# CHCDIS020 - Work effectively in disability support

## Assessment 1 of 2

Short Answer Questions

## Assessment Instructions

**Task overview**

This assessment task is divided into 32 questions. Read each question carefully before typing your response in the space provided.

To complete this assessment, you will need access to an electronic device such as a computer or tablet and have internet connection to conduct research as required, accessing various sources of information using digital media.

## Submission requirements

To be eligible to be deemed competent in this assessment, you are required to complete and submit this assessment document. Word documents will not be accepted. Please save any Word documents as PDF files before submitting.

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

**Windows: Word 2013 and newer**

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

**Windows: Word 2010**

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

**macOS: Office for Mac**

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

1. Click the File
2. Click Save As
3. Click File Format towards the bottom of the window
4. Select PDF from the list of available file formats
5. Give your file a name, if it doesn't already have one, then click Export
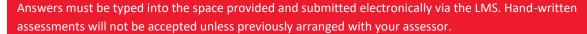
For more detailed instructions refer to [Microsoft Support](#)

## Assessment Information

**Submission**

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

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

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

**Reasonable adjustment**

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

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

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

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

Please consider the environment before printing this assessment.

**Question 1**

Describe the following types of disabilities and their functional capacities.

(Word count: Approximately 125 -130 words in total)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| Disability | Description | Functionality |
|---|---|---|
| **Physical** <br><br> (Word count: Approximately 35-45 words in total) | These involve impairments affecting mobility, motor skills, or physical functioning. | Mobility and independence: A person using a wheelchair might have exceptional skills in manoeuvring through crowded spaces, effectively using ramps and elevators, and adapting to various terrains. |
| **Cognitive** <br><br> (Word count: Approximately 50-55 words in total) | These impact cognitive processes such as memory, reasoning, and problem-solving. Conditions like intellectual disabilities and certain neurological disorders fall into this category. | Attention to Detail: Someone with a cognitive disability might possess remarkable attention to detail, excelling in tasks that require precision, like organising objects or following step-by-step instructions. |
| **Sensory** <br><br> (Word count: Approximately 40-50 words in total) | Sensory impairments affect hearing, vision, or both. Deafness, blindness, and conditions related to these senses are included. | Tactile Expertise: Someone with visual impairment might have advanced tactile perception, using their sense of touch to read braille, interpret textures, and identify objects. |

**Question 2**

This question has six (6) parts. You must complete all the parts.

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| a. | Describe psychosocial disability? (Approximate word count 35-45 words) |
|---|---|
| | Psychosocial disability relates to difficulties in mental well-being and social interactions. It shows how mental health problems can impact the daily life and quality of life of individuals with disabilities. |
| b. | Explain the impact psychosocial disability may have on persons with disabilities? (Approximate word count 45-55 words) |

| | Psychosocial disability can deeply affect people with disabilities. It can make mental well-being, social interactions, and daily activities harder. Communication and relationships might become difficult, impacting overall happiness, and needing special care. |
|---|---|
| c. | Briefly explain the differences between psychosocial disability and mental health.<br>(Approximate word count 65-75 words) |
| | Psychosocial disability focuses on challenges in mental well-being and social interactions that hinder daily life, often requiring assistance. In contrast, mental health encompasses a broader spectrum of emotional, psychological, and cognitive well-being. While psychosocial disability targets specific impairments in functioning, mental health covers a wider range of mental states, from flourishing to distress, necessitating varying levels of support and intervention. |
| d. | For individuals with disabilities, describe the episodic nature of psychosocial disabilities?<br>(Approximate word count 55-65 words) |
| | Psychosocial disabilities come and go in episodes. Sometimes things are stable, but then there are times when difficulties increase. These ups and downs affect daily life, relationships, and well-being. People need flexible support to help them during these changing times. |
| e. | Describe (3) additional or alternate supports that may be required during different periods of episodic psychosocial disabilities? (Approximate word count 100-120 words in total) |
| | **Stable Periods - Regular Check-ins with Mental Health Professionals**<br>In times when things are stable, having regular check-ins with mental health professionals like therapists or counsellors can be very helpful. These meetings can assist in maintaining well-being, learning coping strategies, and setting goals to manage psychosocial disabilities. |
| | **Adjustments to Treatment Plans**<br>When the situation changes, treatment plans might need adjustments. This could mean changes in medication doses, therapy frequency, or trying new therapeutic methods to adapt to the ups and downs of the condition. |
| | **Challenging Times**<br>During tougher periods, more community support can make a difference. Participating more in support groups, counselling sessions, or connecting with peers can provide extra help to manage increased difficulties. |
| f. | List two (2)ways in which psychosocial disability interacts with other disabilities and provide 1 example for each.<br>(Approximate word count 110-115 words) |

| Interaction | Example |
|---|---|
| Psychosocial disability can have a significant impact on physical health. Mental health challenges like chronic stress, anxiety, or depression can contribute to or worsen physical health conditions. | For instance, someone dealing with psychosocial disability might experience heightened symptoms of cardiovascular diseases or autoimmune disorders due to the influence of mental well-being on overall bodily health. |
| People with pre-existing physical disabilities may be more susceptible to developing psychosocial disabilities due to the emotional and psychological impact of their physical condition. | For example, an individual with a spinal cord injury might experience depression or anxiety as a result of the challenges posed by their disability. This co-occurrence can intensify the overall impact on their well-being. |

**Question 3**

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There are 2 parts to this question. You must complete all parts.

(Word count: Approximately 120-125 words in total)

<span style="color:red">Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary</span>

| a | What is the purpose of individualised plans? |
|---|---|
| | <span style="color:red">Individualised plans serve to tailor support to an individual's unique needs and goals.  An individualised plan helps to empower individuals while providing comprehensive guidance for their well-being and progress.</span> |
| b | Describe 5 key pieces of information that are included in an individualised plan? |
| | <span style="color:red">**Goals and Objectives**<br>Clear and specific goals that outline what the individual aims to achieve through the plan.</span> |
| | <span style="color:red">**Support Services**<br>Details of the specific services and interventions required to assist the individual in reaching their goals.</span> |
| | <span style="color:red">**Timelines and Milestones**<br>A timeline that outlines when different goals and milestones are expected to be achieved, helping track progress.</span> |
| | <span style="color:red">**Roles and Responsibilities**<br>Clarification of the roles of individuals involved, such as caregivers, support workers, and professionals.</span> |
| | <span style="color:red">**Communication Strategies**<br>How information will be shared among the individual, support team, and relevant stakeholders to ensure effective communication.</span> |

**Question 4**

This question has 2 parts. You must complete all parts.

(Word count: Approximately 135-140 words in total)

<span style="color:red">Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary</span>

| a. | How do person-centred approaches encompass the principles of upholding autonomy, supporting individuals to exercise choice, and respects the person's right to self-determination? |
|---|---|
| | <span style="color:red">Person-centred approaches embrace autonomy by valuing individuals' independence. They empower people to make choices, respecting their right to decide about their lives. This approach acknowledges their authority over their journey, creating a supportive framework that recognizes their uniqueness and honours their decisions</span> |
| b. | Explain how these elements contribute to creating a personalised and empowering support framework. |

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By upholding autonomy, individuals feel respected and in control, leading to a support system that truly understands and meets their needs. Supporting individuals to make choices empowers them, making them active participants in their own lives, which in turn fosters a sense of ownership over their journey. Respecting the person's right to self-determination acknowledges their individuality, building trust and rapport, and ensuring that the support provided aligns with their goals. This combination creates a framework where individuals are valued, empowered, and able to shape their own path, resulting in a more meaningful and effective support experience.

**Question 5**

This question has 2 parts. You must complete all parts.

(Approximate word count 105-110 words)

Assessor note: Benchmark answers provided below. Students' answers must align as per sample answers provided below however wording may vary.

| a. Explain what the term 'dignity of risk' means in the disability sector? |
|---|
| Dignity of risk recognises that individuals have the right to make choices and take risks in their lives, even if there is a possibility of harm. It emphasizes the importance of preserving autonomy and dignity while balancing the need for safety. |

| b. As a support worker how can you uphold the dignity of risk while providing support to a client to exercise their choice of wanting to do physical exercise, even though they have mobility issues. |
|---|
| Support workers can engage in open and honest discussions with an individual about their desire to engage in physical exercises and walks independently. They can assess the person's capabilities and develop strategies to mitigate risks while allowing them to maintain a level of independence. This might involve providing the person with additional mobility aids, implementing fall prevention measures, and ensuring they receive appropriate supervision and support. |

**Question 6**

Explain your understanding of duty of care as a support worker in disability

(Approximate word count 45-50 words)

Assessor note: Benchmark answers provided below. Students' answers must align as per sample answers provided below however wording may vary

| Duty of care refers to the legal and moral obligation that individuals and organisations have to ensure the safety, well-being, and rights of people with disabilities. |
|---|
| This duty extends to all aspects of care and support provided to individuals with disabilities, including their physical, emotional, and social needs. |

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**Question 7**

There are two (2) parts to this question.

    a.    Read the scenario about David and answer each question.

    b.    Read the five (5) short scenarios and identify the type of abuse within each.


a.    Scenario - David

David is a 25-year-old man with intellectual disabilities. He lives in a supported living apartment complex where he receives assistance from disability support workers with daily living activities such as cooking, cleaning, personal grooming and showering.

David is a very social and outgoing person who always likes to look immaculate. He enjoys spending time with his friends and family. David's sister had been trying to call him for 2 days, but he had not been picking up her phone calls. She became worried for him and went to the apartment complex for a visit.

When he answered the door and went inside, she was shocked to find that the apartment was in a state of disrepair. The dishes were piled high in the sink, clothes were overflowing from the laundry hamper, and the bathroom was filthy. She noticed that David had appeared to have lost some weight, his clothing was stained, and he appeared very unkempt. She also noticed slight bruising on his arm.

David's sister was immediately concerned and asked where his support worker was? David told her that the support worker had not been coming to work regularly. When he did come to work, he would only stay for an hour or so and would not help David with anything. David also said that the support worker was always mean to him and calls him names.

Assessor note: Benchmark answers provided below. Students' answers must align as per sample answers provided below however wording may vary

|  | Question | Answer |
|---|---|---|
| a. | Identify the types of abuse<br><br>(Approximate word count 15-20 words) | The two (2) types of abuse that David is facing are emotional abuse and neglect. |
| b. | What are the potential risks to David's well-being based on the information provided?<br><br>(Approximate word count 35-40 words) | David's apartment is in a state of disrepair with piled-up dishes, overflowing laundry, and a filthy bathroom. He has lost weight, his clothing is stained, and he appears unkempt. There are slight bruises on his arm. |
| c. | Briefly explain the risk area associated with the abuse experienced by David. | David is at risk emotional harm due to neglect. He may not be getting the food, water, shelter, clothing, and medical care he needs. He may also feel lonely and isolated. |

| | | |
|---|---|---|
| | (Approximate word count 30-35 words) | |
| d. | Explain two(2) Support Practices that organisation can implement for this risk area identified<br><br>(Approximate word count 65-70 words) | • The organisation can implement a system of regular check-ins to ensure David is receiving the care and support needed. This could involve having staff visits at his apartment on a regular basis.<br><br>• The organisation could offer disability support workers flexible work arrangements such as part-time hours or compressed workweeks. This can help to reduce stress and burnout, which can increase the risk of abuse and neglect. |
| e. | Identify the two (2) systemic issues in this scenario?<br><br>(Approximate word count 60-70 words) | • The organisation does not have a system in place to monitor the performance of its disability support workers. This means that neglect can go undetected for a long period of time.<br>• The organisation may not have a system in place to provide support to disability support workers who may be struggling to cope with their job demands. This can increase the risk of neglect. |
| f. | What physical and behavioural signs suggest that something may be wrong with David's care?<br><br>(Approximate word count 30-35 words) | David is experiencing neglect (due to the disarray in his living conditions) and potential emotional and physical abuse (due to the support worker's behaviour and the bruises on his arm). |
| g. | How do the support worker's actions contribute to the identified abuse?<br><br>(Approximate word count 20-35 words) | The support worker's actions contribute to emotional abuse by being mean and name-calling, and the bruises suggest potential physical abuse. |
| h. | What steps should David's sister take to address the immediate concerns for his well-being?<br><br>(Approximate word count 25-30 words) | David's sister should contact David's care organisation immediately to report her concerns about David's well-being. She should also consult with David's healthcare provider for a medical evaluation. |

b. Identify the types of abuse, then, identify two (2) signs of abuse that you have recognised from the following five (5) situations.

| Situation | Types of abuse | Signs of abuse |
|---|---|---|
| Sarah is a disability support worker assigned to care for a client named | The type of abuse identified is neglect as Sarah is serving Michael | • Sarah is serving Michael food that he is allergic to. |

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| | | |
|---|---|---|
| Michael. Despite being aware of Michael's dietary restrictions, Sarah consistently serves him food that he is allergic to. She also forgets to assist him with basic hygiene, resulting in his discomfort and health issues. (Approximate word count 25-30 words) | food that he is allergic to and forgetting to help him with basic hygiene. | • Sarah is forgetting to assist Michael with his basic hygiene resulting in Michael feeling discomfort and has health issues. |
| Emily is a person with a disability who relies on her mother, Janine, to help manage her finances. Janine manipulates Emily into signing over control of her bank accounts and uses her funds for her personal expenses, leaving Emily financially vulnerable and struggling to meet her needs. (Approximate word count 25-30 words) | The type of abuse identified is financial abuse due to Janine manipulating Emily in controlling her bank accounts and using her finances on personal expenses. | • Emily's mother is manipulating her into controlling her finances and uses her funds for personal gain. • Emily is financially vulnerable and struggling to meet her needs. |
| Josephine is 28 and has an intellectual disability. She lives in a shared home with other residents with intellectual disabilities. One day a male co-resident inappropriately touched Josie making her feel uncomfortable. The male resident thought it was funny and started to laugh. Josephine felt violated and humiliated and reported the situation to their on-site support worker. (Approximate word count 25-30 words) | The type of abuse identified is sexual abuse by a male co-resident. Emotional abuse is also within the situation as Josephine feels humiliated. | • Josephine has been inappropriately touched by a male co-resident. • Josephine feels humiliated and has been violated. |
| Petra is 25 and has autism spectrum disorder and is non-verbal. She resides in a shared living facility with other residents. She was pushed against her bedroom wall by a support worker for 'misbehaving'. Every time the support worker is near Petra, she is visibly afraid. (Approximate word count 10-15 words) | The type of abuse identified is physical abuse by the support worker. | • Petra is visibly afraid when the support worker is near her. • She has been pushed against a wall for misbehaving. |
| Maryanne is 58 and suffers from early onset dementia. She lives with her younger sister Toni, who is her carer. Sometimes Toni has important errands | The type of abuse identified is substance abuse on Toni's part where she is overmedicating Maryanne. | • Maryanne is being over medicated which makes her sleepy. |

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| to make that will take at least two (2) hours. Instead of taking Maryanne with her, Toni intentionally gives her an extra sedentary tablet which makes Maryanne go to sleep.  When Maryanne wakes from her sleep, she is drowsy and sedated but Toni is relieved that she managed to get the daily errands done. (Approximate word count 15-20 words) | | • Maryanne is sedated and drowsy when she wakes up. |
|---|---|---|

## Question 8

This question has 2 parts. You must complete all parts.

(Word count: Approximately 130 - 135 words in total)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| a. | What are the delegation requirements of a Registered Nurse working in specific disability related health supports? |
|---|---|
| | In certain disability-related health supports, a registered nurse might provide training and delegate important tasks to a support worker or an enrolled nurse upon assessing the client's needs, the complexity of the task required, the risks involved and determining the most appropriate person to provide care to an individual with disability. Before a registered nurse can delegate a task to someone else, they must make sure the person is trained and competent to do that task and they must also be available for direct and indirect supervision of the person doing the task. |
| b. | What are the supervision requirements of a Registered Nurse who supervisors enrolled nurses or other support staff working in disability? |
| | A registered nurse who supervises staff provides supervision through supportive activities such as professional development within support practices for staff. These activities assist enrolled nurses and support staff working in disability to uphold their knowledge, skills, and expertise in their professional capacities. |

## Question 9

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This question has three(3) parts. You must complete all parts.

(Word count: Approximately 150 – 160)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| a. | Briefly explain the role of national legislation in Australia in the disability sector. |
|---|---|
| | The role of national legislation in Australia in disability creates a legal structure that governs the provision of disability support services nationwide. This legislation outlines the rights and responsibilities of both service providers and individuals with disabilities. It also establishes standards to uphold quality and safety in disability support services, ensuring that individuals receive appropriate care and support. |
| b. | What is the role and responsibility of State/Territory legislation in disability sector in Australia? |
| | State/Territory legislation in disability complements national laws by offering additional regulations tailored to each jurisdiction. It can cover topics like licensing of disability support facilities, local compliance needs, and unique provisions for disability services within that specific jurisdiction. |
| c. | How do State/Territory legislation and national legislation work together to contribute to upholding legal and human rights in the disability sector? |
| | Both national and State/Territory legislation play a crucial role in safeguarding human rights in the context of disability support. They establish legal structures that prioritise the rights, dignity, and well-being of individuals with disabilities. These legislations ensure that disability support services are delivered while upholding principles like individual autonomy, non-discrimination, and the right to live without abuse or neglect. |

## Question 10

This question has three(3) parts. You must complete all parts.

(Word count: Approximately 150 – 160)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| a. | Briefly explain the role of the Office of the Health Ombudsman in Australia? |
|---|---|
| | (Approximate word count 30-40 words) |
| | The Office of the Health Ombudsman manages grievances and issues involving healthcare providers. It examines complaints, assists in resolving them, and advances transparency and responsibility in the healthcare sector. |
| b. | How does the Office of the Health Ombudsman contribute to upholding the legal framework in healthcare? |
| | The Office of the Health Ombudsman ensures that healthcare service providers comply with legal requirements, regulations, and standards. It investigates complaints regarding breaches of legal obligations, including issues related to patient care, privacy, informed consent, and professional misconduct |
| c. | Explain the role of the Office of the Health Ombudsman in protecting human rights in healthcare? |

| | The Office of the Health Ombudsman safeguards human rights in healthcare by addressing complaints related to discrimination, violation of patient rights, and breaches of confidentiality. It advocates for fair treatment, respect for autonomy, and equitable access to healthcare services. |

## Question 11

This question has four (4) parts. You must complete all parts.

(Word count: Approximately 200 – 205)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| a. | Briefly explain the purpose of mandatory reporting within the legal and human rights framework. |
|---|---|
| | The purpose of mandatory reporting is to ensure the protection of individuals' rights and well-being. By making it a legal obligation to report certain incidents, it helps to identify and address instances of abuse, harm, or neglect, thereby safeguarding the rights and safety of vulnerable individuals. In Australia, disability sector workers have a legal obligation to report suspected or observed cases of abuse, neglect, or exploitation of older adults. |
| b. | What legislation governs the mandatory reporting obligations in the disability sector in Australia? |
| | The National Disability Insurance Scheme (NDIS) Quality and Safeguarding Framework, specifically the NDIS (Provider Registration and Practice Standards) Rules 2018, governs the mandatory reporting obligations in the disability sector in Australia. |
| c. | Explain the significance of maintaining privacy and confidentiality of information in the disability sector, in accordance with the legal and human rights framework? |
| | Maintaining privacy and confidentiality of information in disability sector is essential to uphold the rights and dignity of residents. It ensures that sensitive personal information is protected from unauthorised access and disclosure, respecting individuals' autonomy and right to privacy. |
| d. | What legislation governs the privacy and confidentiality of information in the disability sector in Australia? |
| | The legislation that governs the privacy and confidentiality of information in the disability sector in Australia is the Privacy Act 1988 (Commonwealth) and the Australian Privacy Principles (APPs). These laws provide guidelines and regulations for how personal information should be collected, used, stored, and disclosed, ensuring that disability sector providers handle residents' information with utmost care and compliance with legal standards. |

## Question 12

This question has 2 parts. You must complete all parts.

Briefly explain the concept of informed and uninformed consent, and why is it important within the legal and ethical frameworks in Australia?

(Approximate word count 120-125 words)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

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| | |
|---|---|
| a. | Briefly explain the concept of informed and uninformed consent, |
| | Informed consent involves obtaining approval from an individual after offering clear and understandable details about a medical procedure, treatment, or intervention. It guarantees the person comprehends the procedure's nature, risks, advantages, and options before deciding to proceed or decline, making an informed choice. <br><br> Uninformed consent arises when an individual agrees without fully grasping relevant information or potential consequences. Reasons include insufficient provider information, individual comprehension issues, or even coercion. |
| b. | Why is it important within the legal and ethical frameworks in Australia? |
| | Informed and uninformed consent are crucial as they uphold autonomy, allow healthcare choices, and ensure transparent, accountable care. Uninformed consent might apply in emergencies where a person can't give informed consent due to medical reasons. Healthcare providers act in the person's best interest, considering prior wishes and consulting family or substitutes as needed. |

## Question 13

This question has three(3) parts. You must complete all parts.

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| | |
|---|---|
| a. | How do industry standards impact disability support services? <br> (Approximate word count 20-25 words) |
| | Industry standards establish guidelines and benchmarks for providing high-quality disability support services, ensuring consistent and safe care for individuals with disabilities. |
| b. | What is the purpose of the NDIS code of conduct for disability support providers? <br><br> (Approximate word count 30-35 words) |
| | NDIS Code of Conduct plays a pivotal role in maintaining the highest standards of care and support within the disability sector, fostering a culture of professionalism, respect, and accountability among disability support providers. |
| c. | What is the significance of an industry standards body with disability support services? <br> (Approximate word count 30-35 words) |
| | An industry standards body serves as an authoritative organisation that develops and enforces standards, regulations, and best practices for disability support services, fostering accountability, quality improvement, and consistency across the industry. |

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**Question 14**

This question has five (5) ) parts relating to the context of attitudes and stereotypes. You must complete all parts.

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| a. | What does the term paternalism refer to in the context of attitudes and stereotypes? (Approximate word count 30-40 words) |
|----|----|
| | Paternalism is an attitude where individuals or institutions assume a role of authority over others, often making decisions for them without their input, which can undermine the autonomy and dignity of individuals with disabilities. |
| b. | What does the term ableism mean? (Approximate word count 30-40 words) |
| | Ableism refers to discrimination or prejudice against individuals with disabilities, based on the belief that non-disabled individuals are superior. It contributes to negative attitudes and stereotypes that can hinder inclusivity and equal opportunities. |
| c. | How does stigma influence perceptions of disability? (Approximate word count 20-25 words) |
| | Stigma involves negative perceptions and stereotypes associated with disability, leading to social isolation, discrimination, and barriers to inclusion for individuals with disabilities. |
| d. | What are two (2) common misconceptions about disability? (Approximate word count 30-40 words) |
| | Common misconceptions about disability include believing that all disabilities are visible, assuming that individuals with disabilities are not capable of certain activities or thinking that disability is solely a medical issue rather than a diverse aspect of human experience. |
| e. | Why is it important to avoid making value judgments about the perceived quality of life for individuals with disabilities? (Approximate word count 30-40 words) |
| | Making value judgments about someone's quality of life based on their disability can be harmful and disrespectful. It overlooks the individual's unique experiences, preferences, and strengths, leading to reduced self-esteem and limiting their opportunities for personal growth and fulfillment. |

**Question 15**

Explain your understanding of the Social Model of Disability

(Approximate word count 40-50 words)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

**Question 16**

Explain what a person-centered approach is within disability support

(Approximate word count 25-30 words)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

Person-centred approaches prioritise the individual's preferences, needs, and aspirations. They involve tailoring support to align with the person's goals and values, fostering autonomy and meaningful engagement.

**Question 17**

What characterises the contemporary view on disability support?

(Approximate word count 25-30 words)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

The contemporary view on disability support emphasises empowerment, inclusion, and choice. It seeks to provide individuals with disabilities the tools, opportunities, and resources to lead fulfilling lives on their own terms.

**Question 18**

Describe how "care" differs from "support"?

(Approximate word count 30-35 words)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

"Care" often refers to helping with basic needs and physical well-being, while "support" encompasses a broader range of help that promotes an individual's overall independence, growth, and participation in society.

**Question 19**

What does it mean to empower an individual receiving support?

(Approximate word count 25-30 words)

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Empowerment involves enabling individuals with disabilities to take control of their lives, make decisions, and advocate for themselves. It promotes a sense of agency and self-determination.

## Question 20

What does social role valorisation mean in relation to everyone's right to live as they choose?

(Approximate word count 25-30 words)

Social role valorisation asserts that every individual has the right to live a life of their choosing, with opportunities to engage in meaningful social roles and activities, regardless of their disability.

## Question 21

What is trauma-informed practice in disability support?

(Approximate word count 30-40 words)

Trauma-informed practice recognises the potential impact of trauma on individuals with disabilities and aims to create an environment that is sensitive, supportive, and responsive to their needs, promoting healing and recovery.

## Question 22

How do social and emotional wellbeing frameworks contribute to disability support?

(Approximate word count 30-40 words)

Social and emotional wellbeing frameworks provide a holistic approach to support, addressing not only physical needs but also mental, emotional, and social well-being, fostering a comprehensive sense of health and happiness.

## Question 23

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The below table provides a list of roles and responsibilities in the disability sector.

Provide a brief description of the role and the scope of these job roles within disability?

Assessor note: Students answers must be based on sample answers provided below however wording may vary.

| Job Roles in the Aged Care Sector | Provide brief description of the role | Explain the scope of the role within disability |
|---|---|---|
| Disability support worker<br><br>(Approximate word count 65-70 words total) | Offer support either at the person's home or within the community, tailoring their support to individual needs. | No mandatory qualifications required; however, most organisations require a minimum Cert III in Individual Support or Cert IV in Disability/Aged Care or Community Services in addition to other qualifications that may include:<br><br>• NDIS Worker Screening Check (or Yellow Card)<br>• NDIS Worker Orientation Module<br>• Current First Aid Certificate<br>• Current Manual Handling Competency<br>• Driver's License |
| Support co-ordinators<br><br>(Approximate word count 110-115 words total) | Support coordinators oversee and organise the various forms of assistance required by individuals with disabilities. They aid in implementing National Disability Insurance Scheme (NDIS) plans, particularly for complex cases or those needing help with understanding the plans. This involves explaining NDIS procedures, identifying suitable services, and managing individual budgets. Support coordinators also handle issues related to service delivery, making their role vital for ensuring effective execution of support plans. | The scope of a support coordinator's role in disability services includes tasks such as assessing clients' needs, developing tailored support plans, coordinating services, advocating for clients, facilitating communication, and ensuring the overall well-being and quality of life for individuals with disabilities. |
| Case Managers<br><br>(Approximate word count 120-125 words total) | Case managers assist individuals with disabilities by optimising their access to services. They operate across diverse areas such as | The scope of a case manager's role in disability services involves assessing the needs of individuals with disabilities, developing, and implementing |

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| | healthcare, education, and welfare, either within service providers or independently. For instance, a healthcare case manager collaborates closely with medical professionals. They regularly review cases, stay updated on developments, and ensure services are utilised optimally. | comprehensive care plans, coordinating various services and support, collaborating with interdisciplinary teams, and ensuring that clients receive appropriate resources and assistance to enhance their quality of life and overall well-being. Case managers also act as advocates and provide ongoing monitoring and adjustments to support plans as needed. |
|---|---|---|

**Question 24**

This question has four(4) parts. You must complete all parts of the question.

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| a. | Briefly explain what do reporting lines refer to in the context of disability services. (Approximate word count 85-90 words) |
|---|---|
| | Reporting lines refer to the structured hierarchy within an organization that outlines how information, updates, and concerns should flow from one level to another. As a disability support worker, you are likely part of a team or organisation that provides support services to individuals with disabilities. Understanding your reporting lines involves knowing to whom you report, who reports to you (if applicable), and the process for sharing information up and down the hierarchy. This ensures that important information reaches the right people, enabling effective coordination and decision-making. |
| b. | What is the role of delegation in providing quality care in disability services? (Approximate word count 65-70 words) |
| | Delegations involve assigning specific tasks, responsibilities, and authority to individuals within an organisation. Disability support workers may be delegated certain tasks or duties based on their skills, qualifications, and training. These tasks could include administering medication, assisting with personal care, or implementing specific support plans. It's important to understand your delegated tasks, follow proper protocols, and communicate any challenges or concerns to your supervisor or higher authority. |
| c. | How is working under supervision implemented in disability services? (Approximate word count 45-50 words) |
| | In disability services, working under supervision is carried out by having experienced professionals oversee and guide support workers' tasks, ensuring adherence to protocols and providing necessary feedback. Regular communication, observation, and training are key components of this approach to maintain high-quality care for individuals with disabilities. |
| d. | Describe the role of an interdisciplinary teams in disability services. (Approximate word count 45-50 words) |
| | Interdisciplinary teams in disability services involve professionals from different fields, such as social work, healthcare, psychology, and education, collaborating to provide comprehensive care and support for individuals with disabilities. These teams pool their expertise to address various aspects of an individual's needs, leading to more holistic and effective solutions. |

**Question 25**

There are 6 parts to the question.  You must complete all parts.

Assessors note: Students answers must be as per the sample answer provided below however the wording may vary.

| | | |
|---|---|---|
| a. | Identify 3 key organisations within disability services and provide a brief explanation for each. (Approximate word count 160-165 words) | |
| | 1. | The NDIA operates the National Disability Insurance Scheme (NDIS). It provides individualised support for eligible people with permanent and significant disability, their families, and carers, encourages greater inclusion and access to mainstream services, community activities and other government initiatives. |
| | 2. | The Disability Employment Services / Supported Employment Services (DES/SES) is a framework that has been designed to give people with a disability greater confidence in the outcome's employment services can achieve for them and ensure all services meet a set of standards for Disability Employment Services. Service providers in the DES/SES scheme are required to be assessed to the National Standards for Disability Services (NSDS). |
| | 3. | The Australian Health Practitioner Regulation Agency (AHPRA): Collaborates with 15 national health practitioner boards to enforce the National Registration and Accreditation Scheme and administer health practitioner regulations across states and territories. These boards regulate registered health practitioners by setting standards, registering professionals, and addressing concerns about health, conduct, or performance. Their main goal is safeguarding the public. |
| b. | List three (3) types of funding that the NDIS scheme provides to eligible participants? (Approximate word count 20-25 words) | |
| | The NDIS scheme provides funding supports to eligible participants for things like: 1. Transportation 2. Daily living 3. Assistive Technology | |
| c. | Describe the difference between a verification quality audit and a certification audit that a disability service provider goes through when they're registering or renewing their registration with the NDIS. (Approximate word count 45-50 words) | |
| | Verification audits are for simpler services, focusing on professional qualifications and existing regulations. Certification audits are for complex or high-risk services, evaluating against NDIS Practice Standards and involving a broader assessment including capabilities and specific descriptors. | |
| d. | Describe the importance of a disability service having robust record keeping procedures in place. (Approximate word count 30-35 words) | |
| | Record keeping is vital for accountability, transparency, compliance, informed decision-making, and establishing trust among stakeholders. It also serves legal and regulatory requirements, supports learning from past experiences, and ensures efficient operations. | |

**Question 26**

This question has 3 parts. You must complete all parts.

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| Question | Answer |
|---|---|
| a. Why is cultural diversity important in disability services? (Approximate word count 30-35 words) | Cultural diversity recognizes and respects the unique backgrounds, values, and beliefs of individuals from different cultures. In aged care, it is crucial to provide culturally appropriate care, honouring diversity and promoting inclusivity. |
| b. Why is it important to understand cultural competency requirements when working in disability services? (Approximate word count 35-45words) | Cultural competency ensures that disability support professionals offer respectful, effective, and person-centered care that aligns with the diverse backgrounds and needs of the individuals they support. It helps create an inclusive and safe environment where all individuals can thrive. |
| c. As a Disability Support Worker, how can you show respect for cultural differences. (Approximate word count 65-75 words) | As a Disability Support Worker, you can show respect for cultural differences by actively listening to individuals from diverse backgrounds, valuing their beliefs and traditions, adapting your communication style to their preferences, and incorporating their cultural practices into their care routines. It's important to approach each person with an open mind, avoid making assumptions, and always strive to provide person-centered support that acknowledges and respects their unique cultural identity. |

**Question 27**

Access Topic 14.4 on the LMS regarding key issues facing disability support and community support in Australia and answer the following questions.

Assessor Note: The students must access and write the key issues as per the information provided under Topic 14.4 of the LMS.

| a. | What is the State of the Disability Sector Report 2022? (Approximate word count 65-75 words) |
|---|---|
| | The State of the Disability Sector Report 2022 is developed by the National Disability Services and based on responses from disability service providers from all over the country who participate in their annual State of the Disability Sector Survey. This helps to identify and collect information, opinions, and data to better understand the sector and to make recommendations or decisions based on their responses. |
| b. | Identify five (5) key issues that were identified in the State of the Disability Sector Report 2022 (Approximate word count 155-160 words) |

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| | Students must provide five (5) out of eight (8) of the issues listed below. |
|---|---|
| 1. | Ninety-three per cent of respondents reported that the COVID-19 pandemic was having ongoing financial and operational impacts on the sector. Many cited staffing issues related to recruitment, sickness, costs of PPE and vaccination refusal. |
| 2. | The sector seeks reform but is weary of constant change. Policymakers should focus on simplifying solutions for providers with limited resources to engage in reviews and contribute their expertise. Reforms should be gradually implemented to sustain momentum |
| 3. | The effectiveness of approaches that lead to employment outcomes for people with disabilities remains unclear. The sector requires investment in a transition process for supported employment that outlines provider requirements and ensures a sustainable future for supported employees. |
| 4. | Minimising reporting duplication among regulators, eliminate unnecessary red tape that hampers service effectiveness without enhancing standards, and address the imbalance between registered and unregistered providers. |
| 5. | Focus on quality and safeguarding measures that improve outcomes and share data that support providers to innovate and identify good practice |
| | More funding is needed for fit-for-purpose training, support and supervision, visible career pathways and leadership opportunities. |
| | As reforms and improvements are identified, the sector will need support to implement them. This will require clear communication to participants and providers, appropriate timeframes and resourcing, and mitigation of any unintended consequences. |
| | Providers have given useful feedback about what improves their worker recruitment effort and where the greatest challenges lie. |

**Question 28**

There are 2 parts to this question. You must complete all parts.

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| a. Describe the steps of the risk assessment framework | |
|---|---|
| **Step 1**<br><br>(Approximate word count 45-55words) | **Identify the hazards**<br><br>To initiate risk management, the first step involves recognising potential hazards.<br><br>A hazard encompasses anything capable of causing harm to people. Some hazards are inherent in work processes, such as machinery, stairs, or hazardous chemicals. Others manifest as failures, including broken equipment or human mistakes. |
| **Step 2**<br><br>(Approximate word count 25-30words) | **Assess the risk**<br><br>The next step is to evaluate the risk level associated with each identified hazard. This information is pivotal in determining the most effective methods to manage those risks. |
| **Step 3**<br><br>(Approximate word count 50-60words) | **Control the risk**<br><br>Once you've identified workplace risks, your next step is to safeguard employees by effectively managing those risks.<br><br>A control denotes any action that lessens a risk. In some cases, one control might suffice to eradicate a risk, such as eliminating a tripping hazard. However, certain risks may require multiple control measures. |
| **Step 4**<br><br>(Approximate word count 30-40words) | **Reviewing controls**<br><br>Risk management should be an ongoing process in your organisation and control measures are reviewed regularly.<br><br>In some situations, work health and safety legislation require controls to be reviewed. |

| Role/Action | Risk Assessment Considerations |
|---|---|
| Personal Care Worker<br><br>(Approximate word count 40-50words) | When working as a personal care worker, you would need to consider risks such as manual handling when transferring clients. Minimising these types of risks may include having the necessary equipment, e.g., hoists or grab bars and ensuring the worker is fully trained in manual handling techniques. |
| Working in a person's home<br><br>(Approximate word count 60-70words) | When working in a person's home a support worker may need to consider hazards such as slippery floors, faulty electrical equipment, or cluttered walkways. The worker would need to consider the client's safety and implement measures such as safely decluttering walkways or having non-slip mats to reduce trips and slips. Risk assessments should be conducted regularly to ensure ongoing safety. |
| Assisting a person to engage outside of their regular setting<br><br>(Approximate word count 60-65words) | Assisting a person to engage outside of their regular setting involves evaluating potential health and safety risks ensuring that necessary precautions are taken to mitigate these risks while enabling the person's participation in different environments. For example, uneven terrain, steep ramps, or crowded pathways may cause mobility and accessibility challenges that can pose a risk to the persons safety. |
| Planning an activity<br><br>(Approximate word count 20-30words) | Risks assessments considerations may include assessing whether the client needs safety equipment, e.g., a helmet or other safety gear for participating in recreational activities? |
| Medication<br><br>(Approximate word count 20-30words) | The risks may include missing a dose of medication, taking the wrong dose (too much or too little), or taking the wrong medication. |

## Question 29

There are 2 parts to this assessment. You must complete all parts.

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| a. | Briefly explain the five (5) types of restrictive practices<br>(Approximate word count 120-130words) |
|---|---|
| | **Physical Restraint:** Physically limiting an individual's movement, such as holding them down, using straps, or other methods that restrict their ability to move freely. |
| | **Chemical Restraint**: The use of medication or drugs to control an individual's behaviour or restrict their freedom of movement, often used to sedate, or calm the person. |
| | **Seclusion:** Confining an individual alone in a room or space from which they cannot freely exit, often for the purpose of managing challenging behaviours. |
| | **Mechanical Restraint**: Using devices or equipment to restrict an individual's movement, such as strapping them to a chair or bed. |

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| | | |
|---|---|---|
| | **Environmental Restraint**: Altering the environment in a way that limits an individual's freedom or access to certain areas, often to prevent them from engaging in certain behaviours. | |
| b. | Briefly describe the NDIS regulations that outline the rules for using restrictive practices.<br>(Approximate word count 120-130 words) | |
| | It is required that restrictive practices are:<br>• only used in limited circumstances and as a last resort<br>• if the State or Territory in which the regulated restrictive practice is to be used has an authorisation process (however described) in relation to that practice, be authorised in accordance with that process<br>• the least restrictive response possible to ensure the safety of the person or others<br>• only used for the shortest possible time to ensure the safety of the person or others<br>• be in proportion to the potential negative consequence or risk of harm<br>• only used when underpinned by a positive behaviour support framework<br>• not to be used as a first response to behaviours of concern or as a substitute for adequate supervision. | |

## Question 30

Terminology has been listed in the table including words to avoid when referring to persons with disability. Your task is to complete the "What to say" column with the *correct* **terms** when referring to persons with disability.

(Approximate word count 20-30 words)

Assessor note: Students answers must be as per the sample answers provided below however the wording may vary.

| Terminology | What not to say | What to say |
|---|---|---|
| When referring to someone who has learning disability | • Slow<br>• Slow learner<br>• Retarded<br>• Special needs | • Person with learning disability |
| When referring to a person with a brain injury | • Brain-damaged<br>• Brain-impaired | • Person with a brain injury |
| When referring to a person with Attention Deficit Hyperactivity Disorder (ADHD) | • Hyper<br>• Hyperactive | • Person with ADHD |
| When referring to someone who has autism | • Autistic<br>• High functioning autism | • Person with autism<br>• Person on the autism spectrum<br>• Neuroatypical<br>• Neurodivergent |

## Question 31

List at least three (3) national and/or state/territory statutory bodies that you need to know about as a disability support worker and give a brief description of what they do.

Assessor note: Students answers must be as per the sample answers provided below however the wording may vary.

(Approximate word count 90-100 words)

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| | National and/or state/territory statutory bodies | Description |
|---|---|---|
| 1. | National Disability Insurance Agency (NDIA) | An independent statutory agency whose role is to implement the National Disability Insurance Scheme (NDIS). |
| 2. | Department of Social Services | Funds organisations to provide advocacy services to people with disability under the National Disability Advocacy Program (NDAP). They also manage Australia's Disability Strategy 2021–2031 |
| 3. | National Disability Services | Australia's peak body for non-government disability service organisations representing over 1200 non-government service providers. |
| | Other national and/or state/territory statutory bodies may include:<br><br>Australian Capital Territory<br>ACT Government Community Services<br>https://www.communityservices.act.gov.au/ | ACT Government's Community Service website which is dedicated to providing information and resources related to community services and support in the ACT region. This website likely contains information about various programs, services, and initiatives aimed at supporting the community, including health, housing, social services, and more. If you have specific questions or need information about community services in the ACT, this website would be a valuable resource to explore. |
| | New Soutn Wales Disability Services<br>https://www.nsw.gov.au/nsw-government/government-services/disability-services | Focusing on disability support services to help with housing, transport, sport and recreation. |
| | Northern Territory<br>https://nt.gov.au/wellbeing/disability-services | It specifically focuses on disability services and support within the Northern Territory and provides information and resources related to disability support programs, services, and initiatives available in the NT region. |
| | Queensland Government's Department of Seniors, Disability Services, and Aboriginal and Torres Strait Islander Partnerships (DSDSATSIP).<br><br>https://www.dsdsatsip.qld.gov.au/ | Specifically provide information and resources related to disability services, support programs, and initiatives in Queensland. |
| | South Australia<br>https://www.sa.gov.au/topics/care-and-support/disability | It is dedicated to providing information and resources related to disability care and support services in South Australia and contains information about various disability support programs, services, and initiatives available within the state |
| | Victoria Health and Human Services<br>https://www.dhhs.vic.gov.au/disability | The Victoria Health and Human Services site is dedicated to providing information and resources related to disability services and support in Victoria. |
| | Western Australia Disability Services<br>https://www.wa.gov.au/organisation/department-of-communities/disability-services | The Department of Communities (Communities) works to advance opportunities, community participation and quality of life for people with disability. |

| Disability Services Commission (Western Australia) / Department of Communities | Each state and territory in Australia has its own government department or commission responsible for disability services. In Western Australia, it's known as the Disability Services Commission, while in other regions, it may fall under the Department of Communities or a similar agency. These bodies provide funding, regulation, and oversight of disability service providers, as well as manage government-funded programs and services for people with disabilities within their respective jurisdictions. |
|---|---|
| Quality and Safeguards Commission | The Quality and Safeguards Commission is a national regulatory body that ensures the safety and quality of disability services provided under the NDIS. It sets and enforces national standards for service delivery, handles complaints and reports of abuse and neglect, and monitors compliance by disability service providers. The commission plays a crucial role in safeguarding the rights and well-being of people with disabilities receiving support under the NDIS. |

## Question 32

There are 2 parts to this question. You must complete all parts.

(Approximate word count 70-75 words)

Assessor note: Students must provide a brief explanation as per the below sample answer, however students wording may vary

| a. | What is the United Nations Convention on the Rights of Persons with Disabilities, and why is it important for people with disabilities? |
|---|---|
| | The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) is an international treaty that outlines the rights and protections that should be afforded to people with disabilities. It's important because it promotes inclusion, equality, and respect for the rights of individuals with disabilities around the world. |
| b. | What are 3 specific rights that are protected by the UNCRPD |
| | Some specific rights protected by the Convention include the right to education, healthcare, accessibility, and non-discrimination. |

**Congratulations you have reached the end of Assessment 1!**

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