



**Australian Government**

# **CHCCSM003 Work with carers and/or families in complex situations**

**Release: 1**

## CHCCSM003 Work with carers and/or families in complex situations

### Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to performance criteria</p> <p>New evidence requirements for assessment including volume and frequency requirements</p> <p>Significant changes to knowledge evidence</p>

### Application

This unit describes the skills and knowledge required to identify and address the needs of carers and/or families in complex situations.

This unit applies to work in a range of health or community sector contexts, particularly in client assessment and case management, working with clients who have complex needs and require complex solutions.

Workers at this level will demonstrate autonomy, well-developed judgement, adaptability and responsibility and are typically already experienced in working intensively with clients requiring support.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Identify and address the needs of carers and/or families

1.1 Work with carers and/or families of clients with complex needs to clarify their own needs and identify available support options

1.2 Provide information to assist carers and/or families and meet their needs

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1.3 Recognise the multi-dimensional and dynamic nature of caring relationships and respond appropriately to support individual relationships with each client

1.4 Observe changes in the caring relationship over time and respond appropriately to those changes to address needs of both carers and/or families and client

1.5 Recognise the key risk factors of the care relationship and respond appropriately to address these

1.6 Treat carers and/or family with dignity, respect and sensitivity to cultural issues and expectations in the caring relationship

1.7 Inform service providers of specific identified needs of carers and/or families

1.8 Identify the needs of children with parents with complex needs and apply strategies to address these needs

1.9 Identify when children have adopted the caring role and ensure young carer's needs are addressed

2. Involve carers and/or families in assessment and planning processes

2.1 Consult with the client to clarify and agree on the role and involvement of primary carers and/or family members in the decision-making and service delivery processes

2.2 Assess the care relationship and address the needs and areas of conflict of the client and carers and/or families

2.3 Inform carers of their role and rights in assessment of the client, planning, decision-making and their right to a separate carer assessment

2.4 Undertake a carer assessment that empowers and strengthens carer relationships with service providers

2.5 Provide carers with clear information of available services and choices, so they are informed participants in the planning process

2.6 Consult with all organisation representatives involved in assessment and planning in complex situations to

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clarify carer and/or family involvement

2.7 Check services are provided in a manner that recognises and optimises the caring relationship and maximises each person's strengths; achieves their goals and addresses their identified needs

2.8 Maximise agreed involvement of carers and/or family in assessment and planning processes and decision-making

2.9 Share and update information with carers and/or family

3. Involve carers and/or family and other natural support in monitoring client plan implementation

3.1 Confirm carers and/or family understand the client-identified goals and the role planned services, support and resources have to achieve those goals

3.2 Confirm carers have identified their own goals and the role planned services, support and resources have to achieve those goals

3.3 Listen to observations of the client, carers and/or family about aspects of services provided to achieve goals

3.4 Maintain effective rapport and communication with carers and/or family to support disclosure of information about delivery of services and resources in line with plan

3.5 Maintain collaborative relationships with carers and/or family and other natural supports so that they continue to provide the desired support to the client

3.6 Work with carers and/or family to identify barriers to implement plans and potential adjustments to best meet each person's needs

4. Review and monitor carer and/or family involvement and satisfaction

4.1 Discuss with carers and/or family their satisfaction with how they have been informed and involved

4.2 Evaluate how carer and/or family involvement has contributed to or impacted on achievement of client goals

4.3 Use ongoing feedback and findings to adjust approach to inclusion of carers and/or family members

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## **Foundation Skills**

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

*Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

## **Unit Mapping Information**

No equivalent unit.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>