



Australian Government

Department of Education, Employment and Workplace Relations

CHCDIS409B Provide services to people with disabilities with complex needs

Release: 1

CHCDIS409B Provide services to people with disabilities with complex needs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDIS409A Provide services to people with disabilities with complex needs	CHCDIS409B Provide services to people with disabilities with complex needs	Unit updated in V4. 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 describes the knowledge and skills required by workers to provide services to people with disabilities with complex or special care needs under supervision of a relevant professional

Application of the Unit

Application

This unit may apply to work with people with a disability 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. Evaluate and prioritise the needs of a person with complex care issues

- 1.1 Demonstrate understanding of the impact of dual/multiple diagnosis can have on identifying and prioritising needs
- 1.2 Utilise purpose designed tools to assess specific problems of the older person according to job role and responsibilities
- 1.3 Seek advice from health professionals and other *relevant personnel* when analysing and interpreting assessment data
- 1.4 Recognise the impact of complex care issues on the carer/s

ELEMENT**PERFORMANCE CRITERIA**

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| 2. Liaise and negotiate with appropriate personnel in the development of a service delivery plan | 2.1 Utilise best practice guidelines when choosing strategies to address <i>complex and/or special needs</i>
2.2 Liaise with relevant experts and health professional/s when developing service delivery plans
2.3 Negotiate and establish goals with the person, their advocate/s and/or their significant other/s, aiming to achieve maximum quality of life
2.4 Access and/or negotiate <i>resources</i> in order to deliver identified services
2.5 Access community support agencies to facilitate the achievement of established goals |
| 3. Coordinate the delivery of the service delivery plan | 3.1 Delegate services and care activities to <i>appropriately skilled workers</i>
3.2 Recognise when a service and/or care worker is no longer able to provide the level of service required
3.3 Provide support and respite for the carer/s
3.4 Determine all service providers' understanding of the service delivery plan and their roles and responsibilities within that plan |
| 4. Coordinate the monitoring, evaluation and review of the service delivery plan | 4.1 Determine all service providers' understanding of the mechanism/s for providing feedback on the effectiveness of the service delivery plan
4.2 Seek feedback from all service providers when evaluating effectiveness of the service delivery plan and re-prioritising care needs
4.3 Seek feedback from the person and/or their advocate when evaluating effectiveness of the service delivery plan
4.4 Seek advice and assistance from relevant health professionals when the person's goals are not being reached |

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:

- Understanding of own work role and responsibilities
- Understanding of basic knowledge of physiology and psychology of a range of disability types and principles of assessment in determining, monitoring and evaluating the service needs of the person with complex or special needs as it relates to the work role
- Relevant policies, protocols and practices of the organisation in relation to Unit Descriptor and work role
- Understanding of the manifestations and presentation of common health problems associated with different disability types
- Understanding of the manifestations and presentation of behavioural problems associated with different disability types
- Impact of cultural and individual differences of service plan development and delivery
- Role and function of various health professionals
- Types of community services and the services each provides
- Role of carers
- Principles and practices of assessment of individuals with complex and/or special needs
- Strategies for conducting assessment of people with complex and/or special needs
- Assessment tools used in the assessment of complex and/or special needs
- Strategies for analysing and interpreting data
- Processes and practices in developing and managing service delivery plans
- Principles of delegation and supervision
- Strategies for conducting effective case conferences
- Principles and practices of case management

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Prioritise and manage the changing service needs of clients with complex and special care needs

REQUIRED SKILLS AND KNOWLEDGE

- Liaise and report to appropriately persons/agencies
- Adhere to own work role and responsibilities
- Recognise own limitations and the need for assistance
- Work collaboratively with colleagues, health professionals and other services
- Apply problem solving skills that require negotiation and mediation skills to resolve problems of a difficult nature within organisation protocols
- Collaborate and network with a variety of stakeholders in order to achieve service objectives
- Safely use and coordinate the use of relevant technology effectively in line with work health and safety (WHS) guidelines

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:

- Follow organisation policies and protocols
- Apply basic knowledge of physiology and psychology of different types of disability and principles of assessment in determining, monitoring and evaluating the service needs of the older person with complex or special needs as it relates to the work role
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
 - this requires a level of skill that enables the worker to follow and give work-related instructions and directions and the ability to seek clarification and comments from clients, colleagues, health professionals and other service providers
 - industry work roles will require workers to possess a literacy level that will enable them to, read and write client's service delivery plans, record in health records, complete assessment tools and write reports and submissions
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
 - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
 - industry work roles will require workers to possess effective verbal and non-verbal communication skills that will enable them to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation:
 - industry work roles will require workers to be able to perform mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers

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 will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- 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

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

EVIDENCE GUIDE

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
 - relevant organisation policy, protocols and procedures
 - resources normally used in the workplace

Method of assessment may include:

- Observation of work activities
- Observation of simulation and/or role play
- Written tasks
- relevant formal and informal education/training courses
- Case studies and scenarios
- Interviews/Questioning
- Role plays

Related units:

This unit of competency should be assessed after or in conjunction with related units:

- CHCDIS301A Work effectively with people with disabilities
- CHCICS402B Facilitate individualised plans

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 and/or special needs may include an older person with one or more of the following:

- Mental health problem
- Behavioural problems
- Dual diagnosis e.g. intellectual disability/autism
- Chronic pain
- Medical issues associated with the disability
- Developmental or acquired disability
- Dysphagia
- Acquired brain injury
- Alcohol and other drug misuse/abuse problem
- Chronic health problem

Data collection methods may include:

- Use of industry specific assessment tools
- Use of best practice focus assessment tools
- Interviews
- Observation
- Review of previous health records
- Consultation with the older person, their advocate/s, informal carer/s and/or significant other/s

Health records may include:

- Assessments
- Plans of care
- Case histories
- Progress notes
- Test results
- Referral records
- Observation charts
- Medication charts

Resources may include:

- Financial
- Aids and equipment
- Qualified health specialists (wound consultants, continence advisors, palliative care consultants)

RANGE STATEMENT

Reporting may be, and include:

- Verbal:
 - telephone
 - face-to-face
 - case conferences
- Non-verbal (written):
 - progress reports
 - case notes
 - incident reports

Relevant personnel may include:

- Aboriginal and Torres Strait Islander Health Worker
- Carer
- Dietician
- Diversional therapist
- Drug and alcohol worker
- Neuropsychologist and behaviour consultant for people with an acquired brain injury
- Occupational therapist
- Pain specialist
- Pharmacist
- Physiotherapist
- Psychiatrist
- Psychologist
- Respiratory technician
- Social worker
- Speech Pathologist
- Wound consultant

Work collaboratively may include:

- Liaison
- Asking and clarifying
- Seeking feedback
- Providing information and reports
- Identifying and exploring perceptions and expectations
- Negotiation

Unit Sector(s)

Not Applicable