



Australian Government

CHCCCS028 Provide client-centred support to people in crisis

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 3.0</i> and meets the requirements of the 2012 Standards for Training Packages. Supersedes CHCTC302B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added.

Application

This unit describes the skills and knowledge required to build relationships with help-seekers, use crisis support micro skills and address the personal issues that affect working with people in crisis. The support is immediate and short term, and not ongoing.

This unit applies to individuals in crisis support roles who work according to established procedures and models. They work under supervision.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes

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

1. Apply the organisation's crisis support model and procedures

1.1 Identify and use each stage of the crisis support model during client interactions

1.2 Implement organisation measures for worker care and supervision

1.3 Document information according to organisation procedures

2. Facilitate relationship building with the help-seeker

2.1 Display a client-centred approach to crisis support

2.2 Show empathy to build a strong connection with the help-seeker and create an environment within which the

ELEMENT**PERFORMANCE CRITERIA**

	help-seeker feels able to discuss their concerns and pain
	2.3 Display unconditional positive regard to enable the help-seeker to communicate freely without fear of judgement
3. Apply skills which assist the crisis support process	3.1 Consistently use active listening skills and brief encouragers to establish rapport with help-seekers, and identify their issues 3.2 Show respectful, empathic understanding to clarify the nature and depth of help-seeker feelings 3.3 Develop an empowering crisis support relationship that assists help-seekers clarify options, seek support and decide on next steps to address problems and/or meet current needs 3.4 Explore and offer options for further help and support 3.5 Sensitively manage a timely end to the communication, facilitating transitions to ongoing self care and support or referrals
4. Address personal factors in the crisis support process	4.1 Identify, affirm and strengthen personal attributes and attitudes likely to facilitate the crisis support process 4.2 Identify and contain personal issues or attitudes likely to impact negatively on the contact 4.3 Identify and discuss personal reactions to strong help-seeker emotions or impactful stories 4.4 Identify and implement constructive strategies for dealing with strong emotions and impactful stories 4.5 Develop a range of self care strategies for responding to impactful presentations or stories

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCCCS028 Provide client-centred support to people in crisis

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- performed the activities outlined in the performance criteria of this unit during a period of 50 hours of work in a service providing support to people in crisis
- managed contacts from at least 50 help-seekers with varied presenting issues, using
 - the structure of the organisation's crisis support model
 - crisis support micro skills
- managed the personal factors that affect working with people in crisis.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations (national, state/territory) for short term crisis support work, and how these are applied in organisations:
 - codes of conduct:
 - duty of care
 - mandatory reporting
 - privacy, confidentiality and disclosure
 - records management
 - work role boundaries – responsibilities and limitations

- work health and safety, including management of own reactions and stress
- vision, policies and procedures of the organisation
- crisis and crisis theory in the context of the individual job role
- scope of the crisis support role in different organisations
- self-care strategies, including debriefing and their importance
- stages of a crisis support model
- principle of unconditional positive regard and being non-judgemental
- how values, attitudes and beliefs impact on crisis support processes
- crisis support micro-skills, and how they are used, including:
 - brief encouragers which assist the help-seeker relate their story and concerns
 - reflection of feelings and meaning
 - hearing the help-seeker's concerns
 - paraphrasing (reflection of content)
 - using open and closed questions to expand or clarify understanding
 - understanding the help-seeker's context
 - recognising when higher levels of care may be required
 - use of silence
 - balancing the frequency of questions
 - summarising and closure
- indicators of strong emotions and how to respond, including:
 - grief
 - anger
 - confusion
 - sadness
 - frustration
 - suicidal despair
- empowering processes and how they are used in crisis support including:
 - active listening
 - identifying and affirming help-seeker strengths and opportunities
 - reframing, summary and closure
 - helping contain overwhelming feelings to facilitate coping
 - using questions and concreteness to focus the help-seeker on identifying immediate needs and concerns
 - setting realistic achievable goals for the contact
 - brainstorming consequences
 - exploring options
 - facilitating informed help-seeker choices
 - identify achievable tasks to be addressed after the contact
 - constructive feedback about crisis support practice
- strategies to deal with help-seeker issues and emotions

- managing tone, pitch and pace of voice
- setting boundaries between crisis supporter and help-seeker
- awareness of personal vulnerabilities which may be triggered during a contact
- containment skills
- supervision
- debriefing.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>