

UNIT CODE	HLTASEW001
UNIT TITLE	Work according to the principles of social and emotional wellbeing care
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required work effectively when supporting the social and emotional wellbeing of Aboriginal and/or Torres Strait Islander clients by integrating knowledge of key strategies, service and work practices designed to improve client social and emotional wellbeing. It covers skills required to work in safe ways to support own wellbeing.</p> <p>Specific skills and knowledge to work with individual clients experiencing social and emotional wellbeing problems are covered in other units.</p> <p>This unit is specific to Aboriginal and/or Torres Strait Islander people working as health workers or health practitioners in a multidisciplinary primary health care team. It underpins effective performance in a range of roles at different levels of seniority.</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. Identify the context for social and emotional wellbeing work.	1.1 Identify and consider the interrelated aspects of social and emotional wellbeing and their impact on primary health care provision. 1.2 Identify and evaluate the range of factors and lifestyle circumstances that can impact a person's social and emotional wellbeing.

2. Use social and emotional wellbeing frameworks and principles to guide work.	<p>2.1 Identify and review current strategies/frameworks designed to guide services and work practices for improved Aboriginal and/or Torres Strait Islander social and emotional wellbeing.</p> <p>2.2 Identify ways that guidelines can assist with own service provision and take opportunities to integrate current thinking and approaches in day-to-day work practices.</p> <p>2.3 Deliver services in ways that support Aboriginal and/or Torres Strait Islander self-determination and empowerment.</p> <p>2.4 Use collaboration and information sharing as an integral part of all work to support client and colleague social and emotional wellbeing.</p>
3. Work within legal and ethical boundaries for social and emotional wellbeing support.	<p>3.1 Identify and follow protocols for maintaining professional boundaries when working with individuals and groups.</p> <p>3.2 Identify the scope and limitations of own role in supporting clients with their social and emotional wellbeing needs.</p> <p>3.3 Identify specific work health and safety requirements and responsibilities that impact workers supporting clients with their social and emotional wellbeing needs.</p> <p>3.4 Deliver services according to organisational policies, regulatory requirements and community cultural safety protocols.</p>
4. Care for self.	<p>4.1 Identify risks to self that arise from work involving the social and emotional wellbeing of others.</p> <p>4.2 Monitor and evaluate own responses and identify signs of the need for social and emotional support.</p> <p>4.3 Use information sharing and collaboration with colleagues to support social and emotional wellbeing of team members.</p> <p>4.4 Identify and use techniques to manage own stress.</p> <p>4.5 Recognise the need for formal debriefing and supervision and follow organisational procedures to access these supports.</p>
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 familiar organisational policies and procedures ■ interpret unfamiliar potentially complex information about approaches to social and emotional wellbeing.
Oral communication skills to:	<ul style="list-style-type: none"> ■ adhere to cultural protocols to deliver client information and ask questions clearly and safely.
Self-management skills to:	<ul style="list-style-type: none"> ■ recognise and respond to signs of own distress.
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
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TITLE	Assessment Requirements for HLTASEW001 Work according to the principles of social and emotional wellbeing care
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"> ■ source and collate information and use to support service provision: <ul style="list-style-type: none"> ○ one current national strategy/framework designed to guide services and work practices for improved Aboriginal and/or Torres Strait Islander social and emotional wellbeing ○ definitions or explanations of social and emotional wellbeing from the strategy/framework and different but interrelated aspects ○ key features of risks and protective factors described for social and emotional wellbeing ○ features of three approaches identified in the strategy/framework to guide service delivery for social and emotional wellbeing care ○ how the national strategy/framework links to those for the local state or territory ■ provide three services within scope of practice that support the social and emotional wellbeing of Aboriginal and/or Torres Strait Islander clients ■ reflect on own service provision and evaluate and identify how own work practices could be improved: <ul style="list-style-type: none"> ○ approaches used that reflect current thinking about best practice service provision ○ how professional boundaries were maintained with clients ○ risk factors experienced and how these were managed ○ personal response to work and self-care strategies that were used.
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"> ■ ethical, legal and cultural obligations that underpin work that supports client social and emotional wellbeing and the related organisational policies and procedures for: <ul style="list-style-type: none"> ○ maintaining confidentiality of client and community information ○ maintaining professional boundaries ○ ensuring personal safety of self and others, including the obligations of organisations to protect the safety of workers ■ scope of the role of Aboriginal and/or Torres Strait Islander health workers and practitioners: <ul style="list-style-type: none"> ○ in providing social and emotional wellbeing care and referrals to support services ○ how their role in providing primary social and emotional support is distinct from counselling ○ boundaries of authority that relate to provision of mental health assessments, services and treatments ■ the role of Aboriginal and/or Torres Strait Islander community members in maintaining and healing social and emotional wellbeing: <ul style="list-style-type: none"> ○ family members ○ Elders ○ community leaders

- traditional or bush healers, particularly any in the local community
- how social and emotional wellbeing and physical health are connected and how each impacts on the other
- the principles and models of social and emotional wellbeing as outlined in current national, and local state or territory, Aboriginal and Torres Strait Islander mental health and social and emotional wellbeing strategies and frameworks (government and non-government):
 - how social and emotional wellbeing is defined
 - the interrelated domains of social and emotional wellbeing
 - risk factors and protective factors associated with each of the domains of social and emotional wellbeing
 - relationship between social and emotional wellbeing and mental health, including links and differentiation
 - basic features of current approaches identified at a national level to guide and support social and emotional wellbeing:
 - Aboriginal and Torres Strait Islander leadership and partnership
 - addressing social determinants of mental health
 - addressing racism
 - person-centred care
 - focus on children and young people
 - integrated approaches
 - trauma-informed care
 - culturally appropriate, affordable care
 - clinically appropriate care
- key concepts that underpin current models of service delivery for social and emotional wellbeing care, and how these are applied at a local level:
 - focus on promotion and prevention by providing access to information, advice and self-help resources
 - increased early intervention through access to lower cost, evidence-based alternatives to face- to-face psychological therapy services
 - providing and promoting access to lower cost, lower intensity services
 - increased service access rates maximising the number of people receiving evidence-based intervention
 - improved access to adequate level of primary mental health care intervention to maximise recovery and prevent escalation and provide wrap-around coordinated care for people with complex needs
- prevalence and statistical incidence of mental illness in Aboriginal and/or Torres Strait Islander populations compared to non-Aboriginal and/or Torres Strait Islander Australian populations
- prevalence (as compared to the prevalence in other Australian populations), key features, interrelationships, and impact of the following on the social and emotional wellbeing of Aboriginal and/or Torres Strait Islander clients and communities:
 - substance abuse, including alcohol and other drugs
 - imprisonment
 - family violence
 - homelessness
 - poverty
 - poor physical health
 - disability
 - unemployment
 - grief and loss
 - trauma, including intergenerational trauma
- types of activities and services that support social and emotional wellbeing:
 - promotion and education (either individual or group)
 - support for individual clients or groups to address particular issues
 - referral to other agencies
 - collaboration with internal and external colleagues to support

	<p>coordinated care</p> <ul style="list-style-type: none">■ self-care for those involved in work relating to the social and emotional wellbeing of others:<ul style="list-style-type: none">○ techniques for monitoring own wellbeing○ indicators of excessive stress:<ul style="list-style-type: none">● emotional● physical○ the role of other team members and colleagues in providing support○ the role and importance of debriefing and supervision.
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<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"> ■ current national, and local state or territory, Aboriginal and Torres Strait Islander mental health and social and emotional wellbeing strategies and frameworks (government and non-government) ■ organisational policies and procedures for: <ul style="list-style-type: none"> ○ maintaining confidentiality of client and community information ○ maintaining professional boundaries ○ adhering to scope of own job role ○ ensuring safety of self and others. <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 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>