



CHCMHS001

**Work with people with
mental health issues**

**LEARNING
ACTIVITY
BOOKLET**

(Trainer Copy)



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Overview

CHCMHS001 - Work with people with mental health issues (Release 1)

This unit describes the skills and knowledge required to establish relationships, clarify needs, and then work collaboratively with people who are living with mental health issues.

This unit applies to support workers in contexts outside the mental health sector, but who come into contact with people with mental health issues. The services and support provided are not mental health specific.

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

A complete copy of the above unit of competency can be downloaded from the TGA website:

<https://training.gov.au/Training/Details/CHCMHS001>

Trainer Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test learners' underpinning generic knowledge and practical activities to test their skills relevant to the unit/s of competency.

These formative assessments are used by trainers to complement both the learning and training processes, and to evaluate how learners are progressing throughout these processes.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

Reasonable adjustment applies here, and while the majority of learners will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Learning Activity Booklet (Trainer Copy) provides model answers to all the questions, setting out which key responses must be included as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the learner to list three examples, then their response must include three of the items listed in the model answer.

Learner Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test your underpinning generic knowledge and practical activities to test your skills relevant to the unit/s of competency.

These formative assessments are used by your trainer to complement both the learning and training processes, and to evaluate how you are progressing throughout these processes.

You may reference your Learner Guide and other learning materials to complete the activities included in this workbook.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

Learner Information

Learner name	
Phone	
Email	

Trainer Information

Trainer name	
RTO name	
RTO phone	
RTO email	

Resources Required

Resources needed to complete activities included in this workbook include:

- Computer with Internet, email access, and a working web browser
- Installed software: MS Word, Adobe Acrobat Reader
- Learner guide

Work Health and Safety

Both the trainers and learners have duty of care in ensuring that the learning environment is free from hazards that may pose risks to their health and safety.

According to WHS legislation, trainers and learners must take reasonable care while undertaking the activities included in this workbook in the learning environment.

Reasonable Adjustment

'Reasonable adjustment' in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with disabilities have:

- The same learning opportunities as learners without disabilities, and
- The same opportunity to perform and complete assessments as those without disabilities.

Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:

- Customising resources and assessment activities within the training package or accredited course
- Modifying the presentation medium
- Learner support
- Use of assistive/adaptive technologies
- Making information accessible both before enrolment and during the course
- Monitoring the adjustments to ensure learner needs continue to be met

Assistive/Adaptive Technologies

Assistive/adaptive technology means 'software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities' (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)

IMPORTANT:

Reasonable adjustment made for collecting learner assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the learner's competency in writing, allowing the learner to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.

Contextualisation

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Harvard Management Institute Pty Ltd. highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit:

- Your student's needs
- Your RTO's training and assessment processes
- The work and industry context in which you operate

Contextualising for your state/territory

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Harvard Management Institute Pty Ltd. recommends you to:

- Access and review the legislation and industry requirements applicable in your state/territory.
- Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

Formative Activities

I. Establish respectful relationships with people with mental health issues

Activity 1.1

Matching Type

Listed below are some current government policies and initiatives in the mental health sector.

- a. National Mental Health Policy 2008
- b. Vision 2030
- c. Head to Health
- d. The Fifth National Mental Health and Suicide Prevention Plan
- e. National Mental Health and Wellbeing Pandemic Response Plan

Match each to their description below, by writing the letter that corresponds to your answer in the space provided.

Mapping: CHCMHS001 PC1.2 (p), KE3.1 (p)

Learner guide reference: CHCMHS001 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.1

Policies and initiatives in the mental health sector	
a	i. This provides a vision for further mental health reforms in Australia.
c	ii. This provides information, advice and free or low-cost phone and online mental health services.
d	iii. This lays out recommendations for addressing mental health among Aboriginal and Torres Strait Islander peoples as a priority.
e	iv. This aims to lessen the impact of Covid-19 in the short-term and long-term.
b	v. This provides the blueprint of the national direction for mental health and suicide prevention system.

Activity 1.2

Matching Type

Identify the communication technique being described in each statement below.

Communication techniques
Active listening
Using silence
Using open-ended questions
Summarising
Reflecting

Mapping: CHCMHS001 PC1.1 (p), PE1.1 (p)

Learner guide reference: CHCMHS001 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.1

Communication techniques	
Summarising	i. This is the act of giving a concise and coherent overview of key points from a conversation.
Reflecting	ii. This allows a speaker to listen to their own thoughts and focus on their feelings.
Using silence	iii. This means allowing yourself to think about things that another person is saying.
Active listening	iv. This is the act of concentrating on what the person is saying rather than just hearing it.
Using open-ended questions	v. This means requiring the person to explain or elaborate.

Activity 1.3

List the four criteria for consent to be considered sufficient and legally valid.

Mapping: CHCMHS001 PC1.5 (p), KE1.9 (p)

Learner guide reference: CHCMHS001 Learner Guide, Chapter 1, Subchapter 1.5, Section 1.5.2

Marking guide

The learner must list the four criteria for consent to be considered sufficient and legally valid.

For a satisfactory performance, although the wording may slightly vary, their response must include **all** of the following:

- Consent must be informed.
- Consent must be voluntary.
- Consent must be current and specific.
- Consent must only be given by capable people.

i.

ii.

iii.

iv.

II. Support the Person to Understand and Exercise Their Rights

Activity 2.1

Fill in the blanks

The following are statements about the different approaches in addressing mental health issues. Review each and complete the statement by filling in the missing words/phrases.

Mapping: CHCMHS001 PC2.2 (p), KE2.2 (p), KE2.4 (p)

Learner guide reference: CHCMHS001 Learner Guide, Chapter 2, Subchapter 2.2, Section 2.2.2

- | | |
|------|---|
| i. | Counselling gives the person a safe outlet to express their thoughts and feelings. |
| ii. | In recovery-oriented practise, the goal is to help the person create and live a meaningful life with or without mental issues. |
| iii. | A strengths-based , approach enables the person to see themselves at their best and see their individual value. |
| iv. | A holistic approach provides support to a person that considers all aspects of their health and wellbeing. |

Activity 2.2

SCENARIO

Jordan is a 35-year-old man who was recently fired from his job following the end of a long-term relationship. These events have left him feeling depressed about the end of his relationship and anxious about his financial situation.

Jordan's work struggles started when he lost the motivation to go to work following his break-up. He would sometimes skip work without notice, which led to him getting fired. Losing his income and his partner, who shared the cost of bills and rent with him, has put him in a difficult situation. This, in turn, worsens his emotional state.

To help himself, Jordan sought out a local support organisation. He was partnered with a mental health worker who met with him to discuss his situation. Their first course of action is to identify his support needs. In the discussion, Jordan stated that he wanted to get his mental health under control so that he can find work again. He also wanted help with managing his current savings to make them last until he can find a job.

Identify two of Jordan's support needs based on the scenario above.

Mapping: CHCMHS001 PC2.1 (p)

Learner guide reference: CHCMHS001 Learner Guide, Chapter 2, Subchapter 2.1

Marking guide

The learner must identify Jordan's support needs based on the scenario above.

For a satisfactory performance, their responses must be consistent with the benchmark answers below.

i.

Need for emotional support in coping with his feelings about the end of his relationship

ii.

Need for financial support in managing his money while unemployed

III. Work With People With Mental Health Issues to Meet Aspirations and Needs

Activity 3.1

True or False

Review the statements below about documentation and records management. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCMHS001 PC3.4 (p), KE1.11 (p)

Learner guide reference:

- CHCMHS001 Learner Guide, Chapter 3, Subchapter 3.4
- CHCMHS001 Learner Guide, Chapter 3, Subchapter 3.4, Section 3.4.1
- CHCMHS001 Learner Guide, Chapter 3, Subchapter 3.4, Section 3.4.2

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Proper documentation reveals information on whether services provided are effective or not.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. Australia's main legislation for recordkeeping of government files is the Archives Act 1993.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. The Privacy Act 1988 lists the requirements for the privacy, confidentiality and disclosure of records.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Organisations must follow the AS ISO 15489 standards for records management.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	v. You must provide all staff members with access to client records.

Activity 3.2

Matching Type

Listed below are the guiding principles of the SMART goals framework.

- a. Specific
- b. Measurable
- c. Achievable
- d. Relevant
- e. Time bound

Match each principle to the guide question it answers below, by writing the letter that corresponds to your answer in the space provided.

Mapping: CHCMHS001 PC3.1 (p)

Learner guide reference: CHCMHS001 Learner Guide, Chapter 3, Subchapter 3.1

SMART Goals	
d	i. How does the objective align with the person's other goals?
a	ii. What does the person want to accomplish?
b	iii. What will track the person's progress?
c	iv. Does the person have the available resources to accomplish this goal?
e	v. By when does the person want to accomplish the goal?

Activity 3.3

Explain each given right of workers in the mental health sector.

Mapping: CHCMHS001 PC3.6 (p), KE1.12 (p)

Learner guide reference: CHCMHS001 Learner Guide, Chapter 3, Subchapter 3.6, Section 3.6.1

Marking guide

The learner must explain each given right of workers and employers in the mental health sector.

For a satisfactory performance, although the wording may slightly vary, their response must be:

- Relevant to the given right
- An explanation of what privilege or protection a worker is entitled to in the workplace.

Model answers are provided below for the assessor's reference.

Rights	Explanation
Right to privacy and confidentiality	This means that workers' personal information must not be disclosed to people in their care unless necessary.
Right to fair and safe working conditions	This means that workers must be assured of safe working spaces and good working conditions, such as standard working hours and fair wages.
Right to be protected from discrimination and harassment in the workplace	This means that workers must be protected from negative treatment based on their age, sex, race, disability, etc.

End of Document