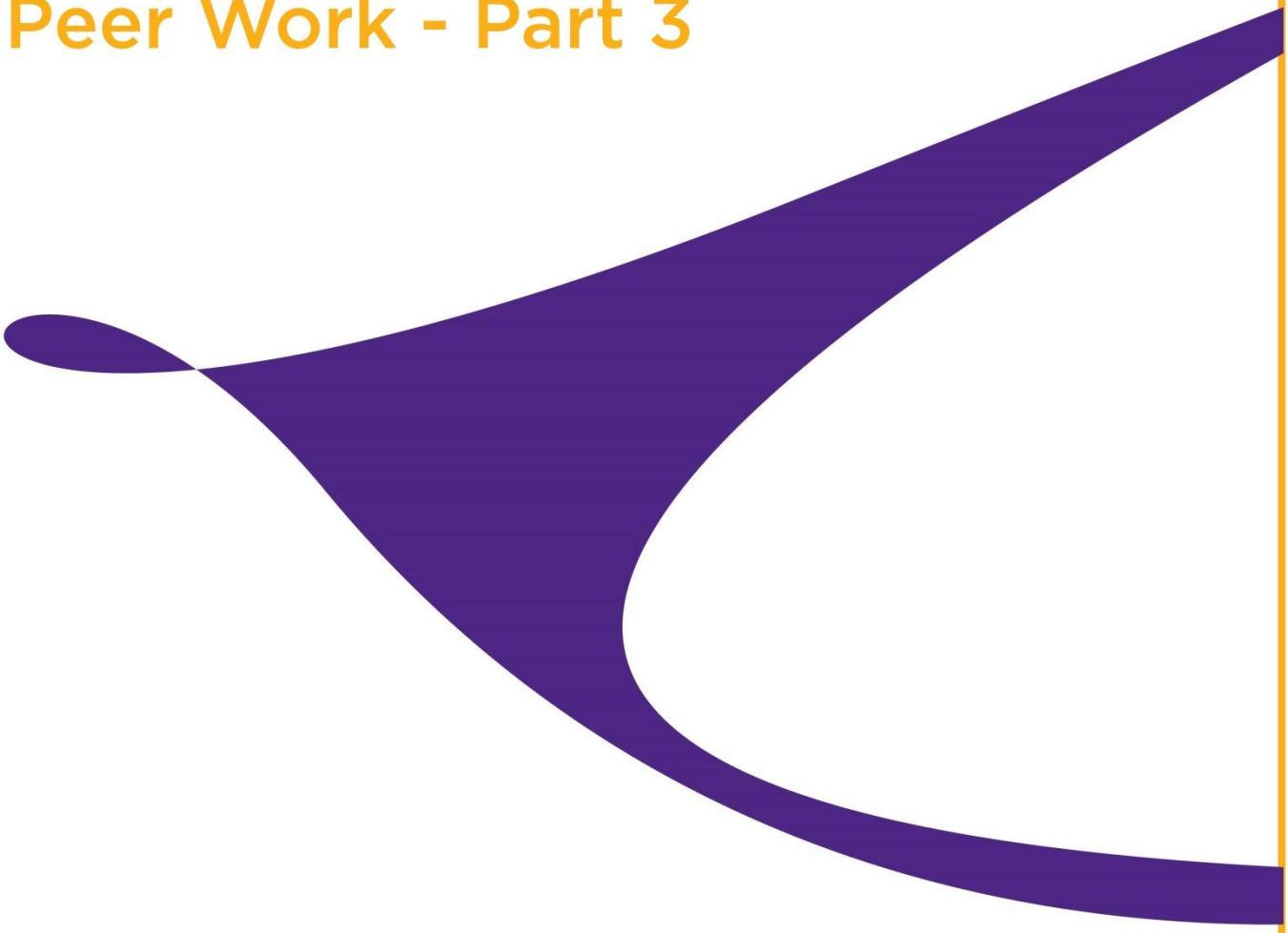
CERTIFICATE IV in Mental Health Peer Work

CHC43515

Foundations of Peer Work - Part 3



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Assessment Book

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Acknowledgements

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Assessment Record

Certificate IV in Mental Health Peer Work CHC43515

Assessment title	Foundations of Peer Work – Part 3 Assessment Book
Summary of evidence	Questions and answers, self-reflection, short answers and feedback activity, self-evaluation, Supervisor's report.

N**OTE:** 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 CHCPWK003	Apply peer work practices in the mental health sector Apply lived experience in mental health peer work	**Part 1 & 2**	Supervisor report & Practice Log Book (showing at least 80 hours completed)
CHCLEG001 CHCPWK004 CHCPWK005	Work legally and ethically - Elective Work effectively in consumer mental health peer work (see below) ***OR*** Work effectively with carers as a mental health peer worker (see below)	**Part 1, 2 & 3**	Supervisor report & Practice Log Book (showing at least 80 hours completed)
CHCPWK002 BSBCMM401 CHCGROUP302D	Contribute to the continuous improvement of mental health services for consumers and carers - Core Make a presentation - Elective Support group activities - Elective	**Part 2, 3 & 4**	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

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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**	

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Assessment Progress Report (office use only)			
Date due		**Date submitted**	
Name of candidate			
Name of assessor			
Assessment title	Foundations of Peer Work – Part 3 Assessment Book		
Summary of evidence	Questions and answers, stories of practice, self-reflection, short answers and feedback activity, self-evaluation		
Qualification	Certificate IV in Mental Health Peer Work CHC43515		

Results: S Satisfactory R Requires further work U Unsatisfactory	**1st Submission S or R**	**2nd Submission** (first resubmit, if required) **S or R**	**3rd Submission** (final resubmit, if required) **S or U**
Foundations of Peer Work – Part 3 Assessment Book			

Final Comments – ***Complete if Assessment is Satisfactory or 3rd Submission is Unsatisfactory. If requires further work see "Resubmission Required" section below.***			
Assessor's signature	✍	Date	

Resubmission Required			
If 1st Submission requires further work, please provide details.			
Assessor's signature	✍	Date	
If 2nd Submission requires further work, please provide details.			
Assessor's signature	✍	Date	

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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: certivmhsupport@mhcc.org.au

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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
Assessment task 3a Peer work in the workplace	A series of short answer questions on peer work in the workplace, such as working with others, reflective practice and self-care
Assessment task 3b	**Story of Practice** Short descriptions in a table of three (3) people you have worked with.
Assessment task 3c Supervisor's Report for **Consumer Peer Workers only** **Assessment task 3d** Supervisor's Report for **Carer Peer Workers only**	**To be completed by supervisor or other appropriate person** 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. 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. This person can **NOT** be a colleague who is also currently studying the Certificate IV in Mental Health or the Certificate IV in Mental Health Peer Work

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 rear 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 rear 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.

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Assessment task 3a: Peer work in the workplace

1. Give an example of how you have used your lived experience (in relation to mental health) to establish and maintain a safe and positive working relationship?
2. What peer specific policies, procedures, guidelines or expectations does your organisation have eg guidelines for using lived experience, peer boundaries?
3. How do you work to encourage self-determination?
4. Give an example of when you have provided a range of information about options or resources so a person can make a real choice to meet their needs.

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4b. How do you keep your information up to date and maintain its currency?
5. Describe two challenges of being a peer worker and how you have overcome them.
a.
b.
6. How do you contribute to maintaining an effective workplace? Eg be punctual, help the team

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7. What is one international peer development, resource or website that has been useful to you as a peer worker?

8. What is meant by the term ***reasonable adjustment*** and how can this be used in your service?

9. Give an example of collaboratively working with different types of colleagues		
Type of contact	Name of service	Describe how it was collaborative
9a. Clinicians		
9b. Carer or consumer networks		
9c. Other workers		
9d. Other services or agencies		

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10. Give an example of how you have worked with a person to build their skills and increase their involvement in the community or with community supports.

11. How do you identify and confirm consumer preferences, values, meanings, needs and goals?

12. What are 2 strategic questions you could ask to identify cultural needs? Give an example of how you would address one of these cultural needs
2 questions: a. b. An example of how you would address one of these cultural needs:

13. How do you manage competing demands and time pressures in your role as a peer worker?

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14. Reflect on your own values and describe how they align with your organisational values or code of ethics.

15. Why is it important for a peer worker to be self-aware (ie to understand themselves and the effect they have on others)?

16. Reflect on your own practice and identify three areas for growth.
1. 2. 3.

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17. In your own words describe the difference between role strain, role conflict and role confusion and give an example of when you have experienced one of these. Describe how you were able to resolve it. • Role strain is: • Role conflict is: • Role confusion is: • One example of when I have experienced one of these is:
Role strain is: Role conflict is: Role confusion is: One example of when I have experienced one of these is:
18. Describe how you stay informed and up to date on current trends, developments and emerging practice in peer work.
19. How do you promote peer work eg to other workers?

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20. Give 5 examples of strategies you could use to responded promptly and supportively to a person in distress or crisis,
1. 2. 3. 4. 5.

21. **Give** examples **of 2 issues or situations that are beyond your expertise or role and who you could refer to.**	
Issue / Situation	**Who could you refer this to**

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22. How can peer work contribute to community development and community capacity building?

23. How can caring impact on the carer, the consumer and family relationships?

24. How do you consult with consumers or encourage their participation so you stay current about their needs and preferences?

25. How can your mood, attitudes or actions impact on others in the workplace?

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Self care
26. How can debriefing or peer supervision help you to manage stress?
27. Describe two self-care strategies you used this week?
1. 2.
28. What are two areas from your personal wellbeing plan that you are working on to promote your own emotional health and wellbeing?

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29. What are two self-care strategies you use when you get distressed or overwhelmed at work?
1. 2.

30. As a peer worker who listens to many stories of trauma, how do you remain balanced and avoid experiencing vicarious trauma?

31. List 2 barriers to self-care and how you could overcome them	
Self-Care Barriers	Strategies to overcome these barriers

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Assessment task 3b: Short stories of practice in a table

	PERSON 1	PERSON 2	PERSON 3
Description of the person Eg age, gender, needs, background, concerns (de-identify any personal details eg name)			
How did you establish an effective relationship with this person?			
What was their understanding/frame of mental health? Eg trauma, biological			
What were 2 of their goals?			

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

	PERSON 1	PERSON 2	PERSON 3
What information, resources or training did you provide them with?			
What peer services did you provide?			
What peer values and approaches did you use?			

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	PERSON 1	PERSON 2	PERSON 3
Who did you work collaboratively with eg • Other staff • consumer networks • other consumer workers • services and agencies eg made referrals			
What were the outcomes of your work?			
What documentation did you complete?			
List one policy and procedure that was relevant in your work with each person			

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Assessment task 3c: Supervisor Report – for Consumer Peer workers

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 positions 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.	
Report completed by	
Position	
Contact details	

TO BE COMPLETED FOR CONSUMER PEER WORKERS ONLY				
CHCPWK005 Work effectively with carers as a mental health peer worker				
Elements	Can they do this?			Comments
1. Establish and maintain effective consumer peer work relationships	Y ❒	N ❒	N/A ❒	
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	Y ❒	N ❒	N/A ❒	
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				

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TO BE COMPLETED FOR **CONSUMER** PEER WORKERS ONLY				
CHCPWK005 Work effectively with carers as a mental health peer worker				
Elements	Can they do this?			Comments
3. Facilitate access to resources and information	Y ❒	N ❒	N/A ❒	
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	Y ❒	N ❒	N/A ❒	
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	Y ❒	N ❒	N/A ❒	
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				

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TO BE COMPLETED FOR **CONSUMER** PEER WORKERS ONLY				
CHCPWK005 Work effectively with carers as a mental health peer worker				
Elements	Can they do this?			Comments
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	**Y** ❒	**N** ❒	**N/A** ❒	
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				
Works according to the values, ethics and philosophies of consumer mental health peer work	**Y** ❒	**N** ❒	**N/A** ❒	*Please give an example of the effectiveness of their peer work practice*
Has worked with at least **3 different people** with mental illness:	**Y** ❒	**N** ❒	**N/A** ❒	
Uses the following peer work communication strategies with the consumer • inclusive and person first language • strategic questioning • collaborative approach to support self-determination	**Y** ❒	**N** ❒	**N/A** ❒	
Worked collaboratively with others in the provision of consumer peer services: • consumer networks • other consumer workers • services and agencies	**Y** ❒	**N** ❒	**N/A** ❒	
Does the person understand and work within their work role?	**Y** ❒	**N** ❒	**N/A** ❒	
Does the person work to improve their practice?	**Y** ❒	**N** ❒	**N/A** ❒	
Does the person work ethically within their work role?	**Y** ❒	**N** ❒	**N/A** ❒	
Does the person communicate effectively with a range of individuals?	**Y** ❒	**N** ❒	**N/A** ❒	

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TO BE COMPLETED FOR **CONSUMER** PEER WORKERS ONLY				
CHCPWK005 Work effectively with carers as a mental health peer worker				
Elements	Can they do this?			Comments
Do they practice self-care and maintain a healthy work life balance?	Y ❒	N ❒	N/A ❒	
The person can resolve ethical issues and dilemmas or report them to an appropriate person	Y ❒	N ❒	N/A ❒	
They compete peer and workplace records and documentation according to job role and organisational policy and procedure	Y ❒	N ❒	N/A ❒	
I certify that all details in this report were written by me, and are a true and honest reflection of the participant's skills.				
Signed :	**Date:**			

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Assessment task 3d: Supervisor Report – for Carer Peer workers

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 positions 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.	
Report completed by	
Position	
Contact details	

TO BE COMPLETED FOR CARER PEER WORKERS ONLY				
CHCPWK005 Work effectively with carers as a mental health peer worker				
Elements	Can they do this?			Comments
1. Establish and maintain effective relationships with mental health carers	Y ❒	N ❒	N/A ❒	
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				

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TO BE COMPLETED FOR CARER PEER WORKERS ONLY				
CHCPWK005 Work effectively with carers as a mental health peer worker				
Elements	Can they do this?			Comments
2. Facilitate access to resources and information	Y ❒	N ❒	N/A ❒	
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	Y ❒	N ❒	N/A ❒	
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				

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TO BE COMPLETED FOR **CARER** PEER WORKERS ONLY				
CHCPWK005 Work effectively with carers as a mental health peer worker				
Elements	Can they do this?			Comments
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	**Y** ❒	**N** ❒	**N/A** ❒	
4.3 Contribute to policy development about peer issues				
4.4 Promote the service and peer work to other workers				
Works according to the values, ethics and philosophies of carer mental health peer work	**Y** ❒	**N** ❒	**N/A** ❒	*Please give an example of the effectiveness of their peer work practice*
Works within carer peer boundaries according to the values, ethics and philosophies of carer mental health peer work with at least **3 different carers**	**Y** ❒	**N** ❒	**N/A** ❒	
Uses 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	**Y** ❒	**N** ❒	**N/A** ❒	
worked collaboratively with others in the provision of carer peer services: • carer networks • other workers • services and agencies	**Y** ❒	**N** ❒	**N/A** ❒	
Does the person understand and work within their work role?	**Y** ❒	**N** ❒	**N/A** ❒	
Does the person work to improve their practice?	**Y** ❒	**N** ❒	**N/A** ❒	
Does the person work ethically within their work role?	**Y** ❒	**N** ❒	**N/A** ❒	
Does the person communicate effectively with a range of individuals?	**Y** ❒	**N** ❒	**N/A** ❒	

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TO BE COMPLETED FOR CARER PEER WORKERS ONLY				
CHCPWK005 Work effectively with carers as a mental health peer worker				
Elements	Can they do this?			Comments
Do they practice self-care and maintain a healthy work life balance?	Y ❒	N ❒	N/A ❒	
The person can resolve ethical issues and dilemmas or report them to an appropriate person	Y ❒	N ❒	N/A ❒	
They compete peer and workplace records and documentation according to job role and organisational policy and procedure	Y ❒	N ❒	N/A ❒	
I certify that all details in this report were written by me, and are a true and honest reflection of the participant's skills.				
Signed :	**Date:**			

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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>

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.

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Relevant National Units of Competency

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	

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- 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

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

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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.

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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

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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:
  - 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.

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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

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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:
  - current legislation, regulations and codes of practice
  - 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:
  - children in the workplace
  - codes of conduct

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- 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

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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	

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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 *individual differences* of workers and group members 1.4 Seek, identify and accommodate goals, needs and expectations of participants according to available *resources*
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 *support* to achieve the objectives of the activity 2.6 Model *clear communication* 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 *group activities*	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 *reports* on use of resources if required 3.5 Ensure reports are completed to standard required by organisation

Required Skills and Knowledge

Essential knowledge

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

These include knowledge of:

- Dynamics of groups and the different styles of group leadership and decision-making
- Effective communication techniques
- Conflict management
- Organisation's policies, principles and procedures
- Relevant organisation and community resources
- Building and maintaining relationships
- Relevant models such as stages of group development and stages of change model

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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

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Evaluation form for Foundations of Peer Work – Part 3 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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