



**AUSTRALIAN
HEALTHCARE**
QUALIFICATIONS & TRAINING

Learner Assessment

Task 2 - Case Study

Unit Code: CHCCCS006

Unit Name: Facilitate individual service planning and delivery

Qualification:

Participant Name: _____

Version Control:

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Assessment Information

Unit Code & Title:	CHCCCS006 - Facilitate individual service planning and delivery
Unit Descriptor:	This unit describes the skills and knowledge required to contribute to the development, implementation and review of individualised support.
Application of the Unit:	This unit applies to workers in a range of community services and service delivery contexts. Work will involve collaborating with the person requiring support and other people involved in the support network. Service needs may be complex or multiple.
Elements:	<ol style="list-style-type: none"> 1. Establish and maintain relationships 2. Prepare for planning 3. Plan service delivery 4. Review service delivery implementation 5. Complete reporting requirements
Performance Knowledge:	<p>Evidence must be shown of learners' ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> • Worked within established guidelines to contribute to the planning and reviewing of services which meet the needs of at least 3 people • Contributed to the planning processes by communicating effectively with the person and other stakeholders using active listening and questioning
Knowledge Evidence:	<p>The learner must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> • Role and responsibilities of different people in the planning process: <ul style="list-style-type: none"> – Person's assessor, carers and other support workers, health professionals, other service providers, service delivery workers • Human development across the lifespan and influences on service delivery • Strengths-based planning processes: <ul style="list-style-type: none"> – Assessment process, collaborative approach, documentation and reporting requirements • Features and modes of service delivery: <ul style="list-style-type: none"> – Range of service options, variations for individualised service, resource requirements – Motivational goal setting, collaborating with other service providers to address diverse and multi-faceted needs – Transitioning to other services, exiting service • Legal and ethical considerations related to planning and service delivery and how these are applied in an organisation and individual practice, including: <ul style="list-style-type: none"> – Duty of care, privacy, confidentiality and disclosure, safety and security • Risk management considerations and ways of minimising risk: <ul style="list-style-type: none"> – Environmental, physical, physiological, continuous improvement processes
Assessment Conditions:	<p>Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:</p> <ul style="list-style-type: none"> • Use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> – Planning and service delivery policies and procedures – Planning templates and tools – Individualised plans and any relevant equipment outlined in the plan <p>Assessors must satisfy the Standards for Registered Training Organisations (AHQTs) 2015/AQTF mandatory competency requirements for assessors.</p>

Instructions to the student

Purpose of this assessment

This Assessment is designed to test your knowledge and skills against the criteria that is required in order for you to work within established guidelines to contribute to the planning and reviewing of services which meet the needs of at least 3 people along with contributing to the planning processes by communicating effectively with the person and other stakeholders using active listening and questioning.

Methods of Assessment

The assessments have been developed in consideration to assessment requirements, learning environment and the expectations by industry.

To be deemed competent in this unit of competency the following assessment requirements must be completed. You must achieve a satisfactory result for each task to be deemed competent in this unit.

Assessment Task 1 – Written Questions – The Written Questions provided in this assessment kit is required to be completed. Assessment Task 1 may be completed within allocated training time or during periods of self-study.

Assessment Task 2 – Case Studies – The Case Study/ies provide an opportunity for you to demonstrate your knowledge and skills aligned to settings that reflect your industry. Written answers to questions relating to the different case studies is required. You are required to read the case studies and answer all the questions satisfactorily. Assessment Task 2 may be completed within allocated class time or during periods of self-study.

Assessment Task 3 – Practical Project – This practical project provides an opportunity for you to demonstrate your competency in a practical real work setting. You are required to read the project instructions This may include; collecting and providing documents, providing answers/information to the items listed and/or providing answers to written questions. You are to complete the project without the guidance from the Trainer/Assessor. Where you are not able to undertake the practical project in the workplace, your Trainer /Assessor will provide you support by creating a simulated situation. Where a simulated environment has been created your Trainer/Assessor will record this as a reasonable adjustment to the assessment method.

Assessment Task 4 – Observation/Demonstration – This assessment task enables you to demonstrate your practical skills and knowledge in a workplace context against specified criteria and observed by either your Assessor or Workplace Supervisor. You are to read the instructions provided in this section and completed the tasks while being observed. Either your supervisor or assessor will complete an observation checklist recording either a satisfactory or unsatisfactory performance. Please familiarise yourself with both the task instructions and the observation checklist to identify what the observer is looking for.

Where your demonstration is being observed by the supervisor, your assessor will contact the supervisor to confirm the demonstration and will follow up by asking you verbal questions about the task demonstrated.

Resources needed for assessment:

- Simulated environment that reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.
- Workplace for practical placement
- Individual plans (workplace documents) and any equipment outlined in the plan,
- Planning templates and tools
- Planning and service delivery policies and procedures
- Access to codes of practice, relevant organisation policies and procedures that involve planning and service delivery
- Learner Guide
- Log book/journal for work placement

What you need to do:

- Complete the activities as described above
- Take a photo copy of your work if you would like to
- Collect all the required evidence and provide to your trainer
- Sign the Assessment Agreement
- Submit the completed assessment kit to your assessor.

If you have any difficulties or there is anything you don't understand, talk with your Trainer/Assessor; they are here to help you. Never be too afraid to ask about anything you don't understand related to safety and do not attempt to complete tasks you are unsure about. You can raise any concerns with your trainer/assessor.

Your assessor will provide you with feedback both verbally and in writing.

Assessment outcomes

Satisfactory – Evidence provided meets the requirements of the assessment method and unit of competency.

Not Satisfactory – Evidence provided does not meet the requirements of the assessment method and unit of competency.

If you have been given a Not Satisfactory assessment outcome you will be given the chance to review with your assessor and discuss the area/s for improvement and time will be elected where you will be required to resubmit the Assessment Workbook as per the assessor's instructions. If you receive a Satisfactory outcome for the individual Assessment Mode, then this outcome will contribute to final judgement of competency for this unit.

Reasonable Adjustment

Special consideration may be applied, and reasonable adjustment given to this assessment, as required. *(See further information in student handbook – Access & Equity and AHQT policies and procedures – Assessment Policy)*

Any adjustments made to standard assessment will be documented clearly in assessment kit either at the front of the booklet or in the individual competency record.

Document any adjustments to standard assessment

Reassessment

Where you are found not yet competent, the AHQT will provide three further opportunities to achieve competency at no cost. If you request to be re-assessed after the 3 attempts a cost of \$200 per unit will be applied and any attempt thereafter. *(see Assessment Policy for further information).*

Assessment Agreement

An assessment agreement is required to ensure that all students are aware of the process and purpose of an assessment and the requirements that achieve competence in this unit.

Student Full Name:	
Unit Code and Title:	CHCCCS006 – Facilitate individual service planning and delivery
Qualification:	

Please tick as appropriate	Yes	No	Comment
The purpose of the assessment has been clearly explained			
Assessment methods and outcomes required have been clearly explained and I understand what is required of me to achieve competency in this unit			
I have been made aware of the Assessment and Appeals Policy			
I have discussed any special needs to be considered during assessment with my assessor			
I understand I have three attempts to complete each task satisfactorily. After three attempts, \$200 per unit will be charged to reassess the unit of competency. If after the fourth attempt I am deemed 'Not Yet Competent', I will be required to do further training before reattempting this unit.			
I give permission for the AHQT to use my assignment for assessment moderation / validation purposes.			
I declare that I understand how assessment will take place for this unit.			
I also understand that work completed towards this assessment must be verifiably my own.			
Student's Name: _____			
Student's Signature: _____ Date: ____ / ____ / _____			
Assessor's Name: _____			
Assessor's Signature: _____ Date: ____ / ____ / _____			

Assessment Task 2 - Case Study

Assessment description

This assessment is based on a case study for you to read and complete the relevant questions.

Case Study 1

Amanda meets with Graham for the first time to build a relationship and determine what his needs, interests and goals might be.

Prior to Amanda meeting Graham, she reviewed his file and discovers the following information;

- He is 76
- He had been attending a swimming pool for a casual swim
- He has recently become non-ambulatory, and requires the use of a wheelchair
- He suffered a stroke 4 months ago
- He has dementia
- Previous assessments completed include; risk assessment in the home, mobility assessment
- He hasn't had a follow up physio assessment in 3 months
- He is a widow
- He is dyslexic

Amanda meets with Graham and introduces herself and explains her role and responsibilities with the organisation. She discussed the intent of the visit and provides details of organizational policies she is required to follow which includes privacy and confidentiality regulations.

Amanda listens to Graham and shows him respect by not interrupting him or correcting him when he continues to call her Amy.

Amanda asks for his permission to contact his support people and checks that he is still comfortable with the designated people on file. Graham has shown a closeness with his only grandchild Olivia.

Throughout the coming weeks Amanda conducted assessments both formally and informally which included seeking support and assessments from occupational therapists, neurologists, and a general practitioner that specialized in multiple facets of conditions that relate to dementia. She also observed Graham and documented a variety of physical components that would need to be considered throughout the plan. She also communicated with the previous assessor to discuss the individual plan that related to his love of water and participation in attending the pool.

Amanda has learned that Graham has stopped going to the pool which is worrying Olivia. She remembers how much Graham always looked forward to going to the pool and socializing with all the ladies.

When Amanda mentioned revisiting the pool, Graham became sad and withdrawn so she decided to wait until he was ready to talk about it before she would go into it again.

One day Amanda and Graham were having a cup of tea in the garden and Graham started to open up about his love of water and that he loved going to the pool in the mornings.

Amanda leaned forward and encouraged him to continue opening up by nodding her head, looking him in the eye and listening intently. She demonstrated empathy in her body language and her voice. Graham divulged that he was keen on a lady called Chloe who goes to the pool, however he was embarrassed that he now needed a support worker to assist him in the pool since his stroke. He much preferred to have one on one time with Chloe. He said he was too old to be chaperoned.

Amanda asked Graham, how would he feel if he could go back to the pool without a chaperone and asked if he would like to help her determine how they could make it happen.

Graham jumped at the chance to assist Amanda. While Graham was feeling encouraged and motivated, Amanda discussed other goals he might like to achieve.

Graham advised that he wanted to learn how to cook Indian food and ask Chloe out on a date.

Amanda and Graham worked together to determine what he was capable of and where his strengths lied, what he wanted to do on his own and what he felt he might need help with. Amanda determined that his goals interrelated to his need to experience love and belonging and that his ability to achieve things on his own affected his self-esteem.

- 1. What did Amanda do and say that would assist her in developing trust and maintaining good will with Graham?**

Assessor Use Only: Satisfactory response provided

YES NO

- 2. Amanda liaised with multiple services prior to developing an individualised plan for Graham. List the people she communicated with, the information she would gather from this provider and why?**

Assessor Use Only: Satisfactory response provided

YES NO

3. How did Amanda support Graham in becoming ready to develop an individualised plan?

Assessor Use Only: Satisfactory response provided

YES NO

4. From here what steps might Amanda take, what resources will she utilise, what processes must she follow?

Assessor Use Only: Satisfactory response provided

YES NO

5. List the risk management considerations and actions that would be applied in this scenario under the following headings;

Environmental

Physical

Physiological

Assessor Use Only: Satisfactory response provided

YES **NO**

Amanda has been supporting Graham implement his individualised plan now for 6 months. Within this time, he has achieved the goal of getting back in the water and having alone time with Chloe in the pool. Together with the help of the occupational therapist and coordinator of the pool they were able to section of an area that would allow for Grahams wheel chair to sit unattended by a third party that still connected to the main area where Chloe would have access to. Graham and Chloe have also managed to go out to a restaurant for a dinner date.

Graham had a goal to learn how to cook Indian food with the aim of inviting Chloe to his home for dinner, however he has not made much progress towards achieving this goal. On the 3-month review Graham tells Amanda that he doesn't like the support worker who is helping him. He said that he gets impatient with him and talks to fast. Graham can't keep up and he is also becoming frustrated because he doesn't remember what to do between visits.

6. Who should be consulted with about the dissatisfaction in the quality of service being provided and what should be reported?

Assessor Use Only: Satisfactory response provided

YES NO

7. How can Amanda support Grahams self-determination in making adjustments to the individualised plan?

Assessor Use Only: Satisfactory response provided

YES NO

8. What adjustments could be made to the plan?

Assessor Use Only: Satisfactory response provided

YES NO

9. What overall improvements might Amanda identify?

Assessor Use Only: Satisfactory response provided

YES NO

10. What reports will Amanda be required to provide and what will she need to adhere to when completing the reporting process?

Assessor Use Only: Satisfactory response provided

YES NO

Looking back at this scenario answer the following questions;

11. What were the key responsibilities of Amanda and the support worker engaged to teach Graham how to cook Indian food?

Assessor Use Only: Satisfactory response provided

YES NO

12. What stage of life was Graham in and how did this affect the service delivery?

Assessor Use Only: Satisfactory response provided

YES NO

13. How could a strengths-based approach be applied to Grahams case within the;

Assessment process

Collaboration of all parties

Documentation completed

Assessor Use Only: Satisfactory response provided

YES **NO**

CHCCCS006

Facilitate individual service planning and delivery

Reasonable Adjustments made			
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Assessment activity Task 2 – Case Study	Satisfactory	Not Satisfactory	Assessor Initials
Date: ___ / ___ / _____			

Assessment Guide

Satisfactory	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is satisfied that all requirements have been met.
Not Satisfactory	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is not satisfied that all requirements have been met.

Re- Assessment

___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			

Competency Record

Unit Code & Title:	CHCCCS006 - Facilitate individual service planning and delivery
Student Name:	
Assessment Strategies:	Satisfactory Unsatisfactory
Student Feedback:	Assessment Task 2 - Case Study
Assessment Result:	<p>The participant is COMPETENT</p> <p>The participant is NOT YET COMPETENT</p>
Assessor Declaration:	<p>Evidence of Competency is:</p> <p>Valid Authentic Sufficient Current</p> <p>All the above assessment modes have been met</p> <p>The assessment has been modified due to Reasonable Adjustment (see below)</p> <p>Gaps in performance were identified and reassessment completed (as per record of results)</p> <p>Feedback given to student: Written (above) Email (attached)</p>
Assessor's Name:	
Assessor's Signature:	Date: ____ / ____ / _____