

UNIT CODE	CHCCCS031
UNIT TITLE	Provide individualised support
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to organise, provide and monitor personal support services for a person within the limits established by an individualised plan. The individualised plan refers to the support or service provision plan developed for the person accessing the service and may have different names in different organisations.</p> <p>This unit applies to workers who provide care or support under direct or indirect supervision. Work is carried out in a manner which supports independence as well as the physical and emotional wellbeing of the person receiving support.</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>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Nil
UNIT SECTOR	Nil

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

<p>1. Determine personal support requirements.</p>	<p>1.1 Refer to individualised plan to confirm support services to be provided with the person receiving support, their carer, family or others identified by the person.</p> <p>1.2 Consult with the person, their carer, family or others identified by the person to determine any specific physical, sensory or cultural needs or preferences.</p> <p>1.3 Discuss and confirm the person's preferences for personal support and their own level of participation in meeting their support needs in a positive manner that develops and maintains trust.</p> <p>1.4 Work with the person to identify actions and activities that support the individualised plan and promote the person's independence and right to informed decision-making.</p> <p>1.5 Confirm and assemble required equipment, processes and aids and prepare for support activities according to the person's individualised plan, their preferences and organisational policies and procedures.</p> <p>1.6 Identify requirements outside of scope of own job role and seek support from supervisor.</p>
<p>2. Provide support services.</p>	<p>2.1 Provide support according to the individualised plan, the person's preferences and strengths, and organisational policies and procedures.</p> <p>2.2 Identify and support the person's use of assistive technologies in meeting their individual needs.</p> <p>2.3 Provide physical assistance to the person to take pre-packaged medication, in accordance with written direction from a health professional and according to legislative requirements and organisational policies and procedures.</p> <p>2.4 Respect and include the carer, family and others identified by the person as part of the support team.</p> <p>2.5 Provide support according to duty of care and dignity of risk considerations, maintaining the privacy of the person according to organisational policies and procedures.</p> <p>2.6 Provide assistance to maintain a safe and healthy environment that is comfortable for the person, according to organisational policies and procedures for infection control.</p> <p>2.7 Seek assistance from supervisor when it is not possible to provide required support.</p>
<p>3. Monitor support activities.</p>	<p>3.1 Monitor own work to ensure the required standard of support is maintained.</p> <p>3.2 Identify and respond to situations of potential or actual risk within scope of own job role and report to supervisor.</p> <p>3.3 Involve the person in discussions about how support services are meeting their needs, identifying requirement for change.</p> <p>3.4 Recognise signs of additional or unmet needs of the person and report and refer in accordance with organisational policies and procedures.</p> <p>3.5 Consult with the person to identify gaps in assistive technology needs and report according to organisational policies and procedures.</p> <p>3.6 Participate in discussion with the person and supervisor in a manner that supports the person's self-determination and respects their rights, privacy and dignity.</p>
<p>4. Complete reporting and documentation.</p>	<p>4.1 Maintain confidentiality and privacy of the person according to organisational policies and procedures.</p> <p>4.2 Comply with organisational reporting requirements, including reporting observations to supervisor.</p> <p>4.3 Complete, maintain and store documentation and reports according to organisational policies and procedures.</p>

FOUNDATION SKILLS	
<i>Foundation skills essential to performance are explicit in the Performance Criteria of this unit of competency.</i>	
UNIT MAPPING INFORMATION	CHCCCS011 Meet personal support needs and CHCCCS015 Provide individualised support.
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCCCS031 Provide individualised support
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"> ■ provided personal support to people with individualised care plans, using aids and equipment including devices used by the person to demonstrate each of the following on three occasions: <ul style="list-style-type: none"> ◦ bed bathing ◦ dressing, undressing and grooming ◦ eating and drinking using required mealtime assistance techniques and equipment, ensuring client has physical access ◦ oral hygiene ◦ shaving ◦ showering ◦ toileting and the use of continence aids ◦ using slide sheets, hoists, slings and lifters ◦ transferring a person between bed and chair ◦ transferring a person from seated to standing ◦ transferring a person in and out of car ◦ falls recovery ■ demonstrated the following when performing the above tasks: <ul style="list-style-type: none"> ◦ confirming support requirements and preferences with the person, carer, family or others identified by the person ◦ perform risk assessment and engage additional assistance as required ◦ preparing required equipment, aids and appliances according to the individualised plan ◦ providing support in a manner that upholds the rights and dignity of the person and considers duty of care and dignity of risk ◦ monitoring support in collaboration with the person, identifying any requirement for change and reporting or referring according to organisational policies and procedures ◦ completing required documentation and reporting according to organisational policies and procedures ■ 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.

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"> ■ rationale and processes underpinning individualised support planning and delivery: <ul style="list-style-type: none"> ○ basic principles of person-centred practice, strengths-based practice and active support ○ principles of respectful behaviour ○ documentation and reporting requirements ■ roles and responsibilities of different people and the communication between them: <ul style="list-style-type: none"> ○ person being supported ○ carer and family ○ health professionals ○ support workers ○ supervisors ■ service delivery models in the relevant sector ■ legal and ethical requirements and how these are applied in an organisation and individual practice, including: <ul style="list-style-type: none"> ○ privacy, confidentiality and disclosure ○ duty of care ○ dignity of risk ○ human rights ○ discrimination ○ mandatory reporting ○ medication ○ work role boundaries, responsibilities and limitations ■ processes and procedures for providing support in the following areas: <ul style="list-style-type: none"> ○ bed bathing ○ dressing, undressing and grooming ○ eating and drinking using appropriate mealtime techniques and equipment ○ oral hygiene and assisting with oral care <ul style="list-style-type: none"> ● denture removal, cleaning and insertion ● effective brushing and alternatives to brushing ○ shaving ○ showering ○ toileting and the use of continence aids ○ using aids and equipment including devices used by the person ○ ensuring the person has physical access to necessary aids, equipment and other items required for support ■ procedures for hazardous manual handling scenarios: <ul style="list-style-type: none"> ○ using slide sheets, hoists, slings and lifters ○ transferring a person between bed and chair ○ transferring a person from seated to standing ○ transferring a person in and out of car ○ falls recovery ■ 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 ■ organisational policies and procedures for: <ul style="list-style-type: none"> ○ infection control
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	<ul style="list-style-type: none"> ◦ assembly of equipment, aids and appliances ◦ privacy and confidentiality of personal information ◦ monitoring support activities and identifying requirements for change ◦ referrals ◦ documenting and reporting <ul style="list-style-type: none"> ■ factors that affect people requiring support ■ procedures for assisting a person to take medication pre-packaged by a pharmacist, including: <ul style="list-style-type: none"> ◦ right person ◦ right time ◦ right route ◦ right to refuse ◦ right to be educated ◦ package is not tampered with ◦ medication is within expiry date ◦ escalation if a person is unable to take medication ◦ reporting and documenting: <ul style="list-style-type: none"> ● adverse reactions to medication ● refusal of medication <ul style="list-style-type: none"> ■ practices that support skill maintenance and development ■ indicators of unmet needs and ways of responding ■ scope and breadth of assistive technologies used across the life domains, including but not limited to: <ul style="list-style-type: none"> ◦ self-care ◦ continence and hygiene ◦ communication ◦ mobility and transferring ◦ cognition and memory loss ◦ vision and hearing ◦ daily living activities ◦ recreation and leisure ◦ education and employment ◦ home and other environments ◦ eating and drinking ◦ pressure management ◦ carer support ■ role of assistive technologies in supporting a person's life activities: <ul style="list-style-type: none"> ◦ maintaining and promoting independence ◦ enabling inclusion and participation ■ risk management considerations and ways to respond to identified risks.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in the workplace with the addition of simulations or scenarios where the full range of contexts and situations are unable to be provided in the workplace.</p> <p>Tasks outlined in the performance evidence must be demonstrated in simulation prior to demonstration in the workplace.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none">■ facilities, equipment and resources that reflect real working conditions and industry operating conditions and contingencies■ organisational policies and procedures■ individualised plans■ equipment and resources outlined in individualised plans■ opportunities for engagement with people receiving support services according to an individualised plan or people who participate in simulations and scenarios that involve provision of support services according to an individualised plan. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide