



**AUSTRALIAN
HEALTHCARE**
QUALIFICATIONS & TRAINING

Learner Assessment

Task 2 - Case Study

Task 3 - Simulated Project

Unit Code: CHCCCS017

Unit Name: Provide loss and grief support

Qualification:

Participant Name: _____

Version Control:

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Assessment Information

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

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.

Student Full Name:	
Unit Code and Title:	CHCCCS017 Provide loss and Grief Support
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 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.			
Student's Name: _____			
Student's Signature: _____ Date: ____ / ____ / _____			
Assessor's Name: _____			
Assessor's Signature: _____ Date: ____ / ____ / _____			

Assessment Task 2 - Case Study

Assessment description

This assessment is based on a case study for you to read and complete the relevant questions.

Case Study 1

Janine, a 71-year-old mother of three adult children and grandmother of eight, is grieving for her husband who died several months ago. Janine is struggling with guilt, remorse and depression because on the day her husband died, they had argued, and he had stormed out of the house and was later involved in a fatal car accident. Janine has been referred for support by her doctor who is concerned that Janine is not coping with everyday living tasks such as housework, shopping and cooking. Janine's daughter lives close by and visits several times a week, but Janine's sons both live in Ireland which is Janine's country of origin. Janine worships at the local Catholic Church. Janine has had to sell her home due to financial difficulties. This has caused her further grief, but she feels unable to express her grief about the house because it seems trivial compared to the loss of her husband.

1. Clarify the possible impact of the loss of a spouse.

Assessor Use Only: Satisfactory response provided

YES

NO

2. List some common features of grief.

Assessor Use Only: Satisfactory response provided

YES

NO

3. What types of grief might Janine be suffering? Why do you think so?

Assessor Use Only: Satisfactory response provided

YES

NO

4. Explain how Janine's distinctive social, cultural, ethnic and spiritual differences might impact on her loss and grief and how she is supported.

Assessor Use Only: Satisfactory response provided

YES

NO

5. Why is Janine at an elevated risk of developing negative impacts on her health and wellbeing?

Assessor Use Only: Satisfactory response provided YES NO

6. Explain each type of loss on the loss spectrum. These include;

Primary loss:

Secondary loss:

Cumulative loss:

Integration of loss:

Assessor Use Only: Satisfactory response provided YES NO

7. Janine had to identify her husband's body immediately after the accident occurred. What might be her reaction to this trauma?

Assessor Use Only: Satisfactory response provided YES NO

8. What services might Janine be linked with for further help with dealing with her trauma?

Assessor Use Only: Satisfactory response provided

YES

NO

9. Describe some complex grief reactions that Janine might be suffering.

Assessor Use Only: Satisfactory response provided

YES

NO

10. Identify and assess Janine's suicide risk.

Assessor Use Only: Satisfactory response provided

YES

NO

11. Suggest some strategies for grief and bereavement support for Janine. Provide an example of information that might be given to Janine to help her understand coping strategies e.g. pamphlets.

Assessor Use Only: Satisfactory response provided

YES

NO

11b. How would you know she understands?

Assessor Use Only: Satisfactory response provided

YES

NO

12. Janine’s case manager wants to refer Janine to a psychiatrist. Explain what the referral procedures might be in accordance with organisation policies and procedures.

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

12b. What confidentiality considerations need to be considered when making referrals?

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

13. Janine’s key support worker begins to experience feelings of hopelessness, a decrease in experiences of pleasure, constant stress and anxiety, and a pervasive negative attitude. What condition might the support worker be suffering from, and what strategies could be implemented to minimise the risks associated with grief and bereavement support?

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

14. After three months of community support and treatment from a psychiatrist, Janine is able to cook for herself again and has begun walking her dog in the evenings. She still has trouble interacting with others, preferring staying at home alone. What kind of further support might be required to assist Janine to process her grief and begin feeling more comfortable with others?

Assessor Use Only: Satisfactory response provided

YES

NO

15. What sort of questions should organisations be asking when reviewing their practices to ensure continuous improvement? These questions might be asked of workers or clients.

Assessor Use Only: Satisfactory response provided

YES

NO

Case Study 2

Paul is a new client at the facility; you are meeting him for the first time today. You know from Paul's case notes that his wife Mary recently passed away after a long battle with cancer. Paul and Mary had been married for 50 years and have 3 children and 11 grandchildren together. When you meet with Paul he has his head down and does not look up as you enter the room.

1. List the verbal and non-verbal communication techniques you would use in this situation?

Assessor Use Only: Satisfactory response provided

YES

NO

2. Write a short script of how you would introduce yourself to Paul and attempt to assess the stage of grief he is in. Be sure to discuss privacy and confidentiality with Paul.

Assessor Use Only: Satisfactory response provided

YES NO

You have been meeting with Paul regularly for the past few weeks, you established quite early that Paul was still in the denial/ anger stages of grief. Paul has really started to open up to you as the weeks have gone on. This morning you meet with Paul to see how he is going, and he states the following;

"I cannot and do not want to go on, I don't want to walk this earth without my Angel Mary. Every night I go to sleep hoping that I will not wake up again".

3. How would you respond to Pauls statement? What steps need to be taken?

Assessor Use Only: Satisfactory response provided

YES NO

Paul goes on to seek help from an external service however after 12 months he commits suicide, you find this very difficult to deal with as you had developed quite a healthy working relationship with Paul and thought that you had really made progress with him and the referral to an outside service had really helped.

4. Explain what disenfranchised grief is.

Assessor Use Only: Satisfactory response provided

YES NO

4b. What you would do if you suspected you were suffering this type of grief?

Assessor Use Only: Satisfactory response provided

YES NO

Case Studies Assessment Record

CHCCCS017	Provide loss and grief support
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Reasonable Adjustments made			
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Assessment activity Task 2 – Case Study	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.
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.

Re- Assessment

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

Assessment Task 3 - Simulated Project

Simulated tasks are used in circumstances where you are required to demonstrate skills and knowledge in a simulated environment that replicates industry and real work situations. Simulated tasks are facilitated through the use of a role play based on a scenario.

For this task, you are required to participate in a role play activity.

Assessment Description

This assessment is an observation of a role play. It consists of a role play of you demonstrating skills in providing loss and grief support.

During the observation of the role play your assessor must confirm that you can:

- Recognise reactions to loss and grief
- Consider social, cultural, ethnic and spiritual differences
- Interact with individuals with empathy, sensitivity, professionalism and courtesy
- Identify and respect social, cultural, ethnic and spiritual differences
- Select and use verbal and non-verbal communication approaches that acknowledge the individual's emotional needs
- Provide information about grief and bereavement support services and resources
- Identify, suggest or use strategies for formal and informal grief and bereavement support
- Obtain feedback from individual to confirm that options are clearly understood

The role play should take approximately 30 minutes to complete.

you are to refer to the relevant observation checklist as a guide as to what knowledge and skills must be demonstrated to satisfactorily complete this observation.

Instructions to the student

The instructions below describe how to prepare for the role play if your assessor is directly observing you. To prepare for the role play you will need to:

- Arrange a suitable time for your assessor to observe you complete the role play
- Ensure that you have the necessary resources and equipment to conduct the assessment (if applicable)
- Arrange for a second person to complete the role play with – this may be a work colleague or another student
- Read through the observation checklist and familiarise yourself with the scenario
- Read through the instructions for the role play participants
- Read through the “Demonstration of skills” table to confirm what you will need to demonstrate in the role play
- Read through any other related documentation prior to completing this role play

Scenario 1

Carlo Paterno has recently lost his wife, Delores whom he has been married to for 50 years. She passed away 3 months ago and soon after her death, Carlo entered care into a residential facility. Carlo was born in Italy, he and his wife moved to Australia 30 years ago. He still has a heavy Italian accent, which at times can cause a communication barrier between himself and care workers.

Carlo has been upset and sad for weeks and has stopped eating regular meals and is having difficulty sleeping. He has confined himself to his room and does not speak to a lot of people. He has repressed his emotions so as not to appear weak or vulnerable. He is demonstrating signs of grief and loss of both his wife and his home. The RN has suggested that a care worker discuss these issues of loss and grief with Carlo.

Instructions to role play participants

The following instructions have been developed for the participants/characters involved in the role play

Role 1 - (friend, colleague, classmate) Instructions for Carlo

You have just lost your wife of 50 years and have entered a residential facility. The loss of your wife and home have caused you intense sadness. You have not spoken to anyone about your wife's passing as you feel that it is not appropriate for a male to discuss feelings. Losing your home also has made you feel like everything has been taken away from you and you have nothing to live for.

A care worker has come to speak to you about the loss of your wife, offer support and suggests speaking to a doctor. You have told the care worker you are not eating or sleeping. You don't have any pictures or mementoes of her in your room as it is too painful to remember her. The care worker suggests that it might help having some pictures of your wife and listening to the music you both use to enjoy would bring some joy during this difficult time. You ask the care worker if she can contact your son as you feel embarrassed to ask him for these items. As the care worker leaves, she asks if you would like to speak to the Doctor, you oblige and say yes that would be great.

Role 2 - (student) Instructions for Care worker

You are care worker and have been asked to provide support to Carlo who has just lost his wife, and has recently moved into the facility. You head towards Carlo's room, knock on his door and introduce yourself. You explain that you are here to help him today. You sit down next to him and see the sadness in his face. You reach out and hold his hand and ask if there is anything he would like to talk about. He opens up a little and says that the loss of both his wife and home has made him feel like everything has been taken away from him and he has nothing to live for. You ask how long he has felt like this and if he has spoken to anyone. He says to you that only women show their feelings and speak about their feelings. You reassure him that it is ok to talk to people about feelings, and you suggest maybe speaking with a doctor.

You notice that Carlo has no pictures of Delores and suggest that maybe having a few mementoes of her may help with the grieving process. You empathise with Carlo and tell him about how your own dad had photos of your mum when she passed away, which made your dad happy. Carlo thinks that having pictures to remember Delores would be a great idea but is too embarrassed to ask his son to bring them to the facility. You agree to contact his son and ask for these items. As you leave you ask if he would like to speak to the Doctor, he says yes.

Role play observation checklist

Student name:			
Assessor name:			
Date and time of observation:	___ / ___ / _____		
Procedure:	You will be required to demonstrate communication skills in discussing loss and grief with Mr Paterno, and to discuss possible strategies to address grief and outline effect on overall health. Gain consent to refer client to GP for additional support.		
Context:	This role play must be completed in a simulated environment that reflects workplace conditions.		
During your observations did the student demonstrate the following?	Yes	No	Comments
Recognise reactions to loss and grief			
Consider social, cultural, ethnic and spiritual differences			
Interact with individuals with empathy, sensitivity, professionalism and courtesy			
Identify and respect social, cultural, ethnic and spiritual differences			
Select and use verbal and non-verbal communication approaches that acknowledge the individual's emotional needs			
Provide information about grief and bereavement support services and resources			
Identify, suggest or use strategies for formal and informal grief and bereavement support			
Obtain feedback from individual to confirm that options are clearly understood			
Additional comments:			
<p>Assessor declaration</p> <p>In my opinion, the student possesses the necessary skills and knowledge as required to; Providing loss and grief support</p> <p>Assessor's Name: _____</p> <p>Assessor's Signature: _____ Date: ___ / ___ / _____</p>			
<p>Student's Signature: _____ Date: ___ / ___ / _____</p>			

Simulated Project Assessment Record

CHCCCS017

Provide Loss and grief support

Reasonable Adjustments made			
Assessment activity Task 3 - Simulated Project	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.		
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.		
Re- Assessment			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			
___ / ___ / _____			

Competency Record

Unit Code & Title:	CHCCCS017 – Provide Loss and Grief Support
Student Name:	
Assessment Strategies:	Satisfactory
	Assessment Task 2 - Case Studies <input type="checkbox"/> <input type="checkbox"/> Assessment Task 3 - Simulated Project <input type="checkbox"/> <input type="checkbox"/>
Student Feedback:	
Assessment Result:	<input type="checkbox"/> The participant is COMPETENT <input type="checkbox"/> The participant is NOT YET COMPETENT
Assessor Declaration:	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"/>
Assessor's Name:	
Assessor's Signature:	Date: ____ / ____ / _____