CERTIFICATE IV
in Mental Health Peer Work

CHC42912

Champions Package 2 & 3

Self-Assessment and Professional
Third Party Report

mhcc
mental health coordinating council

CMHA
Community Mental Health Australia

**Recognition
Tool**

Acknowledgements

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Disclaimer

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About the Self-Assessment Tool & Professional Third Party Report

The Champions Skills Recognition Program is designed for experienced consumer and carer peer workers who are applying for the Mental Health Peer Workers Champion initiative, either Package 2 or Package 3 and would like their skills and knowledge recognised against the national units of competency from the Certificate IV in Mental Health Peer Work CHC24912.

We strongly encourage you to read the relevant HANDBOOK before completing this self-assessment to fully understand the details and requirements of these Packages.

The purpose of the Self-Assessment tool is to assist you to determine if recognition is the most appropriate pathway for you to achieve competency in the qualification units. The tool may also assist you to identify any possible gaps prior to undertaking recognition. We urge you to be authentic in your responses to ensure you have the best opportunity to gain recognition.

> If you have ticked **most** of the "**I can**" or "**I have the ability to**" statements then you are probably ready to undertake recognition at this point.

Ensure you're a third party completes the **Professional Third Party Declaration** at the end of the "**I can**" or "**I have the ability to**" statements at the rear of this document. Ensuring you and your Professional Third Party complete the required areas assists you, your third party and MHCC to gain information about your suitability for the Skills Recognition Program, as well as evidence and examples of your current knowledge, skills, competency and experience.

If both you and your professional third party consider that you are suitable to undertake the recognition process please submit an application form.

You can download a copy of the tool from the MHCC website. Go to http://www.mhcc.org.au/sector-development.aspx then click on the Mental Health Peer Work Champions Initiative page. You can also call Simona on (02) 9555 8388 x 106 to have a copy posted out to you.

KEY INFORMATION

1. Only complete this self assessment if you are applying for Champions Package 2 or 3.

2. The Professional Third Party Declaration can only be completed by someone who has worked with you in a professional capacity as a consumer or carer peer worker.

3. Please submit a signed copy of this completed document with your application for Champions Package 2 or 3.

Overview of the Mental Health Peer Work Qualification

There are 15 units of competence required for the Certificate IV in Mental Health Peer Work CHC24912 (CHC24912) from the Community Services Training Package (CHC08), made up of 6 core units and 9 elective units. The 6 core units you will be seeking recognition for are:

Compulsory Core Units (must be completed by consumer and carer peer workers)
Apply peer work practices in the mental health sector Contribute to the continuous improvement of mental health services for consumers and carers Apply lived experience in mental health peer work Work effectively in trauma informed care Promote and facilitate self-advocacy Contribute to WHS processes

Depending on whether you are a consumer or carer peer worker you will be seeking recognition for either the consumer electives or the carer electives which are listed below:

MHCC included **CONSUMER** Electives	MHCC included **CARER** Electives
CHCPW406A Work effectively in consumer mental health peer work CHCPW407A Support self-directed physical health and wellbeing	CHCPW408A Work effectively in carer mental health peer work CHCICS304B Work effectively with carers
HLTHIR403C Work effectively with culturally diverse clients and co-workers	HLTHIR403C Work effectively with culturally diverse clients and co-workers
BSBCMM401A Make a presentation CHCICS405B Facilitate groups for individual outcomes CHCNET301D Participate in networks CHCICS407B Support Positive Lifestyle CHCICS410A Support relationships with carers and families CHCMH409A Facilitate consumer, family and carer participation in the recovery process	BSBCMM401A Make a presentation CHCICS405B Facilitate groups for individual outcomes CHCNET301D Participate in networks CHCICS407B Support Positive Lifestyle CHCICS410A Support relationships with carers and families CHCPW407A Support self-directed physical health and wellbeing

A summary of each unit of competency is located in the Appendix section of this resource.

Prospective candidates seeking recognition of their current skills and knowledge must complete the self-assessment tool independently or with their supervisor. When completed, the self-assessment tool and Professional Third Party Declaration contained within this resource should help prospective candidates determine if they think they are suitable for recognition.

MHCC wishes to offer recognition to individuals with the best opportunity to successfully complete the program. In this respect, we urge you to be authentic in your responses.

Self Assessment Tool

REMEMBER: If you have ticked **most** of the "**I can**" or "**I have the ability to**" statements then you are probably ready to undertake recognition at this point.

Name	
Date completed	
Signature	

Apply peer work practices in the mental health sector	**CHCPW401A**

✓ I can _or_ I have the ability to *(tick those that are true)*

❑	Demonstrate work practices which take into consideration, the historical context of the mental health sector
❑	Explain to others how social, political and economic factors impact upon or influence the work I do
❑	Work collaboratively in a genuine manner with teams and individuals within the boundaries of the peer role and the structures of the organisation
❑	Establish rapport, provide hope, respect rights and work collaboratively to build shared understandings
❑	Describe the roles and responsibilities of a range of peer workers working in mental health services
❑	Identify a range of mental health consumer and carer networks relevant to peer work
❑	Explain to others the history and activities of the consumer and carer movements
❑	Apply a basic knowledge of current issues and different models of work in my practice
❑	Identify my own values and how they may impact on peer work
❑	Explain the key values and philosophies of peer work
❑	Explain your organisation's peer work philosophies and approaches and how that impacts on your work
❑	Apply access and equity principles in peer work
❑	Explain to others to the range of mental health options and how they might support recovery
❑	When relevant facilitate others to access the range of mental health options to support recovery
❑	Ensure that consumers I work with actively participate in service and support planning
❑	Explain to peers our complaints processes
❑	Be aware of international and national developments in consumer and carer peer work

❑	Be aware of and explain the history and principles of self-directed recovery
❑	Be aware of and explain different understandings of mental health eg biological, trauma, normal variation
❑	Explain the impacts of stigma, prejudice and discrimination on the recovery journey
❑	Explain and work within a rights based framework applying social justice principles and approaches
❑	Consistently apply 'duty of care' and 'dignity of risk' principles in my work
❑	Explain and apply relevant legislation, standards and policies relevant to peer work
❑	Use language that promotes recovery, including peers preferred concepts, terminology and first person language
❑	Work ethically and maintain peer work philosophies and boundaries
❑	Communicate effectively with a range of audiences including consumers health and community service providers and other stakeholders to support recovery
❑	Maintain confidentiality and explain the limits of confidentiality

Apply lived experience in mental health peer work   CHCPW403A

✓ I can or I have the ability to (tick those that are true)

❑	Clarify an organisations expectations, policies and guidelines in relation to use of lived experience
❑	Recognise sharing personal stories of lived experience is one component of job role
❑	Determine the extent and types of lived experiences to share as a peer worker
❑	Determine boundaries and impact when sharing lived experience
❑	Use lived experience positively and purposefully varying, stories and levels of disclosure accordingly
❑	Use lived experience to maintain a safe and positive working relationship
❑	Use lived experience ethically eg ensuring consent and respecting privacy of others
❑	Reflect and review impact and effectiveness of sharing lived experience
❑	Seek input from experienced peer leaders and manager about effective use of lived experience.
❑	Recognise and address potential impacts of sharing lived experience stories on self, consumers, carers, staff , others and the organisation
❑	Explore options and promote choice in recovery planning
❑	Apply principles of Trauma Informed Care in peer work

❑	Utilise self-care strategies
❑	Maintain a safety when working recognising and addressing my own vulnerabilities in relation to my own lived experience and vicarious trauma
❑	Engage in debriefing and peer supervision as required
❑	Address personal physical and emotional needs
❑	Maintain a positive work life balance and personal wellness plan (including negotiating reasonable adjustments)

Contribute to the continuous improvement of mental health services for consumers and carers   CHCPW402A

✓ I can *or* I have the ability to *(tick those that are true)*

❑	Work to identify and contribute to service improvements
❑	Explain and utilise approaches, models and processes of continuous improvement
❑	Identify methods of evaluation and research that are *consumer and carer friendly*
❑	Have awareness of and select appropriate research methods
❑	Initiate and manage consultation processes with stakeholders
❑	Gather information and feedback on satisfaction and effectiveness of service
❑	Utilise creative, and encouraging approaches to engage consumers or carers in feedback, evaluation and research to develop evidence that guide service improvement
❑	Build strong relationships with carers, consumers and other stakeholder to support continuous improvement activities
❑	Utilise effective communication strategies (verbal and nonverbal) to build safe, positive and trusting working relationships
❑	Utilise data gathering and analysis techniques
❑	Facilitate groups, conduct meetings, work collaboratively and interview individuals and groups.
❑	Demonstrate cultural and personal sensitivity in the collection of consumer or carer data
❑	Contribute to service review and evaluation
❑	Consult with stakeholders to identify available service options, service gaps and access issues
❑	Consult with stakeholders to identify and enhance culturally appropriate systems and services
❑	Compile and provide relevant information about possible improvements to services to supervisors and managers
❑	Promote the development of linkages, networks and partnerships between service providers

❑	Encourage communication and information sharing between service providers
❑	Participate in the development of new systems and processes that enhance services and outcomes (eg improve access and visibility)
❑	Uphold people's rights and respond appropriately to indications of neglect or abuse in service delivery
❑	Participate in activities that support the development of the peer workforce
❑	Keep up to date with current trends and research about peer work
❑	Undertake professional development activities to improve own practice
❑	Promote effective systems to support the ongoing development of a peer work force
❑	Support consumer and carer initiatives and promote the development of consumer and carer networks
❑	Enhance connections between consumer and carer networks and organisations
❑	Undertake self-reflection and self-evaluation to assess own practice against identified organisational objectives and code of ethics, using a range of valid evidence
❑	Maintain records of data collection and evaluation according to organisation policy and procedures

Work effectively in consumer mental health peer work   CHCPW406A

✓ I can _or_ I have the ability to *(tick those that are true)* CONSUMER UNIT ONLY

❑	Establish and maintain effective consumer peer work relationships
❑	Clarify role expectations and define appropriate relationship guidelines
❑	Use strategic questioning to explore consumer preferences, values, meanings, needs and goals
❑	Use a strengths based approach
❑	Discuss with the consumer their abilities to address their own needs and aspirations in recovery
❑	Discuss with consumer their sense of identity and choices for personal wellness, development of self-efficacy and discovering meaning and purpose in life
❑	Confirm consumer preferences, values, meanings, needs and goals
❑	Facilitate access to resources and information
❑	Provide information to consumers about opportunities and strategies to achieve their recovery plan
❑	Provide appropriate information and education so consumers can make informed choices about their right to participate in all aspects of service
❑	Maintain accurate information and resources and review regularly for currency and relevance

❑	Provide consumer peer services
❑	Use strategies to ensure all interactions with consumers reflect peer ethics
❑	Facilitate and support consumer networks and social connections
❑	Respond promptly and supportively to consumers in distress or crisis, (taking into account duty of care, job role and organisation policies and procedures)
❑	Complete documentation, records of service and reports as this applies to peer work and job role requirements
❑	Follow organisation's policy and procedures particularly in relation to: • Boundaries • Peer roles • code of conduct, • ethics, • duty of care, • record keeping, • confidentiality and privacy as they apply to peer work
❑	Work within a peer work framework maintaining and upholding a peer perspective
❑	Consult regularly with consumers to remain informed and ensure authentic representation of consumer perspectives
❑	Identify and minimise role strain, role conflict and role confusion issues in a timely way
❑	Maintain boundaries appropriate to the delivery of peer delivered services
❑	Utilise consumer developed resources and literature for access to service users and staff
❑	Undertake development activities about working from a lived experience perspective
❑	Recognise limits of own knowledge, abilities and work role and make appropriate referral as required
❑	Work collaboratively with other service staff and mental health workers to support holistic and seamless services
❑	Contribute to policy development about peer issues
❑	Promote the service and peer work to other workers
❑	Contemporary frameworks and influences underpinning mental health peer work (including recovery, consumer and carer participation and leadership approaches, person centred, rights based, self-determination, holistic physical health and wellbeing)
❑	Self-management of own mental illness
❑	Explain the rights and responsibilities of consumer and carer peer workers
❑	Understand the impacts of trauma, grief and loss
❑	Explain the relationship between community development and peer work

❑	Identify and explain the types of work methods and practices which can improve on personal performance such as time management, information management, professional development and supervision
❑	Reflect on my own attitudes, behaviours and practice to promote self-awareness and better understand how this affects other people
❑	Identify barriers experienced by people affected by mental illness
❑	Support the consumer's self-determination in the recovery process
❑	Promote and support the right of consumers to advocate on their own behalf and in their own interests
❑	Perform basic workplace protocols for maintaining an effective workplace
❑	Work within a complex organisational structure in partnership with multiple agencies

Work effectively in carer mental health peer work   CHCPW408A

✓ I can *or* I have the ability to *(tick those that are true)*   CARER UNIT ONLY

❑	Establish and maintain effective carer peer work relationships
❑	Use lived experience to establish and maintain a safe and positive working relationship with other carers
❑	Clarify role expectations and define appropriate relationship guidelines
❑	Use strategic questioning to explore carer preferences, values, meanings, needs and goals
❑	Use a strengths based approach
❑	Discuss with the carer their abilities to address their own needs and aspirations in recovery
❑	Discuss with carer their sense of identity and choices for personal wellness, development of self-efficacy and discovering meaning and purpose in life
❑	Confirm carer preferences, values, meanings, needs and goals
❑	Facilitate access to resources and information
❑	Provide information to carers about opportunities and strategies to achieve their preferred support
❑	Provide information and education on a range of matters relating to carer support
❑	Maintain accurate information and resources and review regularly for currency and relevance
❑	Compile carer developed resources and literature for access to service users and staff
❑	Provide carer peer support and services
❑	Use strategies to ensure all interactions with carers reflect peer principles, practices and ethics

❏	Collaborate with carers and relevant others to ensure that individual and cultural needs are addressed
❏	Facilitate and support carer networks and represent carer perspectives
❏	Respond promptly and supportively to carers in distress or crisis, (taking into account duty of care, job role and organisation policies and procedures)
❏	Complete documentation, records of service and reports as this applies to peer work and job role requirements
❏	Follow organisation's policy and procedures particularly in relation to: • Boundaries • Peer roles • code of conduct, • ethics, • duty of care, • record keeping, • confidentiality and privacy as they apply to peer work
❏	Identify and minimise role strain, role conflict and role confusion issues in a timely way
❏	Work within a peer work framework maintaining and upholding a peer perspective
❏	Maintain boundaries appropriate to the delivery of peer delivered services
❏	Consult regularly with carers to remain informed and ensure authentic representation of carer perspectives
❏	Identify and minimise role strain, role conflict and role confusion issues in a timely way
❏	Utilise carer developed resources and literature for access to service users and staff
❏	Recognise limits of own knowledge, abilities and work role and make appropriate referral as required
❏	Work collaboratively with other service staff and mental health workers to support holistic and seamless services
❏	Contribute to policy development about peer issues
❏	Promote the service and peer work to other workers
❏	Contemporary frameworks and influences underpinning mental health peer work (including recovery, consumer and carer participation and leadership approaches, person centred, rights based, self-determination, holistic physical health and wellbeing)
❏	Explain the rights and responsibilities of consumer and carer peer workers
❏	Understand the impacts of trauma, grief and loss
❏	Explain the relationship between community development and peer work
❏	Identify and explain the types of work methods and practices which can improve on personal performance such as time management, information management, professional development and supervision

❑	Reflect on my own attitudes, behaviours and practice to promote self-awareness and better understand how this affects other people
❑	Identify barriers experienced by people affected by mental illness
❑	Promote and support the right of carers to advocate on their own behalf and in their own interests
❑	Perform basic workplace protocols for maintaining an effective workplace

Work effectively in trauma informed care   CHCPW404A

✓ I can *or* I have the ability to *(tick those that are true)*

❑	Work effectively from a trauma informed care perspective
❑	Respond to stakeholder feedback on trauma informed care service delivery
❑	Explain the prevalence and impact of trauma and interpersonal violence in the population
❑	Understand the dynamics of interpersonal violence and the relationship to trauma
❑	Define and provide examples of trauma and complex trauma and its impacts
❑	Create safe environments and relationships with those affected by trauma (balancing warmth and empathy with role boundaries)
❑	Use trauma informed principles and practices in all my work (allowing for gender and cultural differences)
❑	Respond appropriately to disclosures of trauma
❑	Respond appropriately to expressions of trauma
❑	Identify resources and strengths within individuals who have experienced trauma
❑	Identify resources and supports within the community for people who have experienced trauma
❑	Identify and participate in strategies to enhance service delivery of trauma informed care
❑	Apply self-care strategies in managing re-traumatisation and/or vicarious trauma
❑	Contribute to the continuous improvement of trauma informed care in services
❑	Reflect upon own practice and work environment to embed trauma informed care and practice in service delivery
❑	Identify and address barriers to implementing trauma informed care and practice eg notify senior staff
❑	Participate in or contribute to organisation policy development on trauma informed care
❑	Respectful engagement with all people (particularly individuals, families and communities affected by interpersonal violence, sexual assault and child abuse including child neglect)

❑	Promote hope and safety, supporting control, choice and autonomy and believing recovery is possible and healing comes through healthy relationships
❑	Identify and avoid actions that may result in further trauma for people with trauma histories eg seclusion and restraint
❑	Explain how sensory and other triggers can result in reactivation and traumatisation
❑	Support people to build their resources and strengths
❑	Briefly explain the links between suicidality, self- harm and interpersonal trauma
❑	Briefly explain the dynamics of power and control and tactics commonly utilized in interpersonal violence
❑	Promote best practice for the prevention of re-traumatisation
❑	Use (if required) trauma informed assessment tools

Promote and facilitate self-advocacy CHCPW405A

✓ I can *or* I have the ability to *(tick those that are true)*

❑	Provide an overview of history, values, central philosophies and context of advocacy and self-advocacy
❑	Explain to others about self-advocacy approaches and options including group and individual advocacy
❑	Briefly explain the difference between negotiation, advocacy, mediation, facilitation and conciliation
❑	Assist individuals or groups to identify their issues, rights and preferred options
❑	Use strategic questioning to clarify advocacy issues
❑	Provide information on self-advocacy in relation to individual or group issues
❑	Assist individual or group to identify their own needs and rights and to determine if their rights are being infringed or are not being met
❑	Work with individuals or groups to evaluate and negotiate advocacy options
❑	Document advocacy options according to organisation's requirements
❑	Enable individuals to gain self-advocacy skills
❑	Build a shared understanding about advocacy issues and choices available
❑	Identify potential barriers to self-advocacy and relevant strategies to overcome them
❑	Collaboratively develop an individual's self-advocacy strategy and arguments
❑	Provide opportunities for practicing self-advocacy

❑	Identify and utilise self-advocacy resources and referral options
❑	Support individuals to document the circumstances and events relevant to the advocacy situation
❑	On request be present while the person self-advocates
❑	Follow up and support individuals after self-advocacy
❑	Identify further strategies and next steps if required
❑	Provide additional advocacy support when needed to individuals to further enhance their self-advocacy efforts
❑	Promote a culture self-advocacy
❑	Model assertiveness and promote the right of individuals to self-advocate
❑	Develop relevant promotional material about self-advocacy
❑	Raise awareness about barriers to self-advocacy

Contribute to WHS processes   HLTWHS300A

✓ I can *or* I have the ability to *(tick those that are true)*

❑	Plan and conduct work in accordance with relevant WHS legislation rules, standards and regulations
❑	Identify and address hazards as a standard part of practice
❑	Report hazards and risks identified to the appropriate person/s in a timely manner
❑	If injuries or incidents occur, report these to the appropriate person/s in a timely manner
❑	Maintain an updated knowledge of WHS requirements to positively contribute toward a safe workplace
❑	Monitor and manage stress and fatigue levels so they do not impact upon my practice in a negative way
❑	Share relevant information on safe work practices and work procedures with others in the workplace
❑	Support less experienced colleagues to follow WHS policies and procedures
❑	Provide coaching and direction to less experienced colleagues regarding WHS issues, processes and practices
❑	Participate in a meaningful way in WHS processes eg raising WHS issues
❑	Effectively contribute toward risk assessment and risk control activities
❑	Check the workplace for hazards and report any concerns

❑	Report identified hazards and inadequacies in risk control in a timely and constructive manner
❑	Provide input to development and implementation of control measures
❑	Effectively identify and respond to emergency signals and/or alarms and act accordingly
❑	Take the necessary action to manage emergency situations
❑	Respond to emergency situations within the scope of my job role
❑	Use, store and maintain Personal protective equipment (PPE) as required
❑	Can explain and use Hierarchy of risk control to manage risks
❑	Explain WHS Roles and responsibilities of workers, officers, WHS representatives and Persons Conducting a Business or Undertaking (PCBUs)
❑	Follow WHS policies and procedures meeting role responsibilities
❑	Identify and respond to safety signs

Support self-directed physical health and wellbeing   CHCPW407A

✓ I can _or_ I have the ability to *(tick those that are true)*

❑	Provide information, referral and support in relation to health and wellbeing
❑	Briefly explain the social determinants of health
❑	Understand and apply holistic approaches enabling physical and sexual health and wellbeing
❑	Develop and maintain knowledge of basic requirements for physical and sexual health and wellbeing particularly: - diet - exercise - self-care style opportunities and information - oral health - comprehensive health checks - access to health services, and natural supports and resources
❑	Develop and maintain knowledge of resources and networks that can support the cultural and spiritual needs of individuals
❑	Identify indicators of iatrogenic effects which may have an impact on health and well-being
❑	Identify and respond to the presentation of iatrogenic effects in the delivery of services
❑	Source and provide resources that will enable the individual to make informed choices regarding physical and sexual health, iatrogenic effects and wellbeing
❑	Identify and respond to individual rights, choices and approach to self-care
❑	Support person to be self-determining regarding their physical and sexual health, iatrogenic effects and wellbeing

❑	Share information to enable individuals to make informed choices for physical and sexual health and wellbeing
❑	Understand limitations of own work role and responsibilities
❑	Refer individual to appropriate health and other services for additional information and support
❑	Support individual to access and participate in comprehensive and/or specialist health checks and/or complementary care services as desired
❑	Support individual to develop strategies to facilitate their identified wellbeing choices and manage any iatrogenic effects
❑	Assist individuals to respond to potentially serious diagnosis enabling them to process emotional and other consequences
❑	Work collaboratively with the individual and service providers
❑	Assist individual to identify activities and services of choice to enhance or maintain physical and sexual health, wellbeing and natural supports
❑	Assist individual to identify and address potential barriers to physical and sexual health and wellbeing activities
❑	Support individual to access and participate in physical health and wellbeing activities on an ongoing basis
❑	Support individual to monitor, review, adjust, and consider their physical and sexual health and wellbeing requirements on an ongoing basis

Work effectively with culturally diverse clients and co-workers HLTHIR403C

✓ I can *or* I have the ability to *(tick those that are true)*

❑	Recognition of cultural influences and changing cultural practices in Australia
❑	View culture as a range of dynamic social practices and beliefs that evolve over time
❑	Understand that culture impacts on personal behaviour, perceptions, expectations and relationships
❑	Work in ways that demonstrate the value and your respect for diversity
❑	Use informed culturally appropriate practices
❑	Gather feedback to check your work practices are creating psychological and cultural safety
❑	Review and modify work practices in consultation with persons from diverse cultural backgrounds
❑	Create a safe work environment for people irrespective of background and/or experiences
❑	Understand the impact of your own culture on your approaches and attitudes on your work practices
❑	Seek to expand your knowledge of other cultures
❑	Accept and apply feedback from others regarding culturally appropriate work practices

❑	Consistently show respect for cultural diversity when interacting and/or communicating with others in the workplace
❑	Use strategies to eliminate bias and/or discrimination in the workplace
❑	Recognise and respond appropriately to people in the workplace who may experience language barriers
❑	Address any language or cultural barriers
❑	Use interpreters effectively
❑	Respond effectively where there is misunderstanding because of cultural factors
❑	Seek assistance to address any difficulties which have arisen due to cultural misunderstandings
❑	Engage in the provision of workplace professional development that promotes acceptance of cultural diversity and improves cultural practice
❑	Reflect and be aware of my own cultural perspectives, conceptions and misconceptions
❑	Use non-discriminatory and non-judgemental and inclusive language and work practices

Make a presentation   BSBCMM401A

✓ I can _or_ I have the ability to *(tick those that are true)*

❑	Prepare a presentation and a presentation plan
❑	Choose presentation strategies, format and delivery methods that are audience, resource and location appropriate
❑	Vary communication style to reflect audience characteristics including cultural diversity
❑	Prioritise information and summarise to ensure key messages are conveyed
❑	Select and use appropriate presentation aids, materials and techniques to support the presentation
❑	Brief others involved in the presentation on their roles/responsibilities
❑	Select techniques to evaluate presentation effectiveness
❑	Deliver a presentation
❑	Agree on outcomes with the audience
❑	Use persuasive communication techniques to secure audience interest
❑	Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes
❑	Provide opportunities for participants to seek clarification

❑	Adjust the presentation to meet participant needs and preferences
❑	Gather feedback to evaluate the presentation
❑	Reflect on presentation to identify effectiveness and areas for improvement
❑	Use evaluations and reflections to refine future presentation and practices
❑	Be aware of ethical practices and relevant legislative requirements eg privacy

Facilitate groups for individual outcomes   CHCICS405B

✓ I can or I have the ability to (tick those that are true)

❑	Plan for group sessions
❑	Confirm information about the purpose of group sessions from appropriate community and health workers
❑	Obtain information about the desired individual outcomes from potential participants and check its compatibility with their recovery plan and circumstances
❑	Identify requirements outside scope of role and responsibilities as defined by the organisation and refer to supervisor
❑	Determine group member's availability, suitability of venue and other logistics according to organisation protocols
❑	Prepare group activities that are consistent with group member needs and recognise abilities and limitations of each person
❑	Prepare group activities that are consistent with: • the interests, preferences beliefs, needs, abilities and limitations of group members • group members' pace and timing requirements • size and composition of the group
❑	Prepare group sessions: • to maximise the involvement of all group members • to create a balance between tasks to be accomplished and the group process • that manage potential risks
❑	Confirm group session plan with supervisor or other suitable person
❑	Gather and/or prepare materials required for the group session and check for safety and suitability
❑	Conduct group sessions that encourage full participation by all group members
❑	Create a warm, safe non-discriminatory environment
❑	Seek agreement on the purpose, process, ground rules and intended outcomes of the group activity with the group
❑	Provide each group member with information, materials and support to allow full participation
❑	Conduct activities in the manner, level and pace appropriate for the group

❑	Communicate effectively and respectfully in a manner most likely to promote cooperation, dignity and self-esteem and encourage participation
❑	Monitor group dynamics and use group skills to ensure the involvement of all group members
❑	Identify potential conflict within the group and manage to ensure ongoing full involvement of participants
❑	Monitor individual progress and provide constructive feedback to individual group members as required
❑	Evaluate outcomes of the group session according to organisational processes
❑	Complete documentation complying with the organisation's reporting requirements
❑	File documentation following organisation policy and protocols
❑	Where appropriate, include report of absences and issues from group for risk management purposes
❑	Briefly explain the principles of adult group learning
❑	Provide an over view of group dynamics, group roles, group leadership, factors that affect behaviour and facilitation techniques
❑	Use technology effectively including audio visual. Multimedia and other equipment

Participate in networks   CHCNET301A

✓ I can *or* I have the ability to *(tick those that are true)*

❑	Identify and select appropriate networks
❑	Briefly identify networking principles and needs
❑	Identify a range of formal and informal networks as a participant and a representative
❑	Actively participate in and contribute to networks
❑	Identify and prioritise networking needs in order to enable the organisation and the worker to optimise service delivery
❑	Identify and prioritise networks relevant to work role, organisation's priorities and target groups
❑	Make effective use of relevant networks
❑	Contribute appropriately to network within principles and resource constraints of worker and organisation
❑	Identify information and other support that network may provide and seek to optimise and support collaboration on service delivery
❑	Use knowledge of values, beliefs and perspectives of network participants to improve communication within the network
❑	Implement appropriate confidentiality measures to protect people, organisations and networks

❑	Monitor ongoing participation in networks against benefits to consumers, carers, workers, and organisations
❑	Report outcomes of networks to worker's own organisation and other stakeholders where appropriate

Support Positive Lifestyle   CHCICS407B

✓ **I can _or_ I have the ability to** *(tick those that are true)*

❑	Support positive lifestyle decisions
❑	Assist in identifying the client's lifestyle issues
❑	Provide information about the impact of a positive lifestyle after considering the person's sensitivity, preferences and aspirations
❑	Provide support that enables the client to identify positive lifestyle practices
❑	Work with the person to identify the supports and resources required to sustain a positive lifestyle
❑	Provide support on basic positive lifestyle issues, including the impact of diet, physical activity, exercise, life/work balance, alcohol, smoking, substance use and relationships
❑	Support the person to develop a plan to implement positive lifestyle decisions
❑	Support the implementation of positive lifestyle decisions in a context of health and emotional well being
❑	Respect person's choices and possible conflicts that could arise
❑	Where necessary facilitate access to services and/or resources required to support a positive lifestyle
❑	Support the person to monitor and maintain positive lifestyle
❑	Collaboratively identify any risks to sustainability developing strategies to reduce risks
❑	Assist the person to evaluate the lifestyle options and source appropriate supports

Support relationships with carers and families   CHCICS410A

✓ **I can _or_ I have the ability to** *(tick those that are true)*

❑	Work positively with carers and families
❑	Develop and maintain knowledge of relevant and available consumer and carer services and resources
❑	Provide an overview if carer demographics, and common attitudes, stereotypes, false beliefs and myths associated with caring
❑	Explain and support rights and responsibilities of carers
❑	Explain patterns/structures of current family life and the concept of family care giving

❑	Identify the impacts of caring on individuals and family relationships
❑	Collaboratively identify key issues for carers in the support of a family member
❑	Provide effective support within the context of different family patterns and access to resources
❑	Identify consumer pathways into service settings and the implications for carers, families and friends
❑	Identify the range of responsive services required by the carer to support the care relationship with the person
❑	Implement strategies to support the rights of families and carers
❑	Implement a range of positive strategies for involving families and carers in design and delivery of supports offered to them and the person
❑	Analyse life cycle transitions for carers and families and the implications for direct care workers
❑	Identify transitions as major life changes for consumer, their family members and friends
❑	Identify potential positive and negative impacts that transitions may create for family, carers and friends
❑	Identify potential positive and negative impacts that transitions may create for family, carers and friends
❑	Support carer and family to identify and use strategies to maximise positive aspects of transition
❑	Support carers, families and friends to maximise ongoing care and involvement in the life of the consumer in a range of service settings
❑	Identify strategies and practices that can be implemented to support the life cycle transition experiences of carers and families
❑	Analyse strategies to promote carer health and well being
❑	Identify issues that may impact on the physical and emotional health and wellbeing of the carer
❑	Identify and analyse the barriers to self care for carers
❑	Identify systems and strategies that can be implemented to promote the health and wellbeing of carers

Facilitate consumer, family and carer participation in the recovery process CHCMH409A

✓ I can _or_ I have the ability to *(tick those that are true)*

❑	Apply principles and practices of consumer and carer participation in mental health work
❑	Identify benefits and issues related to family and carer participation in recovery processes for consumers
❑	Identify principles and practices underpinning consumer and carer participation

❏	Contribute to maintaining ongoing relevance of organisation's consumer and carer participation policies and procedures
❏	Work in collaboration with consumers and other relevant stakeholders to ensure effective participation
❏	Involve consumers, carers and families in planning support during recovery
❏	Briefly explain predisposing risk and protective factors for mental illness
❏	Consult with consumer to identify appropriate involvement of family and carers
❏	Work with consumer to identify and agree on specific roles and responsibilities for individual family members and carers and document in consumer recovery plan
❏	Consult with family, carers and other relevant stakeholders as required in line with consumer consent
❏	Establish and maintain a relationship with consumer, family and carers within boundaries of own work role
❏	Collaboratively gauge level of relevant knowledge, skill and skills of carers and family and their willingness to engage in consumer's recovery
❏	Provide relevant information, resources, referrals and education to meet needs of carers and families within scope of own work role
❏	Engage with consumer, family and carers to plan provision of appropriate support to consumer in line with consumer consent
❏	Clarify expectations of carers and families and provide information as required to support and manage realistic expectations
❏	Facilitate recovery of clients with appropriate involvement of carers and families
❏	Monitor in collaboration with consumer the ongoing effectiveness of carer and family participation
❏	Identify changing carer needs and to identify support needs of carers
❏	Assist consumer to identify and address ways in which their behaviour may be positively or negatively: • influenced by others • affecting families and carers
❏	Take action as required to maintain wellbeing and safety of self and other stakeholders

	Work effectively with carers CHCICS304B CARERS ONLY UNIT

This unit was originally developed for an aged and disability context but has been included as a compulsory requirement for carers in the peer work qualification. Where possible it has been customised for a peer workers role – however it is not always a comfortable fit.

✓ I can or I have the ability to *(tick those that are true)*

❑	Acknowledge the carer as part of the care team
❑	Collaboratively identify the importance of family roles and relationships in the life of the consumer
❑	Confirm with supervisor the role of the carer in their family member's life
❑	Identify the knowledge and skills of the carer
❑	Identify and confirm with supervisor job function boundaries that indicate respect for the carer's role
❑	Identify and confirm with supervisor carer needs that have an impact on the family member e.g. respite, workforce participation
❑	Provide support according to relevant organisation and government policy and relevant legislation
❑	Work in a manner that respects the confidentiality and privacy of the carer, as well as the consumer
❑	Contribute to the inclusion of the carer as part of the care team
❑	Participate to the extent agreed in planning activities with the consumer
❑	Provide individualised plan support in a manner that respects and includes the carer as part of the care team
❑	Identify carer issues and report to supervisor if necessary
❑	Participate in solution finding in a manner that recognises and supports the strengths of both the consumer and their carers
❑	Work in manner that recognises and supports carer's relationship with and knowledge about the consumer
❑	Support carer to maintain a lifestyle suitable to their needs and preferences
❑	Identify aspects of a carer's role that has a negative impact on their own needs and preferences
❑	Participate in finding a solution that will assist a carer to achieve or maintain a lifestyle suitable to their needs and preferences
❑	Provide support that assists a carer to achieve positive lifestyle outcomes that reflect their needs and preferences
❑	Identify risk to the care relationship

❑	Identify the changing nature of the care relationships over time
❑	Identify key changes that may include risk of care relationship breakdown
❑	Confirm with supervisor risks that may warrant re-assessment or review of the individualised plan
❑	Provide an overview of basic family relationships and dynamics
❑	Briefly explain the impact of disability and ageing on family and other natural supports
❑	Identify a range of carer support organisations and resources
❑	Act within peer work role in maintaining sustainability of the workplace, (including environmental, economic, workforce and social sustainability)
❑	Work in ways that promote safety eg basic home fire safety

REMEMBER: If you have ticked **most** of the "**I can**" or "**I have the ability to**" statements then you are probably ready to undertake recognition at this point.

Professional Third Party Declaration

This report must be completed by someone who has worked with you in a professional capacity and can verify your skills, knowledge and experience as a consumer peer worker or carer peer worker.

Please note that you are not assessing the candidate's competency – this is the role of an experienced and qualified MHCC assessor. However you are providing insight into their readiness to undertake this type of recognition process based on workplace behaviour

We thank you for your time and cooperation.

Professional Third Party Declaration			
Name			
Position		Organisation	
How long have you known the prospective candidate?			Years months
From what you know, how long has the prospective candidate worked in the mental health field?			Years months
I believe the candidate has at least 5 years' experience in: • Applying peer work practices in the mental health sector • Contributing to the continuous improvement of mental health services • Applying lived experience in mental health peer work • Working effectively in trauma informed care • Promoting and facilitate self-advocacy • Contributing to WHS processes • Working effectively in consumer or carer mental health peer work • Supporting self-directed physical health and wellbeing • Working effectively with culturally diverse clients and co-workers • Making a presentation • Facilitating groups for individual outcomes • Participating in networks • Supporting Positive Lifestyle • Supporting carers and families			☐ **Yes** I believe they have this experience ☐ **No** I don't believe they have this experience ***Please comment:***
What is your view concerning the candidate's suitability for the skills recognition program	☐ I feel the candidate is suitable for Recognition ☐ I **do not** feel this candidate is suitable ***Please comment:***		
Other comments *(optional)*			
Signature		Date Report Completed	

Appendix

Unit Code	Unit Name	Elements
CHCPW401A	Apply peer work practices in the mental health sector	1. Identify the context of mental health peer work 2. Apply the values and central philosophies of mental health peer work 3. Identify the range of mental health service options
CHCPW402A	Contribute to the continuous improvement of mental health services	1. Identify areas for service improvement 2. Contribute to service improvements 3. Participate in activities that support the development of the peer workforce. 4. Contribute to service review and evaluation
CHCPW403A	Apply lived experience in mental health peer work	1. Clarify organisational context for using lived experience 2. Determine boundaries of sharing lived experience and prepare aspects of your story 3. Use lived experience to establish role in peer work 4. Maintain a safe working relationship in relation to lived experience in peer work 5. Utilise responsible self-care strategies
CHCPW404A	Work effectively in trauma informed care	1. Work effectively from a trauma informed care perspective 2. Utilise self-care strategies 3. Contribute to the continuous improvement of trauma informed care in services
CHCPW405A	Promote and facilitate self-advocacy	1. Assist individuals or groups to identify their issues, rights and preferred options 2. Enable individuals to gain self-advocacy skills 3. Follow up and support individuals after self-advocacy 4. Promote self-advocacy
CHCPW406A	Work effectively in consumer mental health peer work	1. Establish and maintain effective consumer peer work relationships 2. Explore consumer preferences, values, meanings, needs and goals 3. Facilitate access to resources and information 4. Provide consumer peer services 5. Work within a peer work framework 6. Work collaboratively with other staff
CHCPW407A	Support self-directed physical health and wellbeing	1. Provide information, referral and support 2. Work collaboratively with the individual and service providers
CHCPW408A	Work effectively in carer mental health peer work	1. Establish and maintain effective carer peer work relationships 2. Facilitate access to resources and information 3. Provide support and services 4. Work collaboratively with other staff

Unit Code	Unit Name	Elements
CHCICS304B	Work effectively with carers	1. Acknowledge the carer as part of the care team 2. Contribute to the inclusion of the carer as part of the care team 3. Support carer to maintain a lifestyle suitable to their needs and preferences 4. Identify risk to the care relationship
CHCORG627B	Provide mentoring support to colleagues	1. Establish a relationship with *mentoree* 2. Offer mentoring support
CHCNET501C	Work effectively with other services and networks	1. Identify and maintain *links* with *relevant services* 2. Reflect social and cultural awareness in working with other services 3. Provide relevant information to services 4. Work in collaboration with other organisations to enhance networks and service delivery
CHCORG611C	Lead and develop others in a community sector	1. Provide leadership, direction and guidance to the organisation 2. Maximise own performance outcomes 3. Manage effective work relationships 4. Manage and improve the performance of individuals 5. Support, participate and review group development 6. Support and develop staff
CHCICS407B	Support positive lifestyle	1. Support positive lifestyle decisions 2. Support the implementation of positive lifestyle decisions 3. Support the client to maintain positive lifestyle
HLTHIR403C	Work effectively with culturally diverse clients and co-workers	1. Reflect cultural awareness in work practice 2. Accept cultural diversity as a basis for effective work place and professional relationships 3. Communicate effectively with culturally diverse persons 4. Resolve cross-cultural misunderstandings
HLTWHS300A	Contribute to WHS Processes	1. Plan and conduct work safely 2. Support others in working safely 3. Contribute to WHS participative processes 4. Contribute to hazard identification, WHS risk assessment and *risk control* activities 5. Participate in the control of emergency situations

Evaluation form for Champions Package 2&3 Recognition Tool
(Champions of Mental Health Peer Work)

MHCC would really appreciate your comments.

Your comments can be anonymous, however if you would like to be contacted regarding your feedback, please write your contact details below.

Name:_____

Tel:_____ Email:_____

Please circle your responses to the following.

1. This **Recognition Tool** is:

     useful   acceptable   not useful

2. This **Recognition Tool** is:

     easy to use   acceptable   not easy to use

3. This **Recognition Tool** is:

     comprehensive   acceptable   inadequate

4. This **Recognition Tool** is:

     interesting   acceptable   dull

What I like about this **Recognition Tool** is: _____

_____

_____

In my opinion what needs to be improved about this **Recognition Tool** is: _____

_____

_____

Please attach any other comments you would like to make and send this form to:

Mental Health Coordinating Council
Learning and Development Unit
PO Box 668 Rozelle NSW 2039
Email: training@mhcc.org.au