Assessment Requirements for HLTASEW002 Assess and support the social and emotional wellbeing of clients

Release: 1

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Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete a social and emotional wellbeing assessment, and provide support to five different Aboriginal and/or Torres Strait Islander clients including:
  - children
  - adolescents
  - adults
- for each of the five clients:
  - use an assessment tool, designed to evaluate emotional wellbeing, suited to the needs of the client
  - evaluate all assessment information
  - participate in multidisciplinary team assessment discussions to determine the current status of the client's emotional wellbeing
  - discuss assessment outcomes with the client, and for children, their family or carer
  - source credible consumer based education resources about social and emotional management, and clearly explain these to the client
  - explain different types of self-care coping strategies
  - source information about non-clinical support services, explain their key features and advise the client how to access services
  - plan and organise continuity of support in consultation with the client and multidisciplinary team
  - document, in client's records, accurate details of:
    - social history
    - discussions and observations completed, and screening tool results
    - evaluation notes about the social and emotional wellbeing of each client
    - services, information and referrals provided
- according to actual client interactions or case study documentation:
  - participate in multidisciplinary team discussions, identify signs of the following, and facilitate referrals to required services:
    - two different types of mental health illness
    - self-harm
    - risk of suicide

- substance dependence
  - identify one mandatory reporting requirement and implement procedures to notify
- reflect on and evaluate own response to two client interactions and their distress, and identify self-care strategies that can be implemented.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - maintaining client confidentiality
  - documenting health assessments, referrals and support services provided
- for mandatory reporting:
  - local state or territory legal requirements, and
  - requirements of practitioner codes of conduct, and organisational procedures for:
    - reporting children at risk or presenting with signs of abuse or neglect
    - reporting practitioner clients who present with issues that may put their patients or clients at harm
- the potential reach of a multidisciplinary social and emotional wellbeing team, and an overview of the roles and boundaries of those who may be involved in assessments and care, to include:
  - Aboriginal and/or Torres Strait Islander health workers and practitioners
  - primary health practitioners: general medical practitioners and nurses
  - mental health practitioners: psychiatrists, mental health nurses, psychologists
  - qualified counsellors including alcohol and other drug counsellors
  - social workers
  - community workers
  - mental health workers
  - social service providers
- how multidisciplinary team members work together to coordinate holistic social and emotional wellbeing care and support, and how to facilitate referrals
- how the cause/s and impacts of the social and emotional wellbeing problem/s will determine the multidimensional care and referral response
- techniques to effectively communicate with clients when assessing and supporting their social and emotional wellbeing needs to:
  - build rapport and trust
  - sensitively probe and elicit responses
  - encourage clients to disclose personally confronting issues
  - tailor discussions and question to different ages, genders and circumstances
  - de-escalate difficult or dangerous conversations and interactions
- key information collected and recorded in medical histories, specifically relevant to a client's social and emotional wellbeing

- scope and boundaries of social and emotional wellbeing and mental health assessment and how they can differ and intersect
- key features of assessment tools used to evaluate emotional wellbeing:
    - the difference between screening tools and diagnostic tools
    - purpose and utility of assessment tools and how these contribute to an overall assessment
    - scoring systems and how scaled outcomes are used as a simple measure of a client's current emotional status
    - different tools used for different types of emotional issues
- how trauma may underpin the presentation of social and emotional distress, and an overview of verbal and non-verbal behaviours that may indicate exposure to:
    - sexual assault
    - sexual abuse
    - emotional and physical abuse
    - witnessing abuse of others including family and community members
- ways in which children and adolescents can present and specific indicators of childhood trauma, abuse and neglect
- the meaning of the following principles of trauma informed care, and how these can be practically implemented when assessing and supporting the social and emotional wellbeing needs of clients
    - safety
    - trustworthiness
    - choice
    - collaboration
    - empowerment
- overview of the signs and symptoms of different types of mental illness and presenting behavioural indicators:
    - mood disorders including depression and bipolar disorder
    - anxiety disorders
    - psychotic disorders including schizophrenia
    - eating disorders
    - substance misuse disorders
    - trauma-related disorders
- overview of the signs and symptoms of Autism Spectrum Disorder (ASD)
- for the use of alcohol and other drugs (AOD):
    - patterns of use that indicate dependence
    - behavioural indicators of dependence
    - dual nature of the relationship between mental health issues, and dependence on alcohol and other drugs
    - the concept of dual diagnosis and co-existing mental health and AOD issues
    - referral pathways for those with AOD issues

SkillsIQ

- for people at risk of self-harm and suicide:
    - common risk factors
    - common verbal and non-verbal behavioural indicators
    - types of rapid response assessment questions and actions that can be used to triage
    - emergency referral pathways
- indicators of imminent risk to the safety of client or other people and protocols for responding to these situations
- the elements of client self-management, and the importance of the client's role in managing and improving their social and emotional wellbeing:
    - knowing about the particular type of problem they are experiencing
    - sharing in decision-making about participation in care and support services
    - monitoring and managing signs and symptoms of emotional responses or distress
    - accessing and using support services
- the importance of:
    - current and credible consumer based education resources about social and emotional wellbeing management in the client decision-making process to access support
    - care and support service uptake on wellbeing outcomes
    - respecting client values and choice of care and support service uptake, and how to provide balanced and evidence based information to assist with decisions
- care and support services available in the community, state or territory:
    - for the presenting emotional problem in particular
    - non-clinical support services to assist with the underlying cause(s)
    - specialist services available to people of different genders and ages, and to Aboriginal and/or Torres Strait Islander people
    - how to access information about the types of services and consumer based education resources they provide
    - therapeutic services and any associated costs and benefits paid
    - how clients can access services and the role of health workers and practitioners in facilitating access
- self-care practices that can be utilised by both clients and those involved in work supporting the social and emotional wellbeing of others:
    - monitoring distress, and methods that can be used
    - managing emotional distress, and techniques and activities that can be used
    - seeking assistance and engaging with own support networks including family, friends and community groups
    - for health workers:
        - meaning of countertransference and the need to remain neutral when providing care
        - the role of other team members and colleagues in providing support
        - the role and importance of formal debriefing and professional supervision sessions, and how to access these

SkillsIQ

- the importance of continuity of care for clients experiencing social and emotional problems
- how to use client information systems to follow-up clients for care.

Assessment Conditions

Skills must be demonstrated in a health service workplace within a multidisciplinary primary health care team.

Evidence of performance must be gathered:

- during on-the-job assessments in the workplace under live conditions while interacting with Aboriginal and/or Torres Strait Islander people, or
- during off-the-job assessments in the workplace, not under live conditions, using simulated activities while interacting with Aboriginal and/or Torres Strait Islander people.

Evidence of workplace performance can be gathered and reported through third party report processes. (Refer to the Companion Volume Implementation Guide for information on third party reporting.)

Evidence can be supplemented by assessments in a simulated workplace environment using simulated activities, scenarios or case studies only when:

- the full range of situations covered by the unit cannot be provided in the individual's workplace, or
- situations covered by the unit occur only rarely in the individual's workplace.

Assessment must ensure the use of:

- client records
- template forms or reports for documenting client histories, assessment details and results
- assessment tools used to evaluate different types of emotional issues
- current and credible consumer based education resources from care and support services about social and emotional wellbeing management
- information about different types of care and support services designed to meet the needs of people of different ages, genders, and those for Aboriginal and/or Torres Strait Islander people if available
- template forms or reports for mandatory reporting
- organisational policies and procedures for:
    - maintaining client confidentiality
    - documenting health assessments, referrals and support services provided
    - mandatory reporting.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- be an Aboriginal and/or Torres Strait Islander person who has applied the skills and knowledge covered in this unit of competency through experience working as an Aboriginal and/or Torres Strait Islander health worker or practitioner, or

- be a registered health practitioner with experience relevant to this unit of competency and be accompanied by, or have assessments validated by, an Aboriginal and/or Torres Strait Islander person.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705