



Australian Government

Department of Education, Employment and Workplace Relations

CHCCS601B Work with clients with unique needs

Release: 1

CHCCS601B Work with clients with unique needs

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by higher skill workers who undertake specialised work with clients with exceptional needs and with complex and multiple issues, including working with offenders with a disability

Application of the Unit

Application

This unit may apply in a range of community service contexts

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. Conduct complex assessment | <ul style="list-style-type: none">1.1 Identify and apply <i>appropriate assessment tools</i> to evaluate complex clients need/s1.2 Apply a <i>risk management approach</i> to client assessment1.3 Identify <i>health implications for clients</i>1.4 Identify <i>educational and developmental needs</i> of client1.5 Determine the need for <i>additional communication support</i> for the client1.6 Access information from a range of <i>sources</i> to determine services available to support client needs1.7 Determine <i>emotional, social and other needs</i> of the client1.8 Consult with the client and <i>significant others</i> throughout the assessment process |
|-------------------------------|---|

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 2. Design and apply appropriate strategies and program/s | 2.1 Use the assessment outcomes to design an <i>intervention and support strategy</i> |
| | 2.2 Identify and access information from a range of sources to determine services available to support client/s needs |
| | 2.3 Design a comprehensive plan including appropriate referrals |
| | 2.4 Incorporate contingency and risk management strategies into the plan |
| | 2.5 Communicate appropriately with the individual, significant others, colleagues and support staff |
|
 | |
| 3. Monitor and evaluate the plan | 3.1 Identify and implement strategies to monitor the effectiveness of the approaches taken |
| | 3.2 <i>Maintain relevant data and keep accurate records</i> to monitor the effectiveness of the plan |
| | 3.3 Review outcomes of the plan and make adjustments as needed |
| | 3.4 Review and adapt risk management strategies as required |

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:

- Range of disabilities with complex characteristics including:
 - autism
 - sensory loss
 - Prader-Willi syndrome
 - cerebral palsy
 - ABI
- The community services systems including government and non government services
- A broad range of health implications associated with complex needs
- Occupational health and safety (OHS) policies and practices
- Risk management strategies
- The psychosocial impact of a range of complex needs
- Specialist services that support people with complex needs
- Assessment practices and models
- Referral practices and protocols
- Monitoring and review practices
- Complex communication skills
- Offending behaviours
- Appropriate and inappropriate social behaviour
- The legal system relating to offending behaviours
- Specific sexuality issues that may be confronted
- Human relationships and sexuality
- The life cycle and transition stages
- Human development issues
- Duty of care
- Ethical practices

REQUIRED SKILLS AND KNOWLEDGE

- Working with diversity
- Harm minimisation strategies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate high-level judgement and autonomy to be able to:
 - work with people with complex and/or multiple issues
 - select and apply assessment tools appropriately
 - ensure the safety of the individual, self and the community
 - identify risks and apply risk management strategies
 - provide opportunities for the person with complex needs to achieve individual needs and personal goals
 - apply a range of intervention strategies
 - make whole of life assessments
 - apply relevant monitoring and review techniques

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:

- Apply complex theoretical models of behaviour management
- Manage the application and administration of assessment tools
- Work with offenders
- Work under guidance of a health professional and in liaison with other health professionals
- Work with clients on a range of complex and interrelating issues including sexuality, human development, grief and loss, aging, depression, threat of harm to self or others
- Apply understanding of the impact on clients of frustration with the service
- Apply understanding of the impact on physical capacity of specific disabilities
- Apply understanding of the impact on emotional responses of specific disabilities such as autism, lack of sight, Prader-Willi, cerebral palsy
- Protect themselves, the person and the community as needed

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 competency will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment may be conducted over one or more occasions and should include both the development and promotion of best practice

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 a culturally diverse environment
- 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 delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to a workplace or similar environment over a number of occasions

EVIDENCE GUIDE

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace setting (e.g. from workplace based project or evidence portfolio)

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.

Complex issues may include:

- Dual/multiple disabilities
- Intellectual disability, physical disability, neurological,
- Offending behaviours
- Complex medical needs
- ABI, autism, sensory loss, Prader-Willi syndrome
- Communication needs
- Social/economic disadvantage
- ADD/ADHD
- Behavioural issues
- Language and diversity

People with complex issues could include:

- Children
- Adolescents
- Adults
- Persons under court/protective/statutory orders
- People with a physical/sensory/intellectual/psychiatric disabilities

RANGE STATEMENT

Appropriate assessment tools may include:

- Taking a case history
- Psychosocial assessments
- Specialised assessment tools
- Risk frameworks - self and others
- Genograms

Risk management approach may include:

- Established risk management frameworks/models
- Organisation risk assessment protocols and guidelines
- Occupational health and safety (OHS) regulations, policies and procedures
- Duty of care requirements
- Harm minimisation strategies

Health implications for clients may include:

- Neurological
- Physiological
- Alcohol and other drugs (AOD) use
- Self injurious behaviours
- Nutrition
- Inactivity
- Access to appropriate health care
- Inability to manage own health and well being
- Sexual health and lifestyle issues

Educational and developmental needs may include:

- Aetiology
- Early intervention
- Opportunity and support to access appropriate education opportunities at
 - pre primary
 - primary
 - secondary
 - post secondary levels
 - support at different life stages

RANGE STATEMENT

Additional communication support may include:

- Communication aids i.e. picture books, TTY
- Augmented communication aids i.e. electronic devices
- Interpreting services
- Speech pathology services
- Family support
- Culturally specific resources

Emotional, social and other needs may include:

- Sexuality issues
- Socioeconomic issues
- Isolation, rural and geographical issues
- Family support
- System support
- Grief and loss
- Vulnerability
- EEO, discrimination, privacy issues

Significant others may include:

- Family
- Friends
- Partners
- Carers
- Other professional support persons

Intervention and support strategy could include:

- Development of individual program/support plans
- Justice plans
- General service plans
- Allied health plans/support

Support services could include:

- Range of pre determined supporting organisations and services
- Individualised/tailored strategies
- Family and significant others
- Self managed
- Externally monitored
- Government and non government
- Private practice

RANGE STATEMENT

Sources of information may include:

- The person with complex needs
- Family and significant others
- Health support services
- Juvenile justice services
- Child protection services
- Mental health services
- Alcohol and other drugs (AOD) services
- Community service networks

Maintain relevant data and keep accurate records may refer to:

- Files and file notes
- Reports formal and informal
- Organisation records
- Statutory orders

Consultation would include:

- The person with complex needs
- Family members and significant others
- Professional support workers
- Formal and informal meetings
- Networks

Review processes may include:

- Reports: verbal, written, formal and informal
- Organisation review processes
- Case management meetings

Unit Sector(s)

Not Applicable