



**Australian Government**

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

# **CHCDIS322A Support community participation and inclusion**

**Release: 1**

## **CHCDIS322A Support community participation and inclusion**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required by the worker to maximise the participation of a person with a disability into various community settings, functions and activities to enhance their psychosocial well being and lifestyle

### **Application of the Unit**

#### **Application**

The knowledge and skills of this unit of competency are used within the framework of 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. Support the person with a disability to engage with a *social network* and the broad community

### PERFORMANCE CRITERIA

- 1.1 Identify interests, abilities and requirements of person with disability in order that they may engage with a social network
- 1.2 Match relevant options, networks and services to requirements of person with disability
- 1.3 Identify and access *appropriate resources* according to organisation policy and protocols
- 1.4 Provide information about options available to person with disability and/or their advocate/s /carer
- 1.5 Recognise and accommodate individual choices and cultural differences

**ELEMENT****PERFORMANCE CRITERIA**

2. Support strategies for community participation and inclusion according to *individualised plan*
- 2.1 Support the person and, where appropriate their family, to implement strategies to address barriers to participation, according to the individualised plan
  - 2.2 Assist the person and, where appropriate their family, to identify and access community options that will meet needs identified in the individualised plan
  - 2.3 Support the person and, where appropriate their family, to access opportunities to establish connections through shared interests
  - 2.4 Assist the person, if appropriate, to become an active member of their local neighbourhood
  - 2.5 Provide the person and, where appropriate their family, the necessary supports for participation, according to the individualised plan
  - 2.6 Assist person with disability and, where appropriate their family to select activities that will enhance successful integration
  - 2.7 Provide support in a manner that provides a positive role model and promotes development and/or maintenance of the person's skills
  - 2.8 Identify aspects of involvement in the individualised plan outside scope of knowledge, skills and/or job role and seek appropriate support
  - 2.9 Identify strategies for community participation and inclusion that may require review and report to supervisor
3. Assist in minimising isolation for *people with disabilities*
- 3.1 Assess physical barriers to participation and identify solutions with involvement of person with disability
  - 3.2 Recognise own limitations in addressing issues and seek advice when necessary
  - 3.3 Assist the person and, where appropriate their family, to implement strategies to address transport issues according to the individualised plan

## 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 and responsibilities of people with a disability
- Understanding of elements of best practice in the area of community inclusion
- Strategies for identifying the psychosocial interests, abilities and requirements of a person with a disability
- Strategies for matching options, networks and services to the requirements of people with a disability
- Knowledge of programs and agencies that support community integration
- Transport services available for people with various types of disabilities
- Strategies for providing community education
- Aids and equipment used to facilitate community integration
- Group dynamics
- Working with families and family systems
- Role of carers

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of and adherence to own work role and responsibilities
- Follow organisation policies, protocols and procedures
- Liaise and report appropriately to agencies
- Promote community integration to enhance the psychosocial well being of people with a disability
- Uphold rights and responsibilities of people with a disability through community

## REQUIRED SKILLS AND KNOWLEDGE

integration

- Implement a wide range of activities for facilitation of community integration
- Implement individualised community support plan
- Apply aids and equipment as required to facilitate community participation

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, complete assessment tools 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 effective verbal and non-verbal communication skills that will enable them to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support
- Apply problem solving skills that require negotiation and medication skills to resolve problems of a difficult nature within organisation protocols
- Collaborate and network with a variety of stakeholders in order to achieve service objectives

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

## EVIDENCE GUIDE

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 situation 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

*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:
  - appropriate workplace where assessment can take place
  - relevant organisation policy, protocols and procedures
  - equipment and resources normally used in the workplace

## EVIDENCE GUIDE

*Method of assessment may include:*

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

*Related units:*

This unit should be assessed after or in conjunction with related units:

- CHCDIS301A Work effectively with people with a disability
- CHCDIS302A Maintain an environment designed to empower people with disabilities

## 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.

*People with disabilities 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
- Prospective individuals to the service or services



## RANGE STATEMENT

*Contexts may include:*

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

*Social network may include:*

- Family groups
- Support groups
- Direct neighbourhood or local community
- Work groups
- Sports and other recreation groups
- Age-related groups (youth or senior citizens)
- Community centres
- Clubs

*Individualised plan may include:*

- Relevant stakeholders
- Community inclusion goals
- Strategies
- Who is responsible for actioning
- Review dates

*Elements of inclusion best practice may include:*

- Person-centred support
- Capacity thinking
- Building alliances within the community
- Create understanding
- Open choices and opportunities
- Raising expectations
- Nurture relationships

*Appropriate resources may include:*

- Specialised transport
- Mobility aids
- Communication aids
- Personnel

**RANGE STATEMENT**

*Examples of physical entry and exit issues may include:*

- Kerbs
- Lifts
- Ramps
- Lighting
- Signs
- Amenities

**Unit Sector(s)**

Not Applicable