



Australian Government

CHCCSM003 Work with carers and/or families in complex situations

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. Significant changes to 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 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
<i>Elements define the essential outcomes.</i>	<i>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</i>
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

ELEMENT

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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

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

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

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 CHCCSM003 Work with carers and/or families in complex situations

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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:

- demonstrated appropriate inclusion of 3 carers and/or families or other appropriate supports in assessment, planning, implementation and review processes related to the provision of services and resources to support the care relationship in complex situations

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:

- documentation requirements and practices
- legal and ethical considerations for working with families and/or carers in complex situations and how these apply to organisation policies and procedures and individual practice, including:
 - professional standards and codes of ethics
 - practitioner/client boundaries
 - rights and responsibilities of client, carer, family and other significant supports
 - non-maleficence
 - mandatory reporting
- significance of service delivery setting, such as working in the client's home

- the nature of the family care relationship and family dynamics and how this might impact on service delivery and achievement of client goals
- mediation, conflict resolution and problem solving techniques
- risks to the care relationship, including:
 - 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
 - deteriorating carer health
 - deteriorating health or behaviour of the client

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 individualised case plans
- modelling of industry operating conditions, including:
 - scenarios that reflect standard operating conditions and contingencies
 - links to other local service agencies or organisations

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

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