**Marker Guide 10**

**CERTIFICATE IV IN ALLIED HEALTH ASSISTANCE**

Facilitate the empowerment of people receiving support

CHCCCS038

A picture containing diagram

Description automatically generated

First Edition, November 2023

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SHORT RESPONSE QUESTIONS

SECTION 1

DEMONSTRATING COMMITMENT TO EMPOWERMENT

History and recent developments

1.1 Enablement and reablement are two ideas that emphasise fostering individual autonomy and raising people's quality of life.

In the table below briefly explain the meaning of enablement and reablement, and provide one (1) example. (Each response should be approximately 60-80 words.)

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| Student’s response must be able to correctly define the differences between enablement and reablement, whilst providing one example for each. | |
| **Stages of promoting independence** | **Example** |
| 1. **Enablement**: A person who is still able to live freely in their own home may benefit from help with housework, meal preparation, and shopping, as well as from social support to keep them involved in their neighbourhood. These services are designed to give the person the freedom to stay independent and live in their own home for as long as possible. | A person with a disability may benefit from enablement services that help them to participate more fully in their community. The services could include assistance with transportation, communication, and personal care, as well as support to help the person pursue their interests and goals. |
| b) **Reablement**: A tailored exercise programme created to increase a person's strength and balance, as well as changes to their living environment to lower the risk of future falls, may be helpful for someone who has fallen and is fighting to regain their mobility. A therapist may collaborate with the person to establish clear objectives, such as being able to engage in a community group or walk to the nearby stores on their own, and create a strategy to get there. | A person with a disability who has had a recent illness or injury that has impacted their independence may benefit from a combination of physical therapy and occupational therapy to help the individual regain their physical and cognitive abilities. |

1.2 The social conceptions of persons in need of assistance are influenced by how society views, feels, and thinks about these groups.

a) Briefly explain how social constructs of disability in Australia evolved from a medical model to a social model. (Your response should be approximately 100 words.)

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| Student’s response must demonstrate an accurate judgement of the evolution of the social constructs from a medical model to a social model.  Social conceptions of disability are frequently seen as social constructs, which means that they are a result of societal and environmental circumstances rather than being exclusively a medical or individual issue. The concept of disability has changed from a medical model that prioritises impairments to a social model that emphasises the effects of societal barriers and discrimination. In Australia, disability is commonly accepted as a diverse and dynamic feature of human diversity. Discrimination against people with disabilities can occur as a result of unfavourable attitudes, stigma, and misconceptions about disability that may still exist in some circumstances. |

b) Briefly explain what impact these constructs have on the experiences of people with disabilities. (Your response should be approximately 50 words.)

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| Student’s response must demonstrate an accurate judgement of the impacts it may have on disabled individuals.  These social constructions have an impact on how ageing and disability are perceived, experienced, and handled in a variety of contexts, including the workplace and contacts with disabled individuals. Additionally, a person's attitudes can have a big impact on how well they can collaborate with Australians with impairments. individual issue. |

c) Briefly identify the role that attitudes, including empathy, respect, and inclusivity, play in effectively working with people with disabilities and older adults in Australia. (Your response should be approximately 100 words.)

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| Student’s response must be able to identify the impact that attitudes both positive and negative may have on a patient under the care of a community worker.  Empathy, respect, and inclusion mindsets can encourage fruitful conversations and nurture lasting connections. On the other hand, unfavourable attitudes like pity, fear, or disdain can bolster stereotypes, erect obstacles, and keep discrimination alive. persons who deal with persons with disabilities must be conscious of their own attitudes and ideas and seek to adopt an inclusive and respectful attitude. This entails acknowledging and dispelling any prejudices or preconceived notions they might have, actively advancing the rights and dignity of those who need extra help, and cultivating an inclusive and empowering environment that values diversity and fosters equal opportunities for everyone, regardless of age or disability status. |

d) How can professional development and education address negative attitudes and promote inclusive care, provide two (2) strategies that can educate and address individuals in regard to inclusive care? (Your response should be approximately 150 words.)

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| Student’s response must be able to identify the benefits of conducting professional development to promote inclusive care.  Professional development, training, and education can play a crucial role in promoting positive attitudes and enhancing the quality of care and support provided to people with disabilities in Australia.  The two chosen could be:   * Cultural Competency Training:   Equip professionals with the knowledge and skills needed to work effectively with individuals from diverse backgrounds. This includes understanding cultural differences, communication styles, and norms.   * Accountability and Consequences:   Clearly communicate that negative attitudes and exclusionary behavior will not be tolerated and establish consequences for such actions. Accountability can deter such behavior and create a safer environment for all. |

1.3 The ability of people and groups to access resources, opportunities, and decision-making processes can be shaped and influenced by the ways in which power is embedded in social systems, organisations, and structures.

Briefly identify which obstacles have been explained below in regards to having a positive approach that a community worker may choose when attending to their clients. (Each response should be 1 word.)

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| **Obstacles to empowerment** | **Identified approach** |
| a) Cultural | Diverse cultural identities and practises should be honoured. Encourage intercultural dialogue, acceptance, and inclusion. Give people and groups the chance to express their cultural heritage while promoting cultural preservation. Encourage intercultural communication, empathy, and respect. |
| b) Social | Encourage fair treatment of all people and groups. Make places where people can freely express themselves, take part in decision-making, and have their opinions heard. Foster strong social ties and networks that encourage cooperation, community involvement, and mutual assistance. |
| c) Economic | Promote equitable and socially just economic practises and policies. Give them access to opportunities for education, training, and skill development. Encourage self-reliance and entrepreneurship. |
| d) Emotional | Promote self-awareness, and self-care. Provide mental health resources and support. Promote positive coping skills and resilience-building strategies. Create safe spaces for emotional expression and validation and reduce stigma around mental health challenges. |
| e) Physical | Ensure access to quality healthcare, nutrition, and physical well-being. Provide opportunities for physical activity, sports, and recreation. Promote body positivity and healthy body image. Advocate for accessibility and accommodations for individuals with disabilities to enable their full participation in all aspects of life. |
| f) Stigma | Take on and eliminate discrimination based on racial, gender, sexual, religious, or other distinctions. Encourage knowledge, understanding, and appreciation of other identities and experiences. Encourage inclusive and accepting environments where everyone is treated with respect and dignity. |
| g) Ageism | Encourage relationships between generations and respect for one another. Give older people the chance to participate fully in society by giving them work, volunteer opportunities, and community involvement. Dispel ageist myths and encourage a good attitude towards ageing. |
| Student’s response must demonstrate an understanding of the positive approaches to building empowerment in their clients that need additional support. | |

Integrating your knowledge

1.4 Imagine you are working as a support worker in a community care organisation. You are assigned to assist an elderly individual who has recently acquired a disability. During your initial interaction with this person, you notice that your personal values and attitudes about disability and aging may have an impact on the way you provide support; for example, there were instances where you could not get along with your own grandparents due to their inability to remember things.

Briefly explain how you would reflect on your personal values and attitudes to ensure your support is inclusive, respectful, and aligns with the individual's needs and preferences. (Your response should be approximately 140 words.)

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| Student’s response must be able to identify ways in which they can alter their own perceptions in order to provide the best support and care for the elderly individual that requires additional support.  Example response:  In this situation, I would start by acknowledging that my values and attitudes about ageing, disability, and personal values may have an impact on how I support the elderly person with a recent handicap. I would take the following actions to address this potential impact:  **Self-Reflection:** I would start by reflecting on myself to see whether I have any biases or preconceived assumptions regarding ageing and disability. In order to comprehend how my beliefs, experiences, and cultural background may affect my attitudes, it is necessary to examine these factors.  **Empathy and Active Listening**: I would pay close attention to the person's worries, tastes, and requirements. I am better able to understand their particular viewpoint because to empathic listening, which also enables me to develop a more respectful and person-centered approach to support. |

1.5 Imagine you are a team leader in a non-profit organisation dedicated to helping individuals with a range of issues. Read the following scenarios and answer the following questions:

a) One of your team members is working with a client who has relapsed multiple times, and this client is feeling disheartened and powerless. Your team member seeks your guidance on how they could address the impact of relapse and facilitate the client's empowerment. Briefly explain how you would you advise your team member to achieve these goals?. (Your response should be approximately 250 words.)

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| Student’s response must be able to provide ideal means in which their team member would be able to offer the best care to this client.  Example response:  I would first request my team member to thoroughly examine the client's existing position. This include comprehending the client's background, relapse triggers, coping skills, and any underlying problems causing substance misuse. We can then look at encouraging the team member to actively listen to the client's needs and to express empathy for them. It's crucial to provide a secure, judgment-free environment where the client can open up about their experiences and difficulties. Lastly, we can create a collaborative goal setting with the client by participating with the client in this process to ensure that the objective reflects their own aspirations and beliefs. |

b) You are now responsible for a team working on a community development project aimed at empowering marginalised youth. One of the project's initiatives has encountered unexpected challenges, leading to a decrease in participant engagement and motivation. Your team members are seeking guidance on how to develop and adjust their approaches to address the impact of these challenges and facilitate the empowerment of the young participants.

Briefly explain how you would advise your team to develop and adjust their approaches in this situation to achieve these goals? (Your response should be approximately 250 words.)

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| Student’s response must demonstrate and understanding of how they would address the decrease in engagement and motivation amongst the youth and how this can be done through the team members in this project.  Example response:  I would first request my team to initially perform a thorough analysis of the current state of affairs. This includes identifying the particular difficulties that have impacted the youth’s motivation and involvement. Understanding the underlying causes of these difficulties is essential. We can then look at engaging the stakeholders to speak about the problems we are facing as a team and group and identify possible solutions, including project participants, local leaders, and project team members. Make sure that everyone's opinions are taken into consideration. Next, we can review the aims and objectives of the project should be reviewed to make sure they are still pertinent and in line with the needs of marginalised youth. If required, update these objectives to represent the situation right now more accurately. Lastly, I will encourage my team to take a cooperative approach to addressing problems. We will also think of approaches and tactics to handle the problems we have discovered. Think about the long-term and the short-term goals. |

SECTION 2

FOSTERING HUMAN RIGHTS

Supportive practices

2.1 Supported practise is a person-centred method of giving care, support, and services to people, especially those who require more assistance.

Identify one (1) strategy that you can implement as a community worker for the below mentioned conditions. (Each of your responses should be approximately 30 words.)

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| **Client’s Condition** | **Strategies** |
| 1. This client has been characterised as having a progressive motor dysfunction, cognitive decline, and psychiatric symptoms. | Offering support and education to family members about the implications of genetic factors and the importance of genetic testing can help them make informed decisions about their health. |
| 1. This client has a spinal cord injury resulted from an accident. | Encourage regular physical activity tailored to an individual’s fitness level and abilities. Support practices may include designing exercise plans, offering fitness classes, or recommending suitable physical activities. |
| 1. This client has been diagnosed with PTSD having witnessed a traumatic event. | Educate individuals and their families about the effects of trauma, common symptoms, and available treatment options. Knowledge can reduce stigma and empower individuals to seek help. |
| 1. This client was riding a bicycle and has a treacherous fall down a slope injuring his head. | Assist individuals in regaining cognitive skills, such as memory, attention, problem-solving, and communication. Cognitive rehabilitation strategies are tailored to the specific cognitive deficits caused by the brain injury. |
| 1. This individual has poor diet requirements | Offer personalised nutrition counselling and dietary planning. Dietitians or nutritionists can help individuals make healthier food choices, manage portion sizes, and develop meal plans that align with their specific dietary needs and health goals. |

Legal and ethical considerations

2.2 As a community worker you will always be required to consider the rights of the clients under your care whilst also making sure you are compliant legally and ethically. Identify the following legal and ethical considerations that have been defined below. (Each of your responses should be approximately 15-60 words.)

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| **Considerations** | **Explanation** |
| a) Mandatory reporting | Outlines the procedures for filing a report about child abuse, neglect, risk, or harm that is known or suspected to have occurred due to factors that are present in the child's current living situation. |
| b) Privacy | One needs to make sure to never disclosing a person's personal information without that person's permission. |
| c) Dignity of risk | When a person has the right to take some risks in their daily lives, regardless of whether others agree with them or if it is best or safest for them, |
| d) Discrimination | When someone or a group purposefully treats someone differently due to an unrelated factor. |
| e) Code of conduct | Documents that instruct personnel on acceptable moral standards for conduct at work and are typically based on the organisation’s core principles. Integrity, responsibility, and transparency, for instance. |
| f) Human rights | These are essential to how we relate to others and how much we regard their capacity for survival and success in our society. Human rights recognise that every person, regardless of background, has the right to be treated fairly, with dignity, and respect from others, and that they have the freedom to make their own decisions in daily life. |
| g) Work health and safety | This is in place to protect you and others from danger, legislation establishes the obligations and responsibilities of every Australian employer and employee. |
| h) Duty of Care | So that you are completely aware of the expectations at your place of employment, you should discuss the standards with your supervisor. To determine the level of care you owe someone and how to perform that duty, you may be compelled to employ tools or assessments. |
| i) Work role boundaries | To ensure that you are practising within your area of expertise and not going beyond your training, expertise, and legal authority, it is crucial to comprehend and adhere to these limitations. |

Legislative principles

2.3 For individuals involved in the support and care of senior citizens and people with disabilities, such as carers, service providers, policymakers, and organisations, there are standards which establish rules, legislation, and expectations.

Briefly describe the following principles that govern the legislative, statutory and professional perspective of working in a community support setting. (Your response should be approximately 40 words each.)

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| **Component** | **Function** |
| a) Active listening | Focusing intently to the person speaking while trying to comprehend their thoughts, feelings, and viewpoints without interrupting or making judgements is known as active listening. |
| b) Empowerment | This idea is particularly crucial in support work. The ability to make our own decisions and live our own lives is a fundamental human right. We give someone power when they are confident in their ability to make decisions for themselves. |
| c) Self-advocacy | Self-advocacy is when people who need elder care or who have disabilities speak up for their own needs, rights, and preferences. It entails giving people the freedom to voice their ideas, make decisions, and take part in discussions about their own care and assistance. Active support is a strategy that focuses on giving people who require extra assistance the assistance they need to engage as fully as possible in meaningful activities and in their community. |
| d) Right-based approach | Aims to advance the wellbeing, integration, and dignity of older Australians and those with disabilities. |
| e) Active support | Active support is a strategy that focuses on giving people who require extra assistance the assistance they need to engage as fully as possible in meaningful activities and in their community. |
| f) Person-centered practices | Refers to a method of providing care and assistance that puts the needs, preferences, and goals of the individual first and makes them an active partner in making decisions. |
| g) Strength-based approach | Rather than focusing just on a person's weaknesses or inadequacies, strengths-based techniques identify and build on a person's skills, abilities, and capacities. |
| h) Social Justice | Promoting fairness, equality, and inclusion in society is the idea behind social justice. It entails promoting the rights, dignity, and wellbeing of people who need extra assistance and working to create an inclusive and equitable environment that celebrates diversity in the context of elder care and disability. |

Reflective practices

2.4 The goal of positive behaviour support is to develop tailored tactics for each client that are responsive to their needs, minimising or eliminating the usage of regulated restrictive practises.

a) Briefly identify instances where the following restrictive practices can be used. (Each response should be approximately 30 words.)

i) Physical

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| Student’s response must be able to identify when restrictive practices can be used on a client under their care.  Responses may include, but are not limited to, reference to:  Some common restrictive practices in residential aged care that are physical can include:   * clasping a person's hands or feet to stop them from moving * applying restraints such as leg, wrist, ankle, or vest restraints * seating residents in chairs with deeper seats, recliners, or rockers where they are unable to stand up from, or moving their mobility aids * It may also include confiding a person in a residential facility or specialised unit |

ii) Pharmacological

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| Student’s response must be able to identify when restrictive practices can be used on a client under their care.  Responses may include, but are not limited to, reference to:  Some medications prescribed can have the effect of restricting a person's movements or their ability to make decisions. Some medications may cause sedation and can be prescribed for pain relief, whilst others such as psychotropic medication can include stimulants, antidepressants, anti-psychotics, mood stabilisers and anti-anxiety agents. |

iii) Based on the above explanations you had provided, briefly identify five (5) effects these restrictive practices may have on a patient that is under your care. (Your response should be approximately 40 words.)

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| Student’s response must be able to identify the impact that restrictive practices may have on a client under their support and care within the community.  Responses may include, but are not limited to, reference to:   * shame * fear * anxiety * loss of dignity * agitation * lower cognitive performance; and * depression |

b) How does positive behaviour support prioritise the protection of an individual's quality of life and dignity while addressing their behavioural concerns? (Your response should be approximately 150 words.)

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| Student’s response must be able to identify how as a community support worker they would be able to acknowledge their patient’s behavioural concerns in a more positive approach.  Responses may include, but are not limited to, reference to:  In the context of positive behaviour support, strategies such as "stopping things that a person does not like" and "complying with legislative requirements" contribute to creating individualized and effective support plans as follows:  "Stopping things that a person does not like" refers to eliminating or reducing factors in the person's environment that may be contributing to their challenging behaviours. For instance, if an individual exhibits behaviours of concern when subjected to loud noises they dislike, positive behaviour support would involve modifying the environment to minimize such noises, thereby decreasing the occurrence of challenging behaviours.  "Complying with legislative requirements" ensures that the support provided is in accordance with legal and ethical standards. This is important for safeguarding the individual's rights and dignity. For example, adhering to laws that protect an individual's right to privacy and access to appropriate services is essential in developing a person-centred plan that respects their human rights and complies with legal obligations. |

2.5 All approved restrictive practises must be fully described in a behaviour support plan, per the NDIS Rules 2018 regulations. This document contains information on triggering behaviours, their causes, and methods for reducing or preventing them.

Briefly identify four (4) considerations in terms of creating a behaviour support plan. (Your response should be approximately 50 words.)

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| Student’s response must demonstrate an understanding of what needs to be considered when creating a behaviour support plan.  Responses may include, but are not limited to, reference to:   * What is the description of the restrictive practice to be considered * Why is it being used? What strategies were tried before restrictive practice was considered? * Process - What detailed instructions about how, where, when the restrictive practice will be used and for how long? * Recording - How will you make sure that all incidents are recorded or reviewed? How will you monitor the effectiveness of the restrictive practice and how will you monitor any side effects? * What strategies do you have in place to reduce or eliminate the restrictive practice? * Training - How will training occur with key staff about restrictive practices? |

2.6 To protect everyone's safety and wellbeing, the usage of restrictive practises should be governed by a tight set of rules and guidelines. Identify four (4) instances where restrictive practices can be used in consideration with the harm that may be caused during the process. (Each response should be approximately 15 words.)

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| Student’s response must demonstrate an understanding of when we can authorise the use of restrictive practice regardless of the harm it may cause to a patient under our care, as their wellbeing and mental health will always be considered a priority.  Responses may include, but are not limited to, reference to:   * **Imminent danger:** When there is a serious risk of serious injury to the person or others, and no less invasive interventions are effective in averting this harm, restrictive practises may be adopted. This must be supported by a comprehensive risk analysis carried out by trained experts. * **Exhaustion of alternatives:** Before considering restrictive practises, all less restrictive therapies and positive behaviour support techniques should have been tried and shown to be ineffectual. * **Informed consent:** If it is decided that restricted practises are required, it must be acquired from the person or, if appropriate, their legal guardian. The person's tastes and wishes should be considered as much as is practical. * **Monitoring and oversight:** When restrictive practices are used, there should be continuous monitoring, data collection, and oversight by qualified professionals to ensure that the practices are implemented safely and effectively. |

2.7 In your time being employed as a community helper you will be required to seek assistance from your colleagues and superiors.

a) Briefly identify and explain four (4) instances how and when to seek support from your experience staff. (Your response should be approximately 150 words.)

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| Student’s response must demonstrate an understanding of how and when to seek support from one’s superiors in order to provide the best care to their clients who are under their care.  Responses may include, but are not limited to, reference to:   * **Recognise your own limitations:** It’s important to acknowledge that everyone has limitations in their knowledge, skills, and experience. Be honest with yourself about your own limitations and understand that it’s okay to seek help when needed. This may include situations where you encounter complex or unfamiliar situations, or when you feel unsure about how to best support a person with specific needs. * **Establish clear lines of communication:** Build open and trusting communication channels with your colleagues and supervisors. Know who the more experienced and qualified staff are in your workplace and be familiar with their areas of expertise. Establish a supportive and collaborative working relationship with them, so that you feel comfortable reaching out for help when necessary. * **Seek guidance proactively:** Don’t wait until a situation becomes unmanageable before seeking help. If you have questions or concerns, seek guidance proactively. This may involve discussing the situation with your supervisor, team leader, or other experienced staff members. Be specific about your concerns and ask for their advice, input, or assistance. * **Be willing to learn and receive feedback:** Embrace a growth mindset and be open to learning from others. Be receptive to feedback and constructive criticism, as it can help you improve your skills and knowledge. Recognise that seeking support is not a sign of weakness, but rather a proactive approach to ensuring the best possible care for the people you support. |

b) Depending on the type of abuse, the victim's age, aptitude, and circumstances, abuse, exploitation, and neglect indicators might change. Briefly identify two (2) general indicators for each of the following types of abuse. (Your response should be approximately 30 words.)

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| **Type of Abuse** | **General Indicators** |
| i) Physical | Unexplained bruises, cuts, burns, or injuries.  Broken bones or fractures.  Signs of restraint, such as rope marks or bruising. |
| ii) Emotional | Verbal or non-verbal threats, insults, or humiliation.  Intimidation, belittling, or ridiculing.  Social isolation or withdrawal from activities. |
| iii) Loss of interest | Unexplained or sudden changes in financial situation, such as missing money or valuables.  Unusual or unauthorised use of the individual’s funds or assets |
| iv) Neglect | Poor personal hygiene, dirty clothing, or unkempt appearance.  Malnutrition, dehydration, or unexplained weight loss.  Inadequate medical care or untreated health conditions. |
| v) Sexual | Unexplained sexually transmitted infections (STIs.)  Changes in behaviour or mood, particularly related to sexual matters.  Fear or avoidance of specific individuals or situations. |

Integrating your knowledge

2.8 Imagine that you are Kasey, a social worker in a community centre. Sarah, who is a 35-year-old woman with autism who receives support services in a group home, is now currently under your guidance and care. She enjoys spending time outdoors and has expressed a strong interest in going on hiking trips to explore nature trails in the nearby national park. Sarah's support team recognises her enthusiasm for this activity and wants to support her in pursuing it while also ensuring her safety and well-being.

Based on the case of Sarah, provide specific three (3) key considerations on educating Sarah about knowing that any consequences have been met or addressed in her plan for hiking trips to the national park. (Your response should be approximately 200 words.)

Hint: The information under **Understanding human rights** and subheading **Dignity of risk** will support you in answering this question.

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| Student’s response must be able to identify that the question is referring to the human rights aspects behind ‘dignity of risk’  Responses may include, but are not limited to, reference to:  We could firstly educate Sarah about the consequences. The support team takes the time to sit down with Sarah and explain the potential risks associated with hiking in the national park. They discuss topics such as uneven terrain, exposure to the elements, and the possibility of getting lost. Sarah shows genuine interest in learning about these risks and asks questions to gain a better understanding.  Next, we can assess Sarah's Comprehension. To ensure that Sarah can comprehend the consequences of her decision to go hiking, the support team uses visual aids and simplified language to explain the risks and benefits. Sarah is able to articulate back to the team the key safety measures she needs to take, such as staying on designated trails, carrying essential supplies, and informing staff of her planned route and estimated return time. Her ability to demonstrate understanding is evident.  Lastly, we will educate her on avoiding harm to others. The support team assesses the potential impact of Sarah's choice on others. They ensure that her hiking trips are scheduled on days when there are no conflicting responsibilities or activities for the other residents in the group home. Sarah's outings are planned with careful consideration to minimise disruption to others, and transportation logistics are arranged to avoid conflicts. |

2.9 Imagine you are a healthcare professional working in a care facility in Australia.

a) You have been assigned to provide care and support to an elderly resident named Margaret. Margaret has recently moved into the facility and has expressed her desire to have more control over her care and daily routines. She values her independence and has specific cultural preferences related to food and daily activities.

Outline three (3) specific steps or strategies you would implement to involve Margaret in her care decisions and tailor her care plan to her unique needs and preferences. (Your response should be approximately 200 words.)

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| Student’s response must be able to identify that the question is related to person-centre approach and how we can support Margaret in this aspect.  Responses may include, but are not limited to, reference to:  "In order to provide person-centred care to Margaret, I would adopt several key person-centred practices outlined in the information provided:  Consumer-Directed Care (CDC): I would initiate a conversation with Margaret to understand her specific needs, preferences, and goals. This discussion would include her preferences regarding daily routines, food choices, and any specific cultural requirements. Margaret would have the opportunity to make decisions about her care plan, service providers, and the type of services she receives. This process would empower her to have more control over her care and services.  Shared Decision-Making: I would collaborate closely with Margaret to develop a care plan that aligns with her values, preferences, and goals. This would involve active listening to her and involving her in decisions related to her daily routines, health management, and activities. By engaging in shared decision-making, Margaret would have a voice in her care plan and feel respected as an active partner in her healthcare decisions.  Culturally Sensitive Care: To respect Margaret's cultural background and preferences, I would work to understand her cultural beliefs and practices related to food, social activities, and daily routines. This would enable me to provide culturally sensitive care that acknowledges and values her cultural diversity. I would also involve her in choosing culturally appropriate food options and activities that align with her cultural background.” |

b) You work as a support worker in a community-based mental health program. One of the program participants, James, is a 45-year-old man who has been diagnosed with bipolar disorder. James is currently living independently but has been experiencing difficulty managing his symptoms and daily routines, leading to occasional hospitalisations.

James has expressed a strong desire to take a more active role in managing his mental health and achieving stability in his life. He values his independence but acknowledges that he needs support. He also has specific preferences for his daily routines, such as engaging in creative activities and maintaining a healthy diet to manage his mood.

Outline three (3) specific steps or strategies you would use to involve James in his care decisions and tailor his support plan to his unique needs and goals. Think about the information provided and what you could do to support James in his journey toward mental health stability while respecting his autonomy, dignity, and individual preferences. (Your response should be approximately 130 words.)

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| Student’s response must be able to identify that the question is related to person-centre approach and how we can support James in this aspect.  Responses may include, but are not limited to, reference to the following:  “I would conduct an assessment of James’ strengths, abilities, and resources. By focusing on his strengths, I would encourage him to actively participate in decision-making and goal setting. This approach would help build him confidence and sense of control over his care.  I would then create a person-centred planning: James’ care plan would be developed through a collaborative process that includes him, his family (if applicable), and his support network. This planning process would prioritise his needs, preferences, and goals, ensuring that his unique requirements are at the forefront of his care plan.  Lastly, I would provide James with information and resources about bipolar disorder, its management, and strategies for maintaining mental health. This education would empower him to make informed decisions about his mental health and participate actively in his care.” |

2.10 Imagine that you are a healthcare provider in a community health centre. Read the following scenarios and answer the questions that follow.

a) You have just started working with a new client, Maria, who comes from a culturally and linguistically diverse background. Maria has expressed her desire for culturally sensitive care, and you want to ensure that her cultural needs are respected and prioritised in service delivery. Think about how you would ensure that Maria's cultural needs are acknowledged and prioritised in her care. Briefly outline three (3) specific steps or actions you would take to create an environment of cultural competence and sensitivity to enhance Maria's healthcare outcomes while respecting her autonomy and human rights. (Your response should be approximately 170 words.)

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| Student’s response must be able to identify that the question is referring to adhering cultural needs of a client under your care.  Responses may include, but are not limited to, reference to the following:  To ensure that Maria's cultural needs are acknowledged and prioritised in her care, I would implement the following strategies:  Acknowledging Cultural Diversity: I would start by acknowledging and appreciating the richness of Maria's cultural background. I understand that culture encompasses various aspects, including language, customs, beliefs, values, traditions, and social norms. Recognizing the importance of these aspects in shaping Maria's identity and preferences is crucial.  Open and Respectful Communication: I would create a safe and supportive environment for Maria to comfortably express her cultural needs and expectations. Open and respectful communication is essential in this process. I would use open-ended questions and active listening skills to understand her cultural background, preferences, and any specific requirements she may have regarding service delivery.  Collaboration and Involvement: I would actively involve Maria and her support network, including family, friends, and community members, in the care planning process. Their input and perspectives are invaluable in understanding how best to respect and prioritize Maria's cultural needs. I respect their role as experts on their own culture and would involve them in decision-making to ensure their insights are integrated into the care plan. |

b) You have recently been assigned to provide support to a new client, Ahmed, who comes from a culturally and linguistically diverse background. Ahmed has shared that he has had previous negative experiences with mental health services due to cultural insensitivity. He expresses his desire for culturally sensitive care that respects his identity and needs.

Outline three (3) specific steps or actions you would take to create an environment of cultural competence and sensitivity and ultimately enhance Ahmed's mental health outcomes while respecting his autonomy and human rights. (Your response should be approximately 170 words.)

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| Student’s response must be able to identify that the question is referring to adhering cultural needs of a client under your care.  Responses may include, but are not limited to, reference to the following:  "To ensure that Ahmed's cultural needs are acknowledged and prioritized in his mental health support, I would implement the following strategies:  Collaboration and Involvement: Actively involving Ahmed and his support network, such as family members or community leaders, is key. They are experts on their own culture and can provide valuable insights into how best to respect and prioritize Ahmed's cultural needs. Collaboration ensures that his cultural preferences are integrated into his mental health support plan.  Tailoring Mental Health Support: Ahmed's mental health support plan should be personalized to align with his cultural needs and preferences. This might involve selecting therapeutic approaches that resonate with his cultural background, accommodating his language preferences, and creating a culturally sensitive therapeutic environment.  Monitoring and Feedback: Continual monitoring of Ahmed's progress and seeking feedback about his experience with mental health services are essential. This allows for adjustments and improvements in his care plan based on his evolving needs and cultural considerations.  Advocating for Cultural Sensitivity: If I observe any cultural insensitivity within the mental health clinic or its policies, I will advocate for changes and improvements that promote cultural sensitivity and inclusivity. This may involve raising awareness among colleagues or collaborating with cultural competence committees. |

2.11 Imagine that you are working as a support worker in a residential care facility for individuals with disabilities. One day, you notice that a resident, Sarah, has become increasingly withdrawn and agitated. Sarah has a communication disability and primarily uses non-verbal communication methods, such as gestures and facial expressions. She has a dedicated care plan that outlines her specific communication needs and support requirements.

Recently, you've observed changes in Sarah's behaviour, such as refusing meals, displaying signs of distress during personal care routines, and avoiding interactions with staff and other residents. You suspect that there may be a breach of Sarah's human rights related to her care and communication support.

In this context, describe how you would apply the provided information to identify and address a potential breach of Sarah's human rights.

Briefly outline specific steps or actions you would take to engage in a consultation with Sarah, in order to follow the appropriate procedures for reporting and resolving any human rights concerns. (Your response should be approximately 300 words.)

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| Student’s response must be able to identify that the question is referring a breach in human rights and requires what measures we would take as community workers to address these concerns.  Responses may include, but are not limited to, reference to the following:  "To address a potential breach of Sarah's human rights in the residential care facility, I would apply the provided information in the following manner:  Familiarise Myself with Organisational Policies: I would start by thoroughly reviewing my organization's policies, procedures, and workplace practices that govern the identification and reporting of breaches of human rights. This step is essential to ensure that I comply with the established guidelines and responsibilities.  Engage in Active Listening: To understand Sarah's concerns and experiences, I would engage in active listening. This involves creating a safe and non-judgmental environment where Sarah feels comfortable expressing herself through her non-verbal communication methods. I would listen attentively to her gestures, facial expressions, and any other cues without interruption or judgment.  Obtain Informed Consent: Before discussing Sarah's concerns with others, I would obtain explicit consent from her. I would explain the purpose, process, and potential outcomes of our consultation, ensuring that Sarah understands her rights and has the autonomy to make informed decisions about sharing her experiences.  Follow-Up and Review: After taking action to address the breach, I would follow up with Sarah to ensure that her concerns are addressed satisfactorily. I would also monitor the situation for any changes and review the outcomes of the response and reporting process. This review would help identify opportunities for improvement and prevent future breaches.  Throughout this process, I would ensure that Sarah's communication needs, as outlined in her care plan, are at the forefront. This includes providing the necessary support and accommodations to ensure that Sarah can effectively communicate her concerns and preferences. By following these steps, I aim to uphold Sarah's human rights, respect her autonomy, and ensure that her unique communication needs are considered and addressed in the resolution of any human rights concerns." |

2.12 You work as a caregiver in a residential group home for older adults with varying degrees of cognitive impairment. One of the residents, Mr. Johnson, who has advanced dementia, has been showing signs of distress and agitation recently. Despite Mr. Johnson's limited verbal communication, you've noticed that he has been exhibiting behaviours like increased pacing, occasional agitation, and resistance during personal care routines.

You suspect that there may be a breach of Mr. Johnson's human rights related to his care, well-being, or communication support. Mr. Johnson's care plan emphasizes the importance of providing him with a supportive and dignified environment that respects his autonomy, even though he is unable to verbally express his needs and preferences.

In this context, outline the specific steps you would take to engage in consultation with Mr Johnson (using non-verbal cues) to identify and address a potential breach of Mr. Johnson's human rights. Please outline specific steps or actions you would take to engage in a consultation with Mr. Johnson (using non-verbal cues), respect his autonomy, elicit information, and follow the appropriate procedures for reporting and resolving any human rights concerns. (Your response should be approximately 270 words.)

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| Student’s response must be able to identify that the question is referring a breach in human rights and requires what measures we would take as community workers to address these concerns.  Responses may include, but are not limited to, reference to the following:  "To address a potential breach of Mr. Johnson's human rights in the residential group home for older adults with cognitive impairment, I would apply the provided information as follows:  Obtain Informed Consent (Non-Verbal): Although Mr. Johnson may not be able to provide explicit verbal consent, I would seek non-verbal cues to ascertain his comfort and willingness to communicate. I would approach him calmly, maintain eye contact, and use gentle gestures to gauge his interest and consent for interaction.  Use Non-Verbal Communication Techniques: To elicit information from Mr. Johnson, I would employ non-verbal communication techniques. This includes using gentle touch, mirroring his body language, and using visual cues to ask simple yes/no questions or offer choices. It's crucial to allow Mr. Johnson the time and space to respond in his own non-verbal way.  Respect Autonomy and Dignity: Respecting Mr. Johnson's autonomy and dignity is paramount. I would ensure that every interaction and care task is carried out in a way that upholds his dignity, even though he may not be able to express his preferences verbally.  Report According to Organizational Procedures: If there are indications of a potential breach of Mr. Johnson's human rights, I would follow the established organizational procedures for reporting such concerns. This includes completing required documentation accurately and promptly and reporting to designated personnel or authorities in line with the policies and procedures.  Throughout this process, I would ensure that Mr. Johnson's communication needs, as outlined in his care plan, are adequately addressed. This may involve consulting with other professionals, such as speech therapists, to explore alternative communication methods and assistive technologies that can support Mr. Johnson in expressing his needs and preferences. |

2.13 You work as a caregiver in a residential facility for elderly residents, some of whom have cognitive impairments such as dementia. One afternoon, you notice that one of the residents, Mrs. Anderson, who has mild dementia, is behaving unusually. She appears anxious, avoids eye contact, and seems withdrawn. Additionally, you observe unexplained bruising on her arms and notice that she flinches when approached by a specific staff member.

You are concerned that Mrs. Anderson may be experiencing abuse or neglect, given her sudden change in behaviour and the physical indicators you've observed. You want to address this situation following the provided guidelines and principles while respecting Mrs. Anderson's privacy and confidentiality.

Briefly outline how you will gather information from Ms. Anderson to identify if there are any concerns in terms of abuse and neglect. (Your response should be approximately 230 words.)

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| Student’s response must be able to identify that the question is referring to identifying abuse and neglect amongst the client in our care and what measures we would take as community workers to address these concerns.  Responses may include, but are not limited to, reference to the following:  "To address the situation of suspected abuse or neglect concerning Mrs. Anderson, I would follow the provided guidelines while prioritising her well-being and safety:  Initial Observation and Assessment: I would begin by closely observing Mrs. Anderson's behaviour and physical condition to gather as much information as possible. This includes documenting any unexplained bruising, her demeanour, her interactions with specific staff members, and any changes in her usual behaviour or mood.  Respect Boundaries and Privacy: Given Mrs. Anderson's mild dementia, it's crucial to approach her with sensitivity and respect for her boundaries. I would gently approach her in a non-threatening manner, ensuring that I do not press for information she may not be comfortable sharing. I would also prioritize her privacy and confidentiality throughout the process.  Document My Observations: I would maintain accurate and detailed records of my observations, including the date, time, location, and specific behaviours or indicators I've noticed. These records would serve as essential documentation that may be used as evidence in investigations or legal proceedings.  Involve Appropriate Authorities: If the situation warrants, I will follow the legal requirements for reporting, which may include notifying law enforcement, adult protective services, or other relevant agencies. The safety and well-being of Mrs. Anderson would remain my primary concern throughout this process.  In summary, my approach would prioritise Mrs. Anderson's well-being, respecting her boundaries, adhering to legal requirements, and maintaining confidentiality throughout the process. It's crucial to handle such situations with the utmost care and sensitivity, ensuring that the resident's safety and dignity are upheld while addressing any concerns of abuse or neglect." |

2.14 You work as a caregiver in a long-term care facility for older adults, including residents with various degrees of cognitive impairment, such as Alzheimer's disease. One morning, during your rounds, you notice that one of the residents, Mr. Thompson, who has advanced Alzheimer's, is showing signs of distress and agitation. He appears anxious, repeatedly clasping his hands together nervously, and his usually calm demeanour has changed.

When you approach Mr. Thompson, you observe unexplained bruising on his arms and notice that he becomes visibly more agitated when a particular staff member enters the room. Mr. Thompson is unable to communicate verbally due to his advanced Alzheimer's, making it challenging for him to express his concerns.

You are deeply concerned that Mr. Thompson may be experiencing abuse or neglect, given the sudden change in behaviour and the physical indicators you've observed. You want to address this situation following the provided guidelines and principles while respecting Mr. Thompson's privacy and confidentiality. Briefly outline how you will gather information from Ms. Thompson to identify if there are any concerns in terms of abuse and neglect. (Your response should be approximately 260 words.)

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| Student’s response must be able to identify that the question is referring to identifying abuse and neglect amongst the client in our care and what measures we would take as community workers to address these concerns.  Responses may include, but are not limited to, reference to the following:  "To address the situation of suspected abuse or neglect concerning Mr. Thompson, I would follow the provided guidelines while prioritizing his well-being and safety:  Initial Observation and Assessment: I would begin by closely observing Mr. Thompson's behaviour and physical condition, as well as the circumstances surrounding his agitation and the presence of unexplained bruising. I would document the date, time, location, and specific behaviours or indicators I've noticed.  Respect Boundaries and Privacy: Recognising Mr. Thompson's advanced Alzheimer's and inability to communicate verbally, I would approach him with the utmost sensitivity and respect for his boundaries. It's vital to create a safe and non-threatening environment where he may feel comfortable, despite his limitations.  Engage Mr. Thompson Non-Verbally: To engage with Mr. Thompson, I would use non-verbal cues and gestures to establish a connection. Calmly approaching him, maintaining eye contact, and using gentle touches to convey reassurance and comfort would be important. I would aim to gain his trust and ensure he feels safe with me.  Support Mr. Thompson: While addressing the suspected abuse or neglect, I would also prioritize providing emotional support and care to Mr. Thompson. Given his vulnerability, I would seek assistance from social workers, counsellors, or healthcare professionals who can offer specialized support to help him cope with any trauma or distress.  In summary, my approach would prioritise Mr. Thompson's well-being, respecting his boundaries, adhering to legal requirements, and maintaining confidentiality throughout the process. It's crucial to handle such situations with the utmost care and sensitivity, ensuring that the resident's safety and dignity are upheld while addressing any concerns of abuse or neglect." |

SECTION 3

FACILITATING CHOICE AND SELF-DETERMINATION

Using assistive technologies

3.1 Any device, system, or piece of software that can be used to maintain, expand, or improve a person's functional activities is considered assistive technology.

Briefly identify one (1) type of assistive technology and its purpose for the following patient conditions that have been described in the table below.

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| **Patient’s condition** | **Assistive technology** | **Purpose** |
| a) Patients who are bedridden or have limited mobility due to conditions such as severe arthritis, advanced age, or post-surgery recovery may also be prone to pressure ulcers. The inability to shift body weight and relieve pressure points contributes to the risk. | Specialised seating systems | Pressure management |
| b) The patient may have difficulty putting on or taking off clothing, fastening buttons or zippers, or reaching over their head. This can lead to dressing aids such as buttonhooks or zipper pulls. | Dressing aids | Self-care |
| c) This patient's vocabulary may be limited, and they struggle to find the right words to convey their thoughts or needs. | Voice conferencing application | communication |
| d) This patient has low vision, which involves partial sight but with significant visual limitations that impact their ability to read standard-sized text or view graphical content. | Screen readers | vision and hearing |
| e) This patient has a neurological condition which may have impaired bladder function, | Wash-let toilet seats | contingence and hygiene |
| f) This patient has cerebral palsy which causes some coordination challenges that impact their ability to self-feed. | Special utensils and feeding devices | eating and drinking |
| g) This patient is blind but has always played instruments however she relies on tactile and visual feedback for playing. | Modified musical instruments | recreation and leisure |
| h) This patient has had a joint replacement and may require temporary assistance with transfers from their home to the centre | Wheelchairs | mobility and transferring |
| i) This patient lives alone in their home and is experiencing age-related mobility issues, such as muscle weakness | Stair lifts | home |
| j) This patient has trouble remembering things after his accident and brain concussion | Reminder systems | cognition and memory loss |
| k) This patient has lost his balance and is living in fear or falling down | Lifting devices | carer support |
| l) This patient was a chef in their early days and enjoys cooking however is unable to cook with convenience as before | Adaptive utensils | daily living activities |
| m) This teenage patient cannot focus on taking notes due to their diagnosis with ADHD, she always misses out on information | Time management devices | education and employment |
| Student’s response must demonstrate an accurate judgement of which assistive technology can be used for the conditions the above patients are facing. | | |

3.2 Assistive technologies enable people with disabilities to overcome obstacles, accomplish their objectives, and lead more autonomous, accepting, and satisfying lives.

Briefly outline how assistive technology support the following activities in a client’s life. (Each response should be approximately 100-150 words.)

a) Maintaining and promoting independence

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| Students must demonstrate and understanding of how assistive technologies can support specific requirements within their clients  Example response:  Despite any limits or disabilities, assistive technologies are created to improve a person's capacity to carry out various duties and activities autonomously. For instance, mobility devices like wheelchairs or walkers can help people who have mobility issues go around and understand their surroundings on their own. With the use of communication aids like voice producing devices or AAC devices, people who have trouble communicating can express themselves and interact with others. Individuals with restricted mobility or dexterity can utilise daily living aids like reachers or adaptable utensils to help them carry out independent duties like cooking or housework. Assistive technology help people preserve a sense of autonomy, dignity, and control over their lives by encouraging independence. |

b) Enabling inclusion and participation

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| Students must demonstrate and understanding of how assistive technologies can support specific requirements within their clients  Example response:  With the help of assistive technologies, people with disabilities can overcome obstacles and engage fully in a variety of activities, such as education, employment, social contacts, recreation, and community involvement. For instance, accessibility features in software or electronic devices, such screen readers or captioning, can improve the accessibility of information and communication for people with visual or hearing impairments, enabling their inclusion in educational or professional contexts. Individuals with impairments may be able to engage in sports, leisure pursuits, and hobbies with the aid of adaptive sports equipment or recreational devices. Environmental control systems can give people with physical limitations the freedom to make independent changes to their living space, improving their comfort and quality of life. Assistive technologies enable inclusion and participation, enabling people with disabilities to actively participate in their communities, follow their interests, and live a meaningful and rewarding life. |

Accessing advocacy services

3.3 As a support worker, you play a vital role in empowering individuals to access advocacy services and complaint mechanisms, ensuring that their concerns are addressed, and their rights are upheld.

Briefly identify three (3) strategies in supporting your client to access advocacy services. (Your response should be approximately 150 words.)

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| Students must demonstrate their ability to identify how they can inform their client on how to access advocacy services.  Example response:   1. Be informed and familiarise yourself with the advocacy services and complaint mechanisms available in your area, including disability advocacy organisations, aged care advocacy services, and relevant complaint resolution bodies such as the Aged Care Quality and Safety Commission or the NDIS Quality and Safeguards Commission. Stay updated on their contact information, processes, and procedures. Certain disabilities may affect the functioning of specific body systems. For instance, individuals with spinal cord injuries may experience changes in bowel and bladder function, impaired thermoregulation, and altered sexual health. 2. Maintain the confidentiality and privacy of the individuals you support. Obtain their consent before sharing any personal information with advocacy services or complaint mechanisms and ensure that their privacy rights are always protected. 3. Follow up with the individuals after they have accessed advocacy services or lodged complaints to check on their well-being and the outcome of the process. Offer continued support as needed, and advocate for their rights and needs throughout the process. |

Integrating your knowledge

3.4 Imagine that you are a support worker assisting a client, Rachel, who is facing challenges related to her employment situation. Rachel has expressed the desire to explore different options to improve her work-life balance and job satisfaction. Describe how you would facilitate a conversation with Rachel to help her identify and explore potential solutions. (Your response should be approximately 150 words.)

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| Student’s response must demonstrate an understanding on supporting individuals under their care using a person-centred approach.  Responses may include, but are not limited to, reference to the following:  As a support worker, my primary goal is to ensure that Rachel's employment situation aligns with her values, preferences, and goals while addressing her concerns and needs. To facilitate this process, I would follow these steps:  **Creating a Safe and Non-judgmental Space:**  I would schedule a one-on-one meeting with Rachel in a private and comfortable setting. I would actively listen to her concerns, needs, preferences, and goals without interruption or judgment. I would maintain a non-judgmental and empathetic demeanour to ensure she feels safe expressing herself.  **Identifying Goals and Priorities:**  Through open and collaborative dialogue, I would work with Rachel to identify her employment-related goals and priorities. We would discuss the outcomes she wants to achieve, such as achieving a better work-life balance, increased job satisfaction, or career advancement. Together, we would define clear and measurable goals that reflect her values and preferences. This is question requires students to answer this solely based on their knowledge of how to maintain a healthy body.  By following these steps and maintaining a person-centred approach, I aim to empower Rachel to make well-informed decisions about her employment situation that enhance her overall well-being and satisfaction. |

3.5 You are a support worker assisting Mark, a young adult with autism spectrum disorder (ASD.) Mark has expressed his desire to pursue higher education, specifically attending a local college to study graphic design. However, he faces several challenges, including concerns about social interactions and sensory sensitivities in a college environment. Briefly describe how you would support Mark in identifying and exploring potential solutions to help him achieve his goal of attending college. (Your response should be approximately 250 words.)

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| Student’s response must demonstrate an understanding on supporting individuals under their care using a person-centred approach.  Responses may include, but are not limited to, reference to the following:  To support Mark, a young adult with autism spectrum disorder (ASD), in achieving his goal of attending college to study graphic design, I would follow a person-centred approach, ensuring that his concerns, needs, and preferences are at the forefront of our decision-making process:  **Step 1: Creating a Safe and Non-Judgmental Space:**  I would schedule a meeting with Mark in a quiet and comfortable environment to provide a safe space for open communication. Actively listening to his concerns, needs, preferences, and goals, I would ensure that he feels heard and understood without fear of judgment.  **Step 2: Identifying Goals and Priorities:**  Collaboratively, Mark and I would identify his goals and priorities related to attending college. These may include gaining graphic design skills, pursuing a fulfilling career, and increasing his independence. We would discuss specific outcomes he wants to achieve, such as completing a degree, developing social skills, and managing sensory sensitivities in a college environment.  **Step 3: Offering Support and Autonomy:**  While providing guidance, insights, and perspectives, I would always respect Mark's autonomy and choices. My role would be to empower him to make decisions aligned with his values and preferences. I would ensure that Mark feels in control of the decision-making process and is confident in pursuing the path that feels right for him.  By following these steps and maintaining a person-centred approach, I aim to empower Mark to pursue his dream of attending college while addressing his specific concerns related to social interactions and sensory sensitivities. |

3.6 Imagine that you are a support worker assigned to assist Sarah, a 30-year-old woman with a disability who is determined to gain greater independence and pursue her passion for art. Sarah has expressed her desire to explore opportunities for art education and potentially develop a career as an artist.

a) Describe how you would create a safe and supportive environment where Sarah feels comfortable expressing her personal goals related to art and independence. (Your response should be approximately 60 words.)

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| Student’s response must be able to identify the importance of communication when supporting the individuals under their care.  Responses may include, but are not limited to, reference to the following:  “I would arrange a private meeting with Sarah in a comfortable and quiet space where she feels at ease. To establish trust, I would start the conversation by expressing my genuine interest in helping her pursue her artistic goals and gain greater independence.  Sarah would be assured that our discussion is confidential, and her thoughts and feelings are valued.”  This question requires students to use their own knowledge alongside the information provided in the Study Guide. |

b) Outline your approach to supporting Sarah's decision-making process as she explores various options and strategies to pursue her art-related goals. How would you help her weigh the pros and cons of different paths toward greater independence and artistic success? (Your response should be approximately 60 words.)

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| Student’s response must demonstrate an understanding on mental health activities and how it supports the healthy functioning of the body.  Responses may include, but are not limited to, reference to the following:  “Sarah and I would engage in a collaborative discussion to identify the most suitable path for her artistic career. We would explore various options, such as enrolling in art courses, seeking mentorship, or participating in local art exhibitions. Throughout this process, I would assist Sarah in weighing the pros and cons of each option, considering her unique needs, preferences, and circumstances.“  This question requires students to use their own knowledge alongside the information provided in the Study Guide. |

3.7 You are a support worker at a community centre that provides services for individuals with various impairments and disabilities. One of the centre’s clients, Lisa, has recently expressed her interest in enhancing her independence and participation in recreational activities. She enjoys playing computer games but faces challenges due to her limited mobility.

a) Describe the specific assistive technology options you would explore to help Lisa engage in computer games with greater ease and independence. (Your response should be approximately 70 words.)

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| Student’s response must demonstrate an understanding on using assistive technology with the clients under their care, specifically those that require tailored made support systems to be better at what they do.  Responses may include, but are not limited to, reference to the following:  “Given Lisa's interest in playing computer games, I would consider assistive technologies related to computer access and gaming. This could include:  Touch screens or specialized controllers with accessible buttons to facilitate gameplay.  Modified keyboards with larger and tactile keys to accommodate her specific requirements.  Special software designed to adapt gameplay controls and provide voice commands for an improved gaming experience.”  This question requires students to use their own knowledge alongside the information provided in the Study Guide. |

b) Discuss any potential modifications or adaptations that may be required to customise the chosen assistive technology to Lisa’s preferences. (Your response should be approximately 70 words.)

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| Student’s response must demonstrate an understanding on using assistive technology with the clients under their care, specifically those that require tailored made support systems to be better at what they do.  Responses may include, but are not limited to, reference to the following:  “Once the suitable assistive technology is identified, customization may be necessary to align it with Lisa's preferences. For instance, if we select a specialised controller, we would configure it to match Lisa's preferred button layout and sensitivity. Customisation would ensure that Lisa feels comfortable and empowered while using the assistive technology for gaming.”  This question requires students to use their own knowledge alongside the information provided in the Study Guide. |

c) Highlight the benefits of using assistive technology in this scenario and how it can contribute to Lisa's well-being, enjoyment, and independence in her recreational activities. (Your response should be approximately 70 words.)

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| Student’s response must demonstrate an understanding on using assistive technology with the clients under their care, specifically those that require tailored made support systems to be better at what they do.  Responses may include, but are not limited to, reference to the following:  “Implementing assistive technology in Lisa's computer gaming experience offers numerous benefits. It enhances her independence by enabling her to enjoy gaming without relying on constant assistance. The selected technology empowers Lisa to explore her interests and engage in recreational activities with greater confidence and enjoyment. It promotes social inclusion as Lisa can participate in online gaming communities, connect with peers, and build friendships through shared gaming experiences.“  This question requires students to use their own knowledge alongside the information provided in the Study Guide. |

3.8 Imagine that you are the manager in a progressive social services company committed to fostering a diverse and inclusive workplace. Sarah, one of your employees, has recently expressed concerns about gender-related barriers affecting her professional growth and work-life balance. She feels that certain stereotypes and biases are limiting her career progression.

a) Outline the strategies you would use to build trust and engage in conversations with Sarah about her concerns regarding gender-related barriers in the workplace. (Your response should be approximately 70 words.)

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| Student’s response must demonstrate an understanding of identifying barriers that their clients may face and determine means of overcoming these.  Responses may include, but are not limited to, reference to the following:  “I would initiate a one-on-one meeting with Sarah to create a safe and supportive environment where she can freely express her concerns. Active listening would be key during this conversation, allowing Sarah to share her experiences, challenges, and aspirations. I would validate her feelings and experiences, acknowledging the significance of her perspective.”  This question requires students to use their own knowledge alongside the information provided in the Study Guide. |

b) Explain how you would collaboratively work with Sarah to set empowering career goals that are meaningful and unique to her situation. (Your response should be approximately 70 words.)

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| Student’s response must demonstrate an understanding of identifying barriers that their clients may face and determine means of overcoming these.  Responses may include, but are not limited to, reference to the following:  “In partnership with Sarah, we would work together to identify her career aspirations and areas where she feels gender-related barriers are impeding her progress. Using a strengths-based approach, we would highlight her unique skills, talents, and achievements, focusing on her potential for growth. Together, we would set clear and meaningful career goals tailored to Sarah's interests and strengths.”  This question requires students to use their own knowledge alongside the information provided in the Study Guide. |

3.9 Imagine that you are working as a support worker for an organisation that provides community services. One of your clients, Michelle, has been expressing concerns about the quality of care she's receiving at her residential aged care facility. She feels that her voice isn't being heard and that her rights are being overlooked. Sarah has approached you for assistance in addressing these issues.

Briefly outline the steps you would take to empower Sarah to access services to address her concerns effectively. (Your response should be approximately 100 words.)

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| Student’s response must demonstrate an understanding of identifying barriers that their clients may face and determine means of overcoming these.  Responses may include, but are not limited to, reference to the following:  “To empower Sarah in addressing her concerns and ensuring her rights are upheld, I would take the following steps:  Active Listening and Emotional Support: I would start by actively listening to Sarah's concerns, creating a safe and non-judgmental environment. I'd validate her feelings and assure her that her concerns are valid and important. Emotional support is crucial in this stage to let her know that she is not alone in this process.  Provide Information: I would educate Sarah about her rights and options, explaining the importance of self-advocacy. I'd provide her with information about available advocacy services and complaint mechanisms, including their contact details and processes. It's essential that she understands the avenues available to her.  Assist in Navigating the Process: If Sarah expresses a desire to access advocacy services or file a complaint, I would offer to assist her in navigating the process. This may involve helping her gather evidence, fill out necessary forms, and make contact with the relevant organizations. I'd accompany her to meetings or appointments, ensuring she feels supported throughout.”  This question requires students to use their own knowledge alongside the information provided in the Study Guide. |