



Australian Government

Department of Education, Employment and Workplace Relations

CHCMH502A Provide supports for children at risk of mental health problems

Release: 1

CHCMH502A Provide supports for children at risk of mental health problems

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide support for children and their families where the child is at risk of developing mental health problems

Application of the Unit

Application

This unit involves partnerships with family and relevant other services such as schools
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

1. Determine support requirements

PERFORMANCE CRITERIA

- 1.1 Determine most appropriate assessment strategies based on child's age and presenting circumstances
- 1.2 Where necessary, confirm appropriateness of assessment strategies with other workers, e.g. teacher
- 1.3 Determine most appropriate assessment strategies to determine family circumstances
- 1.4 Determine additional information requirements outside the assessment process, e.g. issues at school
- 1.5 Confirm the appropriateness, validity and strength of the assessment relative to the child's needs
- 1.6 Gather resources required to complete the assessment
- 1.7 Determine availability of *child and parent* according to organisation protocols
- 1.8 Determine availability of child friendly, age appropriate space, if required
- 1.9 Provide information to child and parent about the assessment process
- 1.10 Obtain informed parental consent for the assessment and to gather information from others, such as teachers
- 1.11 Conduct the assessment in accordance with the child's pace and intensity requirements

ELEMENT**PERFORMANCE CRITERIA****2. Prepare for support and input requirements**

- 2.1 Review possible complexities of client's needs based on an analysis within *a mental health diagnostic framework*, and with reference to assessment information
- 2.2 Review complexities of client's needs within a context of the recovery process
- 2.3 Review literature on best practice that is relevant to client
- 2.4 Determine most appropriate support and service strategies based on client assessment and research information
- 2.5 Identify possible interaction effects when multiple interventions are involved
- 2.6 Determine appropriate outcomes and outcome indicators for specific interventions
- 2.7 Determine risks associated with planned intervention and take appropriate action
- 2.8 Determine client's availability according to organisation protocols
- 2.9 Determine availability of appropriate space, if required
- 2.10 Gather resources to provide support, in line with client's needs and recovery plan specifications

ELEMENT**PERFORMANCE CRITERIA****3. Conduct supports and other service inputs**

- 3.1 Confirm client's understanding of the supports and of the desired outcomes
- 3.2 Obtain informed consent from client before commencing support activities
- 3.3 Clarify any misunderstanding or confusion experienced by client
- 3.4 Work with client to develop a support plan in the context of recovery and to determine appropriate roles of client, worker and others in the intervention
- 3.5 Monitor participation of client (and others) against progress toward desired outcome/s
- 3.6 Identify and note any difficulties client experiences completing support activity requirements
- 3.7 Work with client to adjust support strategy and/or revise outcomes
- 3.8 Identify and manage compliance issues, including subjective and objective reporting of client's response to the intervention
- 3.9 Seek assistance when the client presents with needs or signs outside limits of own authority, skills and/or knowledge

4. Recognise and deal with trauma

- 4.1 Identify indicators of client trauma
- 4.2 Identify own service capacity to meet client trauma issues
- 4.3 Identify impact of trauma on client's mental health issues
- 4.4 Apply accepted procedures to evaluate options of bringing in specialist support and/or appropriate referral

5. Report and document information

- 5.1 Document information about the intervention according to organisation protocols
- 5.2 Observe privacy and confidentiality requirements when reporting interventions
- 5.3 Use appropriate terminology to document consumer response, outcomes and identified problems related to the intervention

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

These include knowledge of:

- A range of mental health assessment strategies and features which are appropriate to different ages and presenting circumstances of children and young people in order to clarify:
 - needs, developmental status and behavioural issues of child or young person
 - family circumstances
 - issues arising at school and in other social situations
 - complexity of needs and situation of the child or young person
- Recovery strategies appropriate for children and young people
- Interventions appropriate for children and young people, and associated:
 - indicators of likely success of each intervention in relation to presenting issues and situations
 - factors that may potentially be obstacles to success of each intervention
 - potential risks for the child/young person, their families, carers and support workers
 - potential interaction effects when multiple interventions are involved
 - appropriate roles of client, mental health professionals, worker and others in each intervention
- Resources required for each intervention and their availability
- Range of relevant and appropriate services and activities available for children and young people, including:
 - promotion and support of social inclusion
 - skill development and education
 - support
 - strategies to overcome barriers
- Indicators of trauma to the child or young person

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work collaboratively as part of a mental health support team for children and young people to:
 - contribute to a mental health assessment of the child or young person
 - determine needs and support requirements of the child or young person
 - contribute to the development and implementation of a recovery plan for a child or young person
 - monitor client participation and progress and identify appropriate adjustments to the support strategy
- Recognise and deal appropriately with signs of trauma in a child or young person in line with organisation policies and procedures
- Make observations and report and document information relevant to the intervention and client progress

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:

- Work effectively and sensitively with children, young people and their families
- Work effectively with carers and consumer workers in a mental health context

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 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 is best assessed on the job or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the

EVIDENCE GUIDE

requirements of the particular workplace context

- 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 of this unit include access to a workplace or simulated workplace where assessment may occur
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

EVIDENCE GUIDE

Related units:

This unit of competency is to be assessed after or in conjunction with:

- CHCMH405A Work collaboratively to support recovery process

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.

Mental health diagnostic framework may include but is not limited to:

- Identifiable pain - physical or emotional
- Impact of emotional problems on role in work or family contexts
- Impact of health problems on physical activity
- Impact of health problems on role in work or family contexts
- Impact of physical or emotional problems on social activity
- Level of energy - fatigue problems
- Level of psychological well being or distress
- Perception of own state of well being / health

Unit Sector(s)

Not Applicable