



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCCM705B Work effectively with carers and families in complex situations**

**Release: 1**

## **CHCCM705B Work effectively with carers and families in complex situations**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to support the care relationship for clients with carers and families in complex situations

### **Application of the Unit**

#### **Application**

This unit may apply to work in a range of community sector contexts, particularly in client assessment and case management, working with clients who have complex needs requiring a range of care solutions

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

## Employability Skills Information

### Employability Skills

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

### ELEMENT

### PERFORMANCE CRITERIA

1. Identify and address the needs of carers and families

- 1.1 Work with carers and families of clients with complex needs to clarify their needs and identify available support options
- 1.2 Provide information as required to assist and meet identified needs of carers and families
- 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 carers and care recipients
- 1.5 Recognise the key factors in *risks to the care relationship* continuing and respond appropriately to these
- 1.6 Ensure that each person's carer/s and family are treated with dignity and respect and with sensitivity to cultural issues and expectations in the caring relationship
- 1.7 Take steps to ensure all service providers are aware of and respond appropriately to address specific identified needs of carers and families
- 1.8 Where appropriate, identify needs of children of parents with complex needs and apply strategies to address these needs, including where children adopt the caring role (young carers)

**ELEMENT****PERFORMANCE CRITERIA**

2. Involve carers and families in assessment and *care planning* processes

- 2.1 Consult with care recipient to clarify the role and involvement of primary carer/s and other family members in the decision-making and service delivery processes
- 2.2 Ensure assessments are undertaken in the context of the care relationship and address the needs of both care recipients and carers, and address any areas of conflict
- 2.3 Ensure carers are well informed about their role and rights in assessment of the care recipient and care planning decision-making and that they are aware of their right to a carer assessment, which may be undertaken separately
- 2.4 Ensure carer assessment is empowering and builds carer relationships with service providers over time
- 2.5 Provide carers with clear understanding of available services and choices, so they are informed participants in the care planning process
- 2.6 Consult with all organisation representatives involved in assessment and care planning in complex situations to ensure carer and family involvement is clear
- 2.7 Ensure services are provided in a manner that recognises and optimises the caring relationship to maximise each person's potential for achieving their goals and addresses identified needs
- 2.8 Maximise agreed involvement of carer/s and family in assessment and care planning processes and decision-making
- 2.9 Ensure mechanisms are in place to support sharing and updating of information with carer/s and family

**ELEMENT**

3. Involve carer/s, family and other informal support persons in monitoring client care plan implementation

**PERFORMANCE CRITERIA**

- 3.1 Ensure carer/s have a clear understanding of client-identified goals and the role planned services, support and resources have in achieving those goals
- 3.2 Ensure carer/s have identified their own goals and the role planned services, support and resources have in achieving those goals
- 3.3 Listen to observations of client, carer/s and family about aspects of care and services provided in relation to achieving those goals
- 3.4 Maintain appropriate level of rapport and communication with carer/s to support disclosure of information about delivery of services and resources in line with care plan
- 3.5 Maintain collaborative relationships with carers and other informal supporters e.g. neighbours or friends, to ensure they can continue to provide the desired support to people with *complex needs*
- 3.6 Involve carer/s in identifying problems with implementing care plans and potential adjustments to best meet each person's needs

## Required Skills and Knowledge

### 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 do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Characteristics and needs of identified client population
- Components and relationships of service delivery system
- Documentation requirements and practices
- Government legislation, regulations, policies and standards
- Models and practices in assessment and goal-directed care planning
- Organisation policies and practices
- Professional standards/code of ethics and relevant legislative requirements
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Service and practitioner role boundaries
- Significance of service delivery setting, such as working in the client's home
- The nature of the family care relationship and family dynamics
- The range of services, resources and holistic solutions available to clients with complex needs

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate appropriate inclusion of carers and families in assessment, planning, implementation and review processes related to provision of services and resources to support the care relationship in complex situations
- Examine issues related to sustainability of care to address needs of care recipient and carer/s
- Identify and manage competing needs and conflict, when necessary to improve care outcomes for client
- Maintain client confidentiality when engaging stakeholders
- Navigate the service delivery system to meet needs of care recipient and carer/s and to

## REQUIRED SKILLS AND KNOWLEDGE

encourage independence where possible

- Practise in an ethical and professional manner
- Support the care relationship to minimise client dependency by developing their self management skills
- Use complex data drawn from a range of needs assessment information as a basis for planning care services to address complex needs of care recipients and their carer/s
- Work within guidelines for currently identified best practices

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - advocacy
  - consultation
  - engagement
  - facilitation
  - identification of stakeholders
  - liaison with other organisations and service providers
  - negotiating / problem solving
  - observation
  - report and case note writing
  - situation analysis
- Recognise, act upon and promote opportunities to enhance sustainability in the work context, including environmental, economic, workforce and social sustainability

## REQUIRED SKILLS AND KNOWLEDGE

### Evidence Guide

#### 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 of competence will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- Assessment may be conducted over one or more occasions and should include both the development and promotion of best practice

*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 a culturally diverse environment
- 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

## EVIDENCE GUIDE

*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 required for assessment include access to:
  - an appropriate workplace where assessment can take place
  - simulation of realistic workplace setting, using case study examples, role plays etc

*Method of assessment:*

- Assessment may include observation, questioning and evidence gathered from the workplace setting
- Feedback from peers/other participants may inform assessment

## Range Statement

### 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.

## RANGE STATEMENT

*Care planning may include, for example:*

- Planning range and type of specific services to be provided
- Planning details of each specific service to be provided, such as
  - domestic assistance
  - respite
  - nursing care
- Consideration of occupational health and safety (OHS) and risk management issues and strategies to address these
- Referral strategies as required to address breadth of client needs
- Information about services, resources or activities the client may follow up independently, such as:
  - health promotion
  - local social or active living opportunities
  - self management strategies and activities
  - self-referral to other services
- Communication strategies for ensuring clarity of responsibilities and effective coordination of service delivery

*Complex needs may refer to:*

- Client needs requiring multiple service types with heightened needs for collaboration between service providers
- Client with unstable or deteriorating health where service needs for both client and carers are changing frequently
- Clients who have family and carer needs that require additional service inputs
- Clients with a range of needs that may not be met by available services and resources
- Clients with diminished capacity to make own decisions
- Situations where there is suspected abuse or competing, conflicting needs between clients and carers

**RANGE STATEMENT**

- Risks to the care relationship 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 carer health
  - Worsening health or behaviour of the person with care needs

**Unit Sector(s)**

Not Applicable