

<b>UNIT CODE</b>	<b>CHCAGE009</b>
<b>UNIT TITLE</b>	<b>Provide services for older people</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge to provide services to an older person and to support their family and carer. It involves following and contributing to an established individualised plan.</p> <p>This unit applies to workers in a residential or community context, or those in personal care or support services that work with older people. Work performed requires some discretion and judgement and is carried out under regular direct or indirect supervision.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Nil
<b>UNIT SECTOR</b>	Aged Care

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Deliver services according to an individualised plan.	<p>1.1 Identify and prioritise the needs, goals and preferences of the older person outlined in their individualised plan.</p> <p>1.2 Provide services and support activities in consultation with the older person and others.</p> <p>1.3 Identify and support the person's use of assistive technologies in meeting their individual needs.</p> <p>1.4 Outline and clarify all service providers' understanding of the individualised plan and their roles and responsibilities.</p> <p>1.5 Recognise signs consistent with financial, physical or emotional abuse or neglect of the older person and report according to organisational policies and procedures.</p>

2. Liaise and negotiate with appropriate personnel and service providers.	<p>2.1 Support the older person to access and negotiate resources to deliver identified services.</p> <p>2.2 Support the older person to access community support agencies to facilitate the achievement of established goals.</p> <p>2.3 Identify when a service or support worker is no longer able to provide the level of service required and take action to minimise disruption to service delivery.</p>
3. Support family and carer.	<p>3.1 Recognise impact of support issues on the family and carer of the older person and refer according to organisational policies and procedures.</p> <p>3.2 Provide support and respite for family or carer.</p>
4. Coordinate feedback.	<p>4.1 Explain to the older person, family, carer and service providers the mechanisms for providing feedback on the effectiveness of the individualised plan.</p> <p>4.2 Seek feedback from the older person and their family or carer and report to supervising health professional.</p> <p>4.3 Support the older person to seek advice and assistance from relevant health professionals when their goals are not being reached.</p> <p>4.4 Consult with the person to identify gaps in assistive technology needs and report according to organisational policies and procedures.</p> <p>4.5 Obtain feedback from service providers on the effectiveness of the individualised plan and report to supervising health professional.</p>

<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance are explicit in the Performance Criteria of this unit of competency.</i>	
<b>UNIT MAPPING INFORMATION</b>	CHCAGE003 Coordinate services for older people.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	<b>Assessment Requirements for CHCAGE009 Provide services for older people</b>
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>■ provide services according to an individualised plan for at least three older people requiring different levels or types of support, including provision of support to their family or carer where required</li> <li>■ seek feedback and report on effectiveness of service provision to each of the above older people.</li> </ul>

<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ aspects of elder abuse, including: <ul style="list-style-type: none"> <li>○ indications of neglect or abuse</li> <li>○ emotional impact of abuse</li> <li>○ management and reporting of issues surrounding abuse</li> </ul> </li> <li>■ manifestations and presentation of common health problems associated with ageing, appropriate actions in response to these problems and when to refer</li> <li>■ role and function of professionals and services involved in the provision of services to older people: <ul style="list-style-type: none"> <li>○ families and carers</li> <li>○ colleagues</li> <li>○ health professionals and services</li> <li>○ community and other support services</li> </ul> </li> <li>■ support services for families and carers</li> <li>■ principles and practices of case management</li> <li>■ mechanisms used to seek feedback from older people and others regarding the effectiveness of an individualised plan</li> <li>■ scope and breadth of assistive technologies used across the life domains, including but not limited to: <ul style="list-style-type: none"> <li>○ self-care</li> <li>○ continence and hygiene</li> <li>○ communication</li> <li>○ mobility and transferring</li> <li>○ cognition and memory loss</li> <li>○ vision and hearing</li> <li>○ daily living activities</li> <li>○ recreation and leisure</li> <li>○ education and employment</li> <li>○ home and other environments</li> <li>○ eating and drinking</li> <li>○ pressure management</li> <li>○ carer support</li> </ul> </li> <li>■ role of assistive technologies in supporting a person's life activities: <ul style="list-style-type: none"> <li>○ maintaining and promoting independence</li> <li>○ enabling inclusion and participation</li> </ul> </li> <li>■ legal and ethical considerations and organisational policies and procedures for working with older people, including: <ul style="list-style-type: none"> <li>○ duty of care</li> <li>○ dignity of risk</li> <li>○ human rights</li> <li>○ privacy, confidentiality and disclosure</li> <li>○ work health and safety</li> </ul> </li> <li>■ organisational policies and procedures for: <ul style="list-style-type: none"> <li>○ documentation, including the importance of accurate, objective and appropriately detailed records</li> <li>○ storage of information</li> <li>○ referrals.</li> </ul> </li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<p>Skills must have been demonstrated in an ageing support workplace, with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.</p> <p>These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the older person.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"><li>■ individualised plans for the support of older people</li><li>■ facilities, equipment and resources relevant to individualised plans that are used within an ageing support workplace</li><li>■ organisational policies and procedures</li><li>■ opportunities for engagement with older people and their family, carer and others involved in service provision.</li></ul> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
<b>LINKS</b>	Companion Volume Implementation Guide