



Australian Government

Department of Education, Employment and Workplace Relations

CHCCSL513A Apply somatic distress reduction techniques

Release: 1

CHCCSL513A Apply somatic distress reduction techniques

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to work effectively with clients using a range of somatic distress reduction techniques

Application of the Unit

Application

The skills and knowledge in this unit may be applied in working with clients in distress, such as those unable to calm down emotionally due to high levels of unpleasant body sensations or unable to work through issues with some degree of rationality due to strong residual body distress

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. Assist client to provide a history of the problem

PERFORMANCE CRITERIA

- 1.1 Provide a safe and welcoming environment for the client to begin to tell their story
- 1.2 Assist client to provide pertinent details of their story causing them distress
- 1.3 Assist client to identify predominant emotions linked to their story
- 1.4 Assist client to identify thought processes linked with their story including negative self statements, spoken or thought
- 1.5 Assist client to identify how they would prefer to feel, think and be (provide a positive target)
- 1.6 Assist client identify earliest memories of present emotions and negative self statements associated with other events which may link with their present story

ELEMENT**PERFORMANCE CRITERIA**

2. Assist client to identify areas in the body that currently cause them distress
 - 2.1 Work with client to identify areas in the body where there are *signs of tension or anxiety*
 - 2.2 Assist client to identify times in the day when these unpleasant body sensations are worst
 - 2.3 Help client identify times when somatic distress is lessened or when it is not noticed
 - 2.4 Assist client to identify predominant thoughts and emotions linked with the somatic distress

3. Use scaling techniques to measure effectiveness of therapeutic intervention
 - 3.1 Select scaling technique appropriate to address *diverse client needs*
 - 3.2 Assist client to identify the level of distress through utilising the scaling technique
 - 3.3 While working with the *somatic distress reduction technique* use scaling techniques to provide feedback
 - 3.4 At the conclusion of working with the client use appropriate scaling technique to clarify for client the benefit or otherwise of the technique
 - 3.5 Use this information to either encourage home use of the method for somatic distress reduction or to refer the client for further support

4. Use appropriate somatic distress reduction therapeutic application
 - 4.1 Select appropriate somatic distress reduction technique to address *diverse client needs*
 - 4.2 Assist client to understand how the selected technique works and its benefits and limitations
 - 4.3 Provide clear instructions to client about appropriate use of the technique selected
 - 4.4 Work with client appropriately to address their somatic distress, providing care and assurance
 - 4.5 Conclude session, providing appropriate suggestions to calm and ease the client into the present environment again

ELEMENT**PERFORMANCE CRITERIA**

5. Assist client to become grounded and centred after the therapy
 - 5.1 Assist client to move their body in a usual manner
 - 5.2 Check with client for normality of body sensation, thought and emotion
 - 5.3 Ask client about their plans for the rest of the day and provide appropriate support and guidance to assist client to maintain grounded and centred state
 - 5.4 Plan with client continued sessions if required

6. Support client to utilise techniques safely in home environment to reduce stress or sadness
 - 6.1 Assess benefits gained from using the somatic distress reduction technique for the client
 - 6.2 Assess appropriateness of using the technique at home by the client when needed
 - 6.3 Provide support and guidance for client using handouts or hand written notes for use in private
 - 6.4 Provide contact opportunities for client to gain extra support at home if required

7. Provide *appropriate referral* for clients experiencing extremely high levels of somatic distress
 - 7.1 Provide calming and caring presence to support clients experiencing distress after working with somatic distress reduction techniques
 - 7.2 Successfully identify symptoms of high somatic distress in clients
 - 7.3 Successfully identify symptoms of dissociation or unusual presentations requiring further support
 - 7.4 Provide contact details of medical practitioners, psychologists, or hospital emergency centres and after hours counselling phone lines if required
 - 7.5 Support client with access to safe places if they are identified as unable to adequately care for themselves

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 underpinning 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:

- Benefits of somatic distress reduction techniques
- Appropriate application of the use of techniques
- A range of techniques for various ages and circumstances
- Suicidal ideation and somatic distress
- Services in the area for referral including medical practitioners, psychologists, hospital mental health admission procedures, after hours counselling phone lines or capacity to find this out for the client's particular location
- Signs and symptoms of dissociation or unusual presentations
- Cognitive/behavioural interventions
- Links between thought, emotion, body sensation and behaviour
- Knowledge of appropriate legislation, policy and guidelines

Essential skills:

Candidates must have had personal experience using somatic distress reduction techniques prior to using these techniques with others

It is critical that the candidate demonstrate the ability to:

- Provide a supportive environment to assist clients to identify their current somatic issues and history of the problem
- Select and explain to clients, appropriate somatic distress reduction techniques to address a diverse range of client needs
- Identify situations in which use of somatic distress reduction techniques would be inappropriate
- Demonstrate appropriate use of somatic distress reduction techniques with a range of clients
- Evaluate effectiveness of somatic distress reduction techniques for clients with a diverse

REQUIRED SKILLS AND KNOWLEDGE

range of needs and issues

- Provide appropriate and effective follow up for clients after use of somatic distress reduction techniques

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:

- Use high level communication and interpersonal relationship skills
- Make appropriate referrals
- Support clients in distress

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 may be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

EVIDENCE GUIDE

- 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 can be assessed independently, however holistic assessment practice is encouraged with other units of competency relating to counselling practice
 - Assessment requires access to a range of opportunities, including:
 - simulation of realistic workplace environment for assessment
 - assessment must take place on 3 or more occasions
 - a range of somatic distress reduction techniques must be assessed (3 or more)
 - materials to support home use by clients
 - legislation, regulations, policies and guidelines
 - definitions of diversity
 - current information on diversity issues
 - organisation's values and codes of conduct
 - organisation's procedures and protocols

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

Somatic distress reduction techniques may include:

- Systematic muscle relaxation
- Breathing techniques
- Emotional freedom techniques
- Thought field therapy
- Be Set Free Fast - tapping therapies
- Be Set Free Fast - positive self statement scripts
- Miscellaneous power therapies
- Hakomi - mindfulness technique
- HAMR - Hand Actuated Mental Conditioning
- Laughter therapy
- Rhythm exercises
- Rhythm exercises combined with positive self statements
- Visualisations

Signs of tension or anxiety may include but is not limited to:

- Tingles
- Jitters
- Racing heart
- Heaviness
- Sweaty palms

RANGE STATEMENT

Diverse client needs may relate to aspects such as:

- Age
- Cultural or ethnic diversity
- Disability
- Educational level
- Ethnicity
- Expertise
- Family responsibilities
- Gender
- Interests
- Interpersonal approach
- Language
- Learning styles
- Life experience
- Marital status
- Personality
- Physical capability
- Political orientation
- Religious belief
- Sexual orientation
- Sexual identity
- Socioeconomic background
- Thinking styles
- Work experience
- Working styles

Appropriate referral may include:

- Peers
- Supervisors
- Medical practitioners
- Community support groups
- After hours counselling phone lines
- Hospital emergency

RANGE STATEMENT

Legislation, policy and guidelines may include:

- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Disability Discrimination Act 1992
- Workplace Relations Act 1996
- Privacy Act 1988
- Human Rights and Equal Opportunity Commission Act 1984
- State/territory legislation addressing diversity issues
- Public sector management acts
- Workplace diversity guidelines
- Codes of conduct/ethics
- The organisation's plans strategies and policies relating to diversity
- Community guidelines, policy and practices that may exist within specific cultural or ethnic communities

Unit Sector(s)

Not Applicable