CHCCCS014 Provide brief interventions

# Modification History

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| --- | --- |
| Release | Comments |
| Release 2 | Release 2 is equivalent to release 1. Minor changes to elements, performance criteria, performance evidence and knowledge evidence. |
| Release 1 | This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages.  Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. |

# Application

This unit describes the skills and knowledge required to assess intervention needs, and then to implement and monitor brief intervention strategies for people at various stages of the change process across a range of service contexts.

This unit applies to workers in a range of community services contexts.

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 describe the performance needed to demonstrate achievement of the element. |
| 1. Identify the person’s need for intervention | 1.1 Discuss and determine issues of concern and the person’s stage in the decision to change  1.2 Identify resources required to support the brief intervention  1.3 Identify and plan appropriate brief intervention strategies to match the person’s needs  1.4 Record information relating to the plan for intervention |
|  |  |
| 2. Use brief intervention strategies | 2.1 Raise awareness of the health issue with a person who is not contemplating change  2.2 Use motivational interviewing techniques to support a person contemplating change, aligning the approach with their stage of change  2.3 Support the person who expresses motivation to change in exploring choices, setting goals and identifying relapse prevention strategies  2.4 Take opportunities to support and encourage a person who has made a change  2.5 Identify current needs and sources of assistance, and give support as appropriate for a person who has lapsed or relapsed into prior behaviour |
|  |  |
| 3. Monitor brief intervention activities | 3.1 Keep notes in the person’s file in accordance with organisation policies and procedures, recording the person’s stage of decision-making on each occasion  3.2 Maintain confidentiality and security of information  3.3 Regularly review the person’s progress or outcomes, adjust approaches or make referrals according to their needs  3.4 Discuss outcomes with the person in an appropriate manner |

# Foundation Skills

The Foundation Skills describe those required skills (such as 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 –

# Assessment Requirements for CHCCCS014 Provide brief interventions

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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:

* undertaken the brief intervention process for at least 2 different people presenting with different issues at different stages of the change process
* applied each of the following communication and support strategies at least once to support the intervention process:
* active listening
* non-judgmental language
* supportive approach
* facilitation and negotiation that assists the person’s decision-making

# Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

* role and scope of brief interventions:
* short duration
* structured but flexible
* client-led or person-centred
* opportunistic or planned
* public health and early intervention focus
* reasons for using brief interventions
* raising awareness
* supporting behaviour change
* providing timely, accessible, and scalable support
* sharing relevant information and encouraging self-reflection
* common health and human services contexts where brief interventions are applied
* step-by-step processes used to deliver brief interventions
* behaviour change models and frameworks, including:
* stages of change model and its relevance to behaviour change support, including
* pre-contemplation
* contemplation
* preparation
* action
* maintenance
* relapse
* evidence-based behaviour change models and their application to brief interventions
* best practice frameworks used to guide brief interventions in different service contexts
* principles and techniques of motivational interviewing, including:
* open-ended questions
* reflective listening
* affirming and summarising
* evoking change talk
* exploring ambivalence and resistance
* strategies to support behaviour change, including:
* raising awareness and providing information
* exploring concerns and potential benefits of change
* supporting decision-making and goal-setting
* giving positive feedback and encouragement
* identifying relapse risks and prevention strategies
* offering time, support, and referrals
* tools and strategies to assess a person’s readiness for change
* influences on behaviour and change, including:
* cultural, family and community factors
* health and well-being factors:
* nutrition
* alcohol and other drugs
* environmental health
* internal and external barriers to behaviour change
* internal and external enablers of behaviour change
* legal and ethical considerations for interventions, including:
* privacy, confidentiality and disclosure
* documentation requirements
* codes of practice and ethical guidelines
* scope of role and responsibilities
* organisational policies and procedures relevant to recording, monitoring and reviewing interventions

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

* use of suitable facilities, equipment and resources, including:
* information about the person on which to base the intervention
* organisational policies and procedures relevant to brief interventions
* modelling typical workplace conditions, including interactions with people with a range of needs

# Links

Companion Volume implementation guides are found in VETNet -