



**AUSTRALIAN  
HEALTHCARE**  
QUALIFICATIONS & TRAINING

# Learner Assessment

## Task 1 – Written Questions

**Unit Code:** CHCCCS017

**Unit Name:** Provide loss and grief support

**Qualification:**

**Participant Name:** \_\_\_\_\_

Version Control:

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# Assessment Information

<b>Unit Code &amp; Title:</b>	CHCCCS017 Provide loss and grief support
<b>Unit Descriptor:</b>	This unit describes the skills and knowledge required to recognise and respond to the needs of people who are experiencing loss, grief and bereavement.
<b>Application of the Unit:</b>	This unit applies to workers in a range of community services and health contexts.
<b>Elements:</b>	<ol style="list-style-type: none"> <li>1. Recognise reactions to loss and grief</li> <li>2. Engage empathetically</li> <li>3. Offer support and information</li> <li>4. Care for self</li> <li>5. Review support provided</li> </ol>
<b>Knowledge Evidence:</b>	<ul style="list-style-type: none"> <li>• Spectrum of loss situations, including: <ul style="list-style-type: none"> <li>- Primary loss</li> <li>- Secondary loss</li> <li>- Cumulative loss</li> <li>- Integration of loss</li> </ul> </li> <li>• Potential impacts at the individual, family and community level, of grief, bereavement and trauma</li> <li>• Features and expressions of grief and how these may vary, including: <ul style="list-style-type: none"> <li>- Complex grief</li> <li>- Disenfranchised grief</li> </ul> </li> <li>• Reactions that may indicate risk of suicide and required responses</li> <li>• How loss, grief and bereavement can impact on social and emotional health and well being</li> <li>• Social, cultural, ethnic and spiritual differences in responses to loss, grief and bereavement</li> <li>• Different contexts and circumstances that may be present prior to loss and their impact on grief and bereavement</li> <li>• Strategies and communication techniques for formal and informal grief and bereavement support</li> <li>• Grief and bereavement care services and information resources</li> <li>• Stress vulnerability model and its application to loss and grief support</li> <li>• Self-care strategies and support services for workers</li> <li>• Legal and ethical considerations and how these are applied in an organisation and individual practice, including: <ul style="list-style-type: none"> <li>- Duty of care</li> <li>- Privacy, confidentiality and disclosure</li> <li>- Work role boundaries – responsibilities and limitations</li> </ul> </li> </ul>
<b>Performance Evidence:</b>	<ul style="list-style-type: none"> <li>• Responded effectively to at least 3 diverse situations of loss, grief, bereavement or trauma</li> <li>• Engaged with people using effective communication skills at least once that included: <ul style="list-style-type: none"> <li>- Empathic listening skills</li> <li>- Verbal and non-verbal techniques</li> <li>- Providing information clearly and sensitively</li> <li>- Obtaining feedback to confirm understanding</li> </ul> </li> </ul>
<b>Assessment Conditions:</b>	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:

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Use of suitable facilities, equipment and resources, including organisation policies, procedures and related documentation to assist in the provision of grief and loss support</li><li>• Modelling typical workplace conditions and contingencies, including:</li><li>• Interactions with people from a diverse range of backgrounds</li><li>• Links to other services</li></ul> |
|--|---|

# Instructions to the student

## Purpose of this assessment

This Assessment is designed to test your knowledge and skills against the criteria that is required in order for you to recognise and respond to the needs of people who are experiencing loss, grief and bereavement.

## Methods of Assessment

The assessments have been developed in consideration to assessment requirements, learning environment and the expectations by industry.

To be deemed competent in this unit of competency the following assessment requirements must be completed. You must achieve a satisfactory result for each task to be deemed competent in this unit.

**Assessment Task 1 – Written Questions –** The Written Questions provided in this assessment kit is required to be completed. Assessment Task 1 may be completed within allocated training time or during periods of self-study.

**Assessment Task 2 – Case Studies –** The Case Study/ies provide an opportunity for you to demonstrate your knowledge and skills aligned to settings that reflect your industry. Written answers to questions relating to the different case studies is required. You are required to read the case studies and answer all the questions satisfactorily. Assessment Task 2 may be completed within allocated class time or during periods of self-study.

**Assessment Task 3 – Simulated Project –** This simulated project provides an opportunity for you to demonstrate your competency in a practical setting reflective of the workplace. You are required to read and follow the project instructions. This may include; utilising and completing provided simulated support documentation, participating in role plays, using equipment and/ or providing answers to written questions. Depending on the task you may require guidance from the trainer/assessor and/or participation of other learners. Marking criteria for the simulation is included and is to be used to determine your competency. Please familiarise yourself with both the task instructions and the marking criteria to identify what the trainer/ assessor is looking for.

## Resources needed for assessment:

- Simulated environment that reflect real working conditions by modelling industry operating conditions and contingencies as well as using suitable facilities, equipment and resources.
- Learning material & Internet or library for research purposes

## What you need to do:

- Complete the activities as described above
- Take a photo copy of your work if you would like to
- Collect all of the required evidence and provide to your trainer
- Sign the Assessment Agreement
- Submit the completed assessment to your assessor.

If you have any difficulties or there is anything you don't understand, talk with your Trainer/Assessor; they are here to help you. Never be too afraid to ask about anything you don't understand related to safety and do not attempt to complete tasks you are unsure about. You can raise any concerns with your trainer/assessor.

Your assessor will provide you with feedback both verbally and in writing.

## **Assessment outcomes**

**Satisfactory** – Evidence provided meets the requirements of the assessment method and unit of competency

**Not Satisfactory** – Evidence provided does not meet the requirements of the assessment method and unit of competency.

If you have been given a Not Satisfactory assessment outcome you will be given the chance to review with your assessor and discuss the area/s for improvement and time will be elected where you will be required to resubmit the Assessment Workbook as per the assessors instructions. If you receive a Satisfactory outcome for the individual Assessment Mode, then this outcome will contribute to final judgement of competency for this unit.

## **Reasonable Adjustment**

Special consideration may be applied and reasonable adjustment given to this assessment, as required. *(See further information in student handbook – Access & Equity and AHQT policies and procedures – Assessment Policy).*

Any adjustments made to standard assessment will be documented clearly in assessment kit either at the front of the booklet or in the individual competency record.

**Document any adjustments to standard assessment**

## **Reassessment**

Where you are found not yet competent, the AHQT will provide three further opportunities to achieve competency at no cost. If you request to be re-assessed after the 3 attempts a cost of \$200 per unit will be applied and any attempt thereafter. *(see Assessment Policy for further information).*

# Assessment Agreement

An assessment agreement is required to ensure that all students are aware of the process and purpose of an assessment and the requirements that achieve competence in this unit.

<b>Student Full Name:</b>	
<b>Unit Code and Title:</b>	<b>CHCCCS017 Provide loss and Grief Support</b>
<b>Qualification:</b>	

<b>Please tick as appropriate</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>
The purpose of the assessment has been clearly explained			
Assessment methods and outcomes required have been clearly explained and I understand what is required of me to achieve competency in this unit			
I have been made aware of the Assessment and Appeals Policy			
I have discussed any special needs to be considered during assessment with my assessor			
I understand I have three attempts to complete each task satisfactorily. After three attempts, \$200 per unit will be charged to reassess the unit of competency. If after the fourth attempt I am deemed 'Not Yet Competent', I will be required to do further training before reattempting this unit.			
I give permission for the AHQT to use my assignment for assessment moderation / validation purposes.			
I declare that I understand how assessment will take place for this unit. I also understand that work completed towards this assessment must be verifiably my own.			
<b>Student's Name:</b> _____			
<b>Student's Signature:</b> _____ <b>Date:</b> ____ / ____ / _____			
<b>Assessor's Name:</b> _____			
<b>Assessor's Signature:</b> _____ <b>Date:</b> ____ / ____ / _____			

# Assessment Task 1 - Written Questions

## Assessment description

This assessment task requires you to provide answers to the listed written questions.

### 1. List five (5) ways you can identify the effects and impact of loss and features of grief?

1.

2.

3.

4.

5.

**Assessor Use Only:** Satisfactory response provided    YES            NO

### 1b. What are five (5) of the common signs a person is reacting to trauma?

1.

2.

3.

4.

5.

**Assessor Use Only:** Satisfactory response provided    YES            NO

**2. How do intuitive grievors generally express grief? Provide at least five (5) examples.**

1.

2.

3.

4.

5.

**Assessor Use Only:** Satisfactory response provided    YES            NO

**3. How can grief affect the mental and behavioural wellbeing of an individual?**

**Assessor Use Only:** Satisfactory response provided    YES            NO

**3b. What are the referral options you could provide to someone whose health and safety may be at risk?**

**Assessor Use Only:** Satisfactory response provided    YES            NO

**4. Provide five (5) examples of how staff might provide support for individuals who are grieving? Identify the potential for healing and growth.**

1.

2.

3.

4.

5.

**Assessor Use Only:** Satisfactory response provided    YES            NO

**5. Explain how staff can identify, inform and refer clients to appropriate grief and bereavement care services and resources.**

**Assessor Use Only:** Satisfactory response provided    YES            NO

**6. What does 'integration of loss' mean?**

**Assessor Use Only:** Satisfactory response provided YES NO

**6b. List three (3) aspects within integration of loss.**

1.

2.

3.

**Assessor Use Only:** Satisfactory response provided YES NO

**7. How do cultural and spiritual beliefs about the meaning and purpose of life, along with what happens after death, help people to deal with loss?**

**Assessor Use Only:** Satisfactory response provided YES NO

**8. What circumstances prior to a loss can affect grief and bereavement?**

**Assessor Use Only:** Satisfactory response provided YES NO

9. Identify five (5) factors that would make an individual more vulnerable to stress and five (5) factors that might make them less vulnerable.

Factors that might make an individual more vulnerable:

- 1.
- 2.
- 3.
- 4.
- 5.

Factors that might make an individual less vulnerable:

- 1.
- 2.
- 3.
- 4.
- 5.

**Assessor Use Only:** Satisfactory response provided    YES            NO

10. What strategies can you put in place for self-care when providing loss and grief support to others?

**Assessor Use Only:** Satisfactory response provided    YES            NO

**11. What positive outcomes can come from reflecting on your performance throughout providing support in times of loss and grief?**

**Assessor Use Only:** Satisfactory response provided YES NO

**12. What legal and ethical considerations will be applied to the organisation and individual practice surrounding loss and grief?**

**Assessor Use Only:** Satisfactory response provided YES NO

**13. When communicating with people experiencing loss and grief, list four (4) practices you can apply that will enable effective communication.**

1.

2.

3.

4.

**Assessor Use Only:** Satisfactory response provided YES NO

# Written Questions Assessment Record

CHCCCS017

Provide loss and grief support

Reasonable Adjustments made			
Assessment activity Task 1 – Written Questions	Satisfactory	Not Satisfactory	Assessor Initials
Date: ___ / ___ / _____			
<b>Assessment Guide</b>			
<b>Satisfactory</b>	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is satisfied that all requirements have been met.		
<b>Not Satisfactory</b>	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is not satisfied that all requirements have been met.		
<b>Re- Assessment</b>			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			

# Competency Record

<b>Unit Code &amp; Title:</b>	<b>CHCCCS017 – Provide Loss and Grief Support</b>
<b>Student Name:</b>	
<b>Assessment Strategies:</b>	Satisfactory      Unsatisfactory
	Assessment Task 1 - Written Questions <input type="checkbox"/> <input type="checkbox"/>
<b>Student Feedback:</b>	
<b>Assessment Result:</b>	<input type="checkbox"/> The participant is COMPETENT <input type="checkbox"/> The participant is NOT YET COMPETENT
<b>Assessor Declaration:</b>	Evidence of Competency is: Valid <input type="checkbox"/> Authentic <input type="checkbox"/> Sufficient <input type="checkbox"/> Current <input type="checkbox"/> <input type="checkbox"/> All the above assessment modes have been met <input type="checkbox"/> The assessment has been modified due to Reasonable Adjustment (see below) <input type="checkbox"/> Gaps in performance were identified and reassessment completed (as per record of results) <input type="checkbox"/> Feedback given to student:    Written (above) <input type="checkbox"/> Email (attached) <input type="checkbox"/>
<b>Assessor's Name:</b>	
<b>Assessor's Signature:</b>	Date: ____ / ____ / _____