

Erindale College

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| Assessment Period: | 2021 S2 |
| Course: | SOCIAL AND COMMUNITY WORK |
| Unit: | Disability and Aged Care (1.0) |
| Accreditation: | A |
| Year: | 11 |

Unit Goals

- examine social and cultural perspectives and biases in the disability and aged care sectors
- evaluate work environments in regards to safe work and inclusive practices
- apply appropriate communication and work skills for interacting with clients and colleagues with diverse needs
- apply appropriate communication strategies for recording and reporting work place practices
- investigate the social, cultural and physical needs of older people and individuals with a disability
- examine appropriate services to empower the goals, rights and specific needs of the older person and individuals with a disability
- evaluate strategies and opportunities that promote engagement and healthy lifestyle practices for older people and individuals with a disability in the community

Content Description

- social and cultural perspectives and biases in disability and aged care work
- diversity and inclusiveness in a variety of community services and work places; political, social, economic and cultural
- the impact of communication while working with diverse clients and colleagues including; disability with complex communication needs, language barriers, cultural backgrounds
- disability types; developmental and acquired, and the impact on participation and communication
- universal design for environments and activities
- legal and ethical considerations including discrimination and human rights
- case studies of different groups; culture, race and ethnicity (Aboriginal and Torres strait islander groups), disability, religious, sexual orientation / identity etc
- empowerment of older people and individuals with a disability through a focus on their needs, aspirations, goals and wants; addressing stereotypical attitudes and myths
- aged care and disability services in the community i.e. residential aged care sector, home and community support sector, relevant agencies and referral networks for support services
- supporting the rights of older people and individuals with a disability i.e. confidentiality, advocating, identifying and reporting of abuse and neglect
- promoting health and re-ablement of older people
- health issues impacting on older people
- workplace documentation including care plans, NDIS plans, WHS reports, communication books. etc

Assessment Tasks

| Name | Due Date | Weighting |
|--------------|-------------|-----------|
| Assignment 1 | 19 August | 25% |
| Test 1 | 2 September | 25% |
| Assignment 2 | 21 October | 25% |
| Test 2 | 11 November | 25% |

School Assessment Information

For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

Achievement Standards for SOCIAL AND COMMUNITY WORK A - Year 11

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|------------------------------------|---|---|---|--|---|
| Knowledge and understanding | <ul style="list-style-type: none"> ● analyses theories, concepts and models used to explain behaviour ● analyses the nature and purpose of behavioural science ● compares perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | <ul style="list-style-type: none"> ● discuss theories, concepts and models used to explain behaviour ● discuss the nature and purpose of behavioural science ● discuss perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | <ul style="list-style-type: none"> ● interprets theories, concepts and models used to explain behaviour ● interprets the nature and purpose of behavioural science ● describes perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level | <ul style="list-style-type: none"> ● describes theories, concepts and models used to explain behaviour ● describes the nature and purpose of behavioural science ● identifies perspectives and ideas with some reference to how humans think, feel and act at an individual, group and societal level | <ul style="list-style-type: none"> ● identifies theories, concepts and models used to explain behaviour ● identifies the nature and purpose of behavioural science ● identifies some perspectives and ideas with little or no reference to how humans think, feel and act at an individual, group and societal level |
| Skills | <ul style="list-style-type: none"> ● analyses theories, concepts and models to provide an evidence-based critique and discussion for alternatives ways of thinking about behaviour ● communicates effectively and accurately in a range of modes, styles and genres for specific audiences and purposes ● plans and undertakes independent inquiries and analyses relevant data and information based on an analysis of valid and reliable sources | <ul style="list-style-type: none"> ● explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour ● communicates clearly and accurately in a range of modes, styles and genres for specific audiences and purposes ● plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources | <ul style="list-style-type: none"> ● describes theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour ● communicates in a range of modes, styles and genres for specific purposes genres for specific audiences and purposes ● undertakes guided inquiries and analyses data and information based on a range of appropriate sources | <ul style="list-style-type: none"> ● describes theories, concepts and models from a personal perspective with some reference to evidence and alternative ways of thinking about behaviour ● communicates in some modes and genres for specific audiences and purposes ● undertakes guided inquiries using limited sources | <ul style="list-style-type: none"> ● considers claims from a personal perspective with little or no reference to evidence and alternative ways of thinking about behaviour ● communicates with little or no reference to audiences and purposes ● undertakes simple research on a topic with little or no reference to sources |