



Australian Government

Department of Education, Employment and Workplace Relations

CHCICS302A Participate in the implementation of individualised plans

Release: 1

CHCICS302A Participate in the implementation of individualised plans

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide support for people to sustain quality of life according to individualised plans

Application of the Unit

Application

This unit is appropriate for application in a residential, home care or community care environment with clients who require support to address their personal needs and whose specific support requirements have been assessed and documented in an individualised care support plan

In some settings, aspects of the plan may be assessed and delegated by a health professional and, in these cases, participation in these tasks must be within the limits established by the health professional

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

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|--|---|
| 1. Plan work activities according to an <i>individualised plan</i> | 1.1 Apply understanding of organisation's policies, protocols and procedures in relation to the individualised planning process |
| | 1.2 Confirm <i>individualised plan</i> details with the client |
| | 1.3 Work with client to identify actions and activities that support the individualised plan |
| | 1.4 Prepare for <i>support</i> activities according to client's individualised plan, preferences and organisation policies, protocols and procedures |
| | 1.5 Prepare for support activities that promote the client's participation and independence |
| | 1.6 Clarify own role in implementing individualised plan and seek appropriate support for any aspects outside scope of own knowledge/skills or job role |

ELEMENT**PERFORMANCE CRITERIA**

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|---|---|
| 2. Establish and maintain appropriate relationships with client (and carer) | 2.1 Introduce oneself appropriately and maintain courtesy to the client, and carer where appropriate |
| | 2.2 Conduct exchanges with the client in a manner that develops and maintains trust |
| | 2.3 Maintain confidentiality and privacy of the client within organisation policy and protocols |
| | 2.4 Conduct exchanges with the client in a manner that respects cultural sensitivities and needs |
| | 2.5 Support the interests, rights and decision-making of the client in all dealings |
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| 3. Provide and monitor support according to the individualised plan | 3.1 Provide <i>support</i> according to the individualised plan, the client's preferences and organisation policies, protocols and procedures |
| | 3.2 Provide support in a manner that contributes to the client's skill development and/or maintenance |
| | 3.3 Provide support according to duty of care requirements |
| | 3.4 <i>Monitor support activities</i> to determine capacity for the client's participation |
| | 3.5 Monitor support activities to determine contribution to the client's independence |
| | 3.6 Monitor support activities to determine contribution to the client's emotional well being |
| | 3.7 Monitor support activities to determine relevance to the client's individualised plan |
| | 3.8 Monitor aspects of the individualised plan that might need review and <i>report</i> to supervisor |

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 4. Contribute to ongoing relevance of the individualised plan | 4.1 Participate in discussion with the client and supervisor to identify areas of the individualised plan that require review |
| | 4.2 Participate in discussion with the client and supervisor in a manner that acknowledges the client as their own experts |
| | 4.3 Participate in discussion with the client and supervisor in a manner that supports client self determination |
| 5. Respond to situations of risk to the client within work role and responsibilities | 5.1 Provide assistance to maintain a safe and healthy environment |
| | 5.2 Identify situations of risk, or potential risk, to the client and report to a supervisor |
| | 5.3 Respond to <i>situations of risk, or potential risk</i> appropriately and communicate to a supervisor |
| | 5.4 Implement strategies to minimise risk and communicate to a supervisor and colleagues |
| | 5.5 Report <i>uncharacteristic or inappropriate behaviour</i> to a supervisor |
| 6. Complete documentation and reporting | 6.1 Comply with the organisation's reporting requirements |
| | 6.2 Complete documentation according to organisation policy and protocols |
| | 6.3 Maintain documentation in a manner consistent with reporting requirements |
| | 6.4 File documentation in accordance with organisation policy and 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

These include knowledge of:

- Role and responsibilities of self and others in the organisation
- The importance and meaning of home and belongings to individuals
- Rationale and processes underpinning individualised planning to support client's strengths, interests, health and emotional well being and self determination
- Basic principles of person-centred practice, strengths-based practice and active support
- Duty of care requirements when supporting an individualised plan
- Contemporary social aspects relating to ageing and disability
- Factors contributing to a client's ability to participate in the community
- Role of carers
- Safety and security risks associated with ageing and with disability
- Strategies for minimising risk
- Principles and practices for establishing and maintaining appropriate relationships with people required to support an individualised plan
- Knowledge of and interaction with client assessment process and assessors
- Resources that will support the individualised plan
- Processes and practices that support skill development and/or maintenance
- Documentation and reporting requirements and procedures
- Principles and practices of confidentiality and privacy

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Match a client's support requirements with support procedures
- Monitor the effectiveness of support procedures
- Understand and follow individualised plan

REQUIRED SKILLS AND KNOWLEDGE

- Respond to client's preferences
- Apply physical and psychosocial aspects of the client in supporting their individualised plan
- Identify and respond to risks associated with supporting the individualised plan
- Liaise and report appropriately to supervisor and/or other health professionals
- Adhere to own work role and responsibilities
- Demonstrate safe and effective use of workplace technology, including information technology, in line with occupational health and safety (OHS) guidelines
- Make informed observations and report appropriately

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 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 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 a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in clients records and complete workplace forms and records
- 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 oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement
- 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 basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers
- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors

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
- 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
- This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
- 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:
 - appropriate workplace where assessment can take place
 - relevant organisation policy, protocols and procedures
 - equipment and resources normally used in the workplace

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Related units:

This unit must be assessed in relation to the specific context in which it will (or may) be applied

In the case of working with older people, this unit is recommended (but not required) to be assessed in conjunction with:

- CHCAC318A Work effectively with older people

OR

In the case of working with people with disabilities, it is recommended (but not required) to be assessed in conjunction with:

- CHCDIS301A Work effectively with people with a disability

Range Statement

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.

Individualised plan may include:

- Formally developed and documented plans
- Less formal, 'ad hoc' planning process

Individualised plan may address the requirements of:

- Older people
- Infants
- Children
- Young people'
- People with a disability

and may be implemented in:

- Residential settings
- Client's home
- A range of community services settings

Appropriate communication and relationship building processes may include:

- Courtesy
- Empathy
- Non-judgemental support
- Observing and listening
- Respect of individual differences

RANGE STATEMENT

Support may refer to:

- Personal care
- Support involving simple technical skills, such as:
 - active assistive exercises
 - application of anti-thrombotic stockings
 - application of prostheses
 - assistance with breathing tubes (under direct supervision of a health professional)
 - catheter care (not including insertion or removal of tubes)
 - deep breathing/coughing exercises
 - simple dressing
 - simple eye care
- Employment support
- Social support
- Community access
- Accommodation support
- Lifestyle support

and may also include:

- Home maintenance services
- Garden maintenance services
- Transport services
- Cleaning services
- Laundry services
- Meal preparation and/or delivery services
- Shopping services
- Home modification services

Monitor support activities may include:

- Feedback from person, family, carers and other interested people
- Observations
- Requests

RANGE STATEMENT

Report may be, and include:

- Verbal:
 - telephone
 - face-to-face
- Non-verbal (written):
 - progress reports
 - case notes
 - hazard and incident reports
 - care plans

Situations of risk or potential risk, may include:

- Evidence of self-neglect
- Evidence of self-harm
- Evidence of abuse
- Uncharacteristic or inappropriate behaviours
- Impaired judgement and problem solving abilities
- Impaired cognitive functioning
- Sudden or unexpected change in health status include sensory loss
- Environmental hazards
 - slippery or uneven floor surfaces
 - physical obstructions (e.g. furniture and equipment)
 - poor home maintenance
 - poor or inappropriate lighting
 - inadequate heating and cooling devices
 - inadequate security
- Social rights infringements

RANGE STATEMENT

Uncharacteristic or inappropriate behaviour that may require reporting and support may include:

- Agitation
- Aggression (physical and/or verbal)
- Withdrawal
- Confusion
- Emotional distress
- Disinhibition
- Perseveration
- Self mutilation
- Substance abuse
- Sleeplessness
- Depression
- Disorientation
- Impulsivity
- Eating problems

Unit Sector(s)

Not Applicable