



Australian Government

Department of Education, Employment and Workplace Relations

HLTAHW613B Work within a narrative approach

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to recognise and appreciate the values of using narrative approaches in community work responding to social and emotional well being issues for Aboriginal and/or Torres Strait Islander clients

Application of the Unit

Application

Aboriginal and/or Torres Strait Islander SEWB workers may apply these skills and knowledge as part of primary health care services

Successful completion of this unit equips Aboriginal and/or Torres Strait Islander Health Workers to provide support related to social and emotional well being and does not infer that they are qualified counsellors

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisite unit

This unit must be assessed after successful achievement of pre-requisites:

- HLTAHW408B Address social determinants of Aboriginal and/or Torres Strait Islander health

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. Apply key concepts and language terms characteristic to narrative therapy approaches

- 1.1 Work with an understanding of the narrative worldview and its key concepts
- 1.2 Demonstrate knowledge of common language terms used in narrative therapy approaches
- 1.3 Demonstrate an understanding of the meaning and application of key terms used in narrative therapy approaches

ELEMENT**PERFORMANCE CRITERIA**

2. Identify appropriate use of externalising practices in *community work*

- 2.1 Explain how externalising practices may be used in community work to address a range of *social and emotional well being (SEWB) issues*
- 2.2 Identify the difference between externalising and internalising practices in relation to problems communities experience
- 2.3 Use listening, questioning and conversation skills to identify the effects of problems on the community through externalising conversations
- 2.4 Use listening, questioning and conversation skills to facilitate rich story development with communities responding to SEWB issues

3. Identify cultural perspectives on narrative therapy approaches

- 3.1 Identify work of people from indigenous and/or colonised cultures using narrative therapy approaches
- 3.2 Apply an understanding of the importance of observing cultural protocols and adhere to these when undertaking community work

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:

- Being multi-storied - problem and preferred stories
- Both local and general Aboriginal and/or Torres Strait Islander history, e.g. history of colonisation, assimilation, removal etc
- Externalising practices and conversations
- How stories shape us
- Key concepts and language terms characteristic to narrative therapy approaches
- Making visible the politics of community life, and the tactics of internalisation
- Stories come from a social political cultural historical context
- The impact of cultural knowledge on approaches to narrative work
- Unique contributions of indigenous and colonised people's work to the development of narrative therapy approaches.
- What makes a story
- Worldviews that inform narrative therapy approaches

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply externalising ideas to community work
- Apply understanding of key concepts and language terms characteristic to narrative therapy approaches
- Apply understanding of the unique contributions of Indigenous and colonised people's work to the development of narrative therapy approaches

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

REQUIRED SKILLS AND KNOWLEDGE

the identified work role

This includes the ability to:

- Apply cultural protocols
- Apply externalising ideas to community work
- Deal with cross-cultural issues
- Use culturally appropriate communication
- Use narrative therapy approaches to questioning

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
- 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

EVIDENCE GUIDE

Method of assessment:

- Group discussion and/or written responses about key concepts and language terms used in narrative therapy approaches
- Observation, questioning and evidence gathered from the workplace environment
- Role-plays demonstrating externalising practices
- A small group project and presentation on narrative community work being done with the Indigenous community

Consistency of performance:

- Assessment may include observations, questioning and evidence gathered from the workplace
- Assessment may be conducted on one occasion, but must include the worker interacting and cooperating with the normal range of other workers from the workplace

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

EVIDENCE GUIDE

Context of assessment:

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

Resources required include:

- Access to appropriate narrative therapy and community work documentation (in particular narrative community projects that have involved the outsider witness practices) and teaching/learning resources relevant to the task
- Access to resource materials required for presentation
- Some aspects of this unit can be assessed both during class and in the workplace, under normal range of workplace conditions
- Access to facilitators/educators who have adequate knowledge of narrative therapy

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.

RANGE STATEMENT

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

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

RANGE STATEMENT

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

Community work may include:

- Community consultation
- Community development
- Community based projects
- Community participation approaches

Social and emotional well being issues may include:

- Grief and loss
- Trauma and abuse
- Relationships
- Family violence
- Substance misuse
- Family and identity
- Disability

Rich story development includes:

- Curiosity about the actions that communities take that are different to the problem story
- Curiosity about the intentions communities have and what they give value to
- Drawing these two aspects of story together to empower communities

Unit Sector(s)

Not Applicable