



Australian Government

HLTAHA012 Support the development of speech and communication skills

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>HLT Health Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added. Removal of pre-requisite.

Application

This unit describes the skills and knowledge required to assist with the delivery of speech pathology programs designed to achieve and develop optimum independence in speech and communication skills.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of an allied health professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Prepare for delivery of a speech pathology program

1.1 Obtain information about the program from the supervising speech pathologist

1.2 Confer with speech pathologist about any program ambiguities or requirements outside scope of role and responsibilities as defined by the organisation

1.3 Determine client availability according to organisation protocols

1.4 Determine need for interpreter where the client has English as a second language

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

2. Conduct speech pathology program according to identified goals and methods under supervision of a speech pathologist

1.5 Gather the equipment to deliver the speech pathology program, in line with client needs and specifications of the speech pathologist

2.1 Check, before commencing the program, that consent is obtained from the individual, or a third party where the individual is not in a position to provide this consent independently

2.2 Confirm the therapeutic outcomes defined in the program with the client and the speech pathologist

2.3 Carry out program activities using the methods as directed and detailed in the treatment plan and as designed by the speech pathologist

2.4 Use motivators that are appropriate to the age and communication ability of the client

2.5 Provide a level of stimulation that is appropriate to the age and communication ability of the client

2.6 Provide the client with sufficient time, opportunity and encouragement to practice existing and newly developed skills

2.7 Encourage the client to take advantage of planned and unplanned opportunities to integrate skills developed within the program into their daily activities

2.8 Take action in response to adverse reaction to the program according to the detailed risk management framework

2.9 Provide accurate and prompt feedback to the speech pathologist and according to clients needs, the client's care team to support future planning

3. Assist with developing activities to support a speech pathology program

3.1 Identify the communication goals to be achieved from the speech pathology plan as specified by the speech pathologist

3.2 Seek advice from speech pathologist where goals are not being met as expected

3.3 Develop activities, in liaison with the speech

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pathologist, that follow the identified hierarchy of tasks and skills needed to achieve speech pathology goals

3.4 Assist with the location or development of activities and materials appropriate to client's age and level of functioning

3.5 Confirm development work with a speech pathologist

4. Comply with supervisory requirements

4.1 Seek assistance when client presents with needs or signs outside limits of own authority, skills and/or knowledge

4.2 Report client difficulties to the supervising allied health professional for advice before continuing the program

4.3 Participate in supervision processes with the treating allied health professional in accordance with organisation protocol

5. Clean and store equipment

5.1 Clean any material and equipment according to manufacturers requirements

5.2 Store material and equipment according to manufacturers requirements and organisation protocols

5.3 Report equipment faults to appropriate person

6. Document client information

6.1 Use accepted protocols to document information relating to the speech pathology program in line with organisation requirements

6.2 Use appropriate terminology to document symptomatic expression of identified problems

Foundation Skills

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

Assessment Requirements for HLTAHA012 Support the development of speech and communication skills

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- worked with 3 different clients, 1 in a simulated environment and 2 in the workplace, for speech/language therapeutic outcomes following an established speech pathology program
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- normal speech and language processes across the lifespan
- the range of communication disorders affecting areas of:
 - speech (articulation, phonology)
 - expressive and receptive language
 - reading and writing
 - pragmatics
 - fluency
 - voice
 - cognitive skills (memory, attention, new learning, problem solving)
- communication disorders that may arise from:

- congenital abnormalities
- developmental delay
- acquired injury and disease
- degenerative disease
- the anatomy and physiology of the body systems pertaining to structures and systems affecting communication
- legal and ethical considerations relevant to allied health:
 - duty of care
 - discrimination
 - informed consent
 - work health and safety (WHS):
 - manual handling including identification and control of manual task risk factors

Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in a therapeutic workplace under the direction and supervision (direct, indirect, remote) as determined by the speech pathologist.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions and contingencies, including provision of services to real people

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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