



Australian Government

Department of Education, Employment and Workplace Relations

CHCICS304B Work effectively with carers

Release: 1

CHCICS304B Work effectively with carers

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to work effectively with members of families or other non-paid support people e.g. friends and carers, to support quality of life for their family member who is aged or has a disability

Application of the Unit

Application

This unit of competence is relevant for workers providing support to older people, people with disabilities, children and young people

On completion of this unit of competency, the worker will be able to respond appropriately to clients by working in a manner focused on the needs of the client, carers and significant others

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Acknowledge the carer as part of the care team

PERFORMANCE CRITERIA

- 1.1 Identify the importance of family roles and relationships in the life of the person with support needs in discussion with the client
- 1.2 Confirm with supervisor the role of the *carer* in their family member's life
- 1.3 Identify the knowledge and skills of the carer that complement the role of the worker
- 1.4 Identify and confirm with supervisor job function boundaries that indicate respect for the carer's role
- 1.5 Identify and confirm with supervisor *carer needs* that have an impact on the family member e.g. respite, workforce participation
- 1.6 Provide support according to relevant organisation and government policy and *relevant legislation*
- 1.7 Work in a manner that respects the confidentiality and privacy of the carer, as well as the person with support needs

ELEMENT**PERFORMANCE CRITERIA**

2. Contribute to the inclusion of the carer as part of the care team
 - 2.1 Participate in planning activities with the person with support needs and, to the extent agreed by the client, their carer
 - 2.2 Provide individualised plan support in a manner that respects and includes the carer as part of the care team
 - 2.3 Identify *carer issues* and report to supervisor
 - 2.4 Participate in solution finding in a manner that recognises and supports the strengths of both the person with support needs and their carers
 - 2.5 Work in manner that recognises and supports *carer's relationship* with and knowledge about the person with support needs

3. Support carer to maintain a lifestyle suitable to their needs and preferences
 - 3.1 Identify aspects of a carer's role that has a negative impact on their own needs and preferences and report to supervisor
 - 3.2 Participate in finding a solution that will assist a carer to achieve or maintain a lifestyle suitable to their needs and preferences
 - 3.3 Provide support that assists a carer to achieve positive lifestyle outcomes that reflect their needs and preferences

4. Identify *risk to the care relationship*
 - 4.1 Identify the changing nature of the care relationships over time
 - 4.2 Identify key changes that may include risk of care relationship breakdown
 - 4.3 Confirm with supervisor risks that may warrant re-assessment or review of the individualised plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Basic family relationships and dynamics
- Basic knowledge of the impact of disability and ageing on family and other natural supports
- Carer support organisations and resources
- Confidentiality and privacy requirements when working with a carer
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Relevant legislation and policy, as identified in the Range Statement
- Relevant organisation policy
- Strengths-based philosophy and practice

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply knowledge of basic home fire safety
- Establish and maintain healthy professional/work boundaries
- Identify carer needs
- Liaise and report to supervisor
- Maintain confidentiality
- Participate in strengths-based solution finding

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

REQUIRED SKILLS AND KNOWLEDGE

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
 - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
 - industry work roles will require a literacy level that will enable workers to interpret international safety signs, read client service delivery plans, make notations in client records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation
 - this requires a level of skill and ability to follow work-related instructions and directions and to seek clarification and comments from supervisors, clients and colleagues
- Apply verbal and non-verbal communication skills
 - industry work roles will require effective verbal and non-verbal communication skills to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support including active listening and empathy
- Apply basic problem solving skills to resolve problems within organisation protocols
- Recognise, act upon and promote opportunities to enhance sustainability in the work context
- Work effectively with clients, social networks, colleagues, supervisors and other services/agencies

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate this unit of

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the

EVIDENCE GUIDE

competency:

normal range of workplace conditions

- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include:
 - access to appropriate workplace where assessment can take place
- Relevant organisation policy, protocols and procedures

EVIDENCE GUIDE

Method of assessment may include:

- Observation in the workplace
- Written assignments/projects
- Case study and scenario analysis
- Questioning
- Role play simulation

Related units:

This unit of competency should be assessed after or in conjunction with related unit:

- CHCICS302A Participate in the implementation of individualised plans

AND

In the case of working with older people, the unit should be assessed after or in conjunction with:

- CHCAC318B Work effectively with older people

In the case of working with people with disabilities, the unit should be assessed after or in conjunction with:

- CHCDIS301B Work effectively with people with a disability

Range Statement

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. 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.

Carer may include:

- Family members
- Other non paid support person e.g. friend

RANGE STATEMENT

Carer needs may include:

- Affirmation
- Choice about involvement in specific aspects of care
- Education
- Inclusion
- Information and referral
- Peer support
- Recognition

Relevant legislation may include:

- Anti-discrimination Act 1977 (NSW)- Carers' responsibilities amendment
- Carer Recognition Act 2004 (WA)
- Carer Recognition Policy 2003 (QLD)
- Carers Charter; Carer Recognition Legislation; State Carers Policy (SA)
- Caring for Carers in the ACT - A plan for Action 2004-2007
- Child protection legislation
- Department of Human Services Victoria 'Recognising and Supporting Care Relationships Policy Framework 2006+ Action Plans for Aged care, mental Health and Disability
- NSW Carers statement 1999 (NSW)

Carer issues may include:

- Emotional well being
- Exhaustion
- Financial
- Grief and loss
- Other family relationships
- Physical health and well being/Medical
- Social participation
- Stress
- Workforce participation

RANGE STATEMENT

- Carer's relationship may include:*
- Child
 - Friend
 - Grandparent
 - Neighbour
 - Other relative
 - Parent
 - Sibling
 - Spouse/partner (including same sex partner)
- Risk to the care relationship may include:*
- Conflict in relationships with family or service providers
 - High intensity care
 - High level of carer stress
 - Loss of formal or informal supports
 - Multiple competing role demands
 - Worsening carer health
 - Worsening health or behaviour of the person with support needs
- Basic home fire safety includes knowledge of:*
- Behaviour that may contribute to fire injury and/or fatality
 - High fire risk groups
 - Optimum placement of smoke alarms
 - Referring client for smoke alarm installation and maintenance
 - Role of a working smoke alarm
 - Smoke alarm testing and cleaning
 - Types of smoke alarms

Unit Sector(s)

Not Applicable