

# CHCCCS038

Facilitate the  
empowerment of people  
receiving support



**LEARNING  
ACTIVITY  
BOOKLET**

## Copyright

This document was developed by Harvard Management Institute Pty Ltd.

© 2023 Harvard Management Institute Pty Ltd.

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of Harvard Management Institute Pty Ltd.

## Version Control & Document History

Date	Summary of Modifications	Version
23 December 2022	Version 1.0 released for publishing	1.0
22 August 2023	Version 1.1 Fixed wording issues	1.1
13 February 2024	Version 1.2 Corrected hyperlink issues	1.2

# Table of Contents

<b>Overview.....</b>	<b>4</b>
<b>Learner Instructions .....</b>	<b>5</b>
Learner Information .....	5
Trainer Information .....	5
<b>Resources Required .....</b>	<b>6</b>
<b>Work Health and Safety.....</b>	<b>6</b>
<b>Reasonable Adjustment.....</b>	<b>7</b>
<b>Formative Activities.....</b>	<b>8</b>
I. Demonstrate Commitment to Empower People Receiving Support .....	8
Activity 1.1 .....	8
Activity 1.2 .....	9
Activity 1.3 .....	10
II. Foster Human Rights .....	11
Activity 2.1 .....	11
Activity 2.2 .....	12
Activity 2.3 .....	14
III. Facilitate Choice and Self-Determination.....	16
Activity 3.1 .....	16
Activity 3.2 .....	17

# Overview

## **CHCCCS038 - Facilitate the empowerment of people receiving support (Release 1)**

This unit describes the performance outcomes, skills and knowledge required to facilitate the empowerment of people receiving support, and to deliver rights-based services using a person-centred approach. It should be carried out in conjunction with individualised plans.

This unit applies to workers in varied care and support contexts.

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/CHCCCS038>

# 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).**

## Learner Information

Learner name	Nisha Chaudhary
Phone	0435314505
Email	nishach280@gmail.com

## Trainer Information

Trainer name	Mr Sam
RTO name	Harvard Management Institute Pty Ltd.
RTO phone	0472643164
RTO email	melbourne@harvard.edu.au

## 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
- Volunteers to participate in a role play activity

## 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 disability have:

- The same learning opportunities as learners without disability, and
- The same opportunity to perform and complete assessments as those without disability.

## 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 persons 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. Demonstrate Commitment to Empower People Receiving Support

### Activity 1.1

#### Matching Type

Listed below are frameworks for work that involves people receiving support.

- a. Legal Frameworks
- b. Political Frameworks
- c. Structural Frameworks
- d. Systemic Frameworks
- e. Social Frameworks

Match each to their description below, by writing the letter that corresponds to your answer in the space provided.

Description	
e	i. These are the considerations and standards of practice.
a	ii. These are a collection of laws, conditions and arrangements that form the overall legal context.
b	iii. These are sets of ideas and rules relevant to management and governance.
d	iv. These influence the policies and procedures of an organisation.
c	v. These are the underlying structures that detail the connection of different people.



## Activity 1.2

**True or False**

Review the statements below about the ethical and legal considerations for working with people receiving support. 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. A code of conduct is the policy that lays out an organisation's principles and standards. It also outlines various expectations that all care workers must adhere to.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. Not acting to protect a person from harm does not constitute a breach of duty of care.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. Care workers do not need to determine whether a person is suffering from any harm and is in need of immediate help.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Work-role boundaries are used to define your responsibilities when supporting a client. They act as limitations on what the client can ask from you.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Work health and safety practices ensure the safety of you, the person and those involved in their care. This means protection against illnesses and harm from elements in the immediate environment.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	vi. Adherence to standards is voluntary, even when they are referred to in legislation.

### Activity 1.3

#### SCENARIO

You are the aged care worker for Kate Dawson, an older patient living with dementia. Kate has difficulty understanding other people during conversations. In your last meeting with Kate, she shared that she has a hard time understanding you as you talk really fast. She often feels embarrassed and does not feel comfortable sharing her needs with you.

Briefly explain how you can adjust your approach based on the feedback given by Kate.

I can change my approach by speaking more slowly and clearly, allowing Kate to assimilate the information. In addition, I can communicate in clear and basic manner, avoiding complex words or jargon.

List down two ways you can verbally communicate with Kate based on her needs.

- i. **Speak slowly and clearly:** By slowing down my speech, Kate will have more time to understand what I am saying and respond appropriately.
- ii. **Use short, simple sentences:** Using straightforward language and short sentences will make it easier for Kate to follow the conversation and comprehend the information.

## II. Foster Human Rights

### Activity 2.1

#### Fill in the blanks

The following are statements on the principles of a human rights-based approach. Review each and complete the statement by filling in the missing words/phrases.

i.	Everyone has the right to <u>participate</u> in decisions that affect their human rights. Participation must be active, accessible and meaningful. It must give attention to issues of <u>inclusion</u> , including access to information in a form and a language that can be understood.
ii.	Accountability requires <u>effective compliance</u> with human rights standards and achievement of human rights goals, as well as effective remedies for breaches of human rights. For accountability to be effective, there must be appropriate laws, policies, institutions, administrative procedures and mechanisms of redress in order to secure <u>justice</u>
iii.	A human rights-based approach means that all forms of discrimination in the realisation of rights must be <u>eliminated</u> . It also means that priority should be given to people in the most <u>vulnerable</u> who face the biggest barriers to realising their rights.
iv.	Everyone is entitled to claim and exercise their rights and freedoms. Individuals and communities need to be able to <u>advocate</u> and to fully participate in the development of <u>policies</u> which affect their lives.
v.	A human rights-based approach requires that the law recognises human rights and freedoms as <u>entitlements</u> , and the law itself is <u>enforceable</u> .

## Activity 2.2

### Matching Type

Identify the genetic disorders being described in each statement below.

Genetic Disorders
Attention Deficit Hyperactivity Disorder
Down Syndrome
Cri du Chat Syndrome
Cystic Fibrosis
Fragile X Syndrome
Huntington's Disease
Sickle Cell Disease

Description	
Down Syndrome	i. This is a chromosomal condition affecting chromosome 21. Around 1 in 800 to 1 in 1,000 infants are born with this disorder.
Cystic Fibrosis	ii. It is a common but dangerous genetic disease. This disorder causes the body to produce viscous mucus that can clog a person's lungs.
Sickle Cell Disease	iii. It is an inherited red blood cell disorder caused by a genetic mutation. Persons with this disorder have their red blood cells destroyed faster than they can be replaced, causing anaemia.

Description	
Attention Deficit Hyperactivity Disorder	iv. This disorder is a common neurological disorder that affects, mood, behaviour, learning and social interaction. It primarily affects a person's self-regulation and attention span.
Huntington's Disease	v. This is an inherited neurological illness. Patients with this disorder experience involuntary movements, severe emotional disturbance and rapid cognitive decline.
Cri du Chat Syndrome	vi. This is a rare genetic condition. It is characterised by a high-pitched cat-like cry that diminishes with age and intellectual disability.
Fragile X Syndrome	vii. This is an inherited intellectual disability caused by a mutation in the FMR1 gene. This disorder is characterised by a particular facial appearance, which includes having a large head.

## Activity 2.3

### SCENARIO

You have been assigned to be the disability support worker of Sia Lakshmi, who is a very religious woman of the Hindu faith. For you to provide appropriate support, you must consult with Sia to identify her cultural needs.

Prior to the consultation, you review Sia's individualised plan. It is noted that Sia prefers to converse in Tamil. As such, you request for a professional interpreter to be onsite during your consultation with Sia.

### Role Play Activity

Role play the scenario with two volunteer to consult with the client to confirm their cultural needs while demonstrating the practical skills listed in the checklist below.

Perform this activity while being observed by your trainer. If your trainer is not available to directly observe you, you may video record the role play activity and submit the recording to your trainer.

#### Your role

For this activity, you will take the role of the disability support worker.

#### The volunteers' role

For this activity, the volunteers will take the role of:

- The client
- The professional interpreter

**Role Play Checklist** (For trainer's use only)

During the role play activity:	YES	NO
1. The learner demonstrates positive verbal communication by:		
i. Speaking directly to the client rather than the professional interpreter.	<input type="checkbox"/>	<input type="checkbox"/>
ii. Avoiding the use of discriminatory phrasing.	<input type="checkbox"/>	<input type="checkbox"/>
iii. Letting the client know if they have difficulty understanding them.	<input type="checkbox"/>	<input type="checkbox"/>
2. The learner asks the client questions about their:		
i. Cultural needs	<input type="checkbox"/>	<input type="checkbox"/>
ii. Religious observance needs	<input type="checkbox"/>	<input type="checkbox"/>
iii. Dietary needs	<input type="checkbox"/>	<input type="checkbox"/>
3. The learner provides information on what support the client can expect from the learner.	<input type="checkbox"/>	<input type="checkbox"/>
4. The learner provides information on what support the client can expect from the organisation.	<input type="checkbox"/>	<input type="checkbox"/>
Trainer's overall feedback on the learner's performance during the role play activity:		

### III. Facilitate Choice and Self-Determination

#### Activity 3.1

##### Matching Type

Listed below are the assistive technology for daily living activities.

- a. Bedpans
- b. Anti-slip mats
- c. Prosthetic devices
- d. Utensil holders
- e. Assistive cups and mugs
- f. Offloading footwear
- g. Fall detectors

Match each to their description below, by writing the letter that corresponds to your answer in the space provided.

Description	
g	i. These are sensors that alert a carer if someone has taken a fall.
a	ii. These are receptacles used for both urinary and faecal discharge.
d	iii. These are for people who find holding utensils challenging.
b	iv. These are rubber mats placed inside and outside the shower or bathtub.
c	v. These are devices that imitate the human body's movement depending on the device's complexity.
f	vi. This is a type of footwear designed to redistribute pressure.
e	vii. These are designed to assist a person to drink.



### Activity 3.2

List down and describe five impacts of the structural and systemic obstacles on a person's empowerment.

Impacts of the structural and systemic obstacles on a person's empowerment	Description
i. Limited access to resources	People may have restricted access to necessary resources such as healthcare, education, and financial support, limiting their ability to achieve their full potential.
ii. Social exclusion	Systemic barriers can lead to the marginalization of individuals, excluding them from participating fully in society and decision-making processes.
iii. Economic disparity	Structural obstacles can create and perpetuate economic inequalities, making it difficult for individuals to improve their socio-economic status.
iv. Reduced autonomy	Systemic issues can limit individuals' ability to make choices about their own lives, reducing their sense of control and self-determination.
v. Psychological impact	Facing systemic barriers can lead to feelings of helplessness, low self-esteem, and mental health issues, further hindering personal empowerment.

End of Document