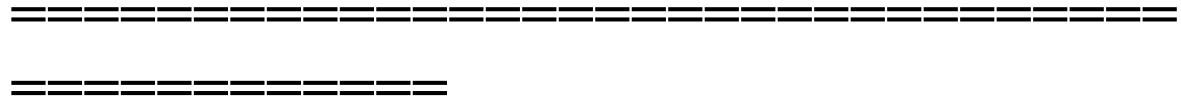
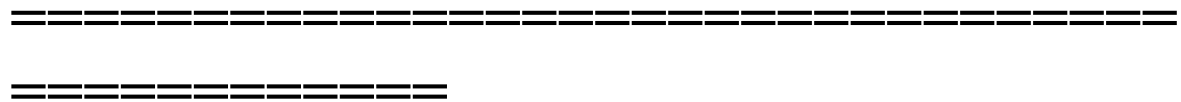


MHFA Combined Course — Assessment Tools

Aligned to PUARCV001, CHCMHS001, CHCCCS019, CHCCCS003



SECTION A — LEARNER TASK SHEETS



These are the tasks learners complete.

TASK 1 — Knowledge Questions (All Units)

Written or verbal responses allowed.

Learners must answer all questions in their own words.

1. Psychological First Aid

1. Explain the LOOK–LISTEN–LINK framework.
2. Describe two grounding techniques used in PFA.

2. Recognising Mental Health Problems

3. List three early warning signs of mental health problems.
4. Explain why cultural safety is important.

3. Crisis Response

5. Describe two de-escalation techniques.
6. What is your first priority when responding to a crisis?

4. Suicide Safety

7. Write one safe, direct question you can ask about suicide.

8. List three immediate safety actions if a person is at risk.

5. Legal & Ethical

9. What is duty of care?
10. When can confidentiality be broken?

TASK 2 — Practical Demonstration: Psychological First Aid

Unit: PUARCV001

Learner participates in a simulated scenario involving a distressed person.

Learner must demonstrate:

- LOOK: Observes environment and safety
- LISTEN: Uses calm, empathetic communication
- LINK: Provides practical support and next steps
- Maintains boundaries
- Applies cultural sensitivity

TASK 3 — Crisis Response Simulation

Unit: CHCCCS019

Learner responds to a scenario such as:

- Panic attack
- Aggression
- Trauma response
- Disorientation

Learner must demonstrate:

- Crisis recognition
- De-escalation
- Safety management
- Clear communication
- Appropriate escalation

TASK 4 — Suicide Safety Simulation

Unit: CHCCCS003

Learner must safely respond to a person expressing suicidal thoughts.

Learner must demonstrate:

- Asking directly about suicide
- Listening without judgment
- Ensuring immediate safety
- Not leaving the person alone if unsafe
- Contacting appropriate supports
- Following organisational procedures

TASK 5 — Working With People With Mental Health Issues

Unit: CHCMHS001

Learner demonstrates:

- Person-centred communication
- Cultural safety
- Supporting recovery
- Encouraging professional help
- Maintaining boundaries

Evidence may include:

- Role-play
- Workplace log
- Supervisor report

TASK 6 — Documentation Task (All Units)

Learner completes a written incident report based on a scenario.

Must include:

- Factual observations
- What the person said (verbatim where possible)
- Actions taken
- Safety steps
- Referrals made
- Who was notified

SECTION B — ASSESSOR MARKING GUIDE

This section contains **model answers** and **competency indicators**.

MARKING GUIDE — Task 1 (Knowledge Questions)

1. LOOK–LISTEN–LINK

Model Answer: LOOK (observe safety), LISTEN (connect, validate), LINK (support next steps).

2. Grounding Techniques

Examples:

- Slow breathing
- 5-4-3-2-1 sensory grounding

3. Early Warning Signs

Examples:

- Withdrawal
- Irritability
- Fatigue

4. Cultural Safety

Model Answer: Creating an environment where the person feels respected and safe to express their identity.

5. De-escalation Techniques

Examples:

- Calm tone
- Giving space
- Simple language

6. First Priority in Crisis

Correct: Your own safety.

7. Safe Suicide Question

Examples:

- “Are you thinking about ending your life.”

8. Immediate Safety Actions

Examples:

- Stay with the person
- Remove access to means (if safe)
- Contact emergency services

9. Duty of Care

Model Answer: Taking reasonable steps to prevent harm.

10. Breaking Confidentiality

Correct: When there is risk of harm to self or others.

MARKING GUIDE — Task 2 (PFA Demonstration)

Learner must demonstrate ALL of the following:

Criteria	Competent
Identifies safety risks	✓
Uses calm, empathetic communication	✓
Applies LOOK–LISTEN–LINK	✓
Uses grounding techniques	✓
Maintains boundaries	✓
Shows cultural sensitivity	✓

Criteria	Competent
Encourages appropriate help	✓

MARKING GUIDE — Task 3 (Crisis Response)

Learner must:

- Recognise crisis indicators
- Use de-escalation
- Maintain safe distance
- Keep exit paths clear
- Use calm tone
- Avoid confrontation
- Escalate appropriately

All must be demonstrated for competency.

MARKING GUIDE — Task 4 (Suicide Safety)

Learner must:

- Ask directly about suicide
- Listen without judgment
- Ensure immediate safety
- Not leave person alone if unsafe
- Contact appropriate supports
- Follow organisational procedures
- Document accurately

All must be demonstrated.

MARKING GUIDE — Task 5 (CHCMHS001)

Learner must demonstrate:

- Person-centred communication
- Respect for autonomy
- Cultural safety
- Strengths-based approach

- Encouraging professional help
- Maintaining boundaries

★ **MARKING GUIDE — Task 6** **(Documentation)**

Learner must include:

- Objective observations
- Verbatim statements
- Actions taken
- Safety steps
- Referrals
- Notifications
- No opinions or assumptions

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SECTION C — OBSERVATION **CHECKLISTS**

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These are used during simulations.

★ **Observation Checklist — PFA** **(PUARCV001)**

Skill	Demonstrated
LOOK: Assesses safety	☐
LISTEN: Uses empathy	☐
LISTEN: Active listening	☐
LINK: Provides next steps	☐
Uses grounding techniques	☐
Maintains boundaries	☐

Skill	Demonstrated
Cultural sensitivity	☐
Encourages help	☐

★ Observation Checklist — Crisis Response (CHCCCS019)

Skill	Demonstrated
Recognises crisis	☐
Uses de-escalation	☐
Maintains safe distance	☐
Avoids confrontation	☐
Ensures safety	☐
Escalates appropriately	☐

★ Observation Checklist — Suicide Safety (CHCCCS003)

Skill	Demonstrated
Asks directly about suicide	☐
Listens without judgment	☐
Ensures immediate safety	☐
Removes access to means (if safe)	☐
Does not leave person alone	☐
Contacts supports	☐
Follows procedures	☐
Documents accurately	☐