



Australian Government

Department of Education, Employment and Workplace Relations

CHCDIS220B Prepare for disability work

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required as an introduction to working with people with a disability

Application of the Unit

Application

This unit may apply to work with people with a disability in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

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

1. Demonstrate an understanding of the delivery of quality services for people with disabilities

PERFORMANCE CRITERIA

- 1.1 Demonstrate understanding of key *issues* facing people with disabilities and their carers
- 1.2 Demonstrate understanding of the policy, regulatory, legislative and legal requirement *context* applying to disability work
- 1.3 Demonstrate *commitment to access and equity principles*
- 1.4 Take into account personal values and attitudes regarding disability when planning and implementing work with people with disabilities
- 1.5 Demonstrate understanding of different impacts on clients of specific disabilities, including acquired and developmental disabilities

ELEMENT

2. Demonstrate the capacity to support rights, *interests* and needs of people with disabilities

PERFORMANCE CRITERIA

- 2.1 Demonstrate understanding of strategies that assist in people with disabilities to exercise their *rights* and independence
- 2.2 Acknowledge *different client requirements*
- 2.3 Comply with legal responsibilities and duty of care
- 2.4 Report situations that may pose a health or safety issues, according to organisation procedures
- 2.5 Apply a range of *models for working in the sector* to meet different client needs

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

These include:

- Knowledge of developmental and acquired disabilities
- Understanding different client requirement according to different disabilities
- Knowledge of networks in the disability sector
- Holistic and client-centred care
- Consumer needs and rights including duty of care
- Principles of empowerment/disempowerment in relation to people with disabilities
- Principles of access and equity
- Principles and practices of confidentiality
- Awareness of discriminatory actions
- Common risks to safety
- Role of guardianship board, public trustee and independent advocate
- Awareness and understanding of consent and strategies utilised to determine ability to consent

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate an understanding of the rights and responsibilities of people with disabilities, stereo types that may exist about people with disabilities and awareness of the impact of own attitudes on working with people with disabilities

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

REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Demonstrate application of skills in interpersonal communication with clients and other stakeholders

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 unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the particular workplace context

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights 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 issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on 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 Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to:
 - a relevant workplace or an appropriately simulated environment where assessment may take place

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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

Context includes:

- The relevant statutory framework
- Historical context of work e.g. changing attitudes, changing approaches to working with clients
- Changing social context of work e.g. consumer centred approach, changing government and societal views, approaches to working with clients
- Political context e.g. government policies and initiatives
- Economic context e.g. the current economic situation as it relates to and affects people with disabilities and the subsequent impact on client needs
- Facts/myths about disability

Issues include:

- Access to services for people with disabilities and their carers
- Meeting individual needs and personal goals of people with disabilities
- Family and carer issues
- Grief and loss

Models for working in the sector may include:

- Community development and education
- Health promotion
- Case management
- Working with families
- Peer support/self help
- Residential services
- Respite care
- Home based support
- Community access
- Advocacy
- Employment support
- Lifestyle support
- Business services
- Support

RANGE STATEMENT

The underpinning values and philosophies of the sector may include:

- A holistic and consumer-centred approach
- Community education
- Delivery of appropriate services
- Commitment to meeting the needs and upholding the rights of clients
- Commitment to empowering clients

Different client requirements may depend upon:

- Type of disability such as:
 - physical
 - sensory
 - intellectual
 - psychiatric
- Support availability including:
 - family
 - financial
 - physical and emotional
 - employment
 - education and training
 - presence of a terminal illness/condition

Policy and legislative requirements include:

- Disability Services Act
- Disability Discrimination Act
- Privacy Act
- Equal employment opportunity principles
- Guardianship Board
- Individual rights
- Disability service standards
- Nurses Act
- Medical Act
- Medication regulations

RANGE STATEMENT

- Commitment to access and equity principles includes:*
- Creation of a client oriented culture
 - A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
 - Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual

- Rights include principles expressed in:*
- Charters of rights
 - Outcomes standards documents
 - General human rights
 - Freedom from discrimination
 - Freedom of information

- Rights include:*
- Privacy
 - Confidentiality
 - Common law
 - To be treated in a dignified, safe and comfortable manner
 - To express own feelings
 - Friendship
 - Freedom of association
 - Choice to participate
 - Access to complaint mechanisms

- Interests include:*
- Financial
 - Accommodation
 - Services
 - Recreation

Unit Sector(s)

Not Applicable