 ***Educate. Learn. Empower. Lead***

## SESSION PLAN 1

**CHCADV001 – Facilitate the interests and rights of clients**

|  |  |
| --- | --- |
| **Course Code** | CHC51115 |
| **Course Name** | Diploma of Financial Counselling |
| **Unit Code** | CHCADV001 |
| **Unit Title** | Facilitate the interests and rights of clients |
| **Teacher**  | Robyn Shepherd-Murdoch [d’Argent] |

|  |  |
| --- | --- |
| **Unit Session Title** | **DAY 2 21-22 October 2019** |
| **Total Time** | **DAY 1----9.30-4.00 DAY 2------9.30-4.00** |
| **Objective** | 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. The elements of competency:1. Facilitate the realisation of client interests, rights and needs
2. Advocate in accordance with client preferences and requests to optimise client outcomes.
3. Provide on-going support to clients.
4. Support clients making a complaint.
5. Review Progress
 |
| **Assessment Overview** | Formative Activities -Assessment will be assessed through class participation, oral / verbal questioning, group work exercises and a role play during class. Summative -Assessment will be completed by project/assignment and submitted by . students as at completion date on the “Catapult portal” |
| **Aids/Resources** | **Power-point, Whiteboard, Handouts, Resources and Materials, You-Tube,** **Guest Speakers.** |
| **Sequence** |  **Day 1****Topics/Content** | **Methods of delivery** | **Time** |
| **INTRO** | Welcome / House keeping  | Teacher-ICAN Learn | 5 |
| How the online support works  | Teacher | 15 |
| Assessment requirements | Teacher  | 15 |
| What is Advocacy & its importance  | Teacher | 15 |
| **BODY** | What does facilitate the rights of the client mean  | Teacher | 15 |
| What is Micro and Macro advocacy  | Teacher | 15 |
|  | Understanding the meaning of Mediation vs Negotiation  | Teacher  | 15 |
|  |  **Break- 15mins** |  |  |
|  | Rights and responsibilities of all parties  | Teacher  | 15 |
|  | Assist clients to identify their needs and wants  | Teacher  | 15 |
|  | How to undertake an assessment to identify the client ability to self-advocate  | Teacher | 15 |
| Duty of care  | Teacher  | 15 |
| Assessment potential barriers & risks  | Teacher | 15 |
|  **Lunch Break - 30mins** |  |  |
|  | Teacher | 15 |
| Understanding cultural considerations  | Teacher | 15 |
|  | Understanding of privacy legislation | Teacher | 15 |
|  | **Role plays**  | Students | 30 |
|  | **Questions and finish** | Teacher /Students | 15 |
|  **Day 2**  |
|  | **Recap on the first day**  | Teacher  | 15 |
| Answer and concerns from the students  | Teacher & Students | 15 |
| Open Catapult Portal and talk about assessments  | Teacher & Students  | 30 |
|

|  |  |  |
| --- | --- | --- |
|  **Break- 15mins** |  |  |

 |

|  |  |  |
| --- | --- | --- |
|  **Break- 15mins** |  |  |

 |

|  |  |  |
| --- | --- | --- |
|  **Break- 15mins** |  |  |

 |
| When to refer to specialist  | Teacher | 15 |
| Policy and procedures of and organisation | Teacher | 15 |
| Identifying hazardous situations | Teacher | 15 |
| Assist with complaints, monitoring and ongoing support  | Teacher | 15 |
|

|  |  |  |
| --- | --- | --- |
|  **Lunch Break - 30mins** |  |  |

 |

|  |  |  |
| --- | --- | --- |
|  **Lunch Break - 30mins** |  |  |

 |

|  |  |  |
| --- | --- | --- |
|  **Lunch Break - 30mins** |  |  |

 |
| Review outcomes and support of your client | Teacher | 15 |
| The role of Advocacy and Financial Counselling  | Teacher  | 30 |
| **CONCLUSION** | Overview of today  | Teacher | 15 |
| Working with students on answering Activity’s on Catapult  | Teacher | 60 |
| Online support  | Teacher | 15 |
| **Questions and finish** | Teacher /Students  | 15 |