



Australian Government

Department of Education, Employment and Workplace Relations

CHCLD514A Analyse impacts of sociological factors on clients in community work and services

Release: 1

CHCLD514A Analyse impacts of sociological factors on clients in community work and services

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the application of knowledge of the broad social and cultural context in which work is planned and implemented in the community services industry

This unit will prepare workers to better understand their client groups and issues that impact on the lives of their clients and hence on their delivery of services

Application of the Unit

Application

The application of knowledge and skills described in this unit of competency relate to functioning independently to plan and undertake community work and associated services

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 social and cultural issues impacting on Australian society

- 1.1 Identify major *social and cultural institutions in Australian society* and their functions in society
- 1.2 Describe ways major institutions in Australian society can impact communities, families and individuals
- 1.3 Examine *aspects of inequality in society* and identify possible effects and consequences of conditions and experiences of inequality on communities, families and individuals
- 1.4 Identify impacts of long term unemployment and associated issues on families and individuals
- 1.5 Identify factors associated with *age in Australian society* and their impact on communities, families and individuals
- 1.6 Identify factors associated with social, cultural and economic background and their impact on communities, families and individuals

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 2. Analyse impacts of social and cultural factors | 2.1 Use available information to identify social and cultural factors impacting on individual clients, groups or communities
2.2 Analyse current effects related to social and cultural factors impacting on individual clients, groups or communities
2.3 Take a problem solving approach to clarify current health and well being and associated needs for individual clients, groups or communities
2.4 Make informed decisions in relation to specific work to be undertaken and/or services to be provided |
| 3. Monitor impact of social and cultural factors on community work and services | 3.1 Monitor impact of work undertaken and/or services provided in line with scope of own work role and organisation policies and procedures
3.2 Review effectiveness of work undertaken and/or services provided in relation to identified social and cultural factors impacting on clients, groups or communities
3.3 If required, revise aspects work undertaken and/or services provided to better address social and cultural issues and enhance outcomes clients, groups or communities |

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:

- Critical political and economic theory and systems
- Functions of social and cultural institutions within Australian society, including:
 - basic concepts of culture, institutions, social structures, and power
 - families in Australian society
 - gender roles especially in relation to the workforce
 - major institutions in Australian society (such as the media, the health system) and ways they can impact on the community
- Concept of inequality and its possible effects and consequences in our society
- Effects and consequences of unemployment in our society, including:
 - potential effects of unemployment on people's lives
 - range of outcomes of unemployment on society
 - how unemployment can impact on a person's health and well being
- Factors associated with different age groups in our society, including:
 - cohorts of different ages (such as teenagers, older people) and the ways they form their own micro culture
 - societal perceptions of different aged groups
 - ways stereotypes and beliefs develop
 - positive ways various age groups contribute to our society
- Factors that impact health and well being of our society, including:
 - the relationship between environmental factors and the general health and well being of a community, family and/or person
 - influence of government policy decisions on general health and well being
- Awareness of own values and attitudes and their potential impact on clients
- Contemporary frameworks and influences underpinning social policy

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Describe the functions of major global social and cultural institutions
- Describe concepts of inequality and how they impact on individuals and society
- Identify different beliefs about various stratifications in our society and the ways stereotypes develop and their impact
- Analyse ways that specific policy decisions impact on community work

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 most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider the range of clients and situations encountered in the workplace

EVIDENCE GUIDE

- 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 may be assessed through a range of assessment activities that include workplace tasks and questioning contextualised to address specific work applications
 - Assessment should reflect the diversity of settings within which work takes place and a representative range of client groups
 - Resources required may include access to relevant workplace or simulated setting
- Method of assessment:*
- Assessment of this unit of competence may include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Some aspects may be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Evidence of application of knowledge addressed in this unit may 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.

- Social and cultural institutions in Australia and globally may include but are not limited to:*
- Aged care system
 - Education system
 - Family
 - Health system
 - Labour market
 - Legal system
 - Media
 - Political systems
 - Religious systems
 - Work

RANGE STATEMENT

Aspects of inequality in society may include but is not limited to:

- Diminished quality of life
- Family breakdown
- Feminism
- Homelessness
- Impact of unemployment on society
- Loss of social contact
- Paid and unpaid work
- Peak oil issues
- Queer theory
- Racism
- Social isolation
- Social, personal and health outcomes of unemployment
- Sustainability
- Terrorism
- Unemployment

Age in Australian society may include but is not limited to:

Ways people are grouped according to age and experience such as:

- Teenagers
- Young marrieds
- Retirees
- Older people
- Vietnam Vets
- Generation X
- Baby Boomers

Stereotypes related to age may include but are not limited to:

- Societal beliefs about age and experience
- Development of stereotypes
- Positive and negative stereotypes
- Positive ways different age groups contribute to society

RANGE STATEMENT

Environment factors related to general health and well being may include but are not limited to:

- Housing:
 - boarding house
 - high rise
 - homeless
 - inner city
 - own home
 - public housing
 - rental property
 - residential care
 - rural
 - urban
- Population density
- Employment factors
- Work structures
- Geographical location
- Sustainability and peak oil
- Social isolation
- Overcrowding and poor conditions
- Access to health and community services
- Workplace

Government policy decisions may include but are not limited to:

- Housing
- Distribution of health and community services
- Safe work practices
- Occupational health and safety (OHS)
- Funding of different sectors such as mental health, disability, home and community services, etc

RANGE STATEMENT

Health promotion initiatives might include but not be limited to:

- Anti-smoking and quit campaign
- Back safety
- Breast cancer screening
- Diabetes
- Drug abuse
- Falls prevention
- Healthy ageing
- Indigenous health
- Leisure and health
- Mental health campaigns
- Nutrition, eat well, and obesity programs
- Physical activity
- Safe driving
- Wearing a seat belt

Issues related to policy decisions and the workplace may include but are not limited to:

Legislation and regulations pertaining to:

- OHS
- Workplace safety
- Anti-discrimination laws
- Smoke-free environment
- Complaints management systems
- Risk management
- Fire safety regulations
- Infection control

Unit Sector(s)

Not Applicable