



**Australian Government**

# **CHCCSM011 Work with carers and families in complex situations**

**Release: 1**

# CHCCSM011 Work with carers and families in complex situations

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to identify and address the needs of carers and families in complex situations.

This unit applies to work in a range of health or community sector contexts, particularly in assessment and case management, working with people who have complex needs and require complex solutions.

Workers at this level demonstrate autonomy, well-developed judgement, adaptability and responsibility, and are typically already experienced in working intensively with persons requiring natural support.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Case Management

## Unit Sector

Community Services

## Elements and Performance Criteria

### ELEMENTS

*Elements describe the essential outcomes*

1. Identify and address the needs of carers and families.

### PERFORMANCE CRITERIA

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

- 1.1. Work with carers and families of people with complex needs to clarify their needs and identify available support options, incorporating legal and ethical considerations.

- 1.2. Provide information to assist carers and families and meet their needs.
  - 1.3. Recognise the multi-dimensional and dynamic nature of caring relationships and respond appropriately to naturally support individual relationships with each person.
  - 1.4. Observe changes in the caring relationship over time and respond appropriately to those changes to address needs of both the person and carers and families.
  - 1.5. Recognise the key risk factors of the care relationship and take action to address the risk factors.
  - 1.6. Treat carers and families 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 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 families in assessment and planning processes.
  - 2.1. Consult with the person to clarify and agree on the role and involvement of carers and families in the decision making and service delivery processes.
  - 2.2. Assess the care relationship and address the needs and areas of conflict of the person and carers and families.
  - 2.3. Inform carers and families of their role and rights in assessment of the person, planning, decision making and their right to a separate carer assessment.
  - 2.4. Undertake an assessment that empowers and strengthens carer and family relationships with service providers.
  - 2.5. Provide carers and families 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 clarify carer and 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 families in assessment and planning processes and decision-making.
  - 2.9. Share and update information with carers and families.
3. Involve carers, families and other
  - 3.1. Confirm carers and families understand the person's identified goals, planned services, natural support and

- |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>natural supports in monitoring person's plan implementation.</p>         | <p>resources.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>4. Review and monitor carer and family involvement and satisfaction.</p> | <p>3.2. Confirm carers and families have identified their own goals, planned services, natural support and resources.</p> <p>3.3. Listen to observations of the person, carers and families about aspects of services provided to achieve goals.</p> <p>3.4. Maintain effective rapport and communication with carers and families to support disclosure of information about delivery of services and resources in line with plan.</p> <p>3.5. Maintain collaborative relationships with carers and families and other natural supports so that they continue to provide the desired support to the person.</p> <p>3.6. Work with carers and families to identify barriers to implement plans and potential adjustments to best meet each person's needs.</p> <p>4.1. Discuss with carers and families their satisfaction with how they have been informed and involved.</p> <p>4.2. Evaluate how carer and family involvement has contributed to and impacted on achievement of person's goals.</p> <p>4.3. Use ongoing feedback and findings to adjust approach to inclusion of natural support by carers and families.</p> |

## Foundation Skills

*Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.*

| SKILLS             | DESCRIPTION                                                                                                               |
|--------------------|---------------------------------------------------------------------------------------------------------------------------|
| Writing skills to: | <ul style="list-style-type: none"> <li>complete familiar forms.</li> </ul>                                                |
| Reading skills to: | <ul style="list-style-type: none"> <li>interpret a variety of text to determine and confirm task requirements.</li> </ul> |

## Unit Mapping Information

Supersedes and is equivalent to CHCCSM003 Work with carers and or families in complex situations.

## 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 CHCCSM011 Work with carers and families in complex situations

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- include carers, families or other natural supports in assessment, planning, implementation and review processes related to the provision of services and resources to support the care relationship in complex situations for three different people.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- documentation requirements and practices
- legal and ethical considerations for working with carers and families in complex situations and how these apply to organisation policies and procedures and individual practice:
  - professional standards and codes of ethics
  - practitioner and person's boundaries
  - rights and responsibilities of person, carer, family, and other significant supports
  - non-maleficence
  - mandatory reporting
- significance of service delivery setting, including working in the person's home
- the nature of the family care relationship and family dynamics and how this might impact on service delivery and achievement of person's goals
- mediation, conflict resolution and problem-solving techniques
- risks to the care relationship:
  - conflict in relationships with carers, families and service providers
  - high intensity care
  - high levels of carer stress
  - loss of formal and loss of informal natural supports
  - multiple competing role demands
  - deteriorating carer health
  - deteriorating health and deteriorating behaviour of the person.

## Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

Assessment must ensure:

- access to facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- access to organisational standards, policies and procedures
- use of case management plans
- links to other local service agencies or organisations
- opportunities for engagement with people, and natural support with their carers or families.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>