



Australian Government

Department of Education, Employment and Workplace Relations

CHCCM701B Undertake advanced client assessments

Release: 1

CHCCM701B Undertake advanced client assessments

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCM701A Undertake advanced client assessments	CHCCM701B Undertake advanced client assessments	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. No change to competency outcome.

Unit Descriptor

Descriptor

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

Application of the Unit

Application

This unit may apply to work in a range of community sector contexts where high-level assessment skills and knowledge are required

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 initial assessment
 - 1.1 Establish need for broad-based holistic assessment of person's needs based on referral or other documentation in line with organisation policy and procedures
 - 1.2 Establish rapport with person and obtain their consent to participate in the assessment process
 - 1.3 Identify additional stakeholders, such as carers and family members, whose input is required into the assessment process and outcomes
 - 1.4 Identify range of information, products and resources to be utilised in the assessment process
 - 1.5 Structure the assessment process to focus on identifying opportunities to build on strengths, improve functional capacity, and participation in social and community activities
 - 1.6 Organise appropriate time and place for assessment in conjunction with the person being assessed and associated carers, support workers and family, where appropriate
 - 1.7 Identify appropriate assessment tools and processes according to organisation policy and procedures
 - 1.8 Explain privacy and confidentiality principles, practices and procedures
 - 1.9 Ensure interpreter is available and has been briefed, where required

ELEMENT**PERFORMANCE CRITERIA****2. Conduct assessment**

2.1 Ensure communication with all people involved in the assessment is in language or form they understand

2.2 Clearly explain the assessment process and how information is used, including legal requirements and organisation policy and processes for mandatory reporting

2.3 Implement risk management processes, as required, to ensure safety of person being assessed and others involved in the assessment, including workers

2.4 Ensure appropriate and empowering involvement of the person, their carer/s and family in the assessment process

2.5 Use appropriate assessment tools and processes to identify, clarify and prioritise needs of the person, their carer/s and family, especially where there are multiple and complex issues involved

2.6 Collect and document information about the person, using an assessment tool if appropriate, including their:

- family, housing, financial situation, health
- social relationships
- ability to undertake activities of daily living
- relevant problems, if any

2.7 Where multi-organisation assessments are undertaken, take steps to ensure coordinated and streamlined approach to assessment, with consultation to avoid duplication and support sharing of information

2.8 Ensure those involved in the assessment are assisted to identify and prioritise the person's goals, needs and any risk factors

2.9 Ensure the assessment provides an effective basis for establishing a care plan to provide required services whilst optimising the person's independence and self-management capacity

2.10 Where carers are involved, ensure the assessment focuses on and empowers the care relationship rather than treating the individual in isolation

2.11 Ensure carers are informed about their role and rights in the assessment and decision-making processes, where appropriate, including their right to assessment of

ELEMENT**PERFORMANCE CRITERIA**

their own needs

2.12 Identify and assess work health and safety (WHS) risks and issues potentially associated with service and resource delivery

3. Undertake ongoing assessment and review

3.1 Respond appropriately to informal monitoring of health and well being of the person and/or their carer by workers, volunteers, carers or family

3.2 Undertake regular and systematic reviews to ensure assessed needs of clients are being addressed effectively

3.3 Use regular reviews to re-prioritise client needs for service and to ensure equitable access based on ongoing appraisal of prioritised needs

3.4 Undertake reassessment of client needs in response to changes in client or carer health, review of risk management and/or WHS needs as specified in person's care plan or as required by personal circumstances

4. Respond appropriately to diversity

4.1 Ensure equitable access and culturally sensitive assessment processes are provided for culturally and linguistically diverse (CALD) and Aboriginal and/or Torres Strait Islander people

4.2 Ensure appropriate interpreter support is provided in line with organisation protocols

4.3 Where appropriate, build and maintain relationships with ethno-specific and multicultural organisations

4.4 Where appropriate, build and maintain relationships with Aboriginal and/or Torres Strait Islander communities and organisations

4.5 Recognise and support the role of ethno-specific, multicultural, Aboriginal and/or Torres Strait Islander organisations in linking their communities into the service system

4.6 Use assessment processes and practices designed to build trust and confidence in mainstream services

4.7 Where appropriate involve Aboriginal and/or Torres Strait Islander community and/or organisation representatives in the assessment process

ELEMENT**PERFORMANCE CRITERIA**

5. Respond appropriately to people with different levels of need including people with complex needs
- 5.1 Recognise the significant needs of people in complex circumstances in relation to supporting their access to assessment
 - 5.2 Facilitate access to assessment for people with different levels of need including those in *complex circumstances and identified as having high levels of need*
 - 5.3 Develop and maintain *inter-organisation relationships and agreements* as appropriate to address client, family and carer needs
 - 5.4 Recognise the need for secondary consultation, medication administration/monitoring or additional specialist assessment, such as to be undertaken by a specified health professional, where the person's health is unstable to ensure the appropriate multi-disciplinary approach is applied
 - 5.5 Identify and build on person's motivation to improve their functional capacity and set their own goals

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:

- 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
- Assessment tools, processes and protocol requirements
- Range of relevant assessment approaches and practices related to identifying needs for delivery of services and resources in the community sector
- Organisation policy and procedure associated with individual assessment
- 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
- Characteristics and needs of identified client population
- Understanding of the policy and planning context and systems of funding and providing services
- Professional standards/code of ethics
- Government legislation, regulations, standards and policies
- Awareness of own values
- Documentation requirements and practices
- Current research in assessment practice
- Relevant WHS risks and issues and associated risk management practices and how to assess these
- Strategies to provide equitable access and culturally sensitive assessment processes for CALD and Aboriginal and/or Torres Strait Islander people
- Relevant ethno-specific, multicultural and Aboriginal and/or Torres Strait Islander organisations
- Understanding the significance of setting, such as working in the client's home

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Undertake broad-based assessments of people, involving their carers and family members with a focus on service delivery within the community sector to optimise their functional capacity and participation in social, community and daily living activities
- Communicate effectively using interviewing, observation, negotiating, problem solving and motivating skills
- Record and report on assessment results within and across organisations as required to address complex needs in line with client requirements
- Work within professional standards and applicable legislation, regulations, policies and standards
- Implement WHS and risk management practices, as required, to ensure safety of person being assessed and others involved in the assessment
- Use appropriate assessment tools and processes to identify, clarify and prioritise needs of the person, their carer/s and family, especially where there are multiple and complex issues involved
- Apply aware reasoning and judgement based on knowledge, experience and skills
- Engage people in a problem solving approach to their issues
- Work individually and in multi-disciplinary and multi- organisation situations
- Undertake and respond appropriately to ongoing assessment and review, including informal monitoring and formal review and reassessment
- Work effectively with CALD and Aboriginal and/or Torres Strait Islander individuals and communities
- Practise in an ethical manner noted by professional discipline or defined ethical standards
- Work within guidelines for currently identified best practices
- Apply communication and leadership skills appropriately in work with other organisations
- Maintain client confidentiality when engaging stakeholders
- Identify and consider duty of care issues

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

These include the ability to:

- Demonstrate application of skills in:
 - interviewing
 - appropriate home visit behaviours
 - use of assessment tools and other tools where relevant
 - communicating with a wide variety of people at different levels of functioning
 - analysis of social and other situations and relationships
 - report and case note writing
 - research

REQUIRED SKILLS AND KNOWLEDGE

- liaison with other organisations and service providers
- facilitation
- advocacy

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 of competence will be most appropriately assessed in the workplace or in a simulated workplace using case examples, role plays etc
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- 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

EVIDENCE GUIDE

- 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 CALD environments
 - 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
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from the workplace setting
 - Feedback from peers/other participants

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

Complex circumstances and identified as having high levels of need may include:

- Families with children with disabilities where a number of different organisations are providing support
- People with disabilities with a diverse range of needs arising from physical and behavioural causes
- People with disabilities with a diverse range of needs arising from the type or types of disability
- People with disabilities requiring the development of appropriate responses for personal and/or respite care
- People with complex medical issues which may pose critical issues for assessment and care planning
- Older people with chronic illness and unstable health conditions requiring coordinated management across acute, sub-acute and community health sectors
- Older people with dementia and/or other brain disorders
- Older people who are extremely socially isolated and withdrawn
- Circumstances involving difficult WHS issues for community sector workers
- People with mental health issues, whose functional limitations may fluctuate substantially over time
- People with psychiatric disabilities where inter-organisation agreements may be required to access specialist assessment expertise
- People with family and carer needs that require additional service inputs

Inter-organisation relationships and agreements may relate to:

- Access to specialist expertise for secondary consultations, advice or assessment
- Extent and type of information provided on referral
- Joint assessment
- Case conferencing
- Care planning and ongoing support
- Use of specialist assessment tools
- Involvement in assessment of family members and other organisations providing services
- Receiving relevant information from health practitioners and/or from support workers

Unit Sector(s)

Not Applicable