



**Australian Government**

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

# **HLTAHW421B Provide information about mental health**

**Release: 1**

## **HLTAHW421B Provide information about mental health**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit Descriptor**

This unit describes the competencies required to provide information about mental health as part of primary health care services for Aboriginal and/or Torres Strait Islander communities

Specific advice provided may be limited by close supervision or established guidelines in line with community needs and health provider guidelines

### **Application of the Unit**

#### **Application**

This unit is intended to address skills and knowledge required by those working with Aboriginal or Torres Strait Islander communities to deliver primary health care services at Certificate IV level

### **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. Promote good mental health

1.1 Provide accurate information about the incidence, impacts and social/psychological context of mental health problems in Aboriginal and/or Torres Strait Islander communities

1.2 Provide information regarding mental health issues in plain language and use visual aids where appropriate

1.3 Discuss risk factors relating to mental health in the context of local, cultural, community, family and individual issues

1.4 Identify and evaluate mental health support services available to the community

1.5 Provide practical advice relating to the identification and management of mental health problems in line with community needs and organisation guidelines

1.6 Undertake activities to raise awareness of mental health issues

**ELEMENT****PERFORMANCE CRITERIA****2. Provide support to clients with mental health issues**

- 2.1 Identify appropriate mental health support services for Aboriginal and/or Torres Strait Islander communities in line with organisation guidelines and community requirements
- 2.2 Provide guidance about identified mental health issues in line with community needs and organisational guidelines
- 2.3 Use culturally appropriate educational resources
- 2.4 Provide information about resources available in the community and state in relation to addressing mental health issues
- 2.5 Signal clients with apparent or identified issues related to mental health for follow up in line with organisation guidelines
- 2.6 Maintain confidentiality to reflect community and organisation guidelines

**3. Provide information to carers for clients with mental health issues**

- 3.1 Identify appropriate support services for carers of Aboriginal and/or Torres Strait Islander clients with mental health problems in line with organisation guidelines and community requirements
- 3.2 Provide guidance for carers about dealing with mental health issues in line with community needs and organisational guidelines
- 3.3 Use culturally appropriate educational resources
- 3.4 Provide information about resources available in the community and state in relation to caring for and managing behaviour of clients with mental health problems
- 3.5 Make appropriate referrals in line with organisation guidelines
- 3.6 Maintain confidentiality to reflect community and organisation guidelines

## 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

This includes knowledge of:

- Impact of historical and cultural factors on Aboriginal mental health work:
  - importance of Aboriginal history and culture in mental health
  - major historical events contributing to contemporary social and mental issues
  - perceptions of health and concepts of mental health and mental illness held by different cultures
  - impact of loss of culture on Aboriginal and/or Torres Strait Islander people
  - relationship between anomie, powerlessness, empowerment and mental health issues
  - relationship between mental health and poverty and economic exclusion (including education and employment opportunities)
- Difference between mental illness and psychiatric disability
  - function of the nervous system and its relationship to psychiatric disability and/or mental illness
  - signs and symptoms of common psychiatric disabilities and mental illness
  - theories and causes of psychiatric disability and/or mental illness
  - factors associated with or contributing to psychiatric disability and mental illness
  - early signs of psychiatric disability and mental illness
  - impact of mental illness and/or psychiatric disability on self esteem, motivation and daily living skills
  - factors associated with and causes of suicide and attempted suicide
  - abnormal behaviour within an Aboriginal cultural setting
- Goals of service provision for mental health care
- Relevant provisions and implications of the Mental Health Act
- Occupational health and safety issues in mental health work
- Range of treatment options for mental health problems:
  - therapeutic

## REQUIRED SKILLS AND KNOWLEDGE

- community
- medical
- psychosocial

*continued ...*

### *Essential knowledge (continued):*

- Short and long term intervention strategies:
  - daily living skills
  - group work
  - individual support
  - sports and hobbies
  - working with carers and others
  - psycho education
  - relaxation management
  - stress management
  - anger management
  - coping mechanisms
- Role of the Aboriginal and/or Torres Strait Islander Health Worker with regard to mental health in the community
- Organisation policies and procedures relating to client confidentiality, informed consent, culturally appropriate manner and security of information when conducting an assessment
- Mental health problems requiring referral
- Relevant evaluation criteria for monitoring effectiveness of health care program.

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Communicate effectively in a group and one-on-one environment to promote healthy practices and discuss health issues
- Provide accurate and relevant information and guidance about mental health care in line with identified individual and community needs

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

This includes the ability to:

## REQUIRED SKILLS AND KNOWLEDGE

- Provide advocacy where required to support mental health care
- Maintain links with relevant services for mental health care
- Employ liaison strategies between service providers, individuals, families and community groups
- Provide information about appropriate intervention programs for clients with mental health needs
- Use effective communication in listening to and providing information to address mental health issues
- Provide information about the management and treatment of clients with mental health needs
- Identify culturally appropriate services available for assessment, treatment and rehabilitation and for client and family support
- Reflect on and improve own level and application of skills and knowledge to achieve desirable outcomes and maintain own capabilities
- Work with a team to deliver effective mental health promotion and education for Aboriginal and/or Torres Strait Islander communities and clients using appropriate facilitation, problem solving and instructional practices

## 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 of assessment:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

## EVIDENCE GUIDE

### *Conditions of assessment:*

This unit includes skills and knowledge specific to Aboriginal and/or Torres Strait Islander culture

Assessment must therefore be undertaken by a workplace assessor who has expertise in the unit of competency or who has the current qualification being assessed and who is:

- Aboriginal or Torres Strait Islander him/herself

or:

- accompanied and advised by an Aboriginal or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

### *Context of assessment:*

Competence should be demonstrated working individually, under supervision or as part of a primary health care team working with Aboriginal and/or Torres Strait Islander clients

Assessment should replicate workplace conditions as far as possible

### *Related units:*

This unit may be assessed independently or in conjunction with other units with associated workplace application



## 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.

#### *Cultural respect*

This competency standard supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and Torres Strait Islander peoples

It recognises that the improvement of the health status of Aboriginal and Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social well-being, community capacity and governance

Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices

#### *Community control*

Community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker is to support the community in this process

## RANGE STATEMENT

### *Supervision*

Supervision must be conducted in accordance with prevailing state/territory and organisation legislative and regulatory requirements

References to supervision may include either direct or indirect supervision of work by more experienced workers, supervisors, managers or other health professionals

A person at this level should **only** be required to make decisions about clients within the organisation's standard treatment protocols and associated guidelines

### *Legislative requirements*

Federal, state or territory legislation may impact on workers' practices and responsibilities. Implementation of the competency standards should reflect the legislative framework in which a health worker operates. It is recognised that this may sometimes reduce the application of the Range of Variables in practice. However, assessment in the workplace or through simulation should address all essential skills and knowledge across the Range of Variables

Aboriginal and/or Torres Strait Islander Health Workers may be required to operate in situations that do not constitute 'usual practice' due to lack of resources, remote locations and community needs. As a result, they may need to possess more competencies than described by 'usual practice circumstances'

Under all circumstances, the employer must enable the worker to function within the prevailing legislative framework

## Unit Sector(s)

Not Applicable