



# **CHCCCS036 - Support relationships with carer and family**

## **Assessment 1 of 2**

### Short Answer Questions



## Assessment Details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

### SECTION 1

#### UNIT OF COMPETENCY DETAILS

Code	Title
CHCCCS036	Support relationships with carer and family

#### COURSE AND MODULE DETAILS

Assessments may be published in more than one course. Add lines for additional courses as needed.

Course Code (UPed)	Module Number (Order)	Module Code (UPed)
SOE3IS11A	7	M00285A

#### ASSESSMENT TYPE

<b>Assessment Method:</b> <i>Select all that apply.</i>	<b>Written Assessment</b>	Choose an item.	Choose an item.
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### SECTION 2

#### STUDENT INSTRUCTIONS

The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.

#### Student instructions

This is **assessment 1 of 2** for CHCCCS036 Support relationships with carer and family, in addition to the portfolio, third-party report and interview questionnaire completed in the SWLA process.

This assessment requires you to answer 16 questions to test your knowledge and understanding required of this unit.

To be assessed as competent, you must complete all tasks in the spaces required.

You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission.

#### Supporting documents

To answer some of the questions, you will need to access the following documents:

N/A

#### Files for submission

Submit the assessment document with all tasks completed in the spaces provided.

Submit the following files:

- Assessment document

#### Submission instructions

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



## **PDF File Submissions**

**Please save all Word documents as PDF files before submitting.**

**IMPORTANT:** Word documents will **not** be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

*Windows: Word 2013 and newer*

Choose **File > Export > Create PDF/XPS**.

*Windows: Word 2010*

1. Click the **File** tab
2. Click **Save As**
  - To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder
3. In the **File Name** box, enter a name for the file, if you haven't already
4. In the **Save as** type list, click **PDF (\*.pdf)**.
  - If you want the file to open in the selected format after saving, select the Open file after publishing check box.
  - If the document requires high print quality, click Standard (publishing online and printing).
  - If the file size is more important than print quality, click Minimum size (publishing online).
5. Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.
6. Click **Save**.

*macOS: Office for Mac*

To save your file as a PDF in Office for Mac follow these easy steps:

1. Click the **File**
2. Click **Save As**
3. Click **File Format** towards the bottom of the window
4. Select **PDF** from the list of available file formats
5. Give your file a name, if it doesn't already have one, then click **Export**

For more detailed instructions refer to [Microsoft Support](#).

## **SECTION 3**

### **ASSESSMENT TASK CRITERIA AND OUTCOME**

This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

## **SECTION 4**

### **ASSESSMENT DETAILS**

*Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.*

*The STUDENT INSTRUCTIONS above will be added directly into the LMS.*

*All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.*

*Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.*

Student name: Click or tap here to enter text

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The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

- Instructions to students
- Questions /tasks
- Templates /tables where applicable
- Links to supporting files /websites
- Instructions to assessors
- Sample answers /examples of benchmark answers

## SECTION 5

### STAKEHOLDERS AND SIGN OFF

List all that apply for each of the stakeholder roles below.

UPed Learning Designer/Author name	EduWorks / Rychelle Carmody
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

### Assessment Instructions

#### Task overview

This assessment task is divided into 16 questions. Read each question carefully before typing your response in the space provided.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



## Assessment Information

### Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Student name: Click or tap here to enter text

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### Question 1

Explain your understanding of a Carer?

(Word count: Approximately 70 - 80 words)

**Assessor instructions:** Benchmark standards of student responses provided below, however students' wordings may vary.

A carer is a person who gives unpaid care and support to their family members and friends who may have terminal illness, chronic conditions, frail or aged, mental health conditions or illnesses or alcohol and other drug misuse. Carers play a crucial role as often they are responsible for taking care of their family members or friends daily living activities such as showering, lifting, feeding, toileting, transport, medication management as well as providing social and emotional support.

### Question 2

Access the following [link](#) from Carers Australia and answer the questions below.

(Word count: Approximately 22 words)

**Assessor instructions:** Benchmark standards of student responses must be listed as those provided below,

a.	How many carers are there across Australia?
	2.65 million carers across Australia
b.	What is the average of age of a primary carer?
	Average age of a primary carer is 54
c.	What percentage do carers make up from the Australian population?
	Carers make up nearly 11% of the Australian population

### Question 3

This question has 2 parts relating to carer support access and resources.

- a. Why is it important for carer's to be able to access support organisations and resources?

(Word count: Approximately 55 – 60 words in total)

**Assessor instructions:** Benchmark standards of student responses provided below, however students' wordings may vary.

a	It's important for carers to have access to extra support to help them provide quality care to their family member. Having access to support organisations can allow carers to take time to prioritise their own health and wellbeing.
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- b. List at least 1 support organisation's details and 1 resource that carer's can access if needing support for the following:
- I. Emergency respite care
  - II. Financial support
  - III. Counselling service

	Support Organisation	Resource
I. Emergency respite care	Department of social services 1800 052 222 during business hours.	<a href="https://www.dss.gov.au/disability-and-carers/programmes-services/for-carers/commonwealth-respite-and-carelink-centres">https://www.dss.gov.au/disability-and-carers/programmes-services/for-carers/commonwealth-respite-and-carelink-centres</a>
II. Financial support	Department of Human Services Carer Allowance/Carer Payment	<a href="https://www.humanservices.gov.au/individuals/services/centrelink/carer-allowance">https://www.humanservices.gov.au/individuals/services/centrelink/carer-allowance</a>
III. Counselling service	Carer Gateway counselling services.	<a href="https://www.carergateway.gov.au/counselling">https://www.carergateway.gov.au/counselling</a>

#### Question 4

Complete the table below and describe at least 2 attitudes, stereotypes, false beliefs and myths that are associated with caring.

(Word count: Approximately 90 - 100 words in total)

**Assessor instructions:** Benchmark standards of student responses provided below, however students' wordings may vary.

<b>Attitudes</b>	1.	Negative: Caring for someone is a burden
	2.	Positive: Caring for someone can be seen as a positive responsibility that a carer will gladly taken on and is the natural cycle of family life.
<b>Stereotypes</b>	1.	Women are better off being a carer
	2.	Only older people are carers.
<b>False beliefs</b>	1.	A carer does not need any support to care for their loved family member or friend.
	2.	A carer should put their own needs aside.

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<b>Myths</b>	1.	You are only a carer if the person you care for lives with you.
	2.	You are only a carer if you help with shopping, cooking and cleaning.

**Question 5**

Describe the different pathways into service settings for the person being cared for and then explain the impacts this may have for the carer and their family.

(Word count: Approximately 150 – 155 words in total)

**Assessor instructions:** Benchmark standards of student responses provided below, however students’ wordings may vary.

Different pathways into service settings can include:

Short term and flexible care. This is where care services come to the home to help a person transition from hospital and can assist a person with recovery.

Entry level support at home: This is a support service that helps people with personal care, meals, food preparation and housework as well as transport, shopping, allied health and planned respite. Planned respite helps to give a carer a short break.

More complex support where a person who may no longer be able to live independently and who’s carer may not be able to take care of the person transitions into a residential setting for short or long term stays.

The impacts to a carer and family who place their family member or friend into a residential setting can trigger many emotions, for example:

- Guilt
- Denial
- Sadness
- Grief
- A sense of abandonment
- Fear of the unknown

**Question 6**

Complete the table below and list 2 each of the rights, roles and responsibilities for the following people in the care relationship.

(Word count: Approximately 295 - 300 words in total)

**Assessor instructions:** Benchmark standards of student responses provided below, however students’ wordings may vary.

	<b>Rights</b>	<b>Responsibilities</b>	<b>Role</b>
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Student name: Click or tap here to enter text

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<b>The person</b>	1. The right to privacy and confidentiality	To respect staff, volunteers and all other clients.	The role of the person being care for may include being able to make informed decisions that impact them, to be involved in identifying services that meet their needs and to have a representative (such as a carer) help in their decisions if the person does not have the capacity to do so.
	2. The right to complain about the service being received.	To advise a service if unable to attend appointments.	
<b>Family members</b>	1. To have their privacy respected.	To maintain confidentiality of all persons whom they meet through accessing a service.	The role of family members can vary, and may include providing personal, emotional and physical care and support to the person they care for.
	2. To have respect for their individual human worth and dignity.	To provide accurate and honest information to help the service in the treatment of the person they care for.	
<b>Friends</b>	1. To receive services that assist them to provide care and support.	Respect the human worth and dignity of the person they are caring for.	Friends have a key role in the carer relationship that can include having an active support role for the carer and their family member.
	2. To receive comprehensive information and training to help with their care roles.	Co-operate as much as possible with reasonable support aimed at supporting the person they are caring for.	
<b>Support Worker</b>	1. To a fair and safe workplace.	Supporting and helping with health care needs	Support workers play a vital role in the carer relationship such as helping the carer and person being care for with daily living skills, staying active, socialising, transport or delivering individual support plans.
	2. To fair pay and conditions.	Providing physical support which may include helping with household tasks and personal care.	

### Question 7

This question has 2 parts relating to the impacts of the carer role and different family structures.

**Assessor instructions:** Benchmark standards of student responses provided below, however students' wordings may vary.

Student name:

Student number:



(Word count: Approximately 145 - 150 words in total)

a.	Describe 1 positive and 1 negative impact of the caring role on the carer and family. Four impacts in total.
	The caring role can bring family members closer together as they work together to provide care and support for their loved one.
	One positive impact of being a carer is the sense of fulfillment and purpose that comes from providing care and support to someone who needs it.
	Caring for a loved one can be a demanding and stressful role, both physically and emotionally.
	The financial burden of caring can be significant, which can further add to the stress of the carer and family.

Student name: Click or tap here to enter text

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b.	Describe each type of family structure in the table below. For each type, explain potential issues or impacts on a person in the family structure.	
Family structure	Description	
Nuclear	<ul style="list-style-type: none"> <li>▪ Traditional type of family structure.</li> <li>▪ Generally consists of two parents and two children.</li> <li>▪ Parents have dual income – enough to support children’s upbringing.</li> <li>▪ Children have more opportunities in their upbringing.</li> </ul>	
Single parent	<ul style="list-style-type: none"> <li>▪ One parent raising one or more children on their own.</li> <li>▪ Usually face challenges with finances or childcare.</li> <li>▪ Usually close-knit relationships.</li> <li>▪ Opportunities usually limited.</li> </ul>	
Extended family	<ul style="list-style-type: none"> <li>▪ Consists of adults who are related by blood or marriage.</li> <li>▪ Usually includes lots of relatives living closely together.</li> <li>▪ Lots of support within this family structure.</li> </ul>	
Step-family	<ul style="list-style-type: none"> <li>▪ Two separate families merged into one through a new marriage.</li> <li>▪ Children are usually from previous marriages.</li> <li>▪ Usually encounter transition, adjustment and disciplinary problems.</li> </ul>	

**Question 8**

This question has 2 parts:

- a. Describe your understanding of life cycle transitions.
- b. List 5 types of life cycle transitions.

**Assessor instructions:** Benchmark standards of student responses provided below, however students’ wordings may vary.

(Word count: Approximately 63 - 65 words in total)

a.	Life cycle transitions refer to significant changes that occur in an individual's life as they progress through various stages of development. These transitions may be physical, cognitive, social, or emotional in nature and can have a profound impact on an individual's overall well-being.
b.	Life cycle transitions:
1.	School transitions
2.	Relationship transitions
3.	Employment transitions
4.	Residential transitions
5.	Illness transitions
	<p>Additional responses may include:</p> <ul style="list-style-type: none"> <li>• Death transitions</li> </ul>

Student name: Click or tap here to enter text

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- New life transitions

### Question 9

Describe the positive and negative impact of the lifecycle transition for a family who has an elderly member with a severe disability.

(Word count: Approximately 30 words in total)

**Assessor instructions:** Benchmark standards of student responses provided below, however students' wordings may vary.

Positive: Increased sense of closeness: Caring for an elderly family member with a severe disability can bring the family members closer together.

Negative: Financial strain: Caring for an elderly family member with a severe disability can be expensive.

Student name: Click or tap here to enter text

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### Question 10

Explain the difference between the social and medical model of service

(Word count: Approximately 40 – 60 words in total)

**Assessor instructions:** Benchmark standards of student responses provided below, however students' wordings may vary.

The Medical model – sees disability as an abnormal health condition that needs to be treated, fixed or cured. This model reiterates the limitations of what a person can and cannot do due to the nature of their disability.

The Social model – acknowledges and supports individuals with a disability as having equal rights to actively participate in community activities. The social model emphasises the impact our environment, values and attitudes within our community have on creating barriers and limitations for people with a disability.

### Question 11

Complete the following table and describe 2 basic principles for each for each approach:

(Word count: Approximately 245 - 250 words)

**Assessor instructions:** Benchmark standards of student responses provided below, however students' wordings may vary.

Approach	
<b>Person centred practice</b>	1. <b>Respect for the individual:</b> Person-centred practice is based on the belief that every individual has unique strengths, preferences, and needs. Therefore, it is essential to respect the individual's autonomy, choices, and decisions in all aspects of care and support.
	2. <b>Collaborative decision-making:</b> Person-centred practice involves collaboration between the individual, their support network, and the care provider in decision-making. This ensures that the individual's goals, preferences, and needs are at the centre of all decisions about their care and support.
<b>Strengths based practice</b>	1. <b>Focus on strengths:</b> Strength-based practice is based on the belief that individuals have inherent strengths and resources that can be leveraged to support their growth and development. It is essential to identify and build on these strengths, rather than focusing on deficits or weaknesses.
	2. <b>Empowerment:</b> Strength-based practice seeks to empower individuals by fostering a sense of self-efficacy, autonomy, and control over their lives. This can involve providing opportunities for self-determination, promoting self-advocacy, and building skills and knowledge to support independence and positive outcomes.
<b>Active support</b>	1. <b>Active support</b> is a person-centred approach to care and support that involves enabling individuals to participate actively in all aspects of their lives. This means

Student name:

Student number:



	supporting individuals to engage in meaningful activities, make choices, and take control of their lives.
	2. Active support involves hands-on assistance and support to help individuals achieve their goals and engage in meaningful activities. This means providing the necessary support to complete tasks independently, while also fostering a sense of control and autonomy over their lives.

**Question 12**

List 4 strategies you could use to work positively with carers and their family members.

**Assessor instructions:** Benchmark standards of student responses provided below, however students’ wordings may vary.

(Word count: Approximately 180 – 185 words)

1.	Build rapport and trust to establish positive relationships with carers and their families, e.g. using active listening, respecting their views, opinions and beliefs and showing understanding and empathy.
2.	Communicating effectively can positively contribute to strong relationship building with carers and their family members. This can involve being clear and concise in your communication, using simple language when necessary, and checking for understanding. It can also involve being responsive to their questions and concerns, and providing regular updates on the care process.
3.	Providing education and support can help carers and family members to better understand the care process and to feel more confident and capable in their caregiving roles. This can involve providing information about the condition being treated, offering training on specific caregiving tasks, or connecting them with support groups or counselling services.
4.	Involving carers and family members in the care planning process can help to ensure that their perspectives and preferences are taken into account. This can involve providing them with information about the care plan, soliciting their input, and collaboratively developing a plan that meets the needs of everyone involved.

**Question 13**

This question has 2 parts relating to social and emotional wellbeing frameworks.

- a. Access the following [link](#) to Victoria Health and describe your understanding of the Balit Murrup: Aboriginal social and emotional wellbeing framework.

(Word count: Approximately 30 - 35 words)

**Assessor instructions:** Benchmark standards of student responses provided below, however students’ wordings may vary.

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The Balit Murrup: Aboriginal social and emotional wellbeing framework is a key commitment under the Victorian Government to improve the social and emotional wellbeing and mental health of Aboriginal people, families and communities.

b. Access the [National Carer Strategy Framework](#) and identify the 6 priority areas of the framework.

1.	Priority 1: recognition and respect
2.	Priority 2: Information and access
3.	Priority 3: Economic security
4.	Priority 4: Services for carers
5.	Priority 5: Education and training
6.	Priority 6: Health and wellbeing

#### Question 14

You may refer to your placement organisation to answer this question.

List 2 organisational policies and procedures that relate to carers and their families.

(Word count: Approximately 10 - 15 words in total)

**Assessor instructions:** Benchmark standards of student responses are provided below, however students' wordings may vary.

1.	The rights and responsibilities of carers and their families
2.	Working with Families Policy

#### Question 15

This question has 3 parts relating to assistive technologies:

(Word count: Approximately 310 – 315 words in total)

**Assessor instructions:** Benchmark standards of student responses provided below, however students' wordings may vary

a. What is the role and use of assistance technologies?

Assistive technologies are devices, software, or equipment designed to help individuals with disabilities or impairments perform activities of daily living and improve their quality of life. For example, a walking aid, or smart device. The role of assistive technologies can help empower an individual to be more independent by providing support in areas where they may experience limitations.

Student name: Click or tap here to enter text

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b. How can assistive technologies support the carer, the family and the person receiving support.

**The person receiving support**

Assistive technologies can support the person receiving support by promoting independence, improving safety, and enhancing their overall quality of life. For example, assistive technologies such as mobility aids, communication devices, or home automation systems can help individuals with disabilities to perform tasks more easily and independently, communicate with others, and control their environment.

**The carer**

Assistive technologies can help carers by reducing their workload and the physical demands of caring, allowing them to focus on providing emotional and social support. For example, assistive technologies such as patient lifting devices, remote monitoring systems, or medication reminders can help carers to provide care more efficiently and effectively, while reducing the risk of injury or burnout.

**The family**

Assistive technologies such as GPS tracking devices or fall detection systems can provide family members with reassurance that their loved one is safe and secure, while remote monitoring systems or videoconferencing technologies can enable family members to stay connected and engaged with their loved one, even when they are not physically present.

c. Identify the scope and breadth of assistive technologies that are used across the life domains for the following:

Self care	Telehealth and remote monitoring systems to allow for virtual consultations and monitoring of vital signs
Continence and hygiene	Continence tools
Communication	Microphones, iPad, tablets
Mobility and transferring	Scoters, crutches, walkers, canes and wheelchairs
Cognition and memory loss	Smart Watches, smart phone with GPS, duress bracelet, medi bracelet, modified smart phone
Vision and hearing	Hearing aids, spectacles
Daily living activities	Walker or mobility device to improve clients mobility
Recreation leisure	Adapted gardening tools, adaptive fishing rods, pool lift
Education and employment	Education software, electronic resources and books and downloadable applications, e.g. Kindle
Home and other environments	Environmental control systems for lighting, temperature, and appliances

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Eating and drinking	Weighted utensils, non-skid plates and bowls, specialised and automated feeding devices, utensil holders
Pressure area management	Specialised mattresses for pressure relief and comfort, modified beds
Carer support	Smart devices, iPad, tablets.

**Question 16**

Review the following 2 Carer Assessment Tools and provide a brief explanation of each.

- a. [Needs Assessment Tool for Carers of People with a Chronic Condition \(NAT-CC\)](#)
- b. [The Carer Support Needs Assessment Tool Intervention \(CSNAT-I\)](#)

(Word count: Approximately 85 – 90 words in total)

**Assessor instructions:** Benchmark standards of student responses provided below, however students’ wordings may vary

a.	The NAT-CC assessment tool helps to identify issues that are important to the carer’s own health and wellbeing and to discuss with their GP.
b.	CSNAT-I is an intervention for supporting carers (family members/friends in an unpaid supportive role), delivered using a five-stage person-centred process of assessment and support. The tool enables carers to identify, express and prioritise domains where they need more support. Then a needs-led conversation explores the carer’s individual needs and what they feel would be helpful, enabling the delivery of tailored support.

**Question 17**

What are 2 strategies that a carer and their families could use to manage stress?

(Word count: Approximately 50 - 52 words in total)

**Assessor instructions:** Benchmark standards of student responses provided below, however students’ wordings may vary.

1.	Self-care, e.g. Carers and their families could practice self-care, e.g. eating well, engaging in physical activity, taking regular breaks and seeking support.
2.	Develop support systems – e.g. seeking support from other carers, joining a support group, seeking professional help or seeking support from community resources such as respite care or meal delivery services.

**Question 18**

Provide 2 examples of how you would protect client information at work. You may refer to your placement organisation to answer this question.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



**Assessor instructions:** Benchmark standards of student responses provided below, however students' wordings may vary

1.	Ensure robust record keeping and documentation systems (filing and archiving protocols) are in place.
2.	Password protecting files/documents.

### Question 19

Why is it important to obtain consent important before a client's information is disclosed to other parties?

(Word count: Approximately 37 - 40 words in total)

**Assessor instructions:** Benchmark standards of student responses provided below, however students' wordings may vary

Obtaining consent is a way of protecting clients' privacy. All services must mandate obtaining consent before sharing a client's information with others. Failing to obtain consent can result in legal and ethical violations for the service provider.

### Question 20

Damian is an Aboriginal man and is a carer for his wife. He works 4 days per week whilst support workers care for his wife while he is at work. Over the weekend his wife was hospitalised. On Monday he contacted his employer to let them know he will not be at work for the next 3 days due to his wife being in hospital. His employer was very supportive towards him taking personal leave.

Upon returning to work, a colleague loudly and sarcastically tells Damian that it was a waste of time going to work for just 1 day and he could have called in sick because his people always get special treatment!

Damian feels upset, embarrassed and humiliated as other work colleagues overheard the conversation.

(Word count: Approximately 50 - 52 words in total)

**Assessor instructions:** Benchmark standards of student responses provided below, however students' wordings may vary

a. Describe the type of discrimination that the work colleague demonstrated?	The work colleague is showing direct discrimination to Damian upon his return to work. He is being treated unfairly and less favourably because of his race.
b. What can Damian do about this situation?	Damian can either speak directly to his colleague and explain that what he is doing is inappropriate. He can advise his supervisor and make a complaint.

### Question 21

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



You may refer to your placement organisation to answer this question.

Complete the following table and Identify 2 legal and ethical requirements when working with the carer and their family member and explain how these apply in an organisation and as a support worker.

(Word count: Approximately 255 – 260 words in total)

**Assessor instructions:** Benchmark standards of student responses provided below, however students' wordings may vary

Legal requirements	Applied in an Organisation	Applied as a support worker
1. Privacy and confidentiality	Client records in an organisation must be kept safe, secure and only shared on a need-to-know basis.	As a support worker, it is important to respect client privacy and to only discuss client information with other healthcare professionals involved in their care.
2. Informed consent	Policies and procedures must be in place as guidance and support for all staff to be aware of the requirements of informed consent. Also, clients and their families must be provided with information about Informed Consent and what this entails to ensure they have a clear understanding.	This means that support workers must not disclose any information about the client or their family without their consent, unless required by law or necessary to prevent harm
Ethical requirements	Applied in an Organisation	Applied as a support worker
1. Duty of care	An organisation must ensure relevant policies and procedures are implemented to promote the safety and wellbeing of employees and clients and their carers.	Support workers have a duty of care to anyone who might reasonably be affected by their activities, requiring them to act in a way that does not expose others to an unreasonable risk of harm – physical, psychological or financial. Workers are both ethically and legally accountable for their actions.
2. Exercise autonomy	Organisations must ensure that all clients are given the opportunity to make decisions about their care, and that support workers communicate clearly and honestly with clients and their families about their care options.	Support workers must respect the client's right to make their own decisions about their care and treatment, and must support the client's independence and self-determination.

## Question 22

What are 3 benefits of adhering to your work role boundaries as a support worker?

(Word count: Approximately 150 - 155 words in total)

**Assessor instructions:** Benchmark standards of student responses provided below, however students' wordings may vary

Student name:

Student number:



1.	Adhering to work role boundaries can also help support workers build their professional development. By focusing on their specific role and responsibilities, support workers can develop specialised skills and knowledge that can benefit both themselves and their clients. This can lead to greater job satisfaction, career growth, and opportunities for advancement within the field.
2.	Adhering to work role boundaries can help support workers maintain a high level of professionalism in their work. This includes following ethical guidelines and maintaining appropriate boundaries with clients. By upholding these standards, support workers can build trust with clients and create a positive working environment.
3.	Adhering to work role boundaries can help support workers avoid potential legal or ethical issues. By providing care within their scope of practice and following legal and ethical guidelines, support workers can prevent situations that could lead to liability issues. This can protect both the support worker and the organisation they work for.

### Question 23

You may refer to your placement organisation to answer this question. List 3 work responsibilities as a support worker.

(Word count: Approximately 60 - 65 words in total)

**Assessor instructions:** Benchmark standards of student responses provided below, however students' wordings may vary

1.	Providing personal care tasks such as bathing, dressing, grooming, and toileting.
2.	Supporting the client with daily living activities such as transport, housekeeping, meal preparation.
3.	Support workers are often required to keep accurate records of the care provided to clients, including details on the tasks performed, any changes in the client's condition, and any concerns or issues that arise during care.

### Question 24

You may refer to your placement organisation to answer this question. Describe 2 work limitations as a support worker that can impact your work from being done effectively.

(Word count: Approximately 56 - 60 words in total)

**Assessor instructions:** Benchmark standards of student responses provided below, however students' wordings may vary

1.	When clients exhibit challenging behaviours such as aggression. This can create a safety risk for both the client and support worker.
2.	Limited availability: for examples, support workers may not always be available to provide care for the client which may impact the consistency of care provided and may lead to gaps in support for the client.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text





**Congratulations you have reached the end of Assessment 1!**

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Student name: Click or tap here to enter text

Student number: Click or tap here to enter text

