



CATAPULT

CHCPAL002

Plan for and provide care services using a palliative approach

Unit/Assessment Mapping (Extract)

NOTE: This is a sample only. This cover page is not included in Catapult Smallprint's printed books.

This Unit/Assessment Mapping extract is taken from Catapult Smallprint's full hardcopy Trainer/Assessor Guide for the unit CHCPAL002.

For more information, including using our enhanced online version of this unit in Catapult LMS, or to purchase the Learner or Trainer printed books, please see this unit on our website by clicking this link:

<https://catapultlearning.com.au/product/CHCPAL002/>

Unit mapping and assessment checklist

KQ: Knowledge questions

PT : Performance tasks

✓ : Satisfactory

KQ

PT



Elements and performance criteria

1 Plan a palliative approach to individual care

1.1	Assist with care planning using a palliative approach to maximise the person's quality of life and comfort	Q 1.1	T 1	<input type="checkbox"/>
1.2	Identify immediate and potential future care requirements based on the condition or illness of the person	Q 1.2	T 1	<input type="checkbox"/>
1.3	Identify current specialist palliative care requirements if relevant	Q 1.3	T 1	<input type="checkbox"/>
1.4	Ensure planning includes involving and supporting the person, family members, carers and/or significant others	Q 1.4	T 1	<input type="checkbox"/>
1.5	Ensure care plan holistically addresses the person's needs that extend over time not just end-of-life	Q 1.5	T 1	<input type="checkbox"/>

2 Support individuals to identify their preferences for quality of life choices

2.1	Consult the person, family members, carers and/or significant others to identify and share information regarding current and changing needs and preferences	Q 2.1.a, Q 2.1.b	T 2	<input type="checkbox"/>
2.2	Respect and account for the person's lifestyle, social, cultural and spiritual choices and needs in developing the care plan	Q 2.2 / 2.3	T 2	<input type="checkbox"/>
2.3	Ensure the planning process supports the freedom of the person, family, carer and/or significant others to discuss spiritual and cultural issues in an open and non-judgemental way	Q 2.2 / 2.3	T 2	<input type="checkbox"/>
2.4	Demonstrate respect for the roles of the person and carer in planning, delivering care and decision making	Q 2.4	T 2	<input type="checkbox"/>
2.5	Address any issues that are outside scope of own role by referring them to the appropriate member of the care team in line with organisation requirements	Q 2.5	T 2	<input type="checkbox"/>
2.6	Model communication with the person, families, carers and/or significant others that shows empathy and provides emotional support	Q 2.6	T 2	<input type="checkbox"/>

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3 Assist with advanced care planning

3.1	Assist with the determining of advanced care directives in line with role, organisation, legal and ethical guidelines	Q 3.1.a, Q 3.1.b	T 3	<input type="checkbox"/>
3.2	Assist with the documentation of advanced care directives in line with the person's preferences and organisation procedures	Q 3.2	T 3	<input type="checkbox"/>
3.3	Ensure all advanced care directives are communicated and understood by relevant parties in accordance with confidentiality requirements	Q 3.3	T 3	<input type="checkbox"/>
3.4	Actively support the ethical end-of-life decisions agreed by the person and carer, in line with organisation policy and care plan directives	Q 3.4	T 3	<input type="checkbox"/>
3.5	Assist with identifying the person's ongoing decisions, preferences, needs and issues in relation to end-of-life and document in the care plan in consultation with supervisor or appropriate team member	Q 3.5	T 3	<input type="checkbox"/>
3.6	Observe the impact on the family and carers of the person's end-of-life decisions, needs and issues and provide support as needed	Q 3.6	T 3	<input type="checkbox"/>

4 Take action to alleviate pain and other end-of-life symptoms

4.1	Plan and document in care plan strategies to maximise comfort in collaboration with supervisor and/or health professional	Q 4.1.a, Q 4.1.b	T 4	<input type="checkbox"/>
4.2	Assess the person's need for pain and symptom relief in line with care plan and report to supervisor and/or health professional	Q 4.2	T 4	<input type="checkbox"/>
4.3	Provide pain and symptom relief in line with role, care plan, legislation and organisation policy	Q 4.3	T 4	<input type="checkbox"/>
4.4	Provide appropriate information about the use of pain relieving medication and other treatments to staff, individuals, their family and carers, in consultation with supervisor and/or other health professional	Q 4.4	T 4	<input type="checkbox"/>
4.5	Observe, report and document effectiveness of interventions for pain and symptom relief	Q 4.5	T 4	<input type="checkbox"/>
4.6	Communicate ineffectiveness of interventions to supervisor and/or other health professional and document	Q 4.6	T 4	<input type="checkbox"/>

KQ: Knowledge questions**PT : Performance tasks****KQ****PT****✓ : Satisfactory****5 Contribute to the development and implementation of end-of-life care strategies**

5.1	Respect and incorporate the person's preferences including cultural and spiritual wishes when contributing to an end-of-life care plan	Q 5.1	T 5	<input type="checkbox"/>
5.2	Maintain the dignity of the person when planning end-of-life care and immediately following death	Q 5.2.a, Q 5.2.b	T 5	<input type="checkbox"/>
5.3	Observe any signs of a person's imminent death and/or deterioration and report to appropriate members of the care team in line with organisation requirements	Q 5.3.a, Q 5.3.b	T 5	<input type="checkbox"/>
5.4	Provide a supportive environment for the person, families, carers and/or significant others and those involved in their care at end-of-life	Q 5.4.a, Q 5.4.b	T 5	<input type="checkbox"/>
5.5	Ensure that decisions made by the person, family, carers and/or significant others are reviewed regularly, communicated to staff and updated on the care plan	Q 5.5	T 5	<input type="checkbox"/>
5.6	Identify the emotional needs of other individuals and their families, carers and/or significant others affected when a death occurs and provide the necessary support or referrals in line with organisation requirements	Q 5.6.a, Q 5.6.b	T 5	<input type="checkbox"/>
5.7	Prepare the person, family, other staff and self for any distressing end-of-life events within own responsibilities	Q 5.7	T 5	<input type="checkbox"/>

6 Identify and manage emotional responses in self and others

6.1	Identify and reflect upon own emotional responses to death and dying and raise and discuss any issues with supervisor and/or other appropriate person	Q 6.1 / 6.2	T 6	<input type="checkbox"/>
6.2	Identify and reflect upon potential impact of personal responses on self and others and action appropriately	Q 6.1 / 6.2	T 6	<input type="checkbox"/>
6.3	Inform others about support systems and bereavement care available	Q 6.3	T 6	<input type="checkbox"/>
6.4	Follow organisation policies and procedures in relation to emotional welfare of self, team members, individuals and family	Q 6.4	T 6	<input type="checkbox"/>
6.5	Assist colleagues to debrief and discuss bereavement care	Q 6.5 / 6.6	T 6	<input type="checkbox"/>
6.6	Identify other strategies and resources available for debriefing	Q 6.5 / 6.6	T 6	<input type="checkbox"/>
6.7	Evaluate effectiveness of emotional response strategies	Q 6.7	T 6	<input type="checkbox"/>

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Knowledge evidence

Relevant policies, protocols and practices of the organisation in relation to the provision of both a palliative approach and palliative care	Q 1.4, Q 1.5, Q 2.1.a, Q 2.1.b	<input type="checkbox"/>
Common life threatening, incurable conditions	Q 1.2	<input type="checkbox"/>
Emotional impact of diagnosis of life-threatening condition	Q 7.1	<input type="checkbox"/>
The palliative approach to care of individuals and their family	Q 5.4.a, Q 5.4.b, Q 5.7, Q 6.3	<input type="checkbox"/>
The difference between curative and palliative approaches in contributing to individual care planning	Q 7.2	<input type="checkbox"/>
Cultural and spiritual considerations in relation to palliative care	Q 7.3	<input type="checkbox"/>
Specialist palliative care	Q 1.3	<input type="checkbox"/>
Palliative care and dementia	Q 7.4	<input type="checkbox"/>
Palliative approach for children and young people	Q 7.5	<input type="checkbox"/>
Impact of loss and grief on individuals, carers and workers and the risk of depression	Q 5.6.a, Q 5.6.b, Q 6.4	<input type="checkbox"/>
Legal and ethical considerations for working in palliative care and advance care directives, including: <ul style="list-style-type: none"> ▪ dignity of risk ▪ duty of care ▪ human rights ▪ privacy, confidentiality and disclosure ▪ specific jurisdictional legislation on advance care planning and advance care directives as it applies to the work role ▪ work role boundaries – responsibilities and limitations 	Q 3.1.a, Q 3.1.b, Q 4.3	<input type="checkbox"/>
Pain management and strategies to maximise comfort	Q 4.1.a, Q 4.1.b	<input type="checkbox"/>
Hydration and nutrition requirements during a palliative approach and at end-of-life	Q 7.6	<input type="checkbox"/>
The various signs of imminent death and deterioration	Q 5.3.a, Q 5.3.b	<input type="checkbox"/>

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Performance evidence

Assisted in developing and implementing at least 1 care plan using a palliative approach and communicating effectively and empathetically

T 1,
T 2,
T 3,
T 4,
T 5



Trainer/ assessor user instructions

smallprint training and assessment materials are a commercially produced resource designed to support and underpin a Registered Training Organisation's (RTO's) delivery strategies.

smallprint resources

As a provider of commercially available resources to a range of client organisations, smallprint is aware of and considerate of their clients' need to be compliant with quality standards such as NVR, AQTF and State VET Regulations.

smallprint ensures that all its resources are current according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

smallprint assessment tools are mapped against:

- elements and performance criteria
- performance evidence
- knowledge evidence

The RTO must conduct their own validation and mapping to verify that the assessment tools and instruments used:

- enable the collection of evidence that complies with the principles of assessment and the rules of evidence
- can be used by different trainer/ assessors
- can be consistently applied in a range of assessment situations
- fit effectively with the RTO's TAS

If any gaps are identified the RTO must develop their own evidence gathering methods, assessment tools or activities to address these gaps.

If used correctly smallprint assessment tools should provide the basis for a comprehensive assessment in accordance with the rules of evidence and the principles of assessment.

smallprint does not promote that the use of their resources by RTOs will ensure compliance with all VET Regulations.

There are a number of requirements which impact on compliance with VET Regulations and it is the responsibility of the RTO to meet those requirements including the development of their own Training and Assessment Strategy (TAS) or Learning and Assessment Strategy (LAS).

smallprint resources consist of:

- a learning resource
- an assessment workbook

Learning resource

The smallprint learning resource provides content for learning and new skills development.

Each resource is divided into topics which relate directly to the learning elements and performance criteria for each unit.

At the end of each section the learner is provided with:

- a set of true or false questions
- a set of multi choice questions

These questions are self-marking and do not form part of the assessment for the unit. They provide an opportunity to test their understanding of their progress.

The resource is designed for self-paced learning but is also suitable for face to face or workshop delivery.

Trainer/ assessor requirements

The trainer/ assessor should provide supplementary information including interpretation of the contents of this resource.

They should initiate discussion about the subject matter and should encourage the learner to contribute their own experiences and interpretations of the material.

The learner should be encouraged by their trainer/ assessor to undertake additional research.

This might include:

- reading
- reflection
- drawing upon their knowledge in practice situations beyond what has been facilitated by the trainer

It is not necessary to work through the guides in the order in which they are written; however this is at the discretion of the trainer/ assessor.

The assessment workbook contains the following sections:

- about this unit
- what is competency based training
- how will my competency be assessed
- the tools that will be used to assess competency including:
 - assessment agreement
 - foundation skills checklist
 - skills recognition (RPL) checklist
 - knowledge questions
 - third party agreement
 - performance tasks
 - completion record

Trainer/ assessor requirements

The trainer/ assessor needs to ensure the learner understands:

- the structure of units of competency
 - this specific unit
 - how competency-based assessment works
 - assessment conditions applicable to this unit
 - resources required for assessment
 - rules of evidence
 - reasonable adjustment to ensure equity in assessment for people with disability or with special needs
 - complaints and appeals procedures
 - what constitutes competency
 - your role as a trainer/ assessor
-

Assessment agreement

Purpose

To ensure that the learner understands the assessment process.

Trainer/ assessor requirements

The trainer/ assessor needs to ensure the learner understands:

- how and when the assessment will occur
- the tools that will be used to collect evidence
- the assessment conditions that apply to this unit
- adjustments available if special needs apply
- their rights in relation to complaints and appeals
- all work must be their own
- plagiarism is not acceptable

The learner and the trainer/ assessor both need to sign this form.

Foundation skills checklist

Purpose

To determine foundation skills as defined for this unit of competency.

Trainer/ assessor requirements

Foundation skills are generally defined as:

- LLN Skills
 - reading
 - writing
 - oral communication
 - numeracy
- Employability skills
 - navigate the world of work
 - interact with others
 - get the work done

Different training packages identify foundation skill requirements in a variety of ways.

In some packages foundation skills are described as being explicit in the performance criteria of the unit of competency.

In others specific foundation skills are identified for individual units of competency.

In others all foundation skills are identified separately.

The trainer/ assessor need to identify the foundation skills levels of the learner to determine whether they have the skills to cope with the training, or whether additional support needs to be provided.

The trainer/ assessor should source and use foundation skills assessment methodologies that are suitable for their learning cohort.

On completion of the assessment the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Skills recognition assessment

Purpose

To obtain evidence of existing skills and knowledge through:

- previous training courses
- workplace documents
- skills obtained through unpaid work
- references
- other

Trainer/ assessor requirements

The trainer/ assessor needs to determine how they wish to use this section.

Evidence of existing skills may be provided for parts of this unit. This may mean that some of the knowledge questions or performance tasks do not need to be completed.

Where this is done trainer/ assessors should clearly identify and inform the learner what is required.

RTOs may wish to use this section as a Recognition of Prior Learning (RPL) process.

However the trainer/ assessor need to ensure that the evidence provided meets the principles of assessment and rules of evidence.

On completion of the assessment the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Knowledge questions

Purpose

To obtain evidence of the learner's essential knowledge as outlined in the:

- elements and performance criteria for this unit
- knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit responses that provide evidence of the essential knowledge. The questions are also designed to include the specific knowledge requirements that relate to performance criteria.

Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

Trainer/ assessor requirements

The trainer/ assessor needs to determine which questions need to be answered to ensure a satisfactory outcome.

The trainer/ assessor should provide clear instructions to the learner as to:

- which questions should be answered
- the manner in which responses should be presented eg, hand written in the space provided, in a word processed document, verbally, on-line
- whether additional questions need to be answered

The questions are designed to be answered in written format. The trainer/ assessor may ask for verbal responses. Where verbal responses are provided the trainer/ assessor needs to clearly note this and ensure that responses are recorded verbatim.

When questions are answered the trainer/ assessor should provide feedback to the learner. Where responses are unsatisfactory the learner should be given the opportunity to provide additional information.

On completion of each answer the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Third party evidence collection agreement

Purpose

To provide third parties with clear instructions about their role.

Trainer/ assessor requirements

The performance tasks has been designed to be observed by either a trainer/ assessor or a third party.

This allows for the fact that some tasks may not be directly observable by the trainer/ assessor due to:

- the complexity of the task
- the need for tasks to be repeated or observed over time
- the presence of an observer may compromise workplace safety
- work activities involving issues of confidentiality and privacy

Where a third party is used to observe the tasks the trainer/ assessor must ensure that the third party clearly understands their role and that they are in a position that allows them to regularly and consistently observe the learner's work performance.

They must be informed that:

- they are not required to conduct the assessment
- their feedback is sought as confirmation that the learner has demonstrated the skills covered in the unit to the standard required
- the assessment decision will be made by a qualified assessor

They must also be informed of:

- the tasks to be observed
- the type and the quantity of evidence to be collected and reported
- the number of performances to observe
- the questions to ask to confirm understanding of the tasks
- the time frames and performance standards applicable to the learner's work performance
- the environment in which the tasks should be performed
- how to record their observations

The third party evidence collection agreement should then be signed.

Purpose

To obtain evidence of the learner's ability to:

- perform the tasks outlined in the elements and performance criteria
- perform the specific requirements outlined in the performance evidence

The tasks address:

- individual performance criterion
- where appropriate a group of performance criteria or an element of competency

The tasks are also designed to include the specific performance evidence requirements that relate to performance criteria. Where performance evidence requirements have not been included in performance criteria additional tasks are provided.

The tasks are designed to be observable and provide evidence that the learner has the necessary skills. Observations should occur over a period of time. Performance can be observed in an actual workplace or in a simulated environment.

Some units will require that certain tasks are performed a specific number of times.

Trainer/ assessor requirements

The trainer/ assessor needs to determine which of the tasks need to be performed to ensure a satisfactory outcome.

The trainer/ assessor should provide clear instructions to the learner as to:

- when the tasks are to be performed
- where the tasks are to be performed
- what they are required to do
- how many times the tasks are to be performed
- who will be observing them
- whether additional tasks need to be answered

Where tasks cannot be easily be observed they can be assessed using role plays and simulations. If performance of particular tasks cannot be observed you might enter into a discussion with the learner or ask them to explain a procedure. In some instances tasks might relate to the production of work products (portfolios/ documents/ outcomes). Although it might not be possible for the trainer/ assessor to observe the total process, the end product of work can provide evidence of performance.

When tasks have been completed the trainer/ assessor should provide feedback to the learner. Where performance is unsatisfactory the learner should be given the opportunity to attempt the task/s again.

Where the tasks have been observed by a third party the trainer/assessor should discuss with the third party what has been observed to ensure that all relevant criteria have been covered and that evidence provided meets the principles of assessment and rules of evidence. This should be recorded as part of the trainer/ assessor comments.

On completion of each task the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Completion record

Purpose

To record the results of work completed in the assessment workbook.

Trainer/ assessor requirements

The trainer/ assessor needs to ensure that the:

- assessment conditions for this unit were met
- learner answered all questions required to the expected standard
- learner performed all the tasks required to the expected standard
- learner has been provided with comments and feedback regarding any additional assessment requirements

The completion record should be completed and signed by the learner and trainer/ assessor.
