Australian Government

CHCCCS040 Support independence and wellbeing

Release: 1

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CHCCCS040 Support independence and wellbeing

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to provide individualised services in ways that support independence, as well as physical and emotional wellbeing.

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.

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.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Client Care and Support

Unit Sector

Client Care and Support

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Recognise and support individual differences.	1.1. Recognise and respect the person's social, cultural and spiritual differences. 1.2. Avoid imposing own values and attitudes on others and support the person to express their own identity and preferences. 1.3. Consider the person's individual needs, stage of life, development and strengths when engaging in support activities.

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	1.4. Recognise, respect and accommodate the person's expressions of identity and sexuality as appropriate in the context of their age and stage of life.
	1.5. Promote and facilitate opportunities for participation in activities that reflect the person's individual physical, social, cultural and spiritual needs.
2. Promote independence.	2.1. Support the person to identify and acknowledge their own strengths and self-care capacity.
	2.2. Assist the person to identify opportunities to utilise their strengths, while communicating the importance of using available support when required.
	2.3. Provide information and assistance to the person in order to facilitate access to support services and resources when needed.
	2.4. Provide support that allows the person to self manage their own service delivery as appropriate.
	2.5. Encourage the person to build, strengthen and maintain independence.
3. Support physical wellbeing.	3.1. Promote and encourage daily living habits that contribute to healthy lifestyle.
	3.2. Support and assist the person to maintain a safe and healthy environment.
	3.3. Recognise hazards and report according to organisational policies and procedures.
	3.4. Recognise variations in a person's physical condition and report according to organisational policies and procedures.
	3.5. Recognise indications that the person's physical situation is affecting their wellbeing and report according to organisational policies and procedures.
	3.6. Recognise physical health situations beyond scope of own role and report to the relevant person.
4. Support social, emotional and psychological wellbeing.	4.1. Promote self-esteem and confidence through use of positive and supportive communication.
	4.2. Contribute to the person's sense of security through use of safe and predictable routines.
	4.3. Encourage and facilitate participation in social, cultural, spiritual activities, using existing and potential new networks and as per the person's preferences.
	4.4. Recognise aspects of supporting a person's wellbeing outside scope of knowledge, skills and job role and seek appropriate support.
	4.5. Recognise variations to a person's wellbeing and report according to organisational policies and procedures.

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4.6. Confirm any cultural or financial issues impacting on the person's wellbeing.

4.7. Determine the person's risk and protective factors in relation to mental health.

4.8 Recognise and report possible indicators of abuse or neglect and report according to organisational policies and procedures.

4.9. Recognise situations beyond scope of own job role and report to the relevant person.

Foundation Skills

Foundation skills essential to performance are explicit in the Performance Criteria of this unit of competency.

Unit Mapping Information

Supersedes and is equivalent to CHCCCS023 Support independence and wellbeing

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCCCS040 Support independence and wellbeing

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- safely support at least three people to enhance independence and wellbeing
- perform 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

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic human needs:
  - physical
  - psychological
  - spiritual
  - cultural
  - sexual
- concept of self-actualisation
- human development across the lifespan
- wellbeing:
  - physical
  - psychological
  - social
  - spiritual
  - cultural
  - financial
  - career and occupation
- individual differences, how these may be interrelated and impact on support provided
- basic requirements for good health for the person:
  - mental health
  - nutrition and hydration
  - exercise

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    - hygiene
    - lifestyle
    - oral health
- mental health issues and risk and protective factors
- restrictive practices:
    - 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:
    - physical
    - sexual
    - psychological
    - financial
- reporting requirements for suspected abuse situations
- service delivery models and standards
- relevant funding models
- issues that impact health and wellbeing
- 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:
    - duty of care
    - dignity of risk
    - human rights
    - discrimination
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - work role boundaries, responsibilities and limitations.

Assessment Conditions

Skills must be 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.

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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:

- individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions including real interactions with the person and their families or carers.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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