



CHCCCS004

# Assess co-existing needs

## Assessment 1 of 3

Short Answer Questions

**Assessor Guide**



## Assessment Instructions

### Task overview

This assessment task includes 11 short answer questions. Read each question carefully before capturing your response in the space provided.

### Assessment Information

#### Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

#### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

## Question 1

Provide a short description for each of the assessment types listed in the table below. Include the different context or scenario that each assessment type best supports.

**Assessor instructions:** Students must briefly describe each of the assessment types listed. For each one, students must highlight the context that the assessment type supports best.

Sample answers are provided below. Students answers must reflect those provided.

ASSESSMENT TYPE	DESCRIPTION (Up to 25 words each)	CONTEXT SUPPORTED (Up to 25 words each)
Biopsychosocial assessment	It examines biological, psychological, and social factors influencing a person's mental health to understand medical history, psychological state, and social environment.	Often used at the beginning of therapy or intervention to provide a comprehensive overview of the client's situation.
Risk assessment	Identifies potential risks to the client or others, such as self-harm or harm to others.	Essential in emergency mental health situations or when there are concerns about a client's safety.
Cultural Assessment	Assesses the client's cultural background, beliefs, and values.	Vital for providing culturally sensitive and appropriate care, ensuring services align with the client's cultural norms.
Functional Assessment	Evaluates the client's ability to perform daily activities, gauging their level of independence.	Useful in determining the level of support needed and designing interventions to enhance the client's functional abilities.
Strengths-Based Assessment	Focuses on identifying the client's strengths, resources, and abilities rather than deficits.	Helps in building resilience, empowering clients, and involving them in the planning process by recognising their capabilities.

## Question 2

Identify 3 key responsibilities for each of the roles provided in relation to the assessment process.

**Assessor instructions:** Students must provide 3 responsibilities in relation to the assessment process for each of the roles listed.

Sample answers are provided below. Students answers may vary, however they must include 3 answers each and address the elements captured in the assessor instructions above.

ROLE	RESPONSIBILITIES OF ROLE (Up to 20 words each)	
Client	1.	1. Provide honest and detailed information about their mental and social well-being. 2. Actively participate in the assessment process. 3. Communicate their concerns and/or goals clearly. 4. Be open to feedback and follow the recommended interventions.
	2.	
	3.	

Mental Health Professional	1.	<ol style="list-style-type: none"> <li>1. Conduct clinical assessments.</li> <li>2. Diagnose mental health conditions.</li> <li>3. Assess the severity and impact of symptoms.</li> <li>4. Formulate treatment plans.</li> <li>5. Interpret assessment results.</li> <li>6. Provide psychoeducation to clients.</li> <li>7. Ensure the confidentiality and ethical handling of client information.</li> </ol>
	2.	
	3.	
Social Worker	1.	<ol style="list-style-type: none"> <li>1. Focus on the social aspects of the client's life.</li> <li>2. Assess family dynamics, social support systems, and community resources.</li> <li>3. Use tools like genograms to visualise family relationships.</li> <li>4. Provide counseling and support.</li> <li>5. Connect clients with appropriate community services.</li> <li>6. Advocate for clients' rights.</li> <li>7. Work towards enhancing the client's overall social well-being.</li> </ol>
	2.	
	3.	
Community Services and/or Mental Health Provider	1.	<ol style="list-style-type: none"> <li>1. Connect clients with necessary resources.</li> <li>2. Assess clients' eligibility for various services.</li> <li>3. Coordinate care between different providers.</li> <li>4. Offer practical assistance (e.g., housing support, employment services).</li> <li>5. Provide ongoing support for clients' integration into community activities.</li> <li>6. Collaborate with other professionals involved in the assessment process to ensure holistic care for the clients.</li> </ol>
	2.	
	3.	

### Question 3

Identify and describe 3 different assessment tools and their purpose as used in community services and mental health client assessments and intake processes.

**Assessor instructions:** Students must identify and describe tools used in community services and mental health assessment processes. For each tool, students must outline what each of the tools are used for.

Sample answers are provided below. Students answers may vary, however must address the components captured in the assessor instructions above.

ASSESSMENT TOOL		DESCRIPTION (Up to 50 words each)	PURPOSE (Up to 25 words each)
1.	PHQ-9 [Patient Health Questionnaire-9]	Clients rate the frequency of symptoms like low mood, lack of interest, changes in sleep and appetite, and thoughts of self-harm. Scores help clinicians diagnose depression and determine its severity, guiding treatment decisions.	PHQ-9 is a widely used self-report questionnaire that screens for depression. It assesses the presence and severity of depressive symptoms over the last two weeks.

2.	GAD-7 (Generalised Anxiety Disorder 7-Item Scale)	Clients rate the frequency of anxiety symptoms like nervousness, worry, restlessness, and irritability over the last two weeks. Scores help clinicians diagnose anxiety disorders and monitor the effectiveness of interventions.	GAD-7 is a brief self-report questionnaire used to screen and assess the severity of generalised anxiety disorder.
3.	ACES (Adverse Childhood Experiences Questionnaire)	ACES comprises questions about experiences such as abuse, neglect, parental separation, and household dysfunction during childhood. Higher ACES scores indicate a higher likelihood of mental health issues and other health problems in adulthood. It helps in understanding the impact of early-life stressors.	ACES assesses exposure to childhood trauma and adverse experiences, which can impact mental health and well-being later in life.
Alternative answers may include:			
x	CAGE-AID (Cut down, Annoyed, Guilty, Eye-opener - Adapted to Include Drugs)	The CAGE-AID questionnaire consists of four questions that assess clients' alcohol and drug use patterns, helping identify potential substance abuse problems. Positive responses indicate the need for further assessment and intervention.	CAGE-AID is a screening tool used to assess alcohol and drug use disorders.
x	WHODAS 2.0 (World Health Organisation Disability Assessment Schedule 2.0)	WHODAS 2.0 evaluates clients' functioning in areas such as understanding and communicating, getting around, self-care, getting along with others, life activities, and participation in society. It provides a comprehensive view of the client's functional status, guiding the development of tailored interventions and support services.	WHODAS 2.0 assesses an individual's overall level of functioning and disability across various domains.

#### Question 4

Describe the impact of the setting on the assessment process. Provide a short description of how a community (or at home) or clinical setting specifically may impact the assessment process.

**Assessor instructions:** Students must outline the overall impact of the setting as part of the assessment process. Students must then indicate specific impacts as they relate to community or clinical settings for this process.

Sample answers are provided below. Students answers must reflect those provided.

<b>IMPACT OF SETTINGS</b> [Approximately 30 words]	
The assessment setting shapes the depth and breadth of the evaluation, impacting the accuracy of diagnoses and the development of effective, client-centred interventions.	
<b>SETTING</b>	<b>IMPACT OF SPECIFIC SETTINGS</b> [Approximately 50 words each]
Community setting	In community settings or clients' homes, assessments require adaptability and cultural sensitivity. Professionals must establish trust in unfamiliar environments, considering the client's comfort and privacy. Home assessments provide insights into clients' daily lives, offering a more holistic view of their challenges and strengths.

Clinical setting	In clinical settings, assessments are often structured, formal, and confidential, allowing for in-depth interviews and standardised tests. This controlled environment ensures a focused evaluation of mental health conditions, leading to accurate diagnoses and tailored treatment plans. It also allows for reliable access to assessment tools and equipment needed for this process.
------------------	--

### Question 5

For each of the elements listed, identify the requirements for validity and reliability of assessment tools to ensure accurate diagnosis, effective interventions and meaningful outcomes.

**Assessor instructions:** Students must identify the validity and reliability requirement identified in relation to assessment tools.

Sample answers are provided below. Students answers must reflect those provided.

ELEMENTS		REQUIREMENTS (Approximately 40 words each)
Validity	Content validity	The assessment tool should cover all relevant aspects of the condition or trait it intends to measure. In mental health assessments, questions must encompass a wide range of symptoms and experiences to ensure a comprehensive evaluation of the client's condition.
	Construct validity	The tool should measure the specific psychological constructs or traits it claims to measure. For example, a depression assessment should accurately measure depressive symptoms, allowing professionals to make valid inferences about the client's mental state.
	Criterion-related validity	The results of the assessment should correlate with other measures or criteria that are known to be valid. For instance, a depression scale's scores should correlate with clinical diagnoses made by mental health professionals.
	Face validity	The assessment tool should appear, on the surface, to measure what it intends to measure. Clients and professionals should find the questions relevant and appropriate for the condition being assessed.
Reliability	Test-retest reliability	The assessment tool should yield consistent results when administered to the same individual on different occasions, assuming the individual's condition has not changed significantly. Consistency over time ensures the stability of the measurement.
	Inter-rater reliability	Different assessors using the same tool should produce consistent results. This is vital when multiple professionals are involved in the assessment process, ensuring that assessments are not unduly influenced by individual assessors' perspectives or biases.
	Internal consistency reliability	For questionnaires with multiple items measuring the same construct, each item should produce similar responses. Internal consistency is commonly measured using Cronbach's alpha. High internal consistency indicates that all items are measuring the same underlying trait or condition.

### Question 6

Identify and describe 3 methods for collecting information in a client assessment process.

**Assessor instructions:** Students must identify 3 methods for collecting client information for an assessment process. For each, students must provide a short description of the method.

Sample answers are provided below. Students answers may vary, however must address the elements captured in the assessor instructions above.

IDENTIFY METHOD (Up to 3 words each)		DESCRIBE METHOD (Approximately 25 words each)
1.	Structured Interviews	Conducting structured interviews with clients involves asking predetermined questions in a systematic manner. These questions cover various aspects of the client's life, such as mental health symptoms, personal history, and current challenges.
2.	Observation	Observing the client's behaviour, emotions, and interactions in different settings, such as their home or community environment.
3.	Self-Report Questionnaires	Clients fill out standardised questionnaires designed to assess specific mental health symptoms or experiences. Examples include the PHQ-9 for depression or GAD-7 for anxiety.
Alternative answers may include:		
x	Collateral Information	Gathering information from family members, friends, teachers, or other relevant individuals who have knowledge about the client's behaviour and history.
x	Review of Records	Examining relevant documents, such as medical records, school reports, or previous assessment summaries, to gather historical information about the client.

## Question 7

Identify and describe 3 reporting requirements and formats relevant to a client assessment.

**Assessor instructions:** Students must identify 3 reporting types used in client assessments. For each, students must provide a short description of the reporting type and format applied.

Sample answers are provided below. Students answers may vary, however must address the elements captured in the assessor instructions above.

REPORT TYPE (Up to 5 words each)		REPORTING REQUIREMENTS (Approximately 30 words each)	REPORTING FORMAT (Approximately 30 words each)
1.	Client Demographics and Identifying Information	Include client's name, age, gender, contact information, and any other relevant demographic details.	Typically presented at the beginning of the report in a structured format such as charts, for easy reference.
2.	Assessment Methods and Tools Used	Specify the assessment methods employed, such as interviews, questionnaires, observations, or tests. Include the names of specific assessment tools used.	Clearly outline the methods under distinct headings, providing a transparent account of each assessment process.
3.	Assessment Results and Diagnosis	Summarise assessment findings, including observed symptoms, test scores, and the professional's analysis. If applicable, state the diagnosis based on the assessment results.	Present results in a clear, concise manner, often using tables, graphs, or bullet points for easy readability.

Alternative answers may include:			
x	Strengths, Challenges, and Goals	Highlight the client's strengths, challenges, and goals identified during the assessment process. This section often includes the client's coping skills, support systems, and areas needing improvement.	Use structured paragraphs or bullet points to delineate strengths, challenges, and goals separately, making the information easily accessible.
x	Recommendations and Interventions	Provide detailed recommendations for interventions and support services tailored to the client's needs. Include referrals to specific mental health programs, therapy types, community resources, or social services.	Present recommendations in a logical sequence, specifying the type of intervention, the rationale behind it, and the expected outcomes. Use subsections for different types of interventions if necessary.

### Question 8

For each of the considerations below, describe the nature and impact of diverse and multi-faceted needs and issues affecting client groups, and potential interrelationships between them.

**Assessor instructions:** Students must describe each of the range of needs and issues listed. Students must then identify the impact of each of these, particularly as it relates to individuals other needs and issues.

Sample answers are provided below. Students answers must reflect those provided.

CONSIDERATION		NATURE [Approximately 10 words each]	IMPACT [Approximately 20 words each]
1.	Mental health	Mental health issues range from mood disorders like depression and anxiety to severe conditions like schizophrenia.	Mental health problems can affect emotions, cognition, behaviour, and social interactions, significantly impacting overall well-being and functioning.
2.	Alcohol and other drugs	Substance abuse involves the misuse of alcohol, illegal drugs, or prescription medications.	Substance abuse can lead to addiction, health problems, impaired judgment, legal issues, strained relationships, and financial instability.
3.	Imprisonment	Criminal activities leading to incarceration.	Imprisonment affects social integration, mental health, employment opportunities, and family dynamics. Re-entry into society poses significant challenges.
4.	Child protection	Involves safeguarding children from abuse, neglect, and harm.	Failure in child protection can lead to trauma, developmental issues, and perpetuation of cycles of abuse in families.
5.	Family violence	Involves physical, emotional, or sexual abuse within families or relationships.	Family violence causes trauma, affects mental health, hampers social relationships, and can lead to homelessness or substance abuse.
6.	Homelessness	Lack of stable and safe housing.	Homelessness contributes to mental health problems, substance abuse, vulnerability to violence, and limited access to healthcare and employment.



7.	Poverty	Lack of resources to meet basic needs.	Poverty affects access to education, healthcare, and employment, leading to limited opportunities and perpetuating cycles of disadvantage.
8.	Health	Physical health conditions and disabilities.	Health issues can affect daily functioning, employment, and mental well-being, leading to increased vulnerability and dependence on support systems.
9.	Age	Different life stages and associated challenges.	Age-related issues can affect independence, social connections, and access to resources and services.
10.	Disability	Physical, intellectual, sensory, or mental impairments.	Disabilities can create barriers to employment, social participation, and accessing services, affecting overall quality of life.
11.	Behaviours of concern	Challenging behaviours such as aggression, self-harm, or impulsivity.	Behaviours of concern can strain relationships, hinder social integration, and lead to institutionalisation if not managed effectively.
12.	Employment	Availability and stability of work opportunities.	Employment provides financial stability, self-esteem, and social integration. Unemployment can lead to poverty, mental health issues, and social isolation.
13.	Culture and religion	Cultural beliefs, practices, and religious affiliations.	Cultural and religious factors influence identity, social support systems, and coping mechanisms, affecting how individuals perceive and seek help for various issues.

### Question 9

Identify the common service requirements and basic features of each of the following services related to community services and mental health assessment and support.

**Assessor instructions:** Students must describe the service requirements and basic features of each of the services listed.

Sample answers are provided below. Students answers must reflect those provided.

SERVICES		SERVICE REQUIREMENTS [Approximately 20 words each]	BASIC FEATURES [Approximately 20 words each]
1.	Employment	Provide vocational assessments, job training, and placement services. Offer support for resume building, interview skills, and job search.	Job coaching, skills development programs, access to employment resources, collaboration with local businesses for job placements.
2.	Physical and mental health	Offer comprehensive health assessments, medical and psychiatric treatment, therapy (individual and group), medication management, crisis intervention services.	Access to healthcare professionals, mental health counselling, psychiatric evaluations, medication monitoring, 24/7 crisis hotlines, support groups.
3.	Housing	Provide safe and stable housing options, assistance with finding accommodation, rental support programs, homelessness prevention services.	Emergency shelters, transitional housing, rental assistance programs, support in accessing public housing, housing case management.

4.	Community support	Offer community-based support services, social work services, family support, and advocacy.	Case management, home visits, family counselling, advocacy for clients' rights and needs, support in accessing community resources.
5.	Social inclusion	Facilitate social activities, peer support programs, community integration initiatives.	Social clubs, art and recreational activities, peer support groups, community outings, cultural events, and workshops.
6.	Education and training	Provide educational assessments, literacy programs, skill development workshops, vocational training, access to higher education.	Adult education classes, literacy programs, job readiness training, computer skills workshops, scholarships, educational counselling.
7.	Financial support	Assist with budgeting, financial counselling, access to government assistance programs, help in managing debts.	Financial counselling sessions, assistance in applying for social welfare programs, debt management plans, emergency financial assistance.

### Question 10

Describe and identify the specialisations available through the following networks and specialist services in the community services and mental health industries.

**Assessor instructions:** Students must describe each of the services and specialisation options for each of the service types listed.

Sample answers are provided below. Students answers must reflect those provided.

SERVICE TYPE		DESCRIPTION OF SERVICE [Approximately 20 words each]	SPECIALISATION OPTIONS [Approximately 20 words each]
1.	Community health centres	Community health centres offer a range of health services, including general medical care, mental health counselling, preventive care, and health education.	General practitioners, psychiatrists, psychologists, social workers, and nurses.
2.	Non-profit organisations	Non-profit organisations focus on specific issues, such as homelessness, domestic violence, or substance abuse, offering tailored support services.	Shelter and housing services, counselling, legal support, addiction recovery programs.
3.	Crisis hotlines	24/7 hotlines provide immediate support and intervention for individuals in crisis, including those experiencing suicidal thoughts or domestic abuse.	Trained crisis counsellors and volunteers offering emotional support, crisis intervention, and referrals to appropriate services.
4.	Rehabilitation centres	Rehabilitation centres focus on helping individuals recover and reintegrate into society after substance abuse, mental health issues, or incarceration.	Substance abuse treatment, vocational training, life skills coaching, therapy.
5.	Support groups	Support groups provide a platform for individuals with similar challenges to connect, share experiences, and offer mutual support.	Alcoholics Anonymous (AA), Narcotics Anonymous (NA), grief support groups, mental health peer support groups.

## Question 11

Describe the legal and ethical considerations for each of the following components of the assessment process.

**Assessor instructions:** Students must describe the legal and ethical considerations for each of the following impacts on the assessment process.

Sample answers are provided below. Students answers must reflect those provided.

COMPONENTS		DESCRIPTION OF LEGAL AND ETHICAL CONSIDERATIONS
1.	Privacy (Approximately 30 words)	Clients have the right to privacy concerning their personal and sensitive information. Assessors must ensure that the assessment process respects clients' privacy, conducting evaluations in private settings.
2.	Confidentiality (Approximately 30 words)	Assessors are legally and ethically bound to maintain confidentiality. They should not disclose any client information without explicit consent, except in situations where there is a risk of harm to the client or others.
3.	Disclosure (Approximately 30 words)	Assessors must disclose information to appropriate parties if there is a risk of harm to the client or others. This delicate balance between confidentiality and disclosure is crucial and requires professional judgment.
4.	Documentation and record keeping (Approximately 40 words)	Assessors should maintain accurate and detailed records of assessments, ensuring they are secure and accessible only to authorised personnel.  Documentation should include assessment methods, findings, interventions, and any follow-up plans, adhering to organisational policies and legal standards.
5.	Duty of care (Approximately 60 words)	Assessors have a legal duty of care towards their clients. This duty includes providing competent and ethical assessments, ensuring client safety during the assessment process, and taking appropriate actions if a client is at risk of harm.  Assessors must be aware of potential risks, promptly address them, and involve appropriate authorities or services if necessary, ensuring the client's well-being.
6.	Informed consent (Approximately 30 words each)	Nature of assessment Clients have the right to know the purpose, nature, and potential risks or benefits of the assessment process. Assessors must provide clear and understandable explanations to obtain informed consent.
		Voluntary participation Clients should participate in assessments voluntarily. They have the right to refuse or withdraw from assessments without facing adverse consequences.
		Capacity to consent Assessors must assess the client's capacity to provide informed consent. If a client lacks the capacity to consent, assessors may need to obtain consent from a legally authorised representative.

## Assessment checklist:

Students must have completed all questions within this assessment before submitting. This includes:

11 short answer questions to be completed in the spaces provided



**Congratulations you have reached the end of Assessment 1!**

**© UP Education Australia Pty Ltd 2023**

Except as permitted by the copyright law applicable to you, you may not reproduce or communicate any of the content on this website, including files downloadable from this website, without the permission of the copyright owner.