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PARENTING AND CARING – HSC COMMUNITY AND FAMILY STUDIES

Becoming a Parent or Carer

Types of parents and carers

“FASS”

- F – Foster
- A – Adoptive
- S – Step
- S – Surrogate

The roles of parents and carers

“SPB”

- S – Satisfying the specific needs of the dependant
- P – Promoting the wellbeing of the dependant
- B – Building a positive relationship with the dependant

Satisfying the specific needs of the dependant

“SHESEA”

- S – Sense of Identity
- H – Health
- E – Education
- S – Safety and Security
- E – Employment
- A – Adequate Standard of Living

Promoting the wellbeing of the dependant

“SPEECS”

- S – Social wellbeing
- P – Physical wellbeing
- E – Economic wellbeing
- E – Emotional wellbeing
- C – Cultural wellbeing

- S – Spiritual wellbeing

Preparations for becoming a parent or carer

“COME”

- C – Changing health behaviours e.g. nutrition, physical activity, social or spiritual connections
- O – Organising finances e.g. budgeting, saving, support payments
- M – Modifying the physical environment e.g. housing, amenities, equipment
- E – Enhancing knowledge and skills e.g. education, information, training

Factors Affecting the Roles of Parents and Carers

Characteristics of the dependant

“ASS”

- A – Age
- S – Special needs
- S – Skills/Capabilities

Influences on parents and carers

Personal

“COMPRESS”

- C – Culture, customs, and traditions
- O – Own upbringing
- M – Multiple commitments
- P – Past experience
- R – Resources
- E – Education
- S – Socioeconomic status
- S – Special needs

Social

“Cows Go Moo”

- C – Community attitudes
- G – Gender expectations
- M – Media stereotypes

Styles of parenting or caring

“ADPIN”

- A – Authoritarian
- D – Democratic
- P – Permissive
- I – Indulgent
- N – Negligent

Rights and responsibilities in parenting and caring

Legal rights of parents

“DEALM”

- D – Discipline through reasonable means
- E – Education (ensure child's access to)
- A – Adoption (consent to child's)
- L – Legal proceedings (take on the child's behalf)
- M – Medical treatment

Legal rights of children

“AMI”

- A – Autonomy
- M – Medical treatment
- I – Inheritance

Support for Parents and Carers

Types of support

“How Can Families Expect Real Children”

- H – Healthcare

- C – Childcare
- F – Financial support
- E – Education
- R – Respite care
- C – Counselling

RESEARCH METHODOLOGY – HSC COMMUNITY AND FAMILY STUDIES

Research Fundamentals

The purpose of research

“All Education Is Important”

- A – Advance knowledge
- E – Educate others
- I – Increase understanding
- I – Inform practice

Ethical behaviour

“RIP Barbie”

- R – Respect
- I – Integrity
- P – Privacy
- B – Bias

GROUPS IN CONTEXT – HSC COMMUNITY AND FAMILY STUDIES

Specific Groups Within the Community

People with disabilities

Terminology used by the community to describe the group

“PIPS”

- P – Physical
- I – Intellectual
- P – Physiological
- S – Sensory

Issues of concern for the community group

Satisfaction of specific needs

“SHESEA”

- S – Sense of Identity
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Access to services (types of services e.g.)

“FEELCHAT”

- F – Financial support
- E – Education
- E – Employment
- L – Legal aid
- C – Counselling
- H – Healthcare
- A – Accommodation and housing
- T – Transport

Factors affecting access to services

Characteristics of individuals within the group, e.g.

“GD FACES”

- G – Gender
- D – Disability (type of)
- F – First language spoken
- A – Age
- C – Culture
- E – Education level
- S – Socioeconomic status

Resources e.g.

“KTEM”

- K – Knowledge

- T – Time
- E – Energy
- M – Money

Aspects of the service e.g.

“LOCS”

- L – Location
- O – Opening hours
- C – Confidentiality
- S – Staffing

Creating Positive Social Environments

Positive influences on community attitudes

“REP”

- R – Raising awareness within the community
- E – Educating the community
- P – Promoting the rights of the group

INDIVIDUALS AND WORK – HSC COMMUNITY AND FAMILY STUDIES

The Nature of Work

Reasons people work

“VES”

- V – Value
- E – Economic
- S – Specific needs

Specific needs

“SHESEA”

- S – Sense of Identity
- H – Health
- E – Education
- S – Safety and Security
- E – Employment
- A – Adequate Standard of Living

Changing Work Patterns

Social factors leading to changing work patterns

“EGG FEET”

- E – Education/retraining
- G – Gender perceptions
- G – Government policy
- F – Family circumstances, including structural change
- E – Employment/unemployment
- E – Economics
- T – Technology

“CAR”

- C – Computers
- A – Automation/robotics
- R – Research and development

Workplace structures

“LFCCTL”

- L – Legislation
- F – Flexible work patterns and practices
- C – Culture of workplace
- C – Conditions of workplace
- T – Trade unions
- L – Leave entitlements

“CLAPS”

- C – Carers leave
- L – Long service leave
- A – Annual leave
- P – Parental leave
- S – Sick leave