



Australian Government

Department of Education, Employment and Workplace Relations

CHCCSL512A Determine suitability of client for counselling services

Release: 1

CHCCSL512A Determine suitability of client for counselling services

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes a detailed knowledge of indicators of client's mental health status required to clarify client's suitability for counselling services or need for referral in the context of community services work

Application of the Unit

Application

The application of knowledge and skills described in this unit of competency may relate to functions such as providing information to clients or reporting or referring issues outside scope of practice of individual worker

Work at this level may require guidance and/or supervision from appropriately qualified personnel, especially where provision of direct client services are involved

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. Obtain information about client's developmental and mental health status

PERFORMANCE CRITERIA

- 1.1 Observe and/or question the client appropriately to obtain information about their developmental and/or mental health status
- 1.2 Review any available documented information about the client's developmental and/or mental health status
- 1.3 Take into account the range of factors that may have impacted on the appearance and behaviour of the client in relation to counselling services to be delivered

ELEMENT**PERFORMANCE CRITERIA**

2. Clarify client suitability for service to be provided
 - 2.1 Identify *signs of developmental delay or mental health issues* using standard methods and protocols
 - 2.2 Clarify suitability of community services being delivered in relation to client's developmental and/or mental health status
 - 2.3 Consult appropriate person to clarify implications and significance of client's developmental and/or mental health status in the case of uncertainty or limits on own capability or authority
 - 2.4 Where appropriate consult with the client's carer, family or significant other/s to gather relevant information

3. Check for and respond appropriately to risk
 - 3.1 Identify factors associated with developmental and/or mental health issues which may have potential risk for client or worker
 - 3.2 Recognise and refer potentially serious issues in line with organisation requirements
 - 3.3 Document identified developmental and/or mental health issues in line with organisation policies and procedures
 - 3.4 Check for any indications of *issues requiring notification of authorities* and report
 - 3.5 Check for any indications of *other issues* that may impact the provision of services and/or require referral
 - 3.6 Report and document as required by the organisation policies and 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:

- Detailed knowledge of aspects of development of the human being throughout the lifespan, including:
 - physical
 - psychological
 - cognitive
 - social
 - affective
- Behaviours and reported emotions that may indicate presence of a mental health issue, including:
 - suicidal ideation
 - hallucinations or delusions
 - excessive fears or suspiciousness (paranoia)
 - confused thinking
 - indicators or self-harm
- Knowledge of key factors that may impact on the individual at identified stages of human development and their potential effects
- Understanding of legal obligations, particularly in relation to child protection and elder abuse issues
- Appropriate range of referral sources and associated protocols
- Legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Awareness of own values and attitudes and their potential impact on clients
- Indicators of significant issues including:
 - child abuse (including different types of child abuse)
 - child trafficking

REQUIRED SKILLS AND KNOWLEDGE

- abuse, neglect or harm including self-harm
- domestic and family violence
- elder abuse
- Child protection policy of service
- State/territory requirements about responding to indications of abuse and reporting process
- Relevant organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Observe and question clients appropriately in order to obtain information relating to developmental status and actual or potential issues related to community services to be delivered
- Identify variations from normal developmental or mental health status using standard methods and protocols and recognise and refer potentially serious issues in line with organisation requirements
- Identify potential factors responsible for significant variations from normal developmental status and determine an appropriate response in terms of:
 - appropriate referral and reporting in line with organisation requirements
 - provision of appropriate services
- Refer to or seek assistance from an appropriate person or authority in relation to variations from normal functioning
- Articulate scope of practice and boundaries in relation to response to client status
- Comply with mandatory reporting requirements where appropriate

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in

EVIDENCE GUIDE

demonstrate this unit of competency:

conjunction with units involving application of knowledge in a work context

- Essential knowledge covered in this unit is to be assessed *before* application in a work context, especially where client safety issues are involved
- Consistency in performance should consider the range of clients and situations encountered 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

EVIDENCE GUIDE

Method of assessment:

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which *may* include:
 - observation of performance in an actual workplace or in a setting that realistically simulates work conditions:
 - observation should include key aspects described in elements, performance criteria and relevant aspects of the Range Statement of the unit
 - where face-to-face observation is not possible, video recordings may be provided
 - candidate's critique of their 'performance' to demonstrate cognitive understanding of theory
 - written questioning
 - relevant case studies and/or scenarios
 - role play
 - focused discussion

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

Life stages include:

- Infancy
- Early childhood
- Childhood
- Adolescence
- Early adulthood
- Middle adulthood
- Late adulthood
- Old age

Signs of developmental delay may include but are not limited to: Behavioural signs:

- Attention span or ability to focus is markedly less than others of same age
- Rare use of or avoidance of eye contact with others
- Violent behaviour
- Stares into space, rocks body or talks to self more often than others of same age
- Disinterest in seeking love or approval from a caregiver or parent

Gross motor signs:

- Has a markedly clumsy manner when compared with others of same age

Vision signs:

- Has difficulty following objects (or people) with eyes

Hearing signs:

- Fails to develop sounds or words that would be appropriate for their age

RANGE STATEMENT

Signs of mental health issues may include but are not limited to:

Changes in cognition:

- Hallucinations or delusions
- Excessive fears or suspiciousness (paranoia)
- Confused thinking

Changes in mood:

- Loss of interest in once pleasurable activities
- Thinking or talking about suicide

Changes in behaviour:

- Bizarre behaviour (strange posturing, ritualistic behaviour)
- Intention harming or killing of animals (especially in children)
- Hyperactivity

Physical changes:

- Deterioration in hygiene or personal care
- Unexplained weight gain or loss
- Sleeping too much or being unable to sleep

Stages of development may relate to:

- Stages of physical development
- Stages of psychosocial development
- Stages of cognitive development
- Psychosexual stages
- Stages of moral development
- Stages of ego development

Issues requiring notification of authorities include:

- Certain infectious diseases
- Suspected or known child or elder abuse
- Suspected or known child trafficking
- Issues deemed to be in the public's best interest

RANGE STATEMENT

Other issues may include:

- Misuse of alcohol and other drugs
- A history of mental health issues
- Indicators of abuse, neglect or harm including self-harm
- Having no accommodation, employment or money
- Indications of domestic and family violence

Unit Sector(s)

Not Applicable