

UNIT CODE	HLTAHCS012
UNIT TITLE	Provide support to older clients
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to establish positive relationships with older people in Aboriginal and/or Torres Strait Islander communities and support their general health and wellbeing. It includes the requirement to identify 'at risk' situations for older people. In the Australian health system, older Aboriginal and/or Torres Strait Islander people are usually defined as those over 55 years of age. However, individuals could be significantly older.</p> <p>Older people may be living at home, in residential aged-care facilities, or in community organisations providing health care specifically for the Aboriginal and/or Torres Strait Islander community.</p> <p>The unit does not cover the skills needed for dedicated work roles in aged care or home and community care. Those skills are addressed in individual care units in the Community Services Training Package.</p> <p>This unit is specific to Aboriginal and/or Torres Strait Islander people working as health workers or health practitioners. They work as part of a multidisciplinary primary health care team to provide primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.</p> <p>No regulatory requirement for certification, occupational or business licensing is linked to this unit at the time of publication. For information about practitioner registration and accredited courses of study, contact the Aboriginal and Torres Strait Islander Health Practice Board of Australia (ATSIHPBA).</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Health Care and Support
UNIT SECTOR	Aboriginal and/or Torres Strait Islander Health
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. Establish positive relationships with older Aboriginal and/or Torres Strait Islander people.	<p>1.1 Communicate consistently in culturally appropriate and safe ways with older people and their support network.</p> <p>1.2 Build trust and rapport by showing sensitivity and empathy during all interactions.</p> <p>1.3 Use communication techniques that promote empowerment of the older person and support them to express their own preferences.</p> <p>1.4 Recognise and show respect for lifestyle practices, activities and interests of the older person.</p> <p>1.5 Identify and engage with the older person's support network using communication that establishes trust and goodwill.</p>
2. Provide information and support to older people.	<p>2.1 Promote and encourage daily living habits for older people that contribute to a healthy lifestyle.</p> <p>2.2 Provide information on changes associated with ageing in terms that are easily understood by the older person.</p> <p>2.3 Communicate how changes may impact daily activities and provide information that helps the older person to manage those impacts.</p> <p>2.4 Identify and suggest ways that the older person can maintain social, cultural and spiritual connectedness with their community.</p> <p>2.5 Provide clear information about the older person's rights and responsibilities and encourage them to self-advocate for those rights.</p> <p>2.6 Facilitate choice by clearly explaining different support service options and how to access them.</p> <p>2.7 Share information with older person's support network according to their preferences.</p>
3. Identify older people at risk.	<p>3.1 Monitor the general wellbeing of older people through observation and interactions during day-to-day activities.</p> <p>3.2 Recognise signs that an older person may be experiencing physical, social or emotional challenges that are impacting their quality of life.</p> <p>3.3 Provide opportunities for the person share information and feelings and follow procedures for maintaining confidentiality.</p> <p>3.4 Report issues of concern according to organisational procedures.</p> <p>3.5 Identify situations where an older person's rights are not being upheld and report according to organisational procedures.</p> <p>3.6 Identify indicators of elder abuse and report according to organisational procedures.</p>
FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> ■ interpret familiar detailed organisational policies and procedures ■ interpret main recommendations of unfamiliar national guideline documentation.

Oral communication skills to:	<ul style="list-style-type: none"> ■ use language and terms sensitive to the needs of older people ■ provide information using plain language and terms easily understood ■ ask open and closed probe questions and actively listen to determine client understanding of information.
UNIT MAPPING INFORMATION	<p>No equivalent unit.</p> <p>For details, refer to the full mapping table in the Draft 2 Validation Guide.</p>
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for HLTAHCS012 Provide support to older clients
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"> ■ provide support to five older Aboriginal and/or Torres Strait Islander clients and consistently: <ul style="list-style-type: none"> ◦ communicate in culturally safe ways ◦ show empathy and sensitivity according to individual needs ■ for each of the five older clients, and according to their individual needs, provide clear information and explanations about: <ul style="list-style-type: none"> ◦ daily living habits to support a healthy lifestyle ◦ the nature and impacts of physical, cognitive or emotional changes in older people ◦ ways to manage the specific impacts of changes affecting the person ◦ available aged care home support services, assessment requirements and how to apply ■ according to actual client interactions or case studies, identify indicators of the following in older people and facilitate referrals to required services: <ul style="list-style-type: none"> ◦ physical challenges ◦ cognitive challenges ◦ social and emotional wellbeing challenges ◦ grief and loss ◦ abuse.
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"> ■ organisational policies and procedures for: <ul style="list-style-type: none"> ◦ maintaining confidentiality of client information ◦ reporting situations where older people may be at risk ■ role boundaries for Aboriginal and / or Torres Strait Islander health workers and practitioners in working with older people and relationships between different members of the multidisciplinary health care team ■ key issues facing older people and their carer(s) in Aboriginal and/or Torres Strait Islander communities ■ basic features of local, state or territory, and Commonwealth government health services and programs for older people, specifically those available to Aboriginal and/or Torres Strait Islander people: <ul style="list-style-type: none"> ◦ aged care home support services ◦ assessment requirements and how to apply

- key elements of national quality frameworks for aged care services, how they link together and how they are implemented
- current philosophies of service delivery for older people:
 - concepts of ageing in place and positive ageing
 - empowerment
 - re-ablement
 - rights-based approaches
 - person-centred practice
- communication techniques that underpin effective interactions with older Aboriginal and/or Torres Strait Islander people:
 - exploring and acknowledging the role of family
 - allowing time for interactions
 - avoiding medical terminology
 - recognising possible impairments
 - being positive and focussing on strengths
 - respecting the older person's rights
 - checking own understanding and the understanding of the older person
- contents of the key overarching recommendations contained in the current Australian national guidelines and associated resources for:
 - nutrition:
 - the principal recommendations/guidelines
 - characteristics and examples of types of food in the five groups
 - proportions of the five food groups recommended for consumption each day
 - characteristics and examples of discretionary foods to be limited
 - physical activity - the overarching recommendations/guidelines for older Australians
- common age-related changes in individuals and their potential impacts on daily living activities:
 - decreased muscle strength and aerobic capacity
 - changes in bladder and bowel function
 - decreased bone density and joint flexibility
 - skin thinning and loss of elasticity
 - changes in nutritional requirements and loss of appetite
 - decreased glucose tolerance
 - reduction in sensory perception
 - vasomotor instability
 - memory loss and reduced cognitive awareness
 - changes in mental health and wellbeing
 - altered sexual functioning
- increased likelihood of, and reasons for, older Aboriginal and/or Torres Strait Islander people experiencing the following:
 - loss and grief
 - loneliness and social isolation
- strategies for managing the impacts of ageing:
 - using own support network
 - using available support services
 - staying connected to community
 - being prepared to stand up for own rights
- indicators of the following in older people and their prevalence in the local community:
 - challenges impacting quality of life:
 - physical
 - cognitive
 - social and emotional, including loss and grief and signs at different stages

	<ul style="list-style-type: none">◦ elder abuse<ul style="list-style-type: none">• physical• psychological• sexual• financial.
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<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in a health service workplace within a multidisciplinary primary health care team.</p> <p>Evidence of performance must be gathered:</p> <ul style="list-style-type: none"> ■ during on-the-job assessments in the workplace under live conditions while interacting with Aboriginal and/or Torres Strait Islander people, or ■ during off-the-job assessments in the workplace, not under live conditions, using simulated activities while interacting with Aboriginal and/or Torres Strait Islander people. <p>Evidence of workplace performance can be gathered and reported through third party report processes. (Refer to the Companion Volume Implementation Guide for information on third party reporting.)</p> <p>Evidence can be supplemented by assessments in a simulated workplace environment using simulated activities, scenarios or case studies only when:</p> <ul style="list-style-type: none"> ■ the full range of situations covered by the unit cannot be provided in the individual's workplace, and or ■ situations covered by the unit occur only rarely in the individual's workplace. <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> ■ information about aged care services and how they operate in Australia ■ current Australian national dietary guidelines and associated resources: <ul style="list-style-type: none"> ○ the principal recommendations/guidelines ○ guides to healthy eating ○ consumer brochures for healthy eating ■ current Australian national physical activity guidelines for older Australians ■ organisational policies and procedures for: <ul style="list-style-type: none"> ○ maintaining confidentiality of client information ○ reporting situations where older people may be at risk. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:</p> <ul style="list-style-type: none"> ■ be an Aboriginal and/or Torres Strait Islander person who has applied the skills and knowledge covered in this unit of competency through experience working as an Aboriginal and/or Torres Strait Islander health worker or practitioner, or ■ be a registered health practitioner with experience relevant to this unit of competency and be accompanied by, or have assessments validated by, an Aboriginal and/or Torres Strait Islander person.
<p>LINKS</p>	<p>Companion Volume Implementation Guide</p>

