CHCCCS017 – Provide loss and grief support.

Assessment 1 of 1

Short Answer Questions

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
CHCCCS017	Provide loss and grief support

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	11	M00285A

ASSESSMENT TYPE

Assessment Method: *Select all that apply.*	**Written Assessment**	Choose an item.	Choose an item.

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 1 for CHCCCS017 Provide loss and grief support, in addition to the portfolio, third-party report and interview questionnaire completed in the SWLA process.
This assessment requires you to answer 14 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

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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.

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

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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 14 questions. Read each question carefully before typing your response in the space provided.

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.

Question 1

Loss can be classified into a range of categories based on various factors such as the impact, duration, and integration into an individual's life. Complete the table below by defining each type of loss and providing three (3) examples of each.

(Word count: Approximately 250 - 300 words in total)

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

Primary Loss	Primary loss refers to the initial or direct experience of a significant and identifiable loss.
	1. The sudden and unexpected death of a close family member or friend. 2. The loss of a limb or a sense due to an accident or illness. 3. The diagnosis of a terminal illness that will eventually lead to death.
Secondary Loss	Secondary loss refers to the subsequent losses that occur because of the primary loss.
	1. The loss of a social network or support system following a move to a new city or after the death of a loved one. 2. The loss of financial stability following the loss of a job or a significant reduction in income. 3. The loss of identity or purpose following retirement or the end of a long-term career.
Cumulative loss	Cumulative loss refers to the accrual of multiple small losses over time that eventually lead to a significant impact or a larger loss.
	1. The gradual deterioration of a long-term relationship due to repeated small conflicts or disagreements. 2. The accumulation of minor health problems that eventually lead to a chronic illness or disability. 3. The slow loss of physical ability and independence due to the natural aging process.
Integration of loss	Integration of loss refers to the process of incorporating the experience of loss into one's life in a way that allows them to find meaning and purpose in the experience, and to move forward in a positive way.
	1. A person who starts a support group for individuals who have experienced a similar loss, using their own experience to help others and create a sense of community. 2. A person who channels their grief over the loss of a loved one into a creative pursuit, such as writing or painting, as a way of expressing their emotions and finding meaning in the experience. 3. A person who uses the lessons learned from a previous loss to better prepare themselves for future challenges and to live a more fulfilling life.

Question 2

What are the potential impacts of grief, bereavement, and trauma at the individual, family, and community levels? (Word count: Approximately 80-100 words)

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

	Grief	Bereavement	Trauma
Individual level	Sadness, anger, fatigue, sleep disturbances and difficulty concentrating.	Overwhelming sadness, Anguish and longing, Sleep disturbances, loss of appetite, and preoccupation with the loss.	PTSD, Anxiety, fear, physical pain and tension, emotional dysregulation.
Family level	Increased conflict, role changes, shared sense of loss, emotional support, legacy and remembrance.	Shared grief, potential conflict, changes in family dynamics and individual roles, and adjustments to daily life.	Increased conflict and tension, family disruption, and secondary traumatic stress.
Community level	Grief support, changes in community dynamic, emotional bonding, community gatherings.	A shared sense of loss strengthened bonds, community-wide reflection and change.	Increased mental health challenges, Loss of trust and safety, changes in roles in the community.

Question 3

Briefly describe five (5) kinds of grief reactions that may suggest that an individual is experiencing complex grief in response to the death of a loved one. (Word count: Approximately 120 – 140 words in total)

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

Responses should refer to at least five of the following:
- Feelings of intense yearning or longing for the person who died/missing the person so much it is hard to care about anything else.
- Preoccupying memories, thoughts, or images of the deceased person that may be wanted or unwanted and that interfere with the ability to engage in meaningful activities or relationship with significant others.
- Compulsively seeking proximity to the deceased person through pictures, keepsakes, possessions or other items associated with the loved one.
- Recurrent painful emotions related to the death, such as deep, relentless sadness, guilt, envy, bitterness or anger, that are difficult to control.
- Avoidance of situations, people, or places that trigger painful emotions or preoccupying thoughts related to the death.
- Difficulty restoring the capacity for meaningful positive emotions through a sense of purpose in life or through satisfaction, joy, or happiness in activities or relationships with others.

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Question 4

Briefly explain what is meant by 'disenfranchised grief' and give three (3) examples of how this may be expressed. (Word count: Approximately 90 - 100 words in total)

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

disenfranchised grief	Grief that people experience when they incur a loss that is not or cannot be openly acknowledged, publicly mourned, or socially supported.
	1. The loss may be ambiguous, meaning there is uncertainty or lack of clarity about the nature of the loss. 2. The loss or relationship may be stigmatized due to factors such as mental illness, substance abuse, or non-traditional relationships. 3. The individual may delay or suppress their grieving due to fear of judgement or rejection.

Question 5

Sarah is a caregiver in an aged care facility. She has noticed that one of the residents, Mr. Anderson, has been displaying signs of distress and has made comments that indicate he may be contemplating suicide since the passing of his wife. Sarah is deeply concerned about Mr. Anderson's well-being and wants to ensure she responds appropriately to mitigate the risk of suicide.

What reactions may indicate a risk of suicide, and what are the required responses for caregivers in such situations? Suggest three (3) risks and responses.

(Word count: Approximately 70-100 words in total)

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

Risks	Responses
Withdrawal and Isolation	Caregivers should encourage open communication, engage the resident in meaningful activities, and offer companionship and emotional support.
Giving Away Possessions	Check-in with the individual and assess risk of suicide. Inform supervisor or a mental health professional immediately to ensure appropriate intervention.
Verbal Expressions	Ensure you actively listen and provide reassurance that they are being heard and supported. Check-in with the individual and assess risk of suicide.

Question 6

How can loss, grief, and bereavement impact social and emotional health and well-being?

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(Word count: Approximately 50-70 words in total)

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

> Loss, grief, and bereavement can have profound effects on an individual's social and emotional health and well-being. When someone experiences a significant loss, such as the death of a loved one, it can lead to a range of emotional and social challenges.
> - Emotional Impact
> - Social Isolation
> - Changes in relationships

Question 7

Complete the following table to identify the differences in response to loss, grief and bereavement. You must identify one (1) difference in each box.

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

(Word count: Approximately 100 - 120 words in total)

Differences	Response to loss	Response to grief	Response to bereavement
Social	▪ Cultural practices and rituals e.g. mourning periods and customs for honouring the deceased	▪ Withdrawing socially or participating in social groups	▪ Seeking out social support ▪ Sharing their grief journey
Cultural	▪ Rituals and mourning practices	▪ The way grief is expressed	▪ Beliefs about the afterlife
Ethic	▪ Mourning traditions	▪ The involvement of the family whilst grieving.	▪ Ancestral Connections
Spiritual	▪ Beliefs about death	▪ Rituals and ceremonies	▪ Finding meaning and purpose after the loss of a loved one.

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Question 8

Suggest three (3) different contexts and circumstances that may be present prior to loss, and how do they impact grief and bereavement?

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

(Word count: Approximately 150-170 words in total)

1. Anticipatory Grief: In certain situations, such as a terminal illness or a long-term caregiving role, individuals may experience anticipatory grief. This type of grief occurs before the actual loss and allows individuals to gradually process and prepare for the impending loss.

2. Ambiguous Loss: Ambiguous loss refers to a situation where there is uncertainty or lack of closure associated with the loss. For example, in cases of missing persons, kidnapping, or situations where there is no physical evidence of death, individuals may experience prolonged grief and heightened emotional distress.

3. Complicated Relationships: The nature of the relationship between the bereaved and the deceased can significantly impact the grief and bereavement process. In cases where the relationship was characterised by conflict, unresolved issues, or emotional distance, the bereaved individual may experience additional challenges in grieving and finding closure. Complicated relationships can result in feelings of guilt, regret, or unfulfilled desires for reconciliation, influencing the grieving process.

Question 9

Identify four (4) effective strategies and communication techniques for providing formal and informal grief and bereavement support. Two (2) strategies must be formal and two (2) informal. (Word count: Approximately 120-130 words in total)

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

1. Active Listening: Active listening is an essential skill for supporting individuals in their grief journey. It involves giving full attention, being present, and empathetically understanding their thoughts, emotions, and needs.
2. Validation and Empathy: Validating and acknowledging the grieving person's emotions and experiences is crucial. Let them know that their feelings are normal and understandable.
3. Providing Information and Education: Offering accurate information about the grieving process can help individuals better understand what to expect and normalize their experiences.
4. Creating a Safe and Supportive Environment: Establish an environment that promotes trust, confidentiality, and emotional safety. Ensure privacy during conversations and respect their boundaries.
5. Creating a Safe and Supportive Environment: Establish an environment that promotes trust, confidentiality, and emotional safety. Ensure privacy during conversations and respect their boundaries.

Question 10

Identify five (5) services that provide support and information resources on grief and bereavement in Australia.

(Word count: Approximately 20 – 25 words in total)

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

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1. Beyond Blue
2. Lifeline Australia
3. Australian Centre for Grief and Bereavement (ACGB)
4. Red nose grief and loss
5. Grief line

Question 11

    a) Explain the stress vulnerability model in your own words. (Word count: Approximately 100 – 130 words in total)

    b) Explain how this model applies to loss and grief support. (Word count: Approximately 40 – 60 words in total)

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

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a) The stress vulnerability model, also known as the diathesis-stress model, is a psychological framework that suggests that mental health disorders and conditions arise from the interaction between genetic or biological vulnerabilities (diathesis) and environmental stressors. According to this model, individuals have varying levels of vulnerability to developing mental health problems, and it is the presence of stressful life events or circumstances that triggers the manifestation of these conditions. The model proposes that individuals with a higher vulnerability (such as genetic predispositions, early life experiences, or biological factors) are more susceptible to developing mental health issues when exposed to stressors. Stressors can include major life events, traumatic experiences, chronic stress, or adverse environmental conditions. The stressors act as a trigger that activates or exacerbates the underlying vulnerabilities, leading to the development of mental health symptoms or disorders.

b) The stress vulnerability model can provide insights into how loss and grief support can be tailored to individuals based on their vulnerability factors and the specific stressors they encounter during the grieving process. Here's how this model applies to loss and grief support:
  - Identifying vulnerability factors
  - Recognising stressors
  - Providing coping strategies
  - Long-term support

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Question 12

As a worker providing loss and grief support it is essential that you are taking care of yourself and have access to your own supports.

Complete the following table outlining three (3) self-care strategies and three (3) support services.

(Word count: Approximately 20 – 25 words in total)

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

Self-care strategies	Support services
Establish boundaries and maintain a work-life balance	Employee Assistance Program (EAP)
Practice mindfulness and meditation	Professional Supervision
Seek Peer Support and Supervision	Professional Development and Training
Engage in self-reflection	

Question 13

Complete the following table to explain how each of the legal and ethical considerations apply in an organisation and individual practice.

(Word count: Approximately 200 – 220 words in total)

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

Legal and ethical considerations	Application to organisation	Application to individual practice
Duty of care	Duty of care applies to the responsibility of the organisation as a whole to ensure the safety, well-being, and rights of individuals within their care or under their supervision. This includes creating and maintaining a safe environment, implementing policies and procedures that promote client/patient welfare, and providing adequate training and supervision to staff.	Duty of care applies to the legal and ethical obligation of a professional to act in the best interests of their clients or patients. Professionals must provide competent and appropriate care, exercise their skills and knowledge with reasonable care and skill, and make decisions that prioritise the well-being of those they serve.
Privacy, confidentiality and disclosure	The organisation must establish policies and procedures to protect the privacy of personal information	Practitioners are responsible for respecting the privacy of their clients' personal information and ensuring

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	collected from clients or patients. This involves obtaining informed consent, securely storing and handling sensitive information, and ensuring access is limited to authorised personnel only.	that it is securely stored and protected. Confidentiality means that practitioners must not disclose any information shared by the client without their informed consent, except in situations where legal obligations or ethical considerations justify disclosure, such as cases involving risk of harm to the client or others.
Work role boundaries	Clear work role boundaries help ensure that employees understand their specific duties and obligations, preventing overstepping into areas outside their expertise. Work role boundaries also promote collaboration and effective teamwork by delineating areas of responsibility.	Professionals must work within the bounds of their competence, training, and qualifications, ensuring that they provide services that align with their expertise.

Question 14

Identify three (3) responsibilities and limitations in your role when providing loss and grief support.

(Word count: Approximately 30 – 40 words in total)

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

Responsibilities	Limitations
Providing Emotional Support	Not trained in counselling
Facilitating the grief process	Lack of time and resources at times
Referring individuals to additional resources/services	Not placed to provide advice on legal matters or financial matters

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Congratulations you have reached the end of Assessment 1!

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