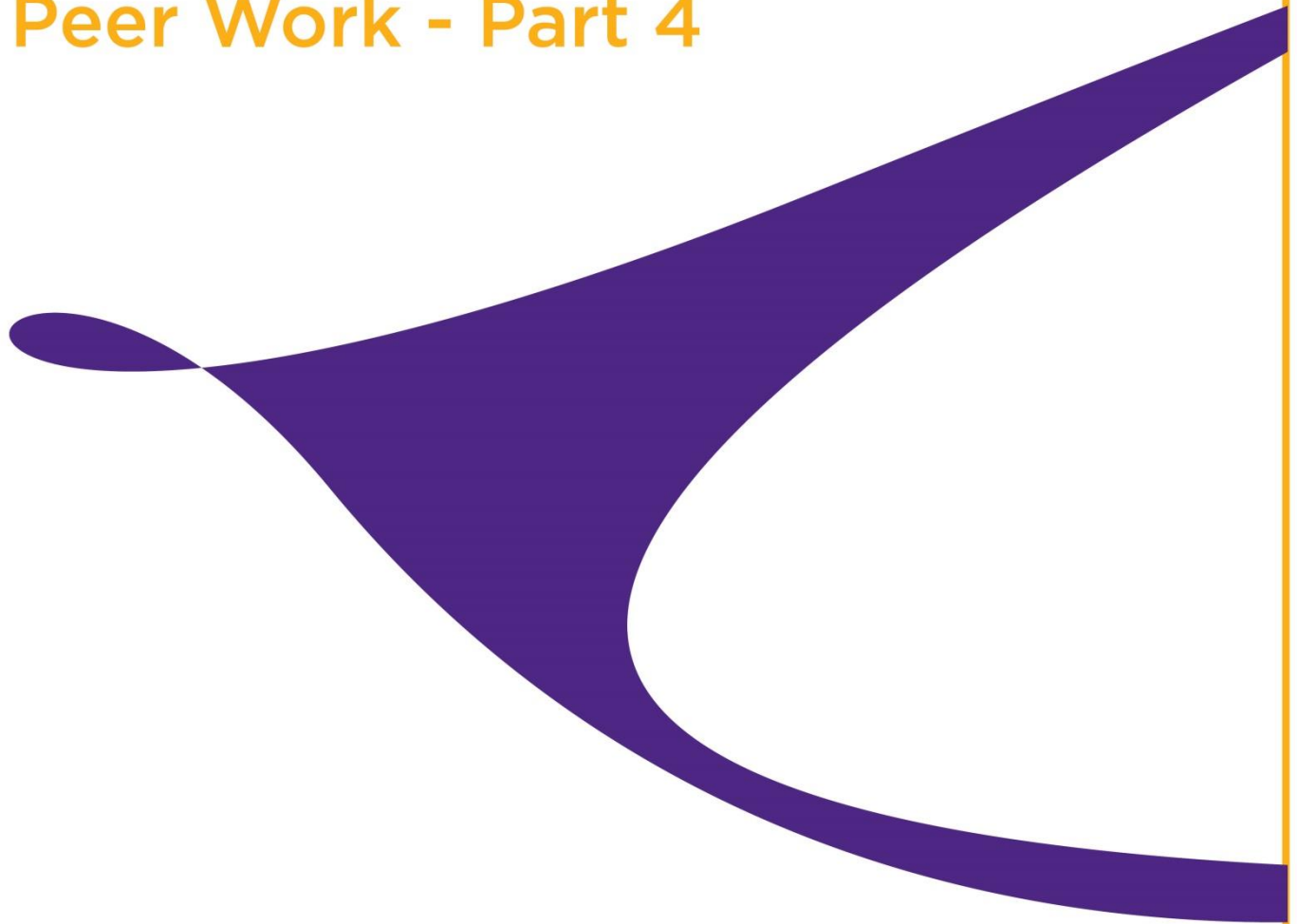


CERTIFICATE IV in Mental Health Peer Work

CHC43515

Foundations of Peer Work - Part 4



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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

Assessment title	Foundations of Peer Work – Part 4 Assessment Book
Summary of evidence	Questions and answers, stories of practice, short presentation and self-reflection, short answers and feedback activity, self-evaluation


NOTE: The following units of competency in this qualification are assessed holistically and are covered in **Foundations of Peer Work Assessment Books, Practice Log and Supervisor 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 report**.

Units of competency assessed holistically		Assessed in Book/s	As well as:
CHCPWK001	Apply peer work practices in the mental health sector	Part 1 & 2	Supervisor report & Practice Log Book (showing at least 80 hours completed)
CHCPWK003	Apply lived experience in mental health peer work		
CHCLEG001	Work legally and ethically - Elective	Part 1, 2 & 3	Supervisor report & Practice Log Book (showing at least 80 hours completed)
CHCPWK004	Work effectively in consumer mental health peer work (see below) OR		
CHCPWK005	Work effectively with carers as a mental health peer worker (see below)		
CHCPWK002	Contribute to the continuous improvement of mental health services for consumers and carers - core	Part 2, 3 & 4	Supervisor report & Practice Log Book (showing at least 80 hours completed)
BSBCMM401	Make a presentation - Elective		
CHCGRP001	Support group activities - Elective		


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.

Name			
Address			
		Postcode	
Phone		Email	
Workplace			
Trainer		Group	
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"> • 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.	<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>		
Signature		Date	

Assessment Progress Report (office use only)

Date due		Date submitted	
Name of candidate			
Name of assessor			
Assessment title	Foundations of Peer Work – Part 4 Assessment Book		
Summary of evidence	Questions and answers, stories of practice, short presentation and 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 4 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	
-----------------------------	---	-------------	--

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

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
Assessment task 4a Continuous improvement (CI)	Part A: A series of short answer questions on contributing to continuous improvement in your work
	Part B: Design a service feedback form
	Part C: Present your research findings in a report
	Part D: Identify service gaps by researching other services in your local area
	Part E: Communicate your findings by distributing the report to your supervisor and other stakeholders
Assessment task 4b Project: Facilitate a group session to meet individual outcomes	You are asked to prepare a presentation for a small group, on any topic related to your peer work role. To evaluate your presentation skills you must complete a self-reflection form after the presentation.
Assessment task 4c Short stories of practice	You are asked to outline your participation in two different groups through completing short stories of practice that show how you supported the activities of each group.

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.

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

Assessment Task 4a

Continuous improvement (CI)

Part A: Short answer questions about how you contribute to CI in your work

1. Describe two contributions you have made in the last 12 months to service improvement?

1.

2.

2. Describe the PDCA (Plan Do Check Act) model or another model of continuous improvement and how you use it in your work.

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

3. What feedback do you gather on the effectiveness of your work or program?

--

4. Describe at least one way that you may contribute to the development of the peer workforce.

--

5. How have you used your peer perspective to influence either the team or workplace to gain a better understanding of peer practice?

--

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

6. Describe a consumer and carer friendly research method and give an example.

7. Provide three reasons why you think consumer or carer led research or evaluation is important.

1.

2.

3.

8. Provide an example of how you support consumer and carer initiatives.

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

Part B: Design an 'experience of service' form

Note: The following sections B, C, D and E involve you completing a continuous improvement project

The form must include

- strengths (what is working now)
- concerns (what is not working)
- suggestions for improvement
 - areas for change
 - gaps in services
 - cultural aspects
- consultation with at least one consumer or carer in developing the form.

Seek approval by your supervisor to use the form and complete this activity.

Have the form completed by at least

- 4 consumers
- 4 carers
- 4 other stakeholders (e.g. community members, elders, leaders, peer workers etc).

Please note the following:

Explain clearly to those you are asking to complete the form that the purpose of completing it is for your assessment. The feedback form should be anonymous, and people's name and identifying details should not be included.

Best practice and national policy is for all workers in mental health to have positive contact with carers/friends/families – however it is understood that the main focus of their role is consumers. If you are having difficulty gaining contact with carers as a consumer peer workers, or consumer as a carer peer worker, please contact your assessor.

Ensure that you have consent from all parties before proceeding. If you have any concerns about undertaking this activity in the workplace, please discuss it with your supervisor and assessor before seeking to complete the survey.

Provide and attach any additional documentation that you used in the process.

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

Part C: Present your research findings in a report

The report should contain:

- at least two pages of content
- summaries of your data and findings, e.g. a table or graph (drawn by hand or computer)
- at least five recommendations for improvement in the service, based on the feedback you collected
- information on how many people were surveyed and their roles, e.g. carer or consumer
- information on how accessible, well-known and culturally relevant the service is
- a description of how you encouraged consumers and carers to participate
- a description of how you analysed the feedback you received and how you intend to use this report.

Note: No personal identifying details should be included in the report

Note: Any indications of neglect or abuse in service delivery must be reported to your supervisor immediately.

Part D: Identify service gaps

Based on your findings, research other services in the area to see whether identified gaps are being addressed by other programs. Comment on any gaps that exist and make suggestions for your supervisor about how they could be filled.

Part E: Communicate your findings

Provide a copy of your report to your supervisor and other interested parties, e.g. other peer workers.

Participant declaration

I confirm that:

- at least one consumer or carer was involved in developing the design of my form
- all identifying details have been removed and confidentiality maintained
- any incidents of abuse or neglect have been reported to a supervisor for action
- a copy of my report has been given to my supervisor.

Participant signature:

Date:

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

Assessment Task 4b

Project: Facilitate a group session to meet individual outcomes

This assessment needs to be completed over time and requires you to get sign-off from your line supervisor. The presentation itself is delivered during the workshop.

Instructions:

You are to prepare a presentation and activity with a specific group of consumers or carers in mind. It may be for consumers you work with or an extra session for an existing regular meeting, peer worker meeting or group.

You may present on *any topic related to peer work*. For example, you may decide to present on the service feedback project you described earlier.

Ask the participants who attend the session to provide you with feedback on the attached feedback form. Print copies of this form for all participants to complete.

Ensure you include the following elements in your project.

- Develop a presentation of at least ten minutes in length
- Deliver the presentation to a group of at least five people
- Include an activity that involves all participants
- Include at least one handout for participants following workplace documentation protocols
- Facilitate questions about the presentation at the end and ask participants to complete the feedback form
- Complete a self-assessment and reflection to evaluate yourself.

Steps

Step 1: Select your topic and fill out the Preparation Documentation sheet provided

Step 2: Create your handout/s for the presentation and make copies of the feedback form for each participant

Step 3: Get your line supervisor to sign off your plan and handout/s to confirm that they meet workplace documentation requirements and processes

Step 4: Facilitate the session then handout and collect the feedback forms

Step 5: Fill out your Self-assessment sheet

Step 6: Review your Self-assessment sheet and your feedback sheets and answer the reflection questions

Step 7: On the assessment due date, hand in the:

- signed Preparation Documentation sheet
- handout/s (staple these into your assessment book)
- self-assessment sheet
- feedback sheets (staple these into your assessment book)
- reflection sheet.

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

Preparation Documentation

You must complete the following and attach your handout/s, then have them signed off by your supervisor. These need to be handed in on the assessment due date.

Name of Presenter	
Presentation Purpose	
What is the topic of the presentation?	
Who is the presentation for? (Ensure it is de-identified if you include information about specific people.)	
What are the outcomes you want to achieve?	
Workplace Documentation and Processes	
If you are presenting this session in the workplace, when would you organise it for? e.g. attach it to an existing peer worker meeting or invite consumers to a separate meeting that you set up	

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

How will you ensure each person is able to attend the session?

What are the risks of this session not achieving the planned outcomes?

How can you minimise the risks?

How will you ensure the rights and safety of all members is maintained? What are three things you would consider?

What materials will you prepare and distribute?

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

What policies and procedures do you need to consider in preparing the materials and running the session?

--

Besides your supervisor, who else do you need to consult in your organisation to prepare and deliver it and why?

--

What workplace documentation do you need to complete to record your group session?

--

What *Work Health & Safety* (WHS) considerations are there in running the session and how will you address them?

--

Group Members' Individual Needs

Think about each individual in the group. How will you make sure the presentation meets the needs of each person as well as the group as a whole?

--

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

What potential conflict may occur and how will you deal with it?

How will your understanding of group dynamics, group roles and group behaviours help you to prepare the session?

Delivery Preparation

How will you introduce the topic?

What are the main points you will cover?

What activity will you use in the presentation (to make it interactive)?

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

How will you conclude the session (so people remember it)?	
Supervisor Confirmation	
Name of line supervisor	
Email contact	
Phone contact	
I confirm that the above plan and attached handouts meet workplace documentation requirements and processes and the session prepared is within the presenter's work role parameters.	
Comments	
Signature	
Date	

We may contact you to verify your confirmation.

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

Delivery Checklist and Self-Assessment

This list has two purposes. It acts as a checklist for preparing your session and also needs to be filled out once you have presented.

Please complete this form after your presentation and hand it in with your preparation documentation, evaluations and reflections on the assessment due date.

<i>Place a tick in the relevant column</i>	Yes	Partially	No	Comments
Preparation Skills				
Arranged the space appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Prepared required material and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Used an attendance register or noted attendance and apologies in minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Used an effective and engaging opener to the presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Introduced and outlined the topic to be presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sought agreement from group around purpose, process and intended outcomes of the presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Verbal Presentation Skills				
Used voice projection (varied pitch, tone & volume)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maintained an appropriate pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Avoided use of fillers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Used language and terms appropriate to participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Used humour to motivate and engage with participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Non-verbal Presentation Skills				
Maintained appropriate facial expression and eye contact with participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Used body language to engage participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Avoided nervous non-verbal clues (fidgeting and pacing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Made good use of the presentation space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maintained level of energy and enthusiasm throughout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Used a variety of presentation methods/aids to suit all learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Presentation Content				
Appeared organised and confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Topic was presented in an interesting and relevant way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Information presented in a logical flow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

<i>Place a tick in the relevant column</i>	Yes	Partially	No	Comments
Demonstrated an in-depth understanding of the topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Used a range of examples and scenarios to support key messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Creative approaches used to create interest and engage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Presented different perspectives on the topic in a respectful and inclusive way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Synthesized and summarised information throughout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Effectively linked theory to practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Used an activity that was relevant and worked well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Balanced individual and group needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skills for encouraging participation				
Used good strategies for involving participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Elicited the experience and knowledge of participants in the room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Encouraged questions from participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Answered questions effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Acknowledged others' values and opinions respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Gave appropriate feedback in a supportive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Closing				
Summarised key points of presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Made a clear conclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ended presentation with good impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

Feedback form for group participants

Name of facilitator				Date	
The facilitator ... <i>(Place a tick in the relevant column)</i>	Yes	Partially	No	Comments	
Preparation Skills					
Arranged the space appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Prepared required material and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Used an attendance register or noted attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Used an effective and engaging opener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Introduced and outlined the topic to be presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Sought agreement from group around purpose, process and intended outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Verbal Presentation Skills					
Used voice projection (varied pitch, tone & volume)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Maintained an appropriate pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Avoided use of fillers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Used language/ terms appropriate to participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Used humour to motivate and engage participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Non-verbal Presentation Skills					
Maintained appropriate facial expression and eye contact and with participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Used body language to engage participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Avoided nervous non-verbal clues (fidgeting/pacing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Made good use of the presentation space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Maintained level of energy/enthusiasm throughout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Used a variety of presentation methods/aids to suit all learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Presentation Content					
Appeared organised and confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Presented topic in an interesting and relevant way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Information presented in a logical flow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Demonstrated an in-depth understanding of topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Used examples/scenarios to support key messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Creative approaches were used to engage interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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

Name of facilitator	Date			
The facilitator ... (Place a tick in the relevant column)	Yes	Partially	No	Comments
Presented different perspectives on the topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Synthesized/summarised information throughout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Effectively linked theory to practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Used an activity that was relevant and worked well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Balanced individual and group needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skills for encouraging participation				
Used good strategies for involving participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Elicited the experience and knowledge of participants in the room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Encouraged questions from participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Answered questions effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Acknowledged others values/opinions respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Gave appropriate feedback in a supportive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Closing				
Summarised key points of presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Made a clear conclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ended presentation with good impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Made a clear conclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ended presentation with good impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

Evaluation

Using your own self-evaluation and the feedback received from participants, please fill out the following section.

Summary of my own Reflections	
My strengths as a facilitator:	What could I do differently?
Summary of Feedback from Group Members on the Facilitation	
What they said about my strengths:	What they said I could do differently?
How do I feel about the feedback?	

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

What changes will I personally make?

What did I learn from the process?

How can I evaluate my skills and gather further feedback in the workplace?

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

Assessment Task 4c: Short stories of practice

Instructions: In the table below you are asked to complete two stories of practice about your participation in two different groups. These may be groups you attended as part of your role as peer worker, a broader workplace or a networking activity. It could also be a support group, volunteer or community group outside of your work role. You may have led or facilitated this group, provided information or education or shared lived experience and provided mutual peer support. The group experiences you choose need to be groups of **five or more participants**.

	GROUP 1	GROUP 2
Briefly describe the group you participated in, including the type of group (e.g. training group, information group, support group) and the purpose?		
Describe your role in the group and how this supported and contributed to the activities and outcomes of the group?		
Outline the roles of the other members of this group?		

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

	GROUP 1	GROUP 2
What were the group rules or guidelines for working together? How were these agreed and how were they maintained?		
What resources and supports enabled the group to run effectively? Include: <ul style="list-style-type: none"> • equipment & facilities • expertise of members • advice or support from others 		
What skills and approaches did you use to build relationship within the group?		
What was one challenge that arose in the group and how did you address and resolve it? (e.g. a group dynamic or safety issue)		
What was an outcome or goal that was achieved by the group?		

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	<p>A recent study (Karskens 1997, p. 23) suggests...</p> <p>Ward (1966, p. 12) suggests ...</p> <p>Note: 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>Note: Provide all of these details, in the following order:</p> <ul style="list-style-type: none"> • 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	<p>Kozulin 1993, p. 257)</p> <p>Note: 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>Note: Provide all of these details, in the following order:</p> <ul style="list-style-type: none"> • 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	<p>(International Narcotics Control Board 1999)</p>	<p>International Narcotics Control Board 1999, United Nations, Vienna, viewed 1 October 2010, <www.incb.org>.</p> <p>Note: Provide all of these details, in the following order:</p> <ul style="list-style-type: none"> • 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	<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, <www.incb.org/e/index.htm>.</p> <p>Note: Provide all of these details, in the following order:</p> <ul style="list-style-type: none"> • author/editor/compiler of the document/article • date the document/article was created or last updated (usually found at the bottom of the web page) • title of document/article (between single quotation marks, with only the very first letter capitalised) • name and place of the "umbrella organisation" responsible for the website (if applicable) • date you viewed the document/article • URL of the document/article <between angle brackets>.

(Adapted from University of New South Wales 2010)

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

Relevant National Units of Competency

CHCPWK001 Apply peer work practices in the mental health sector	
ELEMENT	PERFORMANCE CRITERIA
1. Identify the context of mental health peer work	1.1 Access, review and use contemporary and emergent literature on mental health peer work and practices 1.2 Apply awareness of the historical context of peer work 1.3 Consider changing social, political, cultural and economic context in all peer work 1.4 Define peer work role and structures in a range of mental health services 1.5 Identify a range of mental health consumer and carer networks relevant to peer work 1.6 Apply knowledge of the consumer and carer movements
2. Apply the values and central philosophies of mental health peer work	2.1 Identify own values and how these may influence/impact peer work 2.2 Identify the organisation's peer work philosophies and how this impacts on own approach to peer work 2.3 Apply access and equity principles in peer work 2.4 Communicate with consumers and others in ways that support the values and philosophies of peer work 2.5 Maintain confidentiality of information and explain limits of confidentiality to others
3. Identify and use mental health service options	3.1 Access the range of support services provided by consumer peers and carer peers 3.2 Use information about mental health systems and the range of service options available to support the recovery process
Performance Evidence and Assessment Conditions	
<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"> • worked according to the values, ethics and philosophies of mental health peer work using available support services in at least 3 different situations: • communicated appropriately: <ul style="list-style-type: none"> ○ used inclusive and person first language ○ used consumer's or carer's preferred language and terminology and their personal meaning and interpretations ○ maintained confidentiality • communicated with: <ul style="list-style-type: none"> ○ clinicians ○ consumers ○ carers ○ other service providers <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

CHCPWK003 Apply lived experience in mental health peer work	
ELEMENT	PERFORMANCE CRITERIA
1. Clarify organisation context for using lived experience	1.1 Confirm organisation's expectations of the use of lived experience in the course of peer work 1.2 Apply organisation policy and guidelines in relation to using lived experience in peer work, especially in relation to safe disclosure and public disclosure 1.3 Determine the extent and the types of stories to be shared from own lived experience
2. Determine boundaries of sharing lived experience and prepare aspects of consumer/carer's story	2.1 Establish appropriate personal boundaries and guidelines 2.2 Apply varied levels of sharing in relation to lived experience 2.3 Evaluate and select options in framing stories for different purposes 2.4 Consider privacy in developing parameters of stories to be told or written 2.5 Obtain clear and consent from others before including them in any story 2.6 Review impact of sharing lived experience and make determination to proceed or vary level of disclosure 2.7 Seek input from experienced peers about ways to effectively use lived experience in peer work
3. Use lived experience to establish role in peer work	3.1 Ensure sharing is positive, purposeful and within the philosophical framework of peer ethics, values, role definition and organisation requirements 3.2 Recognise and address the potential impacts and implications of sharing aspects of own personal story on consumers, carers, other staff and upon the organisation 3.3 Recognise sharing of own personal story is one component of job role
4. Maintain a safe working relationship in relation to lived experience in peer work	4.1 Engage in debriefing and peer supervision according to identified needs 4.2 Recognise and take action to attend to own vulnerabilities associated with use of lived experience in peer work 4.3 Recognise and take action to attend to own vulnerabilities associated with vicarious trauma
5. Utilise responsible self-care strategies	5.1 Apply strategies to address personal physical and emotional needs 5.2 Maintain a positive work life balance and personal wellness plan 5.3 Negotiate reasonable adjustments in the workplace to meet own self-care requirements
Performance Evidence and Assessment Conditions	
<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"> • 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"> ○ used techniques to establish rapport, build shared understanding and provide hope ○ provided objective information and opportunity for consumer/carer exploration of opportunities, rights, and options in recovery planning <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	<p>4.1 Use strategies to ensure all interactions with consumers reflect peer ethics</p> <p>4.2 Work in collaboration with consumer and relevant others according to job role requirements</p> <p>4.3 Facilitate and support consumer networks and social connections</p> <p>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</p> <p>4.5 Complete documentation, records of service and reports as this applies to peer work and job role requirements</p> <p>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</p> <p>4.7 Maintain confidentiality of information and explained limits of confidentiality to others</p>
5. Work within a peer work framework	<p>5.1 Maintain and uphold a peer perspective and identity informed by knowledge of consumer perspectives</p> <p>5.2 Consult regularly with consumers to remain informed and ensure authentic representation of consumer perspectives</p> <p>5.3 Identify and minimise role strain, role conflict and role confusion issues in a timely way</p> <p>5.4 Maintain boundaries appropriate to the delivery of peer delivered services</p> <p>5.5 Utilise consumer developed resources and literature for access to service users and staff</p> <p>5.6 Undertake development activities about working from a lived experience perspective</p>
6. Work collaboratively with other staff	<p>6.1 Recognise limits of own knowledge, abilities and work role and make appropriate referral in accordance with organisation's policy and procedures</p> <p>6.2 Reflect on own attitudes, behaviours and practice and how this affects other people</p> <p>6.3 Work collaboratively with other service staff and mental health workers to support holistic and seamless services</p> <p>6.4 Contribute to policy development about peer issues</p> <p>6.5 Promote the service and peer work to other workers</p>

Performance Evidence and Assessment Requirements

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

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

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

Knowledge Evidence

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

- importance of self awareness in mental health peer work
- contemporary frameworks and influences underpinning mental health peer work including recovery, consumer and carer participation and leadership approaches, person centred, rights based, self-determination, holistic physical health and wellbeing
- self-management of own mental illness
- overview of key historical, social, political and economic contexts of mental health services and mental health consumer and carer movements
- philosophical, ethical and values based approaches to peer work
- international and national developments in consumer and carer peer work
- history and context of self-directed recovery and recovery principles, facilitation, pathways and practices
- impacts and different types of stigma for consumers and carers including self-stigma, individual stigma, community stigma, prejudice and discrimination on the recovery journey
- social justice principles
- working from a rights based framework
- rights and responsibilities of consumer and carer peer workers
- impacts of trauma, grief and loss
- different mental illness and distress
- principles and practices of duty of care as these apply to peer work and job role
- relevant policies, standards and legislations that relate to peer work
- community development and peer work
- types of work methods and practices which can improve on personal performance such as time management, information management, professional development and supervision

CHCPWK005 Work effectively with carers as a mental health peer worker

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

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

Performance Evidence and Assessment Conditions

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

- worked within carer peer boundaries according to the values, ethics and philosophies of carer mental health peer work with at least 3 different carers:
- used the following peer work communication strategies with carers:
 - 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

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	
<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"> 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 <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"> use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> 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	
<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"> 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"> children in the workplace codes of conduct 	

- 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

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	
<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • Data collection methods that will support review of presentations • Industry product/service 	
Critical Aspects of Assessment	
Evidence of the following is essential:	
<ul style="list-style-type: none"> • preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest • knowledge of the principles of effective communication 	

CHCGRP001 Support group activities	
ELEMENT	PERFORMANCE CRITERIA
1. Identify the purpose of the group	1.1 Identify and determine activities which meet the group purpose with members of the group, 1.2 Discuss and agree rules for group behaviour with all group members as a participant 1.3 Identify, acknowledge and respect individual differences of workers and group members 1.4 Seek, identify and accommodate goals, needs and expectations of participants according to available resources and scope of own role 1.5 Keep records of group interactions according to organisation documentation requirements
2. Establish and maintain group relationships	2.1 Confirm role played by self and other group members 2.2 Encourage participation of other group members 2.3 Model clear communication and encourage group members to use clear and appropriate communication 2.4 Ensure communication and interactions with group are appropriate to aim and purpose of group 2.5 Implement appropriate processes to address breaches of behaviour according to organisation protocols 2.6 Encourage participants to abide by agreed behaviours 2.7 Promote group achievements in a way which motivates and recognises participants' efforts
3. Organise resources for group activities	3.1 Identify support and resources to achieve the objectives of the group 3.2 Provide information to group about resources available and guidelines for their use 3.3 Encourage cooperative approach to the use of resources 3.4 Complete reports on use of resources according to organisation procedures
Performance Evidence and Assessment Conditions	
<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"> • participated in, and supported the activities of, at least 3 different groups, where groups comprise at least 5 members • modelled the following communication skills when participating in groups: <ul style="list-style-type: none"> ○ active listening ○ questioning ○ rapport-building ○ conflict resolution ○ clarity in communication. <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"> • use of suitable facilities, equipment and resources, including: <ul style="list-style-type: none"> ○ organisation policies and procedures ○ group member information • modelling of industry operating conditions, including: <ul style="list-style-type: none"> ○ scenarios that involve interactions with groups. 	

Knowledge Evidence

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

legal and ethical considerations for group work, and how these are applied in organisations and individual practice:

- codes of conduct
- discrimination
- duty of care
- mandatory reporting
- privacy, confidentiality and disclosure
- records management
- work role boundaries – responsibilities and limitations
- work health and safety

policies and procedures

nature of groups and the way they operate at an overview level, including:

- dynamics of groups
- stages of group development
- stages of change
- styles of group leadership and decision-making

communication techniques and how they are used within groups, including:

- active listening and questioning
- rapport building
- conflict resolution
- non-verbal communication

nature of resources provided to groups, including:

- information/referrals
- facilities
- equipment/materials
- administrative support
- facilitation of meetings
- worker skills/expertise

nature of support provided including:

- resources managed by the organisation
- advice, information and facilitation
- individual or group supervision.

**Evaluation form for Foundations of Peer Work – Part 4 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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