CHCCCS038

Facilitate the empowerment of people receiving support

Assessment 1 of 2

Written assessment

Assessment Details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1

UNIT OF COMPETENCY DETAILS

Code	Title
CHCCCS038	Provide individualised support

COURSE AND MODULE DETAILS

Assessments may be published in more than one course. Add lines for additional courses as needed.

Course Code (UPed)	Module Number (Order)	Module Code (UPed)
SOE3IS11A	8	M00286A

ASSESSMENT TYPE

Assessment Method: *Select all that apply.*	**Written Assessment** Choose an item. Choose an item.

SECTION 2

STUDENT INSTRUCTIONS

The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files, and submission instructions.

Student instructions

This is assessment 1 of 2 for CHCCCS038 - Facilitate the empowerment of people receiving support, in addition to the portfolio, third-party report and interview questionnaire completed in the SWLA process.

This assessment requires you to answer 15 questions to test your knowledge and understanding required of this unit.

To be assessed as competent, you must complete all tasks in the spaces required.

You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission.

Supporting documents

To answer some of the questions, you will need to access the following documents:

N/A

Files for submission

Submit the assessment document with all tasks completed in the spaces provided.

Submit the following files:

- Assessment document

Submission instructions

PDF File Submissions

Please save all Word documents as PDF files before submitting.

IMPORTANT: Word documents will **not** be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

Windows: Word 2013 and newer

Choose **File** > **Export** > **Create PDF/XPS**.

Windows: Word 2010

Click the **File** tab
Click **Save As**
To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder
In the **File Name** box, enter a name for the file, if you haven't already
In the **Save** as type list, click **PDF** (*.pdf).
If you want the file to open in the selected format after saving, select the Open file after publishing check box.
If the document requires high print quality, click Standard (publishing online and printing).
If the file size is more important than print quality, click Minimum size (publishing online).
Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.
Click **Save**.

macOS: Office for Mac

To save your file as a PDF in Office for Mac follow these easy steps:

Click the **File**
Click **Save As**
Click **File Format** towards the bottom of the window
Select **PDF** from the list of available file formats
Give your file a name, if it doesn't already have one, then click **Export**

For more detailed instructions refer to Microsoft Support.

SECTION 3

ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

SECTION 4

ASSESSMENT DETAILS

Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.

The STUDENT INSTRUCTIONS above will be added directly into the LMS.

Student name: <<Insert student name here>>
Student number: <<Insert student number here>>

All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.

Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

☒ Instructions to students

☒ Questions /tasks

☒ Templates /tables where applicable

☐ Links to supporting files /websites

☒ Instructions to assessors

☒ Sample answers /examples of benchmark answers

SECTION 5

STAKEHOLDERS AND SIGN OFF

List all that apply for each of the stakeholder roles below.

UPed Learning Designer/Author name	EduWorks
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

Assessment Instructions

Task overview

This assessment task is divided into 17 questions. Read each question carefully before typing your response in the space provided.
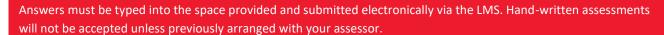
Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.

Please consider the environment before printing this assessment.

Question 1

Explain your understanding of the following concepts:

a. enablement versus re-enablement
b. institutionalised versus person-centred, self-directed model of support

Assessor instructions: Benchmark standards of student responses provided below; however students' wordings may vary.

a. (Approximate word count 30-35 words)	Enablement focuses on empowering individuals without previous limitations to maximize their potential and achieve their goals. Re-enablement aims to restore lost abilities and independence in individuals who have experienced a decline.
b. (Approximate word count 35-40 words)	An institutionalised approach prioritises organisational needs and routines, with limited individual autonomy and decision-making. A person-centered, self-directed model of support focuses on the individual's needs, preferences, and goals, promoting their active involvement and personalised care.

Question 2

Describe the human rights framework for service delivery in aged care and disability.

(Word count: Approximate word count 65-70 words in total)

Assessor instructions: Benchmark standards of student responses provided below; however students' wordings may vary.
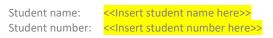
The human rights framework for service delivery in aged care and disability emphasises the protection and promotion of fundamental human rights for individuals receiving care. It ensures that services are provided in a manner that upholds dignity, autonomy, equality, and non-discrimination. This framework recognises the rights of individuals to participate in decision-making, have access to quality care, and be treated with respect and fairness.

Question 3

Complete the following table and identify the structure and system power and obstacles to empowerment for each:

Assessor instructions: Benchmark standards of student responses provided below; however students' wordings may vary.

	Structure and Systemic Power	Obstacles to empowerment
Social	Social power refers to how society is organised and how certain	Some people face barriers like unfair treatment, discrimination, and not having equal access to

(Approximate word count 55-60 words)	people or groups have more influence and opportunities than others.	resources, education, and jobs. These things can make it harder for them to feel empowered and reach their full potential.
Physical (Approximate word count 40-45 words)	Relates to how places and things are set up, like buildings, transportation, and other physical infrastructure.	If places are not accessible or inclusive for people with disabilities, it can limit their independence and make it harder for them to fully participate in society.
Emotional (Approximate word count 50-55 words)	Refers to how society views and deals with emotions, mental health, and support services.	Stigma around mental health issues can make people feel ashamed or discouraged from seeking help. Limited access to mental health services can also make it difficult for people to get the support they need to feel emotionally empowered.
Stigma (Approximate word count 40-45 words)	Unfairly judging or treating someone differently because of certain characteristics or identities.	When people face stigma, it can lead to exclusion, prejudice, and discrimination. This can make it harder for them to feel confident, be themselves, and participate fully in society.
Ageism (Approximate word count 40-45 words)	When people are treated unfairly or differently because of their age, especially older adults.	Ageist attitudes can limit older individuals' opportunities and make them feel less valued. This can affect their ability to stay involved, make decisions, and contribute to their communities.
Cultural (Approximate word count 50-55 words)	Cultural power refers to how certain cultural norms, beliefs, and practices shape people's experiences and opportunities.	Some cultural groups may face discrimination or bias, which can make it harder for them to feel empowered. When their voices and perspectives are not valued, it can limit their ability to fully participate in society.
Economic (Approximate word count 30-35words)	Refers to income inequality, discrimination and bias, lack of access to financial resources.	When there are these types of inequities, people can feel isolated which makes it more challenging to feel empowered.

Question 4

This question has 2 parts:

i.   Describe the social constructs of disability and ageing
ii. What impact can your own attitude make when working with people with disabilities.

Assessor instructions: Benchmark standards of student responses provided below; however students' wordings may vary.

i. (Approximate word count 60-65words)	Disability is a concept created by society that defines certain conditions or impairments as "disabilities." It includes physical, sensory, intellectual, or mental health conditions that may affect a person's abilities or functioning. Aging is a natural process of getting older, but society often attaches certain ideas and expectations to it. These ideas can include stereotypes or assumptions about older people and their abilities.
ii. (Approximate word count 70-75words)	Your attitude can greatly impact your work with people with disabilities and it is important to treat people respectfully, try to understand their experiences and challenges and recognise a person's rights and their choices. Also, using positive language and focusing on a person's strengths can have a great impact on an individual. Your attitude can create an inclusive, empowering environment that can impact a person's wellbeing and quality of support.

Question 5

Describe how and when would you seek support from more experienced and qualified staff?

(Word count: Approximately 80-85 words in total)

Assessor instructions: Benchmark standards of student responses provided below; however students' wordings may vary.

> You can seek support from more experienced staff if you are requested to perform a task that is outside the scope of your role, or when complex situations arise, such as behavioural challenges or specialised needs. You may also need clarification on workplace policies or procedures or when faced with crises situations such as medical emergencies.   Seeking support from more experienced and qualified staff can be done through face-to-face daily interaction, team meetings, or digital communication.

Question 6

Complete the following table and identify individual, emotional, and environmental barriers to empowerment and how these can be addressed when providing people with choices.

Assessor instructions: Benchmark standards of student responses provided below; however students' wordings may vary.

	Individual	**Emotional**	**Environmental**
Social (Approximate word count 70 – 80 words in total)	Limited social skills or social anxiety can make it challenging for individuals to initiate and maintain social interactions, hindering their ability to exercise choices in social settings.	Fear of judgment or rejection from others can prevent individuals from expressing their preferences and engaging in social activities, leading to a lack of empowerment.	Inaccessible or unwelcoming social environments, such as venues without accommodations or lack of inclusive programs, can limit individuals' opportunities for social engagement and choice-making.
How to address: (Approximate word count 40 – 45 words in total)	Adopt a person-centered approach, focusing on the client's strengths, preferences, and needs.	Tailor interventions and supports to their specific needs, abilities, and aspirations ensuring their emotional wellbeing is taken care of.	Encourage clients to participate in community programs, recreational activities, or volunteer opportunities.
Physical (Approximate word count 85 – 90 words in total)	Physical limitations or disabilities may restrict individuals' mobility, making it difficult for them to access certain physical activities or environments, limiting their ability to exercise choices.	Feelings of frustration or low self-esteem resulting from physical limitations can diminish individuals' confidence in their physical abilities and limit their willingness to explore and engage in physical choices.	Lack of accessible infrastructure or facilities, such as buildings without ramps or adaptive equipment, can create physical barriers that impede individuals from participating in physical activities and making choices.
How to address:	Develop a personalized plan that addresses their	Show empathy and understanding towards the	Assess the physical environment to identify

(Approximate word count 75 – 80 words in total)	individual needs. This may involve providing assistive devices, mobility aids, or adaptive equipment to enhance their independence and mobility.	emotional challenges the person may face due to their physical disability. Encourage open communication and active listening to create a safe space for them to express their feelings and concerns.	barriers and make necessary modifications to enhance accessibility.
Cognitive (Approximate word count 75 – 80 words in total)	Cognitive impairments, such as memory loss or difficulties with decision-making, can pose challenges for individuals in understanding choices and making informed decisions.	Feelings of confusion or frustration due to cognitive impairments may undermine individuals' self-confidence in their cognitive abilities, making it harder for them to exercise choices.	Limited cognitive support in the environment, such as inadequate communication aids or lack of structured decision-making processes, can hinder individuals' ability to comprehend choices and actively participate in decision-making.
How to address: (Approximate word count 50 – 55 words in total)	Break down tasks into smaller, manageable steps and use clear, concise language	Recognise and validate their emotions and provide reassurance and encouragement.	Create a predictable and structured environment with consistent routines and visual cues. This can help individuals with cognitive disabilities feel more secure and comfortable, reducing anxiety and confusion.

Question 7

Complete the following table and identify 2 support practices each for people with the following conditions:

Assessor instructions: Benchmark standards of student responses provided below; however students' wordings may vary.

		Support Practices
Genetic factors (Approximate word count 40 – 45 words in total)	1	Medical Specialists who providing individuals and their families with accurate information about the genetic condition, its implications, available treatments, and support resources
	2	Peer support groups that can provide an individual with a platform to share experience, advice, and emotional support.
Physical trauma (Approximate word count 30 – 35 words in total)	1	Rehabilitation therapy to help individuals regain physical function, mobility, and independence after physical trauma.
	2	Pain management techniques that support individuals to manage and cope with chronic pain resulting from physical trauma.
Psychological trauma (Approximate word count 20 – 25 words in total)	1	Trauma informed therapy to help individuals process traumatic experiences and manage symptoms.
	2	Self-care and mindfulness to promote emotional healing and well-being.

Chronic lifestyle conditions (Approximate word count 15 – 20 words in total)	1	Collaborating with individuals to set goals, action plans and encourage behaviour changes.
	2	Disease management programs that offer structured support and resources for individuals with chronic lifestyle conditions.
Acquired brain injury (Approximate word count 30 – 35 words in total)	1	Cognitive rehabilitation which specialises in interventions and therapies to address cognitive impairments.
	2	Social and community reintegration support to assist individuals to transition back into their social and community environments.

Question 8

Describe how the following legal and ethical requirements are important for working with people receiving support.

Assessor instructions: student answers must be in line with the sample answers provided however the wording may vary.

Legal and ethical requirements	Applied in an organisation	Applied in Individual Practice
Codes of conduct (Approximate word count 55 – 60 words in total)	Codes of conduct provide guidelines of the expected behaviour and standards of all staff and ensures the rights and wellbeing of clients are being respected.	As a support worker, abiding by the code of conduct means the provision of quality care, protecting individuals' rights, their privacy, confidentiality, informed consent and ensuring a duty of care and safety.
Discrimination (Approximate word count 35 – 40 words in total)	Discrimination happens when a person or group of people actively treat a person differently because of a factor that is irrelevant.	Always be mindful of following workplace policies and procedures and treat all people with respect and dignity.
Dignity of risk (Approximate word count 100 – 110 words in total)	Dignity of risk means the person has the right to take some risks in their everyday life, even if others do not approve, and even if it is not the best or safest thing for the person. Dignity of risk allows the person to make choices, even if we do not agree that they are the right ones.	As a support worker, we must respect the rights of a client and ensure they have been provided with the information and consequences of their decisions, their ability to understand the consequences and that the choice that they are making does not have the potential to harm any other person.
Duty of care (Approximate word count 70 – 75 words in total)	Duty of care refers to your responsibility to your client's safety and well-being, and the safety and well-being of others.	This is part of your work role. While you must allow dignity of risk in some situations where the person can understand the consequences of their own decisions or life choices, you also have a duty of care to protect the person from undue harm, without infringing on their human rights.

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Human rights (Approximate word count 85 – 90 words in total)	Human rights are fundamental to the way we interact with other people and the value we see in their ability to survive and thrive in our society. When we are working within the care and disability sectors it is very important to be mindful of workplace policies, procedures, legislation, and regulations that we need to adhere to when we are supporting clients.	As an individual support worker you are required to comply with your organisations policies and procedures and ensure everyone is treated with respect and integrity.
Informed consent (Approximate word count 60 – 65 words in total)	Obtaining informed consent is essential in respecting the autonomy and self-determination of individuals. It ensures that they have the necessary information to make decisions about their care, services, and treatments.	As an individual support worker you are required to provide a duty of care to individuals, therefore, you must comply with your organisations policies and procedures and ensure informed consent is obtained
Mandatory reporting (Approximate word count 55 – 60 words in total)	Mandatory reporting is the legal requirement of people in certain job roles to report child abuse to authorities such as police and government departments. Mandatory reporting laws vary from state to state, and can depend on the setting you work in.	You must notify your supervisor or nurse should you suspect any signs of abuse.
Privacy, confidentiality, and disclosure (Approximate word count 75 – 80 words in total)	Approved service providers have responsibilities to their clients, particularly when it comes to client information, confidentiality, and disclosure as this protects the client's information under the Privacy Act 1988.	You have a responsibility to disclose or report certain information to your manager under specific circumstances, e.g. if a person tells you they are being abuse, are at risk of harm, are considering self-hard or have attempted self-harm. Always consult your supervisor, nurse and workplace policies and procedures.
Work role boundaries – responsibilities and limitations (Approximate word count 80 – 85 words in total)	It is essential to ensure you have clear professional boundaries in place. These are rules and limits that are enforced to prevent the line between a worker and client becoming blurry. Having clear professional boundaries also ensure a safe work environment is maintained.	Your work role responsibilities and professional boundaries are identified in workplace documents such as your Position Description, or workplace policies and procedures and are set by legal and ethical frameworks to establish a safe work environment for yourself and the client.
Work health and safety (Approximate word count 70 – 75 words in total)	Compliance with work health and safety regulations is vital to ensure a safe and healthy environment for both the individuals receiving support and the support workers themselves.	Following legal requirements promotes the physical well-being of individuals by reducing the risk of accidents, injuries, and exposure to hazards. Ethical considerations also come into play as you have a duty of care to protect the health and safety of those they assist.

Legislated, statutory, professional, and ethical standards. (Approximate word count 40 – 45 words in total)	Adhering to these standards ensures that support services are provided within the framework of legal, regulatory, and professional guidelines.	Legal and ethical requirements provide a framework for responsible and ethical practice, protecting the rights, safety, and well-being of individuals receiving support.

Question 9

List 2 principles each for the following:

(Approximate word count 200 words in total)

Assessor instructions: student answers must be in line with the sample answers provided however the wording may vary.

	Principles
Empowerment	1. Encouraging autonomy
	2. Building self-confidence
Rights-based approaches	1. Respecting an individual's human rights
	2. Being accountable and transparent
Person-centred practices	1. Providing tailored services to meet the unique needs, preferences, and goals of each individual
	2. Providing respectful and collaborative partnerships
Self-advocacy	1. Supporting individuals to acquire knowledge and skills to express their needs and make informed decisions
	2. Build empowerment and confidence with individuals to enable them to assert their rights and navigate systems effectively.
Active support	1. Enabling participation to engage in tasks and activities
	2. Promote independence and building skills to enable confidence to accomplish tasks and solve problems.
Active listening	1. Listening with genuine interest, empathy, and without judgment, allowing individuals to express themselves fully and be heard.
	2. Using active listening skills to understand individuals' needs, concerns, and preferences, and taking appropriate actions or providing support accordingly.

Social justice and the importance of knowing and respecting each person as an individual	1. Promoting equitable access to resources, opportunities, and rights for all individuals, irrespective of their background, and challenging systemic inequalities and discrimination.
	2. Recognising and appreciating the diversity of individuals, their cultural backgrounds, experiences, and identities, and treating each person with respect, dignity, and understanding.
Strength based approaches	1. Identifying and building upon individuals' strengths, talents, and capabilities to support their growth, well-being, and achievement of personal goals.
	2. Encouraging individuals by acknowledging and celebrating their achievements, fostering a positive mindset, and empowering them to overcome challenges through their inherent strengths and resources.

Question 10

This question has 8 parts that relate to Restrictive Practices.

Assessor instructions: student answers must be in line with the sample answers provided however the wording may vary.

a)	What considerations should be considered regarding the use of restrictive practices and the human rights framework when working with a client? (Approximate word count 65 – 70 words)
	When working with a client, it is crucial to consider the balance between restrictive practices and the human rights framework. Uphold the client's human rights by respecting their dignity, promoting autonomy, and avoiding discrimination. Minimize the use of restrictive practices, obtain informed consent, explore less restrictive alternatives, and regularly review their necessity and effectiveness. Striking this balance ensures the client's rights are respected while maintaining their safety and well-being.
b)	Explain the impacts of restrictive practices on a person's empowerment? (Approximate word count 20 – 25 words)
	Restrictive practices can diminish a person's empowerment by reducing their decision-making autonomy and creating dependence on others for control and decision-making.
c)	Identify at least 2 physical, emotional, and psychological risks relating to the use of restrictive practices. (Approximate word count 65 – 70 words in total)
	Physical: 1. Can increase the risk of physical harm, including injuries from falls, pressure sores, or muscle strain. 2. Prolonged use of restrictive practices may lead to impaired mobility and function.

	Emotional: 1. Can cause feelings of anxiety, fear, and emotional distress. 2. Can result in a loss of dignity, self-esteem, and sense of worth.
	Psychological: 1. Can cause increased agitation and aggression 2. Can cause emotional and psychological trauma.
d)	Describe at least 2 instances where restrictive practices may be used if contained in a person's behaviour support plan? (Approximate word count 45 – 50 words)
	1. In situations when a person poses an immediate risk of harm to themselves or others. 2. In situations where a person has a history of wandering and putting themselves in danger, a controlled environmental restriction, such as secured doors, to prevent dangerous wandering may be implemented.
e)	Describe the use of unauthorised restrictive practices? (Approximate word count 45 – 50 words)
	Unauthorised restrictive practices involve implementing restrictive measures without proper authorisation or adherence to guidelines. They pose risks of harm and violate an individual's rights and autonomy. To ensure safety and respect for rights, it is crucial to strictly adhere to authorised and evidence-based practices included in approved care plans.

f)	What is the documentation that is completed when restrictive practices have been enforced? (Approximate word count 60 – 65 words)	
	A Behaviour Support Plan must be completed when restrictive practices have been enforced as a last resort. Behaviour support plans (BSPs) improve care and quality of life while minimizing the use of restrictive practices. They should include assessments, known triggers, alternative strategies, and documentation of any restrictive practices used as a last resort. BSPs promote person-centered care and effective behaviour management.	
g)	List 2 positive approaches you could use to eliminate the need for restrictive practices? (Approximate word count 35 – 40 words)	
	1. Collaborative Problem-Solving: Involving individuals in finding solutions to challenges through open discussions and active participation. 2. Strengths-Based Approach: Focusing on individuals' strengths and abilities to empower them and minimise the use of restrictive practices.	
h)	When should authorised, restrictive practices be used as a last option, and how should their use be based on the level of risk for potential harm to the person or others? (Approximate word count 65 – 70 words)	
	Authorised restrictive practices should only be used as a last resort when there is a significant risk of harm to the person or others. Their use should be based on a careful assessment of the level of risk involved. Before resorting to these practices, all other less restrictive options should be thoroughly explored. The primary aim is to prioritise safety and well-being while minimising the need for restrictive interventions.	

Question 11

Describe 2 strategies that help people to exercise a person's rights and support independent action and thinking in relation to:

a. Use of technology to facilitate choice.
b. Right to privacy; and
c. Right to be involved in planning and decision making regarding their own care and support and those providing it.

(Approximate word count 100 words in total)

Assessor instructions: student answers must be in line with the sample answers provided however the wording may vary.

a.	1. Providing accessible information on available technologies can support their independence and decision making. 2. Offering ongoing support and training to individuals to use assistive technologies can enable them to exercise choice and independence.

b.	1.	Implementing strong protocols and secure systems to protect personal data and ensure individuals' privacy rights.
	2.	Seeking informed consent before using or disclosing personal information, respecting individuals' privacy preferences.
c.	1.	Providing person centered approaches in care planning and decision-making by valuing their preferences, perspectives, and goals.
	2.	Providing resources and support for individuals to advocate for themselves and actively participate in discussions regarding their care and support.

Question 12

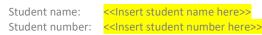Describe the scope and breadth of assistive technologies used across the life domains for the following:

(Approximate word count 100 words in total)

Assessor instructions: student answers must be in line with the sample answers provided however the wording may vary.

Self-care	Telehealth and remote monitoring systems to allow for virtual consultations and monitoring of vital signs
Continence and hygiene	Continence tools
Communication	Microphones, iPad, tablets
Mobility and transferring	Scooters, crutches, walkers, canes, and wheelchairs
Cognition and memory loss	Smart Watches, smart phone with GPS, duress bracelet, medi bracelet, modified smart phone
Vision and hearing	Hearing aids, spectacles
Recreation and leisure	Adapted gardening tools, adaptive fishing rods, pool lift
Education and employment	Education software, electronic resources and books and downloadable applications, e.g. Kindle
Home and other environments	Environmental control systems for lighting, temperature, and appliances
Eating and drinking	Weighted utensils, non-skid plates, and bowls, specialised and automated feeding devices, utensil holders
Pressure area management	Specialised mattresses for pressure relief and comfort, modified beds
Carer support	Smartphones, iPad, and tablets

Question 13

How can assistive technology help to:

a. Maintain and promote independence.
b. Enable inclusion and participation.

(Approximate word count 100 words in total)

a.	Assistive technology plays a crucial role in fostering independence by equipping individuals with the necessary tools and support to carry out daily activities autonomously. For example, mobility aids like wheelchairs and walkers enable people with physical disabilities to navigate and move around with self-sufficiency.
b.	Assistive technology can enable inclusion and participation by removing barriers to communication, social interaction, and access to information. For instance, communication aids such as speech-generating devices and screen readers can help individuals with speech or vision impairments communicate and access written information, while video conferencing tools can facilitate remote communication and social interaction.

Question 14

How can you support individuals to access and use advocacy services and complaint mechanisms?"

(Approximate word count 175 words in total)

To access and use advocacy services and complaint mechanisms, a support worker can help individuals using the following suggestions:

- Inform individuals about the existence of advocacy services and complaint options and explain why it's important to address their concerns and stand up for their rights.
- Help individuals in researching and finding suitable advocacy services and complaint mechanisms, either by showing them how to search online or recommending reliable organizations.
- Support individuals in contacting advocacy services or relevant organizations by making phone calls or assisting them in writing emails to ask for assistance.
- Provide emotional support by actively listening to their worries and feelings, assuring them that seeking advocacy or making a complaint is a valid and important step.
- Assist individuals in gathering any necessary documents or evidence needed for accessing advocacy services or making a complaint, such as organizing medical records or incident reports.
- Follow up with individuals and stay involved in their progress, offering ongoing support, and checking if they need further assistance or if additional steps are required to address their concerns effectively.

Question 15

List 2 indicators of unmet needs and 2 ways to respond to these.

(Approximate word count 35-40 words in total)

Assessor instructions: student answers must be in line with the sample answers provided however the wording may vary.

Indicators of unmet needs	Way to respond
1. Change in mood or behaviour.	1. Talk to the person and investigate what is going on.
	2. Conduct a needs analysis.
2. Lack of motivation.	1. Develop a tailored support plan.
	2. Encourage 1 goal at a time that is manageable.

Question 16

Mrs Thompson is rarely engaged in social activities or provided with opportunities for interaction with other residents. Staff members seldom spend quality time with her, leaving her feeling lonely and ignored.

From the above scenario answer the following questions:

Assessor instructions: student answers must be in line with the sample answers provided however the wording may vary.

(Approximate word count 150 words in total)

a. What are the issues that you can identify in this scenario?
• Lack of social engagement and opportunities for interaction with other residents.   • Inadequate attention and quality time from staff members.   • Feelings of loneliness and being ignored.
b. What are the indicators of Mrs Thompson's unmet needs?
• Minimal involvement in social activities.   • Limited interaction or conversations with staff and other residents.   • Expressions of loneliness or feeling ignored.
c. How would you respond to Mrs Thompson to meet her needs?
• Increase social activities and create opportunities for her to interact with other residents.   • Encourage staff members to spend quality time with Mrs. Thompson, engaging in meaningful conversations and providing companionship.   • Implement a person-centered approach to understand her interests and preferences, tailoring activities to her individual needs.   • Offer support and resources for building social connections within the facility.
d. What process would you need to follow to report this issue?
• Document specific instances and observations of Mrs. Thompson's lack of social engagement and inadequate attention.   • Consult organisational policies and procedures to understand the reporting protocol.   • Notify the supervisor responsible for addressing resident concerns.

Question 17

Mrs Anderson is 75 years od and lives in a residential care facility. Her son John has made her believe that it is her duty as his mother to help him financially meet his needs as he is unemployed. Mrs Anderson often fears John as he has shown aggressive behaviour in the past and agrees to give him money.

(Word count: 45 words in total)

a. What are the issues that you can identify in this scenario?
Mrs Anderson is fearful of her son and feels intimidated by him due to his aggressive behaviour he has shown in the past. Mrs Anderson is experiencing financial abuse and exploitation.
b. What indicators can you identify?
Indicators include: • Coercion and manipulation • Fear and intimidation • Unreasonable financial demands • Financial dependence

Assessment checklist:

Students must have completed all questions within this assessment before submitting. This includes:

1	17 questions to be completed in the spaces provided.	☐

Congratulations you have reached the end of Assessment 1!