



Australian Government

HLTAHW072 Provide guidance in social and emotional wellbeing

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and environment requirements. Pre-requisite units removed.

Application

This unit describes the required skills and knowledge to provide social and emotional wellbeing guidance and support to Aboriginal and/or Torres Strait Islander clients in crisis, in need and in the context of an ongoing supportive client/worker relationship.

The unit applies to senior Aboriginal and/or Torres Strait Islander Health Workers overseeing clinical aspects of the delivery of primary health care services and/or managing the overall delivery of primary health care services and programs to Aboriginal and/or Torres Strait Islander clients and communities.

This unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional wellbeing and does not infer that they are qualified counsellors.

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 specify the level of performance needed to demonstrate achievement of the element.
1. Work within professional and personal boundaries	1.1 Define and observe professional boundaries when working with a range of clients, including women, men, children, young people, families, and couples 1.2 Explain the professional and personal boundaries of social and emotional wellbeing support and discuss with the client 1.3 Work in accordance with organisation policies on professional and personal boundaries
2. Assess the current status and needs of the client	2.1 Establish a safe, supportive and culturally secure environment for the client 2.2 Explain the process of providing guidance and support to the client 2.3 Discuss the role and limitations of the social and emotional wellbeing worker with the client 2.4 Take client history through discussion with the client and relevant family/community members 2.5 Assess client's current mental status and needs by discussion with the client and appropriate others
3. Plan treatment for the client	3.1 Discuss treatment options with client, including alternative therapies that may include traditional Aboriginal healing 3.2 Develop a treatment plan in consultation with the client
4. Provide appropriate emotional support and guidance to clients	4.1 Establish an emotionally safe and culturally secure environment to support client self-disclosure 4.2 Use a non-judgmental approach and build rapport, empathy and trust with the client 4.3 Take into account socioeconomic demographic, cultural and language needs in all counselling work 4.4 Use strategies for resolving conflict and building self-esteem where appropriate 4.5 Select therapies and techniques appropriate to

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client's physical, cultural, spiritual, intellectual and emotional needs

4.6 Provide information to the client as appropriate and at the client's request, in accordance with organisation policy and procedures, confidentiality requirements and duty of care

4.7 Refer clients to appropriate services and follow-up as required

5. Review counselling treatment with clients

5.1 Discuss effectiveness of the treatment plan with the client

5.2 Discuss options for variation to the treatment plan and revise with the client

5.3 Consult colleagues as necessary and appropriate in accordance with confidentiality requirements

6. Review progress of counselling relationship with the client

6.1 Review effectiveness of therapeutic relationship with the client

6.2 Discuss ending the relationship with the client and others (i.e. other agencies) as appropriate

6.3 Review impact on the client of ending the counselling relationship

6.4 Put in place referral and support networks to support client when counselling relationship ends

7. Use self-protection strategies

7.1 Use conflict resolution and negotiation in a crisis as appropriate

7.2 Take appropriate action to ensure safety of client, self and others in accordance with organisation policies and protocols and available resources

7.3 Seek emergency assistance as required

7.4 Acknowledge limits of own abilities and refer appropriately in accordance with organisation policies and

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available resources

7.5 Seek debriefing as required

7.6 Undertake ongoing self-care and stress-management activities

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=ced1390f-48d9-4ab0-bd50-b015e5485705>

Assessment Requirements for HLTAHW072 Provide guidance in social and emotional 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:

- provided social and emotional wellbeing guidance to at least three clients by:
 - assessing the mental status and needs of each client
 - developing appropriate treatment and/or referral plans/options, including alternative therapies, as appropriate in consultations with colleagues and relevant professionals
 - discussing treatment options with client
 - providing appropriate emotional support and guidance as part of the treatment plan using:
 - listening skills
 - building rapport
 - negotiation
 - questioning, reframing

- externalising
- reflection process by worker
- motivational interviewing
- reviewing the progress of the relationship with the client and colleagues, including the prospect of ending the relationship
- exercising professional boundaries with each client
- using self-protection strategies as appropriate to working with each client, including:
 - resolving conflicts and crisis negotiation
 - ensuring safety of self and others
 - seeking emergency assistance and debriefing
 - undertaking stress-management activities.

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 identified work role.

This includes knowledge of:

- conflict resolution strategies for individuals and families
- models and techniques to provide social and emotional support, including:
 - six-step problem-solving method
 - five stages of trauma recovery
 - antecedents, behaviour, consequences model (ABC model of behaviour)
 - cognitive behaviour therapy (CBT) model
 - brief solution-focused therapy
 - narrative therapy
- subjective, objective, assessment, plan, implementation and evaluation (SOAPIE) notes
- strategies for counselling survivors of sexual abuse, sexual assault, children and young people, couples, families, grieving families, friends and communities
- motivational interviewing
- definitions of grief and models of support
- strategies of open communication for couples
- what makes a good counsellor (listening, skills, empathy, trust, etc.)
- healing models, such as:
 - Atkinson's trans-generational healing model
 - traditional healing practices
 - healing through art, drawing, music
 - social genograms
 - narrative therapy
- local support networks and services

- sexual abuse, including:
 - definitions, myths and facts
 - ways survivors feel and behave
 - monitoring sexual abuse
 - patterns in relating to the world for survivors
- sexual assault, including:
 - definitions, myths and facts
 - effects
 - legal and medical procedures
 - strategies for counselling
- Stolen or Removed Generations
- suicide and self-harm, including:
 - risk factors
 - emergency procedures
 - assistance and support (agencies, community, family)
 - counselling strategies
 - referral options
- organisation policies and procedures.

Assessment Conditions

Skills must be demonstrated working:

- in a health service or centre
- as a senior member of and/or supervising a primary health care team
- with Aboriginal and/or Torres Strait Islander clients.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is:

an Aboriginal and/or Torres Strait Islander Health Worker or:

- accompanied by an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience in primary health care

Links

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