



Australian Government

Department of Education, Employment and Workplace Relations

HLTAH412C Assist and support the use of augmentative and alternative communication systems

Release: 1

HLTAH412C Assist and support the use of augmentative and alternative communication systems

Modification History

| HLT07 Version 4 | HLT07 Version 5 | Comments |
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| HLTAH412B Assist and support the use of augmentative and alternative communication systems | HLTAH412C - Assist and support the use of augmentative and alternative communication systems | Unit updated in V5. ISC upgrade changes to remove legislation and replace with refer legislation. No change to competence |

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to support clients who use total communication systems, including the preparation of resources
Total communication refers to methods of communication that replace or supplement speech and handwriting

Application of the Unit

Application

Work performed requires a range of well developed skills where some discretion and judgment is required and individuals will take responsibility for their own outputs
Allied Health Assistants operate within the scope of their defined roles and responsibilities and under supervision of an Allied Health Professional
For training and assessment pathways, experience in workplace application of the skills and knowledge identified in this competency unit should be provided as required to support allied health professions

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisite units

This unit must be assessed after successful achievement of pre-requisite units:

- HLTAH301C Assist with an allied health program
- HLTAH410C Support the development of speech and communication skills

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Prepare for the development of augmentative and alternative communication systems

- 1.1 Obtain *information* about requirements from the speech pathologist
- 1.2 Confirm the *communication goals* with the speech pathologist
- 1.3 Determine need for interpreter where the client has English as a second language
- 1.4 Confer with allied health professional about any ambiguities or requirements outside scope of role and responsibilities as defined by the organisation

ELEMENT

PERFORMANCE CRITERIA

2. Assist in the development of augmentative and alternative communication systems
 - 2.1 Confirm the nature of the communication system and implications for *resource* requirements with speech pathologist
 - 2.2 Confirm client's previous and current abilities with the speech pathologist to inform choice and presentation of resources
 - 2.3 Select resources following speech pathologist's directions
 - 2.4 Consult with speech pathologist to ensure that resources are appropriate to the individual and their communication system, the type of therapy and the specified communication goals
 - 2.5 Identify existing resources, adapt them and use them in an imaginative and flexible manner within the directions of the speech pathologist
 - 2.6 Make resources
 - 2.7 Ensure resources are not hazardous to the individual or others, and satisfy health and safety requirements

3. Support the use of augmentative and alternative communication systems
 - 3.1 Identify the type of communication system used by a client prior to making contact
 - 3.2 Make appropriate power supply available
 - 3.3 Prepare appropriate resources and equipment to facilitate communication via the communication system
 - 3.4 Set out equipment and furniture for client comfort and optimum access to the communication system, in line with health and safety procedures and guidelines and according to the directions of the speech pathologist
 - 3.5 Liaise with the speech pathologist and other relevant health professionals to assist the client to access the system in regard to physical comfort and any specific positioning and mobility requirements
 - 3.6 Use appropriate mode of communication in communicating with the client

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------------|--|
| 4. Clean and store equipment | 4.1 Clean any material and equipment according to manufacturers requirements |
| | 4.2 Store material and equipment according to manufacturers requirements and organisation protocols |
| | 4.3 Report equipment faults to appropriate person |
| | |
| 5. Document client information | 5.1 Use accepted protocols to document information relating to the program to assist with the use of a communication system in line with organisation requirements |
| | 5.2 Use appropriate terminology in reporting |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- General level of understanding of communication needs of clients with congenital, developmental, acquired and progressive disabilities
- General level of understanding of the variety of augmentative and alternative communication (AAC) systems and strategies available
- General level of understanding of criteria used in the selection and application of AAC devices for people with complex communication needs
- Work health and safety (WHS) policies and procedures that relate to the allied health assistant's role in implementing speech therapy programs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide therapeutic guidance in the use of communication systems under the direction of

REQUIRED SKILLS AND KNOWLEDGE

a speech pathologist

- Position the client and manage the environment for optimum use of a communication system in the context of client comfort and health and safety requirements under the direction of a speech pathologist
- Design and make communication systems to meet individual needs under the direction of a speech pathologist
- Adapt communication equipment to meet individual needs under the direction of a speech pathologist

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Work under direct and indirect supervision
- Communicate effectively with clients in a therapeutic/treatment relationship
- Communicate effectively with supervisors and co-workers
- Work effectively with non-compliant clients
- Apply time management, personal organisation skills and establishing priorities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions

EVIDENCE GUIDE

as closely as possible

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- Assessment must be completed in the workplace.
 - Relevant guidelines, standards and procedures
 - Supervision from a speech pathologist
 - Resources essential for assessment include:
 - clients
 - materials and equipment
 - documentation

EVIDENCE GUIDE

Method of assessment

- Observation of some applications in the workplace (as is appropriate/possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Clinical skills involving direct client care are to be assessed initially in a simulated clinical setting (laboratory). If successful, a second assessment is to be conducted during workplace application under direct supervision

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Supervision refers to:

- Instructing, advising, and monitoring another person in order to ensure safe and effective performance in carrying out the duties of their position
- The nature of supervision is flexible and may be conducted by various means including:
 - in person
 - through use of electronic communications media such as telephone or video conferencing, where necessary
- Frequency of supervision will be determined by factors such as:
 - the task maturity of the person in that position or clinical placement
 - the need to review and assess client conditions and progress in order to establish or alter treatment plans in case of students and assistants
 - the need to correct and develop non clinical aspects such as time management, organisation requirements, communication skills, and other factors supporting the provision of clinical care and working within a team
- A person under supervision does not require direct (immediate) and continuous personal interaction, but the method and frequency will be determined by factors outlined above

Clients may include:

- Adults
- Children and young people
- Older people

Information may include:

- Client care plan
- Exercise plan
- Client treatment plan
- Allied health professional instructions
- Client record
- Checklists
- Case notes
- Other forms according to procedures of the organisation

RANGE STATEMENT

Resources may include but is not limited to:

- Commercially available resources
- Resources prepared by the worker
- Resources required for speech and language therapy

Communication goals include:

- To teach the specific skills needed to use the system
- To generalise skills so that the system can be used in a wider context

Unit Sector(s)

Not Applicable