



Australian Government

Department of Education, Employment and Workplace Relations

CHCRCP403A Support carers to access information and services

Release: 1

CHCRCP403A Support carers to access information and services

Modification History

CHC08 Version 3	CHC08 Version 4	Description
N/A	CHCRCP403A Support carers to access information and services	New unit in V4

Unit Descriptor

This unit of competency describes the skills and knowledge required to provide support to carers by facilitating access to information, respite care and other support services appropriate to their individual needs and circumstances, and those of the care recipient.

Application of the Unit

This unit would be applied where workers provide support to carers, care recipients and their families across a range of service types and settings.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

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

- Work with the carer to identify strategies/resources to meet their needs
 - 1.1 Establish a rapport with the carer through an open, empathic and confident manner
 - 1.2 Explain privacy and confidentiality principles, practices and procedures
 - 1.3 Assist the carer to identify possible services and supports to address identified needs
 - 1.4 Identify *barriers to the provision of services*
 - 1.5 Assess the carer's eligibility to access available services
 - 1.6 Recognise the *complex circumstances* of people in accessing support services
 - 1.7 Recognise the *key factors in risks to the care relationship continuing* and respond according to organisation guidelines
 - 1.8 Recognise and *respond to carers or care recipients who are reluctant* to access respite or other support services
 - 1.9 Recognise and respect the carer's and care recipient's right to self-determination within legal parameters

- Work with the carer to develop a *support plan* to meet their own needs and those of the care recipient
 - 2.1 Support the carer's strengths and abilities as well as addressing their needs in the planning process
 - 2.2 Support the carer to make informed decisions to prioritise their identified needs
 - 2.3 Select from the available *range of options* and devise strategies to address the carer's identified needs and achieve their goals
 - 2.4 Document agreed support plan according to

- Work with the carer to implement the support plan
 - organisation guidelines
 - 3.1 Address need for support/services in order of priority
 - 3.2 Work with other professionals and organisations to implement support plan
 - 3.3 With the carer's consent arrange for, or refer the carer and/or care recipient to, *other service providers* according to organisation and funding guidelines
 - 3.4 Where available use the allocated budget to meet the carer's needs according to relevant guidelines and delegation
- Review the effectiveness of the support plan
 - 4.1 Undertake a reassessment of the carer's needs in response to *changes in the carer or care recipient's situation*
 - 4.2 Re-prioritise the carer's needs based on the reassessment
 - 4.3 Review the support plan

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Availability of, and eligibility requirements for, current government funded programs
- Awareness of unique issues for carers with special needs including those from Aboriginal and Torres Strait Islander and culturally and linguistically diverse backgrounds
- Basic understanding of relevant guidelines and legislation
- Current information on range of support services/networks available to carers and care recipients
- OHS policies and procedures related to the provision of respite care
- Procedures for facilitating referrals and emergency interventions
- Procedures for, and limitations to, negotiating services from other service providers for carers
- Specific knowledge of the local community
- Specific issues for carers when caring for care recipients with complex needs including:
- chronic health problems

- health problems relevant to specific disabilities
- health problems with older people including dementia and dementia with challenging behaviours
- mental health problems and understanding of impact of episodic conditions
- Understanding of the role and responsibilities of self and other workers within the organisation
- Understanding the cognitive or emotional barriers and dynamics in seeking help
- Understanding other barriers to provision of services
- Understanding the difference between service directed care and person centered or self managed care
- Understanding of factors that impact on the caring role and how they may contribute to reluctant behaviours including:
 - background and setting of the care giving e.g. cultural aspects, age of carer
 - family dynamics
 - mediators e.g. carer coping strategies, social support, quality of relationship between carer and care recipient, quality of carer's other relationships, access to respite services, other carer resources
 - personality traits
 - respite and other services
 - stressors e.g. carer and care recipient behaviour, health status, functional status, amount of care provided, availability of services, financial status, social isolation, multiple roles with competing priorities, emotional impact of caring i.e. loss, grief and guilt

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work collaboratively with internal and external stakeholders to achieve organisation goals
- Communicate effectively with carers/clients, supervisors, co-workers and other service providers
- Ensure all work is in accordance with organisation's and other relevant guidelines
- Establish priorities, manage time effectively and demonstrate well-developed personal organisation skills
- Identify requirements outside scope of role, responsibility, knowledge and skill

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Demonstrate skills in:
 - information gathering and situation analysis
 - negotiation
 - effective communication
 - strategic planning and outcomes measurement
 - liaising with other organisations and service providers

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 competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- 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 CALD environments
- 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 essential for assessment include:
 - WHS guidelines
 - relevant organisation and legislative guidelines, standards and procedures

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios

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.

- Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Related units:

This unit should be assessed in conjunction with the following related unit:

- CHCRCP402A Conduct assessment of carer's needs

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.

Barriers to the provision of services may include:

- (CALD issues
- Environmental factors
- Functional limitations
- Personal barriers
- Geographical situations
- Systemic factors

Complex circumstances may include:

- Abusive situations by either the carer or care recipient
- Behaviours of concern by the care recipient
- CALD issues
- Family dynamics
- Hidden carers
- High-level support needed for the care recipient
- Situations where the needs of the carer and care recipient are in conflict
- Young carers

Key factors in risks to the care relationship continuing may include:

- Conflict in relationships with family or service providers
- High intensity care
- High levels of carer stress
- Loss of formal or informal supports
- Multiple competing role demands
- Worsening health or behaviour of the care recipient
- Worsening physical or mental health of the carer

Respond to carers or care recipients who are reluctant include:

- Ascertain reasons for reluctant behaviours
- Offer service options which may overcome the carer's or care recipient's reluctance
- Provide reassurance and encouragement to explore options for support
- Provide relevant information to carer

Support plan may include:

- A proposed respite program
- Carer support services appropriate to the individual needs
- Description of the carer's aspirations regarding their situation
- Emergency arrangements, including:
- family and other contacts able to contribute support in

- an emergency
 - what support/care could be provided for the care recipient, including informal services
 - Extended family and community support resources available to the carer
 - Identification of support needs and options for the care recipient
- Range of options may include:*
- Formal care arrangements
 - Informal care arrangements, including:
 - family support
 - support of friends and/or neighbours
- Other service providers may include:*
- Carer support services
 - Carers Associations and other networks
 - Counselling services
 - General practitioners
 - Mentoring and skills building programs
 - Respite service providers
 - Specialist services
 - Specific health care services
- Changes in the carer or care recipient's situation includes changes to:*
- Level of health
 - Personal circumstances
 - Risks and/or WHS needs

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.