



Australian Government

CHCCCS030 Determine and respond to carer needs

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 3.0</i> and meets the requirements of the 2012 Standards for Training Packages. Merged CHCRCP402A/CHCRCP403A. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Supersedes CHCRCP402A/CHCRCP403A

Application

This unit describes the skills and knowledge required to establish the needs of carers and work collaboratively with them to develop and monitor carer support plans using a strengths-based, person-centred approach.

This unit applies to individuals working in carer support roles according to established organisation procedures. They may or may not be working with the care recipient.

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. Work with the carer to establish their needs

1.1 Establish a rapport with the carer through an open, empathic and confident manner

1.2 Outline the assessment process and explain how information will be used

1.3 Use active listening to gather information that enables assessment of needs and allocation of priorities

ELEMENT	PERFORMANCE CRITERIA
	1.4 Use communication that shows understanding and respect for individual differences and needs and right to self-determination 1.5 Focus discussion on the care relationship rather than the individual 1.6 Complete the assessment process according to organisation procedures and tools 1.7 Recognise and respond to situations of risk and complexity according to organisation guidelines 1.8 Document information within identified timeframe according to organisation guidelines
2. Work with the carer to develop a support plan	2.1 Determine the carer's eligibility to access available services 2.2 Identify barriers to the provision of services 2.3 Assist the carer to identify possible services and supports to address identified needs 2.4 Support the carer's strengths and abilities as well as address their needs in the planning process 2.5 Recognise and respond to carers who are reluctant to access respite or other support services 2.6 Support the carer to make informed decisions to prioritise their identified needs and select services from a range of available options 2.7 Seek advice from supervisor, as required, to determine service issues associated with assessment information 2.8 Document agreed support plan according to organisation guidelines
3. Work with the carer to implement the support plan	3.1 Address need for support and services in order of priority 3.2 Identify and collaborate with other professionals and organisations to implement support plan 3.3 Make referrals to other service providers, according to organisation and funding guidelines 3.4 Identify and use self-care strategies for responding to impactful situations
4. Review the effectiveness of	4.1 Make a reassessment of the carer's needs in response

ELEMENT

the support plan

PERFORMANCE CRITERIA

to changes in the carer or care recipient's situation

4.2 Working with the carer, re-prioritise the carer's needs based on the reassessment

4.3 Review the carer support plan and document changes according to organisation procedures

4.4 Reflect on learning from individual situations and use to inform future practice

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-bd22cc4f1e53>

Assessment Requirements for CHCCCS030 Determine and respond to carer needs

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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 carers using a collaborative person-centred and strengths-based approach to:
 - assess carer needs
 - develop support plans
 - implement support plans
 - monitor and review support plans
- used the following communication skills when working with carers:
 - active listening
 - paraphrasing
 - questioning – use of brief encouragers, balancing frequency of questions
 - reflection
 - summarising and closure.

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:

- legal and ethical considerations (national and state/territory) for working with carers, and how these are applied in organisations and individual practice:
 - duty of care
 - human rights
 - mandatory reporting
 - policy frameworks affecting carers
 - privacy, confidentiality and disclosure
 - records management and reporting
 - work role boundaries – responsibilities and limitations of self and others
 - work health and safety, including issues associated with provision of respite care
- principles and practices of current service delivery philosophy and models:
 - person-centred practice
 - strengths-based practice and active support
- types of challenges and issues faced by carers of people with different needs, including carers of:
 - people with mental illness
 - people with disability
 - older people, including those with dementia and associated challenging behaviours
 - people with chronic health conditions
- factors that contribute to risk:
 - 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
- specific issues for carers with special needs including those from Aboriginal and Torres Strait Islander and culturally and linguistically diverse backgrounds
- types of assessment tools and processes used in working with carers and their features
- factors that affect the prioritisation of services and supports, including:
 - adequacy of available respite to the carer
 - how much time the carer needs to spend caring
 - increasing needs of the care recipient
 - level of the carer emotional stress or strain
 - number of care recipients being cared for

- informal and formal support available or currently provided
- other events affecting the carer's capacity to care
- reason the carer has made contact
- special difficulties, including behaviours of concern
- whether early intervention or education and training may significantly reduce the risk of serious deterioration or future crisis
- whether the carer has physical or mental exhaustion or illness
- whether the carer's health is deteriorating
- cognitive or emotional barriers and dynamics in seeking help as a carer
- typical barriers to provision of services, including:
 - cultural and linguistic diversity (CALD) issues
 - environmental factors
 - functional limitations
 - personal barriers
 - geographical situations
 - systemic factors
- difference between service-directed care and person-centred or self-managed care
- availability and eligibility requirements for current government funded programs
- support services/networks available to carers and care recipients, including:
 - advocacy
 - case management
 - counselling
 - guided referral for other service
 - information on available services
 - respite services (direct and indirect)
- procedures for facilitating referrals and emergency interventions
- procedures for, and limitations to, negotiating services from other service providers for carers
- factors that impact on the caring role and how they may contribute to reluctant behaviours, including:
 - background and setting of the care giving
 - family dynamics
 - personality traits
 - stressors on the care relationship, including:
 - 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 – loss, grief and guilt
- communication techniques, including:
 - active listening
 - paraphrasing
 - questioning – use of brief encouragers, balancing frequency of questions
 - reflection
 - summarising and closure
- self-care strategies, including:
 - reflection
 - supervision
 - using back-up or support.

Assessment Conditions

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

- use of suitable facilities, equipment and resources, including organisation policies and procedures
- modelling of industry operating conditions, including:
 - scenarios that involve interactions with other people
 - scenarios that involve problem-solving.

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

Links

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