



Australian Government

Department of Education, Employment and Workplace Relations

CHCICS402A Facilitate individualised plans

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to develop, implement and monitor support requirements for people to sustain quality of life according to individualised plans

Application of the Unit

Application

The skills and knowledge of this unit of competency will be applied in the context of involving people in the development and monitoring of the individualised plan

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. Establish and maintain <i>appropriate relationship</i> with the client | 1.1 Introduce oneself appropriately
1.2 Demonstrate courtesy towards the client
1.3 Conduct interpersonal exchanges in a manner that develops, and maintains trust
1.4 Maintain confidentiality and privacy of the person within organisation policy and protocols
1.5 Conduct interpersonal exchanges in a manner that respects cultural sensitivities and needs
1.6 Support the interests, rights and decision-making of the person in all dealings |
| 2. Provide information about the planning process | 2.1 Explain the purpose of the planning process
2.2 Discuss <i>different planning options</i> with the client
2.3 Work with the client to select most appropriate planning option |

ELEMENT**PERFORMANCE CRITERIA****3. Facilitate development of the individualised plan**

- 3.1 Work with the client to determine *readiness for the development of an individualised plan*
- 3.2 Work with the client to determine *stakeholders* to be included in the planning process
- 3.3 Determine the place and time for planning that best meets client needs
- 3.4 Organise venue and provide invitations and necessary *background material* to relevant stakeholders
- 3.5 Follow process requirements of the planning tool or template
- 3.6 Prepare relevant documents prior to the planning session
- 3.7 Conduct any required assessments or liaise with the assessor prior to the planning session
- 3.8 Conduct planning session in a manner that respects the client's perspective, fosters their strengths and capacities and promotes their participation
- 3.9 Manage any conflict or differences with regard for the client's perspective
- 3.10 Clearly record the planning activities and summarise and provide details for feedback

4. Determine risks associated with supporting the individualised plan

- 4.1 Conduct *environmental risk* assessment for functions associated with supporting the plan
- 4.2 Conduct risk assessment specific to *client's circumstances*
- 4.3 Discuss elements of risk with the client
- 4.4 Work with the client to identify strategies to remove or reduce risk
- 4.5 Develop strategies to remove or reduce risk according to organisation policy and procedures and *legislative requirements*
- 4.6 Identify *other risks to the person* and report accordingly

ELEMENT**PERFORMANCE CRITERIA****5. Implement and review individualised plan**

- 5.1 Provide information and support to assist client to *monitor* their plan
- 5.2 Provide information and support to relevant others to implement the plan
- 5.3 Respond to reports of variation in client's circumstances that could affect the support requirements
- 5.4 Work with client and relevant others to make any required adjustments to the individualised plan
- 5.5 Facilitate discussion with client and supervisor to identify areas of the individualised plan that require review
- 5.6 Facilitate discussion with the client and supervisor in a manner that acknowledges the client as their own expert
- 5.7 Facilitate discussion with the client and supervisor in a manner that supports client self determination

6. Complete documentation, including writing or amending an individualised plan

- 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 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
- Client assessment process
- A range of individualised planning processes that support person's strengths, interests, health and emotional well being and self determination
- Duty of care requirements when supporting an individualised plan
- Contemporary social aspects of ageing and disability
- Factors contributing to a person's ability to participate in the community
- Principles and practices of strengths-based support
- Role of carers
- Safety and security risks associated with ageing and disability
- Strategies for minimising risk
- Principles and practices for establishing and maintaining appropriate relationships with older people and people with disabilities
- Resources that will support the individualised plan
- Processes and practices that support skill development and/or maintenance
- Occupational health and safety (OHS) and infection control policy, procedures and legislative requirements
- Basic training and assessment principles and practices
- Documentation and reporting requirements and procedures
- Principles and practices of confidentiality and privacy
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required as in the Range Statement

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Facilitate involvement of people (and carers) in the planning and monitoring process
- Match a person's support requirements with support procedures
- Monitor the effectiveness of support procedures
- Implement and monitor an individualised plan
- Respond to person's preferences
- Apply physical and psychosocial aspects of the person 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
- Provide specific training to a worker
- Interact appropriately with the client assessment process and assessor/s
- Make informed observations and report appropriately
- Write and make appropriate amendments to an individualised plan

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
- Adhere to own work role and responsibilities
- 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

REQUIRED SKILLS AND KNOWLEDGE

multiplication and division of single and double-digit numbers

continued ...

Essential skills (contd):

- Apply basic problem solving skills to resolve problems of limited difficulty within organisation protocols
- Work effectively with clients, colleagues and supervisors
- Demonstrate safe and effective use of workplace technology in line with OHS guidelines

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

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 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 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

EVIDENCE GUIDE

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

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.

- Appropriate relationship building and communication processes may include:*
- Courtesy
 - Empathy
 - Non-judgemental support
 - Observing and listening
 - Respect of individual differences

RANGE STATEMENT

Different planning options may include:

- Informal plans
- Person-centred planning processes, including
 - MAPS
 - PATH
 - Personal Futures Planning
- Organisation planning processes, including:
 - individual program plan
 - care plan
 - treatment plan
 - education plan
 - rehabilitation plan
 - employment plan
 - recreation and access plan

Readiness for development of an individualised plan may include:

- Capacity to make decisions
- Capacity to understand the process
- Capacity to participate
- Involvement of an advocate
- Power imbalances

Stakeholders may include:

- Family members
- Friends
- Neighbours
- Religious leader
- Other staff
- Staff from other services

Background material may include:

- Information on the process
- Requests for information to bring to the meeting

RANGE STATEMENT

- Environmental risk may include:*
- Location and nature of activities identified in the individualised plan
 - Safety of access issues
 - Infection
 - 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
- Client's circumstances that may require risk assessment include:*
- Weight
 - Skin integrity
 - Infection
 - Evidence of self-neglect
 - Behaviours of concern
 - Impaired judgement and problem solving abilities
 - Impaired cognitive functioning
- Other risk or potential risk, may include:*
- Evidence of self-neglect
 - Evidence of abuse
 - Social rights infringements
- Monitor may include:*
- Feedback from person, family, carers and other interested people
 - Observations
 - Requests

RANGE STATEMENT

Reporting 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 behaviours 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

Specific knowledge may be required of particular groups or issues, such as:

- Alcohol and other drugs abuse
- Cultural and linguistic diversity
- Specific types of disability
- The impact of ageing
- Risk of self-harm
- Women
- Men
- Community education
- Aboriginal and Torres Strait Islander people
- Mental health
- Acquired brain injury

Unit Sector(s)

Not Applicable