LEARNER AND ASSESSMENT GUIDE

CHCCCS004 Assess Co-existing Needs

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INTRODUCTION

This learner and assessment guide is designed to present a clear pathway of your learning and assessment journey for the associated unit/s. The schedule summary outlines the planned time frame and assessment points and is further described in the Schedule Overview. All relevant information such as **resources required, planned activities and assessment tasks are included. If additional support is required, please refer to your course guide for further information or contact your teacher.**

The table below describe the planned learning progression and assessment schedule of your course.

- X indicates the planned start duration and finish period for each of your units.
- Critical assessments for your unit/s are indicated using the following assessment key

Key
O: Observation, PR Project,

SCHEDULE SUMMARY

Cluster title: If applicable	Sessions									
Unit code and title	1	2	3	4	5	6	7	8	9	10
CHCCCS004 Assess Coexisting Needs	X	X	X	X	X	X (R)	X	X	X	X (PR)

Cluster title: If applicable	Sessions							
Unit code and title	11	12	13	14	15	16	17	
CHCCCS004 Assess Coexisting Needs	X (PR)	X (PR)	X	X (PR)	X (PR)	X (PR)	X	

SCHEDULE OVERVIEW

	Learning	Performance	Assessment
1	**Overview, introduction to unit and timelines** **Introduction to Assessment** Unit outcomes Presenting issues and how they are interrelated What is assessment? Types of Assessment such as K-10, biopsychosocial, Vic comprehensive, strengths- based, MARAM		

2	**Understanding and working within an agency** Understanding your agency, service and the community served Your role and boundaries legal and ethical considerations Researching specialists and using other sources of information to understand issues affecting clients Privacy, confidentiality and disclosure	Research 1 specialist and another source of information that could assist Marion.	
3	**Practice approaches** • Professional values • strengths based approaches • Person centred practice • Recovery oriented practice • Evidence based practice • Empowerment and self-advocacy • Cultural considerations	• Complete a strengths-based assessment tool based on the intake information for Marion.	
4	**Assessment Tools and templates** • Case Recording • Assessment reports • Maintaining and storing a person's information • Assisting clients to prioritise own needs • Things that may prevent clients from attending service delivery • Case Recording • Identify appropriate environments to conduct client meetings and interview processes.	• Case Scenario's and Skills Practice • Alcohol and other drugs • Employment • Imprisonment • Homelessness • Family violence • Community support • Education and training • Financial support • Poverty • Mental Health	
5	**Needs and issues of service users**	• Common presentations • Client perspective and experience • Analysing multiple and complex needs • Skills practice	
6	**Assessment Frameworks, tools and templates 1** • Best Interests Case Practice Model • MARAM • K10	Prepare for assessment: ▪ Identifying and preparing assessment tools ▪ Gather existing information about the person ▪ Seek additional information from specialists and other sources as required to determine the range of issues that may be affecting the person	Task 1 due

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	• Case scenario and skills practice using initial assessment and planning tool • Processes according to organisation policy and procedures	▪ Organise practical aspects of assessment in consultation with the person being assessed ▪ Provide information about the assessment process to the person and obtain consent	
7	**Planning and Preparation** • Gather existing information about the person • Different settings (office, telephone, home) • Comfort, safety, privacy, Managing yourself	• Identify and prepare assessment tools	
8	**Interpersonal communication and interviewing** **Interpersonal communication Complex interview situations**	• Structured interview • Establishing rapport • Introduce yourself, your agency, your role, • Provide information about the process and obtain consent • Case scenarios and skills practice • Attending • Listening • Questioning • Observing • Working with behaviours of concern	
9	**Making a Referral** **Decide on appropriate service response**	• Networks and specialist services • Internal and external referrals • Advocacy and negotiation • Self- advocacy • Supporting clients to engage • Managing information sharing • Urgency and eligibility • Case scenario's and skills practice • Sharing information with service user about options • Developing and maintaining service and referral networks, including knowledge of referral options	
10	**Observation – Project Assessment task 2**		Task 2 – In class role play

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11	**Observation – Project Assessment task 2**		Task 2 – In class role play
12	**Observation – Project Assessment task 2**		Task 2 – In class role play
13	**Preparation for Project Assessment task 3**	In class reparation for assessment task 3	
14	**Observation – Project Assessment task 3**		Task 3 – In class role play
15	**Observation – Project Assessment task 3**		Task 3 – In class role play
16	**Observation – Project Assessment task 3**		Task 3 – In class role play
17	**Unit overview and re-assessment opportunities**		

LEARNING MATERIALS & RESOURCES

The following learning resources will be required by each student to use and practice skills to develop competency in the unit. Practical tasks may require the student to have purchased particular items, whilst Chisholm Institute will provide other resources to the learner.

The following information outlines the resources required to complete the learning and assessment tasks, and identifies what the student needs to bring for each session.

Learning Resources	Materials Required
Resources Resource's will be provided by the teacher, in addition you are expected to research additional resources online, with guidance from your teacher. Links to online resources are included on some of the power points. State Government of Victoria, Human Services, Miller. R (2012) Best interests case practice model Summary Guide http://www.cpmanual.vic.gov.au/sites/default/files/Best%20interests%20case%20practice%20model%20summary%20guide%202012%203002.pdf Family Safety Victoria (April 2018) Support and Safety Hubs Client Experience Toolkit https://w.www.vic.gov.au/shttps://w.www.vic.gov.au/system/user_files/Documents/fv/Support%20and%20Safety%20Hubs%20Client%20Experience%20Toolkit%20(A4).pdf You will be provided with a hard copy of the summary guide.	Pen and Paper for note taking

Digital Resources This unit is linked to a Moodle site. Resources, including power point's, handouts, case studies, the assessment guide and this Learner and Assessment Guide will be uploaded to Moodle or emailed to students by the teacher. Check with your individual teacher at the beginning of the unit.	Students will need access to a computer with internet and a printer. Log in as a Chisholm student to access Moodle and Chisholm emails.
Activities There will be a mix of theory and skills practice. This is indicated on the schedule overview.	Materials will be provided by the teacher unless otherwise advised prior to the session.
Visuals All visual resources delivered during the course of the unit, such as power point presentations and/or links to you tube videos will be made available to students via Moodle or email.	Check with your teacher
Handouts There will be handouts provided during the course of the unit. These will also be uploaded to Moodle.	As provided by teacher

ASSESSMENTS

The following assessments will be used to collect evidence of the knowledge and skills you have gained from your Learning Program. You will be required to demonstrate your ability to perform to the standard required in the workplace, as specified within the assessment task criteria as detailed below:

Assessment Tasks	Week
Task 1 – Report – Co-existing Needs Report #1	8
Task 2 – Report – Co-existing Needs Report #2	12
Task 3 – Observation – Co-existing Needs Role Play	13 to 16

REQUIREMENTS

Please read the following instructions about your assessment. They will help you to achieve the level of performance required for a successful assessment.

Please read all assessment instructions to ensure you are clear and fully understand the requirements as outlined in each task.

To achieve competence in the unit/s a learner must meet requirements for all assessment tasks listed before a judgment of competency can be made. Where competency is not achieved your assessor will provide feedback and request further evidence as needed.

It is important that you clearly understand all the requirements of assessment. If you have difficulty with the assessment terms or the steps to follow please speak to your Assessor/ instructor prior to commencing the task/s. Your Assessor will provide additional information to ensure all aspects of the tasks are clear.

The specific assessment instructions for each task will be provided in the Assessment Guide for this unit/s. General information about assessment methods used for this unit are outlined below:

Observation:
You will be observed by your assessor in the workplace or dedicated simulated environment performing a task to the required standard as outlined in the appropriate unit of competency. This may involve the use of a role play or case study to establish the context for assessment and this specific information will be provided by your assessor prior to the assessment taking place.

Report:
You are required to address a topic and provide a written response to meet the assessment criteria. Where there is a word limit it is important to be aware of this parameter although regardless of the word count all criteria must be covered to the required standard.

RE-ASSESSMENT
If you do not achieve the required standard to achieve competence, you will be given the opportunity to be re-assessed by the assessor and the requirement for additional evidence will be outlined. Arrangements will be made on an individual basis to ensure the process is valid, fair and reliable.

ASSESSMENT APPEALS

A student who is dissatisfied with the outcome of his/her assessment should first discuss their concerns with the teacher/assessor and/or program coordinator in the associated business area. If the issue is not resolved, the student may appeal the decision(s) by following the Complaints and Appeals process as outlined in the Chisholm Student Guide.

FACILITIES AND RISK CONTROL PLAN

It is essential that all assessment tasks are conducted at appropriate locations with safe working equipment and adequate facilities, following all relevant legislation, policies and procedures.

The following items identify the location of organisational policies and procedures identifying safe work practices for all learning and assessment activities and are underpinned by federal, state or local government legislation.

Please ask your trainer/assessor for a copy of the QMS document should further information be required.

Description of item	Organisational Process
Student induction	QMS106
Practical Placements	QMS109
Emergency Management	QMS401
First Aid	QMS402
Hazard Management	QMS405
Manual Handling	QMS408
Electrical Safety	QMS413
Workplace inspections	QMS418
Work environment	QMS422

The following information describes the facilities where training and assessment is conducted, and the risk management processes in place to ensure safe working practices for students and assessors.

Description of item/task	Hazard	Risk Rating	Control
Classroom environment – temperature, light, cords, food and drink	*Minimal - provided good health and safety practice is be followed at all times.*	*low*	*All noted hazards in the class room are required to be reported to the class room teacher as soon as possible. Teacher to complete incident report and manage up the line.*
Personal triggers	*Learning content*	*Low/medium*	*Self- care strategies and advice provided at the beginning of the unit* *Trigger warnings provided* *Student support services in formation provided*