22532VIC Course in Supporting People with Psychosocial Disability

Version 1

This course has been accredited under Part 4.4 of the *Education and Training Reform Act* 2006.

Accreditation period: 01 November 2019 – 31 October 2024

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Section A: Copyright and course classification information

1.	**Copyright owner of the course**	Copyright of this document is held by the Department of Education and Training, Victoria © State of Victoria (Department of Education and Training) 2019.
2.	**Address**	Executive Director Engagement, Participation and Inclusion Division Higher Education and Skills Group Department of Education and Training (DET) PO Box 4367 Melbourne VIC, 3001 **Organisational Contact:** Manager Training Products Unit Higher Education and Skills Group Telephone: (03) 7022 1619 Email: course.enquiry@education.vic.gov.au **Day-to-Day Contact:** Curriculum Maintenance Manager – Human Services Swinburne University of Technology PO Box 218 Hawthorn VIC 3122 Ph: 03 9214 8501 / 03 9214 5034 Email: cmmhs@swin.edu.au
3.	**Type of submission**	Accreditation
4.	**Copyright acknowledgement**	Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2019 The following unit of competency: • CHCCCS019 Recognise and respond to crisis situations is from the *CHC Community Services Training Package* administered by the Commonwealth of Australia. © Commonwealth of Australia Units of competency from Training Packages can be accessed from the training.gov.au web site The unit of competency: • VU22853 - Apply human rights based approach to the identification prevention and reporting of disability abuse

	is from *22530VIC - Course in Identifying, Reporting and Preventing Abuse and/or grooming of People with Disabilities*. Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2019. The unit of competency: • VU22855 - Work effectively within an NDIS service environment is from *22529VIC - Course in Performing Allied Health Tasks and Supporting People with Disability*. Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2019. The unit of competency: • VU22733 - Identify and provide initial response to family violence risk is from *22510VIC Course in Identifying and Responding to Family Violence Risk*. Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2019. Units of competency housed within Victorian Crown Copyright Accredited Courses can be accessed from the Victorian Department of Education and Training website (education.vic.gov.au).
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		Copies of this publication can be downloaded free of charge from the Victorian Department of Education and Training website education.vic.gov.au.
6.	**Course accrediting body**	Victorian Registration and Qualifications Authority (VRQA)
7.	**AVETMISS information**	**ANZSCO** [Australian and New Zealand Standard Classification of Occupations] 411712 - Disabilities Services Officer **ASCED Code – 4 digit** (Field of Education) 0905 - Human Welfare Studies and Services **National course code** 22532VIC
8.	**Period of accreditation**	01 November 2019 – 31 October 2024

Section B: Course information

1. Nomenclature	*Standard 1 AQTF Standards for Accredited Courses*
1.1 Name of the qualification	Course in Supporting People with Psychosocial Disability
1.2 Nominal duration of the course	310 hours
2. Vocational or educational outcomes of the course	**Standard 1 for AQTF Standards for Accredited Courses**
2.1 Purpose of the course	Successful completion of this course provides participants with the skills and knowledge to: • Work as a disability support worker with people with a psychosocial disability • Respond to crisis situations • Understand the National Disability Insurance Scheme (NDIS) and work within an NDIS service environment • Support the safety of people with disability through identifying and reporting abuse and/or family violence This includes knowledge of how psychosocial disability differs from most other forms of disability, understanding the support needs of people with psychosocial disability and recovery oriented practice. Support workers need to demonstrate a high degree of sensitivity and empathy in all aspects of their work, practice self-care and manage stressors in the work environment.
3. Development of the course	*Standards 1and 2 AQTF Standards for Accredited Courses*
3.1 Industry /enterprise/ community needs	Psychosocial disability (a disability resulting from a mental health issue) is funded under the NDIS. Whilst services may be available, support workers are not always trained and experienced in working with this cohort, and do not understand the support needs of people with psychosocial disability. Psychosocial disability differs from most other forms of disability and it is important the support workers have the required underpinning knowledge to bring to their work in supporting people experiencing psychosocial disability.

The *COAG Disability Reform Council Quarterly Report - Q4 report (June 2019)* produced by the National Disability Insurance Agency (NDIA) shows that in Victoria 13% of current NDIS participants (9,666 individuals) have a psychosocial disability. This represents the third largest disability group receiving NDIS funding in Victoria (as at 30 June 2019) – preceded by autism and intellectual disability (both at 26%).[1]

Mental Health Australia, in their *National Disability Insurance Scheme: Psychosocial Disability Pathway* project report state that:

"Staff who do not understand psychosocial disability and mental illness and their impacts can:

- fail to recognise behaviours and responses as part of the mental health condition or psychosocial disability

- perceive individuals as 'failing' to progress, when in fact there are barriers to their progression – this can be unconscious and unintentional but very powerful and disempowering for everyone involved

- fail to engage in effective problem solving

- due to general misunderstandings about psychosocial disability and mental illness that exist in the broader community, perceive an individual to be 'difficult' or 'challenging' rather than seeking to understand how the psychosocial disability and mental illness impact on and are impacted by a person's existing functioning, informal supports, environment and circumstances

- fail to recognise the primary and secondary impacts of the illness as outlined above.

It is therefore crucial that staff have psychosocial disability specific skills, knowledge and experience and that they bring to the task of working with people experiencing psychosocial disability a high degree of sensitivity and empathy."[2]

This course is appropriate for delivery to new entrants to the disability workforce, the current disability workforce and to students enrolled in relevant VET qualifications (e.g. *Certificate III in Individual Support, Certificate IV in*

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[1] NDIA (2019), *Report to the COAG Disability Reform Council for Q4 of Y6 Full report*, pg 152. Accessed from <https://www.ndis.gov.au/about-us/publications/quarterly-reports>
[2] Mental Health Australia (2018), *National Disability Insurance Scheme: Psychosocial Disability Pathway*, p. 9-10, accessed from < *https://mhaustralia.org/sites/default/files/images/ndis_psychosocial_pathway_consultation_project_-_final_report_-_may_2018.pdf*>

Disability, etc.). Units of competency within this course could be imported into the VET qualification as elective units (dependent upon Packaging Rules) or this course could be delivered concurrently to the VET qualification.

This course is also applicable to those from other health and community services workforces (such as aged care, community services, alcohol and other drugs, etc.) who may wish to cross-skill to work in the disability sector supporting people with psychosocial disability.

Course consultation and validation process

The accreditation of this course was guided by a Project Steering Committee (PSC) who provided advice on and validated the skills and knowledge requirements for the course.

Course consultation involved:

- Email and telephone consultation

- Face-to-face and online PSC meetings

- Input from Department of Education and Training (Victoria) *NDIS Workforce Expert Advisory Group*

Members of the Project Steering Committee are listed in the following table:

Project Steering Committee:

Lorelle Zemunik	Mental Health Victoria
John Katsourakis	Ermha
Shellie Braverman	Victorian Mental Illness Awareness Council (VMIAC)
Fiona Kranenbroek	NDIS Participant
Lisa White	Victorian Advocacy League for Individuals with Disability (VALID)
Felicity Gaylard	Independence Australia Group, representing National Disability Services (NDS)
Michael Stanley	Carers Victoria
Andrew Fleming	Community Services & Health Industry Training Board (Vic)
Gabriele Rukas	Ethnic Communities Council of Victoria

In attendance:

Autumn Shea	Curriculum Maintenance Manager (CMM) for Human Services
Wendy Dowe	CMM Administrator
Christine Foard	CMM Project Officer

	Lisa Confoy	Department of Education and Training
	This course:	
	• does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification	
	• is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set	
	• does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification	
	• does not comprise units that duplicate units of competency of a training package qualification.	
3.2 Review for re-accreditation	Not applicable.	

4. Course outcomes	***Standards 1, 2, 3 and 4 Standards for Accredited Courses***
4.1 Qualification level	*Standards 1, 2, and 3 AQTF Standards for Accredited Courses.* The *22532VIC Course in Supporting People with Psychosocial Disability* meets an industry and community need, but does not have the breadth, depth or volume of learning of an Australian Qualifications Framework (AQF).
4.2 Employability skills	*Standard 4 AQTF for Standards for Accredited Courses* Not applicable.
4.3 Recognition given to the course	*Standard 5 AQTF Standards for Accredited Courses* Not applicable.
4.4 Licensing/ regulatory requirements	*Standard 5 of AQTF Standards for Accredited Courses* At the time of accreditation, no licensing or regulatory requirements apply.
5. Course rules	***Standards 2, 6, 7 and 9 AQTF Standards for Accredited Courses***

5.1 Course structure

To receive a Statement of Attainment for ***22532VIC Course in Supporting People with Psychosocial Disability***, the candidate must successfully complete all five (5) units listed below.

Where the course is not completed, a Statement of Attainment will be issued for any completed unit/s.

Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
Core units				
VU22853 *(imported from Abuse Course)*	090509	Apply human rights based approach to the identification prevention and reporting of disability abuse	None	65
VU22733	090501	Identify and provide initial response to family violence risk	None	50
VU22855 *(imported from Allied Health Tasks Course)*	090509	Work effectively within an NDIS service environment	None	55

CHCCCS019	090501	Recognise and respond to crisis situations	None	45
VU22859	090509	Provide support to consumers with psychosocial disability	CHCCCS019	95
			Total nominal duration	**310**

5.2 Entry requirements	*Standard 9 AQTF Standards for Accredited Courses* There are no mandatory entry requirements for the *22532VIC Course in Supporting People with Psychosocial Disability.* Learners enrolling in *22532VIC Course in Supporting People with Psychosocial Disability* are best equipped to successfully undertake the course if they have as a minimum language, literacy and communication skills that align to Level 3 of the Australian Core Skills Framework (ACSF). The ACSF can be accessed here. Learners with language, literacy and communication skills at levels lower than suggested above may require additional support to successfully undertake this course.
6. Assessment	***Reference: Standard 10 and 12 AQTF Standards for Accredited Courses***
6.1 Assessment strategy	*Standard 10 AQTF Standards for Accredited Courses* All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of: • Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers, or • the Standards for Registered Training Organisations 2015 (SRTOs), or • the relevant standards and Guidelines for RTOs at the time of assessment. Where appropriate, training providers are encouraged to take a holistic approach to assessing of units within this course. Assessment strategies for the course should reflect the nature of the work undertaken; it is recommended that assessment include:

	• oral and written questioning related to underpinning knowledge
	• practical demonstration of activities which combine a number of learning outcomes to provide depth and context to the training
	• holistic assessment that reflects realistic job tasks.
	Assessment of imported units of competency must comply with the assessment requirements detailed in the source training product (Training Package or accredited course).
	Consistent with the requirements of Element 1.5 of Standard 1 of the AQTF: Essential Conditions and Standards for Continuing (or initial) Registration, RTOs must ensure that RPL is offered to all applicants in determining their competency.
6.2 Assessor competencies	*Standard 12 AQTF Standards for Accredited Courses*
	Assessment must be undertaken by a person or persons in accordance with:
	• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers,
	or
	• the *Standards for Registered Training Organisations 2015* (SRTOs),
	or
	• the relevant standards and Guidelines for RTOs at the time of assessment.
	Assessment of imported units of competency must meet the competency requirements specified in the relevant source training product (Training Package or accredited course).
7. Delivery	***Standards 11 and 12 AQTF Standards for Accredited Courses***
7.1 Delivery modes	*Standard 11 AQTF Standards for Accredited Courses*
	There are no restrictions on offering the program on either a full-time or part-time basis. Where possible, participants should be exposed to real work environments and examples/case studies.
	This course may be delivered in a variety of modes including:

	• Educational/classroom setting
	• Workplace or simulated workplace
	• Blended learning
	Delivery methods should allow for self-directed development and achievement, independent and peer to peer judgement and accountability for a high standard of outcomes.
	It is highly recommended that Registered Training Organisations use additional educational support mechanisms to maximise each learner's completion of the course. An initial assessment of learner's needs must be conducted during entry into the course to identify the need for language, literacy and numeracy support and reasonable adjustment.
	Trainers should contextualise delivery of the course in response to learner needs, while still meeting the requirements of the units of competency.
7.2 Resources	*Standard 12 AQTF Standards for Accredited Courses*
	Training must be undertaken by a person or people in accordance with:
	• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,
	or
	• the *Standards for Registered Training Organisations 2015* (SRTOs),
	or
	• the relevant standards and Guidelines for RTOs at the time of assessment.
	The Project Steering Committee recommends training providers involve people with lived experience of mental health issues in the delivery of this course as a guest speaker/presenter.
	Resources include:
	• realistic tasks or simulated tasks covering the mandatory task requirements
	• real or simulated support plans
	• access to relevant organisational policies/procedures and workplace reporting documents
	• access to relevant legislation, government policies, and codes of conduct relevant to role

	- a real workplace or a simulated environment that reflects workplace conditions - appropriate environment to facilitate a safe space for uninterrupted communication - computer and internet facilities Trainers of imported units of competency must meet the competency requirements specified in the relevant source training product (Training Package or accredited course).
8. Pathways and articulation	***Standard 8 AQTF Standards for Accredited Courses***
	There are no formal articulation arrangements in place at the time of accreditation. This course contains units of competency imported from the *CHC Community Services Training Package* and Victorian Crown Copyright Accredited Courses. Applicants who already hold these imported units can receive credit transfer into this course. Likewise, completion of the imported units within this course provides credit into a range of other accredited courses and qualifications from nationally endorsed training packages.
9. Ongoing monitoring and evaluation	***Standard 13 AQTF Standards for Accredited Courses***
	This course is maintained and monitored by the Curriculum Maintenance Manager – Human Services. A formal review of the course will take place at the mid-point of the accreditation period. Feedback will be sought from industry, those providers offering the course, and other relevant stakeholders as part of the review process. Recommendations for any significant changes will be reported to the Victorian Registration and Qualification Authority (VRQA).

Section C—Units of competency

The following units of competency have been developed for this course and are attached in this section:

- VU22859 - Provide support to consumers with psychosocial disability

The following unit of competency from the *CHC Community Services Training Package* can be accessed from the training.gov.au website:

- CHCCCS019 - Recognise and respond to crisis situations

The following units of competency from Victorian Crown Copyright Accredited Courses can be accessed from the Victorian Department of Education and Training website (education.vic.gov.au):

- VU22853 - Apply human rights based approach to the identification prevention and reporting of disability abuse

  o Imported from *22530VIC Course in Identifying, Reporting and Preventing Abuse and/or grooming of People with Disabilities*

- VU22733 Identify and provide initial response to family violence risk

  o Imported from *22510VIC Course in Identifying and Responding to Family Violence Risk*

- VU22855 - Work effectively within an NDIS service environment

  o Imported from *22529VIC Course in Performing Allied Health Tasks and Supporting People with Disability*

Unit code	**VU22859**
Unit title	**Provide support to consumers with psychosocial disability**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and maintain relationships, use a trauma-informed care approach to provide support to consumers, ensure own wellbeing by applying self-care strategies, complete required reporting documentation and reflect on own practice.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability Skills	This unit contains Employability Skills.
Pre-requisite Unit(s)	CHCCCS019 Recognise and respond to crisis situations
Application of the Unit	This unit applies to disability support workers who support mental health consumers who have a psychosocial disability.
	Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.*
1. Establish and maintain positive and respectful relationships with consumers who have a psychosocial disability	1.1 Acknowledge and respect the consumer as the author, definer and director of their own recovery
	1.2 Engage with consumer in a manner that promotes a sense of safety, trust, choice and control
	1.3 Identify how an ***intersectional approach*** applies to working with people with a psychosocial disability
	1.4 Reflect on and respond to own values, beliefs, attitudes, power and behaviours regarding psychosocial disability and recovery to ensure inclusive and non-judgemental practice
	1.5 Recognise the ***impact psychosocial disability has on the consumer's life*** and respond empathetically
	1.6 Identify and employ ***appropriate communication styles and techniques*** to support relationship building, adapting where required to meet consumer's needs or preferences

		1.7	Apply *appropriate interpersonal skills* to establish rapport and develop an understanding of the consumer's goals, preferences, values, expectations and needs
		1.8	Discuss role expectations with the consumer and define *appropriate relationship guidelines* to ensure the relationship is based on shared understandings and mutually agreed boundaries
2.	Identify appropriate support activities	2.1	Work with the consumer, using a strengths-based approach, to identify support activities that align to their plan and personal goals, consulting with *relevant others* where required
		2.2	Recognise the episodic nature of psychosocial disability and work with the consumer to identify additional or alternate support activities that may be required during different periods
		2.3	Seek verbal or written clarification from *appropriate and/or relevant individuals* where required, including when uncertain about scope of role or support needs, in accordance with organisational policies/procedures
3.	Provide support to consumers who have a psychosocial disability using a trauma-informed care approach	3.1	Engage with the consumer in a way that makes them feel valued, important, welcome and safe, communicates positive expectations and promotes hope and optimism
		3.2	Collaborate with consumer and relevant others to ensure that support activities are provided in a manner that is reflective of their personal preferences and cultural needs
		3.3	Provide person-centred support in a manner that promotes independence, encourages informed decision-making, facilitates self-determination and upholds the rights of the consumer
		3.4	Recognise the potential for triggers, 'flashback', re-victimisation and re-traumatisation for consumer in relation to service provision
		3.5	Respond to reactions and distress related to trauma using principles of trauma informed care, in accordance with organisational policies/procedures

		3.6	Where a plan is in place, apply positive behaviour support strategies and techniques in accordance with the consumer's behaviour support plan
		3.7	Work within scope of role to empower consumers to develop and apply self-advocacy skills, seeking support from appropriate and/or relevant individuals
		3.8	Recognise signs of consumer disengagement or risk of disengagement and address within scope of role, seeking assistance from appropriate and/or relevant individuals, in accordance with organisational policies/procedures
4.	Complete documentation and reporting	4.1	Comply with the organisation's ***reporting requirements***, while maintaining confidentiality and privacy of the consumer
		4.2	Complete, maintain and store documentation securely in accordance with organisational policies/procedures and information management protocols, ensuring confidentiality is maintained when handling information
		4.3	Identify changes to the consumer's circumstances that may require a review or change to their plan, ensuring these are referred to appropriate and/or relevant individuals and reported in accordance with organisational policies/procedures and industry standards
5.	Seek feedback, reflect on and improve own practice	5.1	Undertake self-evaluation in conjunction with supervisors and/or peers
		5.2	Engage in ongoing learning to improve and refine own practice, knowledge and understanding
		5.3	Actively seek and reflect on formal and informal feedback from consumers, their families, organisations and/or other relevant sources
		5.4	Use feedback to inform own future practice and report feedback or complaints to appropriate and/or relevant individuals, in accordance with organisational policies/procedures and within scope of role
6.		6.1	Recognise own signs and symptoms of vicarious trauma, compassion fatigue and/or burn-out

Apply self-care strategies to support own wellbeing	6.2	Seek advice, support and debriefing from colleagues, other appropriate staff and/or peer support networks
	6.3	Reflect on own physical and emotional wellbeing
	6.4	Maintain a positive work life balance and take appropriate action for self-care to maintain physical and emotional wellbeing

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

- Observational skills to:
    - Recognise:
        - Changes to consumer's circumstances that may require a review or change to their plan
        - Vulnerabilities, sensitivities and potential triggers
        - Signs of consumer disengagement or risk of disengagement
        - Own signs and symptoms of vicarious trauma, compassion fatigue and/or burn-out
    - Read the consumer's non-verbal communication
- Communication skills to:
    - Be receptive to consumer and understand their individual circumstances and needs
    - Use a range of communication styles and techniques, including verbal and body language and gestures
    - Use culturally sensitive and respectful approaches to build trust
    - Adapt communication style to meet the communication needs of consumer, including use of (where required):
        - alternative communication strategies
        - assistive technology
        - interpreting services
    - Convey information to, and elicit information from, a variety of audiences
    - Apply active listening and focused attention for consumer engagement
- Interpersonal skills to:
    - Provide person-centred supports to consumers who have a psychosocial disability
    - Develop and maintain positive and respectful relationships with consumers
    - Apply an intersectional approach, social justice approach, human rights based approach, trauma-informed approach and a strengths-based approach to work
    - Use verbal and non-verbal communication to convey sensitivity, respect, empathy, validation and non-judgemental behaviours

- Engage with the consumer in a way that supports their recovery
- Avoid stereotyping
- Demonstrate respect and sensitivity to consumer, including respect for their intersecting characteristics and cultural background
- Empower the consumer to develop and apply self-advocacy skills

- Self-management skills to:
    - Seek feedback on service provision and reflect on own practice
    - Adjust work practices based on reflective practice and consumer feedback
    - Practice personal and professional self-reflection
    - Seek advice, support and debriefing

- Initiative skills to:
    - Implement a range of behaviour support strategies and techniques
    - Respond to behaviours and distress related to trauma
    - Address consumer disengagement, within scope of role

- Analysis skills to critically reflect on own values, beliefs, cultural biases and behaviour

- Learning skills to:
    - Develop an understanding of psychosocial disability, mental health, trauma, recovery, strengths, intersectionality, social justice and human rights; and then contextualise this knowledge into practice
    - Engage in ongoing learning to improve and refine own practice

- Writing skills to:
    - Record and report required information in required format
    - Effectively convey meaning without ambiguity

- Literacy skills to:
    - Interpret and understand information from a range of sources, including:
        - Organisational policies and procedures
        - Workplace documentation
        - Behaviour support plans
        - Individual support plans
        - Sources of information on psychosocial disability, recovery, trauma-informed care, intersectionality, strengths-based approach
    - Use appropriate mental health sector terminology
    - Complete required reporting documentation

Required knowledge

- Definition of psychosocial disability, types of psychosocial disability, and the range of factors which make up psychosocial disability

- Underlying manifestations of psychosocial disability

- Differences between psychosocial disability and other transitory mental illness

- Ways in which psychosocial disability interacts with other disabilities, in particular the unique interactions with intellectual disabilities

- Episodic nature of psychosocial disability

- Basic understanding of the National Disability Insurance Scheme (NDIS), including:
    - Values underpinning the NDIS, including choice and control, person-centred approaches and human rights framework
    - Consumers with psychosocial disability may qualify to receive funded supports under the NDIS
    - Supports that may be funded under the NDIS
    - Differences between core support and capacity building support

- Social justice and human rights based approach to supporting people with disabilities

- Principles and practices of positive behaviour support which focuses on the individual person

- Positive lifestyle enhancement strategies, including:
    - Positive reinforcement
    - Motivation
    - Stress management
    - Engagement in meaningful activities
    - Support relationships
    - Nutrition
    - Environmental and systems improvement

- The mental health sector and common terminology

- The concept and underpinning philosophies of recovery as it applies to the mental health sector and psychosocial disability

- Values, knowledge, behaviours and skills consistent with recovery-oriented practice

- Importance of:
    - Being culturally responsive and providing culturally appropriate services
    - Promoting hope, optimism and independence to the consumer
    - Self-care, debriefing and self-reflection

- Dignity of risk and duty of care

- Consumer's medication needs and own scope of role and relevant codes of conduct related to supporting them with their medication management

- Impact of:
    - Stress on symptoms
    - Social devaluation on an individual's quality of life

- Traumatic events that may have occurred when accessing or receiving services (including the use of compulsory treatment, seclusion and restraint)
- Psychosocial disability on consumer's life
- Own values, beliefs and attitudes
- Trauma on individuals' ability for:
  - decision-making
  - communicating
  - understanding
  - retaining information
- Social determinants of health
- Transgenerational trauma

- Range of communication styles, techniques and protocols to engage effectively with the consumer, including (but not limited to) children and young people, people with complex communication needs, those from diverse cultural backgrounds and/or individuals who prefer to speak other language than English

- Organisational policies and procedures relevant to work role

- Legal and ethical considerations for working with people with disability and people with psychosocial disability

- Principles of person-centred practice and strengths-based practice

- Intersectionality theories relevant to people with a psychosocial disability

- Key principles and practices of trauma-informed care, including: safety, trustworthiness, choice, collaboration and empowerment

- Links between suicidality, self-harm and interpersonal trauma

- Range of coping mechanisms used by the consumer

- Signs, sources and effects of:
  - vicarious trauma
  - compassion fatigue
  - burn-out
  - stress

- Self-care strategies and sources of assistance

- Models and processes for personal and professional self-reflection

- Relevant policy, legislation, codes of practice and guidelines, including any organisational requirements for NDIS Worker Screening Check, Working with Children Check and/or Police Records Check

- Referral options and resources available to support self-advocacy

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Intersectional approach includes:	• Understanding the ways in which different aspects of a person's identity can expose them to multiple and overlapping forms of discrimination and marginalisation
	• Recognition that aspects of a person's identity can include multiple social characteristics such as (but not limited to): Aboriginality, sex, age, ability/disability, sexual orientation, gender-identity, socioeconomic status, homelessness, mental health, language, religion, ethnicity, and refugee or asylum seeker background
	• Recognition that attitudes, systems and structures in society and organisations can interact to create inequality and result in exclusion. These include (but not limited to): sexism, racism, homophobia, biphobia, transphobia, intersex discrimination, ableism, ageism and stigma
	• Acknowledging the complexity of how people experience discrimination and that their experience of discrimination may be unique
	• Taking into account the social and historical context of the individual or group
	• Recognition that discrimination may not be overt; but may be more subtle, multi-layered, systemic, environmental and institutionalised
Impact psychosocial disability has on the consumer's life may include:	• Self-perception
	• Self-esteem
	• Relationships
	• Cultural and social life
	• Employment/occupation/vocation
	• Goals
	• Daily living skills
	• Motivation
	• Physical health
	• Secure housing/homelessness

Appropriate communication styles and techniques may include:	• Asking:
	    o closed-ended questions
	    o open-ended questions

- - clarifying questions
  - summarising questions
- Respectful responding
- Active and reflective listening
- Giving attention to both verbal and non-verbal communication
- Using silence
- Body language
- Providing sufficient time to enable stories to be told
- Monitoring and reflecting on own actions to ensure values, beliefs, attitudes are not imposed on others
- Reflective of the needs of the consumer, including (but not limited to):
  - Culturally appropriate
  - Age appropriate
  - Using assistive technologies
  - Using preferred language (where able)
  - Using interpreting services

Appropriate interpersonal skills include, but is not limited to:

- Using communication styles and techniques appropriate to the individual
- Demonstrating:
  - warmth
  - openness
  - empathy
  - sensitivity
  - care
  - authenticity
- Non-judgemental approaches
- Respecting and being inclusive of different cultural practices
- Display of positive regard and respect

Appropriate relationship guidelines may include:

- Support worker's scope of role and professional boundaries
- Consumer's stated boundaries

- Consumer's wishes for the degree of support worker's involvement and preferred actions in implementing consumer-led goals

- Consumer consent/authorisation for support worker to undertake pre-defined actions in response to specific events and/or occurrences (e.g. requested to follow-up and provide encouragement in the event of consumer disengagement)

Relevant others may include:	- Family member or relative
	- Other support workers
	- Informal carers or other informal supports
	- Legal guardian
Appropriate and/or relevant individuals may include:	- Line manager
	- Consumer
	- Appropriate relevant others
	- Plan Coordinator
	- Support Coordinator
	- Case Manager
	- Local Area Coordinator (for clarity on goals in plan)
Reporting requirements may include:	- Verbal:
	o Telephone
	o Face-to-face
	- Non-verbal (written):
	o Email communication
	o Digital documentation / online reporting systems
	o Hard-copy (paper-based) reports

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge and the Range Statement.

Critical aspects for assessment and evidence	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the

required to demonstrate competency in this unit	requirements of the performance criteria and required skills and knowledge and include evidence of the ability to:

- Establish and maintain positive and respectful relationship with consumer, including defining relationship guidelines

- Demonstrate effective communication techniques and interpersonal skills

- Provide support to consumers that reflects their goals, values, needs and cultural practices, including:

  o Applying a trauma-informed care, strengths-based approach and recovery-oriented practice to work

  o Promoting independence, encouraging informed decision-making, facilitating self-determination and upholding the rights of the consumer

  o Supporting self-advocacy

  o Addressing disengagement, within scope of role

- Apply self-care strategies to support own wellbeing

- Reflect on and improve own practice

Context of and specific resources for assessment

The application of competency may be assessed in the workplace or simulated workplace that reflects real operating conditions and contingencies.

Resource implications for assessment include:

- realistic tasks or simulated tasks covering the mandatory task requirements

- real or simulated care plans

- access to relevant organisational policies and procedures and workplace reporting documents

- access to relevant legislation, government policies, and codes of conduct relevant to role

- a real workplace or a simulated environment that reflects workplace conditions

- computer and internet facilities

Method of assessment

Evidence should be gained through a range of methods to ensure valid and reliable assessment and consistency in performance. The following examples are appropriate to assess practical skills and knowledge for this unit:

- direct observation of the candidate in workplace setting or simulated environment

- written and oral questioning to test underpinning knowledge and its application

- project activities, case studies and role play that allow the candidate to demonstrate the application of knowledge and skills

- third party workplace reports of on-the-job performance by the candidate.

Guidance information for assessment   Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.