CHCCCS028 Provide person-centred support to people in crisis

# Modification History

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| Release | Comments |
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# Application

This unit describes the skills and knowledge required to build relationships with people in crisis, use crisis support micro-skills and manage personal factors that may affect work with people in crisis. The support is immediate and short term, and not ongoing.

This unit applies to individuals in crisis support roles who work according to established procedures and models. They work under supervision.

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. Apply the organisation’s crisis support model and procedures | 1.1 Identify and use each stage of the crisis support model during interactions  1.2 Implement organisation measures for worker care and supervision  1.3 Document information according to organisation procedures | |
| 2. Facilitate relationship building with the help-seeker | 2.1 Display a person-centred approach to crisis support  2.2 Use supportive communication to build connection and create an environment where the person feels safe to express concerns  2.3 Use a non-judgemental approach to support open communication | |
| 3. Apply skills that assist the crisis support process | 3.1 Consistently use active listening skills and brief encouragers to establish rapport with help-seekers, and identify their issues  3.2 Show respectful, empathic understanding to clarify the nature and depth of help-seeker feelings  3.3 Develop an empowering crisis support relationship that assists help-seekers clarify options, seek support and decide on next steps to address problems and/or meet current needs  3.4 Explore and offer options for further help and support  3.5 Sensitively manage a timely end to the communication, facilitating transitions to ongoing self-care and support or referrals | |
| 4. Care for self | 4.1 Recognise and minimise risks to self associated with crisis support  4.2 Identify and respond to the need for supervision and debriefing  4.3 Develop a range of self-care strategies for responding to crisis situations | |

# Foundation Skills

The Foundation Skills describe those required skills (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 - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCCCS028 Provide client-centred support to people in crisis

# Modification History

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| --- | --- |
| Release | Comments |
| Release 1 |  |

# 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:

* performed the activities outlined in the performance criteria of this unit during a period of 50 hours of work in a service providing support to people in crisis
* managed contacts from at least 50 people with varied presenting issues, using
* the structure of the organisation’s crisis support model
* crisis support micro skills
* managed personal factors that may affect work with people in crisis.

# 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:

* legal and ethical considerations (national, state/territory) for short term crisis support work, and how these are applied in organisations:
* codes of conduct:
* duty of care
* mandatory reporting
* privacy, confidentiality and disclosure
* records management
* work role boundaries – responsibilities and limitations
* work health and safety, including **managing personal responses and stress**
* **organisation vision, policies and procedures**
* **crisis theory and the scope of crisis support work**
* **self-care strategies, including supervision and debriefing**
* **stages of a crisis support model**
* **principles of non-judgemental, person-centred communication**
* impact of personal values, attitudes and beliefs on the support processes
* crisis support micro-skills, and how they are used, including:
* brief encouragers which assist the help-seeker relate their story and concerns
* reflection of feelings and meaning
* paraphrasing
* open and closed questions
* recognising when referral is needed
* use of silence and managing question frequency
* summarising and closing the conversation
* indicators of strong emotions and how to respond, including:
* grief
* anger
* confusion
* sadness
* frustration
* suicidal despair
* empowering processes and how they are used in crisis support including:
* active listening
* affirming personal strengths and opportunities
* reframing, summarising and closure
* containing strong emotions to support coping
* focussing on immediate needs through concrete questions
* setting achievable goals and exploring consequences
* supporting informed decision-making
* Identifying next steps after the contact
* providing constructive feedback on support practice
* managing personal responses and boundaries
* setting and maintaining professional boundaries in crisis support relationships
* managing tone, pitch and pace of voice
* awareness of personal vulnerabilities and containment strategies
* supervision
* debriefing

# Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies as well as, using suitable facilities, equipment and resources.

# Links

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