



Australian Government

Department of Education, Employment and Workplace Relations

CHCCS403B Provide brief intervention

Release: 1

CHCCS403B Provide brief intervention

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to identify, implement and monitor brief intervention strategies for use in a variety of community health contexts

Application of the Unit

Application

This unit may apply in a range of community service contexts

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

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Explain what brief intervention is and how it can be effectively used | 1.1 Define <i>features of brief interventions</i> and give examples
1.2 Explain <i>reasons for using brief interventions</i> , who can use them and when they may be appropriate
1.3 Describe stages of behaviour change model, including elements of pre-contemplation, contemplation, action and maintenance
1.4 Describe step by step process for undertaking brief interventions |
| 2. Assess a client's need for intervention and the type of brief intervention required | 2.1 Assess client's need for intervention
2.2 Elicit issue/s of concern and determine client's stage in his/her decision to change
2.3 Identify <i>resources required to support the brief intervention</i>
2.4 Identify and plan appropriate brief intervention strategies to match client need |

ELEMENT**PERFORMANCE CRITERIA**

3. Practise and use *brief intervention strategies* which match a client's stage of change
 - 3.1 Raise awareness of the health issue with a client who is not contemplating change
 - 3.2 Conduct brief motivational interview with a client who is contemplating change
 - 3.3 Support client who expresses motivation to change in exploring choices, setting goals and identifying relapse prevention strategies
 - 3.4 Take opportunities to support and encourage a client who has made a change
 - 3.5 For a client who has lapsed or relapsed into prior behaviour, identify current needs and sources of assistance, and give support as appropriate

4. Monitor brief intervention activities
 - 4.1 Keep notes are kept in the client's file in accordance with *organisation policies and procedures*
 - 4.2 Ensure client's file notes include the client's stage of decision-making on each occasion
 - 4.3 Maintain confidentiality and security of information
 - 4.4 Regularly review client's progress or outcomes
 - 4.5 Discuss outcomes with the client in an appropriate manner
 - 4.6 Discuss the use of brief intervention as a public health strategy with others in the organisation within the context of service evaluation procedures

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:

- Brief intervention scope and process
- The wider physical, social, community and cultural environment within which the client lives
- Knowledge of facts and approaches relating to nutrition, environmental health, use of alcohol, tobacco and other drugs as relevant to the client and worker context
- Options to support behaviour change
- Referral resources
- Importance of confidentiality and privacy
- Organisation policies and procedures for record-keeping and security
- Workplace code of conduct or code of practice
- Occupational health and safety (OHS) guidelines

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consistently complete course tasks and materials, workshop notes, diagrams and/or lists
- Orally present accurate information about brief intervention
- Undertake practical demonstration and/or role play
In the case of workplace delivery, elements of brief intervention could be practised sequentially
For example, starting by assessing intention to change in several clients, then doing more harm reduction for pre-contemplators, and so on to build up confidence and competence
- Complete log book of cases, including self assessment
- Complete client file notes and records

REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able 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 the ability to:

- Demonstrate interpersonal communication, including ability to listen, observe, speak and behave in a respectful and sensitive manner
 - it is necessary for the worker's manner to be non-judgemental and non-confrontational
 - this ability is crucial as the health information shared may be confronting to the client
 - language used may be English or a community language depending on the client and worker
- Undertake screening and assessment of client needs
- Clearly present health information in one-to-one situation
- Demonstrate facilitation and negotiation to the level required to assist client decision-making
- Apply literacy competence required to satisfy record-keeping and referral requirements
- Maintain documentation as required, including effective use of relevant information technology in line with OHS guidelines

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
- It is recommended this unit be assessed after, or in conjunction, with the attainment of competency in other communication unit(s) within qualifications
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of

EVIDENCE GUIDE

performance across contexts applicable to the work environment

- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

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 of competency is designed to stand alone
- It is designed to be offered to workers of broad ranging professional background, engaged in a variety of settings and may be, but is not required to be assessed in conjunction with other units
- Assessment may take place during a training workshop or in the workplace, depending on the mode of delivery

Method of assessment:

Assessment should include a combination of methods such as:

- Observation and listening
- Individual/group discussion
- Discussion of participants' self-assessment and evaluation
- Assessment of written exercises, displays and presentations

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.

Workers may be engaged in a working environment in which they:

- Seize opportunities to do brief interventions with clients as they arise
- Work with a client on a one-to-one basis and have limited opportunity for supervision of the brief intervention process
- Are communicating in a language other than their first language
- Are required to make clients' file notes and fulfil administrative requirements in a language other than their first language
- Must comply with cultural obligations which influence their use of brief intervention with particular clients

Features of brief interventions include:

- One-to-one approach, private
- Takes short period of time
- May be done by a health team member
- Client led process
- Opportunistic
- To raise awareness
- To share knowledge
- To help client to think about making changes to improve health

RANGE STATEMENT

Reasons for using brief interventions may include:

- Harm reduction
- Facilitating behaviour change
- Any behaviour which affects health, such as
- Diet and exercise
- Personal hygiene
- Smoking
- Excessive drinking of alcohol
- Use of other drugs such as cannabis, kava or illicit drugs

Resources required to support the brief intervention may include:

- Displays
- Electronic media
- Brochures or pamphlets
- Books and other publications, see reference list
- Other health workers
- Community health stories

RANGE STATEMENT

Brief intervention strategies may include:

- Applying a range of assessment tools to determine the brief intervention needed
- Raising awareness of link between behaviour and personal health/social well being
- Raising awareness of link between personal behaviour and the affect on family and community
- Sharing relevant information about health
- Exploring the client's expressed concerns
- Motivational interviewing techniques
- To help the client to weigh up the good/not so good things about the health issue or behaviour
- To help the client express his or her reasons for concern and the arguments for change
- Highlighting the benefits of changing
- Setting personal goals and exploring personal change strategies
- Identifying a hierarchy of personal change strategies
- Identifying strategies for lapse/relapse prevention
- Assessing potential harmful outcomes, such as withdrawal
- Giving the client resources, such as written information, appropriate to the stage of change
- Giving positive feedback and encouragement
- Offering time and support

Organisation policies and procedures include those relating to:

- Record-keeping and filing
- Security
- Confidentiality
- Workplace code of conduct or code of practice
- Broader legislative requirements

Monitoring and feedback may be:

- Verbal
- Written
- Pictorial
- Audio visual
- Electronic, e.g. computer files

Unit Sector(s)

Not Applicable