Australian Government

Department of Education, Employment and Workplace Relations

CHCMH403A Establish and maintain communication and relationships to support the recovery process

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCMH403A Establish and maintain communication and relationships to support the recovery process

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to work as part of a team to develop and maintain effective and trustful communication and relationships with people affected by a mental health condition, their family, carer/s and friends that contribute to recovery and independence

Application of the Unit

Application	This unit applies to work with clients affected by mental health condition in a range of community services work contexts
This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

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. Develop communication strategies to effectively engage with people	1.1 Identify the person's strengths and interests that may provide an opportunity to establish rapport 1.2 Apply *appropriate communication strategies* to establish rapport with person with mental health condition, their family, carer/s and work team 1.3 Apply communication strategies in a manner that acknowledges individual time requirements to establish rapport 1.4 Apply communication strategies in a manner that acknowledges cultural barriers to establishing rapport 1.5 Identify and respect the client's choice to involve others (e.g. carer/s, family and friends) 1.6 Apply communication strategies that acknowledge the client's recovery experiences
2. Maintain an effective working relationship with person affected by mental health condition	2.1 Identify communication requirements to maintain an effective working relationship with the person 2.2 Deliver any supports collaboratively and in a manner that maintains an effective working relationship with the person 2.3 Collaboratively work with the person, giving them control over their own lives

ELEMENT	PERFORMANCE CRITERIA
3. Develop and maintain effective working relationships with family, carer/s, friends and others	3.1 Identify the information and support needs of family, carer/s and friends 3.2 Use communication that is readily understood by carer/s, family and friends 3.3 Communicate with family, carer/s and friends in a manner that respects the dignity, choices and confidentiality of the person with the mental health condition

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:

- Person-centred approach
- Strengths-based approach
- Requirements of engaging people
- Respectful language and use of communication
- Recognition of communication styles of individuals
- Basic counselling skills
- Oral communication required to fulfill job roles as specified by the organisation/service
- Cross cultural communication issues
- Mindful practice

Essential skills:
It is critical that the candidate demonstrate the ability to:

- Apply a range of communication strategies including:
  - reflective listening
  - respectful responding
  - development of empathy and rapport
  - active listening if culturally appropriate, recognition of non-verbal triggers
  - feedback
  - interpretation
  - setting role boundaries
  - negotiation
  - establishing empathy
  - congruence of communication and action
  - follow up communication

REQUIRED SKILLS AND KNOWLEDGE

- non-verbal communication

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 is best assessed on the job or in a simulated workplace under the normal range of conditions - Consistency in performance should consider the requirements of the particular workplace context
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

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
- Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur

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

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.

Community Services and Health Industry Skills Council

RANGE STATEMENT

Appropriate communication strategies include:

- Reflective listening
- Respectful responding
- Development of empathy and rapport
- Active listening if culturally appropriate, recognition of non-verbal triggers
- Feedback
- Interpretation
- Setting role boundaries
- Negotiation
- Establishing empathy
- Congruence of communication and action
- Follow up communication

Unit Sector(s)

Not Applicable