



Australian Government

Department of Education, Employment and Workplace Relations

CHCDIS301C Work effectively with people with a disability

Release: 1

CHCDIS301C Work effectively with people with a disability

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDIS301B Work effectively with people with a disability	CHCDIS301C Work effectively with people with a disability	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Changes to terminology 'challenging/difficult behaviour' to 'behaviours of concern'. No change to competency outcome.

Unit Descriptor

Descriptor

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

Application of the Unit

Application

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

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. Demonstrate an understanding of the delivery of quality services for people with disabilities

- 1.1 Demonstrate understanding of key *issues* facing people with disabilities and their carers
- 1.2 Work with understanding of the *context* of policy, regulatory, legislative and legal requirements as they apply to the area of disability work
- 1.3 Demonstrate *commitment to access and equity principles*
- 1.4 Take into account personal values and attitudes regarding disability when planning and undertaking work with people with disabilities
- 1.5 Demonstrate understanding of different impacts on clients of specific disabilities, including acquired and developmental disabilities

ELEMENT**PERFORMANCE CRITERIA****2. Communicate effectively with people with a disability**

- 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
- 2.2 Identify areas of mistrust or conflict that may require conflict resolution
- 2.3 Identify need to include additional people including trusted friends, case workers, family members or adults
- 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
- 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

ELEMENT**PERFORMANCE CRITERIA**

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|---|--|
| 3. Demonstrate the capacity to support <i>rights, interests and needs</i> of people with disabilities | 3.1 Demonstrate understanding of strategies that assist people with disabilities to exercise their rights and independence
3.2 Acknowledge <i>different client requirements</i> 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 <i>different models for working in the sector</i> 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 <i>stages of human development</i>
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 <i>respond to situations of risk</i> and report to <i>appropriate people</i>
5.2 Report uncharacteristic behaviours and <i>behaviours of concern</i>
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

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:

- Awareness and understanding of consent and strategies utilised to determine ability to consent
- Awareness of discriminatory actions
- A range of developmental and acquired disabilities, including:
 - acquired brain injury
 - autism spectrum disorder
 - cognitive disability
 - developmental delay
 - intellectual disability
 - neurological impairment
 - physical disability
 - sensory disability, including hearing, vision impairment
 - speech/language disability
- Common risks to safety
- Communication needs, strategies and resources in relation to people with disabilities
- Consumer needs and rights including duty of care
- Different types of requirements likely to be associated with different disabilities
- Fundamental knowledge of stages of biological and psychological development of the human being throughout the lifespan
- Indicators of abuse and/or neglect in relation to people with disabilities
- Networks in the disability sector
- Principles and practices of:
 - access and equity
 - confidentiality
 - empowerment/disempowerment in relation to people with disabilities
- Relevant legislation, regulations and policies, including legalities associated with using restrictive and prohibitive practices
- Relevance of the work role and functions to maintaining sustainability of the workplace,

REQUIRED SKILLS AND KNOWLEDGE

including environmental, economic, workforce and social sustainability

- Role of guardianship board, public trustee and independent advocate
- Varying emotional, relationship building and dependence and independence issues and responses associated with differing life stages
- Underpinning philosophies and values, including:
 - commitment to empowering clients
 - commitment to meeting the needs and upholding the rights of clients
 - community education and capacity building
 - competency and image enhancement as a means of addressing devaluation
 - delivery of person-centred services
 - holistic and client-centred approach
 - practices which focus on the individual person
 - rightful place in community
 - self determination
 - strengths-based support
 - the impact of social devaluation on an individual's quality of life
 - the social model of disability

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
- Make informed observations and report appropriately
- Respond to situations of risk or potential risk

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 skills in interpersonal communication with clients and other stakeholders
- Communicate effectively with people with a range of different disabilities
- Recognise and act upon opportunities to enhance sustainability in the workplace

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 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

EVIDENCE GUIDE

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:

- Changing social context of work e.g. consumer centred approach, changing government and societal views, approaches to working with clients
- 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
- Historical context of work e.g. changing attitudes, changing approaches to working with clients
- Political context e.g. government policies and initiatives
- The relevant statutory framework

RANGE STATEMENT

Stages of human development may relate to:

- Stages of cognitive development
- Stages of physical development
- Stages of psychosocial development

Issues may include:

- Access to services for people with disabilities and their carers
- Family and carer issues
- Grief and loss
- Support in meeting individual needs and personal goals of people with disabilities

Different models for working in the sector may include:

- Advocacy
- Behaviour management
- Business services support
- Case management
- Community access
- Community development and education
- Employment support
- Health promotion
- Home based support
- Lifestyle support
- Peer support/self help
- Residential services
- Respite care
- Working with families

The underpinning values and philosophies of the sector may include:

- A holistic and person-centred approach
- Commitment to empowering clients
- Commitment to meeting the needs and upholding the rights of clients
- Community education
- Delivery of appropriate services

RANGE STATEMENT

Different client requirements may depend upon:

- Type of disability, including:
 - cognitive
 - intellectual
 - physical
 - psychiatric
 - sensory
- Support availability including:
 - education and training
 - employment
 - family
 - financial
 - physical, emotional and behavioural
- 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:

- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Client oriented culture
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual
- Implementation of person-centred practices

RANGE STATEMENT

Rights include principles expressed in:

- Charters of human rights
- Disability standards
- Freedom from discrimination
- Freedom of information

Rights include:

- Access to complaint mechanisms
- Choice to participate
- Common law
- Confidentiality
- Freedom of association
- Friendship
- Privacy
- To be treated in a dignified, safe and comfortable manner
- To express own feelings

Interests include:

- Accommodation
- Financial
- Recreation
- Services

Appropriate people include:

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

RANGE STATEMENT

Behaviours of concern may include but are not limited to:

- Physical aggression to self and/or others
- Problems associated with eating
- Refusal to accept services
- Repetitive actions or questions
- Resistance to personal care
- Sexually inappropriate behaviour
- Sleep disturbances
- Social withdrawal
- Socially inappropriate behaviour
- Verbal disruption
- Wandering or intrusiveness
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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)

Not Applicable