



Australian Government

Department of Education, Employment and Workplace Relations

CHCDIS301A Work effectively with people with a disability

Release: 1

CHCDIS301A Work effectively with people with a disability

Modification History

Unit Descriptor

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

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

Application of the Unit

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

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Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills

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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.

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Elements and Performance Criteria

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Element	Performance Criteria
1 Demonstrate an understanding of the delivery of quality services for people with disabilities	<p>1.1 Demonstrate understanding of key issues facing people with disabilities and their carers</p> <p>1.2 Work with understanding of the context of policy, regulatory, legislative and legal requirements as they apply to the area of disability work</p> <p>1.3 Demonstrate commitment to access and equity principles</p> <p>1.4 Take into account personal values and attitudes regarding disability when planning and undertaking work with people with disabilities</p> <p>1.5 Demonstrate understanding of different impacts on clients of specific disabilities, including acquired and developmental disabilities</p>
2 Communicate effectively with people with a disability	<p>2.1 Identify specific communication needs of people with a disability including, where appropriate: identifying and using techniques, devices and aids specific to each person with a disability translation and language interpreters cultural interpreters referral to specialists</p> <p>2.2 Identify areas of mistrust or conflict that may require conflict resolution</p> <p>2.3 Identify need to include additional people including trusted friends, case workers, family members or adults</p> <p>2.4 Select from a range of appropriate communication strategies and employ to: establish rapport exchange information facilitate resolution of issues defuse potentially difficult situations</p>

- 2.5 Apply effective communication where appropriate to provide a brief intervention
 - 2.6 Give feedback and advice in a way which reflects current identified good practice
 - 2.7 Show due regard to individual differences, needs and **rights** in communicating with clients and colleagues
 - 2.8 Communicate referrals to other staff, manager or specialist services as appropriate to ensure duty of care responsibilities are met in situations where break downs in communication occur
- 3 Demonstrate the capacity to support **rights, interests and needs** of people with disabilities
 - 3.1 Demonstrate understanding of strategies that assist people with disabilities to exercise their rights and independence
 - 3.2 Acknowledge **different client requirements** and adapt approach to address specific requirements of each person, using positive practices in all interactions with people with disabilities
 - 3.3 Comply with legal responsibilities and duty of care
 - 3.4 Report situations that may pose health or safety issues according to organisation procedures
 - 3.5 Apply **different models for working in the sector** as required to meet client needs
- 4 Demonstrate the capacity to provide support across a range of disability types
 - 4.1 Apply fundamental knowledge of physical and psychological **stages of human development**
 - 4.2 Apply fundamental knowledge of factors that may enhance or inhibit human development
 - 4.3 Demonstrate understanding of a range of support practices for people with an intellectual disability, sensory disability, neurological impairment, acquired brain injury, physical disability or developmental delay
 - 4.4 Demonstrate understanding and application of support practices for a range of types of disability

- 5 Respond to situations of risk or potential risk to people with disabilities
 - 5.1 Identify and **respond to situations of risk** and report to **appropriate people**
 - 5.2 Report uncharacteristic or inappropriate behaviour
 - 5.3 Report situations of risk which may adversely effect the health of people with disabilities
 - 5.4 Identify indications of possible abuse and/or neglect and report according to organisation policy and protocol

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

Fundamental knowledge of stages of biological and psychological development of the human being throughout the lifespan

Varying emotional, relationship building and dependence and independence issues and responses associated with differing life stages

A range of developmental and acquired disabilities, including:

intellectual disability

neurological impairment

acquired brain injury

developmental delay

physical disability

sensory disability, including hearing, vision impairment

cognitive disability

speech/language disability

autism spectrum disorder

Different types of requirements likely to be associated with different disabilities

Networks in the disability sector

Consumer needs and rights including duty of care

Communication needs, strategies and resources in relation to people with disabilities

Underpinning philosophies and values, including:

the social model of disability

the impact of social devaluation on an individual's quality of life

competency and image enhancement as a means of addressing devaluation

practices which focus on the individual person
holistic and client-centred approach
community education and capacity building
delivery of person-centred services
commitment to meeting the needs and upholding the rights of clients
self determination
strengths-based support
commitment to empowering clients
rightful place in community

Principles and practices of:

empowerment/disempowerment in relation to people with disabilities
access and equity
confidentiality
continued ...

Essential knowledge (contd):

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
Indicators of abuse and/or neglect in relation to people with disabilities
Relevant legislation, regulations and policies, including legalities associated with using restrictive and prohibitive practices

Essential skills:

It is critical that the candidate demonstrate the ability to:

Demonstrate understanding of:

the rights and responsibilities of people with disabilities
stereotypes that may exist about people with disabilities
the impact of own attitudes on working with people with disabilities

Respond to situations of risk or potential risk

Make informed observations and report appropriately

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

Communicate effectively with people with a range of different disabilities

Apply skills in interpersonal communication with clients and other stakeholders

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

Context of and specific resources for assessment:

This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged

Resources required for assessment of this unit include access to:

an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

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.

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

Stages of human development may relate to:

Stages of physical development

Stages of psychosocial development

Stages of cognitive development

Issues may include:

Access to services for people with disabilities and their carers

Support in meeting individual needs and personal goals of people with disabilities

Family and carer issues

Grief and loss

Different models for working in the sector may include:

- Community development and education
- Health promotion
- Case management
- Behaviour 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

The underpinning values and philosophies of the sector may include:

- A holistic and person-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, including:

physical
sensory
intellectual
cognitive
psychiatric

Support availability including:

family
financial
physical, emotional and behavioural
employment
education and training

Presence of a chronic illness/condition

Policy and legislative requirements include:

Disability Discrimination Act and associated standards

Disability Service Standards

Disability Services Acts (Commonwealth and State)

Equal employment opportunity principles

Guardianship Board

Medical legislation

Medication regulations

Nurses Act

Office of the Public Advocate

Privacy Act

Restrictive practices legislation

Commitment to access and equity principles includes:

Implementation of person-centred practices

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 human rights

Disability standards

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

Appropriate people include:

Carers
Supervisors
Relatives
Colleagues
Health workers
Administrators
Emergency services
Health care services
Disability services
Home and community care services

Respond to situations of risk in the context of the work role may include:

Identifying risks
Providing information on risks or potential risks
Risk minimisation
Strategies for preventing abuse of people with disabilities

Unit Sector(s)