



Australian Government

Assessment Requirements for CHCCCS038 Facilitate the empowerment of people receiving support

Release: 1

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Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- respond to the goals and aspirations of at least two people, one in a simulated environment and one in the workplace:
 - employing flexible, adaptable and person-centred approaches to empower the person
 - providing at least one service adjusted to meet the individual needs of the person, as determined through consultation with the person
 - proposing at least one strategy to meet the individual health or re-ablement needs of the person, as determined through consultation with the person
 - recognising and responding appropriately to situations and barriers
 - providing information to the person about their rights and checking for understanding
 - using communication skills according to the needs of the person to maintain positive and respectful relationships and facilitate empowerment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- history and recent developments in disability and ageing:
 - enablement versus reablement
 - institutionalised versus person-centred, self-directed model of support
- human rights framework for service delivery
- structural and systemic power and obstacles to empowerment:
 - social
 - physical
 - emotional
 - stigma
 - ageism
 - cultural
 - economic
- social constructs of disability and ageing and the impact of own attitudes on working with people with disabilities

- how and when to seek support from more experienced and qualified staff
- individual, emotional and environmental barriers to empowerment and ways to address these and support people providing choices:
 - physical
 - social
 - cognitive
- support practices for people, including but not limited to, the following conditions:
 - genetic factors
 - physical trauma
 - psychological trauma
 - chronic lifestyle conditions
 - acquired brain injury
- legal and ethical considerations for working with people receiving support:
 - codes of conduct
 - discrimination
 - dignity of risk
 - duty of care
 - human rights
 - informed consent
 - mandatory reporting
 - privacy, confidentiality and disclosure
 - work role boundaries, responsibilities and limitations
 - work health and safety
 - legislated, statutory, professional and ethical standards
- principles of:
 - empowerment
 - rights-based approaches
 - person-centred practices
 - self-advocacy
 - active support
 - active listening
 - social justice, and the importance of knowing and respecting each person as an individual
 - strengths-based approaches
- restrictive practices:
 - considerations within the human rights framework
 - impacts of restrictive practices on a person's empowerment
 - instances where restrictive practices may be used as reflected in behaviour support plan

- use of authorised restrictive practices as a last resort and proportionate to the risk of potential harm to the person or others
- positive proactive approaches to support that eliminate the need to use restrictive practices
- physical, psychological and emotional risks related to the use of restrictive practices
- use of unauthorised restrictive practices
- documentation of use of restrictive practices
- strategies that assist people to exercise their rights and support independent action and thinking:
 - use of technology to facilitate choice
 - right to privacy
 - right to be involved in planning and decision making regarding their own care and support and those providing it
- scope and breadth of assistive technologies used across the life domains, including but not limited to:
 - self-care
 - continence and hygiene
 - communication
 - mobility and transferring
 - cognition and memory loss
 - vision and hearing
 - daily living activities
 - recreation and leisure
 - education and employment
 - home and other environments
 - eating and drinking
 - pressure area management
 - carer support
- role of assistive technologies in supporting a person's life activities:
 - maintaining and promoting independence
 - enabling inclusion and participation
- how to access and use advocacy services and complaint mechanisms
- indicators of abuse exploitation and neglect.

Assessment Conditions

Skills must be demonstrated in the workplace, or a simulated environment as outlined in the performance evidence.

Assessment must ensure access to:

- facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies

- individualised plans and any equipment outlined in the plans
- organisational policies and procedures
- opportunities for engagement with people receiving care.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>