



Australian Government

Department of Education, Employment and Workplace Relations

CHCMH504D Provide a range of services to people with mental health issues

Release: 1

CHCMH504D Provide a range of services to people with mental health issues

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to collaboratively assess needs, provide a range of services to meet needs, review progress and evaluate the work undertaken with clients with mental health issues

Application of the Unit

Application

This unit applies to work with mental health consumers 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. Assess the needs and issues of clients

- 1.1 Identify *reasons for seeking help*
- 1.2 Identify and document current *needs*
- 1.3 Identify client's abilities to address their own needs
- 1.4 Explain organisation policy and procedures in relation to records, confidentiality and privacy
- 1.5 Define and maintain boundaries between client and worker, including roles, responsibilities and accountabilities, to ensure compliance with statutory requirements and duty of care responsibilities
- 1.6 Implement strategies to ensure all dealings with clients reflect appropriate expression of value systems and consideration of emotional impact of intervention
- 1.7 Discuss possibilities and options for responding to client needs, determine preferred actions and prioritise
- 1.8 Promptly and supportively respond to clients in distress or crisis, in accordance with organisation policies and procedures

ELEMENT**PERFORMANCE CRITERIA****2. Establish goals of service provision with the client**

- 2.1 Use *appropriate communication and relationship building processes* to identify service provision goals
- 2.2 Identify and prioritise issues to be addressed through services provision
- 2.3 Discuss possibilities and options for responding to client needs, determine preferred actions and prioritise
- 2.4 Assist client to evaluate and select *strategies* to achieve their goals
- 2.5 Document goals in relation to client needs in accordance with organisation procedures, as appropriate
- 2.6 *Share goals*, with client's consent, where appropriate

3. Provide services to meet client needs

- 3.1 Identify strategies to address impact of mental illness and/or psychiatric disability, incorporating the knowledge, skills and abilities of the person
- 3.2 Facilitate use of other appropriate strategies, services and resources
- 3.3 Negotiate short and long term strategies as appropriate
- 3.4 *Provide services* in manner that supports and encourages independence
- 3.5 Maintain *records of service provision* related to agreed goals and strategies, in accordance with organisation procedures and policy
- 3.6 Provide referrals as appropriate

4. Review progress with the client

- 4.1 Regularly discuss progress with the client
- 4.2 Negotiate revised goals and strategies
- 4.3 Negotiate exit from the service or program with the person and provide support in accordance with organisation policies and available resources
- 4.4 Discuss outcomes with client and appropriate persons inside or outside the organisation and document in accordance with organisation policies and procedures
- 4.5 Maintain confidentiality in accordance with agency/ organisation guidelines and relevant legislation

ELEMENT**PERFORMANCE CRITERIA****5. Use self protection strategies**

- 5.1 Use conflict resolution and negotiation as appropriate
- 5.2 Take appropriate action to ensure safety of self and others
- 5.3 Acknowledge limits of own abilities and make referrals as appropriate in accordance with organisation policies and available resources
- 5.4 Seek *emergency assistance* as required

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:

- Language of the mental health sector
- Signs and symptoms of common mental illness
- Common medications for the treatment of mental illness and/or psychiatric disability and their side effects
- Principles and practice of psychosocial rehabilitation
- Difference between mental illness and psychiatric disability
- Early intervention
- Impact of mental illness and/or psychiatric disability on: self-esteem, motivation, daily living skills and relationships
- A range of clinical treatment and support services available locally
- Client-centredness
- Rights and responsibilities of workers and clients
- Understanding of complex ethical issues
- Principles and practices of duty of care
- Recovery
- Relevant policy, regulatory, legislative and legal requirements relating to mental health service provision
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
- Knowledge specific to working with people at risk of self-harm
- Knowledge specific to the following areas:
 - working with clients with alcohol and other drugs issues
 - working with women
 - working with men
 - working with children and young people
 - working with aged clients

REQUIRED SKILLS AND KNOWLEDGE

- working with corrective services clients
- working with Aboriginal and Torres Strait Islander clients
- community education

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify the needs and provide services to a range of clients with mental health issues
- Effective collaboration with other workers and relevant services

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:

- Reflect on the dynamics of relationships
- Demonstrate application of following skills where they apply to work role:
 - communication
 - negotiation
 - questioning
 - active listening
 - interpretation of verbal and non-verbal communication
 - liaison
 - referral including identification of circumstances in which referral to a health professional is appropriate
 - supportive counselling
 - conflict resolution
 - mediation
 - crisis situation responses
 - protective intervention
 - advocacy
 - networking and liaison
 - identification of support structures
 - awareness of self and the impact of self on relationships
 - confidentiality
 - report writing
 - resolving aggression, including:
 - . negotiation
 - . workplace safety
 - . debriefing
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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 range of services provided to clients in the workplace

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

EVIDENCE GUIDE

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

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.

Reasons for seeking help may be identified with assistance from:

- The client
- Carers
- Colleagues
- Information from other services

RANGE STATEMENT

Needs may include:

- Physical disability
- Intellectual disability
- Problematic alcohol and other drugs use
- Psychosocial
- Employment
- Related to grief and loss
- Emotional
- Financial
- Legal
- Spiritual
- Social
- Cultural

Appropriate communication and relationship building processes may include:

- Engagement
- Empathy
- Non-judgemental manner
- Listening to the person
- Treating the person as an individual
- Rapport building
- Respect
- Hope

Share goals applies within the bounds of confidentiality and may include people such as:

- Case managers
- Other staff
- Carers
- Consumers
- Family members
- Other services

Provide services must take into account:

- Available resources
- Contingency plans

RANGE STATEMENT

Other services and resources may include:

- Carer groups
- Consumer groups
- Accommodation
- Legal
- Day support
- Employment
- Skill development service e.g. Life or living skills
- Spiritual support
- Psychosocial rehabilitation
- Other disability support services
- Consumer consultants
- Pre-vocational
- Leisure
- Creative activities
- Recreation
- Education
- Social activities
- Aboriginal health services
- Drug and alcohol
- Advocacy
- Respite
- Pharmacies
- Financial
- Supportive counselling in response to crisis situations
- Interpreter
- Family violence and sexual assault services
- Accommodation

Strategies may include assistance with:

- Self help groups
- Accommodation
- Employment
- Legal matters
- Recreation
- Daily living skills
- Creative activities
- Social skills
- Relationships

RANGE STATEMENT

Records of service provision may include:

- Individual service plans
- Initial contact forms
- Comprehensive assessment and service plan
- Individual program plans
- Evaluation forms

Emergency assistance may be sought from:

- Own organisation staff
- Other community organisation staff
- Clinical mental health services
- Other agencies
- Hospitals
- Ambulance
- Police
- Consumer consultants
- Trans-cultural consultants

Unit Sector(s)

Not Applicable