

UNIT CODE	CHCCCS040
UNIT TITLE	Support independence and wellbeing
APPLICATION	<p>This unit describes the skills and knowledge required to provide individualised services in ways that support independence, as well as physical and emotional wellbeing.</p> <p>This unit applies to workers in a range of community services contexts who provide frontline support services within the context of an established individualised plan.</p> <p>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.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	
UNIT SECTOR	

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Recognise and support individual differences.	<p>1.1 Recognise and respect the person's social, cultural and spiritual differences.</p> <p>1.2 Avoid imposing own values and attitudes on others and support the person to express their own identity and preferences.</p> <p>1.3 Consider the person's individual needs, stage of life, development and strengths when engaging in support activities.</p> <p>1.4 Recognise, respect and accommodate the person's expressions of identity and sexuality as appropriate in the context of their age or stage of life.</p> <p>1.5 Promote and facilitate opportunities for participation in activities that reflect the person's individual physical, social, cultural and spiritual needs.</p>

2. Promote independence.	<p>2.1 Support the person to identify and acknowledge their own strengths and self-care capacity.</p> <p>2.2 Assist the person to identify opportunities to utilise their strengths, while communicating the importance of using available support when required.</p> <p>2.3 Provide information and assistance to the person in order to facilitate access to support services and resources when needed.</p> <p>2.4 Provide support that allows the person to self manage their own service delivery as appropriate.</p> <p>2.5 Encourage the person to build, strengthen and maintain independence.</p>
3. Support physical wellbeing.	<p>3.1 Promote and encourage daily living habits that contribute to healthy lifestyle.</p> <p>3.2 Support and assist the person to maintain a safe and healthy environment.</p> <p>3.3 Identify hazards and report according to organisation procedures.</p> <p>3.4 Identify variations in a person's physical condition and report according to organisation procedures.</p> <p>3.5 Recognise indications that the person's physical situation is affecting their wellbeing and report according to organisation procedures.</p> <p>3.6 Identify physical health situations beyond scope of own role and report to relevant person.</p>
4. Support social, emotional and psychological wellbeing.	<p>4.1 Promote self-esteem and confidence through use of positive and supportive communication.</p> <p>4.2 Contribute to the person's sense of security through use of safe and predictable routines.</p> <p>4.3 Encourage and facilitate participation in social, cultural, spiritual activities, using existing and potential new networks and as per the person's preferences.</p> <p>4.4 Identify aspects of supporting a person's wellbeing outside scope of knowledge, skills and/or job role and seek appropriate support.</p> <p>4.5 Identify variations to a person's wellbeing and report according to organisation procedures.</p> <p>4.6 Identify any cultural or financial issues impacting on the person's wellbeing.</p> <p>4.7 Identify the person's risk and protective factors in relation to mental health.</p> <p>4.8 Recognise and report possible indicators of abuse or neglect and report according to organisation procedures.</p> <p>4.9 Identify situations beyond scope of own role and report to relevant person.</p>

FOUNDATION SKILLS	
<i>FOUNDATION SKILLS ESSENTIAL TO PERFORMANCE ARE EXPLICIT IN THE PERFORMANCE CRITERIA OF THIS UNIT OF COMPETENCY.</i>	
UNIT MAPPING INFORMATION	CHCCCS023 Support independence and wellbeing
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCCCS040 Support independence and wellbeing
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PERFORMANCE EVIDENCE	<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"> ■ safely supported at least 3 people to enhance independence and wellbeing ■ performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of direct support work in at least one aged care, home and community, disability or community service organisation.
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KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ basic human needs: <ul style="list-style-type: none"> ○ physical ○ psychological ○ spiritual ○ cultural ○ sexual ■ concept of self-actualisation ■ human development across the lifespan ■ wellbeing, including: <ul style="list-style-type: none"> ○ physical ○ psychological ○ social ○ spiritual ○ cultural ○ financial ○ career/occupation ■ individual differences, how these may be interrelated and impact on support provided ■ basic requirements for good health for the person, including: <ul style="list-style-type: none"> ○ mental health ○ nutrition and hydration ○ exercise ○ hygiene ○ lifestyle ○ oral health ■ mental health issues and risk and protective factors ■ restrictive practices: <ul style="list-style-type: none"> ○ what constitutes a restrictive practice? ○ legislative and regulatory requirements ○ organisational policies and procedures relating to restricted practices ○ positive strategies ○ ethical considerations ○ documentation requirements ■ indications of neglect or abuse: <ul style="list-style-type: none"> ○ physical ○ sexual ○ psychological ○ financial ■ reporting requirements for suspected abuse situations ■ service delivery models and standards ■ relevant funding models ■ issues that impact health and well being
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	<ul style="list-style-type: none"> ■ impacts of community values and attitudes, including myths and stereotypes ■ issues surrounding sexuality and sexual expression ■ indicators of emotional concerns and issues ■ support strategies, resources and networks ■ legal and ethical requirements and how these are applied in an organisation and individual practice, including: <ul style="list-style-type: none"> ○ duty of care ○ dignity of risk ○ human rights ○ discrimination ○ mandatory reporting ○ privacy, confidentiality and disclosure ○ work role boundaries – responsibilities and limitations.
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ASSESSMENT CONDITIONS	<p>Skills must have been demonstrated in a relevant 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>Where simulation is used it must reflect real working conditions and contingencies by modelling industry operating conditions and contingencies, as well as using suitable facilities, equipment and resources, including:</p> <ul style="list-style-type: none"> ■ individualised plans and any relevant equipment outlined in the plan ■ modelling of industry operating conditions including real interactions with the person and their carers. <p>Overall, assessment must involve some real interactions with the person and their families/carers.</p> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide