



Australian Government

CHCCSM016 Undertake advanced assessments

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to undertake initial and ongoing assessments with a person, to determine eligibility, priority and need for services as part of a case management process or as part of an assessment service.

Workers at this level demonstrate autonomy, well developed judgement, adaptability and responsibility, and are typically already experienced in working intensively with persons requiring support.

This unit applies to work in a range of health and community service contexts.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Case Management

Unit Sector

Community Services

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Prepare for initial assessment.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Prepare for broad-based holistic assessment of the person's needs based on referral or other documentation in line with organisational policies and procedures.
- 1.2. Establish rapport with person and obtain their consent to participate in the assessment process.
- 1.3. Identify additional stakeholders, including carers, natural

- supports and family members, whose input will assist the person in assessment process and outcomes.
- 1.4. Identify the range of information, products and resources to be utilised in the assessment process.
 - 1.5. Work with the person to collaboratively identify opportunities to build on strengths, improve functional capacity, and participate in social and community activities.
 - 1.6. Organise suitable time and place for assessment in conjunction with the person and their carers, support workers and family.
 - 1.7. Identify and agree on suitable assessment tools and processes according to organisational policies and procedures.
 - 1.8. Explain privacy and confidentiality principles, practices and procedures.
 - 1.9. Provide suitable interpreter support according to person's needs and brief interpreter and cultural specific workers.
2. Conduct assessment.
- 2.1. Communicate with all people involved in the assessment using language and form to meet their needs.
 - 2.2. Clearly explain the assessment process and how information is used, including legal requirements and organisational policies and procedures for mandatory reporting.
 - 2.3. Implement risk assessment processes and stratify risks to determine interventions based on person's circumstances, needs and interests.
 - 2.4. Involve the person and their carers, families, and natural supports in the assessment process in a way that empowers the person and is in accordance with the person's preferences.
 - 2.5. Use suitable assessment tools and processes to identify, clarify and prioritise complex and multiple needs of the person, their carers and families.
 - 2.6. Collect and document information about the person according to organisational policies and procedures.
 - 2.7. Collaborate with stakeholders and service providers to avoid duplication experienced by the person and to share information and resources.
 - 2.8. Assist those involved in the assessment to identify and prioritise the person's goals, needs and any risk factors.
 - 2.9. Where carers and families are involved, ensure the assessment focuses on, and strengthens the relationship.
 - 2.10. Inform carers and families about their role and rights in the assessment and decision-making processes, including their right to an assessment of their own needs.

- 2.11. Identify and assess work health and safety (WHS) risks and issues associated with service and resource delivery.
3. Respond to diversity.
 - 3.1. Use assessment processes and practices designed to build trust and confidence to work with mainstream services.
 - 3.2. Use assessment processes that are non-discriminatory and suitable for each distinct but potentially overlapping population.
 - 3.3. Provide equitable access and culturally competent assessment processes for culturally and linguistically diverse (CALD) and Aboriginal and/or Torres Strait Islander people.
 - 3.4. Build and maintain relationships with ethno-specific and multicultural organisations.
 - 3.5. Build and maintain relationships with Aboriginal and/or Torres Strait Islander communities and organisations and involve representatives in the assessment processes.
4. Respond to people with different levels of needs, including people with complex needs.
 - 4.1. Support people with complex needs and circumstances and facilitate access to assessment.
 - 4.2. Develop and maintain inter-organisation relationships and agreements to address the person, family and carer needs.
 - 4.3. Recognise the need for secondary consultation, medication administration and monitoring and additional specialist assessment, including those undertaken by a specified health professional.
 - 4.4. Identify when the person's health is unstable and refer to ensure the appropriate multi-disciplinary approach is applied.
 - 4.5. Identify and build on the person's motivation to improve their functional capacity and set their own goals.
5. Undertake ongoing assessment and review.
 - 5.1. Respond appropriately to informal monitoring of health and wellbeing of all parties involved in the assessment processes.
 - 5.2. Undertake regular and systematic reviews to ensure assessed needs of person are addressed effectively.
 - 5.3. Use regular reviews to reprioritise person's needs for service and to ensure equitable access based on ongoing appraisal of prioritised needs.
 - 5.4. Reassess person's needs as specified in their plan and as required by personal circumstances and changes in person or carer health and family support.
 - 5.5. Maintain communication with all parties and document and report all processes, according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

DESCRIPTION

SKILLS

- | | |
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| Writing skills to: | • communicate complex ideas relating to strategic direction, matching style of writing to purpose and audience. |
| Oral communication skills to: | • participate in a variety of spoken exchanges with a range of audiences. |

Unit Mapping Information

Supersedes and is equivalent to CHCCSM008 Undertake advanced client assessment.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCCSM016 Undertake advanced assessments

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- undertake broad-based holistic assessments of three people, including:
 - involving their carers and families, according to the person's preferences
 - maintaining a focus on service delivery within the community sector to optimise their functional capacity and participation in social, community and daily living activities
- respond to the requirements of three people presenting with high level needs or complex circumstances, including:
 - making evidence-based assessments about the person's needs
 - selecting internal and external services that match the person's needs
 - collaborating with multi-disciplinary team
 - determining and implementing referral requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- roles, responsibilities and boundaries of own work role and of other organisations and personnel providing assessment and related services
- validity and reliability requirements for assessment
- processes for assessing a person's risk and determining risk stratification
- assessment approaches, practices and tools related to identifying needs for delivery of services and resources in the community sector
- organisational policies and procedures for:
 - individual assessment
 - documentation
- processes applying to multi-organisation assessments and relevant inter-organisation relationships and agreements
- reporting requirements of individual assessment
- consent requirements for dissemination of a person's assessment results and associated privacy and confidentiality principles and practices
- aspects of human development theories throughout the lifespan:
 - physical

- psychological
- cognitive
- social
- affective
- disability
- age related issues
- alcohol and other drugs
- mental health
- homelessness
- characteristics and needs of identified person population
- policy and planning context and systems of funding and providing services
- professional standards and code of ethics
- government legislation, regulations, standards and policies
- own values and how they relate to organisation requirements and people
- current research in assessment practice
- work health and safety (WHS), risks, issues and associated risk management practices and how to assess these
- strategies to provide equitable access and culturally competent assessment processes for:
 - culturally and linguistically diverse (CALD) people
 - Aboriginal and/or Torres Strait Islander people
 - lesbian, gay, bi-sexual, transgender, queer and intersex (LGBTQI) people
- relevant ethno-specific, multicultural and Aboriginal and/or Torres Strait Islander organisations and their role in linking within the service system
- accurate and non-discriminatory information about the health risks and assessment procedures that are appropriate for each distinct but potentially overlapping population
- the significance of setting, including working in the person's home.

Assessment Conditions

Skills must be demonstrated in the workplace, with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

Assessment must ensure:

- access to facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- access to organisational standards, policies and procedures
- links to other local service agencies or organisations
- opportunities for engagement with diverse communities, their carers and families support.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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