CHCCCS038 – Facilitate the empowerment of people receiving support 

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# Instructions

The assessments in this workbook are divided into two categories: the Knowledge Assessment and the Practical Assessment.

The **Knowledge Assessment** is a set of general and workplace questions testing your knowledge and understanding of the general theory behind the unit.

**You must answer all Knowledge Assessment Questions using your own words.** However, you may refer to your Learner Guide and other relevant resources and learning materials to complete this assessment.

Some questions cover processes you will likely encounter in a workplace setting. Ideally, you should be able to answer these questions based on the processes that are currently in place in your workplace. However, if you do not currently have access to a workplace, then answer the questions based on processes that should be implemented in a typical workplace setting.

The **Practical Assessment** is made up of the **Case Studies and Workplace Assessment.** This assessment tests your practical skills with respect to the requirements of the relevant unit of competency.

The Practical Assessment requires you to complete and submit workplace documents and other documentation relevant to the unit of competency.

**The evidence you submit must be your own work except where due reference is made and where you are required to submit supplementary workplace documents such as policies and procedures.**

**When completing the assessments included in this workbook:**

1. Read the instructions provided in each task carefully before attempting to complete the task. The instructions will guide you on how to answer the question or complete the task satisfactorily.
2. Follow the steps provided in each task.
   * If the question instructs you to describe, provide a description as your response. If the question instructs you to list, provide a list as your response.
   * Where there is a number of required responses, provide the required number of responses. For example, if you are asked to list three responses, provide three responses.
3. Ensure that all your submissions for this assessment indicate your first and last name and that these submissions have been named according to the file naming convention prescribed in each task.

# Competency-Based Assessments

**Definition of Competency**

Assessment in this context can be defined as the fair, valid, reliable, and flexible gathering and recording of evidence to support the judgement on whether competency has been achieved. Skills and knowledge (developed in a structured learning situation, at work, or in some other context) are assessed against national standards of competence required by industry rather than compared with the skills and knowledge of other candidates.

**The features of a competency-based assessment system are:**

* It is focused on what candidates can do and whether it meets the criteria specified by the industry as competency standards.
* Assessment should mirror the environment the candidate will encounter in the workplace.
* Assessment criteria should be clearly stated to the candidate at the beginning of the learning process.
* Assessment should be holistic. That is, it aims to assess as many elements and/or units of competency as is feasible at one time.
* In competency assessment, a candidate receives one of only two outcomes – ‘competent’ or ‘not yet competent.’
* The basis of assessment is in applying knowledge for some purpose. In a competency system, knowledge for the sake of knowledge is seen to be ineffectual unless it assists a person in performing a task to the level required in the workplace.
* The emphasis in assessment is on assessable outcomes that are clearly stated for the trainer and candidate. Assessable outcomes are tied to the relevant industry competency standards where these exist. Where such competencies do not exist, the outcomes are based upon those identified in a training needs analysis.

# Assessing Nationally-Recognised Training

Developing and conducting assessment in an Australian Vocational Education and Training (VET) context is founded on the Principles of Assessment and the Rules of Evidence:

**Principles of Assessment**

1. **Assessment must be valid**
   * Assessment must include the full range of skills and knowledge needed to demonstrate competency.
   * Assessment must include the combination of knowledge and skills with their practical application.
   * Assessment, where possible, must include judgements based on evidence drawn from a number of occasions and across a number of contexts.
2. **Assessment must be reliable**
   * Assessment must be reliable and must be regularly reviewed to ensure that assessors are making decisions in a consistent manner.
   * Assessors must be trained in national competency standards for assessors to ensure reliability.
3. **Assessment must be flexible**
   * Assessment, where possible, must cover both the on- and off-the-job components of training within a course.
   * Assessment must provide for the recognition of knowledge, skills, and attitudes regardless of how they have been acquired.
   * Assessment must be made accessible to candidates through a variety of delivery modes, so they can proceed through modularised training packages to gain competencies.
   * Assessment must be mutually developed and agreed upon between the assessor and the assessed.
   * Assessment must be able to be challenged. Appropriate mechanisms must be made for reassessment as a result of challenge.
4. **Assessment must be fair**
   * The assessment process must consider the individual needs of the candidate.
   * Assessment must provide for reasonable adjustments, where appropriate, to consider the individual candidate’s needs.

*(Source: Standards for RTOs 2015, Clauses 1.8 – 1.12)*

**Rules of Evidence**

When collecting evidence, certain rules apply to that evidence. All evidence must be valid, sufficient, authentic, and current:

1. **Valid**

Evidence gathered should meet the requirements of the unit of competency. This evidence should match, or at least reflect, the type of performance that is to be assessed, whether it covers knowledge, skills, or attitudes.

1. **Sufficient**

This rule relates to the amount of evidence gathered. Enough evidence must be gathered to satisfy the requirements that the candidate be competent in all aspects of the unit of competency.

1. **Authentic**

When evidence is gathered, the assessor must be satisfied that evidence is the candidate’s own work.

1. **Current**

This relates to the recency of the evidence and whether the evidence relates to current abilities.

*(Source: Training in Australia by M Tovey, D Lawlor)*

# Dimensions of Competency

The national concept of competency includes all aspects of work performance and not only narrow task skills. The four dimensions of competency are:

1. Task skills
2. Task management skills
3. Contingency management skills
4. Job or role environment skills

# Reasonable Adjustment

‘Reasonable adjustment’ in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a candidate with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

**Why make a reasonable adjustment?**

We make reasonable adjustments in VET to make sure that candidates with disabilities have:

* The same learning opportunities as candidates without disabilities, and
* The same opportunity to perform and complete assessments as those without disabilities.

**Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:**

* Customising resources and assessment activities within the training package or accredited course
* Modifying the presentation medium
* Learner support
* Use of assistive/adaptive technologies
* Making information accessible both before enrolment and during the course
* Monitoring the adjustments to ensure candidate needs continue to be met

**Assistive/Adaptive Technologies**

Assistive/adaptive technology means ‘software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities’ (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

*(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)*

**IMPORTANT:**

**Reasonable adjustments made for collecting candidate assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the candidate’s competency in writing, allowing the candidate to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.**

# The Unit of Competency

The units of competency specify the standards of performance required in the workplace.

This assessment addresses the following unit of competency:

**CHCDIS007 - Facilitate the empowerment of people with disability (Release 1)**

1. Demonstrate commitment to empowerment for people with disability
2. Foster human rights
3. Facilitate choice and self-determination

**A complete copy of the above unit of competency can be downloaded from the TGA website:**

<https://training.gov.au/training/details/chccs038>

# The Context of Assessment

To complete the assessments in this workbook, students need to have access to their learning materials and the Internet.

The Knowledge Assessment may be completed wholly at the candidate’s home or chosen place of study.

The Practical Assessment must be completed in a workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.

# Contextualising the Assessment Tools

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Compliant Learning Resources highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit:

* Your student’s needs
* Your RTO’s training and assessment processes
* The work and industry context in which you operate

**Contextualising for your state/territory**

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Compliant Learning Resources recommends you to:

* Access and review the legislation and industry requirements applicable in your state/territory.
* Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

**Contextualising the generic workplace assessment**

The workplace assessment included in this workbook was designed to be administered in a real workplace. Should your RTO wish to administer the assessment in a simulated environment, the RTO will need to redevelop the existing workplace assessment in this workbook so the candidate can complete it in the simulated environment.

Below are some examples of how the RTO may simulate the workplace assessment:

* Develop role play activities with clear instructions and guidelines to replace existing tasks involving consultation, meetings, discussions, and oral communication.
* Provide the candidate with access to work personnel who will participate in assessment activities, e.g. project stakeholders, clients/customers, or team members.
* Provide the candidate with access to simulated workplace documents and information, such as but not limited to policies and procedures, organisational vision and mission statements, business plans, operational plans, etc.

**A comprehensive guide to contextualising your assessment tools for your RTO can be accessed through this link:**

<https://compliantlearningresources.com.au/blog/simple-guide-to-contextualising-rto-training-resources-and-assessment-tools/>

# Assessment Methods

This workbook uses the following assessment method/s:

1. **Knowledge Assessment**

A set of general and workplace questions testing the candidate’s general knowledge and understanding of the general theory behind the unit.

1. **Case Studies**

Detailed scenarios and simulated environments, providing all necessary information required to complete relevant tasks and activities.

1. **Workplace Assessment**

A set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. These tasks and activities require you to have access to a workplace or a similar environment.

# Resources Required for Assessment

**The Training Organisation to provide the candidate with access to/organise the following for the candidate:**

* Assessor to supervise and observe the candidate as they complete assessments, where required
* Workplace, or a similar environment, where the candidate can complete the assessments, and that will allow them access to:
  + Workplace supervisor
  + People with disability
    - at least one of them must come from culturally and linguistically diverse backgrounds (required in Workplace Assessment Task 2)
    - two of them must undergo person-centred planning (required in Workplace Assessment Task 4)
  + Individualised plans or person-centred plans of people with disability
  + Family and carers of people with disability
  + Workplace equipment and resources to support people with 8disability and implement their individualised plans, e.g. mobility aids, wheelchairs, walking stick, hearing aids, other assistive devices, personal protective equipment
  + Information about person-centred options, advocacy services, networks, access to translation and interpretation services, etc.
  + Feedback and complaints systems
  + Organisational standards, policies, and procedures, e.g. supporting people with disabilities, inclusion and participation, anti-discrimination, work health and safety etc.
  + Opportunities to participate in a person-centred planning (or similar meetings)
  + Person-centred planning templates/documents

**The candidate will need access to:**

* Computer with Internet, email access, and a working web browser
* Installed software: MS Word, Adobe Acrobat Reader
* Volunteers to participate in role play activities

# Assessor Instructions

This is a compulsory assessment to be completed by all candidates. This assessment tests the candidate’s knowledge and understanding of the general theory and concepts underpinning the unit of competency, as well as their practical skills in relation to the unit and assessment requirements.

Reasonable adjustment applies here, and while the majority of candidates will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Assessor Guide provides instructions to the assessor on how to assess the candidate’s responses and performance and criteria for assessing the candidate’s responses and performance. Benchmark answers and benchmark performance are also detailed for each assessment task, setting out which key responses and skills must be included and performed, as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the candidate to list three examples, then their response must include three of the items listed in the model answer.

**IMPORTANT:**

**Candidates must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**

# Accessing External Links

Throughout this workbook, you will sometimes be required to access certain websites. Links to these websites are formatted in Blue Underlined Text.

To access these, hold the **Ctrl key and click the link for Windows users**, or simply **click on these blue links for** **Mac users**.

# Assessment Workbook Cover Sheet

**To the candidate:** Print this cover sheet and complete it by filling in all the required information and signing in the space provided. Your signature must be handwritten. Scan the completed cover sheet and submit it along with your evidence submissions. Use the filename: **CHCDIS007 Cover Sheet**

|  |  |
| --- | --- |
| Workbook | CHCDIS007 |
| Title | Facilitate the empowerment of people with disability (Release 1) |
| First and Last Name |  |
| Phone |  |
| Email |  |

|  |  |  |
| --- | --- | --- |
| **Please read the Candidate Declaration below, and if you agree to the terms of the declaration, sign and indicate the date in the spaces provided.**  **By submitting this work, I declare that:**   * I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment candidate, and choose to be assessed at this time. * I am aware that there is a limit to the number of submissions that I can make for each assessment, and I am submitting all documents required to complete this Assessment Workbook. * I have organised and named the files I am submitting according to the instructions provided. I am aware that my assessor will not assess work that cannot be identified and may request the work be resubmitted according to the correct process. * This work is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of qualification or statement of attainment. * I am aware that there is a policy of checking the validity of qualifications that I submit as evidence, as well as the qualifications/evidence of parties who verify my performance or observable skills. I give my consent to contact these parties for verification purposes. | | |
| **Name:** | **Signature:** | **Date signed:** |

# Knowledge Assessment

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| **Preliminary Task**  **Questions 8, 13, and 16** of this Knowledge Assessment require you to refer to the legislation from your state/territory.  For your assessor’s reference, indicate below which state/territory you are currently based or located in by ticking the box that corresponds to your answer.  When answering **Questions 8, 13, and 16**, you must refer to the legislation from the state/territory you ticked below. | | | |
|  | | | |
| The state/territory where you are currently based or located in: | | | | |
|  | Australian Capital Territory |  | South Australia | |
|  | New South Wales |  | Tasmania | |
|  | Northern Territory |  | Victoria | |
|  | Queensland |  | Western Australia | |

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| Application  Description automatically generated with low confidence | 1. Explain how the social model and medical model of service in disability support view disability differently. |

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| 1. How does the social model of service in disability support see disability? |
| 1. How does the medical model of service in disability support see disability? |

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| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about the significance of the social model in history and recent developments in the disability support industry. |

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| --- |
| 1. Explain the significance of the social model in the recent developments in the disability support sector. |
| 1. What was the role of the Convention on the Rights of Persons with Disabilities when it entered into force on 3 May 2008? |
| 1. List five actions that the Convention on the Rights of Persons with Disabilities aimed to achieve when it entered into a force on 3 May 2008. |

|  |  |
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| Application  Description automatically generated with low confidence | 1. Answer the following questions about institutionalised versus person-centred models of support and their significance in the history and developments in the disability support industry. |

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| --- | --- | --- | --- | --- |
| 1. Explain the difference between a person-centred or self-directed model and an institutionalised model of support is in relation to who has more control in service delivery in each model.  |  |  | | --- | --- | | **Person-centred or self-directed model** | **Institutionalised model of support** | |  |  | |
| 1. Which of the two models is favoured by service providers as evidenced in recent developments in the disability support industry?   Tick the box that corresponds to your answer.  Person-centred or self-directed model  Institutionalised model of support |
| 1. What year was the National Disability Insurance Scheme (NDIS) Bill introduced? What is its purpose?   Year it was introduced:  Its purpose: |
| 1. What was the significant improvement implemented by the Access to Premises Standards in 2011? |
| 1. The Disability Standards for Education was established in 2005. What was its purpose? |

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| Application  Description automatically generated with low confidence | 1. Explain why disability is considered a social construct. |

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| Application  Description automatically generated with low confidence | 1. List three examples of situations where you, as a disability support worker, must seek support from a more experienced and qualified staff.   For each situation you listed, identify whom you should seek support from and how you would seek their support. |

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| --- | --- | --- |
| **Situation** | **Whom you should seek support from**  (provide only one) | **How should you seek their support?**  (provide only one) |
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| Application  Description automatically generated with low confidence | 1. Briefly describe each type of disability listed below. |

|  |  |
| --- | --- |
| **Type of disability** | **Description** |
| 1. Acquired brain injury |  |
| 1. Autism spectrum disorder |  |
| 1. Cognitive disability |  |
| 1. Developmental delay |  |
| 1. Intellectual disability |  |
| 1. Neurological impairment |  |
| 1. Physical disability |  |

|  |  |
| --- | --- |
| **Type of disability** | **Description** |
| 1. Hearing impairment |  |
| 1. Vision impairment |  |
| 1. Speech/language disability |  |

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| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about **codes of conduct** relevant to working with people with disability. |

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| --- |
| 1. What is the purpose of the NDIS Code of Conduct (Workers)? |
| 1. To whom does the NDIS Code of Conduct (Workers) apply? List all five entities. |

|  |
| --- |
| 1. List the seven codes of conduct outlined in the NDIS Code of Conduct (Workers). |

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| Application  Description automatically generated with low confidence | 1. Access and review the *Code of Conduct for disability service workers (Victoria)* and answer the following questions. |

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| --- |
| 1. What is the purpose of this code of conduct? |
| 1. List the five obligations that disability service workers must abide by according to this code of conduct. |

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| --- |
| 1. List three examples of actions or behaviours that disability service workers must refrain from doing or avoid at all times according to this code of conduct. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about **discrimination.** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Australia’s anti-discrimination laws are contained in the following legislation.   Briefly explain the purpose of each legislation.   |  |  | | --- | --- | | **Legislation** | **Purpose** | | 1. Age Discrimination Act 2004 |  | | 1. Disability Discrimination Act 1992 |  | | 1. Racial Discrimination Act 1975 |  | | 1. Sex Discrimination Act 1984 |  | |
| 1. List the nine types of disabilities covered in the Disability Discrimination Act 1992: |
| 1. Complete the following sentence:   According to the Sex Discrimination Act 1984, it is unlawful to      . |
| 1. The Age Discrimination Act 2004 makes it unlawful to discriminate against someone on the ground of age in respect of the following:   List three of the eight areas identified in the Act. |
| 1. What is the disability support worker’s duty of care in relation to discrimination? |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about **dignity of risk.** |

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| 1. What is the dignity of risk in the context of individual support? |
| 1. Which standard in the *National Standards for Disability Services* does the dignity of risk align with? Include the standard number, name/title, and a brief explanation of this standard.   Standard number, name:  Explanation: |
| 1. What is the disability support worker’s duty of care in relation to dignity of risk? | |

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| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about **human rights** and the **United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)**. |

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| --- |
| 1. What are human rights as defined by the Australian Human Rights Commission (2019)? Complete the sentences below. 2. Human rights recognise      . 3. They are based on      . 4. They are about      . |
| 1. List four treaties that the Australian Government respects and upholds. |
| 1. What is the purpose of the United Nations Convention on the Rights of Persons with Disabilities? |
| 1. Identify the eight principles on which the United Nations Convention on the Rights of Persons with Disabilities are based. |

|  |
| --- |
| 1. What is the disability support worker’s duty of care in relation to human rights? |

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| --- | --- |
| Application  Description automatically generated with low confidence | 1. Answer the following questions about **informed consent.** |

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| --- |
| 1. What does it mean to provide informed consent? |
| 1. Identify three things that the person must be informed of or explicitly made aware of before they can provide their informed consent. |
| 1. **True or False:** Informed consent is always required.   True  False  If you answered false, provide an explanation.  Explanation: |
| 1. Identify two actions or strategies you, as a disability support worker, can follow when seeking the informed consent of a person who has difficulty speaking, seeing, moving their hands, and/or making gestures |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about **mandatory reporting** in relation to child protection and elder abuse. |

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| 1. What is the name of the principal act currently enforced in your state/territory for child protection and child safety?   Name of the principal act:    Purpose of the act: |
| 1. According to this principal act, list all the conditions that indicate a child or young person is at risk of significant harm.   For your assessor’s reference, provide the specific section where you sourced your response.            Section reference: |
| 1. List all the people who have mandatory reporting obligations.   For your assessor’s reference, provide the specific section where you sourced your response.         Section reference: |
| 1. Identify six types of cases that support workers are legally obligated to report under mandatory reporting laws. |
| 1. List three steps you must follow when you have concerns about elder abuse. |
| 1. As a disability support worker, how does complying with mandatory reporting requirements help you fulfil your duty of care? |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about **privacy, confidentiality, and disclosure.** |

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| 1. Identify two purposes of the Privacy Act 1988? |

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| --- |
| 1. What four activities does the Privacy Act 1988 cover in relation to handling an individual’s personal information? |
| 1. List the 13 Australian Privacy Principles in their correct order. |
| 1. An organisation cannot disclose an individual’s personal information except for a number of reasons. List the three exceptions. |
| 1. Identify two examples of measures an organisation or service can implement to maintain the person’s privacy and confidentiality. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about **work role boundaries.** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Identify whether the following tasks or activities are within the scope of your responsibility or not.   Tick R if it is within the scope of your responsibility  Tick L if it is a limitation to your responsibility, i.e. it is not within the scope of your responsibility   |  |  |  | | --- | --- | --- | | **R** | **L** | **Task or activity** | |  |  | 1. Diagnosing mental illnesses disorders. | |  |  | 1. Reporting any changes to the person’s physical and mental health and wellbeing. | |  |  | 1. Implementing support strategies outlined in the person’s individualised plan. | |  |  | 1. Prescribing medication. | |  |  | 1. Reporting suspected abuse and neglect to proper authorities. | |
| 1. Identify three practices that you can follow to maintain clear boundaries between yourself and the person whom you are supporting. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about **work health and safety.** |

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| 1. What is the purpose of Work Health and Safety (WHS) legislation? |
| 1. What is the WHS legislation currently enforced in your state/territory?   You must identify the WHS legislation in the state/territory you selected in the Preliminary Task of this Knowledge Assessment. |
| 1. List your duty of care according to the WHS legislation enforced in your state/territory.   You must identify all duties of care according to the WHS legislation enforced in your state/territory.    For your assessor’s reference, provide the specific section where you sourced your response.  Section reference: |

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | 1. The following are principles related to providing disability support. Briefly define each principle as it relates to disability support. |

|  |  |
| --- | --- |
| **Concept** | **Description** |
| 1. Empowerment |  |
| 1. Rights-based approaches |  |
| 1. Person-centred practices |  |
| 1. Self-advocacy |  |
| 1. Active support |  |

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| **Concept** | **Description** |
| 1. Active listening |  |
| 1. Social justice |  |
| 1. Strengths-based approaches |  |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about human rights-based approaches in disability support. |

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| 1. Complete the sentences below:   Human rights-based approaches turn human rights into actual       and  A human rights-based approach transcends the       and focuses more |
| 1. Human rights-based approaches are based on five common principles. Identify these five principles. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about person-centred approaches in disability support. |

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| 1. Complete the table below by differentiating traditional and person-centred approaches to service delivery in disability support.  |  |  | | --- | --- | | **Traditional** | **Person-centred** | | Service is based on clinical or medical advice |  | | Care strategies prioritise the management of illness and medical condition |  | |
| 1. Identify three benefits of using person-centred approaches in disability support. |

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| Application  Description automatically generated with low confidence | 1. List three benefits of knowing and respecting people with disabilities as individuals rather than as patients. |

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| Application  Description automatically generated with low confidence | 1. Answer the following questions about strengths based-approaches. |

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| 1. List three principles underpinning strengths-based approaches. |
| 1. Identify two examples of how a disability support worker can implement strengths-based approaches. |

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| Application  Description automatically generated with low confidence | 1. Identify:    1. Three ways you can support the person with a disability to exercise their rights.    2. Three ways you can support independent action and thinking.    3. One example of how you can use technology (e.g. laptops or tablets) to facilitate the person’s decision-making and choice. |

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| 1. Three ways you can support the person with a disability to exercise their rights. |
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| 1. Three ways you can support independent action and thinking. |
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| 1. One example of how you can use technology (e.g. laptops or tablets) to facilitate the person’s decision-making and choice. |
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| Application  Description automatically generated with low confidence | 1. Identify three indicators for each of the following types of abuse in disability support contexts.    1. Physical    2. Financial    3. Sexual    4. Emotional |

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| 1. Three indicators of physical abuse. |
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| 1. Three indicators of financial abuse. |
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| 1. Three indicators of sexual abuse |
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| 1. Three indicators of emotional abuse |
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| Application  Description automatically generated with low confidence | 1. Identify five indicators of neglect in disability support contexts. |

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| Application  Description automatically generated with low confidence | 1. Complete the table below by identifying one significant change or highlight in the legal, political, and social frameworks affecting disability support work for each year listed. |

|  |  |
| --- | --- |
| 1. Changes/highlights to legal frameworks affecting disability support work | |
| Year | One significant change/highlight during this year |
| 1971 |  |
| 1991 |  |
| 2002 |  |
| 1. Changes/highlights to social frameworks affecting disability support work | |
| Year | One significant change/highlight during this year |
| 1994 |  |
| 2000 |  |
| 2010 |  |

|  |  |
| --- | --- |
| 1. Changes/highlights to political frameworks affecting disability support work | |
| Year | One significant change/highlight during this year |
| 2005 |  |
| 2008 |  |
| 2012 |  |

# Practical Assessment

## Candidate Instructions

The Practical Assessment is a set of tasks that must be completed in a workplace or in an environment with conditions similar to that of a real workplace.

This assessment will help you demonstrate skill requirements relevant to facilitating the empowerment of people with disability.

The Practical Assessment includes the following:

1. **Case Studies**

Detailed scenarios and simulated environments, providing all necessary information required to complete relevant tasks and activities.

1. **Practical Assignment**

A series of written practical tests assessing the candidate’s practical knowledge and understanding of the unit of competency.

1. **Workplace Assessment**

A set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. These tasks and activities require you to have access to a workplace or a similar environment.

# Case Studies

## Overview

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| **The goal of these case studies is to assess your practical knowledge and skills relevant to:**   * Identifying appropriate support practices for different conditions * Fostering human rights of people with disabilities   **This assessment is divided into 13 tasks:**   1. **Scenario 1 – Appropriate Support Practices for People with Different Conditions**    1. Task 1.1 - Oliver    2. Task 1.2 - Jordan    3. Task 1.3 - Matilda    4. Task 1.4 - Sam    5. Task 1.5 - Sonny    6. Task 1.6 - Belinda 2. **Scenario 2 – Fostering Human Rights of People with Disability**    1. Task 1.1 - Upholding the Person’s Cultural Needs    2. Task 1.2 - Identifying Breaches of Human Rights and Indications of Abuse    3. Task 1.3 - Responding to Breaches of Human Rights    4. Task 1.4 - Reporting Breaches of Human Rights and Signs of Possible Abuse 3. **Scenario 3 – Assisting People in Accessing and Using Advocacy Services and Feedback and Complaints Mechanisms.**    1. Task 3.1 – Lily    2. Task 3.2 – Disability Advocacy Finder    3. Task 3.3 – Lotus Compassionate Care’s Complaints Procedures   Each task comes with a set of instructions. You must follow and perform these instructions while being observed by the assessor. |

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| **You are required to:**   * Complete the tasks within the time allowed, as scheduled in-class roll. * Review the information provided about Cascade Peak School, including any documents and simulated resources linked in the case study. * Review the scenarios provided in this case study. * Review each question and provide the responses asked for. Record your responses in the spaces provided.   **Resources required for assessment:**  To complete this assessment, you will need access to the following:   * Simulated organisational documents, policies and procedures (provided through Lotus Compassionate Care site) * One volunteer to act as another support worker in the roleplay activity (Task 2.3). * Information about advocacy services available in your local community and area. |

## Lotus Compassionate Care

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| **SCENARIO**    You are working as a support worker at Lotus Compassionate Care. Lotus Compassionate Care is committed to providing high-quality care and support to people with disability, seniors and their carers living in the Cascade Peak Community.  Read more about Lotus Compassionate Care below:  [Lotus Compassionate Care](https://compliantlearningresources.com.au/network/lotus/)  *(Username: newusername Password: newpassword)*  As a support worker, you are required to:   * Follow appropriate support practices for people with different conditions. * Foster human rights. This involves:   + Ensuring people’s rights and needs are upheld.   + Responding to and reporting breaches of human rights.   + Being able to recognise signs of abuse and neglect and reporting them in accordance with organisational policies and procedures.   This case study includes scenarios about people with different conditions and potential breaches of human rights that you may encounter while working in the individual support environment.  Review each scenario and respond to each scenario appropriately by completing the tasks that follow.  To assist you in completing the tasks in this assessment, access and review the following resource/s:   * [Lotus Compassionate Care Policies and Procedures](https://compliantlearningresources.com.au/network/lotus/files/2012/12/Lotus-Compassionate-Care-Handbook-v1.4.pdf) * [Universal Declaration of Human Rights](https://humanrights.gov.au/our-work/what-universal-declaration-human-rights) * [United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)](https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html) * [Charter of Aged Care Rights](https://compliantlearningresources.com.au/network/lotus/files/2021/10/acqsc_charter_of_rights_poster_a3_v7_lr.pdf)   **For this assessment, this case study scenario is based on your state/territory.** |

### Scenario 1 – Appropriate Support Practices for People with Different Conditions

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| **OVERVIEW**  The following tasks contain mini-scenarios about people living with different conditions. Read each scenario carefully and identify examples of appropriate support practices you can utilise to support the person described in the scenario.  When identifying support practices, ensure that your responses are:   * within the scope of a disability support worker’s role and responsibilities, including following the person’s individualised plans and reporting any changes to the person’s health and wellbeing to the supervisor. * relevant to the disability/condition described in the scenario. |

#### Task 1.1 – Oliver

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| --- | --- | --- |
| Application  Description automatically generated with low confidence | Review the scenario below:   |  | | --- | | Oliver is twelve years old and in Year 6. He was diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), a common neurological disorder that affects mood, behaviour, learning, and social interaction.  Due to his ADHD, he has problems with planning, memory, and controlling his emotions. |   List two examples of support practices you can utilise to support Oliver as a disability support worker. |
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#### Task 1.2 – Jordan

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| Application  Description automatically generated with low confidence | Review the scenario below:   |  | | --- | | Jordan is 14 years and has Down syndrome. Her goals include learning and mastering instrumental activities of daily living (IADLs), e.g. meal preparation, chores, cleaning, and taking public transportation.  Jordan’s support workers and parents are supporting her so she can achieve her goals. |   List two examples of support practices you can utilise to support Jean as a disability support worker. |
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#### Task 1.3 – Matilda

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| Application  Description automatically generated with low confidence | Review the scenario below:   |  | | --- | | Matilda is 13 years old. She had been involved in an accident that left her with a fractured femur. She had undergone surgery to repair her bone. The doctor had advised her that it would take four to six months for her to recover.  Matilda wears a leg brace or immobilizer and is currently receiving individualised support at home to help her in her activities for daily living (ADL) while she recovers. |   List two examples of support practices you can utilise to support the person with a disability in the scenario. |
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#### Task 1.4 – Sam

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| Application  Description automatically generated with low confidence | Review the scenario below:   |  | | --- | | Sam is a refugee. He fled his country, which terrorists have recently bombed.  Sam has developed post-traumatic stress disorder (PTSD) and anxiety and depression arising from his PTSD. |   List two examples of support practices you can utilise to support the person with a disability in the scenario. |
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#### Task 1.5 – Sonny

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| Application  Description automatically generated with low confidence | Review the scenario below:   |  | | --- | | Sonny is 18 years old. He is diabetic and has a history of a stroke, which paralysed his left arm and leg. He uses a cane or a walking stick to support him in walking and standing up.  A support worker and his mother support Sonny in ensuring he meets the goals in his individualised plan. |   List two examples of support practices you can utilise to support the person with a disability in the scenario. |
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#### Task 1.6 – Belinda

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| Application  Description automatically generated with low confidence | Review the scenario below:   |  | | --- | | Belinda has an acquired brain injury (ABI) from an accident. Due to her injury, she has been experiencing frequent migraines and difficulties in balancing her body and coordinating her movements.  She is currently schooling from home though education support workers come to her home on a rostered schedule to provide individualised support. |   List two examples of support practices you can utilise to support the person with a disability in the scenario. |
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### Scenario 2 – Fostering Human Rights of People with Disability

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| **SCENARIO**  Susan has been a resident in Lotus Compassionate Care for two years. Susan moved to the centre after being diagnosed with early-stage Alzheimer. She loves staying in the centre as all the staff and individual care workers are very supportive in helping her cope with the difficulties brought about by the disease.  Susan is also suffering from hearing and vision loss. Her left ear is completely deaf, while her right ear has a moderate hearing loss. Susan wears a hearing aid in her right ear.  Both her eyes have cataracts that render her eyes with moderate visual impairment.  Susan is a vegan and has been a vegan for most of her life.   |  |  | | --- | --- | |  | Name Susan S.  Age: 83 | |

#### Task 2.1 – Upholding the Person’s Cultural Needs

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| --- | --- | --- |
| Application  Description automatically generated with low confidence | Review the scenario below:   |  | | --- | | Date: 15 October 20xx  Time: 11:45:00 AM  While assisting another person in eating lunch in the common dining area, you noticed that the support worker attending to Susan was serving her meat. Having cared for Susan in the past, you know that Susan is vegan and does not eat or use meat products.  You informed the support worker that Susan follows a vegan diet. The support worker told you that Susan is not lucid and will not even know what she had for lunch. |   How can you ensure that Susan’s cultural needs are met? List two ways. |

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#### Task 2.2 – Identifying Breaches of Human Rights and Indications of Abuse

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| --- | --- | --- |
| Application  Description automatically generated with low confidence | Review the scenario below:   |  | | --- | | Date: 15 October 20xx  Time: 11:45:00 AM  Susan hears your conversation and recognises the meat on her plate. She pushes the plate away. The support worker holds Susan on her wrist tightly, keeping her from pushing the plate away from herself any further.  You see Susan’s face grimace, and she carefully puts her hands on her lap. Susan looks scared and keeps her eyes on her lap. You suspect abuse. |   Identify:   * three breaches of human rights in the scenario (refer to the Universal Declaration of Human Rights) * three breaches to the Charter of Aged Care Rights in the scenario. * two signs of possible abuse and/or neglect in the scenario. |
|  | |
| **Breaches of human rights** | |
|  | |
|  | |
|  | |
| **Breaches to the *Charter of Aged Care Rights*** | |
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|  | |
|  | |
| **Potential signs of abuse/neglect** | |
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#### Task 2.3 – Reporting Breaches of Human Rights and Signs of Possible Abuse

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| --- | --- |
| Application  Description automatically generated with low confidence | Lotus Compassionate Care’s Policies and Procedures also require all employees to report any indications or signs of possible abuse and neglect of individuals by completing and submitting an *Abuse Incident Report Form.*  Complete the *Abuse Incident Report Form* on the following pages. Take note of the following details:   * Include in your report what you have observed/witnessed, as well as the indications or signs of abuse/neglect described in the scenario. * For the purposes of this assessment, use 15 October 20xx as the date today. Replace 20xx with the current year. * This form will be submitted to Rachel Alcott, your supervisor at Lotus Compassionate Care. * Write N/A where it is not indicated or specified in the scenario. |

##### Abuse Incident Report Form

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| --- |
| **Abuse Incident Report Form** |

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF THE INCIDENT** | | | |
| **Name of facility** |  | **Date of (or notification of) incident** |  |
| **Name of person reporting the incident** |  | **Time of (or notification of) incident** |  |
| **Name of person incident is reported to** |  | **Date & time reported** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF THE RESIDENT OR COMMUNITY CLIENT** | | | |
| **Name of resident/client** |  | **Date of birth (or age)** |  |
| **Medical diagnosis and relevant history** |  | **Sex** | Male  Female |
| **Name of resident or client’s representative** |  | **Date & time representative is notified** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **DETAILS OF THE RESIDENT OR COMMUNITY CLIENT** | | | |
| **Name of resident/client** |  | **Date of birth (or age)** |  |
| **Medical diagnosis and relevant history** |  | **Sex** | Male  Female |
| **Name of resident or client’s representative** |  | **Date & time representative is notified** |  |
| **DETAILS OF ANY INJURY** | | | |
| **Nature of the injury** |  | | |
| **Immediate care given** |  | | |
| **Name of medical practitioner (MP) notified** |  | **Date & time MP attended** |  |
| **Name of attending police officers & police station** |  | **Date & time police attended** |  |
| **Name of the hospital if transferred** |  | **Date & time transferred to hospital** |  |

|  |  |
| --- | --- |
| **DESCRIPTION OF EVENTS** | |
| **Nature of the injury**  **Factual description of the incident or alleged incident.**  **Please be specific, noting times.**  (Attach a separate sheet if it is necessary to provide more information) |  |

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| --- | --- | --- | --- |
| **DETAILS OF WITNESS/ES** (Attach written statements, if any) | | | |
| **Name** |  | | |
| **Address** |  | **Signature and designation of person reporting** |  |
| **Phone** |  | **Date signed** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **TO BE COMPLETED BY THE MANAGER** | | | |
| **Incident reported to Department of Health and Ageing?** | Yes  No | **Date and time reported** |  |
| **Incident reported to Department of Health and Police?** | Yes  No | **Date and time reported** |  |
| **Date and time of investigation form completed** |  | | |
| **Signature of manager** |  | **Date signed** |  |

End of Abuse Incident Report Form

### Scenario 3 – Assisting People in Accessing and Using Advocacy Services and Complaint Mechanism

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| **OVERVIEW**  The following assessments contain tasks relating to advocacy services and feedback and complaints mechanisms and mini-scenarios about people with disabilities who need access to these advocacy services and complaints mechanisms.  Read each task and scenario carefully and answer the questions that follow. |

#### Task 3.1 – Lily

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| --- | --- | --- |
| Application  Description automatically generated with low confidence | Review the scenario below:   |  | | --- | | Lily is a 20-year-old lady, from Greece, with vision impairment. Lily has just moved into the local area and is sharing a unit with another lady called Wilma. Lily is a client at Lotus Compassionate Care.  Lily will be having a person-centred planning meeting, and her family will be coming down from up North to attend. One of the items on the agenda is community participation and inclusion.  Lily and her family express an interest in Lily attending the women’s arts and crafts group at the community centre each Tuesday and Thursday morning, where mostly retired people attend the group.  Despite her vision impairment, Lily demonstrates intermediate skills in painting, especially with finger painting. She also demonstrates skills in creating accessories such as bracelets and necklaces from coloured beads.  Lily is an outgoing person, and she prefers to enjoy her hobbies with others. She also enjoys interacting with people her own age. |   Complete the tasks below. |

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|  |
| 1. Research online for advocacy services available in your community or area and identify one example of advocacy service that you think will support Lily in achieving her goals.   Record the following details In the spaces provided below:   |  |  | | --- | --- | | Your community/area |  | | Advocacy service |  | | Description |  | | Link |  | |
| 1. Briefly describe how you accessed or found this advocacy service. |
| 1. Describe how you can support Lily in using this service. |

#### Task 3.2 – Disability Advocacy Finder

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| --- | --- |
| Application  Description automatically generated with low confidence | Answer the following questions about the Disability Advocacy Finder. |
|  | |
| 1. What is the Disability Advocacy Finder? | |
| 1. How do you access the Disability Advocacy Finder? | |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Access the Disability Advocacy Finder and provide a screenshot of the page in the space provided below.   For your assessor’s reference, provide a link to the page.     |  |  | | --- | --- | | Link |  | | |
| 1. Enter your area/community and attach a screenshot of the results in the space provided below.   For your assessor’s reference, specify your area or community below.     |  |  | | --- | --- | | Your area or community |  | |

#### Task 3.3 – Lotus Compassionate Care’s Complaints Procedures

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | You have been asked by your supervisor to explain Lotus Compassionate Care’s procedures for lodging a complaint to a new resident.  Access Lotus Compassionate Care’s Staff Handbook and review the organisation’s complaints procedures.  Outline these procedures. There are nine points or steps in these procedures. Provide all these nine points in the spaces provided below. |

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### Scenario 4 – Reporting Indicators of Possible Neglect

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| --- |
| **SCENARIO**  C:\Users\abigail.c\Downloads\9166198_s (1).jpg  Date: Monday, 30 November 20xx, 20xx refers to the current year  Time: 1:25 PM  Judith is one of Lotus Compassionate Care’s residential aged care clients. She is 80 years and old and has been in your care since she arrived at the centre a year ago, except for the last two months as you were away on holiday.  On your first day back, as you and another support worker were about to hoist her from the bed and onto her wheelchair, you noticed that Judith has sore, purple discoloured and painful spots about 8cm across on both her shoulders and a smaller one about 3cm across on the back side of her head.  When she was on her side, you saw some bleeding through her pants and on the bed sheets from the upper part of her buttocks. It appears it has not been checked for at least a day or two. Her bed sheets were stained and smelled of faeces and urine. She looked in pain.  You asked her if you could check what is causing her pain. You found that she had an open wound about 2cm across and the skin surrounding it was very red and discoloured. Judith cringed in pain as you gently assessed the condition of her skin.  You later found out that she had not been out of her bed in two days. You asked her why she has not gone out of her bed, and she told you that she has just been feeling too tired lately and going out just takes too much effort. She asked you if she could just stay in bed and rest today. You noticed that she seems withdrawn. You also noticed that she is lost a lot of weight since the last time you saw her about two months ago. |
| Judith asked you if you could get medication to help her with the pain. She started feeling pain on her buttocks and both shoulders two days ago but did not tell anyone until you were back from your leave. When you asked her why she did not tell anyone about it, she said she did not want to bother the nurse.  This made you worry about Judith and asked her if there was anything else that was bothering her. You found out that she has not had any bowel movement in two days, and urinating has started to become painful for her.  She asked if you could clean her wounds and give her pain medication. You explained to her that although you would love to help her, you are not qualified to perform those procedures on clients.  You checked her care plan and found that her nurse’s name is Amy Nielson. You explained to Judith that registered nurse Amy Nielson would be the best person to clean her wounds and help her manage her pain with medication as prescribed by her doctor.  Judith appeared worried when you mentioned the nurse’s name. She hesitantly tells you that the pain is gone, and she feels fine. She tells you she does not need the pain medication anymore. |

#### Task 4.1 – Identifying Indicators of Possible Neglect

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| --- | --- |
| Application  Description automatically generated with low confidence | Identify three indicators of possible neglect in the scenario. |

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# Workplace Assessment

## Overview

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| **The goal of this assessment is to assess your practical knowledge and skills in:**   * Demonstrating commitment to empowerment for people with disability * Fostering human rights * Facilitating choice and self-determination   **The workplace assessment is divided into five tasks:**   * Task 1 – Reflect on Own Practices with Regards to Working With People with Disability * Task 2 – Support One Person with Disability * Task 3 – Implement Person-Centred Approaches * Task 4 – Facilitate Choices and Self-Determination * Task 5 – Assist People with Disability in Accessing Services and Feedback and Complaints Mechanisms   These tasks must be done within **disability support contexts.**  Each task comes with a set of instructions. You are to follow and perform these instructions while being observed by the assessor and submit any required documentation.  Before starting this assessment, your assessor will also discuss these tasks with you, as well as instructions and guidance for satisfactorily completing them. They will also organise the resources required for this assessment (listed below).  **You are required to:**   * Complete the tasks within the time allowed, as scheduled in-class roll. * Review the instructions in each task included in this Workplace Assessment. * Demonstrate commitment to empowerment for people with disability. * Foster human rights. * Facilitate choice and self-determination. |
| **Resources required for assessment:**  To complete this assessment, you will need access to the following:   * Workplace or a similar environment that will provide you access to:   + Workplace supervisor   + People with disability   + Information about person-centred options, advocacy services, networks, access to translation and interpretation services, etc.   + Feedback and complaints systems.   + Organisational standards, policies, and procedures, e.g. supporting people with disabilities, inclusion and participation, anti-discrimination, work health and safety etc.   + Person-centred planning templates/documents. |

## Task 1 – Reflect on Own Practices with Regards to Working With People with Disability

|  |  |
| --- | --- |
| Application  Description automatically generated with low confidence | Reflect on the following:   * How society can affect the level of impairment by people with disabilities. * Your own personal values and attitudes towards disability and how they may affect your professional practice. * Approaches you can implement to facilitate the empowerment of people with disability. These must align with person-centred principles and approaches to service delivery.   Use the **Reflective Journal** template provided along with this workbook to document your reflection.  You will be assessed on:   * Practical knowledge relevant to how society can affect the level of impairment by people with disabilities. * Practical knowledge of approaches to facilitate the empowerment of people with disability. * Practical knowledge of how your own values and attitudes towards disability may affect your professional practice.   Before starting this task, review the **Workplace Assessment Task 1 – Assessor’s Checklist** provided along with this workbook. This form lists the criteria your submission must address to complete this task satisfactorily.  Your assessor will also:   * Organise workplace resources required for you to complete this assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Address your queries and concerns regarding this task.   After completing this task, submit your Reflective Journal to your assessor. |