

# CHCDIS020

Work effectively in  
disability support



## LEARNING ACTIVITY BOOKLET

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# Overview

## **CHCDIS020 – Work effectively in disability support (Release 1)**

This unit describes the performance outcomes, skills and knowledge required to work effectively in a disability support work context. The unit covers meeting job requirements, complying with organisational requirements and working in a disability sector context.

This unit applies to individuals who work with people with disability in a range of community services and health contexts. Work performed requires some discretion and judgement and will be carried out under regular direct or indirect supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

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

<https://training.gov.au/Training/Details/CHCDIS020>

# Learner Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test your underpinning generic knowledge and practical activities to test your skills relevant to the unit/s of competency.

These formative assessments are used by your trainer to complement both the learning and training processes, and to evaluate how you are progressing throughout these processes.

You may reference your Learner Guide and other learning materials to complete the activities included in this workbook.

## IMPORTANT:

**The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).**

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## Resources Required

Resources needed to complete activities included in this workbook include:

- Computer with Internet, email access, and a working web browser
- Installed software: MS Word, Adobe Acrobat Reader
- Learner guide

## Work Health and Safety

Both the trainers and learners have duty of care in ensuring that the learning environment is free from hazards that may pose risks to their health and safety.

According to WHS legislation, trainers and learners must take reasonable care while undertaking the activities included in this workbook in the learning environment.

# 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 learner 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 learners with disabilities have:

- The same learning opportunities as learners 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 learner needs continue to be met

## Assistive/Adaptive Technologies

Assistive/adaptive technology means 'software or hardware that has been specifically designed to assist people with disability 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 adjustment made for collecting learner 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 learner's competency in writing, allowing the learner 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.**

# Formative Activities

## I. Meeting the Job Requirements of a Disability Support Worker

### Activity 1.1

#### Matching Type

Identify the terminology being described in each statement below.

Disability Sector Terminology
Mobility
Carer
Core Activities
Activities of Daily Living (ADL)
Disability Support Worker

Description of Terminology	
Disability support worker	i. This person provides formal assistance for core and non-core activities.
Core activities	ii. These activities involve communication, self-care, and mobility.
Activities of Daily Living ( ADL )	iii. These are fundamental tasks wherein one cares for oneself, like eating, showering, dressing up, and mobility.
Carer	iv. This person provides ongoing informal assistance for core and non-core activities.
Mobility	v. Refers to activities such as picking up objects from the floor, walking, using stairs, using public transport, moving about, etc.



## Activity 1.2

List four possible job role requirements of a disability support worker

i. Assist the person in social and recreational activities, such as going to the park or seeing a movie.
ii. Providing personal care, such as showering, shaving and oral hygiene.
iii. Helping the person with their employment goals.
iv. Providing emotional support.

## Activity 1.3

Briefly explain the importance of working within your job scope.

Job scope determines your responsibilities and limitations in your work role. The importance of working within your job scope are as follows;

- . Knowing your job scope and expectations will help you maintain a safe and transparent working environment for you and the person you are caring for.
- . Working within your job scope ensures that individuals are able to fulfill their obligations and carry out their tasks effectively and efficiently which helps to maintain productivity and achieve organisational goals.
- . It's essential to understand and work within your job scope to ensure professionalism in your role and by staying within your designated responsibilities, you contribute to a smooth workflow, maintain quality standards, and uphold the integrity of your position.
- . It also allow individuals to understand their boundaries and limitations, preventing them from overstepping their authority or engaging in activities for which they are not trained or qualified.
- . Clarifying your job scope can lead to better job satisfaction and overall success in your career.

## II. Working Within Organisational Requirements in Disability Support

### Activity 2.1

#### True or False

Review the statements below about attitudes, beliefs, and common misconceptions. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	i. Persons with disability are more vulnerable to workplace injury.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. A healthcare professional should not interfere with the person's ability to decide for themselves and consent.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Persons with disability are not inferior to people without disabilities.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iv. Persons with disability generally have difficulty fitting in the workplace.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Persons with disability are found to work at the same productivity levels as other employees.

## Activity 2.2

**Matching Type**

Identify the ethical and legal consideration being described in each statement below.

Ethical and Legal Considerations	
Consent	
Mandatory Reporting	
Duty of Care	
Restrictive Practices	
Dignity of Risk	

Description	
Mandatory Reporting	i. This is a legal obligation to report any reasonable belief of abuse to the proper authorities.
Dignity of Risk	ii. This term refers to a person's right to participate in activities that may come with risks.
Duty of care	iii. This is a legal obligation that requires disability support workers to always act in their person's best interests.
Restrictive Practices	iv. These practices sometimes take away the option of choice if that option may cause harm to themselves or others.
Consent	v. This is when someone agrees or gives permission to someone else to perform a particular action.

## Activity 2.3

Explain three ways on how to cooperate well with an interdisciplinary team

1. **Know your role :** Knowing your role means knowing or understanding what to do and doing it well accordingly. When you understand what is expected of you, you can focus your efforts on the tasks that are most important and relevant to your role. This will help you to be more effective in your work and to achieve your goals more quickly. It mainly involves;
  - . Understand your responsibilities.
  - . Perform your role well.
2. **Respect everyone :** Respecting everyone means appreciating what each team members does. It also means working within your role and not taking over all the work. During discussions everyone has the opportunity to be heard without interruptions and are free to express ideas and opinions. All employees should speak to each other in a polite and friendly way, regardless of rank or seniority. It mainly involves;
  - . Appreciate your team members.
  - . Do not overstep boundaries.
3. **Have a group mentality :** Having a group mentality means helping when you can. You should not overstep your boundaries, but you should also not ignore a team member who needs help. If you get any details, you should not hide from your team members instead tell them which may be helpful for further process. When you work as a team, it's important to share goals and have a common vision for completing projects and achieving goals without issues. It mainly involves;
  - . Help your team members.
  - . Do not hide details from your team members.

### III. Working Within a Disability Support Context

#### Activity 3.1

Identify five types of content found in the individualised plan

i. The person's basic information ( name, history, condition and allergies, if any )
ii. The person's holistic needs ( physical, emotional, psychological and spiritual )
iii. The person's wants and preferences
iv. The person's support schedule ( including tasks, frequency of task and equipment needed )
v. The person's goals in terms of their holistic needs

## Activity 3.2

### Fill in the blanks

The following are statements about person-centred communication techniques. Review each and complete the statement by filling in the missing words/phrases.

i.	The goal of the collaboration is to have a <sup>win-win solution</sup> . This means that both parties' thoughts and opinions must be considered and must be able to settle down, satisfying both ends.
ii.	Confrontation is an approach wherein you <sup>directly</sup> tell a person your feelings, emotions, and what you want to happen. This happens when there is a <sup>face-to-face encounter</sup> with another person to inform them of what they do not want to hear.
iii.	Motivational Interviewing is a person-centred communication technique where one can make <sup>clarifications</sup> about statements, build <sup>confidence</sup> in the person, and motivate the person to keep positive habits and make positive changes.
iv.	Using the coercive approach often <sup>disregarding</sup> the needs and goals of the person. People who use this approach <sup>imposing an alternative</sup> assume what the person means, take complete control of the conversation, and <sup>'yes' or 'no'</sup> instead of letting the person choose.
v.	You can get detailed information beyond <sup>'yes' or 'no'</sup> with open-ended questions. This method upholds a person-centred approach since it allows the person to lead the conversation.

### Activity 3.3

#### True or False

Review the statements below about seeking consent from the person, carer, family, and others for support activities. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. You need to use certain strategies for people who do not have a conventional means of communicating. These may include sign language, braille, drawings, etc.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Support activities are activities wherein the disability support worker assists the person in their daily life.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. The carer is the principal person who will give consent.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Valid consent is voluntary, informed, specific, and current.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Substitute decision-making is when a legally appointed person makes decisions on behalf of the person if the person is unable to give consent.

## IV. Implementing Self-care Strategies

### Activity 4.1

List five examples of self-care strategies.

i. Exercising, yoga and meditation
ii. Doing a hobby
iii. Eating healthy food
iv. Having work-life balance
v. Spending time with family and friends

### Activity 4.2

#### True or False

Review the statements below about implementing self-care strategies. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Rapid breathing, tensed muscles and nausea are physical signs of stress.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Workplace stress can be a source of demotivation.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Self-care refers to the practice of doing things to maintain one's physical, emotional and mental wellbeing.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Seeking support from other people is an opportunity for you to share your struggles with others.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	v. A person conducting a business undertaking is not required by law to protect their employees from psychological risks.

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