



Australian Government

CHCCCS025 Support relationships with carers and families

Release: 1

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Modification History

Release	Comments
Release 1	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. Merged CHCICS410A/CHCICS304B. Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.

Application

This unit describes the skills and knowledge required to work positively with the carers and families of people using the service based on an understanding of their support needs.

This unit applies to workers across a range of community services contexts.

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 describe the performance needed to demonstrate achievement of the element.

1. Include carers and family members as part of the support team

1.1 Assess and acknowledge the role and importance of carers and family members for the person

1.2 Work in a manner that recognises and supports carer's relationship with, and knowledge about, the person with support needs

1.3 Identify the knowledge and skills of the carer that complement the role of the worker

1.4 Involve carers and families in the design and delivery of the person's support services

2. Assess and respond to

2.1 Assess potential risks of change to the care

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

changes in the care relationship

relationship including any potential physical and psychological harm to carers and the person

2.2 Support the person, carer and family to identify and use strategies that maximise positive aspects of change and transition

2.3 Support carers, families and friends to maximise ongoing support and involvement in the life of the person

3. Monitor and promote carer rights, health and well being

3.1 Respect the confidentiality and privacy of the carer, as well as the person with support needs

3.2 Identify and respond to the need for services required by the carer to support the care relationship with the person

3.3 Identify and respond to issues that may impact on the physical and emotional health and well being of the carer

3.4 Provide carers and families with information about carer support services

Foundation Skills

The Foundation Skills describe those required skills (such as 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-bd22cc4f1e53>

Assessment Requirements for CHCCCS025 Support relationships with carers and families

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- assessed and responded to the needs of at least 3 different people and their carers or family members
- used strengths-based solutions to respond to both routine and unpredictable problems related to care relationships

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- context for caring in Australia:
 - carer demographics
 - carer support organisations and resources
 - attitudes, stereotypes, false beliefs and myths associated with caring
 - different pathways into service settings for the person and the implications for carers, families and friends
- rights, roles and responsibilities of different people in the care relationship
 - the person
 - family members
 - friends
 - support worker

- impact of the caring role on family, carers and friends
- different family patterns and structures and their impact on the person
- life cycle transitions:
 - types of transitions
 - positive and negative impacts
- current service delivery philosophy and models:
 - basic principles of person-centred practice, strengths-based practice and active support
 - strategies to work positively with families, carers and friends
- organisation policies and procedures in relation to carers and families
- legal and ethical requirements for working with carers and families and how these are applied in an organisation and individual practice, including:
 - discrimination
 - privacy, confidentiality and disclosure
 - work role boundaries – responsibilities and limitations

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must have been met for this unit:

- use of suitable facilities, equipment and resources, including organisation policy, protocols and procedures relevant to carers and families
- modelling of industry operating conditions and contingencies, including people, carers or family members with whom the candidate can interact

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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