



Australian Government

Department of Education, Employment and Workplace Relations

CHCDIS302A Maintain an environment to empower people with disabilities

Release: 1

CHCDIS302A Maintain an environment to empower people with disabilities

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by the worker to facilitate the empowerment of a people with disability by fostering self determination, independence and strengths

Application of the Unit

Application

The skills and knowledge of this unit of competency requires the worker to foster independence and strengths in people with disability

The skills and knowledge should be applied in conjunction with an individualised support plan

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. Work to enhance the independence and 'self-determination' of the person with a disability

PERFORMANCE CRITERIA

- 1.1 Encourage and support independent action and thinking by the person with the disability
- 1.2 Identify options for action on relevant issues and discuss with the person with the disability and/or their advocate/s /carer
- 1.3 Listen to and act upon decisions and/or preferred options of the person with the disability and/or their advocate/s /carer are within organisation policies and protocols
- 1.4 Provide assistance to person with a disability, their carers and significant others as appropriate to enhance communication of their needs, interests and requirements

ELEMENT**PERFORMANCE CRITERIA**

2. Foster the independence of a person with a disability
 - 2.1 Develop and support strategies to promote independence, taking differences into account
 - 2.2 Provide on-going support, where required, to maximise independence of person with disability
 - 2.3 Encourage colleagues to promote independence of *people with disability*
 - 2.4 Encourage people with disability to participate in appropriate *forums* and provide them with information and skills to do so
 - 2.5 Identify and utilise compensatory aids and modifications in the environment that promote individual strengths and capacities

3. Contribute to the development and review of *policy and legislation* related to disabilities and disability services
 - 3.1 Encourage people with disability and/or their advocate/s /carer to express their views about policies, legislation and empowerment
 - 3.2 *Report* non-compliance with legislation and/or policy and protocols to an appropriate person
 - 3.3 Contribute to review of legislation and policy frameworks
 - 3.4 Provide feedback from consumers through appropriate mechanisms
 - 3.5 Work as member of team to research and contribute to policies on empowerment

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:

- Relevant policies, protocols and practices of the organisation in relation to Unit Descriptor and work role
- Understanding of the legislative processes related to the rights of people with disability
- Strategies for supporting independent action and thinking
- Basic principles of person-centred practice
- Basic principles of strengths-based practice
- Basic principles of active support
- Basic principles of lobbying
- Strategies for reinforcing the rights of people with disability to contribute and to be heard
- Concepts of self-advocacy
- Social justice principles
- Roles and responsibilities in contributing to the review of legislation and policy frameworks
- Principles and practices of public speaking
- Mechanisms for providing feedback to consumers

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding and adherence to own work role and responsibilities
- Follow organisation policies, protocols and procedures
- Liaise and report appropriately to supervisor
- Demonstrate understanding and application of legislation and policy related to providing services in the disability sector
- Promote the self-determination and empowerment of people with disability

REQUIRED SKILLS AND KNOWLEDGE

- Support strengths-based practices
- Demonstrate understanding of impact of personal values and attitudes on providing an effective service

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

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
 - this requires a level of skill that enables the worker to follow and give work-related instructions and directions and the ability to seek clarification and comments from clients, colleagues, health professionals and other service providers
 - industry work roles will require workers to possess a literacy level that will enable them to, read and write client's service delivery plans, record in health records, and write reports and submissions
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
 - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
 - industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement and support and speak in small and large public forums
- Apply problem solving skills that require negotiation and mediation skills to resolve problems of an intermediate nature within organisation protocols
- Work effectively with clients, colleagues and supervisors.
- Implement education programs for individuals and small groups in relation to sexuality
- Examine impact of personal values and attitudes on service delivery
- Support diversity in relationships and sexual expression

Evidence Guide

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 will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

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
- Resources required for assessment of this unit include access to:
 - an appropriate workplace where assessment can take place
 - relevant organisation policy, protocols and procedures
 - equipment and resources normally used in the workplace

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

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

People with disability may include:

- Individuals at any stage of the life span
- Individuals living in the community, either alone or with family or carers
- Individuals living in supported community accommodation
- Individuals living in funded residential facilities
- Prospective individuals to the service or services

Contexts may include:

- An individual's own dwelling
- Shared households or group dwellings
- Specialist residential facilities
- Community centres
- Supported employment venues
- Open employment venues
- Community/government agencies

Policy and legislation may include those related to:

- Access and equity
- Building codes and standards
- Criminal acts
- Disability discrimination
- Disability service standards
- Disability services
- Equal employment opportunity
- Freedom of information
- Guardianship
- Occupational health and safety
- Privacy
- Public health
- Restrictive practices

RANGE STATEMENT

Report may include:

- Verbal:
 - telephone
 - face-to-face
- Non-verbal (written):
 - progress reports
 - case notes
 - incident reports

Forums may include:

- Internal and external committees
- Seminars
- Conferences
- Open meetings
- Political campaign meetings
- Court and tribunal appearances

Strategies for supporting people with disability to express their ideas and opinions may include:

- Role modelling
- Training
- Provision of information to support views
- Connecting individual's with lobbyist and people with appropriate expertise
- Assistance with preparation of reports/submissions and speech writing

Sexuality and identity needs may include:

- Love and affection
- Relationships and intimacy
- Touch
- Physical appearance
- Need for privacy and discretion
- Access to assistive/protective devices
- Safety
- Sexual health
- Contraception
- Pregnancy, child birth and parenting

Unit Sector(s)

Not Applicable