



Australian Government

Department of Education, Employment and Workplace Relations

HLTAHW608B Practise social and emotional well being in a clinical setting

Release: 1

HLTAHW608B Practise social and emotional well being in a clinical setting

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to provide social and emotional well being (SEWB) guidance and support to Aboriginal and/or Torres Strait Islander clients in crisis, in need and in the context of an ongoing supportive client/worker relationship

This unit provides a depth of knowledge, skills values and attitudes necessary to practise as a social and emotional well being worker in an Aboriginal and/or Torres Strait Islander community context

Application of the Unit

Application

Aboriginal and/or Torres Strait Islander SEWB workers may apply these skills and knowledge as part of primary health care services
Successful completion of this unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional well being and does not infer that they are qualified counsellors

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisites

This unit must be assessed after successful achievement of pre-requisites:

- HLTAHW507B Work effectively in social and emotional well being
- HLTAHW508B Develop a healing framework for social and emotional well being work

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

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Differentiate between ways to conceptualise and treat mental disorders | <ul style="list-style-type: none">1.1 Use <i>mental health classification systems</i> appropriately when diagnosing Aboriginal and/or Torres Strait Islander people1.2 Identify situations where a traditional healer could make an effective contribution to the treatment and management of Aboriginal clients1.3 Identify treatment approaches to potentially reduce the stay in mental institutions for Aboriginal and/or Torres Strait Islander people and assist early return to their communities1.4 Examine and evaluate the environment of mental health facilities/institutions in relation to potential impact on Aboriginal and/or Torres Strait Islander clients1.5 Identify the impact of cultural and spiritual factors on the way mental health problems develop and present |
| 2. Address the organisation's role and function in the management and treatment of mental disorders | <ul style="list-style-type: none">2.1 Identify ways in which the organisation's administrative and health care staff can physically, spiritually and emotionally support Aboriginal and Torres Strait Islander people and their families2.2 Identify community health organisation's role and manner of preparing and supporting Aboriginal and/or Torres Strait Islander clients to re-enter their communities2.3 Identify organisation policies and procedures that acknowledge the importance of Aboriginal and Torres Strait Islander people's spiritual and emotional ties2.4 Clarify and support links between agencies providing primary, secondary and tertiary care2.5 Identify and access appropriately <i>local government and non-government resources</i> available to assist clients from remote areas |

ELEMENT**PERFORMANCE CRITERIA****3. Develop and maintain inter-sectoral networks**

- 3.1 Recognise the importance of cross sector collaborations between agencies, particularly in the context of early intervention and treatment for clients with multiple diagnoses
- 3.2 Identify the roles and functions of members of *multi-disciplinary health care teams*
- 3.3 Recognise different organisational cultures within a drug and alcohol service and a mental health service, and identify their impact on workers
- 3.4 Identify difficulties in addressing gaps in the system that impede continuity of care
- 3.5 Identify factors/attributes that contribute to a flexible, dynamic and productive health team
- 3.6 Recognise the importance of policies that reflect equal opportunity and ensure that staff participate in cross cultural awareness programs
- 3.7 Identify ways case management can contribute to effective inter-sectoral service delivery
- 3.8 Identify staff development issues for inter-sectoral workers

4. Use clinical practices appropriate to social and emotional well being work

- 4.1 Identify clinical practices relevant to social and emotional well being work
- 4.2 Clarify the meaning of 'culturally appropriate manner' in general and specific cultural contexts
- 4.3 Discuss client treatment with other members of the health care team
- 4.4 Recognise the importance of accurate clinical baseline observations in practice
- 4.5 Take client history in accordance with the needs of the client and the health care setting
- 4.6 Undertake comprehensive reporting in line with organisation requirements
- 4.7 Identify instances where the social and emotional well being worker might advocate for a client in accordance with the philosophy of the organisation

ELEMENT**PERFORMANCE CRITERIA****5. Practise social and emotional well being work**

- 5.1 Use a culturally appropriate manner in all interactions with the client (including active listening, clarifying, probing techniques)
- 5.2 Develop care plans and discuss implementation and evaluation with the health care team
- 5.3 Conduct client interviews, ensuring that there is appropriate preparation and consideration given to opening, developing and closing the interview
- 5.4 Review existing records to ensure that all appropriate information is taken into account when treating a client

6. Follow organisation's occupational health and safety procedures

- 6.1 Consult organisation's OH&S policy and procedures manual to clarify policies and procedures for a range of situations
- 6.2 Clarify and apply procedures for dealing with clients and their relatives who are verbally or physically threatening
- 6.3 Clarify and apply organisation OH&S requirements for use in caring for psychotic clients
- 6.4 Ensure responses to clients who spit at or bite the worker reflect the appropriate order of priority for maintaining worker safety

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

This includes knowledge of:

- Role and responsibilities of a social and emotional well being worker in a multidisciplinary team
- The differences between the roles of a social and emotional well being worker in a community controlled organisation and in a government organisation
- Organisational philosophies, values and beliefs
- Social and emotional issues associated with mental health of Aboriginal and/or Torres Strait Islander clients
- Clinical aspects of mental health assessments, treatments and services
- Relevant occupational health and safety requirements for practice, including (but not limited to):
 - duty of care
 - confidentiality
 - debriefing
 - universal precautions
 - hazard/incident reporting procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Deliver social and emotional well being services to Aboriginal and/or Torres Strait Islander clients within the context of a specific organisation
- Work effectively as a member of a multi-disciplinary health care team and in collaboration with other agencies
- Use clinical practices appropriate to social and emotional well being work

In addition, the candidate must be able to effectively do the task outlined in elements and

REQUIRED SKILLS AND KNOWLEDGE

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

This includes the ability to apply:

- Counselling skills:
 - listening skills
 - negotiation
 - questioning, reframing
 - externalising
 - reflection process by worker
- Counselling techniques - individual, family, couple, with specific skills in working with:
 - children
 - youth
 - couples/families
 - sexual abuse survivors
 - sexual assault
 - those at risk of suicide/self harm
- Referral procedures to agencies
- Professional boundaries and ethics
- Debriefing strategies&processes
- Crisis management
- Problem solving skills
- Communication skills for couples
- Conflict resolution skills
- Shared case management

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 of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated

EVIDENCE GUIDE

over the required range of situations relevant to the workplace

- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Method of assessment:

- Assessment must take place through a combination of observation on the job and completion of self paced workbook activities
This may be undertaken in conjunction with, or with verification by, a workplace supervisor, preceptor or mentor
- Assessment must include observation of the following specific workplace activities:
 - counselling sessions
 - crisis intervention
- Assessment must include self-assessment through a personal journal

EVIDENCE GUIDE

Consistency of performance:

- Consistent performance should be demonstrated across an appropriate range of service delivery situations
- To ensure consistency of performance the assessment should be holistic and allow for demonstration of competence with clients in a number of different contexts (e.g. in role plays, case studies and small group discussions)
These contexts would include working with clients who have dual diagnosis
- Client groups may include:
 - youth/adults
 - children
 - older people
 - families
 - communities
 - clients who would be managed by the workers as part of a mental health team
 - clients who have been referred to other agencies or other health professionals

Conditions of assessment:

This unit includes skills and knowledge specific to Aboriginal and/or Torres Strait Islander culture
Assessment must therefore be undertaken by a workplace assessor who has expertise in the unit of competency or who has the current qualification being assessed and who is:

- Aboriginal or Torres Strait Islander him/herself

or:

- accompanied and advised by an Aboriginal or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

EVIDENCE GUIDE

Context of assessment:

- Assessment for this unit must take place in the workplace, which must include:
 - Community Controlled Aboriginal Medical Services
 - Community Controlled Aboriginal Services
 - Government Aboriginal Health Services
 - Institutional settings/facilities
- All assessments must ensure that the personal safety of the worker and the client is taken into consideration when demonstrating competence

Related units:

This unit should be assessed either after or in conjunction with:

- HLTAHW606B Provide guidance in social and emotional well being
- CHCAOD408A Assess needs of clients with alcohol and/or other drugs issues
- CHCMH504D Provide a range of services to people with mental health issues

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

Cultural Respect

This competency standard supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and Torres Strait Islander peoples

It recognises that the improvement of the health status of Aboriginal and Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social well being, community capacity and governance

Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices

Community Control

Community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker is to support the community in this process

Supervision

Supervision must be conducted in accordance with prevailing State/Territory and organisation legislative and regulatory requirements

References to supervision may include either direct or indirect supervision of work by more experienced workers, supervisors, managers or other health professionals

A person at this level should **only** be required to make decisions about clients within the organisation's standard treatment protocols and associated guidelines

RANGE STATEMENT

Legislative requirements

Federal, state or territory legislation may impact on workers' practices and responsibilities. Implementation of the competency standards should reflect the legislative framework in which a health worker operates. It is recognised that this may sometimes reduce the application of the Range of Variables in practice. However, assessment in the workplace or through simulation should address all essential skills and knowledge across the Range of Variables. Aboriginal and/or Torres Strait Islander Health Workers may be required to operate in situations that do not constitute "usual practice" due to lack of resources, remote locations and community needs. As a result, they may need to possess more competencies than described by "usual practice circumstances". Under all circumstances, the employer must enable the worker to function within the prevailing legislative framework.

Service settings may include:

- Aboriginal Medical Services
- Advocacy Services e.g. support groups
- Community Services for Aboriginal People e.g. mobile patrols, youth services, rehabilitation units, sexual assault agencies
- Emergency support services - e.g. psychiatric emergency teams, kid's helpline, Samaritans
- Institutional (e.g. psychiatric in-patients, out-patients clinics)
- Outreach services e.g. Ngunga Alcohol & Substance Abuse Service (NASAS), Men's Outreach

RANGE STATEMENT

Services provided include

- Advocacy
- Counselling (face to face&telephone)
- Crisis intervention
- Debriefing
- Early intervention/prevention
- Liaising between agencies
- Medication monitoring
- Referral
- Support

Mental health classification systems include:

- Diagnostic and Statistical Manual of Mental Disorders DSM IV
- International Classification of Diseases ICD 10

Local government and non-government resources may include:

- Interpreters
- Liaison services

Multi-disciplinary health care teams may include:

- Aboriginal and/or Torres Strait Islander health workers
- Community or psychiatric nurse
- Other members of the health team
- Psychiatrist
- Social&Emotional Well Being worker
- Social worker

Stakeholders include:

- Aboriginal communities
- Aboriginal Medical Services
- Communities
- Community controlled organisations
- Families
- Government - commonwealth, state/territory&local
- Individuals

RANGE STATEMENT

Factors influencing service delivery may include:

- Government policy
- Legislation
- Locality - e.g. urban, rural, remote, regional
- Organisation policy
- Regulations
- Socio-demographic

Characteristics of clients may include:

- Addicts or recovering addicts
- Adults
- Children
- Grieving individuals, families and communities
- People who have limited schooling
- People with English as a second or third language
- Stolen generations
- Survivors of sexual abuse
- Victims of sexual assault
- Victims of trauma, domestic/family violence, assault or abuse
- Youth

Organisation policies and procedures may include

- Emergency procedures
- OH& S procedures
- Practice guidelines for social and emotional well being workers
- Referral procedures

RANGE STATEMENT

Linked agencies may include:

- Aboriginal Medical Services
- Accommodation
- Crisis services such as Kids Help Line, Samaritans, Anglicare, Refuges, Sobering Up Shelters
- Department of Social Security /Centrelink
- Emergency services
- Employment services and support
- Family&Children's Services or equivalent
- Financial assistance agencies (e.g. Family&Children's Services)
- Health Department
- Hospital
- Mental health services
- Ministry of Justice
- Police
- Sexual Assault Referral Centre, Sexual Assault Counselling Services

Unit Sector(s)

Not Applicable