## Version control & document history

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</table>
**TABLE OF CONTENTS**

This is an interactive table of contents. If you are viewing this document in Acrobat, clicking on a heading will transfer you to that page. If you have this document open in Word, you will need to hold down the Control key while clicking for this to work.

**LEARNER GUIDE**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. PROVIDING HOME AND COMMUNITY SUPPORT SERVICES</td>
<td>12</td>
</tr>
<tr>
<td>1. Determining Requirements of Individual Plan</td>
<td>16</td>
</tr>
<tr>
<td>1.1 Reading and Interpreting Individualised Plans</td>
<td>17</td>
</tr>
<tr>
<td>1.2 Preparing For Your Visit to a Client’s Home</td>
<td>19</td>
</tr>
<tr>
<td>2. Establishing Relationship in the Home</td>
<td>20</td>
</tr>
<tr>
<td>2.1 Your Organisation’s Procedures</td>
<td>20</td>
</tr>
<tr>
<td>2.2 Communicating with the Person</td>
<td>23</td>
</tr>
<tr>
<td>2.3 Engaging Appropriately with Others in the Client’s Residence</td>
<td>25</td>
</tr>
<tr>
<td>2.4 Checking for Hazards to Health</td>
<td>26</td>
</tr>
<tr>
<td>3. Operating Respectfully in the Home</td>
<td>32</td>
</tr>
<tr>
<td>3.1 Implementing Individualised Plans</td>
<td>32</td>
</tr>
<tr>
<td>3.2 Complying with Duty of Care Requirements</td>
<td>34</td>
</tr>
<tr>
<td>3.3 Demonstrating Respect and Sensitivity Towards Others</td>
<td>36</td>
</tr>
<tr>
<td>3.4 Dealing with Ethical Dilemmas, Behaviours of Concern, Possible Abuse and Neglect</td>
<td>37</td>
</tr>
<tr>
<td>3.5 Maintaining the Client’s and Carer’s Privacy and Confidentiality</td>
<td>48</td>
</tr>
<tr>
<td>4. Completing Reporting and Documentation</td>
<td>49</td>
</tr>
<tr>
<td>4.1 Completing and Maintaining Documentation Within Your Organisation’s Reporting Requirements</td>
<td>50</td>
</tr>
<tr>
<td>4.2 Ensuring Any Arrangements for Follow Up Visits are Documented</td>
<td>51</td>
</tr>
<tr>
<td>II. SUPPORTING RELATIONSHIPS WITH CARERS AND FAMILIES</td>
<td>52</td>
</tr>
<tr>
<td>1. Including Carers and Family as Part of the Support Team</td>
<td>54</td>
</tr>
<tr>
<td>1.1 Assessing and Acknowledging the Role of Carers and Family</td>
<td>56</td>
</tr>
<tr>
<td>1.2 Recognising and Supporting Carers</td>
<td>58</td>
</tr>
<tr>
<td>1.3 Involving Carers and Families in the Design and Delivery of the Person’s Support Services</td>
<td>60</td>
</tr>
<tr>
<td>2. Assessing and Responding to Changes in the Care Relationship</td>
<td>62</td>
</tr>
</tbody>
</table>
2.1 Assessing Potential Risks of Change to the Care Relationship .......................................................... 64
2.2 Supporting the Person, Carer, and Family ......................................................................................... 65
3. Monitor the and Promoting Carer Rights, Health and Wellbeing ......................................................... 67
  3.1 The Needs and Issues Affecting Carers in Supporting the Care Relationship with the Person .......... 67
  3.2 Providing Carers and Families with Information About Carer Support Services .............................. 70

CONCLUSION ........................................................................................................................................... 74
What have we learned? ......................................................................................................................... 74
What next? ............................................................................................................................................. 74
FEEDBACK ............................................................................................................................................... 75
LEARNER GUIDE

Unit Description

CHCHC001 – Provide home and community support services
This unit describes the skills and knowledge required to work in a home support environment and community settings with individuals, family members, staff, visitors, suppliers and others to meet established work requirements.

This unit applies to workers in a community services context. Work performed requires some discretion and judgement and is carried out under regular direct or indirect supervision.

CHCCCS025 - Support relationships with carers and families
This unit describes 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.

This unit applies to workers across a range of community services contexts.

About this Unit of Study Introduction
As a worker, a trainee, or a future worker you want to enjoy your work and become known as a valuable team member. This unit of competency will help you acquire the knowledge and skills to work effectively as an individual and in groups. It will give you the basis to contribute to the goals of the organisation which employs you.

It is essential that you begin your training by becoming familiar with the industry standards to which organisations must conform.

These units of competency introduce you to some of the key issues and responsibilities of workers and organisations in this area. The unit also provides you with opportunities to develop the competencies necessary for employees to operate as team members.
This Learner Guide Covers

Providing Home and Community Support Services

1. Determining requirements of individualized plans
2. Establishing relationships in the home
3. Operating respectfully in the home
4. Reporting and documentation

Support Relationships with Carers and Families

1. Including carers and family members as part of the support team
2. Assessing and responding changes in the care relationship
3. Monitoring and promoting carer rights, health and well-being

Learning Program

As you progress through this unit of study you will develop skills in locating and understanding an organisation’s policies and procedures. You will build up a sound knowledge of the industry standards within which organisations must operate. You will become more aware of the effect that your own skills in dealing with people has on your success or otherwise in the workplace. Knowledge of your skills and capabilities will help you make informed choices about your further study and career options.

Additional Learning Support

To obtain additional support you may:

- Search for other resources. You may find books, journals, videos and other materials which provide additional information about topics in this unit.
- Search for other resources in your local library. Most libraries keep information about government departments and other organisations, services and programs. The librarian should be able to help you locate such resources.
- Contact information services such as Infolink, Equal Opportunity Commission, Commissioner of Workplace Agreements, Union organisations, and public relations and information services provided by various government departments. Many of these services are listed in the telephone directory.
- Contact your facilitator.
Facilitation

Your training organisation will provide you with a facilitator. Your facilitator will play an active role in supporting your learning. Your facilitator will help you any time during working hours to assist with:

- How and when to make contact,
- What you need to do to complete this unit of study, and
- What support will be provided.

Here are some of the things your facilitator may do to make your study easier:

- Give you a clear visual timetable of events for the semester or term in which you are enrolled, including any deadlines for assessments.
- Provide you with online webinar times and availability.
- Use 'action sheets' to remind you about tasks you need to complete, and updates on websites.
- Make themselves available by telephone for support discussion and provide you with industry updates by e-mail where applicable.
- Keep in touch with you during your studies.

Flexible Learning

Studying to become a competent worker is an interesting and exciting thing to do. You will learn about current issues in this area. You will establish relationships with other students, fellow workers, and clients. You will learn about your own ideas, attitudes, and values. You will also have fun. (Most of the time!)

At other times, studying can seem overwhelming and impossibly demanding, particularly when you have an assignment to do and you aren't sure how to tackle it... and your family and friends want you to spend time with them... and a movie you want to see is on television....

Sometimes being a student can be hard.

Here are some ideas to help you through the hard times. To study effectively, you need space, resources, and time.
Space

Try to set up a place at home or at work where:

1. You can keep your study materials,
2. You can be reasonably quiet and free from interruptions, and
3. You can be reasonably comfortable, with good lighting, seating, and a flat surface for writing.

If it is impossible for you to set up a study space, perhaps you could use your local library. You will not be able to store your study materials there, but you will have quiet, a desk and chair, and easy access to the other facilities.

Study Resources

The most basic resources you will need are:

1. A chair
2. A desk or table
3. A computer with internet access
4. A reading lamp or good light
5. A folder or file to keep your notes and study materials together
6. Materials to record information (pen and paper or notebooks, or a computer and printer)
7. Reference materials, including a dictionary

Do not forget that other people can be valuable study resources. Your fellow workers, work supervisor, other students, your flexible learning facilitator, your local librarian, and workers in this area can also help you.
Time

It is important to plan your study time. Work out a time that suits you and plan around it. Most people find that studying in short, concentrated blocks of time (an hour or two) at regular intervals (daily, every second day, once a week) is more effective than trying to cram a lot of learning into a whole day. You need time to 'digest' the information in one section before you move on to the next, and everyone needs regular breaks from study to avoid overload. Be realistic in allocating time for study. Look at what is required for the unit and look at your other commitments.

Make up a study timetable and stick to it. Build in 'deadlines' and set yourself goals for completing study tasks. Allow time for reading and completing activities. Remember that it is the quality of the time you spend studying rather than the quantity that is important.

Study Strategies

Different people have different learning 'styles'. Some people learn best by listening or repeating things out loud. Some learn best by 'doing', some by reading and making notes. Assess your own learning style, and try to identify any barriers to learning which might affect you. Are you easily distracted? Are you afraid you will fail? Are you taking study too seriously? Not seriously enough? Do you have supportive friends and family? Here are some ideas for effective study strategies:

Make notes. This often helps you to remember new or unfamiliar information. Do not worry about spelling or neatness, as long as you can read your own notes. Keep your notes with the rest of your study materials and add to them as you go. Use pictures and diagrams if this helps.

Underline key words when you are reading the materials in this learner guide. (Do not underline things in other people's books.) This also helps you to remember important points.

Talk to other people (fellow workers, fellow students, friends, family, or your facilitator) about what you are learning. As well as helping you to clarify and understand new ideas, talking also gives you a chance to find out extra information and to get fresh ideas and different points of view.
Using this Learner Guide

A learner guide is just that, a guide to help you learn. A learner guide is not a textbook. Your learner guide will:

1. Describe the skills you need to demonstrate to achieve competency for this unit;
2. Provide information and knowledge to help you develop your skills;
3. Provide you with structured learning activities to help you absorb knowledge and information and practice your skills;
4. Direct you to other sources of additional knowledge and information about topics for this unit.

How to Get the Most Out of Your Learner Guide

Read through the information in the learner guide carefully. Make sure you understand the material.

Some sections are quite long and cover complex ideas and information. If you come across anything you do not understand:

1. Talk to your facilitator;
2. Research the area using the books and materials listed under Resources;
3. Discuss the issue with other people (your workplace supervisor, fellow workers, fellow students);
4. Try to relate the information presented in this learner guide to your own experience and to what you already know.
5. Ask yourself questions as you go. For example, 'Have I seen this happening anywhere?' 'Could this apply to me?' 'What if....' This will help you to 'make sense' of new material, and to build on your existing knowledge.
6. Talk to people about your study.
7. Talking is a great way to reinforce what you are learning.
8. Make notes.
9. Work through the activities.

Even if you are tempted to skip some activities, do them anyway. They are there for a reason, and even if you already have the knowledge or skills relating to a particular activity, doing them will help to reinforce what you already know. If you do not understand an activity, think carefully about the way the questions or instructions are phrased. Read the section again to see if you can make sense of it. If you are still confused, contact your facilitator or discuss the activity with other students, fellow workers or with your workplace supervisor.
Learning Checkpoints

This learner guide contains learning checkpoints which are represented by the following icons:

- **Checkpoint! Let’s Review**
- **Further Reading**

**Further Reading** checkpoints direct you to external resources that are highly recommended for you to read. They also contain additional questions to facilitate supplementary learning and to guide you relate what you have read in real life.

**Checkpoint! Let’s Review** contain review questions for you to answer on your own to ensure that you have learned key points from the relevant section. If you have a hard time answering these questions, worry not. You can always revisit chapters and take another shot at these review questions.

**Additional Research, Reading, and Note-Taking**

If you are using the additional references and resources suggested in the learner guide to take your knowledge a step further, there are a few simple things to keep in mind to make this kind of research easier.

Always make a note of the author's name, the title of the book or article, the edition, when it was published, where it was published, and the name of the publisher. This includes online articles. If you are taking notes about specific ideas or information, you will need to put the page number as well. This is called the reference information. You will need this for some assessment tasks, and it will help you to find the book again if you need to.

Keep your notes short and to the point. Relate your notes to the material in your learner guide. Put things into your own words. This will give you a better understanding of the material.

Start off with a question you want answered when you are exploring additional resource materials. This will structure your reading and save you time.
I. PROVIDING HOME AND COMMUNITY SUPPORT SERVICES

The previous Learner Guides covered the support worker’s contribution in supporting the client’s independence and well-being, working legally and ethically, and working in health and community services, including being able to work with diverse people and communicating effectively.

This Learner Guide will focus on the key knowledge and skills relevant to the provision of home and community support. It will cover:

- Providing Home and Community Support Services
- Supporting Relationships with Carers and Families

Part I of this Learner Guide will cover key knowledge and skills in providing home and community support services. Specifically, this part will discuss:

- Determining Requirements of Individual Plan
- Establishing Relationship in the Home
- Operating Respectfully in the Home
- Completing Reporting and Documentation

Before proceeding, let’s try to understand more about what home and community support services are.

---

**Home and Community Care (HACC)**

Provides a range of basic maintenance and home support services so people can continue living independently at home for longer.

(Sourced from www.agedcareguide.com.au)
The following are concepts and practices relevant to the provision of home and community support services:

- **Person-Centred Practice**
  It sees the person with a disability as an individual rather than a sick person. The person must also be valued and is worthy of respect no matter their disability.

  *Its impact on the client:*
  In the home and community support sector, instead of the client having to fit into existing programs and services, planning and support will begin with the person and their life goals and ambitions.

  This is especially apparent in the home and community support services where the support provided is adapted to the client's usual activities and routine in his/her own home and community environment.

- **Consumer-Directed Care**
  Consumer Directed Care (CDC) is a model of service delivery designed to give more choice and flexibility to consumers. Consumers who receive a Home Care Package will have more control over the types of care and services they access and the delivery of those services, including who delivers the services and when.
- **Empowerment**
  It is developing a person’s skills and capabilities to promote his/her independence. It is demonstrated through doing a task with the person rather than doing a task for that person.

  *Examples:*
  The following are just a few examples of practices that help promote clients’ empowerment:
  - Ensuring the client’s dignity of risk while maintaining duty of care
  - Ensuring the client is provided the opportunity to make decisions for himself/herself
  - Ensuring the client maintains independence

  *Its impact on the client:*
  Empowerment practices impact the individual by:
  - Building trust and respect in the care relationship
  - Promoting client’s self-esteem and self-worth
  - Helping client feel independent and have more control of his/her own life.

- **Disempowerment**
  It means depriving the individual of the power to take control of their own lives.

  *Examples:*
  The following are examples of how you can disempower the client:
  - Limiting the client’s activities to minimise risks for injuries
  - Making decisions for the client/not considering the client’s needs and preferences
  - Doing everything for the client

  *Its impact on the client:*
  Disempowerment may make the client lose self-worth and self-esteem and feel helpless.

**Checkpoint! Let’s Review**

1. In your own words, briefly define what home and community support services are.

2. In your own words, briefly discuss *empowerment* and *disempowerment*. Provide one (1) example of practices for each.
Relevant policy and programs in the provision of home and community support include the following:

- **Home and Community Care (HACC)**
  HACC support is designed to assist people with care and support needs by providing basic maintenance and home support services so they can continue to live independently at home.

- **Department of Veterans’ Affairs (DVA)**
  Department of Veterans’ Affairs (DVA), and on behalf of the Australian Government, provides assistance for veterans, war widows and eligible dependents with health and other care services.

- **Government Community Care Directions**
  The Australian Government offers assistance with a range of home care services. Services include personal care, meals assistance, nursing care and domestic assistance (Home Care Package). There are four levels of home care packages.
    - Level 1 supports people with basic care needs
    - Level 2 supports people with low-level care needs
    - Level 3 supports people with intermediate care needs
    - Level 4 supports people with high-level care needs.

  An assessment by the Aged Care Assessment Team (ACAT, or ACAS in Victoria) is required to determine eligibility for government-subsidised aged care services.
Further Reading

In Aged Care, the Commonwealth Home Support Programme (CHSP) is one of the changes made by the Australian Government to the aged care system to help older people stay independent in their own homes and communities. Read more about the program through the following link:

Commonwealth Home Support Programme

Access and learn more about the DVA and ACAT/ACAS services through the following links:

Department of Veteran's Affairs
Aged Care Assessment Team (ACAT) Assessments

1. Determining Requirements of Individual Plan

In the provision of individual support services, including home and community support, support provided must always align with the requirements identified in client’s individualised plans. This is part of the person-centred approach that service providers follow in the delivery of services.

As you can recall, in the person-centred approach, the person or the client is placed at the centre of the delivery of services – he/she is the primary decision-maker on matters relevant to his/her care and support. As opposed to the institutionalised model of service delivery, the person-centred approach ensures that support practices are optimised to meet the holistic needs of the person. The person, his/her needs, goals, and requirements are the primary focus here.

One way of ensuring that practices align with the person-centred approach is working in accordance with individualised plans. Individualised plans are important because these are documentation created from person-centred planning meetings in consultation with the person him/herself together with his/her family and carers.

This section of the Learner Guide will discuss about individualised plans, reading and following these individualised plans as well as confirming purpose and time of visit, and preparing equipment and resources needed for the visit.
1.1 Reading and Interpreting Individualised Plans

Can you recall what individualised plans are?

**Individualised plans** are documentation of client’s information relevant to the provision of his/her own care and support.

Individualised plans, sometimes called lifestyle plans, person-centred plans, care or support plans, vary across organisations, but they usually contain:

- the client’s basic information (name, history, condition, allergies if any);
- the client’s holistic needs (physical, emotional, psychological, and spiritual);
- the client’s goals in terms of their holistic needs;
- strategies in supporting and empowering the client to meet their holistic needs;
- the client’s behaviour(s) of concern, if any;
- other information such as medication, the specialist personnel to contact when the need arise.

Other than those listed above, individualised plans also contain people who are responsible for the implementation of the plan, and re

In the provision of home and community support, individualised plans are also used by the support staff to ensure support practices used meet and address the client’s needs, preferences, goals, and other requirements.

**Checkpoint! Let’s Review**

1. In your own words, briefly discuss the purpose of individualised plans.

2. What information is included in a client’s individualised plan? Provide at least four (4).
Below is a sample of individualised plan:

### Individualised Plan

**Name of service provider who will use this plan:**
Lotus Compassionate Care

<table>
<thead>
<tr>
<th>First Name:</th>
<th>Matthew “Matty”</th>
</tr>
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<tr>
<td>Surname:</td>
<td>Crowley</td>
</tr>
<tr>
<td>Date of Birth:</td>
<td>19 May 1967</td>
</tr>
<tr>
<td>Date Plan Written:</td>
<td>September 2016</td>
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<tr>
<td>Gender:</td>
<td><img src="male.png" alt="Male" /> <img src="female.png" alt="Female" /></td>
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**ONGOING NEEDS**

**Language and Communication Needs**
Matty can communicate his needs and emotions properly with no need for prompting or communication aids and or equipment. He is independent in meeting his language and communication needs.

**Mobility and Transferring**
Matty needs support in mobility and getting places. Matty uses a wheelchair indoors and outdoors to get to places. Specifically he needs to be supported in transferring in and out of bed, getting in and out of the shower and bath tub, getting in and out of the car, and transferring from his wheelchair to chairs, couch, and toilet. A standing hoist is available at his home and this must be used when supporting Matty in transferring.

Matty’s home also has a number of modifications installed to assist him in transferring. Ensure that when supporting Matty’s mobility support him to use the handrails installed in the bathroom.

When supporting Matty, support staff must ensure use of proper manual handling.

**Eating, Drinking, and Dietary Needs**
Matty is vegetarian and can eat and drink with little to no support from others.

He enjoys cooking his own meals. He can be supported in this by preparing and putting the cooking equipment and ingredients within his reach. He prepares the food on the accessible countertop installed in his kitchen.

**Toileting and Continence Needs**
Matty requires support in getting inside and outside the restroom, as well as transferring from his wheelchair to the toilet.

Matty is provided with urinal bottles and a bed pan for urinating. He needs support in emptying used urinal bottles and bed pan. Safety and proper infection control procedures must be followed in doing this to minimise risk of infection.

**Likes and Dislikes**
Matty enjoys cooking vegetarian food and going downtown to buy ingredients. He also enjoys reading books and visiting his favourite bookstores: Argosy Books and Geiger’s Bookstore.

**Reviewed by:** Marianne Reynolds  
**Signature:** M. Reynolds  
**Date of next review:** October 2016
1.2 Preparing For Your Visit to a Client’s Home

Confirming Purpose and Time of Visit

In preparation for a visit to a client’s home, ensure you confirm the purpose and time of visit in consultation with your supervisor. You might be assigned to a schedule that will require regular visits to a client’s home or you might be assigned spontaneously whenever the need arise (e.g. covering work for a co-worker who is sick and cannot come to work).

The purpose and time of visit may also be confirmed with the client him/herself or with his/her carer and family, depending on the arrangement for the delivery of support services.

The following details must be confirmed with relevant personnel before the actual date of visit.

- Date
- Time and length of visit
- Purpose of visit
- Outcomes you hope to achieve
- Other details
  (For example, if you are visiting together with another support worker or a specialist required for that visit)

Preparing Equipment and Resources Needed for the Visit

You will also need to prepare a number of equipment, resources, and document required for the visit. This will include but not limited to:

- Gloves
- Apron
- Hand wash
- Important documents such as your ID card and your client’s individualised plans
- Progress notes and other documentation

The client will also have other equipment such as his/her independent aids at home.

Important! Remember to maintain your client’s privacy and confidentiality at all times. When handling your client’s progress notes and individualised plans, ensure that you handle them with care. Place them in a safe location, where no one else can see them – such as a locked or password protected briefcase.

If these documents are in electronic format, ensure the applications or the mobile device is password protected.
2. Establishing Relationship in the Home

Crucial to successfully performing your role and duties as a support worker in the home and community care sector is being able to establish positive and healthy working or professional relationships with your client and your client’s families and procedures. We place an emphasis here on maintaining professional relationships as support workers are legally and ethically required to maintain professional boundaries from their clients and their families and carers.

When working in home and community support work, you might be able to interact with people at home other than your client(s). They include but not limited to:

- Client's family members
- Client's significant other
- Domestic helper
- Children
- Visiting friends and relatives

This section will guide you through establishing relationships in the home.

2.1 Your Organisation’s Procedures

Although you will be working in your client’s home away from the care facility, you still must always adhere or follow your organisation’s policies and procedures. These are usually available in the Staff Handbook provided to you on your first day at work. Your organisation’s policies and procedures will also most likely cover policies and procedures for working remotely and for working while inside client’s homes.

These policies and procedures will include but not limited to:

- Code of conduct while working in your clients’ homes, including proper dress code, attendance, punctuality, and maintaining professionalism.
- Work health and safety procedures
- Privacy, confidentiality, and dignity
- Dealing with complaints and grievances
- Reporting
Hi! My name is Jane.
I’m a support worker
from Lotus
Compassionate Care.

Assuring your identity before entering clients’ homes

Support workers must always follow their organisation’s protocols for assuring their identities before entering clients’ homes. This might not matter for some people, however, this can become a safety issue for others. Of course, you would not let any stranger inside your home as well that easy, so as part of protocol, support workers are required to do this.

The protocols for this will greatly depend on your organisation. They may include but not limited to:

- Knocking on the door first or ringing the door bell before anything else. Don’t let yourself in without any permission from inside, even if the gate or the door is open.

- Saying a line of introduction such as “Good morning, My name is [Your name]. I’m the support worker from [Name of the organisation/service provider].”

- Showing documentation to attest your identity, such as Identification Card (ID).

- Clarifying first if it’s okay to come inside and perform work. Even if you are scheduled for work that day, the client and other people at home might be busy or have other plans for that day that will make it impossible for you to complete work.

- Reporting any issues, concerns, or problems to your supervisor as soon as possible. For example, when no one is answering the door or when no one is at home.

When assuring of your identity ensure you maintain professionalism and confidence. Face the person opening the door for you and maintain eye contact when communicating (also don’t forget to smile). If you are talking to the client him/herself ensure use of his/her preferred communication method.

Remember, you are trying to garner the trust of you clients and other people at home, which is a very important aspect in establishing support worker-client relationship!

**Important!** Remember to ensure your own safety as well when visiting client’s homes. You may call first to confirm that the client is at home. Report any issues, concerns, and problems immediately to your supervisor – these include any risk present at the client’s home or when no one is answering the door.
Further Reading

Lotus Compassionate Care is a simulated care facility that you will be using throughout the course assessments.

Found in the link below is a copy of the Lotus Compassionate Care Handbook for your reference.

Lotus Compassionate Care Handbook v1.1
Username: [redacted] Password: [redacted]

This handbook contains the policies and procedures that all staff at Lotus Compassionate Care must follow.

Browse through the Travel and Working Alone (page 32 – 33) section of the handbook.

Provide a summary of the procedures that support workers must follow when they are at the client’s home.

Further Reading

Here’s a guide from Work Health and Safety Queensland for working safely in people’s homes.

Guide to Working Safely in People’s Homes

The guide covers manual tasks, aggressive, occupational stress, and other risks that support workers might be exposed to when working in clients’ homes.

Checkpoint! Let’s Review

1. Identify at least three (3) ways in assuring your identity before entering clients’ homes.

2. In your own words, briefly discuss why it’s important to assure your identity before entering clients’ homes.
2.2 Communicating with the Person

Communication is a key aspect in establishing relationship in the home. In the home and community support sector, communication is used in providing information, receiving and clarifying instructions, clarifying purpose of visit, and confirming the person’s consent.

When you arrive at work, it is never enough to just simply go there and follow whatever is written in the individualised plan you have in hand. You will need to constantly communicate with your client.

When communicating with your client, ensure you use of client’s preferred communication method. This is usually identified in your client’s individualised plan.

Here are some communication tips for you in providing home and community care and support.

- Introduce yourself first.
- Always ask the client’s consent before starting a task.
- Confirm details in the individualised plan.
- Be courteous in your tone when speaking with your client.
- Look at the client when addressing him/her.
- Use positive emotions such as smiling.
- Ask questions about things that are unclear to you.
- Mind your non-verbal communication cues (your posture, your facial expression, your gestures, etc.)

Providing Opportunities for the Person to Express any Issues or Concern

Part of communicating with the person is also providing opportunities for the person to give feedback including expressing issues and concern – after all effective communication in individual support is a two-way process and never one-way. The person may be experiencing pain that you don’t know of, you may be doing something incorrectly,
Further Reading

Lotus Compassionate Care is a simulated care facility that you will be using throughout the course assessments.

Found in the link below is a copy of the Lotus Compassionate Care Handbook for your reference.

Lotus Compassionate Care Handbook v1.1
Username: [redacted]  Password: [redacted]

This handbook contains the policies and procedures that all staff at Lotus Compassionate Care must follow.

Browse through the Privacy and Confidentiality Policy section (page 23 – 24) and Privacy and Dignity section (page 24 – 25) of the handbook and attempt to answer the following questions:

- True or False. Personal information may be collected with or without the person’s informed consent.
- True or False. Client’s personal information only includes his/her name, age, and information about his/her medical condition.
- According to the Staff Handbook, in what ways can you ensure the client’s privacy and dignity when providing personal care support? Provide at least three (3) ways.

4. Completing Reporting and Documentation

The support worker’s role and responsibilities may also involve recording information and completing and handling documents. These include but not limited to:

- Progress reporting
- Completing progress notes
- Incident reporting
- Reporting and recording observations
When performing these tasks or tasks similar to these, ensure that you follow your organisation’s policies and procedures for this.

**4.1 Completing and Maintaining Documentation Within Your Organisation’s Reporting Requirements**

Organisations have policies and procedures covering different aspects of the workplace (e.g. induction or orientation, work health and safety, dress code, and many more). Organisations, most likely, also have policies and procedures for recording and reporting information in the workplace. These may include but not limited to:

- Organisational style guides, templates, and forms to be used when completing documentation.
- To whom observations are reported
- Concerns and issues that must be reported to the supervisor immediately
- Maintaining privacy and confidentiality
- Recording progress notes objectively and accurately
- Providing factual and truthful information
- Records management protocols and procedures

**Further Reading**

Lotus Compassionate Care is a simulated care facility that you will be using throughout the course assessments.

Found in the link below is a copy of the Lotus Compassionate Care Handbook for your reference.

Lotus Compassionate Care Handbook v1.1
Username: [REDACTED]  Password: [REDACTED]

This handbook contains the policies and procedures that all staff at Lotus Compassionate Care must follow.

Browse through the ‘Reporting’ section (page 27 - 28) of the handbook and attempt to answer the following questions:

- True or False. In incident reporting, not all incidents are required to be reported.
- What form is used for reporting hazards at Lotus Compassionate Care?
- Provide a summary of procedures for progress reporting.
Checkpoint! Let’s Review

Provide at least three (3) examples of reporting requirements in a care facility.

4.2 Ensuring Any Arrangements for Follow Up Visits are Documented

In the provision of home and community care and support services, documenting any arrangements for follow-up visits are part of organisational protocols. These are documented to incorporate these follow-up visits in staff allocation and scheduling, arrange for specialists services ahead of time, as required, and for other purposes.

Arrangements for follow-up visits can be documented through the following but not limited to:

- Meeting minutes
- Progress notes
- Progress reports
- Work Log sheets
- Staff Schedule
- Client's Individualised Plans
- and other documentation
II. SUPPORTING RELATIONSHIPS WITH CARERS AND FAMILIES

The first part of the Learner Guide discussed about the key knowledge and skills necessary in providing home and community support services.

Part II of this Learner Guide will talk about supporting relationships with carers and families as part of the provision of home and community support. Specifically, it will cover the following:

- Including Carers and Family as Part of the Support Team
- Assessing and Responding to Changes in the Care Relationship
- Monitoring and Promote Carer Rights, Health and Wellbeing

Before we proceed, let’s define a carer and understand better the context for caring in Australia.

According to Carers Australia, carers are...

...people who provide unpaid care and support to family members and friends who have a disability, mental illness, chronic condition, terminal illness, an alcohol or other drug issue or who are frail aged.

(Sourced from www.carersaustralia.com.au)

Carers are considered an important part of Australia’s health care system and play key roles in aged care, disability support, palliative, and home and community care systems.

The support staff team must work with an awareness and appreciation of this – to acknowledge that family members and carers can also contribute significantly to the person’s quality of life, and to recognise the importance of working collaboratively with the person’s family members and carers.
Let’s take a look at the carer demographics in Australia gathered by the Australia Bureau of Statistics and published in the Carers Australia website:

2.8 Million

Is the number of unpaid carers in Australia as of the year 2015. This makes up 12% of the entire population in Australia.

The majority of this number is made up of parents and spouses or partners.

There are more female carers than male carers:

770,000 carers are primary carers, those who provide the most informal assistance to another individual.

If these carers were paid for the unpaid care they provided in 2015, they would be paid $60.3 billion – that’s over $1 billion per week, which make up 3.8% of Australia’s Gross Domestic Product (GDP).

By 2015, carers were estimated to have provided 1.9 billion hours of unpaid care.

(Sourced from www.carersaustralia.com.au)
Further Reading

More statistics regarding carer demographics in Australia can be found through this link from Carers Australia:

[Carer Statistics](#)

1. Including Carers and Family as Part of the Support Team

The care and support needed by the person will not only come from support staff team or the medical team or from specialist personnel. A significant part of the care and support needed will come from the person’s family members, carers, and significant others.

The entire support team includes:

[Diagram: The Support Team]
Roles and responsibilities of different people in the care relationship

In the illustration provided, notice that the person with care and support needs, the client, is placed at the centre. This is in line with the person-centred practices utilised in the delivery of care and support services. Notice also that in a support team the carers, primary carer, support worker, and the person with care and support needs are all interrelated – meaning to say, care and support is provided through a collaborative work among the members of the support team.

1. **Carer**
   Someone who provides ongoing informal assistance to people with care and/or support needs. Carer may include family members and other non-paid support person e.g. friend.

2. **Primary Carer**
   Someone who provides the majority of the ongoing informal help or supervision to people with disabilities or long term health conditions who needs ongoing assistance in one of the core activity areas of self-care, communication or mobility.

   **The impact of the caring role on family carers, and friends**
   Taking on the caring role can lead to the following potential impacts:
   - Carers gain knowledge and skills relevant to the care and support required by the client
   - Close family members and friends work together to provide care and support to the person with care and support needs
   - Changes in role, relationships, identity, family structure and dynamics

3. **Person with care and support needs**
   Someone who has a physical and/or mental disabilities or long term health conditions that substantially limits one or more core activity areas of self-care.

4. **Support worker**
   Person employed to provide care and support to people with care and support needs.
This section of the Learner Guide will talk about identifying and acknowledging the carers and family as part of the support team. This is an essential part of supporting relationships with carers and families. Specifically this section will cover assessing and acknowledging the role of carers; recognising and supporting carers, and involving carers and families in the design and delivery of the person’s support services.

1.1 Assessing and Acknowledging the Role of Carers and Family

In supporting the carers and family members as part of the support team, it is important to learn more about and understand better the person’s family or people surrounding the person with care and support needs and the relationships that connect them – this is called family dynamics.

Family dynamics, as defined by www.strongbonds.jss.org.au...

...are the patterns of relating, or interactions, between family members.

Learning and understanding the person’s family and the dynamics within the family can be done in a series of meetings, interviews, and formal and informal discussions with the support staff team, the person requiring care and support, along with his/her family members and carers, which may include friends and significant others. These meetings and discussions are mostly done under the supervision of supervisor. Arrangements and protocols for these will vary across organisations.

We ask questions such as the following but not limited to:

- What level of support and care does the person need?
- Who among the family can provide this level of support and care?
- How many among the family can provide this level of support and care?
- What is the relationship of the person with the other family members? Is he/she close with them?
- What roles will the family members or significant other have in the provision of support and care to the person?

It is very important to know all of these as these establish the context of the care and support to be provided. The support staff will be able to modify and deliver services that suit the person’s needs and preferences.
Different Family Patterns and Structures

To be able to understand family dynamics and how they fit into the delivery of support services, let’s take a look at the different family patterns and structures.

We also have what we call Traditional Families and Modern Families.

**Traditional Families**
- These families are usually extended and consist of grandparents, uncles, aunts, parents and children, whereas the modern family is nuclear and contains only the parents and their children.

**Modern Families**
- *Modern families often have fewer or no children*
  The children typically care for ageing parents. If an ageing couple or a person with care needs does not have any children, it may be hard to find someone who would take on the carer role when he/she ages.

- *Modern families start families much later in life than before*
  If the person with care and support needs is one of the children, the parents will eventually get too old to care for the child with support needs.

Families can come in many shapes and sizes, patterns and structures, and in small or big numbers. Each family is unique, and some may be a combination of the different patterns and structures above.

In the provision of individual support this is taken into account as it is part of the person’s external environment – it forms the context of how and what kind of support is needed. For example, a person belonging to a single-parent family may need more support as opposed to a traditional/extended family.
Further Reading
Consider the family you belong to. Can you describe the pattern and structure in your family?
Are you more of a traditional or of a modern family?

Checkpoint! Let’s Review
1. What are the roles do the family members and friends in the provision of support and care to the person?
2. Briefly explain what is meant by family dynamics and how is this significant in the provision of support and care to the person?

1.2 Recognising and Supporting Carers
Carers (family members, friends, and partners / significant others) know the client longer than support workers do, and support workers must recognise and acknowledge this and must be able to work with this awareness.

The relationship between the carer and the person is called the care relationship, and it may involve the following but not limited to:

- Child
- Friend
- Grandparent
- Neighbour
- Other relative
- Parent
- Sibling
- Spouse/partner (including same sex partner)
3.2 Providing Carers and Families with Information About Carer Support Services

To support carers and families, support workers must also be able to provide them with information about carer support and services. These support and services can greatly benefit not only the carers and families, but the support team as a whole, and most importantly the person requiring support and care.

The support worker can support carers and families on these by providing them with:

- Information about carer legislation
- Access to an assessment
- Information and access to complaint procedures
- Access to an independent advocate

As a support worker, you can use the following information in supporting carers and families:

**Carer Support Organisation and Resource**

<p>| Carers Australia | The peak national body representing carers of people with a disability, mental illness, chronic condition or those who are frail or aged. This organisation provides information, support, education, training and counselling. |
| National Carer Counselling Program | This provides short-term counselling and emotional and psychological support services for carers. It is delivered through Network Carer Associations |</p>
<table>
<thead>
<tr>
<th>Independent Living Centres</th>
<th>These are information resource centres that display a range of products and equipment to assist with day-to-day living activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young Carers</td>
<td>An initiative of Carers Australia, this organisation provides information and support groups targeted specifically to the needs of young carers</td>
</tr>
</tbody>
</table>

### Service Pathway

<table>
<thead>
<tr>
<th>Community Support Services</th>
<th>Services that provide the support needed for a person with care and support needs to live in a non-institutional setting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Access</td>
<td>These are services designed to provide opportunities for people with care and support needs to gain and use their abilities to enjoy their full potential for social independence.</td>
</tr>
<tr>
<td>Accommodation Support</td>
<td>These are services that provide accommodation to people with care and support needs, and services that provide support to enable a person with care and support needs to remain in their existing accommodation or to move to more suitable or appropriate accommodation.</td>
</tr>
<tr>
<td>Respite</td>
<td>These are services that provide a short-term and time-limited break for families and other voluntary caregivers of people with care and support needs to assist in supporting and maintaining the primary caregiving relationship, while providing a positive experience for the person with care and support needs.</td>
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</tbody>
</table>
Some rights and responsibilities of the carers, support worker, and the person with care and support needs are summarised below:

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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| **Carer (family members and friends)** | • Carers have the right to comprehensive information, education, training and support to facilitate the understanding, advocacy and care of those you care for.  
• Carers have the right to seek further opinions regarding the diagnosis and care of the person with support needs, on behalf of the person they are carer for. | • It is the responsibility of the carers to obtain appropriate professional assistance in providing care and treatment for the person with care and support needs.  
• It is the responsibility of the carers to ensure the privacy and confidentiality of the person with care and support needs. |
| **Person with care and support needs** | • A person with care and support needs has the right to maintain his or her personal independence.  
• It is the right of any person with care and support needs to maintain control over, and to continue making decisions about, the personal aspects of his or her daily life, financial affairs and possessions. | • It is the responsibility of the person with care and support needs, as far as he/she is able, to care for his/her own health and well-being.  
• It is the responsibility of the person with care and support needs to inform his/her medical practitioner, as far as he/she is able, about any relevant medical history and state of health. |
| **Support worker** | • Support workers have the right to protection from discrimination  
• Support care workers have the right to privacy.  
• Support care workers have the right to a healthy and safe workplace. | • Observe and report changes in the client’s health and wellbeing.  
• Work in line with the care plan of the person with care and support needs.  
• Provide care and support to clients, including but are not limited to: personal care, meal preparation, domestic assistance, etc. |
**Important!** When providing carers and families with information about carer support services, ensure that you give accurate information. Read on carer support services available in your organisation, area, or state/territory to keep-up-to date about carer resources.

Consult with your supervisor and trusted and experienced co-worker about matters that are unclear to you.
CONCLUSION

What have we learned?

Congratulations, you’ve reached the end of the learner guide! To summarise what you have learnt in this subject:

I. Providing Home and Community Support Services
   A. Determining Requirements of Individual Plan
   B. Establishing Relationship
   C. Operating Respectfully in the Home
   D. Completing Reporting and Documentation

II. Supporting Relationships with Carers Families
   A. Including Carers and Family as Part of the Support Team
   B. Assessing and Responding to Changes in the Care Relationship
   C. Monitoring and Promoting Carer Rights, Health, and Wellbeing

Please review any of the above areas that you are still not familiar with.

What next?

Now that you have completed the Learner Guide 5, you are now ready to commence working through Assessment Workbook 5.

Good luck with your Assessment!
FEEDBACK

Well done for finishing this learner guide. We hope that what you learn will open up new pathways for success in your life. At Compliant Learning Resources we continually strive to improve our resources and heighten the learning experience for you. One way of doing this is seeking your feedback. Your experience is important to us and we are very keen to hear any suggestions or complaints you may have. Click on the button below to let us know what you think of us and our learning resources.