

CHCDIS020

Work effectively in
disability support



LEARNING ACTIVITY BOOKLET

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Table of Contents

Overview.....	4
Learner Instructions	5
Learner Information	5
Trainer Information	5
Resources Required	6
Work Health and Safety.....	6
Reasonable Adjustment.....	7
Formative Activities.....	8
I. Meeting the Job Requirements of a Disability Support Worker	8
Activity 1.1	8
Activity 1.2	9
Activity 1.3	9
II. Working within Organisational Requirements in Disability Support	10
Activity 2.1	10
Activity 2.2	11
Activity 2.3	12
III. Working within a Disability Support Context	13
Activity 3.1	13
Activity 3.2	14
Activity 3.3	15

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).

Learner Information

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Trainer Information

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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. | Assisting with personal care tasks such as bathing, dressing, and grooming. |
| ii. | Supporting clients with mobility and transportation. |
| iii. | Providing companionship and emotional support. |
| iv. | Administering medication and monitoring health conditions. |

Activity 1.3

Briefly explain the importance of working within your job scope.

Working within your job scope ensures that you are performing tasks you are trained and qualified to do, which helps maintain high standards of care and reduces the risk of harm to clients. It also helps in maintaining legal and professional boundaries, ensuring compliance with organizational policies and relevant legislation, and fostering trust and respect in the workplace.

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 checked="" type="checkbox"/> TRUE <input 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. **Effective Communication:** Regularly share relevant information and updates with team members through meetings, reports, or digital communication tools. This ensures everyone is on the same page and can work towards common goals.

2. **Respect for Roles:** Understand and respect the different roles and expertise within the team. Recognize the unique contributions of each member and value their input.

3. **Collaboration and Support:** Offer assistance and seek help when needed. Engage in collaborative problem-solving and support team members in their tasks to achieve better outcomes for clients.

III. Working Within a Disability Support Context

Activity 3.1

Identify five types of content found in the individualised plan

i.	Personal goals and aspirations
ii.	Medical history and health needs
iii.	Support services required
iv.	Daily living activities and routines
v.	Emergency contact information

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 ^{mutual agreement} . 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 _____ tell a person your feelings, emotions, and what you want to happen. This happens when there is a ^{disagreement} 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 ^{positive} about statements, build ^{confidence} in the person, and motivate the person to keep positive habits and make positive changes.
iv.	Using the coercive approach often ^{neglects} the needs and goals of the person. People who use this approach assume what the person means, take complete _____ of the conversation, and ^{dictate} instead of letting the person choose.
v.	You can get detailed information beyond ^{yes or no answers} 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.	Regular physical exercise
ii.	Healthy eating habits
iii.	Adequate sleep and rest
iv.	Mindfulness and meditation practices
v.	Seeking social support and building relationships

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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