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| <b>UNIT CODE</b>         | <b>CHCDIS020</b>   |
| <b>UNIT TITLE</b>        | <b>Provide person-centred services to people with disability with complex needs</b>  |
| <b>APPLICATION</b>       | <p>This unit describes the performance outcomes, skills and knowledge required to provide person-centred services to people with disability with complex or special support needs under the supervision of a relevant professional.</p> <p>This unit applies to workers in varied disability contexts. Work performed requires a range of well developed, person-centred skills where some discretion and judgement is required and workers will take responsibility for their own outputs.</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>       | Disability Support   |

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| <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. Evaluate and prioritise the needs of a person with complex support issues. | <p>1.1 Identify and prioritise the needs of the person, taking into account any co-existing issues.</p> <p>1.2 Work with the person within the scope of own job role and according to organisational policies and procedures to identify specific problems, issues and challenges they experience.</p> <p>1.3 Analyse and interpret data with assistance from health professionals and colleagues.</p> <p>1.4 Recognise the impact of complex support issues on the person's family.</p> <p>1.5 Establish priorities for support with the person, their family, carer or others identified by the person.</p> |

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| 2. Develop an individualised plan to achieve maximum quality of life.           | <p>2.1 Utilise best practice guidelines when working with people with disability to develop strategies to address complex and special needs.</p> <p>2.2 Liaise with relevant experts and health professionals when developing individualised plans.</p> <p>2.3 Discuss and establish goals with the person, their family, carer or others identified by the person.</p> <p>2.4 Work with the person to identify services and supports to meet their identified goals.</p> <p>2.5 Access and negotiate resources in order to deliver identified services and supports.</p> <p>2.6 Work with the person to facilitate access to community support agencies to achieve established goals.</p> |
| 3. Coordinate the delivery of the individualised plan.                          | <p>3.1 Collaborate with supervisor to ensure services and support activities are undertaken by appropriately skilled workers.</p> <p>3.2 Recognise when a service or support worker is no longer able to provide the level of service required, incorporating feedback from the person with disability.</p> <p>3.3 Support the person with disability and all stakeholders involved in the service provision to understand the individualised plan and their roles and responsibilities within that plan.</p>  |
| 4. Coordinate the monitoring, evaluation and review of the individualised plan. | <p>4.1 Seek feedback from person with disability and all stakeholders when evaluating effectiveness of the individualised plan and re-prioritising support needs.</p> <p>4.2 Seek advice and assistance from supervisor when the person's goals and needs are not being achieved.</p> <p>4.3 Contribute to necessary revisions of the individualised plan within the scope of own job role, organisational policies and procedures and in consultation with the person with disability, their family, carer or others identified by the person.</p>  |

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| <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>  | CHCDIS010 Provide person-centred services to people with disability with complex needs. |
| <b>LINKS</b>   | Companion Volume Implementation Guide   |

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| <b>TITLE</b> | <b>Assessment Requirements for CHCDIS020 Provide person-centred services to people with disability with complex needs</b> |
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| <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>■ evaluated and prioritised the needs of at least three people with complex or special support needs and developed individualised plans to meet their needs</li><li>■ coordinated the delivery, monitoring, evaluation and review of at least three individualised plans.</li></ul> |
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| <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>■ factors that would lead to someone being classified as having complex needs rather than basic needs</li> <li>■ basic physiology and psychology as they apply to a range of disability types</li> <li>■ basic nutrition and dietetics as they apply to a range of disability types</li> <li>■ common issues and challenges facing people with disability including:             <ul style="list-style-type: none"> <li>○ systemic and structural issues</li> <li>○ abuse neglect and exploitation</li> </ul> </li> <li>■ manifestations and presentation of common health problems as well as potential behavioural challenges associated with different disability types</li> <li>■ formal and informal assessment approaches for assessment of people with complex and special needs</li> <li>■ legislative, statutory, professional and ethical standards related to development of individualised plans</li> <li>■ restrictive practice:             <ul style="list-style-type: none"> <li>○ types of regulated restrictive practices:                 <ul style="list-style-type: none"> <li>● seclusion</li> <li>● chemical restraint</li> <li>● mechanical restraint</li> <li>● physical restraint</li> <li>● environmental restraint</li> </ul> </li> <li>○ unregulated restrictive practices</li> <li>○ human rights considerations for use of restrictive practices</li> <li>○ principles of the National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Service Sector</li> <li>○ role of the NDIS Quality and Safeguards Commission in regulating use of restrictive practices</li> <li>○ when it is acceptable to use restrictive practices</li> <li>○ role of behaviour support practitioner in developing behaviour support plan that includes restrictive practices</li> <li>○ consequences of unauthorised use of restrictive practices</li> <li>○ positive proactive approaches to support that eliminate the need to use restrictive practices</li> <li>○ physical, psychological and emotional risks related to the use of restrictive practices</li> <li>○ processes for reporting changes in behaviour that may require review of the restrictive practices in the behaviour support plan</li> <li>○ documentation of use of restrictive practices:                 <ul style="list-style-type: none"> <li>● organisational policies and procedures</li> <li>● regulatory and legislative requirements for documentation</li> </ul> </li> <li>○ positive proactive approaches to support that eliminate the need to use restrictive practices</li> </ul> </li> <li>■ role of family members, carers, community service providers and others in developing and managing individualised plans</li> <li>■ organisational policies and procedures for:             <ul style="list-style-type: none"> <li>○ developing and managing individualised plans</li> <li>○ documenting information</li> <li>○ seeking feedback from stakeholders</li> <li>○ monitoring and evaluating individualised plans.</li> </ul> </li> </ul> |
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| <b>ASSESSMENT CONDITIONS</b> | <p>Skills must be demonstrated in the workplace or a simulated environment that reflects workplace conditions.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>■ facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies</li> <li>■ organisational policies and procedures</li> <li>■ individualised plans and any equipment outlined in the plans</li> <li>■ opportunities for engagement with people with disability.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p> |
| <b>LINKS</b>                 | Companion Volume Implementation Guide  |