Australian Government

Department of Education, Employment and Workplace Relations

CHCCS422B Respond holistically to client issues and refer appropriately

Release: 1

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Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS422A Respond holistically to client issues and refer appropriately	CHCCS422B Respond holistically to client issues and refer appropriately	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Updated terminology 'challenging behaviour' to 'behaviours of concern'. No change to competency outcome.

Unit Descriptor

Descriptor   This unit describes the knowledge and skills required to assess a range of client issues and refer appropriately

Application of the Unit

Application   On completion of this unit, the worker will be able to respond appropriately to clients that have a range of issues outside and in addition to the area of immediate focus, expertise or interests of the worker and their organisation

For instance, a child protection worker may need to identify when alcohol and other drug issues are important in the life of a presenting client

Completion of the unit will also provide the worker with competence to make decisions as to whether to refer or retain the client

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. Establish interpersonal relationship with client	1.1 Define boundaries and use communication skills that will establish a trusting and respectful relationship
	1.2 Utilise facilitative communication skills to assist the client to identify areas of concern, to prioritise areas for immediate and longer term action and to determine options for action and workable strategies to address their priority areas
	1.3 Share relevant information with client about options and services available to enable them to make informed decisions

ELEMENT	PERFORMANCE CRITERIA
2. Identify the range of issues impacting on the client and assess client needs	2.1 Identify *indicators of harm*, *neglect*, *abuse or risk of harm*
	2.2 Use observations, assessment tools and questioning to identify possible *presenting issues*
	2.3 Seek information from a range of *appropriate sources* to determine the range of issues that may be affecting the client within *organisation policies and procedures* regarding autonomy, privacy and confidentiality
	2.4 Apply *organisation procedures for collecting and analysing client information*
	2.5 Examine *all client information* to determine the degree to which other issues may impact on the possible services that can be provided by the organisation
3. Analyse and assess information to determine appropriate course of action to be followed	3.1 Assess the level of risk to the client and others directly involved using tools approved or adopted by the organisation
	3.2 Follow organisation procedures and address *legal requirements and duty of care obligations* in *responding to indicators of risk of abuse*, *neglect or harm*
	3.3 Identify and prioritise client's current needs and available sources of assistance
	3.4 Identify organisation's capacity to meet range of client needs to be addressed
	3.5 Apply accepted procedures to assess the option of bringing in *specialist support* and continuing to work with the client
	3.6 Share relevant information with client about options and services available to enable them to make informed decisions
	3.7 Provide the client with resources as appropriate
	3.8 Follow relevant State/territory legislation, organisation policies and procedures and duty of care obligations and legislative requirements in responding to indicators of actual or potential risk of abuse, neglect or harm

ELEMENT	PERFORMANCE CRITERIA
4. Refer client to other services to provide coordinated support	4.1 Identify a client's need for support *internal and external* to the agency
	4.2 Implement *appropriate procedures to address potential emergency or crisis situation*
	4.3 Comply with cultural obligations when working with clients
	4.4 Work with the client and *significant others* where relevant to motivate, support and encourage the client
	4.5 Identify current needs and sources of assistance, and give support as appropriate
5. Review effectiveness of services provided to meet client needs	5.1 Review outcomes in accordance with organisation procedures and in consultation with clients, carers and significant others, case managers and other service providers
	5.2 Complete *document/s* as required and in line with organisation 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:

- Identification of the impact of issues relating to:
  - mental health
  - child protection - this must include essential underpinning knowledge of dynamics of child abuse, indicators of risk and risk factors
  - domestic violence
  - disability
  - homelessness
  - unemployment
  - alcohol and other drugs (AOD)
- Knowledge of accepted practices and available referral agencies for working with people experiencing issues related to:
  - mental health
  - child protection
  - domestic violence
  - disability
  - homelessness
  - unemployment
  - AOD
  - any form of crisis

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply client management skills to deal with complex needs and difficult or behaviours of concern
- Identify the range of relevant issues that may impact on service delivery
- Develop an implement a plan in conjunction with the client to address their issues

REQUIRED SKILLS AND KNOWLEDGE

- Provide referral to appropriate services
- Evaluate effectiveness of services
- Operate within duty of care and organisation requirements to address client needs
- Apply interpersonal skills to facilitate client to identify options for change and for addressing their issues
- Demonstrate case work skills to ensure effective assessment, intervention and referral
- Manage information to ensure all records are maintained, stored and accessible

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:

- Apply research skills to ensure a current and correct list of relevant services are readily available to the client
- Provide a brief intervention to raise awareness, share knowledge and help client to think about making changes to improve well being
- Apply crisis intervention and networking skills
- Utilise relevant information technology effectively in line with work health and safety (WHS) 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 • This unit must be assessed after, or in conjunction, with the attainment of competency in the compulsory communication unit within the qualification • 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 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

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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
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
Related units:	Although this unit requires no pre-requisite, there are a number of related units of competence both of a generic and sector specific nature that would be ideally mastered prior to undertaking this unit of competence

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

Presenting issues include:	• A client with secondary or multiple issues who is most likely to present 'first' to the following types of services (for an issue relevant to those services):
	   • child protection
	   • juvenile justice / youth service
	   • social housing
	   • employment service

Indicators of harm, neglect, abuse or risk of harm	• Physical symptoms such as injuries or loss of weight • Verbal and non- verbal cues • Impairment to cognitive functioning caused by acquired brain injury such as loss of memory, inability to concentrate, plan, organise • Reports from the individual, carers or other workers • Psychological/emotional indicators
Harm, neglect, abuse or risk of harm includes:	• Physical • Emotional • Cognitive • Psychological • Sexual • Financial
Appropriate sources (*of information*) *include*:	• Case notes • File • Other workers
Harm, neglect, abuse or risk of harm may be from:	• Carers • Workers/service providers • Self • Family or significant others • Community members

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RANGE STATEMENT

Responding to indicators of risk of abuse, neglect or harm includes:	• Intervention to remove the risk • Reporting to appropriate personnel • Investigating • Seeking specialist support/services • Referral • Following State/territory legislative requirements
Responding to indicators of risk of abuse, neglect or harm will be determined by:	• Legislation • The specific job role • Organisation procedures • Family and cultural mores
People who are vulnerable and at significant risk may be:	• People with a disability • People with an acquired brain injury • Elderly people • People with mental health issues • Children and young people • Babies under one year of age • Toddlers (children under three years of age) • People who are homeless • People in unequal power relationships
Non presenting problems or issues are likely to be:	• Alcohol and other drugs • Mental illness • Developmental disability • Acquired Brain Injury • Abuse and risk of abuse • Domestic violence • Homelessness / inadequate housing • Unemployment • Juvenile justice issues • Communicable disease • Financial difficulties • New arrival in the country

RANGE STATEMENT

Legal requirements and duty of care obligations include:	• Ethical referral • Comply with state and territory legislation
Significant other may include	• Partners • Family members • Carers • Advocates

Approaches to addressing specific issues include applying accepted methodologies, underpinning values and philosophies of the specific areas The following notes offer a guide:	• AOD may include knowledge of harm minimisation practices, of the effects of AOD on body system and social relationships, and of the signs and symptoms of intoxication:
	  • knowledge of groups and agencies in the community who can respond to individuals with AOD problems by providing treatment and detoxification programs is central
	  • also important is an awareness of personal bias, and models or perspectives on drug use i.e. disease perspective, moral perspective of both the client and of referral agencies
	• Mental health may include recognising basic signs and symptoms of anxiety, depression, suicidal impulses, and indicators of mental illness such as hallucinations or delusion:
	  • knowledge of appropriate referral and intervention services in the community is critical
	• Domestic violence may include an understanding of such violence as an abuse of power perpetrated both in a relationship and after separation and that such violence takes a number of forms:
	  • these include physical and sexual violence, emotional and psychological abuse and economic deprivation
	  • domestic violence occurs across all groups, cultures and creeds
	  • the safety and well being of individuals subjected to domestic violence should be of primary concern
	  • knowledge of groups and agencies in the community who can respond to individuals with domestic violence issues is required

RANGE STATEMENT

- Child protection requires knowledge of relevant state mandatory reporting legislation and its application
    - Child protection also requires knowledge of child development, dynamics of child abuse, risk factors, behavioural/physical indicators of abuse and agencies that respond to child protection matters
- It is vital to recognise that children (particularly infants) in families where abuse of alcohol and other drugs exist are more likely to be at risk of harm
    - where there other risk factors such as domestic violence and mental health co exist with AOD issues the potential risk of harm to those children increases significantly
- When working with adult clients who have children, the safety, welfare and well being of the children must be included in all case management practices
- Developmental disability may describe individuals who have a multiplicity of disabilities including difficulty learning, thinking and reasoning, retaining information and forming social relationships
    - it is vital to recognise the individuality of developmental disabled persons, their right to age appropriate consultation and to self determination
    - needs arising from social isolation and the critical importance of primary care-givers in the lives of developmental disabled persons should also be recognised
    - knowledge is required of groups and agencies in the community that can provide advocacy services
- Juvenile justice may include knowledge of adolescent clients and their special need as individuals, within families and as part of a group, including stages of development and social issues affecting youth
    - recognition of the vulnerability of young people in their dealings with authority and of the protection that should operate during an investigation or proceeding in relation to an offence is required
    - knowledge of groups and agencies in the community that can provide services such as advocacy and legal advice to young people in their dealings with the justice system is essential

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RANGE STATEMENT

	- Acquired Brain Injury may include: - awareness of the causes and effects of ABI - understanding of the impact of cognitive impairment on the individual and families, including associated grief and loss issues; knowledge of the ABI service system; skills in working with people with behaviours of concern
Organisation procedures for collecting and analysing client information may include written and oral input to:	- Questionnaires - Assessment tools - Client profile forms etc
Procedures to prevent escalation of a potential emergency or crisis situation may include:	- Using calming communication skills - Managing and containing emotional responses and escalating behaviour - Identify and address source of the issue - Discussing the situation with the client - Negotiation and mediation - Seeking assistance from other workers or client carers - Providing physical and visual barriers - Evaluating the potential risk of the emergency - Implementing specific communication skills including questioning, reflective listening and body language
Appropriate procedures to address potential emergency or crisis situation may include:	- Negotiating to prevent escalation - Seeking assistance from other people or agencies - Immediate referral - Intervention to ensure physical safety
Other information could include information from:	- The client's carers and or family - Other agencies or workers with knowledge of the client - Client files

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RANGE STATEMENT

Specialist support may include:	• Health professionals • Careers and employment advice • Financial counselling • Family and relationship counselling • Child Protection officers • Mental health professional • AOD detox, withdrawal and support • Child care • Centrelink officers
All client information would include:	• Behaviour • Responses to questions and other information provided by client • Physical appearance and acuity • File information • Information on the client provided by family, carers, other workers, other agencies
Accepted procedures to evaluate the benefit to the client of referral include:	• Discussing options with the client, carers and family • Checking the availability of services within the organisation • Checking the availability and accessibility of other services
Brief intervention will be focused on providing de-escalation and emotional support:	• One-to-one approach, private • Takes short period of time • Can be done by anyone in the team • A client led process • Opportunistic • Used for harm reduction and facilitating behaviour change • Carer respite (e.g. for clients with ABI)

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RANGE STATEMENT

Organisation policies and procedures may include:	• Incident reporting and documentation • Operational guidelines for handling cases involving difficult and behaviours of concern • Record-keeping • Legal responses
Decisions to provide a brief intervention will be based on:	• The issues of concern to the client and the stage of decision to change is determined • Availability of resources to support the brief intervention • Agency and worker mandate and focus
Document/s may include:	• Data • Case notes • Case files • Client reports • Referral notes

Unit Sector(s)

Not Applicable

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