CHCMHS009 Provide early intervention, health prevention and promotion programs

# Modification History

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| --- | --- |
| Release | Comments |
| Release 2 |   |

# Application

This unit describes the skills and knowledge required to develop and conduct early intervention, health prevention and promotion programs focussing on mental health and wellbeing.

This unit applies to work with people experiencing mental health challenges in a range of community services work 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. Gather information and determine need | 1.1 Monitor community, group and individual mental health and wellbeing issues, risks and protective factors. 1.2 Identify, access and review information sources on population health, demographic, social and epidemiological trends1.3 Identify and consult with key stakeholders 1.4 Determine key issues and objectives based on information gathered |
|  |  |
| 2. Develop and implement programs | 2.1 Research features of other evidence based promotion, prevention and early intervention programs 2.2 Investigate and incorporate current perspectives on preventative health care2.3 Identify the need for additional specialist skills within the program2.4 Create, structure and document a program that responds to identified needs and objectives2.5 Develop evaluation mechanisms against agreed objectives2.6 Develop and implement an action plan that identifies required activities, resources, and timelines2.7 Implement program according to agreed plan |
|  |  |
| 3. Evaluate and report on programs | 3.1 Gather feedback from stakeholders on completion of program3.2 Evaluate impact and value of program against agreed mechanisms, from own observations and feedback received 3.3 Develop recommendations for change based on evaluations and seek approval where required3.4 Prepare reports and documentation according to organisation protocols 3.5 Communicate outcomes, evaluation results and proposed recommendations with key stakeholders |

# 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 -

Assessment Requirements for CHCMHS009 Provide early intervention, health prevention and promotion programs

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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:

* researched, prepared and evaluated at least 1 early intervention, health prevention or health promotion program to address the needs of a specific group or community
* reported and communicated results and recommendations about the program using appropriate recordkeeping and documentation methods, including digital platforms if appropriate

# Knowledge Evidence

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 work role. This includes knowledge of:

* mental health and wellbeing issues of community concern
* types of content that may be included in programs, and sources of credible information, including:
* fitness, exercise and physical activity
* nutrition (Australian dietary guidelines only)
* environmental health
* mental health
* sexual and reproductive health
* key stakeholders for program development
* sources of information on:
* population health trends
* epidemiology
* social/demographic trends
* different types and styles of early intervention, health prevention and promotion programs, and how they are implemented, including:
* seminars
* promotional events
* community visits
* structure, content and format of existing evidence-based early intervention/health prevention and promotional programs
* program planning and organisation techniques:
* research and consultation
* formatting and structuring different types of program
* resourcing options– human, financial and physical
* operational and logistical considerations
* evaluation and reporting
* legal and ethical considerations (international, national, state/territory, local) for program development and implementation, and how these are applied in organisations and individual practice:
* codes of practice
* duty of care
* practice standards
* policy frameworks
* specific mental health legislation
* work health and safety

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. 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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