



Australian Government

CHCMHS011 Assess and promote social, emotional and physical wellbeing

Release: 1

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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 work collaboratively with individuals to assess, promote and review all aspects of wellbeing.

This unit applies to work with people living 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. Assess the persons wellbeing

1.1 Provide information and resources to the person to explain social and emotional wellbeing, holistic practice and the available services and programs

1.2 Explore the domains of wellbeing with the person, identifying strengths and strategies that keeps the person strong

1.3 Reflect on and respond to own values, beliefs, attitudes, power and behaviours regarding wellbeing to ensure non-judgemental practice

1.4 Clarify and respect the person's choices, parameters and boundaries relating to topics to be discussed

1.5 Work with the person to identify other information to gather or people to contact to add to the understanding of

ELEMENT**PERFORMANCE CRITERIA**

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their social emotional wellbeing

1.6 Determine with the person other people, including the natural supports, the person wants involved in their plans and support

1.7 Identify, negotiate, obtain and document any consents required

2. Promote physical wellbeing

2.1 Discuss with the person their health and physical wellbeing

2.2 Discuss with the person any health issues or potential risks to health including fitness and nutrition and encourage them to seek professional advice as required

2.3 Identify when regular health checks were last undertaken and, according to the person's needs, facilitate referrals or appointments

2.4 Arrange for health assessments or medication reviews based on the person's needs

2.5 Proactively support and encourage the person to identify areas where physical health could be improved and develop strategies

2.6 Promote healthy living habits using established and credible information sources

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes

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

3. Promote social wellbeing

3.1 Identify and map the person's social network, including their care network, their community participation and others that are providing the person with support

3.2 Assess the level of social inclusion/exclusion or isolation

3.3 Develop strategies to promote community participation and connection to extend depth or breadth of the person's social network

3.4 Determine the person's current level of involvement in socially based activity and their desire to increase participation in any of these areas

3.5 Support and regularly review social inclusion strategies

4. Promote emotional wellbeing

4.1 Identify emotional strengths, challenges and triggers

4.2 Identify activities or people that promote emotional strength and wellbeing

4.3 Develop strategies and contingency plans to address emotional challenges and promote resilience and emotional wellbeing

5. Promote cultural or spiritual wellbeing

5.1 Work collaboratively to identify the person's preferred cultural and/or spiritual values, beliefs, traditions, activities and practices

5.2 Identify cultural and spiritual needs and activities the person wants to undertake or changes they would like to make

5.3 Identify other people or resources required to introduce these changes

5.4 Support the person to implement cultural/spiritual strategies and access resources

5.5 Identify with the person and address any cultural improvements to practice

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes

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

6. Review the persons well being

6.1 Recognise and celebrate progress and identify new directions and strategies as chosen by the person

6.2 Respond flexibly and utilise contingency plans as required

6.3 Recognise the need for specialist expertise and seek according to the person's needs

6.4 Evaluate effectiveness of work and service provision, gathering and acting on feedback from all relevant parties particularly the person receiving service

6.5 Reflect on own practice and use learning to identify strategies and plan for improved practice

6.6 Engage in collaborative record keeping

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 CHCMHS011 Assess and promote social, emotional and physical wellbeing

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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:

- collaboratively delivered wellbeing support reflecting recovery oriented practice with at least 3 people:
 - physical
 - social
 - emotional
 - cultural/spiritual

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:

- legal and ethical considerations (international, national, state/territory, local) for client wellbeing, and how these are applied in organisations and individual practice:
 - codes of practice
 - discrimination
 - dignity of risk
 - duty of care
 - human rights
 - informed consent
 - mandatory reporting
 - practice standards

- privacy, confidentiality and disclosure
- policy frameworks
- records management
- rights and responsibilities of workers, employers and individuals accessing the service
- work role boundaries – responsibilities and limitations
- work health and safety
- principles and practices of holistic social emotional wellbeing, including:
 - social
 - emotional
 - physical
 - cognitive
 - cultural/spiritual
- impact of a lack of social and emotional wellbeing (SEWB) on mental health
- evidence based practice in relation to support for the individual domains
- iatrogenic effects of mental illness diagnosis and treatment on an individual's wellbeing
- requirements for physical wellbeing, including:
 - nutrition
 - exercise
 - food security/insecurity
 - self-care style opportunities and information
 - oral health
 - comprehensive health checks
 - access to health services, and natural supports and resources
 - sexual health strategies including contraception, sexually transmitted infections (STIs) and strategies for sexual expression
- aspects of social wellbeing and types of social activity of that contribute to wellbeing, including:
 - education
 - employment
 - community
 - volunteering
 - hobbies
 - personal interests
- aspects of emotional wellbeing, including:
 - ability to self-care
 - quality of support systems
 - healthy relationships
- aspects of cultural/spiritual wellbeing, including:
 - involvement in cultural activities and networks
 - ability to practise own culture

- good links within own culture
- cognitive aspects that affect wellbeing, including:
 - ability to practise coping strategies
 - mindfulness
 - relaxation
- models of change, including stages of change model
- awareness of social exclusion/inclusion, disadvantage, systemic oppression and power dynamics
- approaches to practice, including:
 - motivational interviewing
 - solution focused approaches
 - strength based approaches
 - cognitive behavioural approaches
 - narrative approaches
 - acceptance and commitment therapy (ACT)

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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