Australian Government

Department of Education, Employment and Workplace Relations

HLTAH410C Support the development of speech and communication skills

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

HLTAH410C Support the development of speech and communication skills

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTAH410B Support the development of speech and communication skills	HLTAH410C - Support the development of speech and communication skills	Unit updated in V5. 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 of competency describes the skills and knowledge required to assist with the delivery of speech pathology programs designed to achieve and develop optimum independence in speech and communication skills

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 Allied Health Professional
	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

Pre-requisite unit	This unit must be assessed after successful achievement of pre-requisite units:
	• HLTAH301C Assist with an allied health program

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 for delivery of a speech pathology program	1.1 Obtain *information* about the *program* from the supervising speech pathologist
	1.2 Confer with speech pathologist about any program ambiguities or requirements outside scope of role and responsibilities as defined by the organisation
	1.3 Determine *client* availability according to organisation protocols
	1.4 Determine need for interpreter where the client has English as a second language
	1.5 Gather the equipment to deliver the speech pathology program, in line with client needs and specifications of the speech pathologist

ELEMENT	PERFORMANCE CRITERIA
2. Conduct speech pathology program according to identified goals and methods under *supervision* of a speech pathologist	2.1 Check, before commencing the program, that informed consent is obtained from the individual, or a third party where the individual is not in a position to provide this consent independently
	2.2 Confirm the therapeutic outcomes defined in the program with the client and the speech pathologist
	2.3 Carry out program activities using the *methods* as directed and detailed in the treatment plan and as designed by the speech pathologist
	2.4 Use motivators that are appropriate to the age and communication ability of the client
	2.5 Provide a level of stimulation that is appropriate to the age and communication ability of the client
	2.6 Provide the client with sufficient time, opportunity and encouragement to practice existing and newly developed skills
	2.7 Encourage the client to take advantage of planned and unplanned opportunities to integrate skills developed within the program into their daily activities
	2.8 Take action in response to adverse reaction to the program according to the detailed risk management framework
	2.9 Provide accurate and prompt feedback to the speech pathologist and where appropriate, the client's care team to support future planning

ELEMENT	PERFORMANCE CRITERIA
3. Develop activities to support a speech pathology program under the direction of a speech pathologist	3.1 Identify the communication goals to be achieved from the speech pathology plan as specified by the speech pathologist
	3.2 Seek advice from speech pathologist where goals are not being met as expected
	3.3 Develop activities, in liaison with the speech pathologist, that follow the identified hierarchy of tasks and skills needed to achieve speech pathology goals
	3.4 Assist with the location or development of activities and materials appropriate to client's age and level of functioning
	3.5 Confirm development work with a speech pathologist
4. Clean and store equipment	4.1 Clean any material and equipment according to manufacturers requirements
	4.2 Store material and equipment 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 speech pathology program in line with organisation requirements
	5.2 Use appropriate terminology to document symptomatic expression of identified problems

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

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:

- Basic level of understanding of normal speech and language processes across the lifespan
- Basic level of understanding regarding the range of communication disorders affecting areas of:
  - speech (articulation, phonology)
  - expressive and receptive language
  - reading and writing
  - pragmatics
  - fluency
  - voice
  - cognitive skills (memory, attention, new learning, problem solving)
- General understanding of communication disorders that may arise from:
  - congenital abnormalities
  - developmental delay
  - acquired injury and disease
  - degenerative disease
- Basic understanding of the anatomy and physiology of the body systems pertaining to structures and systems affecting communication
- Work health and safety (WHS) policies and procedures that relate to the allied health assistant's role in implementing speech pathology programs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow a program developed by a speech pathologist
- Work with a client for speech/language therapeutic outcomes

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
- Demonstrate flexibility to adapt to changes in schedule where necessary

REQUIRED SKILLS AND KNOWLEDGE

- Communicate effectively with supervisors and co-workers
- Identify issues beyond the scope of role and responsibilities and seek assistance as appropriate
- Demonstrate time management, personal organisation skills and establishing priorities

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 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

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EVIDENCE GUIDE

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 be completed in the workplace.
- Relevant guidelines, standards and procedures
- Supervision from a speech pathologist
- Resources essential for assessment include:
    - clients
    - materials and equipment
    - documentation

Method of assessment

- Observation of some applications in the work place (as is appropriate/possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Skills involving direct client care are to be assessed initially in a simulated setting (e.g. laboratory). If successful, a second assessment is to be conducted during workplace application under direct supervision

Range Statement

RANGE STATEMENT

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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

RANGE STATEMENT

Information may include:	• Client care plan • Exercise plan • Client treatment plan • Allied health professional instructions • Client record • Checklists • Case notes • Other forms according to procedures of the organisation
Programs may include but are not limited to:	• Language - to develop or recover words and concepts to express meaning and understand spoken and written language • Phonological/articulatory - development or recovery of patterns and systems of speech sound and motor skills for production of speech • Social communication - development and recovery of social communication skills and appropriate pragmatics • Cognitive skills - development and training of skills in memory, attention and problem solving
Clients may include:	• Adults • Children and young people • Older people
Methods and therapeutic techniques may include:	• Modelling • Facilitation • Elicitation • Generalising • Reinforcing • Prompting and cueing

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Unit Sector(s)

Not Applicable