

UNIT CODE	CHCDIS013
UNIT TITLE	Support community participation and social inclusion
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to assist with supporting people with disability in community participation and social inclusion using a person-centred approach. This involves enabling people to make choices to maximise their participation in various community settings, functions and activities to enhance psychosocial well-being and lifestyle in accordance with the person’s needs and preferences.</p> <p>This unit applies to workers in varied disability services contexts. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.</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	Disability Support

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. Identify opportunities for community participation and social inclusion.	1.1 Consult with the person with disability to determine their interest, needs, ability and preferences regarding engaging with a social network and requirements for their preferred manner of participation. 1.2 Identify and access appropriate community participation resources, programs, agencies, transport services, aids and equipment according to the person’s preferences and needs. 1.3 Provide the person with information on community participation options, networks and services that meet their needs and preferences. 1.4 Recognise and accommodate the cultural and religious needs of the person with disability.

<p>2. Implement strategies for community participation and inclusion according to individualised plan.</p>	<p>2.1 Work with the person to identify and access community options that will meet needs and preferences identified in their individualised plan. 2.2 Support the person to access opportunities to establish connections through shared interests. 2.3 Support the person to access opportunities for participation in work and assist employer to facilitate the person's participation and inclusion. 2.4 Identify and support the person's use of assistive technologies in meeting their individual needs. 2.5 Seek feedback from the person with disability, family, carer, others identified by the person, colleagues or supervisor to ensure that the support continues to meet the current and changing needs and preferences of the person. 2.6 Ensure strategies for community participation and social inclusion are regularly reviewed with the person and supervisor to facilitate positive outcomes. 2.7 Monitor level of person's engagement in community and social networks in consultation with the person and supervisor.</p>
<p>3. Identify, address and monitor barriers to community participation and social inclusion.</p>	<p>3.1 Recognise barriers to community participation and social inclusion. 3.2 Consult with the person to identify gaps in assistive technology needs and report according to organisational policies and procedures. 3.3 Collaborate with the person with disability to identify solutions to overcome barriers, in consultation with supervisor. 3.4 Support the person to implement strategies to address barriers to community participation according to their individualised plan and preferences. 3.5 Consult with the client to identify areas where advocacy is required to facilitate their preferred manner of participation. 3.6 Monitor the success of strategies to address barriers in consultation with the person and supervisor. 3.7 Recognise own limitations in addressing issues and seek advice from supervisor regarding issues outside of scope of own job role or ability.</p>

<p>FOUNDATION SKILLS</p>	
<p><i>Foundation skills essential to performance are explicit in the Performance Criteria of this unit of competency.</i></p>	
<p>UNIT MAPPING INFORMATION</p>	<p>CHCDIS003 Support community participation and social inclusion.</p>
<p>LINKS</p>	<p>Companion Volume Implementation Guide</p>

<p>TITLE</p>	<p>Assessment Requirements for CHCDIS013 Support community participation and social inclusion</p>
---------------------	--

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">■ supported at least two people with disability to identify skills and interests and find matching options within the broader community including:<ul style="list-style-type: none">○ selecting options that meet needs and preferences outlined in their individualised plan and supporting them to access○ identifying barriers and implementing strategies to overcome them in collaboration with the person○ monitoring strategies and seeking feedback from the person and others on the success of implemented strategies○ making adjustments as required to facilitate continued success.
-----------------------------	--

<p>KNOWLEDGE EVIDENCE</p>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ rights and responsibilities of people with disability ■ principles of: <ul style="list-style-type: none"> ○ strengths-based practice ○ person-centred practice ○ human rights framework ○ community inclusion and best practice examples ■ strategies for strengthening options, networks and services for people with disability ■ strategies and techniques for systemic and individual advocacy ■ local agencies and services, and resources to obtain community information about sporting, cultural and specific-interest groups ■ active citizenship and what this means for people with a disability ■ strategies for supporting the person’s participation in work ■ strategies that can be used by employers to facilitate the person’s inclusion and engagement in the workplace ■ scope and breadth of assistive technologies used across the life domains, including but not limited to: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ maintaining and promoting independence ○ enabling inclusion and participation ■ barriers to community participation and social inclusion, including: <ul style="list-style-type: none"> ○ physical ○ skill ○ personal ○ systemic ○ structural ○ lack of resources ■ role of carer, family and others in supporting and facilitating community participation and social inclusion ■ strategies to address negative attitudes expressed by carer, family and others regarding community participation and social inclusion.
----------------------------------	---

<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in the workplace or a simulated environment that reflects workplace conditions.</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 ■ information on local resources, programs, agencies, transport services, aids and equipment available to people with disability ■ organisational policies and procedures ■ individualised care plans ■ equipment and resources outlined in individualised care plans ■ opportunities for engagement with people with disability or people who participate in simulations and scenarios that involve provision of disability support. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
<p>LINKS</p>	<p>Companion Volume Implementation Guide</p>