CERTIFICATE IV
in Mental Health Peer Work

CHC43515

Foundations of Peer Work

Practice log book

mhcc
mental health coordinating council

Australian Government
National Mental Health Commission

CMHA
Community Mental Health Australia

Assessment Book

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Acknowledgements

National Training Package	CHC
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Contents

Assessment Record

Certificate IV in Mental Health Peer Work CHC43515

Assessment title	Foundations of Peer Work: Practice Log Book
Summary of evidence	Peer work practice log book

NOTE: The following units of competency in this qualification are assessed holistically

The **first six units** and are covered in **Foundations of Peer Work Assessment Books and Practice Log Book.** Each activity is individually marked and final overall competency for these units is granted in **Foundations of Peer Work: Practice Log Book following completion of all activities and completion of 80 hours in this practice log**.

The **seventh unit** *CHCCCS023 Support independence and wellbeing* is covered in the Physical Health and Wellbeing Assessment Book, Supervisor report, and this Practice Log. Each activity is individually marked and the final overall competency decision for this unit is provided in the **Physical Health and Wellbeing Assessment following completion of all activities and completion of 120 hours in this practice log (This includes the initial 80 hours plus an additional 40 hours).**

This practice log can also be used to contribute evidence toward other units eg advocacy

Units of competency assessed

CHCPWK001 Apply peer work practices in the mental health sector

CHCPWK003 Apply lived experience in mental health peer work

CHCLEG001 Work legally and ethically - Elective

CHCPWK002 Contribute to the continuous improvement of mental health services for consumers and carers

BSBCMM401 Make a presentation - Elective

CHCGRP001 Support group activities – Elective

CHCCCS023 Support independence and wellbeing

Please tick the option which applies. I am completing this assessment as a:

☐ **Carer Peer Worker**
   CHCPW408A Work effectively in carer mental health peer work

☐ **Consumer Peer Worker**
   CHCPW406A Work effectively in consumer mental health peer work

You are required to complete the following to ensure that you will be assessed.

Name				
Address				
			Postcode	
Phone		**Email**		
Workplace				
Trainer			**Group**	

If you are completing this assessment as '**Assessment only**' or '**RPL pathway**', tick here.	❏

By signing this page, you confirm the following has been done before sending your assessment	• My name has been added at the top of every page of my assessment, including all supporting paperwork. • I have kept a copy of my assessment. • I have sent in a completed assessment. • I understand that if I send in an incomplete assessment it will be returned to me unmarked.
Declaration In signing below, you are confirming the following.	I have read and understood the details of this assessment. I have been informed of the assessment conditions and appeals process. I agree to participate in this assessment. I certify that the attached is my own original work. No unacknowledged source material is included. Where I have used the work of others, this is noted.

Signature	✎	**Date**	

Assessment Progress Report (office use only)			

Peer Work Practice Log Mid-Point Check			
Date due		**Date submitted**	
Name of candidate			
Name of assessor			
Assessment title	Peer Work Practice Log 80 hour checkpoint		
Summary of evidence	Peer Work Practice Log (80 hour checkpoint)		
Qualification	Certificate IV in Mental Health Peer Work CHC43515		

Supervisor has signed off Peer Work Log Mid-point	Yes ☐ No☐
Participant is progressing Satisfactorily	Yes ☐ No☐
Assessor has signed off Mental Health Log - first 80 hours	Yes ☐ No☐

Peer Work Log 80 hour checkpoint comments

Assessor's signature	✍	Date	

Peer Work Practice Log – total of 120 hours completed Final Check			
Assessment title	Peer Work Practice Log 140 hour-point Final Check		
Summary of evidence	Peer Work Practice Log (140 hour-point Check)		

Supervisor has signed off Peer Work Log – completed 140 hours	Yes ☐ No☐
Assessor has signed off Peer Work Log – completed 140 hours	Yes ☐ No☐

Peer Work Log total of 140 hours completed Comments:

Foundations of Peer Work – Practice Log Book: S Satisfactory R Requires further work NYC Not Yet Competent	**1st Submission** **S or R**	**2nd Submission** (1st resubmit, if required) **S or R**	**3rd Submission** (final resubmit, if required) **S or NYC**
Foundations of Peer Work: Practice Log Book			
Assessor's signature ✍	Date		

Assessment Progress Report (office use only)				
Date due		**Date submitted**		
Name of candidate				
Name of assessor				
Assessment title	Foundations of Peer Work			
Summary of evidence	Foundations Assessments and Practice Log Book			
Qualification	Certificate IV in Mental Health Peer Work CHC43515			

Foundations of Peer Work – Practice Log Book: S Satisfactory R Requires further work NYC Not Yet Competent	**1st Submission** **S or R**	**2nd Submission** (1st resubmit, if required) **S or R**	**3rd Submission** (final resubmit, if required) **S or NYC**
CHCPWK001 Apply peer work practices in the mental health sector			
CHCPWK003 Apply lived experience in mental health peer work			
CHCLEG001 Work legally and ethically - Elective			
CHCPWK002 Contribute to the continuous improvement of mental health services for consumers and carers			
BSBCMM401 Make a presentation - Elective			
CHCGRP001 Support group activities - Elective			
CHCCCS023 Support independence and wellbeing			
☐ CHCPWK004 Work effectively in consumer mental health peer work **OR** ☐ CHCPWK005 Work effectively with carers as a mental health peer worker			

ONLY COMPLETE if 1st submission requires further work, please provide details here.			
Assessor's signature	✍	Date	

ONLY COMPLETE if 2nd submission requires further work, please provide details here.			
Assessor's signature	✍	Date	

Please complete if Assessment is Satisfactory or 3rd Submission is Unsatisfactory.			
Assessor's signature	✍	Date	

Assessment Final Report (office use only)

To be completed by authorised staff **Final Results** Foundations of Peer Work Assessments **AND** Foundations of Peer Work – Practice Log Book **Both must be marked Satisfactory for a Competent result**	**C - Competent** **I - Incomplete** **or** **NYC – Not Yet Competent**
CHCPWK001 Apply peer work practices in the mental health sector	
CHCPWK003 Apply lived experience in mental health peer work	
CHCLEG001 Work legally and ethically - Elective	
CHCPWK002 Contribute to the continuous improvement of mental health services for consumers and carers	
BSBCMM401 Make a presentation - Elective	
CHCGRP001 Support group activities - Elective	
☐ CHCPWK004 Work effectively in consumer mental health peer work **OR** ☐ CHCPWK005 Work effectively with carers as a mental health peer worker	

Notes

Name		Assessor's signature	✍	Date	

The final overall competency decision for the **seventh unit** *CHCCCS023 Support independence and wellbeing* is provided in the **Physical Health and Wellbeing Assessment Book** following completion of all Physical Health and Wellbeing activities and **completion of 120 hours** in this practice log.

Assessment Process

To see the contents of the relevant national unit of competency for this course, please see the end of this document.

MHCC is committed to providing assessment processes and tools that are valid, reliable, flexible and fair to all participants. We are able to work with you to address any needs you have that may affect your ability to complete the assessment tasks. These needs could include:

- Physical or intellectual ability
- Mental health issues
- Language, literacy and numeracy
- Cultural or ethnic backgrounds
- Location
- Socio-economic factors

Information about your needs will be kept confidential. To discuss your needs contact the Learning & Development Unit at MHCC as soon as possible. This will allow the MHCC time to make reasonable adjustment to the assessment.

If you have any questions about the assessment please do not hesitate to contact the Learning & Development Unit for assistance. The competencies you are being assessed against can be found at the end of the learners guide.

You must make and keep a copy of your assessment prior to sending it to MHCC.

When you complete this assessment please upload to your student portal or post/ email your assessment to:

Mental Health Coordinating Council
Learning & Development
PO Box 668 Rozelle NSW 2039
Ph: 02 9555 8388
Email: certivmhsupport@mhcc.org.au

Your name is required on every page, please insert it here: _____

Assessment Overview

All assessments must be legible, or they will not be assessed.

ALL assessment tasks and questions must be completed, unless otherwise negotiated.

Assessment	Description	Due date
Assessment Task 5 Peer Work Practice Log	You are asked to fill out a log documenting at least 140 hours of practice time. You must have your supervisor sign when you have completed 80 hours and your completed log to indicate their satisfaction with your work. This assessment task must be submitted for you to complete the core units for this course.	

Your name is required on every page, please insert it here: _____

Assessment Task 5: Peer work practice log – 140 hours and reflections

For this assessment, you are required to log a minimum of **140 hours of practice time** in your peer work role. A minimum of 40 hours must be logged for direct support provided to consumers or carers. The practice time logged can be completed through voluntary work, however it is expected that most participants will be employed as peer workers. Ensure that the organisation you are volunteering or working for has appropriate insurance to cover you and your practice.

You must have your supervisor sign your completed log to indicate their satisfaction with your work. This assessment task must be submitted for you to complete the core units for this course.

Definitions: Key roles of peer work

Individual recovery support	This can include sharing your stories of lived experience, supporting a person to build on strengths, establishing goals or developing wellness plans. As a worker you also have to fulfil legal and ethical requirements to the organisation as part of your role, e.g. making notes on the support provided. Note: Any time spent completing records or documentation that is not collaboratively developed with the person goes into 'Peer work and the workplace'
Help individuals/carers/families navigate the system	This includes using your skills and knowledge to help or teach individuals, family, carers and others to navigate the system (e.g. mental health and other services) and to find information to answer their questions. This helps people to feel empowered and provides them with skills they need to make informed decisions.
Skills support and coaching	This can include helping a person to master skills related to activities of everyday life, managing the impacts from 'mental illness', or caring for a person with 'mental illness' and skills relating to a person's own goals and future direction, e.g. assertiveness, budgeting, relationship building and boundaries, interview skills, etc.
Peer work and the workplace	This includes tasks that enable you to be effective in the workplace - participating in meetings, committees or working groups, working together with others, completing reports and documents, answering emails, managing situations where there are risk concerns or conflict, and professional development activities such as supervision and training, etc
Facilitate peer support groups	This includes facilitating or co-facilitating any peer related group work, e.g. meetings, support groups, educational sessions, consultation groups, working groups, reference groups, or providing a presentation to a team or service, etc
Advocacy and self-advocacy	This may include assisting the person to advocate for themselves and/or advocating with the person in order that the person is able to make their own choices and self-direct their own journey of recovery.
Continuous improvement	This includes activities that aim to improve your practice or service and provide the best possible services. This can involve reviews or evaluation tasks, like gathering satisfaction or evaluation feedback, identifying service gaps, addressing service access issues, making recommendations for change to management based on findings, etc.

Your name is required on every page, please insert it here: _____

Example

Date	Start time	End time	Breaks	Individual recovery support	Help individuals/ carers/ families navigate the system	Skills support and coaching	Peer work and the workplace (admin & meetings)	Facilitate peer support groups	Advocacy	Continuous improvement	Total time minus breaks
1/7/14	9:00am	5.00pm	30 mins	2 hrs	1 hr	0	2 hrs	90 mins	30 mins	30 mins	7.5 hrs
2/7/14	9:00am	5.00pm	30 mins	3 hrs	90 mins		1 hr	1 hr		1 hr	7.5 hrs
3/7/14	10:00am	2:00pm	0	1.5 hrs	30 mins	30 mins	1 hr		30 mins		4 hrs

Participant declaration	Date	Participant name	Participant signature
I am completing this assessment as a (please tick the option which applies) ❑ **Carer Peer Worker** ❑ **Consumer Peer Worker** *I certify that this is an honest representation of my work and the hours I have completed*			

Supervisor sign-off

<u>After 80hours and at the completion</u> of the practice log, you must have your supervisor verify your log and complete the following sign-off process.

As the supervisor of this participant, I certify that the participant has completed the relevant practice hours with one or more consumers. I also certify that the participant has actively and meaningfully engaged with the consumer(s) and, where relevant, their care network, maintained professional boundaries and worked within the policies and procedures of the organisation to maintain the appropriate standards of service provision.

Supervisor sign-off	Date	Supervisor name	Supervisor signature	Comments (optional)
Mid-point – approx. 80 hours completed				
Final – 60 hours completed				

Assessor sign-off

Assessor sign-off	Date	Assessor name	Assessor signature	Comments (optional)
Mid-point – approx. 80 hours completed				
Final – 60 hours completed				

Your name is required on every page, please insert it here: _____

Practice log

Date	Start time	End time	Breaks	Individual recovery support	Help individuals/ carers/ families navigate the system	Skills support and coaching	Peer work and the workplace (admin & meetings)	Facilitate peer support groups	Advocacy	Continuous improvement	Total time minus breaks
Total time so far											

Your name is required on every page, please insert it here: _____

Practice log

Date	Start time	End time	Breaks	Individual recovery support	Help individuals/ carers/ families navigate the system	Skills support and coaching	Peer work and the workplace (admin & meetings)	Facilitate peer support groups	Advocacy	Continuous improvement	Total time minus breaks
Total time so far											

Your name is required on every page, please insert it here: _____

Practice log

Date	Start time	End time	Breaks	Individual recovery support	Help individuals/ carers/ families navigate the system	Skills support and coaching	Peer work and the workplace (admin & meetings)	Facilitate peer support groups	Advocacy	Continuous improvement	Total time minus breaks
Total time so far											

Your name is required on every page, please insert it here: _____

Practice log

Date	Start time	End time	Breaks	Individual recovery support	Help individuals/ carers/ families navigate the system	Skills support and coaching	Peer work and the workplace (admin & meetings)	Facilitate peer support groups	Advocacy	Continuous improvement	Total time minus breaks
Total time so far											

Guidelines on De-identification in Assessment Papers

Purpose

To 'de-identify' a document means to remove all identifying information from it, to protect the privacy of the people it relates to. This process also helps to maintain the dignity of the people whose stories have been used in an assessment documents, and meets your legal obligations relating to privacy.

Process

When writing the story of a consumer accessing your service, always change or remove the following details relating to the consumer:

- o their name (if you use an alternative name, do not use the name of another person that accesses your service, to avoid confusion)

- o their address

- o their date of birth (if it is relevant to the situation, their general age range can be included, e.g. 'Mr X is in his 20s')

- o all names, addresses and dates of birth of any carers, family or friends mentioned

- o all details of the consumer's diagnosis, if the number of people accessing the service with that diagnosis is so small that it would be possible to identify the consumer you are referring to from their diagnosis.

When submitting printed or handwritten documents as workplace evidence (e.g. outcomes measurement reports, file notes, action plans, wellness plans and other service paperwork), use the following process to de-identify the person.

- o Make a photocopy of the page, so you can keep the original.

- o Use a black texta to cross through the name and other identifiers listed above.

- o Once the texta ink is dry, check to see whether the details are still visible. If they are, photocopy that page again, attach the second photocopy to your assessment, and destroy the first photocopy securely.
  (Alternatively, use whiteout to cover the identifying information, then once it is dry, photocopy the page a second time.)

References

Davidson, L, Tondora, J, Staeheli Lawless, M, O'Connell, MJ & Rowe, M 2009, *A Practical Guide to Recovery Oriented Practice: Tools for Transforming Mental Health Care*, Oxford University Press, New York.

University of New South Wales (2010), Harvard referencing, <www.lc.unsw.edu.au/onlib/pdf/harvard.pdf>

Guidelines on Referencing

Source	In-text reference	Reference list entry
Book	A recent study (Karskens 1997, p. 23) suggests... Ward (1966, p. 12) suggests ... **Note:** If you are quoting directly, paraphrasing or summarising, a page number is required. If you are only citing the main theme of the book, no page number is required.	Karskens, G 1997, *The Rocks: life in early Sydney*, Melbourne University Press, Carlton. Ward, R 1966, *The Australian legend*, 2nd edn, Oxford University Press, Melbourne. **Note:** Provide all of these details, in the following order: • author's surname and initial(s) • year of publication • title of book (in italics) • edition (if applicable), abbreviated as 'edn' • publisher • place of publication.
Journal article	Kozulin 1993, p. 257) **Note:** If you are quoting directly, paraphrasing or summarising, a page number is required. If you are only citing the main theme of the article, no page number is required.	Kozulin, A 1993, 'Literature as a psychological tool', *Educational Psychologist*, vol. 28, no. 3, Summer, pp. 253–265. **Note:** Provide all of these details, in the following order: • article author's surname and initial • year of publication of journal • title of article (between single quotation marks, with only the very first letter capitalised) • title of journal (in italics, with the first letter of each word capitalised) • volume, number, month or season (if applicable) • page number(s) of the article.
Website	(International Narcotics Control Board 1999)	International Narcotics Control Board 1999, United Nations, Vienna, viewed 1 October 2010, <www.incb.org>. **Note:** Provide all of these details, in the following order: • name of person or organisation responsible for the website • date the website was created or last updated (usually found at the bottom of the web page.) • name and place of the "umbrella organisation" responsible for the website (if applicable) • date you viewed the website • URL of the website <between angle brackets>.
Document or article within a website	(International Narcotics Control Board 1999)	International Narcotics Control Board 1999, 'International Narcotics Control Board Report for 1998', United Nations, Vienna, viewed 1 October 1999, <www.incb.org/e/index.htm>. **Note:** Provide all of these details, in the following order: • author/editor/compiler of the document/article • date the document/article was created or last updated (usually found at the bottom of the web page) • title of document/article (between single quotation marks, with only the very first letter capitalised) • name and place of the "umbrella organisation" responsible for the website (if applicable) • date you viewed the document/article • URL of the document/article <between angle brackets>.

(Adapted from University of New South Wales 2010)

For further information on referencing, see the Referencing Guide on the LDU section of the MHCC website at www.mhcc.org.au.

Relevant National Units of Competency

CHCPWK001 Apply peer work practices in the mental health sector	
ELEMENT	**PERFORMANCE CRITERIA**
1. Identify the context of mental health peer work	1.1 Access, review and use contemporary and emergent literature on mental health peer work and practices 1.2 Apply awareness of the historical context of peer work 1.3 Consider changing social, political, cultural and economic context in all peer work 1.4 Define peer work role and structures in a range of mental health services 1.5 Identify a range of mental health consumer and carer networks relevant to peer work 1.6 Apply knowledge of the consumer and carer movements
2. Apply the values and central philosophies of mental health peer work	2.1 Identify own values and how these may influence/impact peer work 2.2 Identify the organisation's peer work philosophies and how this impacts on own approach to peer work 2.3 Apply access and equity principles in peer work 2.4 Communicate with consumers and others in ways that support the values and philosophies of peer work 2.5 Maintain confidentiality of information and explain limits of confidentiality to others
3. Identify and use mental health service options	3.1 Access the range of support services provided by consumer peers and carer peers 3.2 Use information about mental health systems and the range of service options available to support the recovery process

Performance Evidence and Assessment Conditions

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- worked according to the values, ethics and philosophies of mental health peer work using available support services in at least 3 different situations:
- communicated appropriately:
    - used inclusive and person first language
    - used consumer's or carer's preferred language and terminology and their personal meaning and interpretations
    - maintained confidentiality
- communicated with:
    - clinicians
    - consumers
    - carers
    - other service providers

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- historical, social, political and economic contexts of mental health services and mental health consumer and carer movements, including impacts of mental health systems on consumers and carers
- philosophical, ethical and values based approaches to peer work
- international and national trends and developments in consumer and carer peer work
- history and context of self-directed recovery and recovery principles, facilitation, pathways and practices
- impacts and different types of stigma for consumers and carers including:
    - self-stigma
    - individual stigma
    - community stigma
    - prejudice and discrimination on the recovery journey
- social justice issues, principles and approaches, including working from a rights based framework and awareness of the rights and responsibilities of consumer and carers and peer workers
- different understandings of mental illness and distress/issues
- principles and practices of duty of care as these apply to peer work
- legislation, standards and policies, that relate to mental health services and peer work
- language, meaning and terminology in relation to mental health and peer work, including dignity of risk and first person language

CHCPWK002 Contribute to the continuous improvement of mental health services for consumers and carers	
ELEMENT	**PERFORMANCE CRITERIA**
1. Identify areas for service improvement	1.1 Gather and review information from consumers and/or carers about their satisfaction with, and access to, existing services 1.2 Gather and review feedback from consumers and carers on the effectiveness of services provided and areas for improvement 1.3 Consult with stakeholders to identify available service options, service gaps and any access issues 1.4 Consult with stakeholders to identify culturally appropriate systems and services 1.5 Maintain data collection according to organisation policy and procedures
2. Contribute to service improvements	2.1 Collect and provide consumer and carer feedback about service provision to facilitate improvement to services 2.2 Compile and provide relevant information about possible improvements to services 2.3 Promote the development of linkages and coordination between service providers 2.4 Participate in the development of new systems and processes that promote continuity of care 2.5 Promote service delivery that is visible, accessible and culturally relevant 2.6 Respond appropriately to indications of neglect or abuse in service delivery

3. Participate in activities that support the development of the peer workforce	3.1 Maintain knowledge of research on current trends and resources as they relate to the peer workforce 3.2 Engage in professional development activities to improve own practice 3.3 Establish communication and information sharing processes between service providers 3.4 Establish and maintain connections with consumer and carer networks and/or organisations 3.5 Promote effective systems to support the ongoing development of a peer work force
4. Contribute to service review and evaluation	4.1 Support consumer and carer initiatives 4.2 Identify methods of evaluation and research that are consumer and carer friendly 4.3 Undertake self-reflection and self-evaluation to assess own practice against identified agency objectives or code of ethics, using a range of valid evidence

Performance Evidence and Assessment Conditions

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:
- identified and contributed to the improvement of at least 1 mental health service through communication and consultation with both carers and consumers:
- used the following skills and strategies to establish relationships and gather information:
  - o verbal communication
  - o non verbal communication
  - o interviewing
  - o collaborative work practice
  - o meeting facilitation
  - o group facilitation
  - o culturally appropriate language
  - o networking and professional development
- used research, analysis and evaluation skills

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:
- consultation process for maximising consumer and carer participation in all aspects of service review, evaluation and improvements
- research methods, information gathering and information processing methods as related to capacity and requirements of job role
- systems that promote:
  - o culturally appropriate services
  - o continuity of care
  - o high visibility and access
- consumer and carer networks as relevant to job role
- current trends and approaches to continuous improvement processes and models
- methods for disseminating feedback in formal and informal contexts

CHCPWK003 Apply lived experience in mental health peer work	
ELEMENT	**PERFORMANCE CRITERIA**
1. Clarify organisation context for using lived experience	1.1 Confirm organisation's expectations of the use of lived experience in the course of peer work 1.2 Apply organisation policy and guidelines in relation to using lived experience in peer work, especially in relation to safe disclosure and public disclosure 1.3 Determine the extent and the types of stories to be shared from own lived experience
2. Determine boundaries of sharing lived experience and prepare aspects of consumer/carer's story	2.1 Establish appropriate personal boundaries and guidelines 2.2 Apply varied levels of sharing in relation to lived experience 2.3 Evaluate and select options in framing stories for different purposes 2.4 Consider privacy in developing parameters of stories to be told or written 2.5 Obtain clear and consent from others before including them in any story 2.6 Review impact of sharing lived experience and make determination to proceed or vary level of disclosure 2.7 Seek input from experienced peers about ways to effectively use lived experience in peer work
3. Use lived experience to establish role in peer work	3.1 Ensure sharing is positive, purposeful and within the philosophical framework of peer ethics, values, role definition and organisation requirements 3.2 Recognise and address the potential impacts and implications of sharing aspects of own personal story on consumers, carers, other staff and upon the organisation 3.3 Recognise sharing of own personal story is one component of job role
4. Maintain a safe working relationship in relation to lived experience in peer work	4.1 Engage in debriefing and peer supervision according to identified needs 4.2 Recognise and take action to attend to own vulnerabilities associated with use of lived experience in peer work 4.3 Recognise and take action to attend to own vulnerabilities associated with vicarious trauma
5. Utilise responsible self-care strategies	5.1 Apply strategies to address personal physical and emotional needs 5.2 Maintain a positive work life balance and personal wellness plan 5.3 Negotiate reasonable adjustments in the workplace to meet own self-care requirements

Performance Evidence and Assessment Conditions

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- performed the activities outlined in the performance criteria of this unit during a period of 80 hours of work according to the values, ethics and philosophies of mental health peer work, articulating and extrapolating lived experience in at least 3 different contexts:
    - used techniques to establish rapport, build shared understanding and provide hope
    - provided objective information and opportunity for consumer/carer exploration of opportunities, rights, and options in recovery planning

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- importance of self awareness in mental health peer work
- intention of purposeful sharing and positive use of lived experience in mental health peer work
- historical, social, political and economic contexts of mental health services and mental health consumer and carer movements
- philosophical, ethical and values based approaches to peer work
- international and national developments in consumer and carer peer work
- history and context of self-directed recovery and recovery principles, facilitation, pathways and practices
- impacts and different types of stigma for consumers and carers including self-stigma, individual stigma, community stigma, prejudice and discrimination on the recovery journey
- social justice issues, principles and approaches, including working from a rights based framework and awareness of the rights and responsibilities of consumer and carers and peer workers
- impacts of trauma and the role of the peer workforce in trauma informed care
- impacts of mental health systems on consumers and carers
- different understandings of mental illness and distress/issues
- principles and practices of duty of care as these apply to peer work
- self-care strategies and processes, reflection in peer work

CHCPWK004 Work effectively in consumer mental health peer work	
ELEMENT	**PERFORMANCE CRITERIA**
1. Establish and maintain effective consumer peer work relationships	1.1 Use lived experience of mental health to maintain a safe and positive working relationship 1.2 Clarify role expectations and define appropriate relationship guidelines 1.3 Use peer work communication strategies to build a working relationship based on shared understanding
2. Explore consumer preferences, values, meanings, needs and goals	2.1 Use a strengths based approach to discuss with the consumer their abilities to address their own needs and aspirations in recovery 2.2 Discuss with consumer their sense of identity and choices for personal wellness, development of self-efficacy and discovering meaning and purpose in life 2.3 Confirm consumer preferences, values, meanings, needs and goals
3. Facilitate access to resources and information	3.1 Provide information about opportunities and strategies for consumers to achieve their identified aspirations and discuss and support preferred action 3.2 Provide a range of appropriate information and education that enables consumers to make informed choices about their right to participate in all aspects of service 3.3 Maintain accurate information and resources and review regularly for currency and relevance

4. Provide consumer peer services	4.1 Use strategies to ensure all interactions with consumers reflect peer ethics
	4.2 Work in collaboration with consumer and relevant others according to job role requirements
	4.3 Facilitate and support consumer networks and social connections
	4.4 Respond promptly and supportively to consumers in distress or crisis, taking into account duty of care, job role and organisation policies and procedures
	4.5 Complete documentation, records of service and reports as this applies to peer work and job role requirements
	4.6 Follow organisation's policy and procedures particularly in relation to code of conduct, ethics, duty of care, record keeping, confidentiality and privacy, as this applies to consumer peer work
	4.7 Maintain confidentiality of information and explained limits of confidentiality to others
5. Work within a peer work framework	5.1 Maintain and uphold a peer perspective and identity informed by knowledge of consumer perspectives
	5.2 Consult regularly with consumers to remain informed and ensure authentic representation of consumer perspectives
	5.3 Identify and minimise role strain, role conflict and role confusion issues in a timely way
	5.4 Maintain boundaries appropriate to the delivery of peer delivered services
	5.5 Utilise consumer developed resources and literature for access to service users and staff
	5.6 Undertake development activities about working from a lived experience perspective
6. Work collaboratively with other staff	6.1 Recognise limits of own knowledge, abilities and work role and make appropriate referral in accordance with organisation's policy and procedures
	6.2 Reflect on own attitudes, behaviours and practice and how this affects other people
	6.3 Work collaboratively with other service staff and mental health workers to support holistic and seamless services
	6.4 Contribute to policy development about peer issues
	6.5 Promote the service and peer work to other workers

Performance Evidence and Assessment Requirements

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- worked according to the values, ethics and philosophies of consumer mental health peer work with at least 3 different people with mental illness:
- used the following peer work communication strategies with the consumer:
    - consumer's preferred language, concepts and meanings/interpretations
    - inclusive and person first language
    - strategic questioning
    - collaborative approach to support self-determination
- worked collaboratively with others in the provision of consumer peer services:
    - consumer networks
    - other consumer workers
    - services and agencies

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:
- importance of self awareness in mental health peer work
- 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
- overview of key historical, social, political and economic contexts of mental health services and mental health consumer and carer movements
- philosophical, ethical and values based approaches to peer work
- international and national developments in consumer and carer peer work
- history and context of self-directed recovery and recovery principles, facilitation, pathways and practices
- impacts and different types of stigma for consumers and carers including self-stigma, individual stigma, community stigma, prejudice and discrimination on the recovery journey
- social justice principles
- working from a rights based framework
- rights and responsibilities of consumer and carer peer workers
- impacts of trauma, grief and loss
- different mental illness and distress
- principles and practices of duty of care as these apply to peer work and job role
- relevant policies, standards and legislations that relate to peer work
- community development and peer work
- types of work methods and practices which can improve on personal performance such as time management, information management, professional development and supervision

CHCPWK005 Work effectively with carers as a mental health peer worker	
ELEMENT	**PERFORMANCE CRITERIA**
1. Establish and maintain effective relationships with mental health carers	1.1 Use lived experience to establish and maintain a safe and positive working relationship with other carers 1.2 Clarify role of carer peer worker at initial engagement to clarify role expectations and define appropriate relationship guidelines 1.3 Build effective communication strategies to clarify meaning and build a working relationship based on shared understanding 1.4 Discuss with the carer their needs and goals, identify supports and using a strengths based approach address these needs 1.5 Collaborate with the carer to establish a carer support plan
2. Facilitate access to resources and information	2.1 Provide information about opportunities and strategies for carers to achieve their preferred support 2.2 Provide information, resources and education on a range of matters relating to carer, family and natural supports 2.3 Maintain accurate information and regularly review for currency and relevance 2.4 Compile carer developed resources and literature for access by service users and staff

3. Provide support and services	3.1 Use strategies to ensure all interactions with carers uphold the principles and practices of peer work 3.2 Collaborate with carers and relevant others to ensure that individual and cultural needs are addressed 3.3 Collaborate with carers to ensure appropriate levels and opportunities for carer consultation 3.4 Facilitate and support carer networks and represent carer perspectives 3.5 Respond promptly and supportively to carers in distress or crisis, in accordance with duty of care and organisation policies and procedures 3.6 Complete documentation, records of service and reports as this applies to carer peer work 3.7 Follow organisation's policy and procedures, particularly in relation to code of conduct, ethics, duty of care, record keeping, confidentiality and privacy, as this applies to carer peer work 3.8 Identify and minimise role strain, role conflict and role confusion issues in a timely way 3.9 Maintain boundaries appropriate to the delivery of peer delivered services
4. Work collaboratively with other staff	4.1 Discuss limits of own knowledge, abilities and work role and make appropriate referrals in accordance with organisation's policy and procedures 4.2 Work collaboratively with other service staff and mental health workers to support holistic and seamless services 4.3 Contribute to policy development about peer issues 4.4 Promote the service and peer work to other workers

Performance Evidence and Assessment Conditions

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- worked within carer peer boundaries according to the values, ethics and philosophies of carer mental health peer work with at least 3 different carers:
- used the following peer work communication strategies with carers:
    o strengths based strategies
    o establishing carer focused and carer friendly partnerships
    o carer's preferred language, concepts and meanings/interpretations
    o inclusive and person first language
    o strategic questioning
    o collaborative approach to support self-determination
- worked collaboratively with others in the provision of carer peer services:
    o carer networks
    o other workers
    o services and agencies

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Knowledge Evidence
The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of: • importance of self-awareness in mental health peer work • contemporary frameworks and influences underpinning mental health peer work, including recovery, trauma informed care, person centred, rights based, self-determination, holistic physical health and wellbeing • historical, social, political and economic contexts of mental health services and mental health consumer and carer movements • philosophical, ethical and values based approaches to peer work • international and national developments in consumer and carer peer work • history and context of self-directed recovery and recovery principles, facilitation, pathways and practices • impacts and different types of stigma for consumers and carers, including self-stigma, individual stigma, community stigma, prejudice and discrimination on the recovery journey • impacts of caring on individuals and family relationships • issues that impact on the physical and emotional health and well being of the carer • barriers to self care for carers • social justice issues and approaches • impacts of trauma and trauma informed care • different mental illness and distress • principles and practices of duty of care as these apply to peer work • relevant policies, standards and legislations that relate to peer work • carer participation and leadership approaches • services that exist to assist people to meet their needs • community development and peer work • types of work methods and practices which can improve on personal performance such as time management, information management

CHCLEG001 Work legally and ethically	
ELEMENT	**PERFORMANCE CRITERIA**
1. Identify and respond to legal requirements	1.1 Identify, access and interpret sources of information about the legal requirements that apply to the work role 1.2 Identify the scope and nature of own legal rights and responsibilities 1.3 Adhere to legal requirements in work practice according to workplace policies and procedures and scope of role 1.4 Recognise potential or actual breaches and report according to organisation procedures
2. Identify and meet ethical responsibilities	2.1 Identify, access and interpret sources of information about the ethical responsibilities that apply to the work role 2.2 Identify the scope and nature of own ethical responsibilities 2.3 Meet ethical responsibilities according to workplace policies and protocols, and scope of role 2.4 Recognise potential ethical issues and dilemmas, and discuss with an appropriate person 2.5 Recognise own personal values and attitudes and take into account to ensure non-judgemental practice 2.6 Use effective problem solving techniques when exposed to competing value systems 2.7 Recognise unethical conduct and report to an appropriate person 2.8 Recognise potential and actual conflicts of interest and take appropriate action
3. Contribute to workplace improvements	3.1 Identify situations where work practices could be improved to meet legal and ethical responsibilities 3.2 Pro-actively share feedback with colleagues and supervisors 3.3 Identify and take opportunities to contribute to the review and development of policies and protocols

Performance Evidence and Assessment Conditions

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:
- completed workplace activities in accordance with legal and ethical requirements in at least 3 different situations
- developed appropriate responses to at least 3 different legal or ethical issues relevant to the work role
- identified and communicated at least 2 potential work practice improvements designed to enhance workplace responsiveness to legal and ethical requirements

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:
- use of suitable facilities, equipment and resources, including:
  o current legislation, regulations and codes of practice
  o organisation policies, procedures and protocols
- modelling of industry operating conditions, including presence of problem solving activities

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:
- legal and ethical considerations (international, national, state/territory, local) for people working in the community services and health context, how they are applied in organisations, how these impact individual workers, and the consequences of breaches:
  o children in the workplace
  o codes of conduct

- o codes of practice
- o complaints management
- o continuing professional education
- o discrimination
- o dignity of risk
- o duty of care
- o human rights
  - *Universal declaration of human rights*
  - relationship between human needs and human rights
  - frameworks, approaches and instruments used in the workplace
- o informed consent
- o mandatory reporting
- o practice standards
- o practitioner/client boundaries
- o privacy, confidentiality and disclosure
- o policy frameworks
- o records management
- o rights and responsibilities of workers, employers and clients
- o industrial relations legislation relevant to employment conditions of role
- o specific legislation in the area of work – objectives and key components
- o work role boundaries – responsibilities and limitations
- o work health and safety
- interrelationships, similarities and differences that may exist between legal and ethical frameworks
- legal issues in the context of the work role:
  - o type of legal issues that arise
  - o ways to respond
- ethical practice in the context of the work role:
  - o type of ethical issues that arise
  - o ways to respond
- workplace policies, procedures and protocols:
  - o how they are/should be developed
  - o processes for review, including consultation and mechanisms for input

BSBCMM401 Make a presentation	
ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare a presentation	1.1 Plan and document presentation approach and intended outcomes 1.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed 1.3 Select presentation aids, materials and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas 1.4 Brief others involved in the presentation on their roles/responsibilities within the presentation 1.5 Select techniques to evaluate presentation effectiveness
2. Deliver a presentation	2.1 Explain and discuss desired outcomes of the presentation with the target audience 2.2 Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas 2.3 Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes 2.4 Use persuasive communication techniques to secure audience interest 2.5 Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences 2.6 Summarise key concepts and ideas at strategic points to facilitate participant understanding
3. Review the presentation	3.1 Implement techniques to review the effectiveness of the presentation 3.2 Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation 3.3 Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented

Required Skills and Knowledge

Essential knowledge
- Culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- Facilitations and presentation skills to communicate central ideas of a message in an informative and engaging manner and to utilise verbal and non verbal techniques to sustain participant engagement
- Literacy skills to prepare presentation information and to write in a range of styles for different target audiences

Essential skills
- Data collection methods that will support review of presentations
- Industry product/service

Critical Aspects of Assessment

Evidence of the following is essential:
- preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest
- knowledge of the principles of effective communication

CHCGRP001 Support group activities	
ELEMENT	**PERFORMANCE CRITERIA**
1. Identify the purpose of the group	1.1 Identify and determine activities which meet the group purpose with members of the group, 1.2 Discuss and agree rules for group behaviour with all group members as a participant 1.3 Identify, acknowledge and respect individual differences of workers and group members 1.4 Seek, identify and accommodate goals, needs and expectations of participants according to available resources and scope of own role 1.5 Keep records of group interactions according to organisation documentation requirements
2. Establish and maintain group relationships	2.1 Confirm role played by self and other group members 2.2 Encourage participation of other group members 2.3 Model clear communication and encourage group members to use clear and appropriate communication 2.4 Ensure communication and interactions with group are appropriate to aim and purpose of group 2.5 Implement appropriate processes to address breaches of behaviour according to organisation protocols 2.6 Encourage participants to abide by agreed behaviours 2.7 Promote group achievements in a way which motivates and recognises participants' efforts
3. Organise resources for group activities	3.1 Identify support and resources to achieve the objectives of the group 3.2 Provide information to group about resources available and guidelines for their use 3.3 Encourage cooperative approach to the use of resources 3.4 Complete reports on use of resources according to organisation procedures

Performance Evidence and Assessment Conditions

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- participated in, and supported the activities of, at least 3 different groups, where groups comprise at least 5 members
- modelled the following communication skills when participating in groups:
    - active listening
    - questioning
    - rapport-building
    - conflict resolution
    - clarity in communication.

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - organisation policies and procedures
    - group member information
- modelling of industry operating conditions, including:
    - scenarios that involve interactions with groups.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations for group work, and how these are applied in organisations and individual practice:
    - codes of conduct
    - discrimination
    - duty of care
    - mandatory reporting
    - privacy, confidentiality and disclosure
    - records management
    - work role boundaries – responsibilities and limitations
    - work health and safety
- policies and procedures
- nature of groups and the way they operate at an overview level, including:
    - dynamics of groups
    - stages of group development
    - stages of change
    - styles of group leadership and decision-making
- communication techniques and how they are used within groups, including:
    - active listening and questioning
    - rapport building
    - conflict resolution
    - non-verbal communication
- nature of resources provided to groups, including:
    - information/referrals
    - facilities
    - equipment/materials
    - administrative support
    - facilitation of meetings
    - worker skills/expertise
- nature of support provided including:
    - resources managed by the organisation
    - advice, information and facilitation
    - individual or group supervision.

CHCCCS023 Support independence and wellbeing	
1. Recognise and support individual differences	1.1 Recognise and respect the person's social, cultural and spiritual differences 1.2 Avoid imposing own values and attitudes on others and support the person to express their own identity and preferences 1.3 Consider the person's individual needs, stage of life, development and strengths when engaging in support activities 1.4 Recognise, respect and accommodate the person's expressions of identity and sexuality as appropriate in the context of their age or stage of life 1.5 Promote and facilitate opportunities for participation in activities that reflect the person's individual physical, social, cultural and spiritual needs
2. Promote independence	2.1 Support the person to identify and acknowledge their own strengths and self-care capacity 2.2 Assist the person to identify opportunities to utilise their strengths, while communicating the importance of using available support when required 2.3 Provide information and assistance to the person in order to facilitate access to support services and resources when needed 2.4 Provide support that allows the person to self manage their own service delivery as appropriate 2.5 Encourage the person to build, strengthen and maintain independence
3. Support physical wellbeing	3.1 Promote and encourage daily living habits that contribute to healthy lifestyle 3.2 Support and assist the person to maintain a safe and healthy environment 3.3 Identify hazards and report according to organisation procedures 3.4 Identify variations in a person's physical condition and report according to organisation procedures 3.5 Recognise indications that the person's physical situation is affecting their wellbeing and report according to organisation procedures 3.6 Identify physical health situations beyond scope of own role and report to relevant person
4. Support social, emotional and psychological wellbeing	4.1 Promote self-esteem and confidence through use of positive and supportive communication 4.2 Contribute to the person's sense of security through use of safe and predictable routines 4.3 Encourage and facilitate participation in social, cultural, spiritual activities, using existing and potential new networks and as per the person's preferences 4.4 Identify aspects of supporting a person's wellbeing outside scope of knowledge, skills and/or job role and seek appropriate support 4.5 Identify variations to a person's wellbeing and report according to organisation procedures 4.6 Identify any cultural or financial issues impacting on the person's wellbeing 4.7 Identify the person's risk and protective factors in relation to mental health 4.8 Recognise and report possible indicators of abuse or neglect and report according to organisation procedures 4.9 Identify situations beyond scope of own role and report to relevant person
Performance evidence	

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- safely supported at least 3 people to enhance independence and wellbeing
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of direct support work in at least one aged care, home and community, disability or community service organisation

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

basic human needs:

- physical
- psychological
- spiritual
- cultural
- sexual

concept of self-actualisation
human development across the lifespan
wellbeing, including:

- physical
- psychological
- social
- spiritual
- cultural
- financial
- career/occupation

individual differences, how these may be interrelated and impact on support provided
basic requirements for good health for the person, including:

- mental health
- nutrition and hydration
- exercise
- hygiene
- lifestyle
- oral health

mental health issues and risk and protective factors
indications of neglect or abuse:

- physical

- sexual
- psychological
- financial

reporting requirements for suspected abuse situations
service delivery models and standards
relevant funding models
issues that impact health and well being
impacts of community values and attitudes, including myths and stereotypes
issues surrounding sexuality and sexual expression
indicators of emotional concerns and issues
support strategies, resources and networks
legal and ethical requirements and how these are applied in an organisation and individual practice, including:

- duty of care
- dignity of risk
- human rights
- discrimination
- mandatory reporting
- privacy, confidentiality and disclosure
- work role boundaries – responsibilities and limitations

Evaluation form for Foundations of Peer Work: Practice log book
Assessment Book
(Certificate IV in Mental Health Peer Work)

MHCC values your feedback. Please let us know what you think about this book. Your comments can be anonymous.

Name:_____

Tel:_____ Email: _____

Please circle your responses to the following.

1. This **Assessment Book** is:

    useful   acceptable   not useful

2. This **Assessment Book** is:

    easy to use   acceptable   not easy to use

3. This **Assessment Book** is:

    comprehensive   acceptable   inadequate

4. This **Assessment Book** is:

    interesting   acceptable   dull

What I like about this **Assessment Book** is: _____

_____

_____

In my opinion what needs to be improved about this **Assessment Book** is: _____

_____

_____

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

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Email: training@mhcc.org.au