



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCRH407A Apply sociological concepts to leisure and health**

**Release: 1**

## **CHCRH407A Apply sociological concepts to leisure and health**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes skills and knowledge required to apply *sociological concepts* to health, leisure and disability and the influence on individual involvement in leisure

### **Application of the Unit**

#### **Application**

The application of knowledge and skills described in this unit of competency underpins work in the leisure and health sector

### **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. Apply knowledge of the *social context of health* in Australia

2. Apply knowledge of the *social context of leisure* in Australia

### PERFORMANCE CRITERIA

- 1.1 Apply knowledge of key aspects of health provision in Australia
  - 1.2 Consider the impact of demographic issues related to health, such as rural and remote health provision
  - 1.3 Identify and analyse issues associated with the provision of health services to *specific groups* within Australian society
  - 1.4 Analyse the (micro) culture of the workplace and the impact of health care provision on workers and clients
  - 1.5 Analyse the impact of society on health and leisure outcomes
- 2.1 Analyse the role of leisure as part of everyday life in a range of different contexts
  - 2.2 Describe different approaches to leisure at different stages of the life cycle
  - 2.3 Analyse the provision of recreation and leisure services to older Australians

**ELEMENT**

3. Analyse *impacts of sociological factors on people with a disability*

**PERFORMANCE CRITERIA**

- 3.1 Apply knowledge of social and medical models of disability and the ways these models impact on provision of services to people with disabilities
- 3.2 Analyse the experience of disability and how and why this experience varies for different groups in society
- 3.3 Identify and analyse impacts of political and social policy on people with disabilities and their families through the life course
- 3.4 Identify the impact of disability on participation in leisure

## 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:

- Meaning of terms such as:
  - sociology, society, social structure, socioeconomic status
  - culture, gender, trans-cultural
  - institutions, power
- The leisure and health worker's fit in the health system
- Australian health system and its impact on different groups, including
  - older people
  - Aboriginal Australians
- Different individual/group approaches to leisure and how this is influenced by society
- Different approaches to leisure through the life span
- Different models of disability and the impact on service provision for people with disabilities
- The experience of disability
- Factors that have had an impact on individual leisure e.g.
  - legislation governing access for people with disabilities
  - economic effect of drought

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Describe how own work context fits into the Australian health system (e.g. provision of funding, accreditation and registration requirements, private versus public sector etc)
- Apply knowledge of ways specific groups in Australia approach leisure and how these approaches are shaped by the society in which they live
- Apply knowledge of ways different models of disability impact on provision of services

## REQUIRED SKILLS AND KNOWLEDGE

to people with a disability

- Analyse the experience of disability and how and why this experience varies for different groups in our society
- Identify factors in Australian society over recent years which have impacted on individual leisure involvement in both positive and negative ways, including legislation governing disabled access and economic effects of drought
- Apply knowledge of the social context of health and leisure to the development of leisure activity programs
- Apply knowledge of the sociological perspective of disability to the development of leisure activity programs

## 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 most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider the range of clients and situations encountered in the workplace

## EVIDENCE GUIDE

- 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
- Context of and specific resources for assessment:*
- This unit may be assessed through a range of assessment activities that include workplace tasks
  - Assessment should reflect the diversity of settings within which leisure and health work takes place and the range of client groups with whom leisure and health professionals work
  - Resources required include access to relevant workplace or simulated setting
- 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.

*Sociological concepts may include but are not limited to:*

- Sociology, society, social structure, socioeconomic status
- Culture, gender, trans-cultural
- Institutions, power



## RANGE STATEMENT

*Social context of health may include but is not limited to:*

- Australian health system
- Commonwealth, state, territory and local government roles and responsibilities
- Public and private sectors
- Provision of services to specific groups such as:
  - aged care provision in the community
  - residential aged care
  - rural and remote
  - Aboriginal Australian health care
  - migrant health
- Specific issues related to health care and the workplace such as:
  - funding
  - registration
  - assessment of clients
  - availability of services
  - respite care
- Impact of different models of care on health and illness such as:
  - medical model
  - social model
- Current emphasis on health provision as opposed to health improvement

*Specific groups may include but are not limited to:*

- Older people
- Aboriginal Australians
- Youth
- Children
- Migrants

## RANGE STATEMENT

*Social context of leisure may include but is not limited to:*

- Work and leisure
- Leisure and family
- Leisure and the life cycle
- Leisure roles and socialisation
- Leisure provision for older people
- Impact of (micro) culture on leisure e.g. growing up in rural Australia vs urban Australia vs remote community
- Impact of life experience on leisure
- Individual leisure aspirations and societal constraints

*Impacts of sociological factors on people with a disability may include but are not limited to:*

- Disability as a social construct
- Social and medical models
- Stigma and prejudice
- Provision of services to people with disabilities
- Various experiences of disability
- Societal factors that impact on people's experience of disability
- Impact of political and social policy on people with disabilities and their families
- Impact of disability in relation to leisure

## Unit Sector(s)

Not Applicable