



CHC33021 Certificate III in Individual Support (Disability)

**CHCDIS012 Support community participation and
social inclusion**

Assessment 2 of 2

Role Plays



Assessment Instructions

Task overview

The following project will demonstrate the student's understanding of workplace policies and procedures. This task consists of one activity

For this assessment there are five (5) tasks:

- Activity 1 – Naomi Greenway
- Activity 2 - Naomi's journey to gaining part time employment
- Activity 3 - Facilitate support with employer
- Activity 4 – Follow up consultation
- Activity 5 – Recognise own limitations and seek advice

You will require access to:

- Happyville Compassionate Care V.4.1 Handbook
- Appendix A Naomi Greenway Individual Support Plan
- Appendix B Naomi Greenway Community Support Plan
- Appendix C Naomi Greenway Workplace Participation Plan

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



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.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Assessment Instructions

Role play and Written Questions

This assessment task consists of three (3) **simulated** role play video recordings and written work.

For this assessment there are five (5) tasks:

- Activity 1 – Naomi Greenway
- Activity 2 - Naomi's journey to gaining part time employment
- Activity 3 - Facilitate support with employer
- Activity 4 – Follow up consultation
- Activity 5 – Recognise own limitations and seek advice

You will require access to:

- Happyville Compassionate Care V.4.1 Handbook
- Appendix A Naomi Greenway Individual Support Plan
- Appendix B Naomi Greenway Community Support Plan
- Appendix C Naomi Greenway Workplace Participation Plan

The tasks within the role plays will allow you to work with a client to:

- Identify opportunities for inclusion and participation within the community
- Implement strategies for community participation and inclusion according to the client's plan
- Identifying, addressing, and monitoring barriers to participation and inclusion
- Working with the client to select options to meet their needs and preferences
- Adjust when required to facilitate the client's continued success

The role plays will have a specific set of tasks that need to be demonstrated and must include the support of one (1) to two (2) participants. The duration for each role play is within each of the tasks and must address all elements of the Observation Checklist below.

Your role play participant/s may be resourced using one of the following options:

1. Peer/s who you are already working with, in the industry your qualification relates to.
2. Fellow student/s who will play the role of each character. Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

If you are unable to find a participant/s to play the role of the other team member/s, contact your assessor via the Discussion Forum who will discuss options for pairing up with another student/s to complete this task.

Important Note: All role plays must be conducted in your workplace.

Option 1: Peer/s participant

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Should you complete this task with your Peer/s, you must fully brief all participant/s, providing them with the context to the role play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

Peer/s will need to state their name and job title at the start of the recording to inform consent.

Option 2: Fellow student/s participant

Fellow student/s participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist so that they can prepare for the recording.

Student/s will need to state their name and that they are a student (as their job title) at the start of the recording to inform consent.

Recording instructions

Your role plays must be recorded with all participant/s captured in a virtual room using a system such as Zoom, Skype or Teams.

Consent

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying to their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include all recordings as part of your assessment submission.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Activity 1 Role Play: Naomi Greenway

Scenario 1

Naomi Greenway is 27 years of age and loves travel and photography. Despite this, she has anxiety about meeting new people and socialising because she lost her hearing in both ears due to a severe infection that occurred when she was a teenager. She feels that if she had this condition from birth, she would cope ok, but she struggles with the fact that she could hear perfectly before the illness occurred.

Her world changed, making it hard to develop, learn and grow alongside her friends and siblings. Her family are very supportive, and she lives in a loving, caring environment with her parents Rachael and Bruce. For her anxiety, she was given a support animal. She's had Peanut, her Corgi since he was a puppy, and he goes everywhere with her. Naomi is coming around to the idea of getting out of her comfort zone and becoming more involved in her local community. Naomi is also wishing to work a couple of days a week.

She is now interested in trying new things to get her out of the house more often. You have been asked to work with her on investigating and recommending some options that may be ideal for her. When reviewing Naomi's support plan, you notice that she likes animals, which is also something you both have in common.

Roleplay: Opportunities and inclusion

Before the role play

To prepare for this role play task, you must first review Scenario 1 and:

- Appendix A Individualised Support Plan (Naomi Greenway)
- Appendix B Community Support Plan (Naomi Greenway)
- Access Happyville Compassionate Care's Handbook V4.1 and read the *Independence, informed choice and decision-making* policy and procedure
- In your local area, you will need to research and identify the following information based on Naomi's needs, abilities, and preferences:
 - two (2) community networks and services available to Naomi
 - two (2) programs available in the community that is suitable for Naomi
 - two (2) community agencies with the community that are relevant to meeting Naomi's needs
 - two (2) services that supply assistive aids and equipment that Naomi may need
 - two (2) community transport services
- You will prepare examples of each to offer as suggestions and how she can access these supports when you meet with her, e.g. website links/contact numbers/brochures

During the role play

In conjunction with Naomi's Individual Support Plan, you will:

- discuss and complete each section of the Appendix B Community Support Plan with Naomi.
 - *Note:* This template will also help to guide your role play with Naomi.
- show that you can communicate appropriately with Naomi to support her as she works with you to determine her needs, abilities, interests, preferences, and assisted technology.

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- use your earlier community research to support Naomi to access community options to meet her needs and preferences
- consider any barriers in order to support her in finding and accessing appropriate community and/or social opportunities; and include strategies to help overcome the identified barriers
- support Naomi to access opportunities to establish connections through shared interests

Observing the task, the assessor will be looking for evidence that you have the skills and knowledge to identify and discuss Naomi's:

1. Interests, needs and available options
2. abilities and preferences based on your meeting and her Individual Support Plan
3. cultural and religious needs
4. barriers to social inclusion and participation and strategies to overcome them
5. assistive technologies gaps, needs and support required, e.g. trying another hearing aid brand
6. two (2) services that supply aids and equipment that Naomi may need
7. other variables, e.g. assistive animal, medical assistance, advocacy support
8. two (2) community networks and services available to Naomi
9. two (2) programs available in the community that is suitable for Naomi
10. two (2) community agencies with the community that are relevant to meeting Naomi's needs
11. two (2) services that supply assistive aids and equipment that Naomi may need
12. two (2) transport services that can support Naomi with travel if required
13. Discuss your shared interests and opportunities that can help establish a connection with Naomi, e.g. love of animals.
14. Discuss all stakeholders who will be supporting Naomi
15. Discuss how the plan will be implemented and monitored

Brief for volunteer support person.

You are required to take part in the role play and respond in a manner that supports the student demonstrating the task requirements.

It would be to the student's advantage if you read the document relevant to the topic for clarity and understanding.

Naomi's role: Assume the role of Naomi Greenway.

- As Naomi, you must appear to be both excited and, at the same time, nervous as you look at trying new things. After all, staying at home is your safe place and you have a great routine there, nestled in your comfort zone.
- You will be discussing options today with your support worker (the student) who is tasked with supporting you in finding some social, community engagement options that you might like to get involved in.
- You live with disability that affects your hearing. You are able to speak, but you cannot hear any sound or speech, so you lip-read when communicating with others.
- You will need to display this as you work with the student by focusing on their face as they talk with you.

Recording instructions

Assessment benchmark

To ensure that the recording of the task meets the assessment requirements, carefully review the *Observation Checklist* containing the benchmarks to be used to assess your performance in the submitted recording.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Roleplay recording requirements:**Duration**

10 – 15 minutes (this does not include the volunteer’s statement below)

File type

Must be MP4.

File naming convention

'yymmdd_studentname_studentID_CHCDIS012_Activity1_RolePlay and submitted with your assessment for marking.

Volunteer – informed consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues, and yourself) at the start of the meeting. This is achieved by you reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

“This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title.”

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

This recording is part of the assessment submission.

Observation checklist: Activity 1

1.1	<p>The student:</p> <p>Identified and discussed the client’s interests, needs and available options,</p> <p>Based on Naomi’s Individual Support Plan her interests, needs and available options include:</p> <ul style="list-style-type: none"> • Interests include <ul style="list-style-type: none"> ○ Photography ○ Travel ○ Animals ○ Online photography groups • Needs include: <ul style="list-style-type: none"> ○ Support animal for anxiety ○ Prefers to stay home avoiding new people due to anxiety 	<input type="checkbox"/> S <input type="checkbox"/> NYS
1.2	<p>The student:</p> <p>Described the things the client is capable of doing based on her Individual Support Plan.</p> <p>Based on Naomi’s Individual Support Plan:</p>	<input type="checkbox"/> S <input type="checkbox"/> NYS

Student name: Click or tap here to enter text

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	<ul style="list-style-type: none"> • Physically independent-no mobility or personal care requirements. • Can lip-read and engage in verbal conversations. • Can speak well, hearing loss has not impacted her speech • Fluent in Auslan • Advanced computer skills • Can type up to 60wpm with fast data entry skills • Well versed in MS Office applications • Has worked with the support of Auslan interpreters in educational and work settings. • Has trialed voice-to-text apps and other closed caption technologies with mostly high success, also uses amplified telephones. 	
1.3	<p>The student:</p> <p>Described the client's preferences, stating how they prefer things to be done.</p> <p>Based on Naomi's Individual Support Plan:</p> <ul style="list-style-type: none"> • Communication styles; the person to speak clearly and not too fast, and must be facing Naomi. • Can speak well, hearing loss has not impacted her speech • Prefers not to wear hearing aids • Support dog 'Peanut' to be with her at all times. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
1.4	<p>The student:</p> <p>Discussed Naomi's culture and religious needs.</p> <p>Student must identify that:</p> <ul style="list-style-type: none"> • Naomi has no cultural affiliations or religious needs. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
1.5	<p>The student:</p> <p>Discussed barriers to inclusion and participation and strategies to overcome them.</p> <p>Based on Naomi's Individual Support Plan:</p> <ul style="list-style-type: none"> • Prefers to stay home avoiding meeting new people due to anxiety. <p>Strategies to overcome these include:</p> <ul style="list-style-type: none"> • Connecting with family, friends, or professionals to address anxiety or stressful issues • Educating others about ways to communicate, e.g. writing, texting, lip reading • Encouraging open discussions to give others an opportunity to ask questions and learn about deafness. 	<input type="checkbox"/> S <input type="checkbox"/> NYS

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



1.6	<p>The student:</p> <p>Identified and discussed assistive technology gaps, needs or requirements.</p> <p>Based on Naomi's Individual Support Plan:</p> <ul style="list-style-type: none"> • Naomi doesn't like to wear her hearing aids as they are irritating, perhaps trying another type of hearing aid brand? • Trying voice to text applications on smart device 	<input type="checkbox"/> S <input type="checkbox"/> NYS
1.7	<p>The student:</p> <p>Discussed two (2) services that supply aids and equipment that Naomi may need.</p> <p>Student responses will vary depending on the services researched but must include 2 services such as:</p> <ul style="list-style-type: none"> • <i>Hearing Savers:</i> https://www.hearingsavers.com.au/ • <i>Hear for Less:</i> https://hearforless.com.au/ 	
1.8	<p>The student:</p> <p>Discussed other variables including:</p> <ul style="list-style-type: none"> • Advocacy support needs • Her support animal • Medical assistance • Family 	<input type="checkbox"/> S <input type="checkbox"/> NYS
1.9	<p>The student:</p> <p>Identified community network and services from research prior to conducting the task and discussed two (2) community networks and services available to Naomi</p> <p>Student responses will vary depending on their research but must include 2 community networks such as:</p> <ul style="list-style-type: none"> ▪ <i>Deafnav:</i> https://deafnav.com.au/connect/community/deaf-community ▪ <i>Deaf Sports Australia:</i> https://deafsports.org.au/ 	<input type="checkbox"/> S <input type="checkbox"/> NYS
1.10	<p>The student:</p> <p>Identified programs available from their research prior to the task and discussed the two (2) programs available in the community that is suitable for Naomi</p>	<input type="checkbox"/> S <input type="checkbox"/> NYS

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



	<p>Student responses will vary depending on their research but must include 2 programs available such as:</p> <ul style="list-style-type: none"> • <i>ArtScreen 2022 program:</i> https://aarts.net.au/news/applications-now-open-for-artscreen-2022/ • <i>Deaf connect courses:</i> https://deafconnect.org.au/tracks/courses-for-deaf-and-hard-of-hearing-people 	
1.11	<p>The student:</p> <p>Identified community agencies from their research prior to the task and discussed two (2) community agencies with the community that are relevant to meeting Naomi's needs</p> <p>Student responses will vary depending on their research but must include 2 community agencies available such as:</p> <ul style="list-style-type: none"> • <i>Deaf Australia:</i> https://deafaustralia.org.au/ • <i>Disability Advocacy Network Australia:</i> http://www.dana.org.au 	<input type="checkbox"/> S <input type="checkbox"/> NYS
1.12	<p>The student:</p> <p>Identified transport services from their research prior to the task and discussed two (2) transport services that can support Naomi with travel if required</p> <p>Student responses will vary depending on their research but must include 2 transport services available such as:</p> <ul style="list-style-type: none"> • <i>Link Community Transport:</i> http://www.linkcommunitytransport.org.au • <i>Easylink Transport:</i> https://easylink.com.au/ 	<input type="checkbox"/> S <input type="checkbox"/> NYS
1.13	<p>The student:</p> <p>Supported Naomi to access opportunities to establish connections through shared interests.</p> <p>Based on Naomi's Individual Support Plan her interests are:</p> <ul style="list-style-type: none"> • Photography • Travel • Animals • Online photography groups <ul style="list-style-type: none"> • Shared interests that are discussed must revolve around her interests, such as attending a Wildlife Sanctuary, enrolling in an online photography class or group. 	

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



	<p>Supporting Naomi to access opportunities will include:</p> <ul style="list-style-type: none"> • Providing Naomi with websites on online photography courses • Providing resources, i.e, books, pamphlets about travel, photography, animals etc. 	
1.14	<p>The student:</p> <p>Discussed how the plan will be implemented and monitored</p> <p>The steps to implement Naomi’s plan will vary. An exemplar response is provided:</p> <p>The steps must be presented in a logical manner, from consultation with key people (including individual, family/carer/guardian and supervisor) to implementation, monitoring feedback, recording engagement, and discussing changes to address any challenges.</p> <ul style="list-style-type: none"> • Selected the most relative community services and programs available. • Discussed available options with the individual, family, and/or carer/guardian. • Implemented feedback received through consultation with key people. • Refine the strategies and identify key programs and services for the individual. • Developed a schedule and managed logistics. • Assisted and supported individual and family/carer/guardian in participation. • Gathered feedback informally with key people through verbal communication. • Monitored the engagement levels of the client. • Documented observations and feedback received. • After each program/service attended, conducted a debrief with the individual and family/carer/guardian discussing engagement levels, observation, feedback and potential modifications to barriers or challenges. • Under the guidance of the supervisor, discussed findings and collaborated to develop or modify current solutions. 	<p><input type="checkbox"/> S</p> <p><input type="checkbox"/> NYS</p>

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Activity 2 Role Play: Naomi's journey to gaining part time employment

Scenario 2

It has been 6 months where you have been working and supporting Naomi. She has been active with her community supports. Although she keeps to herself most of the time when participating in her activities, she has made new friends and who respect her space within her community support groups and the agencies that she joined.

During your fortnightly catch up meeting with Naomi, she informs you that she would like to start looking for part time work either paid or voluntary. She has told you that her key interests would be any type of employment in the creative arts or photography industry and that she has very good computer skills, including a typing speed of around 60wpm. Her second option would be to work with animals.

Naomi would prefer to work from home or as independently as possible. She is willing to travel, however, it must be within a 10km radius of her home.

If there is no option to work from home, she prefers a quiet working environment with minimal disruption.

She has trialled voice-to-text apps and other closed caption technologies with mostly high success, she also uses amplified telephones.

Naomi is concerned about the following:

- Social interactions, e.g. she is afraid of exclusion from work colleagues
- Negative attitudes from co-workers who may not understand hearing loss, e.g. do not want to repeat themselves; or may think she is being rude by not responding to a person, if she is not aware she is being spoken to.
- Limitations of where she works, e.g. she does not want to work in front of the public, because she is worried about 'Peanut'.

She would like to know how you can support her.

Roleplay: Opportunities and inclusion

Before the role play

To prepare for this role play task, you must first review Scenario 2 and:

- Appendix A Individual Support Plan
- Appendix C Workplace Participation Plan
- Access Happyville Compassionate Care's Handbook V4.1 and read the *Independence, informed choice and decision-making* Policy and Procedure
- Research opportunities and connections to support Naomi to participate in work, e.g. employment networks and services and prepare at least two (2) examples for when you meet with Naomi.

During the role play

In conjunction with *Happyville Compassionate Care's Independence, informed choice and decision-making Policy and Procedure*, you will:

Student name:

Student number:



- discuss and complete each section of the Appendix C Workplace Participation Plan with Naomi.
 - *Note:* This template will also help to guide your role play with Naomi.
- support Naomi to access opportunities and connections to participate in paid or voluntary work
- support Naomi to identify strategies to address barriers as outlined in her individual support plan and Scenario 2.
- Support Naomi to determine her work preferences and any assistive technology requirements

By the end of the role play

- The role play should conclude with an agreement by you and Naomi for you to contact one workplace or voluntary organisation that you have researched.
- You must consider any feedback Naomi has for you during your role play and discuss strategies to monitor and review this. This will include the following concerns:
 - Social interactions, e.g. she is afraid of exclusion from work colleagues
 - Negative attitudes from co-workers who may not understand hearing loss, e.g. do not want to repeat themselves; or may think she is being rude by not responding to a person, if she is not aware she is being spoken to.
 - Limitations of where she works, e.g. she does not want to work in front of the public, worried about 'Peanut'.
- You must confirm the next steps with Naomi, including how you might advocate for her with services regarding her concerns.

Observing the task, the assessor will be looking for evidence that you have the skills and knowledge to support Naomi to:

1. identify and access options that will meet Naomi's needs and preferences and abilities for part time employment
2. discuss ideas and provide information on services and appropriate work opportunities available
3. implement strategies to address barriers identified in Scenario 2 and discuss how you will review and monitor the effectiveness of each strategy
4. determine her work preferences and assistive technology requirements
5. acknowledge and consider feedback from Naomi during the discussion
6. confirm the next steps (e.g. implementation, stakeholders involved, monitoring) and clearly and identify areas where advocacy is required to facilitate her preferred method of participation

Brief for volunteer support person.

You are required to take part in the role play and respond in a manner that supports the student demonstrating the task requirements.

It would be to the student's advantage if you read the document relevant to the topic for clarity and understanding.

Naomi's role: Assume the role of Naomi Greenway.

- As Naomi, you will be discussing options today with your support worker (the student) who is tasked with supporting you
- You will provide the student with the following feedback of your concerns:
 - Social interactions, e.g. you are afraid of exclusion from work colleagues
 - Negative attitudes from co-workers who may not understand hearing loss, e.g. do not want to repeat themselves; or may think she is being rude by not responding to a person, if you are not aware you are being spoken to.

Student name:

Student number:



- Limitations of where you work, e.g. you do not want to work in front of the public, and you are worried about 'Peanut'.
- The student will provide you with strategies on how to address these concerns
- The student will provide you with suggestions of part time paid/unpaid work for you to consider.
- You live with disability that affects your hearing. You are able to speak, but you cannot hear any sound or speech, so you lip-read when communicating with others.
- You will need to display this as you work with the student by focusing on their face as they talk with you.

Recording instructions

Assessment benchmark

To ensure that the recording of the task meets the assessment requirements, carefully review the *Observation Checklist* containing the benchmarks to be used to assess your performance in the submitted recording.

Roleplay recording requirements:

Duration

10 – 15 minutes (this does not include the volunteer's statement below)

File type

Must be MP4.

File naming convention

'yymmdd_studentname_studentID_CHCDIS012_Activity1_RolePlay and submitted with your assessment for marking.

Volunteer – informed consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues, and yourself) at the start of the meeting. This is achieved by you reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

This recording is part of the assessment submission.

Observation checklist: Activity 2

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



2.1	<p>The student completed Appendix C Workplace Participation Plan and:</p> <p>Referred to Scenario 2 to identify options that will meet Naomi's needs, preferences, and abilities for part time employment</p> <p>The student must identify the following needs and preferences:</p> <ul style="list-style-type: none"> • Potentially work from home options as per Naomi's preferences • Has hearing aids but prefers not to use them as they cause irritation • Willing to travel within a 10KM radius from home • Prefers to work in a quiet environment with minimal interruption if she has to attend a workplace. • Workspace must allow her assistant dog to be able to attend with her. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.2	<p>The student:</p> <p>Discussed ideas and provided information on accessing options such as services and appropriate work opportunities available</p> <p>The student provided Naomi with the information based on their research. Student's responses will vary depending on their research.</p> <p>Options to be accessed can include:</p> <ul style="list-style-type: none"> • Online employment marketplace, e.g. Seek.com.au • Disability Employment Services • Sign for Work https://www.signforwork.org.au/ 	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.3	<p>The student:</p> <p>Implemented strategies to address barriers identified in Scenario 2 and discussed how they will review and monitor the effectiveness of each strategy</p> <ul style="list-style-type: none"> • Assessed the situation to understand Naomi's specific needs and barriers • Worked with her to work out strategies to address these needs to help minimise her social anxieties out in public, the need to have her support animal at all times and to remind colleagues to face Naomi when speaking as she lipreads. • Strategies are broken down into bite size manageable steps for smoother implementation • Strategies are tailored to Naomi's needs, abilities and preferences 	<input type="checkbox"/> S <input type="checkbox"/> NYS

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



	<ul style="list-style-type: none"> Additional support has been provided to Naomi, e.g: discussed regular check-ins to address any other issues or to adjust strategies when needed. Regular check-in phone calls and fortnightly face to face meetings will be scheduled to review and monitor the effectiveness of strategies. 	
2.4	<p>The student:</p> <p>Determined the client’s work preferences and assistive technology requirements</p> <p>Based on Scenario 2, her work preferences are:</p> <ul style="list-style-type: none"> Prefers to work from home or as independently as possible. Willing to travel, however, it must be within a 10km radius of her home If there is no option to work from home, she prefers a quiet working environment with minimal disruption. She has trialed voice-to-text apps and other closed caption technologies with mostly high success, also uses amplified telephones. <p>The student discussed assistive technology requirements including:</p> <ul style="list-style-type: none"> Voice-to-text apps Closed captioning on display screens such as computer monitors Alerting devices to notify Naomi of communications from colleagues Amplified telephone which can increase the volume of incoming calls and has adjustable tone and volume controls. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.5	<p>The student:</p> <p>Acknowledged and considered feedback from Naomi during the discussion</p> <ul style="list-style-type: none"> Actively listened to Naomi’s feedback Used empathy, respect, and professionalism Provided support and strategies to address her concerns 	<input type="checkbox"/> S <input type="checkbox"/> NYS
2.6	<p>The student:</p> <p>Confirmed the next steps (e.g. implementation, stakeholders involved, monitoring) and clearly identified areas where advocacy is required to facilitate her preferred method of participation</p> <p>Stakeholders include:</p> <ul style="list-style-type: none"> Naomi Supervising support worker, Joyce Kiehne Program coordinator 	<input type="checkbox"/> S <input type="checkbox"/> NYS

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



	<ul style="list-style-type: none"> • Community services organisation staff • Community transport driver <p>The plan can be implemented and monitored by:</p> <ul style="list-style-type: none"> • Discussing available options with Naomi and select the most relative community services and programs available. • Assisting and support Naomi in participation. • Developing a schedule and manage logistics. • Seeking feedback informally with key people through verbal communication. • Monitoring the engagement levels of the client. • Implementing adjustments based on feedback received through consultation with key people. • Discussing findings and collaborate to develop or modify current solutions under the guidance of the supervisor. • Advocacy can be provided to perspective employers to facilitate her preferred method of participation, in addition to transport services to facilitate transportation. 	
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Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Activity 3 Facilitate support with employer

Scenario 3

It has been 2 weeks since you met with Naomi and one of the organisations you reached out to from your research (in Activity 2) are eager to offer Naomi a work trial for a short shift. The contact details you have been provided with are:

Samantha Long
Supervisor
Phone: 02 4555 6678
Email: s.long@yourorganisation.com

You contact Naomi and let her know of the good news. She is excited and asks you to facilitate the initial contact with the organisation. She has given you consent to provide the organisation the required information they will need to support her to commence the work trial.

On behalf on Naomi, advocate for her and ensure key details are included in your email to facilitate a smooth transition for Naomi to commence with the organisation.

Student note:

For the purposes of this activity, the role Naomi will have will be suited to your researched organisation, however it must align with her needs, preferences, and interests. For example, photography assistant, administration officer (data entry specialist), social media assistant, virtual assistant, content writer etc.

Student Instructions

This activity requires you to assist the employer by facilitating Naomi's trial date with the organisation where you will:

1. Write an email to the organisation providing information on behalf of Naomi to facilitate the arrangements for her work trial.
2. Explain in your email how you will monitor Naomi's level of engagement
3. Explain how you will monitor the success of all implemented strategies to address any barriers
4. Discuss any potential challenges, or necessary modifications that may be required.
5. Advocate for any specific support areas or preferences that Naomi may need, e.g. a quiet work space.

Word count: (approximately 300-320 words)

Email to Samantha Long

To: s.long@yourorganisation.com

From: A.Student

Subject: Naomi Greenway work trial facilitation

Assessor note:

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



The student's email must be similar to the following exemplar however wording may vary. The email exemplar is based on Naomi obtaining a work trial as a data entry specialist where, after the trial she is able to work from home for 2 days per week.

Dear Ms Long

Thank you for touching base to let me know about your organisations eagerness to commence a work trial with Naomi as an online content creator. She is very excited to have been accepted with a work trial as a data entry specialist.

To ensure the transition is smooth, and we are able to work together to support Naomi, I have provided some suggestions on how we can accommodate Naomi's needs and preferences to ensure she has a supportive work environment.

Communication Support

Naomi uses sign language, however primarily she communicates by lip reading therefore, staff members should be facing Naomi when speaking to her.

Visual Alerts

If there are important messages, announcements or emergency situations, visual cues are very important messages to keep Naomi informed.

Written Communication

Using written communication (e.g., emails, instant chat messages) will help Naomi stay updated and engaged.

Quiet Workspace with natural light

To optimise focus, Naomi's workspace should be set up in a quiet area with natural light. This will help when people are speaking with Naomi so that she has clear visuals of the person when she is lip reading.

Understandably, Naomi is concerned about social interactions with work colleagues. Her main concerns stem from colleagues who may not understand hearing loss or may think she is being rude for not responding to them if she is being spoken to.

Her other concern is accommodating her assistant animal whilst she is at the work trial.

I have advised Naomi that as a team, we will collaborate with you to work through any barriers or challenges that may arise from her concerns.

To monitor and review Naomi's engagement, it would be great for us to meet each week to conduct a check in to discuss her engagement levels and to address any issues, barriers or modifications that may be required.

Thank you for your time

Kind regards

A.Student

Student name:

Student number:



Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Activity 4: Follow up consultation

Scenario 4

Naomi has had a successful work trial and is employed 2 days per week part time. It has been 4 weeks since the start of her employment.

Your supervisor (Joyce Kiehne) has advised you that she received an email from Naomi and that whilst it's going well and she is beginning to enjoy her role, Naomi would like to go discuss some issues she has been having in the workplace.

Joyce has set up a time for the three of you to meet and discuss Naomi's progress and, as part of this review meeting, see what else can be implemented to support her.

Roleplay: Opportunities and inclusion

Before the role play

To prepare for this role play task, you must first review Scenario 1 and:

- Appendix A Individualised Support Plan (Naomi Greenway)

During the role play

In conjunction with Naomi's Individual Support Plan you will work with Naomi and your supervisor to discuss:

- Naomi's progression/non-progression of social participation and engagement
- barriers that may have come to light since commencement
- acknowledge, seek, and consider feedback from Naomi and/or your supervisor during the discussion.
- Seek clarification from the supervisor
- confirm the next step with Naomi and your supervisor, including how you will continue to monitor whether or not strategies to address barriers are working.

Observing the task, the assessor will be looking for evidence that you have the skills and knowledge to:

1. Monitor levels of Naomi's engagement in community and social networks.
2. Ensure strategies for community participation and social inclusion are regularly reviewed with Naomi and the supervisor to facilitate positive outcomes, e.g. barriers that may be identified
3. Gather feedback from Naomi to ensure that the support continues to meet her current and changing needs and preferences and sought clarification from the supervisor of the actions you can take to address Naomi's the issues Naomi is experiencing in the workplace.
4. Regularly monitor the success of strategies to address barriers with Naomi.

Brief for volunteer support person playing the role of Naomi:

You are required to take part in the role play and respond in a manner that supports the student demonstrating the task requirements.

It would be to the student's advantage if you read the document relevant to the topic for clarity and understanding.

Naomi's role: Assume the role of Naomi Greenway.

Student name:

Student number:



As Naomi, you will advise your support worker (the student) that:

- Your engagement levels are going well with your work colleagues and you are starting to build new friendships and have attended a social get together that the company facilitates after work each Friday.
- You tell your support worker and the supervisor that some of your work colleagues think Peanut is an animal to 'pet' and don't understand the role the dog has, even though you have tried to communicate to them that Peanut is specifically trained to support people with disabilities.
- Your support worker will collaborate with you and the supervisor to discuss how these issues can be addressed and then monitored to see if there are successful.

Brief for the volunteer support person playing the Supervisor's role (Joyce Kiehne):

Assume the role of Joyce Kiehne

As the supervisor you will listen to the conversation between the support worker (the student) and the participant playing Naomi.

- The student will raise Naomi's concerns about her work colleagues and her assistive dog with you both
- The student will discuss potential strategies on how they could be addressed and monitored to see whether they have been successful
- You will tell the support worker that they would need to reach out to the employer and discuss potential training and awareness of assistive support animals with their employees.
- The student will confirm with you the actions they will take to address this.

Recording instructions

Assessment benchmark

To ensure that the recording of the task meets the assessment requirements, carefully review the *Observation Checklist* containing the benchmarks to be used to assess your performance in the submitted recording.

Roleplay recording requirements:

Duration

10 - 15 minutes (this does not include the volunteer's statement below)

File type

Must be MP4.

File naming convention

'yymmdd_studentname_studentID_CHCDIS012_Activity4_RolePlay and submitted with your assessment for marking.

Volunteer - informed consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues, and yourself) at the start of the meeting. This is achieved by you reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

This recording is part of the assessment submission.

Observation checklist: Activity 4

4.1	<p>The student:</p> <p>Monitored levels of Naomi’s engagement in community and social networks.</p> <ul style="list-style-type: none"> ▪ Discussed available options with Naomi and selected the most relative community services and programs available. ▪ Assisted and supported Naomi by facilitating her participation. ▪ Developed a schedule and managed logistics (transport). ▪ Seek feedback informally with key people through verbal communication. ▪ Monitored the engagement levels of the Naomi. ▪ Implemented adjustments based on feedback received through consultation with key people. ▪ Discussed findings and collaborated to develop or modify current solutions under the guidance of the supervisor. 	<input type="checkbox"/> S <input type="checkbox"/> NYS
4.2	<p>The student:</p> <p>Ensured strategies for community participation and social inclusion are regularly reviewed with Naomi and the supervisor to facilitate positive outcomes when barriers are identified by:</p> <ul style="list-style-type: none"> • Organising regular meeting updates • Encouraging Naomi to make contact via email/telephone • Collaborating with all stakeholders each month, e.g Employer, supervisor, support worker and client. • Identified strategies that are not working and making adjustments where necessary 	<input type="checkbox"/> S <input type="checkbox"/> NYS
4.3	<p>The student:</p> <p>Gathered feedback from Naomi to ensure that the support continues to meet her current and changing needs and preferences and sought clarification from the supervisor of the actions they must take to address this feedback.</p>	<input type="checkbox"/> S <input type="checkbox"/> NYS

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



	<ul style="list-style-type: none"> Actively listened to Naomi’s concerns regarding her work colleagues petting her assistive dog. Naomi trying to advise them that Peanut is not a pet animal but an assistive support animal and the colleagues not understanding. Sought feedback and clarification from the supervisor and waited for their feedback to reach out to the employer and discuss potential training and awareness of assistive support animals with staff. Confirmed with supervisor that they will contact employer to discuss training awareness for assistive support animals. 	
4.4	<p>The student:</p> <p>Confirmed next steps to monitor the success of strategies to address barriers in consultation with Naomi and supervisor</p> <ul style="list-style-type: none"> Regular contact with Naomi to provide ongoing support and check in on progress Take immediate action, e.g. meet with employer to address issues Reaching out to the employer to discuss training and awareness Debriefing with supervisor each week to discuss progress Contacting Assistive Support Animals Australia to gather information about training Facilitating potential meetings with all stakeholders to arrange training and awareness with the employer 	<input type="checkbox"/> S <input type="checkbox"/> NYS

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Activity 5: Recognise own limitations and seek advice

Scenario 5

It is five (5) months later and Naomi has settled well into her role. Over this time, there have been adjustments made to her work environment and the company has purchased an Amplified Phone for Naomi. Additionally, they have also installed a cloud based instant messaging system for the team to communicate online. The company has provided feedback telling you that Naomi is a stellar employee who works efficiently, with diligence and they are very pleased with her work.

Today you have met with Naomi for your regular progress meeting. .

She tells you that her work colleague Samantha was the person who initially complained about having Peanut at work. Naomi advises that Samantha makes her feel uncomfortable while on the job which increases her anxiety. When you ask her to elaborate further, she says that Samantha doesn't acknowledge her, avoids speaking to her altogether and it makes her feel out of place and uncomfortable. It sometimes feels overwhelming, and it gets to the point where she does not want to continue going to work. She's too afraid to tell her work supervisor because she doesn't like confrontation. As a consequence, Naomi has advised her employer that she will not be attending her 2 shifts this week as she is unwell.

You validate Naomi's concerns and let her know that you will need to seek support from your supervisor and that you will let her know the outcome of how this can be addressed once you have received advice.

Instructions

You are required to:

- Access and read Happyville Compassionate Care's Student Handbook v4.1 (*Reporting and Recording Policy and Procedure*) and **follow** the correct process for reporting issues.
- Using the email template, write an email to your supervisor seeking advice of the situation within Scenario 5 by reporting all client concerns and the limitations of your role in this situation.
- Before writing your email, consider the following questions:
 - According to Happyville Compassionate Care's Student Handbook v4.1 (*Reporting and Recording Policy and Procedure*), what are the reporting requirements?
 - What are your limitations in this situation?
 - As a support worker are you able to offer Naomi advice?

Word count: (approximately 200-220 words.)

Email Template

To: supervisor@hcc.com.au

From: student@hcc.com.au

Subject: Naomi Greenway

Assessor note: In accordance with Compassionate Care's Student Handbook v4.1 (*Reporting and Recording Policy and Procedure*), the student must:

- report all client concerns beyond the scope of their role to their supervisor either in writing via email or verbally
- email or verbal report must include the date, time, and incident of the situation, e.g. challenges, concerns, actions, or strategies that you may have recommended.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Dear Supervisor

I am writing to let you know that I have had a progress meeting today (XX/XX/2023) at 9.00am with Naomi who has informed me that she feels uncomfortable and anxious while on the job due to a staff members behaviour.

This particular staff member is the same person who complained about Naomi's assistive animal when she first started approximately 5 months ago.

Naomi has advised that the work colleague ignores her and avoids speaking to her, making her feel out of place and uncomfortable. This situation is becoming too overwhelming, where Naomi has considered quitting her job.

She is hesitant to discuss the issue with her work supervisor due to her fear of confrontation and her anxiety. As a result, Naomi has informed her employer that she will not be attending her shifts this week.

I acknowledge that I am limited to what advice I am able to provide Naomi as this situation is beyond the scope of my role and I have advised her that I would notify you to seek further advice or instructions on how we can best manage this.

I have advised Naomi that I would reach out to her once I have received advice from you.

Please let me know if you have any other questions.

*Regards
A. Student*

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Appendix A – Naomi Greenway (Individual Support Plan)

Details			
Name:	Naomi Greenway		
D.O.B:	08/10/1995		
Partner/spouse:	N/A single		
Next of Kin:	Rachael and Bruce Greenway (parents)		
Location or address:	Living with parents at: 2 Doncaster Street, Moorville, NSW	Medicare or DVA number:	ABC123456
Doctor's name:	Dr. Bryce Arrowsnome	Doctor's contact number:	0411 223 334
Date ICP developed:	14/09/2022	Date of next review:	13/09/2023
People involved:	Naomi Greenway (Client), Rachael and Bruce Greenway (Parents), Joyce Kiehne (Care Coordinator), A. Student (Support Worker)		
Background information of client:	Serious infection as a teenager resulted in partial deafness in both ears.		
Interests			
Care alerts:	Deafness in both ears: Need to speak clearly and face Naomi for lip-reading. Anxiety in social settings: Has a support animal. Dietary: Allergic to Dairy.		

Communication			
Preferred name:	Naomi		
Language spoken:	English		
Speech disorders:	Can speak well, hearing loss has not impacted speech.		
Comprehension:	Can lip-read well but sometimes struggles when people talk too fast.		
Specialist/doctor:	Mark O'Neil (Audiologist)	Contact:	0411 222 555
Comments:	Has hearing aids but does not wear all of the time due to discomfort at times. Uses amplified telephone as an assistive device.		

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Hearing			
Aids:	Hearing aids on both sides.		
Ear Care:	Can incur irritation inside ears from hearing aid.		
Diseases/infections:	No disease or other issues. (past infection caused deafness).		
Specialist/doctor	Mark O'Neil (Audiologist)	Contact:	0411 222 555
Comments:	Has worked with the support of Auslan interpreters in educational and work settings where funding was available to provide this. Has trialed voice-to-text apps and other closed caption technologies with mostly high success, also uses amplified telephones.		

Social/Emotional	
Visitor information:	N/A Naomi is not in onsite care.
Religion:	N/A
Cultural considerations:	N/A
Pastoral care:	None identified
Special days:	N/A
Hobbies/interests	Travel, photography, engaging in online photography groups,
Pets:	Support animal for anxiety: Golden Retriever named 'Peanut'.
Community/social:	Prefers to stay home avoiding meeting new people due to anxiety.
Other skills	Advanced computer skills Can type up to 60wpm with fast data entry skills Well versed in MS Office applications
Comments:	Recommending community engagement/involvement in supported program/s that can be closely monitored and adjusted to meet her changing needs.

Care Categories not Included in This Plan

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Not required in detail for this client:	<ul style="list-style-type: none"> • Mobility • Vision • Skin care • Eating and drinking • Sleep and rest care • Personal care (showering, dressing, grooming) • Toileting • Domestic/housekeeping • Medications
---	---

Specialised Care Plan

Please refer to Individual Action Plan for the following:	<input type="checkbox"/> Medications <input type="checkbox"/> Post-Surgical <input type="checkbox"/> Occupational Therapy <input type="checkbox"/> Nutrition <input type="checkbox"/> Wound Care <input type="checkbox"/> Pain Management <input checked="" type="checkbox"/> Mental Health <input type="checkbox"/> Infectious <input type="checkbox"/> Disease Management
---	---

Care Plan Provided to:

Client	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Family/Carer	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Other services (doctor/physio)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
--------	---	--------------	---	--------------------------------	---

Client/Carer Acknowledgement

I understand and agree to this care plan:		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Signed by:	Naomi Greenway	(Client or Carer)	Date:	21/09/2022
Witness signature:	Bryce Arrowsnome	(Care Coordinator or Medical Authority)	Date:	14/09/2022
Witness name:	Dr. Bryce Arrowsnome	(Care Coordinator or Medical Authority)	Date:	14/09/2022

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Appendix B – Naomi Greenway (Community Support Plan)

COMMUNITY SUPPORT PLAN TEMPLATE	
1. The Client	
a) Interests and ideas	
Based on the client's Individualised Care Plan and your meeting with them, name and describe their interests.	
<ul style="list-style-type: none">▪ Travel▪ Photography (including short films and editing own creations)▪ Engaging in online photography groups▪ Not afraid of technology, open to trying new things.	
b) Abilities	
Based on the client's Individualised Care Plan and your meeting with them, list and describe the things the client is capable of doing.	
<ul style="list-style-type: none">▪ Highly independent, no physical disability▪ Lip-reading▪ Can speak clearly; deafness does not affect speech▪ Fluent in Auslan.▪ Advanced computer skills▪ Can type up to 60wpm with fast data entry skills▪ Well versed in MS Office applications	
c) Preferences	
Describe the client's preferences, stating how they prefer things to be done.	
<ul style="list-style-type: none">▪ Has hearing aids but does not always wear them due to irritation▪ Note: Allergic to Dairy if catering is included.	
d) Cultural or religious needs	
Identify any additional considerations to meet the individual's cultural, traditional, or religious needs.	
<ul style="list-style-type: none">▪ Naomi has not specified any religious affiliation or cultural preferences.	
e) Barriers and strategies to overcome them	

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Identify any barriers to social inclusion and participation and describe strategies to overcome them.

- Social anxieties out in public, must have support animal with her at all times.
- Lip-reading, friends, and colleagues must be reminded to face Naomi when speaking, and not talk too fast.
- Does not have a driver's license, needs reliable transport arranged to attend programs on time.

f) Assistive technology needs

Name and describe assistive technologies required.

- Voice-to-text apps
- Closed captioning on TV and other display screens
- Alerting devices

g) Other

List here any other areas identified in the meeting with your client that is not already listed above, such as advocacy support needs, assistance pets, family, or medical assistance, etc.

- Naomi has an assistance animal for anxiety, Corgi 'Peanut', that accompanies her at all times.

2. Community Services

Research available community services relevant to the client's community and social needs. Provide at least three examples of each.

a) Networks and services

List three relevant networks and services available for this client. (Include websites where applicable.)

- Deafnav: <https://deafnav.com.au/connect/community/deaf-community>
- Deaf Sports Australia: <https://deafsports.org.au/>
- Deaf connect: <https://deafconnect.org.au/>

b) Community programs

List three programs available in the community that are suitable for this client. (Include websites where applicable.)

- Auslan Only Weekend: <https://www.eventbrite.com.au/e/auslan-only-weekend-tickets-388989838077>
- ArtScreen 2022 program: <https://aarts.net.au/news/applications-now-open-for-artscreen-2022/>
- Deaf connect courses: <https://deafconnect.org.au/tracks/courses-for-deaf-and-hard-of-hearing-people>

c) Community agencies

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



List three community agencies within the community that are relevant to the client's needs. (Include their websites and/or contact details.)

- Deaf Australia: <https://deaustralia.org.au/>
- Department of Human Services: <http://www.humanservices.gov.au>
- Disability Advocacy Network Australia: <http://www.dana.org.au>

d) Transport services

List two community transport services that are available. (Include their websites and/or contact details.)

- Link Community Transport: <http://www.linkcommunitytransport.org.au>
- Easylink Transport: <https://easylink.com.au/>

e) Suppliers of assistive technology

List two services that supply assistive technology that this client would need. (Include their websites and/or contact details.)

- Hearing Savers: <https://www.hearingsavers.com.au/>
- Found Hearing: <https://www.foundhearing.com.au/>

3. Implementation

a) Key people

Who will be involved with implementing this strategy? List all personnel, including family and other carers, that will be involved.

- Naomi
- Supervising support worker, Joyce Kiehne
- Program coordinator
- Community services organisation staff
- Community transport driver

b) Next steps

How will this plan be implemented and monitored? List all the steps you need to take to implement the plan.

- Discuss available options with Naomi and select the most relative community services and programs available.
- Assist and support Naomi in participation.
- Develop a schedule and manage logistics.
- Seek feedback informally with key people through verbal communication.
- Monitor the engagement levels of the client.
- Implement adjustments based on feedback received through consultation with key people.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



- Discuss findings and collaborate to develop or modify current solutions under the guidance of the supervisor.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Appendix C – Naomi Greenway (Workplace Participation Plan)

WORKPLACE PARTICIPATION PLAN TEMPLATE

1. The Client

a) Interests and ideas

Based on the client's Individualised Care Plan and your meeting with them, name and describe their interests.

- Travel
- Photography (including short films and editing own creations)
- Engaging in online photography groups
- Not afraid of technology, open to trying new things.

b) Abilities

Based on the client's Individualised Care Plan and your meeting with them, list and describe the things the client is capable of doing.

- Highly independent, no physical disability
- Lip-reading
- Can speak clearly; deafness does not affect speech
- Fluent in Auslan
- Advanced computer skills
- Can type up to 60wpm with fast data entry skills
- Well versed in MS Office applications

c) Preferences

Describe the client's preferences, stating how they prefer things to be done.

- Has hearing aids but does not always wear them due to irritation
- Prefers to work from home if possible
- Willing to travel within a 10KM radius from home
- Prefers to work in a quiet environment
- Prefers to work in a quiet environment with minimal interruption if she has to attend a workplace.
- Workspace must allow her assistant dog to be able to attend with her.

d) Cultural or religious needs

Identify any additional considerations to meet the individual's cultural, traditional, or religious needs.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



- Naomi has not specified any religious affiliation or cultural preferences.

e) Barriers and strategies to overcome them

Identify any barriers to social inclusion and participation and describe strategies to overcome them.

- Social anxieties out in public, must have support animal with her at all times. Also afraid of exclusion from work colleagues
- Lip-reading, friends, and colleagues must be reminded to face Naomi when speaking, and not talk too fast.
- Does not have a driver's license, needs reliable transport arranged to attend programs on time.
- Negative attitudes from co-workers who may not understand hearing loss, e.g. do not want to repeat themselves; or may think she is being rude by not responding to a person, if she is not aware she is being spoken to.
- Limitations of where she works, e.g. she does not want to work in front of the public, because she is worried about 'Peanut'.

f) Assistive technology needs

Name and describe assistive technologies required.

- Voice-to-text apps
- Closed captioning on TV and other display screens
- Alerting devices

g) Other

List here any other areas identified in the meeting with your client that is not already listed above, such as advocacy support needs, assistance pets, family, or medical assistance, etc.

- Naomi has an assistance animal for anxiety, Corgi 'Peanut', that accompanies her at all times.

2. Community Services

Research available community services relevant to the client's community and social needs. Provide at least three examples of each.

h) Networks and services

List three relevant networks and services available for this client. (Include websites where applicable.

- Deafnav: <https://deafnav.com.au/connect/community/deaf-community>
- Deaf Sports Australia: <https://deafsports.org.au/>
- Deaf connect: <https://deafconnect.org.au/>
- Online employment marketplace, e.g. Seek.com.au
- Disability Employment Services

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



- Sign for Work <https://www.signforwork.org.au/>

i) Community programs

List three programs available in the community that are suitable for this client. (Include websites where applicable.)

- Auslan Only Weekend: <https://www.eventbrite.com.au/e/auslan-only-weekend-tickets-388989838077>
- ArtScreen 2022 program: <https://aarts.net.au/news/applications-now-open-for-artscreen-2022/>
- Deaf connect courses: <https://deafconnect.org.au/tracks/courses-for-deaf-and-hard-of-hearing-people>

j) Community agencies

List three community agencies within the community that are relevant to the client's needs. (Include their websites and/or contact details.)

- Deaf Australia: <https://deafaustralia.org.au/>
- Department of Human Services: <http://www.humanservices.gov.au>
- Disability Advocacy Network Australia: <http://www.dana.org.au>

k) Transport services

List two community transport services that are available. (Include their websites and/or contact details.)

- Link Community Transport: <http://www.linkcommunitytransport.org.au>
- Easylink Transport: <https://easylink.com.au/>

l) Suppliers of assistive technology

List two services that supply assistive technology that this client would need. (Include their websites and/or contact details.)

- Hearing Savers: <https://www.hearingsavers.com.au/>
- Found Hearing: <https://www.foundhearing.com.au/>

3. Implementation

m) Key people

Who will be involved with implementing this strategy? List all personnel, including family and other carers, that will be involved.

- Naomi
- Supervising support worker, Joyce Kiehne
- Program coordinator
- Community services organisation staff

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



- Community transport driver

n) Next steps

How will this plan be implemented, monitored, and reviewed on a regular basis? List all the steps you need to take to implement the plan.

- Discuss available options with Naomi and select the most relative community services and programs available.
- Assist and support Naomi in participation.
- Develop a schedule and manage logistics.
- Seek feedback informally with key people through verbal communication.
- Monitor the engagement levels of the client.
- Implement adjustments based on feedback received through consultation with key people.
- Discuss findings and collaborate to develop or modify current solutions under the guidance of the supervisor.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text





Congratulations you have reached the end of Assessment 2!

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Student name: Click or tap here to enter text

Student number: Click or tap here to enter text

