



Australian Government

Department of Education, Employment and Workplace Relations

HLTAH414C Support the fitting of assistive devices

Release: 1

HLTAH414C Support the fitting of assistive devices

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTAH414B Support the fitting of assistive devices	HLTAH414C - Support the fitting of assistive devices	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 work with clients, their carers and other members of a multi-disciplinary team, where appropriate, to provide and fit assistive devices to meet individual client needs

This will include confirmation of the suitability of the prescription, suitability of fit and operation and the capacity or social interaction of the client which may include use of the assistive devices

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

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. Prepare for fitting of *assistive device*
 - 1.1 Confirm assistive device details and fitting requirements against the prescribed *information* provided by the health professional
 - 1.2 Confirm with allied health professional specific *client needs and abilities*
 - 1.3 Confer with allied health professional if fitting requirements are outside scope of role and responsibilities as defined by the organisation
 - 1.4 Determine the clients' availability, according to the organisation's protocols
 - 1.5 Gather assistive device and any equipment required for fitting
 - 1.6 Prepare the setting for the fitting and instruction for use
 - 1.7 Obtain informed consent from the clients before commencing the fitting

ELEMENT

2. Fit assistive device

PERFORMANCE CRITERIA

- 2.1 Provide client with the assistive device
- 2.2 Confirm the suitability of fit, size and operation meets expected performance parameters and prescription and conforms to the manufacturer's guidelines
- 2.3 Confirm the assistive device is in safe working order within the *user environment*
- 2.4 Obtain relevant measurements and data where adjustments are required
- 2.5 Restrict device functions for initial or trial periods to enable familiarity and ensure safety, where necessary
- 2.6 Document and report the process and outcomes of fitting ensuring that arrangements for further action are implemented
- 2.7 Document maintenance periods and requirements for the assistive device, where necessary
- 2.8 Identify any faults and complete necessary documentation
- 2.9 Confirm that client (and carer) have relevant documentation and understands any further action that needs to be taken

ELEMENT**PERFORMANCE CRITERIA**

3. Support client to use assistive device
- 3.1 Explain and reinforce information about the use of the assistive device, in a manner, and at the level and pace, appropriate for the client
 - 3.2 Confirm client understanding and answer any questions
 - 3.3 Confirm that the assistive is clean and in good working order for the client's requirements before use
 - 3.4 Label, remove from use and report defective assistive devices to the appropriate person, and ensure an alternative is supplied as promptly as possible
 - 3.5 Remove and minimise potential hazards in the immediate environment
 - 3.6 *Educate* client (and carers) in the safe use, transportation and maintenance of the assistive device within the context of the user environment
 - 3.7 Offer appropriate constructive feedback, encouragement and reinforcement
 - 3.8 Provide safe physical support to enable the client to use the assistive device
 - 3.9 Identify incorrect use and give verbal feedback and physical guidance where necessary
 - 3.10 Monitor the effectiveness of the assistive device and report any problems to the appropriate person with minimum delay
 - 3.11 Report any adverse effect, and major progress to the appropriate member of the care team
 - 3.12 Agree relevant trial period and review periods to co-ordinate with client treatment plan

ELEMENT**PERFORMANCE CRITERIA**

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|---|--|
| 4. Complete basic equipment construction and modification | 4.1 Obtain equipment construction or modification specifications from allied health professional |
| | 4.2 Confirm requirements with allied health professional |
| | 4.3 Procure materials required for basic equipment construction and modifications |
| | 4.4 Complete construction and modifications according to specifications |
| | 4.5 Seek support from allied health professional if difficulty arises meeting the specifications |
| | 4.6 Check completed construction and modifications with allied health professional |
| | 4.7 Complete and file any required documentation, according to organisation protocols |
| | |
| 5. Clean and store assistive devices after use | 5.1 Clean assistive devices according to manufacturer's recommendations, infection control requirements and organisation protocols |
| | 5.2 Store assistive devices according to manufacturer's recommendations and the organisation's protocols |
| | 5.3 Report faults to the appropriate person(s) and complete necessary documentation |
| | |
| 6. Report and document information | 6.1 Report suggested adjustments to assistive device ,together with rationale, to the responsible allied health professional |
| | 6.2 Provide client progress feedback to the treating allied health professional |
| | 6.3 Report client difficulties and concerns to the treating allied health professional |
| | 6.4 Implement variations to the assistive device according to the advice of the treating allied health professional |
| | 6.5 Document information about the client use of the assistive device according to the organisation's protocols |

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

This includes knowledge of:

- How to evaluate the user environment and the importance and methods of making the environment safe for use of the assistive device
- Principles associated with fitting and using specific devices, or where to access information relating to the range of assistive devices, associated systems and purpose
- How to fit, test and adjust assistive devices to meet individual needs, including the range of measurements required to prepare a specification for modification or adjustment to the original prescription
- The principles of movement, mobility, posture management and special seating, including an understanding of balance and gait
- Organisation procedures in relation to assistive devices, including repairs, ordering specific assistive device and modifications
- The range, associated systems and purpose of assistive devices
- A working understanding of the psychological effects of disability due to injury or disease and strategies used to cope with this
- A working understanding of the signs of adverse reaction to different programs and treatment
- Relevant National and State/Territory legislation, guidelines and reporting requirements
- Roles, responsibilities and limitations of own role and other allied health team members and nursing, medical and other personnel
- A working knowledge of factors that facilitate an effective and collaborative working relationship
- A working knowledge of 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 physiotherapy mobility and movement programs
- Infection control policies and procedures that relate to the allied health assistant's role in implementing physiotherapy mobility and movement programs

REQUIRED SKILLS AND KNOWLEDGE

- Supervisory and reporting protocols of the organisation
- Basic knowledge and understanding of equipment used to support clients with disability, illness and injury

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Fit, test and adjust a range of assistive devices
- Educate client in the use of assistive devices
- Identify and manage environment to maximise safe use of an assistive device
- Identify and report adverse effects

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 effectively with non-compliant clients
- Apply skills in time management, personal organisation 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

EVIDENCE GUIDE

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 be completed in the workplace.
 - Relevant guidelines, standards and procedures
 - Resources essential for assessment include:
 - Clients with assistive device requirements
 - Assistive devices
 - Documentation
 - Supervisory allied health professional

EVIDENCE GUIDE

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.
- Clinical skills involving direct client care are to be assessed initially in a simulated clinical setting (laboratory). If successful, a second assessment is to be conducted during workplace application under direct supervision.

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

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

Assistive device use may include:

- Positioning eg soft wedges, adjustable beds
- Sitting eg riser recliner chairs
- Bathing eg hand rails, bath seats, walk in showers, hoists
- Mobility, both inside and outside the setting eg walking sticks, walking frames, crutches, ramps, motorised scooters, specially adapted vehicles, wheelchairs (manual and electric)
- Other everyday functions eg special cutlery, adapted can openers, tap attachments, bed tables, adapted shoe horns etc

RANGE STATEMENT

Clients may include:

- Adults
- Children and young people
- Older people
- People with communication difficulties

Information may include::

- Client care plan
- Hydrotherapy session plan
- Client treatment plan
- Allied health professional instructions
- Client record
- Checklists
- Case notes
- Other forms according to procedures of the organisation

Client needs and abilities may include:

- Co-morbidity
- Cultural needs
- Cardiac risk stratification
- Joint or muscle weakness
- Orthopaedic conditions
- Developmental status
- Mental health status
- Cognitive ability

User environment may include, but is not limited to:

- Hospital
- Home
- School
- Work place
- Residential care facility

Education may include:

- Demonstration
- Facilitation
- Observation
- Explanation

Unit Sector(s)

Not Applicable