

WS 128	Student Assessment	
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Students Name:	
Assessors Name:	
Qualification Code and Name:	CHC52015 Diploma of Community Services
Unit of Competency Code and Name:	CHCCCS004 Assess co-existing needs
Date Given:	
Date Due:	
Date Received:	

Student Declaration

I acknowledge as a student the following:

- ✓ I have received my copy of the Student Vocational Assessment Guide.
- ✓ The assessment process has been explained to me and I am ready to commence the assessment.
- ✓ I have been advised of the assessment requirements, my rights and responsibilities as a student and I am ready to be assessed.
- ✓ I understand the evidence I need to provide and how to complete this assessment.
- ✓ I understand my right of appeal.
- ✓ I have discussed with my trainer any special needs that should be considered when undertaking this assessment task

Declaration:

- ✓ I declare that the details included in this assessment and all supporting documents are a true and accurate record of my abilities in relation to this unit
- ✓ I have made a copy of this assessment.
- ✓ This assessment contains no material written by another person except where reference is made.
- ✓ I am aware that a false declaration may lead to the withdrawal of a qualification or statement of attainment.
- ✓ No part of this assessment has been plagiarised

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Student Signature:				Date:	
Task	Method of Assessment	Satisfactory	Not Satisfactory	Re-Assessment Required	
One	Question and Answer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Two	Case Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Assessors Feedback To The Student:

Student Feedback:

Assessors Signature:				Date:	
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Students Signature:		Date:	
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Unit of Competency	
Elements:	<ol style="list-style-type: none"> 1. Prepare for assessment 2. Analyse the persons needs using a collaborative approach 3. Determine appropriate services 4. Complete reporting 5. Evaluate assessment and referral processes



Performance Criteria:

- 1.1 Identify and prepare assessment tools and processes according to organisation policy and procedures
- 1.2 Gather existing information about the person
- 1.3 Seek additional information from specialists and other sources as required to determine the range of issues that may be affecting the person
- 1.4 Organise practical aspects of assessment in consultation with the person being assessed
- 1.5 Provide information about the assessment process to the person and obtain consent
- 2.1 Work within scope of own role and seek assistance from colleagues and experts as required
- 2.2 Empower the person to identify and prioritise their own needs
- 2.3 Evaluate needs based on full range of relevant information
- 2.4 Identify and analyse complex, multiple and interrelated issues
- 2.5 Evaluate issues of urgency and eligibility
- 2.6 Assess potential risk factors for service delivery
- 3.1 Consider service delivery and referral options from strengths-based perspective
- 3.2 Evaluate internal capability and other service networks to determine best fit for the person
- 3.3 Provide the person with service information and support their decision making process
- 3.4 Encourage the person to advocate on their own behalf to access services
- 4.1 Document the outcomes of the assessment process according to organisation procedures
- 4.2 Maintain and store the person s information according to confidentiality requirements
- 4.3 Provide the person s information to other services according to consent and confidentiality requirements
- 5.1 Seek feedback about assessment processes from the person and other networks
- 5.2 Monitor processes and their outcomes in terms of success in meeting the person s needs
- 5.3 Routinely seek feedback and reflect on own performance
- 5.4 Use feedback and own evaluation as a basis for improving processes

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Performance Evidence:	<p>The candidate must show evidence of the 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"> ▪ assessed and appropriately responded to the requirements of at least 3 people presenting with co-existing needs ▪ used analytical and critical thinking skills in each case: ▪ applying a strengths-based approach to assessment ▪ analysing information about co-existing issues ▪ making evidence-based judgements about the person s needs
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Knowledge Evidence:

The candidate 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:

- different types of assessment and their use in different contexts
- assessment process:
- roles and responsibilities of different people
- impact of the setting on the process
- roles and types of assessment tools
- ways of collecting information
- validity and reliability requirements
- reporting requirements and formats
- nature and impact of diverse and multi-faceted needs and issues affecting client groups, and potential interrelationships between them, including:
 - mental health
 - alcohol and other drugs
 - imprisonment
 - child protection
 - family violence
 - homelessness
 - poverty
 - health
 - age
 - disability
 - behaviours of concern
 - employment
 - culture and religion
- common service requirements and basic features of those services including:
 - employment
 - physical and mental health
 - housing
 - community support
 - social inclusion
 - education and training
 - financial support
 - networks and specialist services available
- legal and ethical considerations relating to assessment processes, including:
 - privacy, confidentiality and disclosure
 - duty of care
 - informed consent

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, including:</p> <ul style="list-style-type: none"> ▪ use of suitable facilities, equipment and resources, including: ▪ organisation policies and procedures ▪ use of peoples information on which to base assessment ▪ individualised plans and any relevant equipment outlined in the plan ▪ assessment tools and processes ▪ modelling typical workplace conditions and contingencies, including: ▪ interactions with people with a range of needs ▪ typical workplace reporting processes <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.</p>
Foundation Skills:	<p><i>The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.</i></p> <p>Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.</p>

Assessment outline

This assessment contains four parts. You are required to answer all questions. Each response requires a minimum of one paragraph. You are being assessed on the learning you have already undertaken as listed above.

The first task is questions and answers. You must complete each of the questions, ensuring that the response corresponds with the task number.

A minimum of a one paragraph response per question is required.

Task two is a case study. You are required to read the case study and complete each question ensuring it corresponds with the task number.

A minimum of one paragraph for each answer

The third task is a portfolio task. You are required to research and add the required documentation to your portfolio.

Task fourth task is field work observations. You must participate in field placement demonstrating skills that reflect work placement conditions.

Task 1: Questions and Answers

You must complete each of the questions, ensuring that the response corresponds with the task number.

Each response requires a minimum of one paragraph

1. Identify three types of assessments that may be used in community services. Then outline in what context this assessment would be used.

1. Type of assessment:

Context:

2. Type of assessment:

Context:



3. Type of assessment:

Context:

2. Describe how you would provide information to a client:

a. About the assessment process

[Empty response box for question 2a]

b. Confirm confidentiality requirements face to face

[Empty response box for question 2b]

c. Maintain and store the client’s personal information.

3. The stages of an assessment process include gathering and analysing a range of information about your client. Answer the following:

a. List four information sources you could use to gather existing information.

b. What are four factors and guidelines that you should consider as part of your role and responsibilities whilst conducting a client assessment?

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4. Complete the table below outlining how the issues listed can affect a person who already has co-existing needs.

Issue	How the issue may affect a client with co-existing needs
Mental Health	
Alcohol and other drugs	
Imprisonment	
Child Protection	
Family and Domestic Violence	
Homelessness	
Poverty	
Physical health	
Ageing and frailty	
Disability	
Behaviours of concern	
Employment	
Culture and religion	



5. As a case manager your role is to evaluate a client’s needs considering a holistic range of relevant information.

a. Explain in one paragraph why it is essential to evaluate a client’s needs, considering a holistic range of relevant information?

b. List five evaluation methods to use as a case manager.

6. Complete the table below outlining how you would manage each of the risks listed provide a minimum of three points for each risk.
you.

Risk	Risk management process
Fire danger	
Medical risk	
Task hazards	
Self-harm	
Suicide	

7. Explain three factors that must be considered when referring options for a person?



8. Complete the table below outlining the basic features of the services listed. A minimum of four examples for each.

Service	Basic features
Employment	
Physical and mental health	
Housing	
Community support	
Social inclusion	
Education and training	
Financial support	

11. Explain why it is necessary to seek feedback about assessment processes from and other networks.

12. What should be considered when monitoring feedback processes in terms of meeting the person's needs? List 5 considerations.

13. Explain in one paragraph why it is important to seek feedback and reflect on your own performance? List three different types of feedback.

14. Explain in one paragraph how you may use feedback and your own evaluation to improve processes. What is one method you could use to achieve this?

Task 2: Case Study

You must read the case study and then complete each of the questions, ensuring that the response corresponds with the task number.

Each response requires a minimum of one paragraph.

Case study Part 1 (Questions 1 - 4):

You have been asked to attend a home visit to undertake an intake assessment for Bob. Prior to the visit you conduct a risk assessment to identify any hazards that may pose a risk to Bob, his wife, yourself or your colleagues. During the risk assessment, you identify that Bob has a dog that has been known to bite strangers entering the property. You make a note of the hazard on the risk assessment form and report it to your supervisor. Your supervisor suggests that Bob may be willing to secure the dog in a different part of the house so that you are able to attend the assessment of Bob's environment and gain an accurate depiction of his needs. Bob agrees to lock the dog in the back room prior to your visit.

Upon your arrival, Bob invites you into his home and introduces you to his wife, Nelly. After introducing yourself you explain that your organisational policy requires that all people accessing the service for the first time undergo an initial needs assessment. You explain the assessment process and give Bob a copy of the privacy policy, taking time to disclose his rights with regard to privacy, confidentiality and the sharing of information. You question Bob about his rights and the assessment process to confirm that he understands. Bob is able to answer your questions appropriately. Bob completes and signs a consent form to indicate his willingness to undergo the assessment. He signs a second consent form indicating that he gives permission for his information to be shared with his GP and psychologist.

1. Provide four examples of how you would adhere to the Information Privacy Principles (IPP) when undertaking a needs assessment and collecting information for Bob and Nelly.

2. Identify four strategies that you can adopt to ensure that Bob's right to confidentiality is maintained.



3. Was information about Bob going to be shared with his GP and psychologist in accordance with consent and confidentiality requirements? Yes/No Explain your response

4. Explain what is meant by duty of care. Give an example from the case study of the actions taken to address your duty of care.

Case study Part 2 (Questions 5-7):

You arrive at Bob's house to conduct an intake assessment. Bob is an 85-year-old man who recently fell at home and broke his arm. Bob is a very active man who cares for his wife Nelly who has dementia. Bob has type-2 diabetes which he manages well. He also has osteoarthritis in his knees which affects his mobility. He does not use any walking aids. His wife Nelly is present when you sit down to talk to Bob. Bob tells you that he has no children and no other family support. Bob is finding it very hard to care for Nelly as he is getting older and less mobile and she is becoming more confused. He explains that the stress of his current circumstances has led him to become short tempered and he feels very distressed. You notice that Nelly has bruises on her arms and a bruised eye. When you ask about the bruises, Bob avoids answering and changes the subject.

5. Describe five ways that you could collect information when conducting an assessment for Bob.

6. Describe how you would use analytical and critical thinking skills to make sense of information about Bob's coexisting issues.

7. When gathering information on Bob and Nelly you may receive copies of previous assessments. Explain the difference between the reliability and validity of an assessment.



Case study Part 3 (Questions 8 – 10):

Bob tells you he has given up on life and wants to end it. He explains that he feels like he has lost the wife he used to know and now feels like he is living with a stranger. He tells you that he misses the person she used to be and he feels totally alone. Bob also explains that due to Nelly's increasing care needs, and his difficulty mobilising, he rarely leaves the house and has lost contact with his friends. Bob tells you that he has started drinking alcohol to numb his pain and indicates to you that he now drinks a cask of wine per day.

8. Describe a strengths-based approach to assessment and how you would apply this type of approach to Bob's assessment.





9. List five ways the assessor could take action to ensure that the setting does not negatively affect the assessment process and invalidate the assessment results for Bob and Nelly.



10. Different people with different professional responsibilities could contribute to Bob’s assessment. Complete the action plan below giving four examples of people or service organisations that could do this and explain their role in the assessment process. The first one has been completed for you.

Action Plan	
Name: Bob and Nelly	
Date:	
Professional or Service	Professional or Service Role
GP	<i>Health care plan, referral to specialist services</i>
Case Managers Supervisor	
Counselling/Psychologist	
My aged care	
Clergy/Pastoral Care	
Alcohol and other drugs (AOD)	
Support groups	
Domestic Violence Team	
Mental Health Team	

Portfolio

You are required to research and add the following documentation to your portfolio.

1. Information the Alcohol and other drugs addiction cycle: The 6 stages of addiction
2. Kubler-Ross Model of the 5 stages of grief and loss