Australian Government

Department of Education, Employment and Workplace Relations

CHCMH301A Work effectively in mental health

Release: 1

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Modification History

Unit Descriptor

This unit describes the knowledge and skills required in the context within which mental health work occurs
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Application of the Unit

This unit applies to work with mental health clients in a range of community services work contexts
This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family
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Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills
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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
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Elements and Performance Criteria

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Element	Performance Criteria
1 Work within the **context** of the mental health sector	1.1 Demonstrate consideration of the historical context of the sector in all work
	1.2 Demonstrate consideration of the changing social, political and economic context in all work
2 Develop knowledge of the mental health sector	2.1 Apply basic knowledge of the current issues and **different models of work** which impact on the sector
	2.2 In collecting information about the mental health sector, collect and use views of key **stakeholders and representatives** from relevant target groups
3 Demonstrate commitment to the central philosophies and standards of the mental health sector	3.1 Demonstrate consideration and understanding of the **underpinning values and philosophy of the sector** in all work undertaken
	3.2 Demonstrate **commitment to access and equity principles** in all work in the sector
	3.3 Ensure clients participate in all aspects of service planning and support activities
	3.4 Identify and take into account personal values and attitudes regarding mental health and illness when planning and implementing all work activities
	3.5 Promote a focus on recovery model and restoring people to their optimal potential
4 Work with people from **culturally and linguistically diverse** backgrounds	4.1 Demonstrate consideration and understanding of cultural and linguistic differences in all work undertaken
	4.2 Adapt all work to meet the specific cultural and linguistic needs of clients

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

Impact of stigma

Facts/myths about mental illness and psychiatric disability

Principles of disability

Principles of community delivered service provision

Importance of consumer input

Holistic and client-centred care

Consumer needs and rights including duty of care

Principles of client empowerment/disempowerment

Principles of access and equity

Awareness of policy, regulatory, legislative and legal requirements, including

Carer's Recognition Act

community counselling orders

community treatment orders

Criminal Law (Mentally Impaired Defendants) Act

Disability Services/Discrimination Acts and standards

equal employment opportunity principles

Freedom of Information Act

Guardianship Board

individual rights

mental health acts

national mental health policy and plan

national mental health service standards

national practice standards for the mental health workforce

occupational health and safety (OHS) standards

Privacy Act

United Nations Principles for the Protection of Persons with Mental illness and the Improvement of Health Care

Involuntary and voluntary admission to hospital

National standards for mental health services

Historical and social context

Political and economic context

Current issues facing clients and existing services to address their needs and rights

Understanding of regulations and guidelines governing the handling of medication

Principles and practices of ethics and values

Principles and practices of confidentiality

continued ...

Essential knowledge (**contd**):

Principles and practice of duty of care

Major psychiatric illnesses

Early intervention

Legal system

courts

police powers

court reports

tribunals

parole

community treatment orders

Indigenous Australian culture

Knowledge specific to working with people from culturally and linguistically diverse backgrounds

Knowledge specific to working with people at risk of self-harm

Awareness of available government benefits in areas such as housing and accommodation and finance

Principles of clinical governance

Essential skills:

It is critical that the candidate demonstrate the ability to:

Demonstrate application of understanding of underpinning values, philosophies and standards applying to work in the mental health sector

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	The individual being assessed must provide evidence of specified essential knowledge as well as skills
	This unit is best assessed on the job or in a simulated workplace under the normal range of conditions
	Consistency in performance should consider the requirements of the particular workplace context

Access and equity considerations:	All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
	All workers should develop their ability to work in a culturally diverse environment
	In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
	Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

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Method of assessment: In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Context includes:

Statutory framework within which work takes place

Historical context of work e.g. Changing attitudes to mental health; changing approaches to working with clients

Changing social context of work e.g. Consumer centred approach, changing government and societal views of mental health, approaches to working with clients, deinstitutionalisation

Political context e.g. Government policies and initiatives affecting mental health work, mainstreaming

Economic context e.g. The current economic situation as it relates to and affects mental health and the subsequent impact on client needs

Facts/myths about mental illness and psychiatric disability

Different models of work may include:	Community development and education
	Mental health promotion
	Case management
	Working with families and carers
	Clubhouse
	Psychosocial rehabilitation
	Supported employment
	Peer support/self help
	Crisis situation responses
	Early intervention/prevention
	Consumer run models
	Clinical mental health services
	Residential services
	Respite care
	Home based support
	Acute, continuing and rehabilitation models
Stakeholders and representatives may include:	Consumers
	Carers
	Friends, peers and target group
	Families and care givers
	Local community
	Community organisations
	Government representatives and service providers
	Clinical mental health services
	Peak bodies and networks in the sector
	Management, colleagues, supervisor, team members

The underpinning values and philosophy of the sector may include:	A holistic and consumer-centred approach
	Family sensitive approaches
	Community education
	Promotion of mental health and well being
	Early intervention
	Delivery of appropriate services
	Commitment to meeting the needs and upholding the rights of consumers
	Commitment to empowering the consumer
	Encouragement of personal growth and development toward recovery and wellness
Commitment to access and equity principles includes:	Creation of a consumer oriented culture
	A non-discriminatory approach to all people using the service, their family, carer/s and friends, the general public and co-workers
	Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social
Culturally and linguistically diversemay include:	Different cultural and social contexts
	The needs of indigenous Australians
	The needs of people from non-English speaking backgrounds
	Social variables such as social attitudes to mental illness

Unit Sector(s)

Community Services and Health Industry Skills Council