



Australian Government

Department of Education, Employment and Workplace Relations

CHCMH404B Conduct assessment and planning as part of the recovery process

Release: 1

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Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCMH404A Conduct assessment and planning as part of the recovery process	CHCMH404B Conduct assessment and planning as part of the recovery process	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. Minor changes to range statement and formatting. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by those working with people with mental health issues to conduct necessary assessments and support participation in the assessment process

Application of the Unit

Application

The skills and knowledge of this unit of competency will be applied by a worker conducting an assessment to determine service eligibility and identify services required as part of the recovery process

The assessment will be an established process used according to specified guidelines, organisation policies and procedures

This unit applies to work with clients affected by a mental illness in a range of community services

work contexts

This work provides a person-centred approach to care, involving a variety of health and community service professionals working collaboratively with the client, their carer/s and family

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. Prepare for intake assessment | <p>1.1 Work collaboratively with the person being assessed to determine possible impact that an assessment might have on them</p> <p>1.2 Organise an appropriate time and a safe, suitable and comfortable environment for the assessment</p> <p>1.3 Inform person of the purpose and process of the assessment and confirm their understanding</p> <p>1.4 Obtain consent from the person where required by organisation policy and procedure</p> <p>1.5 Confirm the appropriateness of the <i>nature of assessment</i> to the assessment purpose</p> |
| 2. Conduct intake assessment | <p>2.1 Determine <i>person's needs</i> and choices based on appropriate assessment tools and/or processes according to organisation policy and procedures</p> <p>2.2 Identify requirements for assessment of person's mental state outside job scope and refer to an appropriate mental health professional in a timely manner</p> <p>2.3 Comply with the organisation's guidelines when conducting the assessment</p> <p>2.4 Work collaboratively with the client to ensure the assessment is fair, ethical and objective, whilst reflecting the client's perspective and preferences</p> <p>2.5 Observe the person's level of comfort with the assessment process and suspend assessment, if necessary</p> <p>2.6 If any risk of harm is identified, take steps to ensure safety of client and self and refer to an appropriate authority in a timely manner</p> <p>2.7 Record assessment results and prepare and file assessment report according to defined guidelines and organisation policy and procedures</p> |

ELEMENT**PERFORMANCE CRITERIA****3. Facilitate collaborative planning process**

- 3.1 Use assessment results as a basis for identifying available service and/or referral options
- 3.2 Explain the purpose of the planning process and discuss the importance of planning collaboratively
- 3.3 Discuss *different planning options* with the person to select the most appropriate planning option
- 3.4 Work with the person to determine their *readiness for the development of activities to support a recovery plan*
- 3.5 Work with the person to determine stakeholders to be included in the planning process and the *logistical requirements of planning*
- 3.6 Identify and organise necessary *background material* and provide to relevant stakeholders

4. Develop a recovery plan

- 4.1 Conduct planning session in a manner that respects the person as their own expert, fosters their strengths and promotes their participation, giving them control of their lives
- 4.2 Work collaboratively with the person to determine their goals for recovery and elements of risk that may be associated with achieving them
- 4.3 Work collaboratively with the person to identify strategies to achieve identified goals and remove or reduce identified risk
- 4.4 Clearly record the planning activities and document plan as a basis for evaluation of its effectiveness
- 4.5 Provide feedback on outcomes of the planning process to relevant stakeholders

ELEMENT**PERFORMANCE CRITERIA**

5. Facilitate ongoing relevance of service activities to the recovery plan

- 5.1 Provide information and training to assist the person to monitor their plan
- 5.2 Respond to reports of variation in the person's circumstances that could affect the support requirements
- 5.3 Work collaboratively with the person and relevant others to make any required adjustments to the plan

6. Complete documentation

- 6.1 Comply with the organisation's *reporting* requirements in relation to assessment and planning processes
- 6.2 Complete documentation according to organisation policy and protocols
- 6.3 Maintain documentation in a manner consistent with reporting requirements
- 6.4 File documentation according to organisation policy and protocols

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

These include knowledge of:

- Understanding of own work role and responsibilities
- Recovery theory and philosophy
- Understanding of validity and reliability requirements for assessment
- Understanding of assessment process requirements
- Understanding of person-centred assessment processes with a psychosocial focus, to establish needs, risk, and personal support requirements
- A range of planning processes that support person's strengths, interests, health and emotional well being and self determination
- Duty of care requirements when conducting assessment and facilitating a plan
- Relevance of services provided to the holistic recovery goals
- Organisation policy and procedure associated with individual assessment
- Reporting requirements of individual assessment
- Consent requirements for dissemination of a person's assessment results

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Follow organisation policies and protocols
- Liaise and report to appropriate persons/agencies
- Adhere to own work role and responsibilities
- Conduct an assessment within defined guidelines
- Report on assessment results
- Apply basic problem solving skills to resolve problems within organisation protocols
- Apply planning processes that support person's strengths, interests, health and emotional well being and self determination
- Address duty of care requirements when conducting assessment and facilitating a recovery plan

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

These include the ability to:

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
 - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
 - industry work roles will require a literacy level that will enable workers to interpret international safety signs, read client service delivery plans, make notations in client records and complete workplace forms and records
- Apply verbal and non-verbal communication skills:
 - industry work roles will require effective verbal and non-verbal communication skills to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support including active listening and empathy
- Work effectively with clients, social networks, colleagues, supervisors and other services/agencies

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 for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
- 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

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include:
 - access to appropriate workplace where assessment can take place
 - relevant organisation policy, protocols and procedures
- Method of assessment may include:*
- Observation in the workplace
 - Written assignments/projects
 - Case study and scenario analysis
 - Questioning
 - Role play simulation

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.

Nature of assessment may include:

- Competency based assessment
- Domain based assessment
- Needs based assessment
- Norm based assessment

Person's needs may include:

- Psychological needs:
 - a sense of control
 - acceptance of disability
 - freedom from undue stress
 - life stage acceptance
 - personal identity
 - self-determination
 - self-esteem
 - sense of belonging
 - veteran/war widow related issues
- Spiritual needs:
 - ceremonial observances
 - formal and informal religious observance
 - need for privacy and an appropriate environment to reflect and/or participate in spiritual activities
- Cultural needs:
 - ceremonial and festive observances
 - dress and dietary observance
 - need for continued interaction with cultural community
- Sexuality and identity:
 - access to assistive/protective devices
 - love and affection
 - need for privacy and discretion
 - physical appearance
 - touch

Different planning options may include:

- Informal plans
- Organisation planning processes, including:
 - care plan
 - education plan
 - employment plan
 - individual program plan
 - recovery plan
 - recreation and access plan
- Person-centred planning processes, including:
 - MAPS
 - PATH
 - Personal Futures Planning

Readiness for development of a plan may refer to:

- Capacity to make decisions
- Capacity to participate
- Capacity to understand the process
- Involvement of an advocate
- Power imbalances

Logistical requirements of planning may include:

- Advance notification of stakeholders
- Information gathered from other involved health and community services and from family and friends, where appropriate
- Time, place and venue

Background material may include:

- Information on the process
- Requests for information to bring to the meeting

Reporting may include:

- Non-verbal (written):
 - progress reports
 - case notes
 - incident reports
- Verbal:
 - telephone
 - face-to-face

Unit Sector(s)

Not Applicable