

UNIT CODE	CHCCCS036
UNIT TITLE	Support relationships with carer and family
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to work positively with the carer and family of people using the service based on an understanding of their support needs.</p> <p>This unit applies to workers across a range of community services contexts.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Nil
UNIT SECTOR	Nil

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Include carer and family members as part of the support team.	<p>1.1 Assess and acknowledge the role and importance of carer and family members for the person.</p> <p>1.2 Work in a manner that recognises and supports carer and family relationships with, and knowledge about, the person with support needs.</p> <p>1.3 Identify the knowledge and skills of the carer that complement own job role.</p> <p>1.4 Involve carer and family in the design and delivery of the person's support services.</p> <p>1.5 Assist carer and family to identify assistive technologies that support the person and themselves and confirm understanding of its use.</p>

2. Assess and respond to changes in the care relationship.	<p>2.1 Assess risks of change to the care relationship including any potential physical and psychological harm to carer, family and the person.</p> <p>2.2 Use identified strategies to address risks according to organisational policies and procedures.</p> <p>2.3 Support the person, carer and family to identify and use strategies that maximise positive aspects of change and transition.</p> <p>2.4 Support carer, family to maximise ongoing support and involvement in the life of the person.</p>
3. Monitor and promote carer rights, health and well-being.	<p>3.1 Respect the confidentiality and privacy of the carer and family, as well as the person with support needs.</p> <p>3.2 Identify and respond to the need for services required by the carer and family to support the care relationship with the person.</p> <p>3.3 Identify and respond to issues that may impact on the physical and emotional health and well-being of the carer and family.</p> <p>3.4 Provide carer and family with information about support services and how to access.</p>

FOUNDATION SKILLS

Foundation skills essential to performance are explicit in the Performance Criteria of this unit of competency.

UNIT MAPPING INFORMATION	CHCCCS025
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCCCS036 Support relationships with carer and family
PERFORMANCE EVIDENCE	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> ■ identified and responded to the support needs of the carer or family members of at least three different people who are using the service ■ provided support to the carer or family of one person undergoing a change in care arrangements including identification of risks and use of strategies to address risks.

KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ context for caring in Australia: <ul style="list-style-type: none"> ○ 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 carer and family ■ rights, roles and responsibilities of different people in the care relationship <ul style="list-style-type: none"> ○ the person ○ family members ○ friends ○ support worker ■ impact of the caring role on carer and family ■ different family patterns and structures and their impact on the person ■ life cycle transitions: <ul style="list-style-type: none"> ○ types of transitions ○ positive and negative impacts ■ current service delivery philosophy and models: <ul style="list-style-type: none"> ○ basic principles of person-centred practice, strengths-based practice and active support ○ strategies to work positively with carers and families ■ organisational policies and procedures in relation to carers and families ■ scope and breadth of assistive technologies used across the life domains, including but not limited to: <ul style="list-style-type: none"> ○ self-care ○ continence and hygiene ○ communication ○ mobility and transferring ○ cognition and memory loss ○ vision and hearing ○ daily living activities ○ recreation and leisure ○ education and employment ○ home and other environments ○ eating and drinking ○ pressure management ○ carer support ■ role and use of assistive technologies in supporting the activities of the carer and family and the person receiving support ■ risk assessment tools and management strategies for the carer and family ■ legal and ethical requirements for working with the carer and family and how these are applied in an organisation and individual practice, including: <ul style="list-style-type: none"> ○ discrimination ○ privacy, confidentiality and disclosure ○ work role boundaries, responsibilities and limitations.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in the workplace or a simulated environment that reflects workplace conditions.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies ■ organisational policies and procedures ■ risk assessment tools and management strategies ■ opportunities for engagement with people receiving care and their carer and family, or people who participate in simulations and scenarios that involve provision of care in a range of contexts. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide