

UNIT CODE	CHCCCS038
UNIT TITLE	Facilitate the empowerment of people receiving support
APPLICATION	<p>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.</p> <p>This unit applies to workers in varied care and support contexts.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Nil
UNIT SECTOR	Nil

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Demonstrate commitment to empowerment for people receiving support.	1.1 Identify legal, political, structural, systemic and social frameworks within which the work is undertaken. 1.2 Identify ways society can affect the level of impairment experienced by a person. 1.3 Reflect on personal values and attitudes regarding disability and acknowledge their potential impact when providing support. 1.4 Develop and adjust approaches to facilitate empowerment.

2. Foster human rights.	<p>2.1 Assist the person to understand their rights.</p> <p>2.2 Work with the person using a person-centred approach to deliver services that ensure their rights and needs are upheld.</p> <p>2.3 Consult with the person to identify cultural needs and ensure these are respected and prioritised in service delivery.</p> <p>2.4 Consult with the person to identify breaches of human rights and respond and report according to organisational policies and procedures and scope of own job role.</p> <p>2.5 Consult with the person to identify indications of abuse and neglect and report according to organisational policies and procedures and legislative requirements.</p>
3. Facilitate choice and self-determination.	<p>3.1 Use a person-centred approach and work in a manner that acknowledges the person as their own expert.</p> <p>3.2 Work with the person to facilitate person-centred options for action on relevant issues and discuss with the person, family, carer or others identified by the person.</p> <p>3.3 Provide assistance to the person to facilitate communication of their personal goals.</p> <p>3.4 Work with the person to provide person-centred support in a manner that encourages and empowers the person to make their own choices and then action.</p> <p>3.5 Identify and support the person's use of assistive technologies in meeting their individual needs.</p> <p>3.6 Work with the person to implement strategies to ensure that the person is comfortable with any decisions that are being made.</p> <p>3.7 Work with the person to identify barriers to empowerment and determine strategies to address.</p> <p>3.8 Assist person to access advocacy services and other complaint mechanisms when required.</p>

FOUNDATION SKILLS	
<i>Foundation skills essential to performance are explicit in the Performance Criteria of this unit of competency.</i>	
UNIT MAPPING INFORMATION	CHCDIS007 Facilitate the empowerment of people with disability and CHCAGE007 Facilitate the empowerment of older people.
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCCCS038 Facilitate the empowerment of people receiving support
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PERFORMANCE EVIDENCE	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> ■ respond to the goals and aspirations of at least two people, one in a simulated environment and one in the workplace: <ul style="list-style-type: none"> ○ employing flexible, adaptable and person-centred approaches to empower the person ○ providing at least one service adjusted to meet the individual needs of the person, as determined through consultation with the person ○ proposing at least one strategy to meet the individual health or re-ablement needs of the person, as determined through consultation with the person ○ recognising and responding appropriately to situations and barriers ○ providing information to the person about their rights and checking for understanding <p>using communication skills according to the needs of the person to maintain positive and respectful relationships and facilitate empowerment.</p>
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KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ history and recent developments in disability and ageing <ul style="list-style-type: none"> ○ enablement vs reablement ○ institutionalised versus person-centred, self-directed model of support ■ human rights framework for service delivery ■ structural and systemic power and obstacles to empowerment including: <ul style="list-style-type: none"> ○ social ○ physical ○ emotional ○ cultural ○ economic ■ social constructs of disability and ageing and the impact of own attitudes on working with people with disabilities ■ how and when to seek support from more experienced and qualified staff ■ Individual, emotional and environmental barriers to empowerment and ways to address these and support people providing choices, including: <ul style="list-style-type: none"> ○ physical ○ social ○ cognitive ■ support practices for people, including but not limited to, the following conditions: <ul style="list-style-type: none"> ○ genetic factors ○ physical trauma ○ psychological trauma ○ chronic lifestyle conditions ○ acquired brain injury ■ legal and ethical considerations for working with people receiving support: <ul style="list-style-type: none"> ○ codes of conduct ○ discrimination ○ dignity of risk ○ duty of care ○ human rights ○ informed consent
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- mandatory reporting
- privacy, confidentiality and disclosure
- work role boundaries, responsibilities and limitations
- work health and safety
- legislated, statutory, professional and ethical standards
- principles of:
 - empowerment
 - rights-based approaches
 - person-centred practices
 - self-advocacy
 - active support
 - active listening
 - social justice, and the importance of knowing and respecting each person as an individual
 - strengths-based approaches
- restrictive practices:
 - considerations within the human rights framework
 - impacts of restrictive practices on a person's empowerment
 - instances where restrictive practices may be used as reflected in behaviour support plan
 - use of authorised restrictive practices as a last resort and proportionate to the risk of potential harm to the person or others
 - positive proactive approaches to support that eliminate the need to use restrictive practices
 - physical, psychological and emotional risks related to the use of restrictive practices
 - use of unauthorised restrictive practices
 - documentation of use of restrictive practices
- strategies that assist people to exercise their rights and support independent action and thinking, including:
 - use of technology to facilitate choice
 - right to privacy
 - right to be involved in planning and decision making regarding their own care and support and those providing it
- scope and breadth of assistive technologies used across the life domains, including but not limited to:
 - self-care
 - continence and hygiene
 - communication
 - mobility and transferring
 - cognition and memory loss
 - vision and hearing
 - daily living activities
 - recreation and leisure
 - education and employment
 - home and other environments
 - eating and drinking
 - pressure management
 - carer support
- role of assistive technologies in supporting a person's life activities:
 - maintaining and promoting independence
 - enabling inclusion and participation
- how to access and use advocacy services and complaint mechanisms
- indicators of abuse exploitation and neglect.

ASSESSMENT CONDITIONS	<p>Skills must have been demonstrated in the workplace, with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace.</p> <p>These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the person.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none">■ facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies■ individualised plans and any equipment outlined in the plans■ organisational policies and procedures■ opportunities for engagement with people receiving care. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide