



Australian Government

CHCMHS009 Provide early intervention, health prevention and promotion programs

Release: 1

CHCMHS009 Provide early intervention, health prevention and promotion programs

Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages. New unit.

Application

This unit describes the skills and knowledge required to develop and conduct early intervention, health prevention and promotion programs focussing on mental health and wellbeing.

This unit applies to work with people with mental illness in a range of community services work contexts.

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. Gather information and determine need

- 1.1 Monitor community, group and individual mental health and wellbeing issues, risks and protective factors.
- 1.2 Identify, access and review information sources on population health, demographic, social and epidemiology trends
- 1.3 Identify and consult with key stakeholders
- 1.4 Determine key issues and program objectives from research undertaken

2. Develop and implement

2.1 Research features of other evidence based promotion,

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes

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

programs

prevention and early intervention programs

2.2 Investigate and integrate current preventative health care perspectives

2.3 Identify the need for additional specialist skills within the program

2.4 Create, structure and document a program that responds to identified needs and objectives

2.5 Develop evaluation mechanisms against agreed objectives

2.6 Develop and implement an action plan that identifies required activities, resources, and timelines

2.7 Implement program according to agreed plan

3. Evaluate and report on programs

3.1 Gather feedback from stakeholders on completion of program

3.2 Evaluate impact and value of program against agreed mechanisms, from own observations and feedback received

3.3 Develop recommendations for change based on evaluations and seek approval where required

3.4 Prepare reports and documentation according to organisation protocols

3.5 Communicate outcomes, evaluation results and proposed recommendations with key stakeholders

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 CHCMHS009 Provide early intervention, health prevention and promotion programs

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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:

- researched, prepared, implemented and evaluated at least 1 early intervention and/or health prevention and/or health promotion program to address the needs of a specific group/community

Knowledge Evidence

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 work role. This includes knowledge of:

- mental health and wellbeing issues of community concern
- types of information/content that may be included in programs and sources of credible information about these, including:
 - fitness, exercise and physical activity
 - nutrition (*Australian dietary guidelines* only)
 - environmental health
 - mental health
 - sexual and reproductive health
- key stakeholders for program development
- sources of information on:
 - population health trends
 - epidemiology
 - social/demographic trends

- different types and styles of early intervention, health prevention and promotion programs, and how they are implemented, including:
 - seminars
 - promotional events
 - community visits
- structure, content and format of existing evidence based early intervention/health prevention and promotional programs
- program planning and organisation techniques:
 - research
 - consultation
 - format and structure for different types of program
 - resourcing options and sources – human, financial and physical
 - operational considerations
 - evaluation
 - reporting
- legal and ethical considerations (international, national, state/territory, local) for program development and implementation, and how these are applied in organisations and individual practice:
 - codes of practice
 - duty of care
 - policy frameworks
 - practice standards
 - specific mental health legislation
 - work health and safety

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. 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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