



Australian Government

HLTASEW002 Assess and support the social and emotional wellbeing of clients

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to complete assessments of Aboriginal and/or Torres Strait Islander client social and emotional needs as part of a multidisciplinary health care team.

It also covers the provision of primary support to assist clients to manage their wellbeing and make informed choices about their care and use of support services.

Social and emotional wellbeing assessments do not extend to assessments of mental illness but during assessments indicators may be present, and clients would be referred for further assessment.

This unit is specific to Aboriginal and/or Torres Strait Islander people working as health workers or health practitioners. They work as part of a multidisciplinary primary health care team to complete assessments and provide primary health care services to Aboriginal and/or Torres Strait Islander clients.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No regulatory requirement for certification, occupational or business licensing is linked to this unit at the time of publication. For information about practitioner registration and accredited courses of study, contact the Aboriginal and Torres Strait Islander Health Practice Board of Australia (ATSIHPBA).

Pre-requisite Unit

Nil

Competency Field

Social and Emotional Wellbeing

Unit Sector

Aboriginal and/or Torres Strait Islander Health

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

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| 1. Obtain client history and information about social and emotional wellbeing. | 1.1. Build trust and rapport with client by showing sensitivity and empathy during all interactions.
1.2. Explain organisational requirements for maintaining confidentiality of information and permission for disclosure.
1.3. Obtain and document client and family social history and discuss specific problems using culturally appropriate and safe communication.
1.4. Utilise relevant assessment tools designed to evaluate emotional wellbeing.
1.5. Seek information about critical incidents with sensitivity and respect for the physical, emotional and cultural safety and security of those affected.
1.6. Respond to disclosures of past or current trauma or abuse using principles of trauma informed care.
1.7. Observe client verbal and non-verbal behaviour to identify any indicators of emotional distress, trauma, abuse and mental illness.
1.8. Encourage clients, as relevant, to discuss patterns of use of alcohol and other drugs and recognise signs that indicate dependence. |
| 2. Evaluate information and consult on outcomes. | 2.1. Evaluate information provided by client and client's verbal and non-verbal behaviours.
2.2. Assess responses to questions and assessment tools that indicate emotional distress and underlying causes.
2.3. Consider the impacts of disclosed and indicated trauma and abuse on the client.
2.4. Recognise signs and symptoms of mental illness and refer to multidisciplinary team members for further action.
2.5. Participate in discussions with multidisciplinary team to assess the significance of the presenting social and emotional problem/s and the complexity of underlying cause/s. |
| 3. Respond to issues of serious concern. | 3.1. Identify clients who are at risk of self-harm, suicide and violence.
3.2. Respond promptly and supportively to facilitate referrals for crisis intervention according to client needs and preferences.
3.3. Recognise situations requiring mandatory reports and complete according to procedural and legal requirements and within scope of own responsibility. |
| 4. Discuss assessment outcomes and assist client with | 4.1. Provide clear and accurate information about assessment outcomes in culturally safe ways and encourage client questions. |
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| self-management approaches. | 4.2. Explain to client their role in managing and improving their wellbeing and elements of self-management. |
| | 4.3. Support and encourage client to express their needs, preferences and choices for emotional care. |
| | 4.4. Assist clients to actively participate in the planning of their care. |
| 5. Provide resources and information about support services. | 5.1. Provide culturally appropriate consumer based education resources about managing social and emotional wellbeing to clients. |
| | 5.2. Inform clients about available support services and facilitate access according to client needs and preferences. |
| | 5.3. Advise clients about available therapeutic services, how these can be accessed and facilitate referrals. |
| 6. Support client to cope with social and emotional wellbeing problems. | 6.1. Communicate consistently in culturally appropriate and safe ways. |
| | 6.2. Identify and promote the use of client's own support networks in managing and improving their wellbeing. |
| | 6.3. Support the complementary role of traditional healers in maintaining and healing social and emotional wellbeing. |
| | 6.4. Explain to the client the importance of self-monitoring emotional responses and using self-care practices. |
| | 6.5. Advise on basic stress management techniques and other activities that enhance emotional wellbeing. |
| | 6.6. Explain to client importance of regular reassessments in the management of their social and emotional wellbeing. |
| 7. Complete documentation and provide follow-up support. | 7.1. Update client records to include details of assessment results, services, information and referrals provided to client according to organisational procedures. |
| | 7.2. Plan and provide continuity of support in consultation with client and multidisciplinary team. |
| | 7.3. Organise follow up support for clients using organisational client information systems and follow-up procedures. |
| 8. Care for self. | 8.1. Identify risks to self that arise from work involving the social and emotional wellbeing of others. |
| | 8.2. Recognise, evaluate and monitor own feelings and responses to client distress. |
| | 8.3. Use techniques to manage own stress and identify need for social and emotional support, formal debriefing and supervision. |
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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none">• interpret the meaning of questions in assessment tools used to evaluate emotional wellbeing• interpret detailed and sometimes unfamiliar plain language consumer based education resources.
Writing skills to:	<ul style="list-style-type: none">• use fundamental sentence structure, health terminology and abbreviations to complete forms and reports that require factual and subjective information.
Oral communication skills to:	<ul style="list-style-type: none">• use language and terms sensitive to clients' values and emotional state• select and use terms that are respectful, non-judgmental, and which emphasise positivity• ask open and closed probe questions and actively listen to elicit information and preferences from clients.
Learning skills to:	<ul style="list-style-type: none">• use information provided in credible evidence based consumer resources to update and extend knowledge of social and emotional wellbeing issues, care options and available support services.
Initiative and enterprise skills to:	<ul style="list-style-type: none">• source information that meets the specific needs of clients and families.

Unit Mapping Information

This unit supersedes and is not equivalent to HLTAHW009 Provide information about social and emotional support or HLTAHW017 Assess and support client's social and emotional wellbeing or HLTAHW047 Support and promote social and emotional wellbeing of staff and clients. Content merged.

Links

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