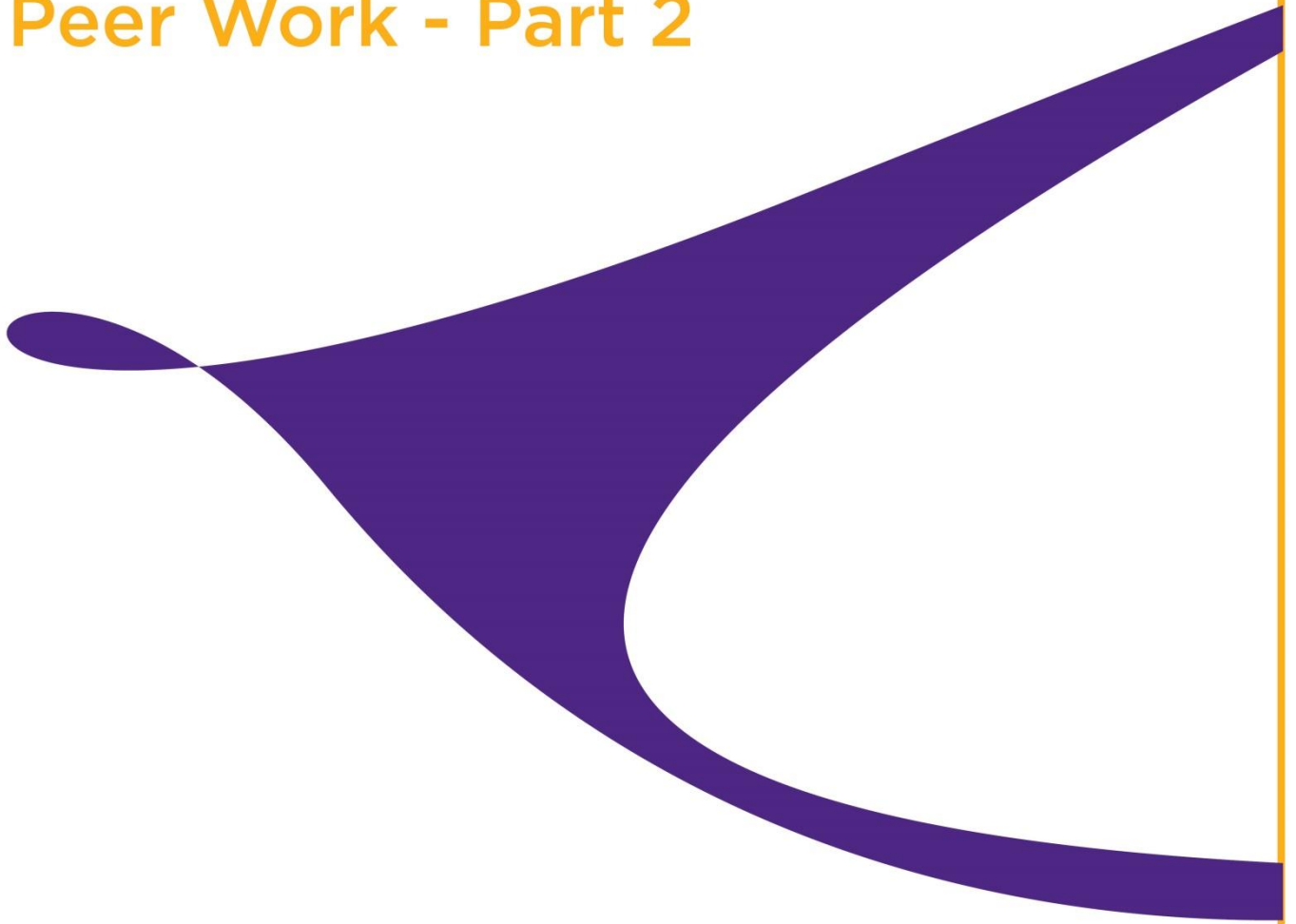


# CERTIFICATE IV in Mental Health Peer Work

CHC43515

## Foundations of Peer Work - Part 2



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# Acknowledgements

*Community Mental Health Australia (CMHA) acknowledges the traditional custodians of this land.*

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## Assessment Record

### Certificate IV in Mental Health Peer Work CHC43515

<b>Assessment title</b>	Foundations of Peer Work – Part 2 Assessment Book
<b>Summary of evidence</b>	Questions and answers, stories of practice, self-reflection, short answers and feedback activity, workplace activities and documents self-evaluation, Supervisor's report


**NOTE:** The following units of competency in this qualification are assessed holistically and are covered in **Foundations of Peer Work Assessment Book, Practice Log and Supervisor's report**. Each activity is individually marked and final overall competency for these units is granted in **Foundations of Peer Work: Practice Log Book and Supervisor's report**.

Units of competency assessed holistically	Assessed in Book/s	As well as:
CHCPWK001 Apply peer work practices in the mental health sector CHCPWK003 Apply lived experience in mental health peer work	<b>Part 1 &amp; 2</b>	Supervisor report & Practice Log Book (showing at least 80 hours completed)
CHCLEG001 Work legally and ethically - Elective CHCPWK004 Work effectively in consumer mental health peer work (see below) <b>OR</b> CHCPWK005 Work effectively with carers as a mental health peer worker (see below)	<b>Part 1, 2 &amp; 3</b>	Supervisor report & Practice Log Book (showing at least 80 hours completed)
CHCPWK002 Contribute to the continuous improvement of mental health services for consumers and carers - Core BSBCMM401 Make a presentation - Elective CHCGROUP302D Support group activities - Elective	<b>Part 1, 2, 3 &amp; 4</b>	Supervisor report & Practice Log Book (showing at least 80 hours completed)


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

- Carer Peer Worker**  
 CHCPWK005 Work effectively with carers as a mental health peer worker
- Consumer Peer Worker**  
 CHCPWK004 Work effectively in consumer mental health peer work

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

<b>Name</b>			
<b>Address</b>			
		<b>Postcode</b>	
<b>Phone</b>		<b>Email</b>	
<b>Workplace</b>			
<b>Trainer</b>		<b>Group</b>	
If you are completing this assessment as 'Assessment only' or 'RPL pathway', tick here.			<input type="checkbox"/>
By signing this page, you confirm the following has been done before sending your assessment	<ul style="list-style-type: none"> <li>• My name has been added at the top of every page of my assessment, including all supporting paperwork.</li> <li>• I have kept a copy of my assessment.</li> <li>• I have sent in a completed assessment.</li> <li>• I understand that if I send in an incomplete assessment it will be returned to me unmarked.</li> </ul>		
<b>Declaration</b> In signing below, you are confirming the following.	<p>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.</p>		
<b>Signature</b>		<b>Date</b>	

**Assessment Progress Report (office use only)**

<b>Date due</b>		<b>Date submitted</b>	
<b>Name of candidate</b>			
<b>Name of assessor</b>			
<b>Assessment title</b>	Foundations of Peer Work – Part 2 Assessment Book		
<b>Summary of evidence</b>	Questions and answers, stories of practice, self-reflection, short answers and feedback activity, workplace activities and documents self-evaluation, Supervisor's report		
<b>Qualification</b>	Certificate IV in Mental Health Peer Work CHC43515		
<b>Results:</b> S Satisfactory R Requires further work U Unsatisfactory	<b>1st Submission S or R</b>	<b>2<sup>nd</sup> Submission (first resubmit, if required) S or R</b>	<b>3<sup>rd</sup> Submission (final resubmit, if required) S or U</b>
Foundations of Peer Work – Part 2 Assessment Book			
<b>Final Comments – Complete if Assessment is Satisfactory or 3<sup>rd</sup> Submission is Unsatisfactory. If requires further work see “Resubmission Required” section below.</b>			
Assessor's signature		Date	

**Resubmission Required**


If 1<sup>st</sup> Submission requires further work, please provide details.

--	--	--	--

Assessor's signature		Date	
----------------------	---	------	--

If 2<sup>nd</sup> Submission requires further work, please provide details.

--	--	--	--

Assessor's signature		Date	
----------------------	---	------	--



## 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 Unit  
PO Box 668 Rozelle NSW 2039  
Ph: 02 9555 8388  
Email: [certvmhsupport@mhcc.org.au](mailto:certvmhsupport@mhcc.org.au)

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

## Assessment Overview

**All assessments must be in clear handwriting or typed, or they will not be assessed.**

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

Assessment tasks	Descriptions
<b>Assessment task 2a</b> Law and ethics in peer work	A series of short answer questions about peer work, law and ethics.
<b>Assessment task 2b</b> Story of practice: Peer work approaches	You are asked to use your experience of people you have supported in your role as a peer worker to relate a story of practice and answer a series of questions related to an ethical dilemma and peer work approaches. It includes a table where information about three people are provided.
<b>Assessment task 2c</b> Workplace legal and ethical dilemmas	Three (3) dilemmas are chosen and then analysed to identify relevant legal and ethical issues. And then explain actions to be taken.
<b>Assessment task 2d</b> Supervisor's Report	<p><b>To be completed by supervisor or other appropriate person</b></p> <p>The person who fills in the Workplace Report can be a supervisor, a team leader, senior practice worker, residential coordinator, line manager, care coordinator, house manager, residential manager, senior coordinator, service manager, director or in a similar role.</p> <p>It is important that the person who fills in the form knows the participant's work in the workplace. The participant may work with you currently or have worked with you in the past 12 months.</p> <p>This person can <b>NOT</b> be a colleague who is also currently studying the Certificate IV in Mental Health or the Certificate IV in Mental Health Peer Work</p>

### Important Information

**Referencing**      All work that is not your own must be appropriately referenced, or **will not be considered** by the assessor.  
 For basic guidelines on referencing, see page 32 of this book.

**De-identification**      All documentation must be appropriately de-identified, or **will not be considered** by the assessor.  
 For guidelines on de-identification, see page 31 of this book.

**You are required to complete all the activities outlined, and submit this assessment book by the due date identified by your trainer.**

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

## Assessment task 2a

### Law and ethics in peer work

1. What recovery principles have been important for you in your work over the last week, and describe an example that demonstrates why these principles were important in a recovery service.

Recovery principles:

Example of why it is important in a recovery service

2. List three key values of peer work and describe how you apply each value in your work.

Peer Value	Describe how you apply each value in your work.
1.	
2.	
3.	

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

3. What are **mutuality and reciprocity**? What are some of the ethical challenges of working this way?

Mutuality is:

Reciprocity is:

Two ethical challenges of working this way are:

4. List Kitchener's five ethical principles and give an example of where or when they might be relevant in your work.

<b>Ethical Principles</b>	<b>Example of where or when they might be relevant in your work.</b>
1.	
2.	
3.	
4.	



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

8. Explain what working from a rights-based framework means?

**A rights-based framework means:**

9. If you believed a consumer or carer's rights had been breached by another worker, how would you respond?

10. What do you do to ensure the people you support can make informed choices?

11. Talk to your supervisor or others about key state or national laws that impacts on your work as a peer worker. List three (3) laws that impact on your work (one must be a mental health Act) and briefly explain how each one affects your work.

Legislation	How it affects my work
1.	

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

2.			
3.			
12. If you were unsure about your legal responsibility, who could you ask or how could you find out?			
13. List 2 rights and two responsibilities you have as a peer worker			
<b>Rights of a worker</b>		<b>Responsibilities of a worker</b>	
1.		1.	
2.		2.	
14. List 2 rights and two responsibilities you have as a peer worker			
<b>Rights of the person you support</b>		<b>Responsibilities of the person you support</b>	
1.		1.	

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

2.	2.
----	----

15. List three situations where confidentiality is limited and confidential information should be disclosed. (ie situations where you can't ethically or legally keep information confidential)

1.

2.

3.

16. **Explain duty of care** and **dignity of risk**  
And provide an example of how you have had to balance them

**Duty of care** is:

**Dignity of risk** is:

An example of a situation where I had to balance or negotiate these is:



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

17. Provide three examples of '**boundary violations**' from a peer worker's perspective.

1.

2.

3.

18. How do you ensure your collection of information, documentation and record storage meets legal and organisational requirements?

19. If a person expresses dissatisfaction or distress about the service they are receiving, how do you respond? (Include a description of the complaints process used in your organisation, why it is important and how you would support someone who wants to complain.)

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

20. Describe 2 ways that you could potentially improve work practice in your workplace in relation to legislation or ethical practice eg review a policy

Suggested Improvement 1:

Suggested Improvement 2:

21. Who would you report these to?

22. In your workplace how can you contribute suggestions or be involved in policy review?

23. List 2 topics or issues that might be covered in a code of conduct

1.

2.

24. List **two codes of practice** that are **relevant to community services** that **WorkCover NSW** has approved to assist workers to achieve the health, safety and wellbeing standards required under the NSW Work Health and Safety Act 2011.

1.

2.

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

25. List the 2 of the 6 community workers practice standards

1.

2.

26. If one of your co-workers comes and brings her 2 children in to the workplace and leaves them in the staff room while she attends a meeting in the next room. None of the staff have a 'Working with Children's Check' and it is against organisational policy for kids to be there. How you would you handle it and who should you tell?

27. What is your key responsibility in relation to mandatory reporting?

28. If you felt you needed further professional development in a legal or ethical issue. Eg conflict of interest, informed consent, consequence of not following legal requirements. What could you do?

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

## Assessment task 2b

### Story of practice: Peer work approaches

**Instructions:** Using your experience of a person you supported in your role as a peer worker, create a story of practice by responding to the questions below.

**Essential Note:** it must be someone that you had a significant ethical concern about while you were working with them.

1. Describe the person - eg age, gender, needs, background, concerns, recovery goals (de-identify any personal details eg name)

2. How did you work with this person to promote their recovery?

3. What topics did you cover and how did you explain your role and responsibilities (including ethical responsibilities) to the person?

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

4. How do you obtain informed consent from a person? (Your answer should cover: What you need to do; what they need to know; and how do you check to make sure they understand and know the key information)

5. Provide an example of when you used the person's preferred language, meanings, concepts and understanding of wellness and illness to build rapport

6. How did you make sure that your work was holistic, consistent and strengths-based?

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

7. Name 2 other approaches you used with this person and explain how they were helpful – (A list of approaches and information about them are included in your resource book and were covered on Day 4)

--

8. Describe a situation from your work with this person, in which you had an ethical dilemma – (include information about what occurred and what made it a dilemma for you)

--

9. Explain how you resolved it. Make sure you cover – the steps in the process; the strategies you used; who you consulted or reported to; what was the outcome etc

--

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

10. Tell us about a time when one or more of your values made it hard to be non-judgemental and then describe the problem solving approach you used to resolve the competing values.

11. What were five services that were available to the person you were working with, that you did/could have assisted the person to connect with? At least 2 of these must be. Describe the supports or activities that each service provides and any access or eligibility criteria.

Name of service	What type of services could they offer?	Are they consumer/carer or peer-led services
1.		<input type="checkbox"/> Yes <input type="checkbox"/> No
2.		<input type="checkbox"/> Yes <input type="checkbox"/> No
3.		<input type="checkbox"/> Yes <input type="checkbox"/> No
4.		<input type="checkbox"/> Yes <input type="checkbox"/> No
5.		<input type="checkbox"/> Yes <input type="checkbox"/> No

12. List and attach 3 different types of documentation that you completed in your peer work (eg intake forms, case notes, communication book, incident forms, memos, referral forms, emails/letters to other workers etc ).

**Important Note:** Documentation provided must be de-identified according to the instructions at the back of this resource. Do not provide any confidential information.

**3 Resources I completed were:**

- 1.
- 2.
- 3.

**ATTACH THESE 3**

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

<b>13. Describe 3 different people you have worked with and the peer support or strategies you provided</b>			
<b>Description of the person Eg age, gender, needs, background, concerns (de-identify any personal details eg name)</b>	<b>Describe a legislation that was relevant to your work with this person Try and identify a different Act for each person</b>	<b>What was one ethical issue that arose in your work with them and describe how you managed it? Eg conflict of interest, boundary issue,</b>	<b>What peer support services did you provide and how did it meet their goals? (eg provided information about education options, used lived experiences to increase connection, provided emotional support to build hope)</b>
1.			
2.			
3.			



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

## Assessment task 2c

### Ethical and legal dilemmas

**Instructions:** Drawing on your legal and ethical knowledge you need to respond to **three 3** workplace dilemmas.

Consider the ethical dilemmas below. You need to select **three 3** of the following scenarios that are situations you have or may have encountered in your work. Then write up how you would respond by answering the questions below

#### Scenario 1

You live in a rural town. One Saturday night you attend your cousin's 21st. It's a big affair in the Land Council Hall. When you arrive you realise you are the peer worker for three of the guests. You know that they don't want it known that they are using the service. One of them approaches you when you are alone at the food table and starts to ask your advice about some trouble they've had this week. Your organisational policy permits you to attend community events even if consumers and carers are present however it does not allow personal contact outside of work hours. For family reasons, you can't leave the party.

#### Scenario 2

A consumer/carer who has depression and is currently finding life challenging tells you that one of your co-workers, who you are close to, hasn't been turning up for appointments, or comes late and leaves early. You know that this co-worker has also used the work car to run personal errands which is a breach of organisational policy. You don't want to get him in trouble, as he is a friend and you recommended him for the job.

#### Scenario 3

You live with your partner and two kids in a small rural town. You have been Ameeka's peer worker for over a year. She comes in for her regular Thursday appointment and starts to tell you about a guy she met at a party on Saturday night that she really likes. He has been staying with her ever since. This morning, while discussing with him her plans for the day, she mentioned that she was coming to see you, and he told her that he was your step-brother. You haven't seen him for a year or so, since your parents split up, and you don't get along now. You have heard that many years ago he spent 3 months in jail on drug related charges but you didn't know him then.

#### Scenario 4

You overhear a colleague telling someone on the phone how hot and sexy one of their consumers is. He doesn't use her name but he does describe her in fairly graphic physical detail. You also know that he has been looking at pornography on the work computer at lunchtime. You are very uncomfortable around him as he makes personal remarks about your figure or clothes and so you have been increasingly avoiding contact with him.

#### Scenario 5

Your aunty has unexpectedly dropped in to see you at work. While she is waiting in reception she asks several people in a loud voice what they are doing there. One of them is quite uncomfortable and doesn't answer. Your aunty feels snubbed and makes some derogatory remarks about 'stuck-up' Asian people. The consumer complains to her worker, who discusses it with your supervisor. Your supervisor has asked to talk to you this afternoon.

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

### **Scenario 6**

Your sister was staying with you on the weekend and got sick. She has been admitted to hospital and you are left with her four kids. You have no sick leave and have missed a lot of days lately. You have a number of urgent workplace activities you need to complete and several people who are expecting to see you.. You are worried that it might be the last straw with your supervisor if you don't go in today. You can't get anyone to take the kids. You wonder if the supervisor would let you take the four of them to work but you doubt it.

### **Scenario 7**

You are out for drinks with colleagues after work. One of the other workers, who has had a lot to drink in a loud voice, starts to discuss her frustrating day with one of the consumer's carer. She doesn't mention his name but she does mention other personal details that mean others could identify who she was talking about..

### **Scenario 8**

Your best friend's younger brother is living with a 'mental illness' and is unhappy with the service he is with. You have known him since he was little, know him well and really like him, as he is a nice guy. You regularly attend social activities together. Your friend has told him about your service and he wants to come. He has the right to attend any service he chooses, however your service targets people 18 years and older. He won't be 18 for 6 months but is planning to say he is 18. You hate conflict and don't want to tell your supervisor that you know him. However not telling will breach your service code of conduct.

### **Scenario 9**

Your service is currently recruiting, and you know that one of the applicants has a history of violence towards women. According to the grapevine he also uses drugs, and occasionally deals drugs. You have no evidence, and it is not first-hand information. You don't want to be unfair, but you also don't want to work with him.

### **Scenario 10**

You are a peer worker doing a home visit to someone who is becoming increasingly unwell. During the visit you observe that her 10-year-old daughter is caring for the other three kids, including making the baby's bottle and changing his nappies. She is doing it well, and is clearly experienced. She also makes sandwiches for the older kids and washes up. Her mum makes no attempt to help, but she is keen to talk to you. You are worried about the welfare of the 10-year-old, who seems to be so busy working that she isn't playing or being a kid.

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

Scenario number:	
What are the main ethical issues or potential issues?	
What is at least one legal factor (eg legislation or common law concern) you would need to consider?	
What do you say and do?	
Scenario number:	
What are the main ethical issues or potential issues?	
What is at least one legal factor (eg legislation or common law concern) you would need to consider?	
What do you say and do?	

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

Scenario number:	
What are the main ethical issues or potential issues?	
What is at least one legal factor (eg legislation or common law concern) you would need to consider?	
What do you say and do?	

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

## Assessment task 2d: Supervisor Report

### Instructions:

Ask a supervisor or appropriate third party to complete a report verifying your work skills and activities. The person completing this needs to be in a more senior position to you, be familiar with your work, be objective and have no conflicts of interest in completing it.

### Workplace Supervisor Report

**Note:** The report needs to be completed by a supervisor, manager or someone in a similar role who has supervised the candidate or can comment on their professional work. We value your contribution and ask that you answer the questions professionally and honestly. Your comments will be used by an assessor as evidence of the participant's skills and experience. **Tick to indicate the ones the participant is able to do** (Y=Yes, N=No, NA= Not applicable) Please provide comments on each section and provide examples of the participant's skills and experience.

<b>Report completed by</b>	
<b>Position</b>	
<b>Contact details</b>	

CHCLEG001 Work legally and ethically				
Elements	Can they do this?			Comments
<b>1. Identify and respond to legal requirements</b>				
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	Y <input type="checkbox"/>	N <input type="checkbox"/>	N/A <input type="checkbox"/>	
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				
<b>2. Identify and meet ethical responsibilities</b>				
2.1 Identify, access and interpret sources of information about the ethical responsibilities that apply to the work role	Y <input type="checkbox"/>	N <input type="checkbox"/>	N/A <input type="checkbox"/>	
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				

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

<b>CHCLEG001 Work legally and ethically</b>				
Elements	Can they do this?			Comments
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				
<b>3. Contribute to workplace improvements</b>				
3.1 Identify situations where work practices could be improved to meet legal and ethical responsibilities	Y <input type="checkbox"/>	N <input type="checkbox"/>	N/A <input type="checkbox"/>	
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				
Does the person understand their legal and ethical responsibilities within their work role?	Y <input type="checkbox"/>	N <input type="checkbox"/>	N/A <input type="checkbox"/>	<i>Please give an example of their legal and ethical work practice</i>
Does the person work legally within their work role?	Y <input type="checkbox"/>	N <input type="checkbox"/>	N/A <input type="checkbox"/>	
Does the person work ethically within their work role?	Y <input type="checkbox"/>	N <input type="checkbox"/>	N/A <input type="checkbox"/>	
The person can resolve ethical issues and dilemmas or report them to an appropriate person	Y <input type="checkbox"/>	N <input type="checkbox"/>	N/A <input type="checkbox"/>	
They complete records and documentation according to job role and organisational policy and procedure	Y <input type="checkbox"/>	N <input type="checkbox"/>	N/A <input type="checkbox"/>	
The person has completed workplace activities in accordance with legal and ethical requirements in <b>at least 3</b> different situations	Y <input type="checkbox"/>	N <input type="checkbox"/>	N/A <input type="checkbox"/>	
The person has developed appropriate responses to <b>at least 3</b> different legal or ethical issues relevant to the work role	Y <input type="checkbox"/>	N <input type="checkbox"/>	N/A <input type="checkbox"/>	
<b>I certify that all details in this report were written by me, and are a true and honest reflection of the participant's skills.</b>				
<b>Signed :</b>		<b>Date:</b>		

# 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:

- their name (if you use an alternative name, do not use the name of another person that accesses your service, to avoid confusion)
- their address
- 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')
- all names, addresses and dates of birth of any carers, family or friends mentioned
- 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.

- Make a photocopy of the page, so you can keep the original.
- Use a black texta to cross through the name and other identifiers listed above.
- 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](http://www.lc.unsw.edu.au/onlib/pdf/harvard.pdf)>

## Guidelines on Referencing

Source	In-text reference	Reference list entry
<b>Book</b>	<p>A recent study (Karskens 1997, p. 23) suggests...</p> <p>Ward (1966, p. 12) suggests ...</p> <p><b>Note:</b> If you are quoting directly, paraphrasing or summarising, a page number is required.</p> <p>If you are only citing the main theme of the book, no page number is required.</p>	<p>Karskens, G 1997, <i>The Rocks: life in early Sydney</i>, Melbourne University Press, Carlton.</p> <p>Ward, R 1966, <i>The Australian legend</i>, 2nd edn, Oxford University Press, Melbourne.</p> <p><b>Note:</b> Provide all of these details, in the following order:</p> <ul style="list-style-type: none"> <li>• author's surname and initial(s)</li> <li>• year of publication</li> <li>• title of book (in italics)</li> <li>• edition (if applicable), abbreviated as 'edn'</li> <li>• publisher</li> <li>• place of publication.</li> </ul>
<b>Journal article</b>	<p>Kozulin 1993, p. 257)</p> <p><b>Note:</b> If you are quoting directly, paraphrasing or summarising, a page number is required.</p> <p>If you are only citing the main theme of the article, no page number is required.</p>	<p>Kozulin, A 1993, 'Literature as a psychological tool', <i>Educational Psychologist</i>, vol. 28, no. 3, Summer, pp. 253–265.</p> <p><b>Note:</b> Provide all of these details, in the following order:</p> <ul style="list-style-type: none"> <li>• article author's surname and initial</li> <li>• year of publication of journal</li> <li>• title of article (between single quotation marks, with only the very first letter capitalised)</li> <li>• title of journal (in italics, with the first letter of each word capitalised)</li> <li>• volume, number, month or season (if applicable)</li> <li>• page number(s) of the article.</li> </ul>
<b>Website</b>	<p>(International Narcotics Control Board 1999)</p>	<p>International Narcotics Control Board 1999, United Nations, Vienna, viewed 1 October 2010, &lt;www.incb.org&gt;.</p> <p><b>Note:</b> Provide all of these details, in the following order:</p> <ul style="list-style-type: none"> <li>• name of person or organisation responsible for the website</li> <li>• date the website was created or last updated (usually found at the bottom of the web page.)</li> <li>• name and place of the "umbrella organisation" responsible for the website (if applicable)</li> <li>• date you viewed the website</li> <li>• URL of the website &lt;between angle brackets&gt;.</li> </ul>
<b>Document or article within a website</b>	<p>(International Narcotics Control Board 1999)</p>	<p>International Narcotics Control Board 1999, 'International Narcotics Control Board Report for 1998', United Nations, Vienna, viewed 1 October 1999, &lt;www.incb.org/e/index.htm&gt;.</p> <p><b>Note:</b> Provide all of these details, in the following order:</p> <ul style="list-style-type: none"> <li>• author/editor/compiler of the document/article</li> <li>• date the document/article was created or last updated (usually found at the bottom of the web page)</li> <li>• title of document/article (between single quotation marks, with only the very first letter capitalised)</li> <li>• name and place of the "umbrella organisation" responsible for the website (if applicable)</li> <li>• date you viewed the document/article</li> <li>• URL of the document/article &lt;between angle brackets&gt;.</li> </ul>

(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](http://www.mhcc.org.au).



## Relevant National Units of Competency

<b>CHCPWK001 Apply peer work practices in the mental health sector</b>	
<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
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
<b>Performance Evidence and Assessment Conditions</b>	
<p>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:</p> <ul style="list-style-type: none"> <li>• worked according to the values, ethics and philosophies of mental health peer work using available support services in at least 3 different situations:</li> <li>• communicated appropriately:               <ul style="list-style-type: none"> <li>○ used inclusive and person first language</li> <li>○ used consumer's or carer's preferred language and terminology and their personal meaning and interpretations</li> <li>○ maintained confidentiality</li> </ul> </li> <li>• communicated with:               <ul style="list-style-type: none"> <li>○ clinicians</li> <li>○ consumers</li> <li>○ carers</li> <li>○ other service providers</li> </ul> </li> </ul> <p>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.</p>	

## 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:
  - verbal communication
  - non verbal communication
  - interviewing
  - collaborative work practice
  - meeting facilitation
  - group facilitation
  - culturally appropriate language
  - 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:
  - culturally appropriate services
  - continuity of care
  - 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

<b>CHCPWK003 Apply lived experience in mental health peer work</b>	
<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
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
<b>Performance Evidence and Assessment Conditions</b>	
<p>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:</p> <ul style="list-style-type: none"> <li>• 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:             <ul style="list-style-type: none"> <li>○ used techniques to establish rapport, build shared understanding and provide hope</li> <li>○ provided objective information and opportunity for consumer/carer exploration of opportunities, rights, and options in recovery planning</li> </ul> </li> </ul> <p>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.</p>	

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

### 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:
  - strengths based strategies
  - establishing carer focused and carer friendly partnerships
  - carer'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 carer peer services:
  - carer networks
  - other 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, 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

<b>CHCLEG001 Work legally and ethically</b>	
<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
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
<b>Performance Evidence and Assessment Conditions</b>	
<p>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:</p> <ul style="list-style-type: none"> <li>completed workplace activities in accordance with legal and ethical requirements in at least 3 different situations</li> <li>developed appropriate responses to at least 3 different legal or ethical issues relevant to the work role</li> <li>identified and communicated at least 2 potential work practice improvements designed to enhance workplace responsiveness to legal and ethical requirements</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>use of suitable facilities, equipment and resources, including:               <ul style="list-style-type: none"> <li>current legislation, regulations and codes of practice</li> <li>organisation policies, procedures and protocols</li> </ul> </li> <li>modelling of industry operating conditions, including presence of problem solving activities</li> </ul>	
<b>Knowledge Evidence</b>	
<p>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:</p> <ul style="list-style-type: none"> <li>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:               <ul style="list-style-type: none"> <li>children in the workplace</li> <li>codes of conduct</li> </ul> </li> </ul>	

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

<b>BSBCMM401 Make a presentation</b>	
<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
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
<b>Required Skills and Knowledge</b>	
<b>Essential knowledge</b> <ul style="list-style-type: none"> <li>• Culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• 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</li> <li>• Literacy skills to prepare presentation information and to write in a range of styles for different target audiences</li> </ul>	
<b>Essential skills</b> <ul style="list-style-type: none"> <li>• Data collection methods that will support review of presentations</li> <li>• Industry product/service</li> </ul>	
<b>Critical Aspects of Assessment</b>	
Evidence of the following is essential: <ul style="list-style-type: none"> <li>• preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest</li> <li>• knowledge of the principles of effective communication</li> </ul>	

CHCGROUP302D Support group activities	
ELEMENT	PERFORMANCE CRITERIA
1. Identify the purpose of the group	1.1 Identify and determine with members of the group, activities which meet the group purpose 1.2 Discuss and establish with all group members, rules for group behaviour 1.3 Identify, acknowledge and respect <i>individual differences</i> of workers and group members 1.4 Seek, identify and accommodate goals, needs and expectations of participants according to available <i>resources</i>
2. Establish relationship with the group	2.1 Define roles played by group members including the worker 2.2 Encourage a suitable level of participation 2.3 Inform group of resources available to meet group needs 2.4 Assess capacity of the worker to respond to group's needs and communicate to the group, in an appropriate manner 2.5 Identify and implement the most appropriate <i>support</i> to achieve the objectives of the activity 2.6 Model <i>clear communication</i> to group members 2.7 Encourage group members to use clear and appropriate communication 2.8 Respect individual differences and needs in communication and interaction with group members 2.9 Ensure communication and interactions with group are appropriate to aim and purpose of group 2.10 Implement appropriate processes as necessary to address breaches of behaviour 2.11 Encourage participants to agree on and abide by a set of appropriate guidelines 2.12 Promote group achievements in a way which motivates and recognises participants' efforts 2.13 Keep records of group interaction, where required, in a manner consistent with organisation's documentation requirements
3. Organise resources for <i>group activities</i>	3.1 Work to ensure adequate resourcing is available 3.2 Communicate to group availability of resources and guidelines for use 3.3 Encourage cooperative approach to the use of resources 3.4 Complete <i>reports</i> on use of resources if required 3.5 Ensure reports are completed to standard required by organisation
Required Skills and Knowledge	
<p><b>Essential knowledge</b></p> <p>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 identified work role</p> <p>These include knowledge of:</p> <ul style="list-style-type: none"> <li>• Dynamics of groups and the different styles of group leadership and decision-making</li> <li>• Effective communication techniques</li> <li>• Conflict management</li> <li>• Organisation's policies, principles and procedures</li> <li>• Relevant organisation and community resources</li> <li>• Building and maintaining relationships</li> <li>• Relevant models such as stages of group development and stages of change model</li> </ul>	

**Essential skills:**

It is critical that the candidate demonstrate the ability to:

- Support group activities for formal and informal groups
- Participate in a variety of group activity types identified in the Range Statement or in the workplace
- Provide support for appropriate target groups

In addition, the candidate must be able 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 identified work role

These include the ability to:

- Apply oral communication skills including asking questions, clarifying issues/topics, providing information in the workplace setting:
  - language used may be English or community language, depending on the client group
- Apply written communication competence to complete reports required by the organisation:
  - complexity of reports may vary from completing an organisation proforma, to completing a unstructured report
  - literacy support for completing reports may vary from the availability of support from a supervisor to no support available in the workplace
  - reports may be written in English or community language depending on the organisation requirements
- Apply reading competence required to fulfil the job role:
  - this may vary from no competence required (if information on the availability of resources, materials etc for the group are conveyed verbally), to the ability to read work-related texts, which may include lists of available resources, names of group members, policy statements on use of equipment and resources etc
  - language in use may be English or community language depending on organisation

**Evaluation form for Foundations of Peer Work – Part 2 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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