



REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY

Title:	Empower client's independence and wellbeing <i>Note: This unit has some similarities taken from the Commonwealth of Australia (2021) approved units of competency encoded CHCCCS023 and CHCAGE001 but it has been contextualised for the purposes of aged care in Tonga</i>				
TQF Level:	3	Credits:	6	Version:	1
National standard code:	NS064-03				
Associated qualification (and code):	National Certificate in Aged Care Level 3 (QR-03-NQ-014-02-0915-22-01)				
Approval date:	10 June 2022		Review date:	10 June 2027	
Purpose:	<p>This unit has been developed to give learners an understanding of caring for clients using a holistic approach with a focus on the emotional and psychological needs of elderly clients.</p> <p>Persons credited with this unit will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an appreciable understanding of the emotional and psychological needs of elderly clients; 2. Identify the different types of loss associated with ageing; 3. Identify signs that a client may be experiencing grief; 4. Identify ways to support a client's emotional health; 5. Support client's social needs. 				

Learning Outcome 1 (LO1)	Identify emotional and psychological needs of elderly clients
Performance standards	<p>1.1 Describe the different challenges that growing old often has on an elderly client’s physical, social and emotional health;</p> <p>1.2 Identify the different types of loss associated with ageing; <i>[Range: must include but not limited to social loss, physical loss and psychological loss];</i></p> <p>1.3 Describe signs that a client may be experiencing grief;</p> <p>1.4 Describe ways in which an aged care support worker can support a client’s emotional health;</p> <p>1.5 Identify when it is important to report grief experienced by a client.</p>
Learning Outcome 2 (LO2)	<p>Identify the social needs of clients</p> <p><i>[Range social needs include but not limited to: belongingness, friendship, companionship and having someone to talk to, social networking, participating in social activities]</i></p>
Performance Standards	<p>2.1 Describe strategies to improve social health of clients;</p> <p>2.2 Identify obstacles that may prevent older people engaging with social networks and participating in social activities;</p> <p>2.3 Identify the kinds of information to be included when identifying a person’s social history;</p> <p>2.4 Explain why older people may require encouragement to participate in social activities;</p> <p>2.5 Describe what social activities designed to promote social health usually aim to achieve.</p>
Learning Outcome 3 (LO3)	Support social, emotional and psychological wellbeing
Performance standards	<p>3.1 Identify aspects of supporting a person’s wellbeing outside cope of knowledge, skills and/or job role and seek appropriate support;</p> <p>3.2 Identify changes in a person’s wellbeing and report accordingly;</p> <p>3.3 Identify issues impacting on the person’s wellbeing. <i>[Range issues include but not limited to: cultural, financial, social, etc.]</i></p> <p>3.4 Promote self-esteem and confidence through use of positive and supportive communication;</p>

	<p><i>[Range may include but not limited to; using a strength-based approach and empowerment]</i></p> <p>3.5 Contribute to the person’s sense of security through use of safe and predictable routines;</p> <p>3.6 Encourage and facilitate participation in social, cultural, spiritual activities;</p>
Learning Outcome 4 (LO4)	Promote independence when supporting clients
Performance standards	<p>4.1 Describe the definitions for the following terms related to ageing and support: <i>holistic approach, enabling approach, strength-based approach and empowerment;</i></p> <p>4.2 Support the person to identify and acknowledge their own strengths and self-care capacity;</p> <p>4.3 Identify services which empower the older person;</p> <p>4.4 Communicate the importance of using available support when required;</p> <p>4.5 Provide information on where to access support services and resources as needed;</p> <p>4.6 Encourage client to build, strengthen and maintain independence.</p> <p><i>[Range may include; encouraging the use of aids, equipment and/or modifications in the home that will support a client, to maintain their independence and ensure safety, example shower chairs, rails installed near toilets and showers, ramps for easier access]</i></p>
Pre-requisites	N/A
Co-requisites	N/A
Underpinning skill and knowledge	<p>The following skills and knowledge underpin this unit standard:</p> <p>a) Holistic approach: <i>including physical, psychological, social, spiritual and sexual health</i></p> <p>b) Strategies to improve social health of clients: <i>include building friendships, social networks, support systems, recreational and leisure activities, hobbies and community action projects. Remaining active and staying in touch with the community are important aspects that contribute to healthy ageing. Social activity</i></p>

can allow the opportunity for people to experience success and feel valued by others for their contribution

- c) Obstacles that may prevent older people engaging with social networks and participating in social activities
- d) Empowering clients
- e) Different challenges that growing old may have on an elderly person's physical, social and emotional health: *may include but not limited to; coping with grief and loss, accepting decreased physical abilities, physical health problems, changes to relationships and social networks, retiring from work and adjusting to retirement, accommodation issues, financial insecurity, loss of partner or family members*
- f) Loss and grief
 - *Social loss*; retirement, loss of status, loss of house – if moving to a residential/aged care facility, death of a partner, family members and friends; loss of driver's licence and loss of social networks, loss of relationship, separation or divorce.
 - *Physical loss*; illness and hospitalization, disability or limitations in physical functioning, loss of mobility, having to use medication due to health problems, loss of physical attractiveness.
 - *Psychological loss*; loss of independence, possible cognitive changes such as memory loss, impact of chronic pain, loss of self-esteem, loss of value in society.
- g) Signs that a client is experiencing grief; the process of grief can be experienced emotionally, psychologically and behaviourally.
 - *Behavioural*: may include crying, sleep disturbance, sighing, restlessness, appetite disturbance, absent-mindedness, searching or calling out for the deceased, social withdrawal;
 - *Emotional*: anxiety, fear, sadness, anger, guilt, hurt, inadequacy, depression, loneliness

	<ul style="list-style-type: none"> • <i>Physical</i>; hollowness in the stomach, tightness in the chest, dryness in the mouth, muscle weakness, lack of energy, breathlessness • <i>Psychological</i>; disbelief, confusion, preoccupation, hallucinations, sense of the dead person’s presence
<p style="text-align: center;">Assessment requirements</p>	<p><u>Methods of assessment:</u></p> <p>A range of assessment methods should be used to assess students’ knowledge and application of skills, include but not restricted to the following:</p> <ol style="list-style-type: none"> 1. Direct observation of students – may include role-play, work placement, demonstrations; 2. Written questions; 3. One-on-one verbal questions; 4. Written report; 5. Review of work placement reports – signed off by assessor/workplace supervisor and 6. Portfolio <p><u>Context of assessment</u></p> <ol style="list-style-type: none"> 1. Competency for Learning outcome 3 (LO3) and <u>Learning</u> outcome (LO4) are recommended to be demonstrated in the workplace OR in a simulated environment that reflects the workplace conditions; using role-play for assessment. 2. Students must: <ol style="list-style-type: none"> a) Provide evidence of their ability to demonstrate the skills, knowledge or attitude as described in the learning outcomes and performance standards; b) Complete any workplace activities in accordance with legal and ethical requirements 3. To demonstrate competence in this unit, a candidate of assessment: <ol style="list-style-type: none"> a) Must achieve every learning outcome to fulfil the requirements of the unit standard; b) Is eligible to 3 attempts on their assessments. Should the first attempt be unsatisfactory, reassessments must be completed within 14 days of their first attempt.

<p>Moderation arrangements</p>	<p>a) Provider Institutions are responsible for moderation arrangements to ensure consistency in assessments. Moderation process must be approved by TNQAB.</p> <p>b) Provider institutions must provide their assessment and moderation plan for approval by TNQAB.</p>
<p>Resource requirements</p>	<p>a) Standard classroom furniture and resources, including but not limited to: white/blackboard, tables or benches, chairs, student notice boards, whiteboard markers, butchers' paper / coloured card or spare paper and pens for group activities;</p> <p>b) Simulated environment including; bedroom and bathroom, hi-lo bed, use of manikins, wheelchair, shower chair, aids for assisting with mobility, towels, PPE – personal protective equipment.</p>
<p>Requirements to complete this unit</p>	<ol style="list-style-type: none"> 1. Demonstrate achievement of all Learning outcomes; 2. Completed workplace requirements (refer to #1 'Context of assessment').
<p>Important notes and definitions</p>	<p><u>Notes:</u> Reasonable adjustment can be made to the assessment tasks to ensure equity in assessment. If a student is identified to have a particular need reasonable adjustment may be considered.</p> <p><u>Definitions:</u></p> <ol style="list-style-type: none"> 1. <i>Empowerment:</i> allowing people to make their own decisions, assert their own rights and have control over their own lives. It is underpinned by beliefs that people have 'self-efficacy' or the personal power to manage their own issues, with support from others if needed 2. <i>Enabling approach;</i> working with an individual to enhance their autonomy and/or independence rather than doing things for them 3. <i>Holistic approach;</i> ensures the aged care support worker helps each older person to achieve a sense of wellbeing in terms of their physical, psychological, social, spiritual and sexual health 4. <i>Information included when identifying a person's social history;</i> Significant relationships, religious affiliations, cultural background and language, major life experiences, recreational

preferences, achievements, current, past and future interests, hobbies, social networks

5. *Person-centred approach*; the individual is the centre of the decision making about their life (aspirations, goals) and the supports they require
6. *Physical health*: The health status of the body including expected changes due to normal ageing and unexpected issues related to illness
7. *Psychological health*: maintaining emotional wellbeing; having a clear sense of identity and good mental health
8. *Sexual health*: opportunities to express thoughts, feelings and physical needs in relation to a person's sexuality
9. *Social activities designed to promote social health usually aim to*; stimulate, challenge and create sense of achievement, promote independence, provide variety, enjoyment and prevent boredom, help older people maintain a focus, promote feelings of usefulness, self-confidence and self-esteem, improve concentration and attention span, encourage speech, social development and communication, help maintain fine motor skills and mobility, involve interaction with others
10. *Social health*: connecting with the community, including family, friends and others; social, cultural, sporting, leisure and recreational activities and networks
11. *Socially inclusive approach*; connecting or reconnecting individuals with activities that are meaningful to them, within their chosen communities
12. *Spiritual health*: beliefs, views and values that may be either religious or non-religious
13. *Strength-based approach*; looking at what an individual can do and what they want to be able to do, rather than focusing on what they are not able to do
14. *Ways in which an aged care support worker can support a client's emotional health*;
 - a) Listen non-judgmentally and allow people to feel and express themselves
 - b) Encourage clients to tell the story of their loss

	<ul style="list-style-type: none"> c) Provide an appropriate environment for the grieving person where emotions can be expressed freely and privately d) Accept that tears are healthy and normal e) Offer reminiscence with the client f) Involve other social support options g) Encourage active and passive physical activities <p>15. <i>When to report grief experienced by a client and who is able to assist; sometimes the grief period is prolonged and the person may need referral to a grief counsellor. Signs that extra help is needed may include;</i></p> <ul style="list-style-type: none"> a) A total absence of grief b) Depression rather than intense sadness c) Ongoing physical illness d) Social isolation e) Ongoing withdrawal <p>16. <i>Why older people may require encouragement to participate in social activities; lack of self-esteem or confidence, isolation, physical access problems, lack of skills, shyness, lack of interest, previous negative experiences, emotional state – stress, boredom, anxiety, depression, change in routine, learned helplessness</i></p> <p>17. <i>Ways of encouraging older people to engage with social networks and participate in social activities; listen to the person’s ideas and opinions, facilitate social groups for older people with shared interest, arrange for the older person to meet new people, organize access to community events, check the person’s background including their social history to learn their interests, observe and respect traditions, customs and cultural practices, support participation in recreational activities that suit their capabilities</i></p>
<p>Public comments on unit</p>	<p>Please contact TNQAB National Qualifications Unit (email EnquireNQ@tnqab.to or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.</p>

