



Australian Government

Department of Education, Employment and Workplace Relations

HLTAHW507B Work effectively in social and emotional well being

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required as an introduction for an Aboriginal or Torres Strait Islander health worker to provide social and emotional well being support

It addresses the rights and responsibilities of the position, the system in which this work is undertaken and the professional boundaries and cultural issues relating to this type of work

Application of the Unit

Application

Application of the skills and knowledge described in this unit will vary greatly according to the community in which that individual will work

Regional differences between communities mean that health workers from different areas may have different roles with different skill and knowledge needs

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. Work within the *context of social and emotional well being*

PERFORMANCE CRITERIA

- 1.1 Acknowledge differences between roles of social and emotional well being workers and Aboriginal Primary Health Care workers as appropriate
- 1.2 Identify difficulties that the worker may encounter in carrying out their role in the community and take into consideration in the work
- 1.3 Take into account the changing role of females and males within Aboriginal and Torres Strait Islander communities in service delivery
- 1.4 Work within the role and limitations of the worker's job definition and community expectations of their role

ELEMENT**PERFORMANCE CRITERIA**

2. Work within the legal and ethical boundaries of the social and emotional well being worker

- 2.1 Complete documentation in accordance with legal and ethical requirements
- 2.2 Maintain confidentiality in accordance with organisational policies and protocols
- 2.3 Include traditional healers in the health team as appropriate
- 2.4 Liaise with other organisations as appropriate
- 2.5 Consider the rights of the individual in all work undertaken within the social and emotional well being area
- 2.6 Carry out duties within the Mental Health Act (or equivalent) as required for social and emotional well being work

3. Work is undertaken with the clients involved with the justice system

- 3.1 Advocate for and support clients involved with the justice system as appropriate and in accordance with organisational policies and protocols
- 3.2 Identify and observe the role and limitations of social and emotional well being work within the justice system
- 3.3 Access the processes of the justice system that will impact on clients on behalf of clients as appropriate

4. Maintain accountability and responsibilities

- 4.1 Access and work in accordance with organisation policies and procedures in regard to workers
- 4.2 Undertake all work within the organisation's reporting and accountability frameworks
- 4.3 Follow organisation occupational health and safety guidelines
- 4.4 Access information to clarify the employer's responsibilities to the worker
- 4.5 Observe organisation requirements for participation in processes as appropriate (eg. in regard to performance appraisal systems)

ELEMENT**PERFORMANCE CRITERIA****5. Observe professional boundaries when working**

5.1 Define, understand and communicate professional boundaries to clients in a culturally appropriate manner

5.2 Maintain confidentiality when working with clients and other agencies

5.3 Observe organisational boundaries when working with clients and other agencies

5.4 Clarify organisation expectations with particular regard to the professional and personal boundaries in social and emotional well being work in relation to counselling other staff, or advising management on staff counselling

6. Complete relevant documentation

6.1 Collect information (ie. data) as required to the complete workplace documentation

6.2 Complete documentation appropriate to the social and emotional well being work role in line with organisation requirements and reporting arrangements (such as reports to funding bodies)

7. Demonstrate commitment to the *philosophy* of social and emotional well being

7.1 Demonstrate in all work undertaken, understanding and consideration of the *underpinning values and philosophy* of social and emotional well being in the context of Aboriginal and/or Torres Strait Islander health work

7.2 Demonstrate in all work undertaken, commitment to the empowerment of Aboriginal and/or Torres Strait Islander people and access and equity principles

7.3 Give clients, family and community opportunity to participate in service planning and support activities

7.4 Plan and implement social and emotional well being work taking into account personal values, history, experiences and family/kinship

ELEMENT**PERFORMANCE CRITERIA**

8. Work with people from
culturally and linguistically
diverse backgrounds

- 8.1 Demonstrate in all work undertaken consideration
and understanding of cultural and linguistic differences
- 8.2 Adapt all work to meet the specific cultural and
linguistic needs of clients

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

This includes knowledge of:

- Traditional healing
- Cultural law and its consequences
- Rights as employees - industrial awards, duty of care, occupational health and safety, worker's compensation
- Support systems available for employees - e.g. counselling, unions, professional associations
- The role, rights and responsibilities relating to social and emotional well being work:
 - legal responsibilities to clients, organisation and self
 - reporting responsibilities
 - accountability to organisation and community
 - confidentiality requirements for social and emotional well being work
 - ethical responsibilities
 - professional boundaries
- Justice system and its processes
- Mental Health Act and relevant regulations
- Conflict resolution and mediation
- Stress management techniques
- The changing roles of Aboriginal men and women in communities
- Broad knowledge of:
 - government structures
 - political structures
 - adult guardianship
 - rights of clients

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Undertake social and emotional well being work with a range of clients within the legal and ethical boundaries of the social and emotional well being worker and with a commitment to the philosophy of social and emotional well being
- Maintain the professional boundaries of the work role and address accountability and responsibilities appropriately
- Address the needs of clients from culturally and linguistically diverse backgrounds
- Balance expectations of the organisation, the community and clients in undertaking social and emotional well being work

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

This includes the ability to:

- Use high level effective communication skills
- Apply skills in
 - liaising and networking
 - problem solving skills
 - conflict resolution
 - assertiveness
 - stress management
 - advocacy
- Work within a team

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 of assessment:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

EVIDENCE GUIDE

- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- 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

Conditions of assessment:

This unit includes skills and knowledge specific to Aboriginal and/or Torres Strait Islander culture

Assessment must therefore be undertaken by a workplace assessor who has expertise in the unit of competency or who has the current qualification being assessed and who is:

- Aboriginal or Torres Strait Islander him/herself

or:

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

It is critical that in assessing this unit, consideration is given to the sensitive nature of some aspects of the unit, particularly as they apply to Aboriginal and/or Torres Strait Islander history and culture

Method of assessment:

Assessment methods should be sensitive to emotional reactions of individuals being assessed, and it is highly recommended that access be made available as required to support, such as counselling in social and emotional well being

Assessment should include a combination of:

- Small group discussions and participation
- Role play/simulation
- Workbooks
- Case studies
- Self assessment journals

EVIDENCE GUIDE

Context of assessment:

Competence should be demonstrated working individually, under supervision or as part of a primary health care team working with Aboriginal and/or Torres Strait Islander clients

Assessment should replicate workplace conditions as far as possible

Related units:

This unit may be assessed independently or in conjunction with other units with associated workplace application

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.

Cultural respect

This competency standard supports the recognition, protection and continued advancement of the inherent rights, cultures and traditions of Aboriginal and Torres Strait Islander peoples

It recognises that the improvement of the health status of Aboriginal and Torres Strait Islander people must include attention to physical, spiritual, cultural, emotional and social well being, community capacity and governance

Its application must be culturally sensitive and supportive of traditional healing and health, knowledge and practices

RANGE STATEMENT

Community control

Community participation and control in decision-making is essential to all aspects of health work, and the role of the health worker is to support the community in this process

Supervision

Supervision must be conducted in accordance with prevailing state/territory and organisation legislative and regulatory requirements

References to supervision may include either direct or indirect supervision of work by more experienced workers, supervisors, managers or other health professionals

A person at this level should **only** be required to make decisions about clients within the organisation's standard treatment protocols and associated guidelines

Legislative requirements

Federal, state or territory legislation may impact on workers' practices and responsibilities. Implementation of the competency standards should reflect the legislative framework in which a health worker operates. It is recognised that this may sometimes reduce the application of the Range of Variables in practice. However, assessment in the workplace or through simulation should address all essential skills and knowledge across the Range of Variables

Aboriginal and/or Torres Strait Islander Health Workers may be required to operate in situations that do not constitute 'usual practice' due to lack of resources, remote locations and community needs. As a result, they may need to possess more competencies than described by 'usual practice circumstances'

Under all circumstances, the employer must enable the worker to function within the prevailing legislative framework

RANGE STATEMENT

The context of social and emotional well being may include:

- Statutory framework with which the work takes place
- Facts/myths about mental health
- History of the local Aboriginal and/or Torres Strait Islander people
- Remoteness and access to other services
- Traditional/cultural context
- Historical context of the work, such as changing attitudes to mental health, alcohol and drug use, changing approaches to working with clients
- Changing social context of the work, such as consumer-centred approach, changing government and societal views on mental health, alcohol and drugs, de-institutionalisation
- Political context (eg. government policies and initiatives affecting mental health, community controlled health, community funding)
- Economic context (eg. the current economic status of the client and how it impacts on their mental health, alcohol and drug issues and other addictions)

Services may include:

- Counselling
- Advocacy
- Practical support
- Assessment, treatment and management of clients
- Referral processes
- 'Back to Country' principles

RANGE STATEMENT

Different models of work may include:

- Community development and education
- Mental health (social and emotional well being) promotion
- Case management/shared case management
- Working with families
- Psychological, alcohol and drug rehabilitation models
- Peer support/self help
- Crisis intervention
- Early intervention models
- Prevention models
- Clinical mental health services
- Residential services
- Respite care
- Home based support/community support
- Traditional healing

Stakeholders and representatives include:

- Clients
- Carers
- Family, friends, peers, community
- Clinical mental health services
- Drug and alcohol teams
- Drug and alcohol rehabilitation facilities
- Local community elders
- Government agencies (eg. Family and Children's Services)

and *may* include:

- Community organisations
- Client support networks
- Government representatives, agencies and service providers
- Accommodation services
- Financial support services
- Employment services
- Vocational support services
- Youth groups
- Sexual assault services/refuges

RANGE STATEMENT

Underpinning values and philosophies of the sector include:

- Empowerment for Aboriginal and Torres Strait Islander people
- A holistic client centred approach to service delivery
- Promotion of social and emotional well being
- Early intervention strategies
- Prevention strategies
- Delivery of culturally appropriate services
- Commitment to meeting the needs and upholding the rights of clients
- Encouragement of personal growth and development towards recovery and wellness

Commitment to principles of access and equity refers to:

- Creation of a client centred culture in service delivery and support
- A non discriminatory approach to all people using the services
- Ensuring that all work allows caters for differences

Cultural and linguistic differences include:

- Different cultural and social contexts
- Local cultural protocols and traditions
- English as a second or third language, use of Kriol
- Social variables that impact on mental illness

Unit Sector(s)

Not Applicable