

UNIT CODE	HLTASEW003
UNIT TITLE	Provide support to clients affected by loss, grief or trauma
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to provide primary support to Aboriginal and/or Torres Strait Islander clients affected by grief, loss or trauma. It requires the ability to use empathy, sensitivity and culturally safe communication skills to clarify the client's experience and offer appropriate support, referral and information. Support is based on a sound knowledge of how loss, grief and trauma impact on Aboriginal and/or Torres Strait Islander communities.</p> <p>This unit is specific to Aboriginal and/or Torres Strait Islander people working as health workers or health practitioners. They work as part of a multidisciplinary primary health care team to provide primary support to Aboriginal and/or Torres Strait Islander clients but this unit does not provide skills for counselling clients.</p> <p>No regulatory requirement for certification, occupational or business licensing is linked to this unit at the time of publication. For information about practitioner registration and accredited courses of study, contact the Aboriginal and Torres Strait Islander Health Practice Board of Australia (ATSIHPBA).</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Social and Emotional Wellbeing
UNIT SECTOR	Aboriginal and/or Torres Strait Islander Health
ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Clarify client experience of loss, grief or trauma.	1.1 Identify and work within the scope and limitations of own role in supporting clients experiencing loss, grief or trauma. 1.2 Identify own values and attitudes about loss, grief and trauma and ensure that these do not negatively impact professional interactions. 1.3 Seek information from client about their experience of loss, grief or trauma and its impacts. 1.4 Show empathy, sensitivity and professionalism in all interactions. 1.5 Take account of historical and trans-generational impacts of loss, grief or trauma on Aboriginal and/or Torres Strait Islander people when interacting with clients. 1.6 Identify situations of imminent risk to the health and safety of the person or others and make appropriate referrals for crisis intervention.

2. Support clients to cope with loss, grief or trauma.	2.1 Communicate consistently in culturally appropriate and safe ways. 2.2 Show respect for the different ways that individuals, families and communities express and respond to loss, grief or trauma. 2.3 Identify and promote the use of client's own support networks in the healing process. 2.4 Provide information to clients about self-care strategies for coping with loss, grief and trauma. 2.5 Suggest formal and informal support options to clients and establish their preferences for their own healing.
3. Provide resources and information about grief, loss and trauma support services.	3.1 Provide culturally appropriate consumer based education resources about managing loss, grief and trauma to clients and their families. 3.2 Inform clients about available loss, grief and trauma support services and facilitate access according to client needs and preferences.
4. Complete documentation and provide follow-up support.	4.1 Update client records to include details of services, information and referrals provided to client, according to organisational procedures. 4.2 Plan and provide continuity of support in consultation with client and multidisciplinary team. 4.3 Organise follow-up support for clients using organisational client information systems and follow up procedures.
FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> ■ interpret detailed and sometimes unfamiliar plain language consumer based education resources.
Writing skills to:	<ul style="list-style-type: none"> ■ use fundamental sentence structure, health terminology and abbreviations to complete forms and reports that require factual and subjective information.
Oral communication skills to:	<ul style="list-style-type: none"> ■ use language and terms sensitive to clients' values and emotional state ■ ask open and closed probe questions and actively listen to elicit information and preferences from clients.
Learning skills to:	<ul style="list-style-type: none"> ■ use information provided in credible evidence based consumer resources to update and extend knowledge of support services for loss, grief and trauma.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> ■ source information that meets the specific needs of clients and families.

UNIT MAPPING INFORMATION	<p>No equivalent unit.</p> <p>For details, refer to the full mapping table in the Draft 2 Validation Guide.</p>
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for HLTASEW003 Provide support to clients affected by loss, grief or trauma
PERFORMANCE EVIDENCE	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> ■ provide support to five Aboriginal and/or Torres Strait Islander clients affected by loss, grief or trauma ■ for each of the five clients, and according to their individual needs: <ul style="list-style-type: none"> ○ source credible consumer based education resources from loss, grief or trauma support services and clearly explain these to the client ○ explain different types of self-care coping strategies ○ source information about loss, grief or trauma support services, explain their key features and advise the client how to access services ○ plan and organise continuity of support in consultation with the client and multidisciplinary team ○ document, in client records, accurate details of each client contact including details of services, information and referrals provided.
KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ organisational policies and procedures for client record keeping ■ distinctions between providing counselling and primary support to those affected by loss, grief and trauma ■ techniques used to communicate with clients and families dealing with the emotional impacts of loss, grief and trauma ■ the meaning of the following principles of trauma informed care, and how these can be practically implemented when providing support to clients: <ul style="list-style-type: none"> ○ safety ○ trustworthiness ○ choice ○ collaboration ○ empowerment ■ concepts of loss and grief at the individual, family and community level: <ul style="list-style-type: none"> ○ types of loss: <ul style="list-style-type: none"> ● death of loved ones ● loss of culture ● loss of job ● loss of contact with loved ones ● loss of security ● illness, physical injury and disability ○ the spectrum of loss: <ul style="list-style-type: none"> ● primary loss ● secondary loss ● cumulative loss ● integration of loss

- features and expressions of grief and how these may vary, including:
 - complex grief
 - disenfranchised grief
 - Aboriginal and/or Torres Strait Islander views on death, dying, grief and bereavement compared to views in non-Aboriginal communities
- stages of the grief process
- trauma:
 - how trauma is defined, including complex trauma
 - impacts of inter-generational and trans-generational trauma on Aboriginal and/or Torres Strait Islander individuals, families and communities around:
 - identity
 - loss of land
 - culture
 - language
 - ceremony
 - ways that individuals cope with the impacts of trauma
 - the potential for and causes of re-traumatisation, in particular in accessing or receiving services
- historical factors of colonisation and institutional racism and their impacts on Aboriginal and/or Torres Strait Islander people
- local cultural protocols and taboos that relate to loss, grief and trauma, including those related to gender
- own values and attitudes around loss, grief and trauma and how these may impact on work with others
- how loss, grief and bereavement can impact on broader social and emotional health and wellbeing
- for people at risk of self-harm and suicide:
 - common risk factors
 - common verbal and non-verbal behavioural indicators
 - types of rapid response assessment questions and actions that can be used to triage
 - emergency referral pathways
- indicators of imminent risk to the safety of client or other people and protocols for responding to these situations
- support services for those impacted by loss, grief and trauma and their key features:
 - assistance with practical arrangements
 - advice on self-care and coping strategies
 - current credible consumer based education resources
- the importance of current and credible consumer based education resources about loss, grief and trauma in the client decision making process to access support
- loss, grief or trauma care and support services available in the community, state or territory and the role of health workers and practitioners in facilitating access
- how multidisciplinary team members work together to coordinate support services, and how to facilitate referrals
- the importance of continuity of support for clients affected by loss, grief or trauma
- how to use client information systems to follow up clients for care.

<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in a health service workplace within a multidisciplinary primary health care team.</p> <p>Evidence of performance must be gathered:</p> <ul style="list-style-type: none"> ■ during on-the-job assessments in the workplace under live conditions while interacting with Aboriginal and/or Torres Strait Islander people, or ■ during off-the-job assessments in the workplace, not under live conditions, using simulated activities while interacting with Aboriginal and/or Torres Strait Islander people. <p>Evidence of workplace performance can be gathered and reported through third party report processes. (Refer to the Companion Volume Implementation Guide for information on third party reporting.)</p> <p>Evidence can be supplemented by assessments in a simulated workplace environment using simulated activities, scenarios or case studies only when:</p> <ul style="list-style-type: none"> ■ the full range of situations covered by the unit cannot be provided in the individual's workplace, and or ■ situations covered by the unit occur only rarely in the individual's workplace. <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> ■ client records ■ current and credible consumer based education resources from loss, grief and trauma support services ■ information about different types of loss, grief and trauma support services designed to meet the needs of people of different ages, genders, and those for Aboriginal and/or Torres Strait Islander people if available ■ organisational policies and procedures for client record keeping. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:</p> <ul style="list-style-type: none"> ■ be an Aboriginal and/or Torres Strait Islander person who has applied the skills and knowledge covered in this unit of competency through experience working as an Aboriginal and/or Torres Strait Islander health worker or practitioner, or ■ be a registered health practitioner or a community services worker with experience relevant to this unit of competency and be accompanied by, or have assessments validated by, an Aboriginal and/or Torres Strait Islander person.
<p>LINKS</p>	<p>Companion Volume Implementation Guide</p>