

Title	Support infant, child, and youth mental health and addiction service users from a developmental perspective		
Level	4	Credits	8

Purpose	People credited with this unit standard are able to: describe developmental stages and the impact of health determinants for infant, child, and youth mental health and addiction service users; describe the impact of cultural perspectives and culture on infant, child, and youth mental health and addiction service users; describe indicators and effects of abuse and/or neglect on infant, child, and youth mental health and addiction service users; and support infant, child, and youth mental health and addiction service users.
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Classification	Health, Disability, and Aged Support > Mental Health and Addiction Support
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Available grade	Achieved
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Guidance Information

- 1 Legislation relevant to this unit standard includes:
 Alcoholism and Drug Addiction Act 1966;
 Children, Young Persons, and Their Families Act 1989;
 Criminal Justice Act 1985;
 Criminal Procedure (Mentally Impaired Persons) Act 2003;
 Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996;
 Health Practitioners Competence Assurance Act 2003;
 Intellectual Disability (Compulsory Care and Rehabilitation) Act 2003;
 Mental Health (Compulsory Assessment and Treatment) Act 1992;
 Misuse of Drugs Act 1975;
 Privacy Act 1993;
 Protection of Personal and Property Rights Act 1988.

- 2 New Zealand Standards relevant to this unit standard include:
 NZS 8134.0:2008 *Health and disability services Standards – Health and disability services (general) Standard*;
 NZS 8134.1:2008 *Health and disability services Standards – Health and disability services (core) Standards*;
 NZS 8134.2:2008 *Health and disability services Standards – Health and disability services (restraint minimisation and safe practice) Standards*;
 NZS 8134.3:2008 *Health and disability services Standards – Health and disability services (infection prevention and control) Standards*.
 All standards are available from <http://www.standards.co.nz>.

3 References

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders – DSM-IV-TR* (4th ed., Text revision). Washington DC; available at <https://www.psychiatry.org/>.

Drewery, W., & Bird, L. (c2004). *Human development in Aotearoa: A journey through life* (2nd ed.). Sydney; Auckland: McGraw-Hill.

Ministry of Health. (1998). *Guidelines for clinical risk assessment and management in mental health services*. Wellington: Ministry of Health in partnership with the Health Funding Authority; available at <http://www.moh.govt.nz>.

Ministry of Health. (2008). *Let's get real: Real Skills for people working in mental health and addiction*. Wellington; available at <http://www.moh.govt.nz>.

Ministry of Youth Affairs. (2002). *Youth Development Strategy Aotearoa: Action for child and youth development*. Wellington; available at <http://www.myd.govt.nz/working-with-young-people/>.

Te Pou o Te Whakaaro Nui, Le Va, Pasifika within Te Pou. (2009). *Real Skills Plus Seitapu – Working with Pacific Peoples*. Auckland; available at

<http://www.leva.co.nz>; or <http://www.tepou.co.nz>; or www.moh.govt.nz/mentalhealth.

The Werry Centre. (2008). *Real Skills Plus CAMHS: A competency framework for the infant, child and youth mental health and alcohol and other drug workforce*. Auckland; available at <https://werryworkforce.org/>; and <http://www.moh.govt.nz>.

The Werry Centre. (2010). *Evidence-based age-appropriate interventions – A guide for child and adolescent mental health services (CAMHS)* (2nd ed.). Auckland; available at <https://werryworkforce.org/>.

- 4 This unit standard cannot be assessed against in a simulated environment. For assessment, candidates must demonstrate competence in the workplace through paid or unpaid employment, or in placements in a service provider workplace negotiated by an education provider.
- 5 Candidates' practice must reflect appropriate values, processes, and protocols in relation to working with Māori and Pacific peoples and/or people from other cultures, in a range of settings and environments.
- 6 Although candidates must demonstrate theoretical knowledge of each of infant, child, and youth, they are only be required to demonstrate the practical skills covered in outcome 4 for any two of these age groups as, in practice, support workers would not range across all three age groups.

7 Definitions

Abuse refers to any neglectful, violent, or controlling act or behaviour that may be economic, emotional, physical, social, verbal, spiritual, and/or sexual in nature, and which may occur within or outside of a family/whānau context. It also includes role abuse, which means the abuse of power by an individual or agency that has a professional, service, or status-based role in relation to another person or persons. *Cultural perspectives* refers to those modes of thinking, planning, and acting that are based on the determinants of varying cultures.

Culturally appropriate means supporting infant, child, or youth mental health and addiction service users in a manner that acknowledges and respects their culture.

Culture refers to the totality of attitudes, behaviour, beliefs, values, customs, and practices that are characteristic of, or favoured or held in common by, a particular society or social, ethnic, or age grouping. Culture is formed from factors such as age, ethnicity, language, disability, gender, occupation, organisational background,

immigrant or refugee status, institutional care, religious or spiritual beliefs, sexual orientation, and socio-economic status.

Developmental perspective refers to supporting infant, child, and youth mental health and addiction service users in accordance with the principles of youth development set out in the *Youth development strategy Aotearoa*, pp. 7, 8.

Developmental stages refers to a chronological classification of people from birth to old age into a range of age groups, as a means of determining the defining features, capabilities, and developmental changes (psychological, physical, emotional, cognitive, psychosocial) associated with each age group. For the purposes of this unit standard infant means a person aged between 0 and 23 months; child means a person aged between 2 and 14 years; and youth means a person aged between 15 and 25 years.

Health determinants refers to a range of physical, emotional, social, economic, behavioural and environmental factors that collectively determine the health status of a person, group, or population.

Impact on development refers to factors that affect the cultural, physical, psychological, cognitive, emotional, social, and/or spiritual development of infant, child, or youth mental health and addiction service users.

Infant, child, and youth mental health and addiction service user refers to a person from these three age groups who is accessing services in a mental health or addiction setting. Service users may also be known as consumers, clients, patients, tūroro, or tangata whai ora in particular contexts and settings.

Natural supports refers to any assistance, relationships, or interactions provided to an infant, child, or youth mental health and addiction service user by family/whānau, friends, peers, co-workers, or community volunteers. In a specifically Māori context, natural supports may include but are not limited to: kaumātua, kuia, tohunga, whānau, iwi, and hapū.

Neglect refers to a passive form of abuse including any deliberate or inadvertent lack of attention or due care, such as laxness or evasion of professional responsibilities, from one person to another. Neglect may be physical, e.g. refusing or delaying seeking medical attention, and/or emotional, e.g. ignoring a person's expressed wishes or concerns.

Organisation's policies and procedures are the policies and procedures of the employing organisation of the candidate and include ethical codes, standards, and other organisational requirements.

Preferred support networks may include but are not limited to: natural supports, activity programmes, clubs and/or societies, agencies and organisations, churches, financial advice/support, hapū, iwi, marae, property rights and welfare guardians, respite facilities.

A *strengths-based approach* incorporates positive attitudes towards people's views of their own dignity, capabilities, rights, uniqueness, and commonalities at any stage of life; is based on the belief that people have strengths and resources for their own development; and acknowledges that each person is capable of change and growth.

Wellness is a dynamic process whereby a person becomes aware of, and makes conscious choices towards achieving, a balanced and healthy lifestyle. This process includes learning new life skills that address both the positive and negative aspects of human existence.

Support in the context of this unit standard refers to a broad range of plans, actions, and interventions which may be remedial, therapeutic, or restorative in nature, and that aim to maintain, improve, or restore an infant, child, or youth's independence or interdependence; utilise existing strengths; and, where possible, utilise the resources of the local community. The nature of this support will reflect the individual needs of

infant, child, and youth mental health and addiction service users, taking into account factors including but not limited to: age, gender, ethnicity, previous referrals, and primary diagnosis. Support provided for infant, child, and youth may include their natural supports.

Youth culture refers to the distinctive modes of expression related to opinions, attitudes, lifestyles, values, behaviour, philosophy, worldview, interests and beliefs, including but not limited to choices of music genres, fashion, language, recreational pursuits, substance use, transport, and symbolism held in common by groups of young adults.

Outcomes and performance criteria

Outcome 1

Describe developmental stages and the impact of health determinants for infant, child, and youth mental health and addiction service users.

Performance criteria

- 1.1 Developmental stages for infant, child, and youth mental health and addiction service users are described in terms of the type of support required at each developmental stage in accordance with the references.
- Range evidence is required for two types of support for each developmental stage.
- 1.2 Health determinants are described in terms of their impact on the development of infant, child, and youth mental health and addiction service users.
- Range evidence is required for two health determinants for each of infant, child, and youth.

Outcome 2

Describe the impact of cultural perspectives and culture on infant, child, and youth mental health and addiction service users.

Performance criteria

- 2.1 Differing cultural perspectives on mental health and addiction are described in terms of their impact on infant, child, and youth mental health and addiction service users.
- Range evidence is required for two cultural perspectives for each of infants, child, and youth.
- 2.2 Youth culture is described in terms of its impact on youth mental health and addiction service users.

Outcome 3

Describe indicators and effects of abuse and/or neglect on infant, child, and youth mental health and addiction service users.

Performance criteria

- 3.1 Indicators of abuse and/or neglect of infant, child, and youth mental health and addiction service users are described in accordance with the organisation's policies and procedures.
- 3.2 The effects of abuse and/or neglect on infant, child, and youth mental health and addiction service users are described in accordance with the references.

Outcome 4

Support infant, child, and youth mental health and addiction service users.

Range evidence is required for any two of infant, child, and youth mental health and addiction service users.

Performance criteria

- 4.1 Support is provided in accordance with the *Youth development strategy Aotearoa* and the organisation's policies and procedures.
- 4.2 Support is provided in a way that is culturally appropriate in accordance with the organisation's policies and procedures.
- 4.3 Support is provided through a strengths-based approach that supports wellness.
- 4.4 Support is provided that recognises the needs and/or wishes of infant, child, and youth mental health and addiction service users and those of their preferred support networks.

This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	21 July 2011	31 December 2022
Revision	2	17 May 2012	31 December 2022
Review	3	27 February 2020	31 December 2022

Consent and Moderation Requirements (CMR) reference	0024
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.