Australian Government

Department of Education, Employment and Workplace Relations

# HLTART401B Work effectively in the rehabilitation environment

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

## HLTART401B Work effectively in the rehabilitation environment

## Modification History

Not Applicable

## Unit Descriptor

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| **Descriptor** | This unit of competency describes the skills and knowledge required to work effectively in a rehabilitation environment |

## Application of the Unit

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| **Application** | This unit applies to workers within a rehabilitation environment and applies to work performed within a defined range of skilled operations within broader related activities involving known routines, methods and procedures where some discretion and judgement is required |

## 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 | PERFORMANCE CRITERIA |
|---|---|
| 1. Identify the role of the rehabilitation industry and relevant health care workers in the rehabilitation environment | 1.1    Identify the role and function of the different occupations associated with the rehabilitation environment |
| | 1.2    Identify the role and activities of the rehabilitation industry and of organisations within the industry |
| | 1.3    Identify the role of health care workers/professionals working within the industry |
| 2. Demonstrate a commitment to quality rehabilitation services for people with disabilities | 2.1    Identify the *common disabilities* associated with the rehabilitation industry |
| | 2.2    Demonstrate an understanding of *elementary social and behavioural aspects* of common disabilities |
| | 2.3    Demonstrate an understanding of the *rights of people with disabilities* |
| | 2.4    Take into account the attitudes and values regarding disabilities |
| | 2.5    Take into account *environment influences* on people with a disability |

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 3. Communicate effectively with others | 3.1    Collect information needed to achieve work responsibilities |
| | 3.2    Use verbal communication and listening skills to seek, convey and confirm workplace instructions |
| | 3.3    Participate in work group discussions concerning workplace issues |
| | 3.4    Follow appropriate meeting processes |
| | 3.5    Respond promptly to instructions or enquires in accordance with organisation requirements |
| | 3.6    Provide technical advice to relevant professionals concerning client equipment issues and concerns |
| | 3.7    Provide appropriate technical documentation for the assistive technology solution provided |

# 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

This includes knowledge of:

- Basic anatomy and physiology relevant to ensure an understanding of common disabilities and their impact on individuals who require rehabilitation services
- General environmental influences on people with disabilities
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Scope of practice of occupations within the rehabilitation industry
- Social and behavioural aspects of disabilities
- The principles of effective communication in relation to listening, questioning and non-verbal communication

**REQUIRED SKILLS AND KNOWLEDGE**

*Essential skills*:

It is critical that the candidate demonstrate the ability 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

This includes the ability to:

- Effectively and constructively participate in workplace discussions and meetings
- Gain an insight into personal attitudes to people with a disability
- Receive and follow instructions
- Recognise and use opportunities to enhance sustainability in the workplace
- Use communication skills including the ability to request advice, receive feedback and work in a team
- Work in a team

# 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 competency unit*: | <ul><li>The individual being assessed must provide evidence of specified essential knowledge as well as skills</li><li>Observation of workplace performance is essential for assessment of this unit</li><li>Consistency of performance should be demonstrated over the required range of situations relevant to the workplace</li><li>Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible</li></ul> |
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Community Services and Health Industry Skills Council

**EVIDENCE GUIDE**

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| *Access and equity considerations*: | • All workers in the health industry should be aware of access and equity issues in relation to their own area of work<br>• All workers should develop their ability to work in a culturally diverse environment<br>• In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people<br>• Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities |
| *Context of and specific resources for assessment*: | • Assessment should replicate workplace conditions as far as possible<br>• Simulations may be used to represent workplace conditions as closely as possible<br>• Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible<br>• Resources essential for assessment include:<br>  • access to relevant supporting health professionals<br>  • access to appropriate workplace for assessment |
| *Method of assessment* | • Observation in the workplace<br>• Written assignments/projects<br>• Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice<br>• Questioning verbal and written<br>• 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.

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| *Common disabilities associated with the rehabilitation industry may include but are not limited to*: | <ul><li>Amputation</li><li>Musculo-skeletal disabilities</li><li>Neuromuscular disabilities</li><li>Spina bifida</li><li>Cerebal palsy</li><li>Spinal cord injury</li><li>Geriatrics</li><li>Congenital deformity</li><li>Range of impairments</li></ul> |
| *Elementary social and behavioural aspects of disabilities may include but is not limited to*: | <ul><li>Individual differences</li><li>Social isolation</li><li>Mobility restriction</li><li>Family issues</li><li>Change of role within family</li><li>Socialisation</li><li>Restrictions in relation to education, employment and recreation</li><li>Community attitudes</li><li>Community and support services</li><li>Impact of aging</li><li>Challenging behaviours</li></ul> |

**RANGE STATEMENT**

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|---|---|
| *Rights of people with a disability includes*: | • Legislative rights <br> • Access and equity principles <br> • Client participation <br> • Freedom from discrimination <br> • Privacy <br> • Confidentiality <br> • Access to complaint mechanisms <br> • The right to be treated in a dignified and safe manner |
| *Environmental influences may include*: | • Family support <br> • Community attitudes <br> • Community support services <br> • Building access |

# Unit Sector(s)

Not Applicable