



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCMH405A Work collaboratively to support recovery process**

**Release: 1**

## **CHCMH405A Work collaboratively to support recovery process**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to work collaboratively with clients to provide services to implement a range of strategies within the scope of an individual recovery plan for a person with a mental health condition

### **Application of the Unit**

#### **Application**

This unit applies to work with people affected by a mental illness 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

#### 1. Clarify service requirements

### PERFORMANCE CRITERIA

- 1.1 Obtain information about the requirements and boundaries of *possible services or activities* from the person's recovery plan
- 1.2 Work collaboratively with person to determine relevance of services or activities to recovery
- 1.3 Gather the resources to facilitate service delivery, in line with person's needs and specifications of the recovery plan
- 1.4 Confirm the person's understanding of the services and support to be provided
- 1.5 Ensure informed consent has been obtained from the client before commencing the service activity

**ELEMENT****PERFORMANCE CRITERIA****2. Implement strategies collaboratively**

- 2.1 Guide and support the person to participate in the service delivery as defined in the recovery plan
- 2.2 Ensure service delivery reflects *evidence-based practice* and values based practice
- 2.3 Work collaboratively to identify and note any difficulties the person experiences completing the requirements and report to supervisor in a timely manner
- 2.4 Identify and manage *compliance issues*, including subjective and objective reporting of the person's response to the intervention, and report to supervisor in a timely manner
- 2.5 Provide feedback to reinforce the person's understanding of the intervention and their progress
- 2.6 Seek assistance when the person presents with needs or signs outside limits of own authority, skills and/or knowledge
- 2.7 Report difficulties to supervisor for advice before continuing the service delivery

**3. Review outcomes to determine effectiveness of services provided**

- 3.1 Work collaboratively with person to determine outcomes of services provided or activities undertaken
- 3.2 Collaboratively identify indicators of progress toward goals identified in recovery plan
- 3.3 Identify and discuss any new or ongoing difficulties and concerns of the person
- 3.4 Identify and discuss with person potential changes to the services provided or referral options
- 3.5 Adjust recovery plan and service delivery to strengthen achievements towards recovery goals

**ELEMENT****PERFORMANCE CRITERIA**

## 4. Report and document information

- 4.1 Provide progress feedback to supervisor
- 4.2 Report difficulties and client concerns to supervisor in a timely manner
- 4.3 Implement variations to the service delivery according to the instructions of supervisor
- 4.4 Document information about services delivered according to the organisation's protocols
- 4.5 Use appropriate terminology to document person's response, outcomes and identified problems related to the services and support provided

## 5. Use self protection strategies

- 5.1 Use conflict resolution and negotiation as appropriate
- 5.2 Take appropriate action to ensure safety of self, client and others
- 5.3 Acknowledge limits of own abilities and make referrals as appropriate in accordance with organisation policies and available resources
- 5.4 Seek emergency assistance as required

## 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:

- Job roles and responsibilities associated with facilitating service delivery
- Range of services and activities appropriate to job role, including:
  - promotion and support of social inclusion
  - skill development and education
  - support
  - strategies to overcome barriers
  - employment
- Complexity of the recovery process
- Indicators of required referral
- Application in the mental health context of:
  - continuous quality improvement
  - evidence-based practice
  - values based practice
  - outcome measurement

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Work collaboratively with person to:
  - identify appropriate services and activities to address their recovery plan and social inclusion principles
  - provide identified resources and support to facilitate their participation in identified services and activities
- Apply organisational and problem solving skills to facilitate services and activities

## REQUIRED SKILLS AND KNOWLEDGE

- Review outcomes of services and activities against identified strategies and goals in recovery plan
- Work with person and supervisor to address issues and problems that arise and make changes to services and activities as required

## 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.



**RANGE STATEMENT**

*Possible service delivery or activities may include:*

- Skill development and/or education
- Support
- Strategies to overcome barriers
- Facilitation of employment

*Compliance issues may include:*

- Active non-conformance
- Passive non-conformance
- An indicators of more complex issues

*Evidence-based practice in the mental health context applies to:*

- Medication
- Education
- Family / social support networks
- Integrated mental health and alcohol and other drugs work
- Supported employment
- Social skills training

**Unit Sector(s)**

Not Applicable