these affect and are affected by developmental activities
  - identity and self esteem and impact on involvement in developmental activities
- Concept of human development as a life long process and the impact on developmental programs
- The impact of disability and ageing on daily living and working skills of clients, carers and others
- Working with clients, carers and others to:
  - identify needs
  - identify strategies to build on existing strengths and capacities
  - evaluation of progress
  - identify unmet needs
- Access to relevant resources, aids and information
- Strategies to support, motivate and encourage clients and carers
- Understanding of role within a care team and when and how to provide feedback about the client
- Record keeping practices and procedures in relation to diagnostic and therapeutic

programs/treatments

- Work health and safety (WHS) policies and procedures that relate to the allied health assistant's role in implementing developmental programs
- Infection control policies and procedures that relate to the allied health assistant's role in implementing developmental programs
- Supervisory and reporting protocols of the organisation

*Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Implement active support strategies
- Work collaboratively with clients and carers in the pursuit of skill development outcomes
- Prepare and evaluate the effectiveness of skill development activities
- Develop activities to establish and maintain skills in an active support context

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

This includes the ability to:

- Work under direct and indirect supervision
- Communicate effectively with clients in a therapeutic/treatment relationship
- Communicate effectively with supervisors and co-workers
- Work within a multi-disciplinary team
- Apply skills in time management, personal organisation and establishing priorities

## 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 competency unit:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible



- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity 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 health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of 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 health of Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- Assessment must include demonstrated workplace application
  - Relevant guidelines, standards and procedures
  - Resources essential for assessment include:
    - Equipment and materials for delivering a program
    - Protocols for determining needs, goals and measuring progress
    - Infection control procedures
    - Workplace health and safety guidelines
    - Other organisation policies and procedures

## **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.

*Supervision refers to:*

- Instructing, advising, and monitoring another person in order to ensure safe and effective performance in carrying out the duties of their position
- The nature of supervision is flexible and may be conducted by various means including:
  - in person and
  - through use of electronic communications media such as telephone or video conferencing, where necessary
- Frequency of supervision will be determined by factors such as:
  - the task maturity of the person in that position or clinical placement
  - the need to review and assess client conditions and progress in order to establish or alter treatment plans in case of students and assistants
  - the need to correct and develop non clinical aspects such as time management, organisation requirements, communication skills, and other factors supporting the provision of clinical care and working within a team
- A person under supervision does not require direct (immediate) and continuous personal interaction, but the method and frequency will be determined by factors outlined above

*Skill development program activities may include but are not limited to:*

- ADLs (personal and independence skills)
- Personal care
- Literacy
- Socialisation
- Mobility
- Communication
- Recreation

*Information may include:*

- Client care plan
- Individual program plan
- Individual education plan
- Client treatment plan
- Allied health professional instructions
- Client record
- Case notes
- Other forms according to procedures of the organisation

*Client may include:*

- Adults
- Children and young people
- Older people
- People with disabilities
- People recovering from illness or injury

*Client environment's may include:*

- Hospital
- Home
- Residential care setting
- Group home
- School
- Rehabilitation setting

*Relevant guidelines may include:*

- Organisation policies and procedures
- WHS policies and procedures
- Manufacturer specifications

*Active support must include:*

- Encouragement of clients to do as much for themselves as possible to maintain independence and physical ability
- Encouragement of client to maximise own potential and independence
- Structuring skill development and maintenance activities that maximise client interest, involvement and participation

## **Unit Sector(s)**

Not Applicable