



Australian Government

Department of Education, Employment and Workplace Relations

CHCMH301B Work effectively in mental health

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

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

Application of the Unit

Application

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

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

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.

Elements and Performance Criteria

ELEMENT

1. Work within the *context* of the mental health sector

2. Develop knowledge of the mental health sector

PERFORMANCE CRITERIA

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

2.1 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

ELEMENT**PERFORMANCE CRITERIA**

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

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 do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- 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
- Awareness of available government benefits in areas such as housing and accommodation and finance
- Consumer needs and rights including duty of care
- Current issues facing clients and existing services to address their needs and rights
- Early intervention
- Facts/myths about mental illness and psychiatric disability
- Historical and social context

REQUIRED SKILLS AND KNOWLEDGE

- Holistic and client-centred care
- Impact of stigma
- Importance of consumer input
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Indigenous Australian culture
- Involuntary and voluntary admission to hospital

continued ...

Essential knowledge (contd):

- Knowledge specific to working with people at risk of self-harm
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Legal system
 - courts
 - police powers
 - court reports
 - tribunals
 - parole
 - community treatment orders
- Major psychiatric illnesses
- National standards for mental health services
- Political and economic context
- Principles and practice of duty of care
- Principles and practices of confidentiality
- Principles and practices of ethics and values
- Principles of access and equity
- Principles of client empowerment/disempowerment
- Principles of clinical governance
- Principles of community delivered service provision
- Principles of disability
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Understanding of regulations and guidelines governing the handling of medication

Essential skills:

It is critical that the candidate demonstrate the ability to:

REQUIRED SKILLS AND KNOWLEDGE

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

Evidence Guide

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

EVIDENCE GUIDE

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

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.

RANGE STATEMENT

Context includes:

- Changing social context of work e.g. Consumer centred approach, changing government and societal views of mental health, approaches to working with clients, deinstitutionalisation
- 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
- Historical context of work e.g. Changing attitudes to mental health; changing approaches to working with clients
- Political context e.g. Government policies and initiatives affecting mental health work, mainstreaming
- Statutory framework within which work takes place

Different models of work may include:

- Acute, continuing and rehabilitation models
- Case management
- Clinical mental health services
- Clubhouse
- Community development and education
- Consumer run models
- Crisis situation responses
- Early intervention/prevention
- Home based support
- Mental health promotion
- Peer support/self help
- Psychosocial rehabilitation
- Residential services
- Respite care
- Supported employment
- Working with families and carers

RANGE STATEMENT

Stakeholders and representatives may include:

- Carers
- Clinical mental health services
- Community organisations
- Consumers
- Families and care givers
- Friends, peers and target group
- Government representatives and service providers
- Local community
- Management, colleagues, supervisor, team members
- Peak bodies and networks in the sector

The underpinning values and philosophy of the sector may include:

- A holistic and consumer-centred approach
- Commitment to empowering the consumer
- Commitment to meeting the needs and upholding the rights of consumers
- Community education
- Delivery of appropriate services
- Early intervention
- Encouragement of personal growth and development toward recovery and wellness
- Family sensitive approaches
- Promotion of mental health and well being

Commitment to access and equity principles includes:

- A non-discriminatory approach to all people using the service, their family, carer/s and friends, the general public and co-workers
- Creation of a consumer oriented culture
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social

Culturally and linguistically diverse may include:

- Different cultural and social contexts
- Social variables such as social attitudes to mental illness
- The needs of indigenous Australians
- The needs of people from non-English speaking backgrounds

Unit Sector(s)

Not Applicable