



**AUSTRALIAN
HEALTHCARE**
QUALIFICATIONS & TRAINING

Learner Assessment

Task 1 – Written Questions

Unit Code: CHCCCS025

Unit Name: Support relationships with carers and families

Qualification:

Participant Name: _____

Version Control:

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Assessment Information

Unit Code & Title:	CHCCCS025 – Support relationships with carers and families
Unit Descriptor:	The focus of this unit is to apply the skills and knowledge required to work positively with the carers and families of people using the service based on an understanding of their support needs.
Application of the Unit:	This unit applies to workers across a range of community services contexts.
Elements:	<ol style="list-style-type: none"> 1. Include carers and family members as part of the support team 2. Assess and respond to changes in the care relationship 3. Monitor and promote carer rights, health and well being
Performance Knowledge:	<p>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:</p> <ul style="list-style-type: none"> • Assessed and responded to the needs of at least 3 different people and their carers or family members • Used strengths-based solutions to respond to both routine and unpredictable problems related to care relationships
Knowledge Evidence:	<p>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:</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 carers, families and friends • 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 family, carers and friends • 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 families, carers and friends • Organisation policies and procedures in relation to carers and families

	<ul style="list-style-type: none"> • Legal and ethical requirements for working with carers and families 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
Assessment Conditions:	<p>Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must have been met for this unit:</p> <ul style="list-style-type: none"> • Use of suitable facilities, equipment and resources, including organisation policy, protocols and procedures relevant to carers and families • Modelling of industry operating conditions and contingencies, including people, carers or family members with whom the candidate can interact <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.</p>

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 work positively with the carers and families of people using the service based on an understanding of their support needs.

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.

Resources needed for assessment:

- Learner assessment
- A simulated environment that provides the use of suitable facilities, equipment and resources, including organisation policy, protocols and procedures relevant to carers and families and model's industry operating conditions and contingencies, including people, carers or family members with whom the candidate can interact
- Workplace for practical placement
- Individual plans
- Access to codes of practice, relevant organisation policies and procedures
- Learning material
- Log book/journal for work placement
- Access to individual families and carers

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 the required evidence and provide to your trainer
- Sign the Assessment Agreement
- Submit the completed assessment kit 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 assessor's 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 RTO 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 RTO 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.

Student Full Name:	
Unit Code & Title:	CHCCCS025 – Support relationships with carers and families
Qualification:	

Please tick as appropriate	Yes	No	Comment
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 RTO 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.

Student's Name: _____

Student's Signature: _____

Date: ___ / ___ / _____

Assessor's Name: _____

Assessor's Signature: _____

Date: ___ / ___ / _____

Assessment task 1- Written questions

Assessment description

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

1. Provide a summary of the carer's role and the significance of this role to the individual needing care.

Assessor Use Only: Satisfactory response provided

YES NO

1b. What actions can you take to ensure that your work practices recognise the importance of the carer and support the carers relationship and understanding of the person?

Assessor Use Only: Satisfactory response provided

YES **NO**

1c. Select two (2); myths, false beliefs, stereotypes or negative attitudes associated with caring and describe the reality.

1.

2.

Assessor Use Only: Satisfactory response provided

YES **NO**

2. List three (3) benefits of having family members be involved in the support team and how could you involve them in the design and delivery of the persons support services.

1.

2.

3.

Assessor Use Only: Satisfactory response provided

YES NO

3. List two (2) rights and responsibilities for each of the following:

The care recipient

1.

2.

Family members

1.

2.

Friends

1.

2.

Support worker

1.

2.

Assessor Use Only: Satisfactory response provided

YES **NO**

4. Describe the challenges that carers, families and friends involved in caring for another, may be faced with that could impact their lives.

Assessor Use Only: Satisfactory response provided YES NO

5. Provide five (5) examples of the different types of family structures and how might this affect the care recipient.

1.

2.

3.

4.

5.

Assessor Use Only: Satisfactory response provided YES NO

6. List four (4) organisational policies and procedures that you will relate to your role as a support person working in collaboration with carers, families and friends.

1.

2.

3.

4.

Assessor Use Only: Satisfactory response provided

YES **NO**

6b. List three (3) legal and ethical requirements for working with carers and families and describe how your organisation complies with them.

1.

2.

3.

Assessor Use Only: Satisfactory response provided

YES **NO**

7. Provide a summary of how you would action the following within your work practice;

Person centred practice

Strengths based practice

Active support

Assessor Use Only: Satisfactory response provided

YES **NO**

8. Provide an example of where a carer and care recipient may be required to undergo a change and or transition. Describe how you would provide support to the carer and family maximise the positive aspects of the change.

Assessor Use Only: Satisfactory response provided

YES NO

8b. Name one (1) physical and (1) psychological risk that may occur throughout a relationship change and what would be your responsibility if one of these situations occurred.

1. Physical risk

1. Psychological risk

Assessor Use Only: Satisfactory response provided

YES NO

8c. Describe the actions you could take to support carers, families and friends to maximise ongoing support and keep involved in the person's life in the event of a change in the care relationship.

Assessor Use Only: Satisfactory response provided

YES **NO**

9. Using the below table list five (5) life cycle transitions and name the positive and negative aspects of each.

Life cycle transition	Positive aspects	Negative aspects
1.		
2.		
3.		
4.		
5.		
Assessor Use Only: Satisfactory response provided YES <input type="radio"/> NO <input type="radio"/>		

10. How can you respect the confidentiality and privacy of the carer, as well as the person with support needs?

Assessor Use Only: Satisfactory response provided

YES NO

11. List seven (7) signs that may indicate that a carer is needing specific support.

1.

2.

3.

4.

5.

6.

7.

Assessor Use Only: Satisfactory response provided

YES NO

11.b Select three (3) signs listed above in question 11 and provide details on how you would respond and what suggestions could you make for support, once identified.

1.

2.

3.

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

12. List five (5) situations that may impact the physical and emotional health and wellbeing of a carer.

1.

2.

3.

4.

5.

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

12.b Select three (3) of the situations listed above in question 12 and provide details on how you would respond and what suggestions could you make for support, once identified.

1.

2.

3.

Assessor Use Only: Satisfactory response provided

YES NO

13. Research three (3) support services in your local area that could be of benefit throughout the care and support roles. Provide details as per the below checklist;

- **Summary of support service**
- **Benefits to the carer and or families**
- **Contact details**

1. Support Service:

2. Support Service:

3. Support Service:

13b. How would you provide this information?

Assessor Use Only: Satisfactory response provided YES NO

14. List three (3) possible pathways a person may take to enter into or engage with a service.

1.

2.

3.

Assessor Use Only: Satisfactory response provided YES NO

14b. Provide five (5) ways friends, carers and families may be impacted by this.

1.

2.

3.

4.

5.

Assessor Use Only: Satisfactory response provided YES NO

Written Questions Assessment Record

CHCCCS025

Support relationships with carers and families

Reasonable Adjustments made			
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Assessment activity Task 1 – Written Questions	Satisfactory	Not Satisfactory	Assessor Initials
Date: ___ / ___ / _____			

Assessment Guide

Satisfactory	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is satisfied that all requirements have been met.
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Not Satisfactory	The Assessor has reviewed the Assessment Workbook against the requirements of the Assessment Mode and is not satisfied that all requirements have been met.
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Re- Assessment

___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			

Competency Record

Unit Code & Title:	CHCCCS025 - Support relationships with carers and families
Student Name:	
Assessment Strategies:	Satisfactory Unsatisfactory
	Assessment Task 1 - Written Questions
Student Feedback:	
Assessment Result:	<p>The participant is COMPETENT</p> <p>The participant is NOT YET COMPETENT</p>
Assessor Declaration:	<p>Evidence of Competency is:</p> <p>Valid Authentic Sufficient Current</p> <p>All the above assessment modes have been met</p> <p>The assessment has been modified due to Reasonable Adjustment (see below)</p> <p>Gaps in performance were identified and reassessment completed (as per record of results)</p> <p>Feedback given to student: Written (above) Email (attached)</p>
Assessor's Name:	
Assessor's Signature:	Date: ___ / ___ / _____