



MARKING GUIDE

CHCADV001

Facilitate the interests and rights of clients

Assessment 1 of 3



Assessment Instructions

Task overview

This assessment task is divided into 10 questions.

Read each question carefully before capturing your answers in the spaces provided.



Assessment Information

Submission

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

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

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

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

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

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

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



Please consider the environment before printing this assessment.

Question 1

This question has nine (9) parts, that must be completed.

a) Explain the Universal Declaration of Human Rights and why is it essential for professionals in community and health services to have knowledge of the Universal Declaration of Human Rights?

Assessors note: Students response must demonstrate a clear understanding of the UDHR, including its relevance in community health sector. Students' answers must be as per the sample answer provided below however students wording may vary.

(Word count: Approximately 90-100 words)

The Universal Declaration of Human Rights was adopted by the United Nations General Assembly in 1948. The declaration is not legally binding for the countries who have signed it, but it does set out an important set of agreements and understandings about what human rights mean for the world. The declaration includes articles which relate to specific areas of human rights, many of which are highly relevant to the Community services sector. Understanding the UDHR is crucial for ensuring that professionals uphold human rights standards, promoting fair and ethical practices in community and health services.

b) Explain how human rights relate to human needs?

Assessor note: Students must show the interrelationship between human rights and needs and how they are applied. Student responses must be in line with the sample answers provided below however the wording may vary.

(Word count: Approximately 80-110)

Human needs are what we require to survive, e.g., food and water. Human rights are moral, ethical or legal entitlements to have or do something, e.g., having the right to health care services. For instance, if there is a need to seek medical attention because our health is impacted, we have a right to healthcare services and treatment. The health care workforce is responsible for providing sound, safe health care services that are in line with clients needs and requirements of care. In essence, human rights seek to safeguard and fulfill essential human needs, promoting a just and equitable society.

c) Describe the frameworks that are in the workplace to ensure the United Declaration of Human Rights is upheld?

Assessors note: Students response must clearly describe the framework and how it applies to the workplace Student responses must be in line with the sample answers provided below however the wording may vary.

(Word count: Approximately 35-40)

Human rights frameworks describe a set of measures put in place to guide human rights work, for example, the Australian Human Rights Framework. In a workplace, this could mean an organization has rules that prohibit harassment, bullying and discrimination.

d) Explain the approaches used in the workplace that relate to human rights frameworks?

Assessor note: Students must explain the interrelationship between human rights framework approach and how they are used in a workplace. Student responses must be in line with the sample answers provided below however the wording may vary.

(Word count: Approximately (30-35)

A human rights approach means that all forms of discrimination must be prevented, eliminated or prohibited, such as having workplace practices where all people are treated with respect and dignity.

e) Describe the instruments used in the workplace when working within a human rights framework.

Assessor note: Students must identify and describe instruments used in the workplace within a human rights framework. Student responses must be in line with the sample answers provided below however the wording may vary.

(Word count: Approximately (50-55)

Instruments in the workplace includes policies, procedures or codes of conduct that includes information about human rights, for example, everyone having the right to an environment free from violence and discrimination and to be treated equally and that everyone in the workplace must be aware of their responsibilities.

f) Briefly explain how does the legal and ethical framework for human rights in Australian community services align with international standards, particularly as outlined in the Universal Declaration of Human Rights?

Assessor note: Students must explain how legal and ethical frameworks align with international standards. Student responses must be in line with the sample answers provided below however the wording may vary.

(Word count: Approximately 65-75)

The legal and ethical framework for human rights in Australian community services aligns with international standards through adherence to treaties such as the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, and the Convention on the Rights of the Child. These agreements provide a global foundation for principles such as dignity, equality, and non-discrimination, influencing the development of domestic laws and policies.

g) What national laws and regulations in Australia govern human rights in the context of community services, and how do they reflect the principles outlined in the international human rights framework?

Assessor note: Students must identify the National laws and how they align with UDHR principles. Student responses must be in line with the sample answers provided below however the wording may vary.

(Word count: Approximately 50-60)

The legal and ethical framework for human rights in Australian community services is shaped by national laws such as the Australian Human Rights Commission Act and the Racial Discrimination Act. These laws incorporate international human rights principles into the Australian legal system, emphasizing the protection of fundamental rights and freedoms for all individuals.

h) How do state or territory laws and regulations contribute to the legal and ethical framework for human rights in community services in Australia, and in what ways do they address unique regional considerations?

Assessor note: Students must identify how state or territory laws and regulations contribute to the legal and ethical framework for human rights and address unique regional considerations. Student responses must be in line with the sample answers provided below however the wording may vary.

(Approximate word count 50-60 words)

State and territory laws, such as anti-discrimination legislation and specific human rights acts, contribute to the legal and ethical framework for human rights in Australian community services. These laws may address unique regional considerations, ensuring that human rights protections are tailored to the needs and characteristics of the local population.

i) How can local councils or shires in Australia contribute to promoting human rights within their communities, and what role do they play in upholding the legal and ethical standards established at the national and state/territory levels?

Assessor note: Students must describe identify how local councils or shires in Australia can contribute to promoting human rights within their communities. Student responses must be in line with the sample answers provided below however the wording may vary.

(Approximate word count 65-75 words)

Local councils and shires can contribute to promoting human rights by implementing policies that align with national and state/territory standards. This may involve fostering inclusivity, preventing

discrimination, and addressing social issues within the community. While they may not have legislative powers, local entities play a crucial role in raising awareness, providing resources, and collaborating with higher levels of government to ensure a comprehensive approach to human rights in community services.

Question 2

To complete this question, refer to the different context provided in Column A in the table below and complete the corresponding questions in column B, C & D for each of the different contexts listed in Column A.

To answer some of these questions you will be required to refer to the following documents:

- a) Universal Declaration of human rights
- b) [Model WHS ACT](#)
- c) Relevant state and territory legislations
- d) Local council/shire regulations

Assessor instructions: the student must be able to identify applicable national, state, territory and local legal framework, and explain the impact on community service workers and the consequences of the framework being breached. The student's responses will vary across community and health services; and benchmark answer is provided below.

Column A	Column B	Column C	Column D
<p>Consider each of the topics listed in this column in the context of each of the rows across the table</p>	<p>For people working in the community services and health environments write one (1) relevant Legal consideration for each level below a - d:</p> <p>a) International</p> <p>b) National</p> <p>c) relevant state/territory</p> <p>d) local (council/shire)</p>	<p>For people working in the community services and health environments write (1) ethical consideration</p>	<p>Briefly explain how the legal and ethical considerations identified as related to facilitation of client rights and interests and how this impact individual workers.</p>
<p>a) Duty of Care (Approximate word count 190-210 words)</p>	<p>a) Duty of care is implicitly embedded in the principles of UDHR, the principles align to community services organisations to protect individuals from harm and ensure their security.</p> <p>b) Model WHS Act states a person conducting a business or undertaking (PCBU) has a duty of care to maintain a healthy and safe workplace. Employers are generally regarded as</p>	<p>The ethical consideration here would be to always follow principles of respect for all persons you are caring for.</p>	<p>Individual workers must ensure that their actions align with the duty of care, prioritizing the well-being and safety of clients. This involves providing appropriate support, avoiding harm, and promoting a safe environment. Failure to meet duty of care standards may lead to legal consequences for the worker such as dismissal from the job.</p>

	<p>PCBUs, and are legally obliged to ensure workers are able to carry out their work safely and without risk to their health</p> <p>c) This will be relevant to students' state/Territory for example The duty of care in Victorian community services aligns with the Disability Act 2006 by upholding the rights and protections afforded to individuals with disabilities.</p> <p>d) This will be relevant to students' state/Territory for example Local councils or shires have a role in facilitating many community services and ensuring the well-being of residents for example The duty of care in local mental health support programs aligns with local council policies by addressing community-specific mental health needs and contributing to the overall well-being of residents.</p>		
<p>b) Mandatory reporting</p> <p>(Approximate word count 190-210 words)</p>	<p>a) In an international context, the legal and ethical requirements for mandatory reporting in Australian community services align with broader human rights principles outlined in international agreements.</p> <p>b) The National Law of Australia contains mandatory reporting obligations for registered health practitioners, employers and education providers. Mandatory reporting obligations aim to protect the public by ensuring that the National Boards are aware of</p>	<p>Ethical consideration here is to be transparent and honest; not reporting incidents and injuries can be dangerous and put your safety and safety of others at risk.</p>	<p>As a worker it is legislated and important to report any incidents, injuries or illnesses that occur at workplace ensuring that clients receive the necessary protection and intervention. Failure to report may have legal consequences for the worker.</p>

	<p>practitioners who may be placing the public at risk of harm</p> <p>c) This will be relevant to students state/Territory for example In New South Wales, the Children and Young Persons (Care and Protection) Act 1998 outlines the legal obligations for mandatory reporting of child abuse.</p> <p>d) Commonly The mandatory reporting framework in a local community service aligns with local council policies by contributing to the identification and reporting of domestic violence cases, supporting the council's broader efforts in creating a safer community.</p>		
<p>c) Discrimination (Approximate word count 250-260 words)</p>	<p>a) The United Nations Universal Declaration of Human Rights (UDHR) Article 2 emphasizes the right to non-discrimination, stating that everyone is entitled to all the rights and freedoms without distinction of any kind. Australia's framework aligns with Article 2 by promoting non-discrimination and ensuring that individuals in community services have equal access to rights and services regardless of any distinctions.</p> <p>b) National level, The Age Discrimination Act 2004 (Cth) , Age Discrimination Act protects people who are discriminated against because of their age and states that, regardless of age, everyone has the same right to equality before the law Disability</p>	<p>Discrimination is not just unethical; in many cases, it is also illegal. One of the ethical considerations is to not hold any bias in your attitude when working with a range of clients from different backgrounds that may hinder in carrying out your job.</p>	<p>Any kind of discrimination can lead to poor work culture and can impact negatively on both clients and employees. Failure to address discrimination may lead to legal consequences for the worker, damage to the client-worker relationship, and a negative impact on the overall organizational culture.</p>

	<p>Discrimination Act 1992 (Cth) The Disability Discrimination Act gives a broad definition of disability, and prohibits direct or indirect discrimination based on disability. It also prohibits discrimination against friends, relatives, carers and co-workers of a person with a disability. Racial Discrimination Act 1975 (Cth) The Racial Discrimination Act prohibits discrimination and offensive behavior based on racial intolerance. This includes discrimination based on race, color, descent, and national or ethnic origin. It also protects those who may be discriminated against based on their association with people of a particular ethnicity. The Act applies to everyone in Australia and all organisations.</p> <p>c) This will be relevant to students state/Territory for eg In Victoria, the Equal Opportunity Act 2010 prohibits discrimination in various contexts, emphasizing equal opportunity and fair treatment.</p> <p>d) A local council will have policies promoting diversity and inclusion in community programs and services ensuring that community services at the local level are free from discrimination and accessible to all residents.</p>		
d) Privacy, confidentiality	a) The right to privacy is recognized in Article 12 of the Universal Declaration of Human Rights (UDHR).	Ethical consideration here is to be very careful and mindful about	Legal and ethical considerations includes keeping clients information confidential

<p>y, and disclosure</p> <p>(Approximate word count 160-180 words)</p>	<p>Australia's framework aligns by recognizing and upholding the right to privacy as outlined in the UDHR, ensuring that individuals accessing community services are afforded protection and respect for their personal information.</p> <p>b) The Privacy Act 1988 (Privacy Act) is the principal piece of Australian legislation protecting the handling of personal information about individuals. This includes the collection, use, storage and disclosure of personal information in the federal public sector and in the private sector.</p> <p>c) This will be relevant to students state/Territory for example In Victoria, the Health Records Act 2001 regulates the handling of health information by health service providers. The framework aligns by incorporating the specific requirements outlined in the Health Records Act, ensuring that health information is handled with care and in accordance with legal standards.</p> <p>d) A local council will have guidelines for handling sensitive information when providing community services, such as housing assistance ensuring that sensitive information related to housing assistance is treated with confidentiality and disclosed only as per legal and ethical guidelines.</p>	<p>not talking about clients or organisation in a public place as this may breach client's privacy.</p>	<p>at all times as it could be used by others to discriminate against them or identify someone who wishes to remain anonymous. Breaching a client's privacy, confidentiality and disclosure can lead to legal implications for both the worker and the organisation.</p>
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<p>e) Informed Consent</p> <p>(Approximate word count 160-170 words)</p>	<p>a) The principle of autonomy and respect for individual rights, as outlined in the Universal Declaration of Human Rights (UDHR). Australia's informed consent framework aligns with the UDHR by prioritizing the right to individual autonomy and ensuring that individuals have the right to make informed decisions about their care and participation in community services.</p> <p>b)The model WHS Act outlines the responsibility of employers and employees to always seek informed consent when dealing with clients matters and sensitive issues</p> <p>c) This will be relevant to students state/Territory for example In Victoria, the Health Records Act 2001 and Mental Health Act 2014 outline requirements for obtaining informed consent in healthcare and mental health services.</p> <p>d) The informed consent framework in a local community service aligns with local council policies by ensuring that individuals have the right to make informed decisions about their involvement in local community programs, promoting transparency and community engagement.</p>	<p>As an ethical consideration it is important to ensure that the person providing you with a consent has the ability to make a decision and have made the decision without any pressure</p>	<p>As a worker it is your duty to ensure that you provide enough detailed information when seeking consent on any matters. Failure to obtain clients consent to health care may result in a criminal charge of assault or civil action for battery.</p>
<p>f) Organisation and legal Complaints process</p>	<p>a) The United Nations Principles relating to the Status of National Institutions for the Promotion and Protection of Human Rights emphasize the importance of</p>	<p>One of the ethical considerations is to handle and manage any complaints without any bias or prejudice</p>	<p>When you receive a complaint from any client or their families etc you must follow your organisations policies and procedures and take all necessary steps to</p>

<p>(Approximate word count 150-200 words)</p>	<p>independent and effective complaints mechanisms. The United Nations Convention on the Rights of Persons with Disabilities (CRPD) emphasizes the right of individuals with disabilities to access effective complaint mechanisms.</p> <p>b) The Australian Charter of Healthcare Rights outlines the rights of individuals receiving healthcare services, including the right to provide feedback and make complaints. The organization and legal complaints processes align with the Charter by enabling individuals to provide feedback and make complaints, promoting a patient-centered approach to healthcare services.</p> <p>c) This will be relevant to students state/Territory In Victoria, the Health Complaints Commissioner Act 2016 empowers individuals to make complaints about health service providers.</p> <p>d) The organization and legal complaints processes in a local community service align with local council policies by incorporating community feedback mechanisms, fostering transparency, and addressing concerns at the grassroots level.</p>		<p>recognise and respond to the complaints Failure to follow these processes may lead to disciplinary actions against the worker and damage the organization's reputation.</p>
<p>g) Rights and responsibilities of worker, employers and clients</p>	<p>a) The United Nations Universal Declaration of Human Rights asserts the right to work and the right to just and favourable conditions of work. The rights and responsibilities</p>	<p>One of the ethical considerations is to always respect the boundaries of professional relationship and not violate</p>	<p>As a support worker it is always important to carry out all work within the realms of your, employers and clients' rights and responsibilities. Failure</p>

<p>(Approximate word count 320-350 words)</p>	<p>of workers and organizations in Australian community services align with international standards by promoting the right to work and ensuring just and favorable conditions, fostering a respectful and supportive work environment.</p> <p>b)The model WHS Act provides a clear charter on rights and responsibilities of employers and employees these include:</p> <p>Workers: taking reasonable care of yourself, not doing anything that would affect the health and safety of others at work, following any reasonable health and safety instructions from your employer</p> <p>Employer: Providing necessary health and safety instruction, supervision & training. Ensuring all staff understands their roles and responsibilities.</p> <p>Client: Participate in the planning of your care and sign a form recording your consent to that care. Follow treatment or care instructions. Tell us about any changes in your condition or any concerns you have. Be available at the times we are due to visit or let us know in advance if you cannot be there. Be courteous and respectful to staff at all times.</p> <p>c) This will be relevant to students state/TerritoryIn Queensland, the Human Rights Act 2019 protects and promotes the rights of individuals, influencing the</p>	<p>organisations policies.</p>	<p>to comply may result in legal consequences, impact job security, and negatively affect relationships with clients and colleagues.</p>
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	<p>rights and responsibilities of clients, workers, and organizations in community services.</p> <p>D) Local council policies on community engagement shape the rights and responsibilities of clients, workers, and organizations by promoting collaborative approaches to community services that prioritize local needs and aspirations</p>		
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Question 3

List ten (10) common risks to client’s safety and wellbeing in context of community services?

Assessor Note: Sample answers provided below however student wording may vary. Students’ answers must be as per the sample answers and should include ten (10) out of eighteen (18) options provided below.

(Approximate word count 130-140 words)

1. Abuse and Neglect
 - Physical, emotional, or sexual abuse.
 - Neglect of basic needs, such as nutrition, hygiene, and medical care.
2. Domestic Violence
 - Exposure to or experiencing domestic violence within the home.
3. Mental Health Issues
 - Untreated or undiagnosed mental health conditions.
 - Substance abuse and addiction.
4. Financial Hardship
 - Economic instability and financial difficulties.
5. Housing Insecurity
 - Homelessness or unstable housing conditions.
6. Health Issues
 - Chronic health conditions or untreated medical issues.
7. Discrimination and stigma
 - Experiencing discrimination based on race, gender, sexual orientation, or other factors.
8. Isolation and loneliness
 - Social isolation and lack of supportive social connections.
9. Educational challenges
 - Limited access to education and educational opportunities.
10. Cultural or language barriers
 - Challenges related to cultural differences or language barriers.
11. Legal issues
 - Involvement in legal problems or criminal activities.
12. Family dynamics
 - Dysfunctional family dynamics, conflicts, or strained relationships.
13. Trauma
 - Previous experiences of trauma, which can impact mental health and overall well-being.

14. Employment issues

- Unemployment or underemployment.

15. Access to services:

- Limited access to essential services such as healthcare, social services, or legal assistance.

16. Technology and online risks

- Risks associated with online activities, such as cyberbullying, online harassment, or scams.

17. Physical safety concerns

- Unsafe living conditions or exposure to hazardous environments.

18. Lack of support systems

- Absence of a reliable support system or social network.

Question 4

This question has five (5) parts you must complete all the parts.

1. Briefly explain the relevance of child protection as relevant across all health and community services contexts in Australia?

Assessors note: Sample answers provided below student's answers must be as per the sample answers however the wording may vary. Students response must demonstrate a comprehensive understanding of the importance of child protection across various service contexts

(Approximate word count 50-60 words)

Child protection is crucial in all service contexts as it ensures the safety and well-being of children. It is a shared responsibility to safeguard children from harm and provide an environment conducive to their development. Health and community service providers play a vital role in identifying, reporting, and addressing child protection concerns.

2. Explain how does the duty of care extend to situations where the child is not the primary client in Australian health and community services?

Assessors note: Sample answers provided below student's answers must be as per the sample answers however the wording may vary. Students response must demonstrate a clear understanding of how the duty of care extends to situations where the child is not the primary client.

(Approximate word count 50-60 words)

The duty of care extends to situations where a child is not the primary client by recognizing that service providers have a responsibility to ensure the safety and protection of all individuals, including children. This includes being vigilant to signs of abuse or neglect and taking appropriate action, such as reporting concerns to relevant authorities.

3. Lists five (5) indicators of potential risk to a child's safety and well-being that service providers should be aware of in the Australian context?

Assessors note: Sample answers provided below student's answers must be as per the sample answers however the wording may vary. Students response must demonstrate include five distinct indicators of potential risk to a child's safety and well-being.

(Approximate word count 40-50 words)

Indicators of potential risk to a child's safety include unexplained injuries, changes in behavior, signs of neglect, disclosures from the child, frequent absences from school, inappropriate knowledge of sexual matters, and a lack of age-appropriate social skills.

4. Briefly explain the relevance of adult disclosure in relation to child-related matters?

Assessors note: Sample answers provided below student's answers must be as per the sample answers however the wording may vary. Students response must demonstrate a clear understanding of the relevance of adult disclosure in child-related matters.

(Approximate word count 60-70 words)

Adult disclosure is crucial in child-related matters to ensure transparency, maintain trust, and prioritize the well-being of the child. When adults, such as parents, caregivers, or educators, openly share relevant information with each other, they contribute to a more comprehensive understanding of the child's needs, experiences, and challenges. This transparency helps in collaborative decision-making, facilitating a unified approach to provide the best support and care for the child.

5. What steps should be taken if an adult discloses concerns about the safety or well-being of a child in an Australian health or community service setting?

Assessors note: Sample answers provided below student's answers must be as per the sample answers however the wording may vary. Students response must demonstrate a clear understanding of the steps to be taken when an adult discloses concerns.

(Approximate word count 45-55 words)

If an adult discloses concerns about a child, service providers should listen empathetically, reassure confidentiality within legal limits, and gather as much information as possible. Providers must then follow mandatory reporting obligations by reporting the concerns to the relevant child protection authority in accordance with state or territory legislation

Question 5

This question has two (2) parts you must complete both the parts.

a) Briefly explain what actions constitute discrimination in the workplace or community services settings?

(Approximate word count 35-45 words)

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

Discrimination includes any actions that reflect unjust or prejudicial treatment based on characteristics such as race, gender, age, religion, disability, sexual orientation, or other protected attributes. Actions may involve unequal treatment, harassment, exclusion, or biased decision-making.

b) List and explain five(5) techniques to address these discriminatory actions?

(Approximate word count 200-210 words)

Assessor note: Students must list and explain five (5) out of eight (8) techniques as per sample answers provided below, however the wording may vary.

1. Education and Awareness:
 - Technique: Promote education and awareness campaigns to inform individuals about the impact of discrimination and the importance of diversity and inclusion. To implement this organisations can conduct workshops, training programs, and awareness campaigns to foster understanding and empathy.
2. Equal Opportunity Policies:
 - Technique: Implement and enforce policies that ensure equal opportunities and fair treatment for all individuals, regardless of their background. To implement this organisations can establish anti-discrimination policies in workplaces, schools, and other institutions, and provide training to enforce compliance.
3. Diverse Representation:
 - Technique: Ensure diverse representation in decision-making roles and leadership positions to reflect the variety of backgrounds within an organization. To implement this organisation can establish diversity initiatives, mentorship programs, and inclusive hiring practices to promote representation at all levels.
4. Reporting Mechanisms:
 - Technique: Establish confidential reporting mechanisms for individuals to report incidents of discrimination without fear of retaliation. To implement this organisation can create clear reporting procedures, investigate complaints promptly, and take appropriate action against perpetrators.
5. Legislation and Legal Protections:
 - Technique: Advocate for and enforce anti-discrimination laws and legal protections. To implement this organisation can work towards the development and enforcement of laws that prohibit discrimination based on various characteristics, ensuring legal consequences for violators.
6. Community Engagement:
 - Technique: Encourage community engagement and collaboration to address discrimination collectively. To implement this organisation can foster dialogue, partnerships, and community initiatives that promote understanding, tolerance, and respect among diverse groups.
7. Promoting Inclusive Practices:
 - Technique: Integrate inclusive practices in all aspects of society, acknowledging and celebrating diversity. To implement this organisation can encourage inclusive language, design accessible spaces, and promote cultural competence in education, workplaces, and public services.
8. Empowering Advocacy Groups:
 - Technique: Support and empower advocacy groups that work towards combating discrimination and promoting equality. To implement this organisation can provide resources, visibility, and platforms for advocacy groups to raise awareness, challenge discriminatory practices, and influence policy changes.

Question 6

Below are four (4) scenarios you are required to read each of the scenarios and write two(2) types of each community resources, networks, and referral options that are relevant to the nature of client service.

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Assessor note: Sample answers are provided below. Students' answers must align with the sample answers however wording may vary. Students must correctly identify relevant community resources, networks, and referral options in each scenario as per the sample answers.

Scenario 1: A client is facing a mental health crisis, and the community service worker recognizes the need for immediate professional intervention to support the client's mental health.

List two(2) of each types of community resources, networks and referral option the worker can tap into for urgent mental health support?

(Approximate word count 60-70 words)

The community resources options:

1. contacting local mental health crisis hotlines
2. community mental health clinics
3. emergency psychiatric services.

Networking to provide immediate intervention and referral:

1. with mental health professionals such as counsellors
2. psychologists
3. psychiatrists

Referral options:

1. connecting the client with crisis intervention services,
2. mental health helplines support
3. mental health professionals for assessment and support.

Scenario 2: A client expresses a desire to enhance their skills and employability through education and training.

List two (2) of each types of community resources, networks and referral services the worker can recommend supporting the client's educational goals?

(Approximate word count 55-60 words)

The community services options:

1. contacting local adult education centers,
2. vocational training programs,
3. government-funded skill development initiatives.

Networking

1. with educational institutions
2. career counsellors
3. employment agencies can provide valuable information on available resources.

Referral options

1. can include connecting the client with relevant training programs
2. educational workshops
3. career development services.

Scenario 3: A client discloses experiencing domestic violence, and the worker recognizes the importance of connecting the client with appropriate support services.

List two(2) of each types of community resources , networks and referral options the worker can utilize to assist the client in a domestic violence situation?

(Approximate word count 55-65 words)

The community services options -

1. contacting local domestic violence shelters,
2. contacting local support groups

3. counselling services for survivors

Networking

1. with domestic violence advocates
2. legal aid services
3. local social workers who can provide additional resources.

Referral options

1. connecting the client with emergency shelters
2. legal support services
3. mental health professionals such as counsellors for tailored support of domestic violence victims.

Scenario 4: A client is struggling with financial difficulties and is at risk of eviction due to unpaid bills.

List two(2) types of each community resources, networks and referrals the worker suggest to help the client overcome financial challenges?

(Approximate word count 55-65 words)

The community resources include:

1. exploring local financial assistance programs,
2. contacting charitable organizations,
3. exploring government welfare services.

Networking :

1. with financial counsellors,
2. social workers, and
3. local community organizations that can provide additional insights into financial support services

Referral options may include –

1. connecting the client with emergency financial assistance programs
2. budgeting workshops,
3. and financial counselling services to address their immediate and long-term financial needs.

Question 7

In the table below provide four (4) challenges highlighting conflicts between client needs and organisational requirements.

Assessors note: Sample answers provided below students must provide four(4) out of seven(7) challenges provided below and there answers must reflect the clients need and organisational requirements that align with the challenge.

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(Approximate word count 175-185 words)

Challenges	Client Needs	Organizational Requirements
Flexible Service Hours vs. Staffing Constraints	A client may require services during non-standard hours due to work commitments or personal circumstances.	The organization may have set operating hours and limited staff availability during evenings or weekends.
Individualized Care Plans vs. Standardized Procedures	Some clients may have unique needs that require personalized care plans tailored to their specific situation.	The organization may have standardized procedures or protocols that may not easily accommodate individualized care plans.
Cultural Preferences vs. Organizational Policies	Clients from diverse cultural backgrounds may have specific cultural preferences regarding communication styles, food, or religious practices.	The organization may have policies in place that unintentionally neglect cultural sensitivity or may have limitations in accommodating diverse cultural practices.
Privacy Concerns vs. Reporting Requirements	Clients may prioritize confidentiality and privacy in their interactions with service providers.	There might be legal or organizational requirements to report certain information or incidents, which may conflict with client expectations of privacy.
Immediate Crisis Response vs. Administrative Procedures	In crisis situations, clients may require immediate assistance and support.	Administrative procedures, such as paperwork or approval processes, may delay the organization's ability to provide prompt crisis intervention.
Long-Term Support vs. Funding Cycles	Some clients may require long-term support for ongoing issues or chronic conditions.	Funding cycles may limit the organization's ability to provide extended services beyond a certain timeframe, potentially creating a conflict in meeting long-term client needs.
Client Autonomy vs. Duty of Care	Some clients may value a high degree of autonomy and control over their decisions and lifestyle.	The organization has a duty of care and may need to intervene in certain situations to ensure the safety and well-being of the client, potentially conflicting with the client's desire for autonomy.

Question 8

Briefly describe the key differences between negotiation, advocacy, and mediation in various aspects given in the table below.

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

(Approximate word count in total 200-220 words)

Aspect	Negotiation	Advocacy	Mediation
Definition	A process to reach a mutually beneficial agreement through communication and compromise.	The act of representing and supporting the rights, needs, and interests of an individual or group.	A facilitated process where a neutral third party helps disputing parties reach a resolution.

Goal	To reach a consensus or agreement that satisfies the interests of all parties involved.	To empower and amplify the voices of those being represented, seeking positive changes and fair treatment.	To assist parties in finding a mutually acceptable resolution to their dispute without a formal decision-maker.
Role of Parties	Actively participate in discussions, presenting positions, interests, and potential solutions.	Often involves a professional advocate or an individual representing themselves, advocating for others.	Play an active role in expressing concerns, needs, and desired outcomes, facilitated by a neutral third party.
Neutral Third Party	Not typically involved; negotiations are usually direct between the parties or their representatives.	Advocates may have advisors or support organizations but generally represent the client directly.	Requires a neutral third party, the mediator, who guides communication without making decisions.
Examples	Salary negotiations, business contract discussions, or settling disputes between neighbors.	Disability advocacy for accessibility, legal advocacy in court, or community advocates for marginalized groups.	Family mediation during divorce, workplace mediation for conflicts, or community mediation for neighborhood disputes.

Question 9

Based on each of the aspects in the below table briefly describe how do negotiation techniques, advocacy techniques, and mediation techniques differ in terms of facilitating effective communication for the protection and promotion of client rights?

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

(Approximate word count in total 245-255 words)

Aspect	Negotiation Techniques for Client Rights	Advocacy Techniques for Client Rights	Mediation Techniques for Client Rights
Communication	Active listening to understand the client's needs and concerns.	Effectively conveying the client's rights and needs to relevant parties.	Facilitating open and honest communication between disputing parties.
Empowerment	Empowering the client to express their rights and preferences during negotiations.	Providing information and resources to empower the client in decision-making.	Encouraging clients to express their rights and preferences, ensuring they feel heard.
Collaboration	Collaboratively working with the client to explore mutually beneficial solutions.	Collaborating with the client to set goals, create plans, and advocate for their rights.	Fostering collaboration between disputing parties to find solutions that respect client rights.
Negotiation Skills	Developing strong negotiation skills to effectively represent and secure client rights.	Advocating for the client through negotiation, addressing challenges with diplomatic skills.	Using negotiation skills to guide parties toward agreements that respect client rights.
Documentation	Keeping thorough records of negotiation	Documenting and presenting evidence	Assisting parties in documenting agreed-

	discussions, agreements, and client preferences.	supporting the client's rights and needs.	upon solutions that uphold client rights.
Legal Knowledge	Understanding relevant laws and regulations to negotiate within legal frameworks.	Applying legal knowledge to advocate for the client's rights and challenge infringements.	Mediators with legal expertise ensure that solutions align with applicable laws and regulations.
Emotional Support	Providing emotional support to clients during negotiations, addressing concerns and fears.	Offering emotional support to clients facing challenges, ensuring they feel heard and valued.	Creating a supportive environment in mediation where clients feel emotionally safe expressing their rights.
Education	Educating clients about their rights, available options, and potential outcomes of negotiations.	Providing information and education to clients about their rights and the advocacy process.	Offering education on rights and responsibilities to ensure parties make informed decisions during mediation.

Question 10

This question has five (5) parts you must complete all the parts.

1. Briefly explain what empowerment is in the context of community services, and how does it relate to client well-being?

Assessor note: Sample answers provided below. Student answers must be as per the sample answers however wording may vary. Students' answers must demonstrate a clear understanding of empowerment in the context of community services and its relation to client well-being.

(Approximate word count 85-95 words)

Empowerment in community services refers to the process of enabling individuals to gain control over their lives, make informed decisions, and develop the skills and confidence to actively participate in their communities. It involves recognizing and respecting the unique strengths, abilities, and potential of each client. Empowerment is crucial for client well-being as it fosters a sense of autonomy, self-efficacy, and independence. When clients feel empowered, they are more likely to engage in the decision-making process regarding their own lives, contributing to a positive impact on their overall well-being.

2. Provide examples of three (3) empowering practices in community services?

Assessor note: Sample answers provided below. Student answers must be as per the sample answers however wording may vary. Students' response must include three out of five distinct examples of empowering practices in community services.

(Approximate word count 60-70 words)

Empowering practices in community services include:

1. Collaborative Goal Setting:
 - Encouraging clients to actively participate in setting and defining their goals, ensuring they align with their values and aspirations.
2. Skill-building Workshops:
 - Offering workshops or training sessions that equip clients with practical skills, enhancing their capabilities and boosting confidence.

3. Advocacy Support:

- Providing advocacy support to help clients voice their needs and preferences, ensuring their perspectives are considered in decision-making processes.

4. Transparent Communication:

- Maintaining open and transparent communication, sharing relevant information with clients to enable them to make informed choices about their care and services.

5. Strengths-based Approach:

Focusing on and building upon the strengths and assets of clients rather than solely addressing deficits, fostering a positive and empowering mindset

3. Briefly describe what is meant by the term disempowerment?

Assessor note: Sample answers provided below. Student answers must be as per the sample answers however wording may vary. Students answers must demonstrate a demonstrate a clear understanding of disempowerment in the context of community services.

(Approximate word count 40-50 words)

Disempowerment is the state or process of depriving individuals or communities of the ability to exercise control, make choices, or influence their circumstances. It can result from systemic barriers, discriminatory practices, or paternalistic approaches that limit people's autonomy and decision-making power.

4. In what ways can disempowerment manifest in the client-service provider relationship?

Assessor note: Sample answers provided below. Student answers must be as per the sample answers however wording may vary. Students' answers must provide a detailed analysis of the various manifestations of disempowerment in the client-service provider relationship as per sample answer.

(Approximate word count 95-110 words)

Disempowerment in the client-service provider relationship can manifest through unequal power dynamics, paternalistic attitudes, limited client involvement in decision-making, and a lack of respect for clients' perspectives. It may also occur when clients feel they have insufficient information or agency to influence the services they receive. Recognizing and addressing these manifestations are essential for fostering a more empowering and client-centered approach. Disempowerment may manifest in various forms, such as exclusion from decision-making, lack of access to information, or the imposition of external control. In community services, addressing disempowerment involves dismantling barriers and fostering environments that respect individuals' rights, dignity, and agency.

5. Briefly describe three (3) ways community service organizations can work towards promoting empowerment and reducing disempowerment among their clients?

Assessor note: Sample answers provided below. Student answers must be as per the sample answers however wording may vary. Students' response must provide three out of five distinct ways community service organizations can promote empowerment and reduce disempowerment.

(Approximate word count 60-70 words)

- 1. Creating Inclusive Environments:** Ensuring that organizational practices and policies are inclusive and respectful of the diversity of clients.
- 2. Providing Education and Information:** Offering educational resources and transparent information to empower clients to make informed decisions about their care and services.
- 3. Encouraging Client Participation:** Actively involving clients in decision-making processes and encouraging their input in developing and evaluating programs and services.
- 4. Cultivating a Strengths-based Culture:** Adopting a strengths-based approach that recognizes and builds upon the unique strengths and capabilities of each client.

5. Training Staff in Empowerment Principles: Providing training to staff on empowerment principles, cultural competence, and effective communication to enhance their ability to support and empower clients

Assessment checklist:

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

10 short answer questions completed in the spaces provided.



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

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