Assessment 22302/01

Assessment activity 1 Part A: Acknowledging the carer as part of the care team

The following table maps this assessment activity against the element and performance criteria of Element 1 in CHCICS304B Work effectively with carers.

<table>
<thead>
<tr>
<th>Part</th>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>1.1, 1.3</td>
</tr>
</tbody>
</table>

Complete the tasks below.

1. Which of the following people would be considered a carer?
   - A daughter who visits her elderly mother each day to check on her, bring her meals and do her washing.
   - A neighbour who drops in on a family with a child with a disability to give them a cake or a casserole.
   - A volunteer visitor who reads to a blind resident in an aged care home.
   - A teenage girl who cooks and cleans and cares for her younger brother when her mother’s depression is severe.
   - The mother of a child with a disability who works full time in paid employment.
   - A support worker who provides daily care to a young man with paraplegia.

2. Consider a close friend or family member and imagine they required your care and support to overcome the barriers of a disability.
   - Make a list of the family relationships and dynamics of that person’s life, explaining your place in those dynamics.
   - Briefly outline the skills and knowledge you would bring to the carer role and identify what you would require of a support worker to assist you in that role.
Assessment activity 1 Part B: Acknowledging the carer as part of the care team

The following table maps this assessment activity against the element and performance criteria of Element 1 in CHCICS304B Work effectively with carers.

<table>
<thead>
<tr>
<th>Part</th>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>1</td>
<td>1.2, 1.3, 1.5, 1.6</td>
</tr>
</tbody>
</table>

Read the case scenario and answer the questions related to them:

CASE SCENARIO
Mrs Cary lives in a nursing home and receives full care from the support staff due to advanced dementia. She has four children who live close by, but her daughter Maria is her main carer. Maria lives around the corner and comes to visit Mrs Cary every day for an hour in the afternoons. Mrs Cary is unsettled in the afternoons and Maria’s presence seems to settle her. Maria provides information to the support workers about Mrs Cary and some unusual things that she says, as Mrs Cary sometimes says things that nobody else understands. Maria also provides assistance by providing new clothes for Mrs Cary, as well as activities for her to do.

Recently Maria seems rushed when she comes to visit, stays only a few minutes rather than the usual hour, and is dressed in business clothes, not her usual casual clothing. She is often too busy to speak to the staff. When she does speak to staff, she says how guilty she feels for visiting less, then gives staff a long list of explanations for why she needs to work.

1. What role does Maria have in Mrs Cary’s life?
2. What knowledge and skills of Maria’s benefit the support staff?
3. How does Maria’s support of Mrs Cary impact her own needs?
4. What type of support might you offer Maria?
Assessment activity 1 Part C: Acknowledging the carer as part of the care team

The following table maps this assessment activity against the element and performance criteria of Element 1 in CHCICS304B Work effectively with carers.

<table>
<thead>
<tr>
<th>Part</th>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>1</td>
<td>1.6</td>
</tr>
</tbody>
</table>

Read the government Carer’s Action Plan – 2007-2012 that is provided in OpenSpace. This government policy is specifically for NSW, however other states have similar policies. Based upon this government policy on supporting carers, make a list of at least five things that an aged care organisation should include in their own organisational policy and procedure on supporting carers.
Assessment activity 1 Part D: Acknowledging the carer as part of the care team

The following table maps this assessment activity against the element and performance criteria of Element 1 in CHCICS304B Work effectively with carers.

<table>
<thead>
<tr>
<th>Part</th>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>1</td>
<td>1.4, 1.7</td>
</tr>
</tbody>
</table>

Consider each of the following scenarios. Identify where the worker has protected or breached confidentiality, kept within or stepped outside the boundaries of their job role.

1. Mary, a support worker, is helping Sue to bathe her daughter, a young girl with autism and cerebral palsy. While they work together, Mary tells Sue about Jean, another parent from the support group Sue attends, and the troubles she is having with her own son’s care.

2. Linda declines an offer from a carer, Bill, to stay after her shift and have a drink with him.

3. Margaret tells her daughter about a little girl she provided support to today and the difficulties with her behaviour.

4. Louise offers to babysit the carer’s two non-disabled children, after her shift finishes, so that the carer can attend a parent teacher interview with her disabled child.

5. Sigrid tells her supervisor that the carer she saw today has bruises which she thinks are due to the care recipient’s aggressive behaviour.

6. Jeffrey talks to a client about making sure she thanks her husband for his care and support, after a conversation with the carer about how undervalued he feels in his caring role.
Assessment activity 1 Part E: Contributing to the inclusion of the carer in the care team

The following table maps this assessment activity against the element and performance criteria of Element 2 in CHCICS304B Work effectively with carers.

<table>
<thead>
<tr>
<th>Part</th>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>2</td>
<td>2.1, 2.2, 2.3, 2.5</td>
</tr>
</tbody>
</table>

Read the case study, then answer the questions that follow.

**Case study**

Linda is 30 years old and is married to Steve, who has multiple sclerosis (MS). They live in a rented unit, and have a three-year-old son, Mitchell. They have been married for nearly six years.

Steve’s MS was diagnosed three years into their marriage – just after Mitchell was born. Linda worked as a data entry clerk up until Mitchell was two but, due to the progression in Steve’s MS, he could no longer care for Mitchell so she had to give up work. They now live on pensions. As a consequence they cannot afford to go on outings or save any money and basically live week to week. They would like to have another child, but didn’t cope well as a family when Mitchell was first born (they separated for a few months) so they are not sure if they would manage.

Linda’s father helps them out a lot, especially with Mitchell, and takes him for a few days at a time when things are tough. Linda also has a close girlfriend who gives her emotional support. She misses seeing her friends and would really like to be able to work, both for the financial security it would give them, for the contact with other people.

Linda describes her health as good, but suffers from occasional anxiety attacks, which she takes medication to control.

Linda often has to speak on Steve’s behalf these days as he has trouble explaining himself and understanding what others are telling him. She takes him wherever he needs to go; but their outings are rare as he gets tired very quickly.

1. Imagine you are the support worker participating in a meeting to plan support for Linda and Steve. How would you ensure that Steve and Linda were included in and able to contribute to the planning process?

2. What features of the plan of support would demonstrate that it has been developed to meet the individual needs of Steve and Linda?

3. What issues is Linda facing as Steve’s carer?

4. Describe the relationship between Linda and Steve, and identify ways that a support worker can acknowledge and respect this relationship in providing support.
Assessment activity 1 Part F: Contributing to the inclusion of the carer in the care team

The following table maps this assessment activity against the element and performance criteria of Element 2 in CHCICS304B Work effectively with carers.

<table>
<thead>
<tr>
<th>Part</th>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>2</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Read the case scenario that follows from Part E, then complete the task that follows.

**Case study**
Linda talks to you, as the support worker, about ways in which she could go back to work. She is considering trying to find a job she can do from home.

Using the strengths-based solutions finding approach, suggest goals and solutions that would assist Linda to find employment.
**Assessment activity 1 Part G: Supporting the carer to maintain a suitable lifestyle**

The following table maps this assessment activity against the element and performance criteria of Element 3 in CHCICS304B Work effectively with carers.

<table>
<thead>
<tr>
<th>Part</th>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>3</td>
<td>All</td>
</tr>
</tbody>
</table>

Read the case scenario and answer the questions below:

**CASE SCENARIO**

Phillippa cares for her husband, Reg, at home. Reg has the early stages of Alzheimer’s disease. He is forgetful and sometimes gets angry and verbally aggressive. If Phillippa goes out, he rings her repeatedly on her mobile phone to ask her where she is; Phillippa feels harassed, as if she has to hurry home.

Their friends rarely come to visit them as Reg often forgets who they are and sometimes accuses them of stealing things. When Phillippa takes Reg out with her to the shops or appointments, he sometimes wanders off and gets lost or becomes agitated and wants to go home. Phillippa is exhausted. She finds it difficult to accept the changes to Reg’s personality caused by Alzheimer’s disease. She misses their friends and her own health is deteriorating because she cannot get out to shop properly or to see her doctor.

1. How has the caring role affected the lifestyle of the carer in a negative way?

2. If you were interviewing the carer, what questions would you ask and things would you observe to try to find out if the caring role was having a negative impact?

3. What would you suggest to the carer to help them achieve a lifestyle that is closer to the one they had prior to becoming a carer?

4. Research local government respite services and carer and support services to where you live, and make some suggestions about what types of help this carer could use in her situation?

5. If the carer was resistant to receiving help, what might you say to her to encourage her to see the positive lifestyle outcomes that could occur if she made some changes to the caring role?
Assessment activity 1 Part H: Identifying risk to the care relationship

The following table maps this assessment activity against the element and performance criteria of Element 4 in CHCICS304B Work effectively with carers.

<table>
<thead>
<tr>
<th>Part</th>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>4</td>
<td>All</td>
</tr>
</tbody>
</table>

Read the case study, then answer the questions that follow.

**Case study**
Karen and Tim are a couple in their thirties. They have three children: Sascha, three; Brandon, six; and Lachlan, eight. Last year Tim was in a serious car accident and sustained a severe head injury. He now has an acquired brain injury that has left him with memory problems, intermittent violent outbursts, balance problems and epilepsy.

Before Tim’s accident, he was the family’s main breadwinner, and Karen stayed at home to care for the children. They have had services in the home through the Transport Accident Commission (TAC) with additional help from Tim’s parents and Karen’s two sisters. Recently, the assistance through the TAC ceased, as it was time limited. Karen is in the process of trying to negotiate services through local home and community care services.

As Tim now gets only a disability pension, Karen is considering how she can return to work given that Tim still needs support in the home and Sascha is not yet at school.

In addition to this, Tim’s father has recently been diagnosed with prostate cancer; he and Tim’s mum are spending a great deal of time attending appointments and staying home while he is unwell. Karen’s younger sister has just had her first baby and also can’t help as much.

Lachlan has started to become defiant and rude; he is also bullying his younger brother and sister. Lachlan’s behaviour upsets Tim, causing him to become angry and at times verbally aggressive. Karen is so stressed she is having trouble sleeping and is suffering from migraines.

She has difficulty seeing Tim, the person she loved and married, in the man he has become, and she is concerned about the long-term impact of his condition and behaviour on their children.

1. How has Karen and Tim’s relationship changed over time?
2. Identify any key changes that indicate that there is a risk of Karen and Tim’s care relationship breaking down.
3. What specific issues might need to be reviewed in their individual care plan?
4. Discuss the possible outcomes if Karen was not to receive any additional support in her caring role.