

# Mrs Jackson: Stressed Carer

## Part A: Trainer Notes (Full Detail)

### 1 Exploring the Carer's Voice

- Carer expressed frustration, resentment, hopelessness ("please don't leave me" ignored).
- Emotions: exhaustion, anger, despair → can shape care behaviour.
- Important to distinguish between overwhelmed carer vs intent to neglect.

#### Trainer prompts / discussion

- What emotions are present in the carer's words?
- How might these influence caregiving?
- What support could reduce carer stress.

#### Activity

- What emotions are present in the carer's words?
- How might these influence caregiving?
- What support could reduce carer stress.

### 4 Professional Reflections

- Professionals should approach with curiosity, not blame.
- Open, safe conversations enable honesty from carers.
- Need to check both carer's capacity and cared-for's wellbeing.

#### Trainer prompts / discussion

- What would you do if you encountered this scenario?
- How could you check wellbeing of both people?

#### Activity

- What would you do if you encountered this scenario?
- How could you check wellbeing of both people?

### 2 Impact on the Vulnerable Person

- What emotions are present in the carer's words?
- How might these influence caregiving?
- What support could reduce carer stress.

#### Trainer prompts / discussion

- What does the cared-for person experience when left alone?
- What safeguarding risks arise?

#### Activity

Map risks: emotional, physical, safeguarding → prioritise actions.

### 5 Ethical & Emotional Dilemmas

- What would you do if you encountered this scenario?
- How could you check wellbeing of both people?

#### Trainer prompts / discussion

- How do we differentiate burnout from neglect/abuse?
- How might your emotions affect your professional response?

#### Activity

Activity Reflective journaling: describe your emotional response to Mrs Jackson and how to manage it.

### 3 Safeguarding and Duty of Care

- Safeguarding concerns: neglect (intentional or through burnout).
- Duty of care: professionals must assess both carer needs and cared-for person's safety.
- Balance autonomy of carer with rights of cared-for person.

#### Trainer prompts / discussion

- When do professionals need to intervene?
- How can carers be supported while ensuring safety.

#### Activity

Case planning workshop: design a care plan with respite, support, and contingency.

### 6 Practical Learning Points

- Support services: respite care, counselling, carers' groups, financial advice.
- Early intervention prevents escalation into neglect/abuse.
- Care plans should support both carer and cared-for

#### Trainer prompts / discussion

- What practical steps would have improved Rachel's visit?
- How can professional curiosity be embedded in daily practice.

#### Activity / role-play

- What services might have helped earlier?
- How can we build holistic plans for carer and cared-for?

## Wales: Key Law & Policy

- Social Services and Well-being (Wales) Act 2014 – Part 3/4: duty to assess and support carers; Part 7: adult safeguarding.
- Wales Safeguarding Procedures (2019) – adults at risk of neglect/abuse.
- Carers Strategy for Wales – rights to assessment and support.
- NHS Wales Carers' Charter – access to support within health services.

# Mrs Jackson: Stressed Carer

## Part B: Handout

### Aim

Recognise carer burnout, protect cared-for person, and balance support with safeguarding.

#### Exploring the Children's Voice

- Carer stressed, resentful, exhausted.
- Support needs may be unmet.

#### Impact on the Vulnerable Person

- Risks: physical harm, emotional distress, neglect.
- "Please don't leave me" = need for reassurance and safety.

#### Safeguarding & Duty of Care

- Safeguarding may be triggered by neglect (intentional or stress-related).
- Balance carer autonomy with cared-for person's rights.

#### Professional Reflection

- Approach with curiosity, not blame.
- Open safe conversations with both carer and cared-for.

#### Ethical & Emotional Dilemmas

- Burnout vs neglect.
- Professionals' emotions can influence response.

#### Practical Learning Flow

1. Explore carer stress.
2. Assess cared-for person's safety.
3. Offer respite and support services.
4. Develop care plan supporting both.
5. Monitor and review regularly.

#### Wales: Key Law

- SSWBA 2014 (carers' rights; adult safeguarding); Wales Safeguarding Procedures (2019).