

CERTIFICATE IV in Mental Health Peer Work

CHC43515

Supporting Wellbeing
and Physical Health



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Acknowledgements

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Assessment Record

Certificate IV in Mental Health Peer Work CHC43515

Assessment title	Support self-directed physical health and wellbeing
Summary of evidence	Questions and answers, stories of practice

Unit of competency assessed

CHCMHS011 Assess and promote social, emotional and physical wellbeing

CHCCCS023 Support independence and wellbeing

You are required to complete all sections in order to be assessed.

Name of candidate			
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	Supporting wellbeing and physical health		
Summary of evidence	Questions and answers, stories of practice and Supervisor Report		
Qualification	Certificate IV in Mental Health Peer Work CHC43515		
Results: C Competent R Requires further work NYC Not Yet Competent	1st Submission C or R	2nd Submission (first resubmit, if required) C or R	3rd Submission (final resubmit, if required) C or NYC
CHCMHS011 Assess and promote social, emotional and physical wellbeing			
CHCCCS023 Support independence and wellbeing			
Final Comments – Complete if Assessment is Competent or 3rd Submission is Not Yet Competent. If requires further work see “Resubmission Required” section below.			
Assessor’s signature		Date	
Resubmission Required			
If 1 st Submission requires further work, please provide details.			
Assessor’s signature		Date	
If 2 nd 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	Description	Due date
Assessment task 1 Questions and answers	This assessment includes a series of questions that draw on your knowledge of and experience of supporting consumers or carers with their wellbeing and physical health. Research and additional reading may be required to answer some questions.	
Assessment task 2 Workplace supervisor's report	<p>Your supervisor or other relevant person in the workplace is asked to provide feedback on your work around supporting self-directed physical health and wellbeing of consumers.</p> <p>The person who fills in the Workplace Report can be a supervisor, a team leader, senior practice worker, residential coordinator, line manager, care coordinator, house manager, residential manager, senior coordinator, service manager, director or in a similar role.</p> <p>It is important that the person who fills in the form knows your work in the workplace. The supervisor may work with you currently or have worked with you in the recent past.</p> <p>If you have difficulty providing a supervisor's report please contact your assessor to negotiate an alternate evidence option.</p>	

Important information

Referencing

All work that is not your own must be appropriately referenced, or **will not be considered** by the assessor. For basic guidelines on referencing, see page 23 of this book.

De-identification

All documentation must be appropriately de-identified, or **will not be considered** by the assessor. For guidelines on de-identification, see page 22 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 1: Questions and answers

Please complete the following questions in the space provided.

1. Explain what is meant by iatrogenic effect. Give an example of an iatrogenic effect in the delivery of services.

2. Provide an example of how you have supported an individual to be self-determining in relation to an aspect of their physical or sexual health.

3. Identify 3 iatrogenic effects of medication that you have observed in your work.

4. When a person makes a decision that threatens their physical wellbeing, how do you respond?

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

5. In what ways can your values create a challenge in the way you support a person to manage their wellbeing?

6. List the 10 domains for wellbeing and provide an example of how you have supported a person in relation to each one.

Domain	How I supported a person in this domain
1.	
2.	
3.	
4.	

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

5.	
6.	
7.	
8.	
9.	
10.	

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

7. Explain how you have supported a referral to a health care professional. How did you support the person to prepare for that appointment or meeting?

--

8. Attach a copy of information that you have provided to a person you are working with to promote physical or sexual wellbeing.

--

9. Choose two examples of alternate health care provision, e.g. massage, acupuncture, aromatherapy, naturopathy, osteopathy. Describe how it has/could be beneficial for someone you work with.

--

10. Describe a challenge you have faced in discussing sexual health with a person you work with.

--

11. Provide 4 examples of potential barriers to physical health and wellbeing.

--

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

12. Describe 5 strategies that you have used to support a person to make positive changes to their physical health.

13. Explain how you respect and accommodate a person's expression of identity. Give an example.

14. Jamil is a 28 year old young man. He has decided he wants to improve his diet. Suggest 10 tips that may help him.

15. Kevin has been experiencing sexual dysfunction (can't maintain an erection). He has come to you for advice and support. What would you say and do and what referral options might be helpful.

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

16. Mel is very stressed and comes to you seeking stress management help. How would you respond?

17. Describe one meditation technique in your own words and describe how it can be beneficial.

18. What are three common life threatening diseases or health conditions experienced by people with lived experience of mental illness?

19. Describe how you would, in collaboration with the person, undertake or arrange a review of a person's physical or sexual health or wellbeing.

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

20. What physical or sexual health or wellbeing activities are available in your local area? List at least ten. How do you keep your knowledge of this current?

21. Provide a brief description of a person you have worked with. Explain how you supported the person to improve their health and wellbeing, including a description of the barriers they encountered and the strategies you used to overcome them.

22. Describe how stigma and discrimination can impact on physical wellbeing.

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

23. Describe three risk or vulnerability factors in relation to physical health and wellbeing, and explain how they may impact?

24. Explain in your own words, the relationship between physical wellbeing and mental wellbeing.

25. Why is it important for people to have physical health checks including oral health checks?

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

26. Describe in your own words the meaning of *informed choice*.

27. Describe five cultural or spiritual resources, practices or supports that promote wellbeing?

28. Describe how you have worked in partnership with a person, their networks, other professionals or agencies to support their health and wellbeing.

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

29. How do you decide if an issue or an activity is outside of your work role or responsibility, and who do you talk to about this?

30. How do you decide the best way to tailor your communication or provide information to someone and what do you need to consider?

31. What are the different ways you could evaluate the effectiveness of services provided? Include how other people or services might be involved.

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

32. Choose 2 different life stages and describe potential needs and considerations of people at each stage when assessing health and wellbeing needs on a physical, mental, emotional and social level.

1.

2.

33. How do you reflect on your own professional practice? Include how you ensure you remain non-judgemental and accept people you work with, even when their lives and choices don't align with your values and beliefs.

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

34. Describe how you ensure your record keeping is collaborative and representative of the consumer or carer's perspective. Include how you obtain and document consent.

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

Assessment task 2: Workplace supervisor's report

Your supervisor or other relevant person in the workplace is asked to provide feedback on your work around assisting consumers to self-manage their physical health. If you have difficulty in providing a supervisor's report please contact MHCC to negotiate an alternate evidence option.

This report covers		CHCMHS011 Assess and promote social, emotional and physical wellbeing CHCCCS023 Support independence and wellbeing		
Dear Supervisor, This report acts as supporting evidence to help us make an assessment decision about the participant's competence in this course. We value your contribution and ask that you answer the questions honestly. We may contact you for verification and to discuss your observations. You are not required to make an assessment of the participant, only report what you observe. Please select N/A if you have not observed this or it is not relevant to their role. Thank you for your time.				
Completed by				
Position				
Contact details				
Participant's name				
It is important that the participant consistently demonstrates the following	Yes	No	N/A	Briefly outline how the participant demonstrates these skills
Assess the persons wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promote and support physical wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Support positive lifestyle decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promote social wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promote emotional wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promote cultural or spiritual wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review the persons well being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

Recognise and support individual differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promote independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I certify that the details in this report were written by me and are a true and honest reflection of the participant's skills.				
Signed :		Date:		

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. 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

The following units of competency are what the assessor checks against to see if you have met the requirements of these units.

CHCMHS011 Assess and promote social, emotional and physical wellbeing	
ELEMENT	PERFORMANCE CRITERIA
1. Assess the persons wellbeing	1.1 Provide information and resources to the person to explain social and emotional wellbeing, holistic practice and the available services and programs 1.2 Explore the domains of wellbeing with the person, identifying strengths and strategies that keeps the person strong 1.3 Reflect on and respond to own values, beliefs, attitudes, power and behaviours regarding wellbeing to ensure non-judgemental practice 1.4 Clarify and respect the person's choices, parameters and boundaries relating to topics to be discussed 1.5 Work with the person to identify other information to gather or people to contact to add to the understanding of their social emotional wellbeing 1.6 Determine with the person other people, including the natural supports, the person wants involved in their plans and support 1.7 Identify, negotiate, obtain and document any consents required
2. Promote physical wellbeing	2.1 Discuss with the person their health and physical wellbeing 2.2 Discuss with the person any health issues or potential risks to health including fitness and nutrition and encourage them to seek professional advice as required 2.3 Identify when regular health checks were last undertaken and, according to the person's needs, facilitate referrals or appointments 2.4 Arrange for health assessments or medication reviews based on the person's needs 2.5 Proactively support and encourage the person to identify areas where physical health could be improved and develop strategies 2.6 Promote healthy living habits using established and credible information sources
3. Promote social wellbeing	3.1 Identify and map the person's social network, including their care network, their community participation and others that are providing the person with support 3.2 Assess the level of social inclusion/exclusion or isolation 3.3 Develop strategies to promote community participation and connection to extend depth or breadth of the person's social network 3.4 Determine the person's current level of involvement in socially based activity and their desire to increase participation in any of these areas 3.5 Support and regularly review social inclusion strategies
4. Promote emotional wellbeing	4.1 Identify emotional strengths, challenges and triggers 4.2 Identify activities or people that promote emotional strength and wellbeing 4.3 Develop strategies and contingency plans to address emotional challenges and promote resilience and emotional wellbeing

5. Promote cultural or spiritual wellbeing	5.1 Work collaboratively to identify the person's preferred cultural and/or spiritual values, beliefs, traditions, activities and practices 5.2 Identify cultural and spiritual needs and activities the person wants to undertake or changes they would like to make 5.3 Identify other people or resources required to introduce these changes 5.4 Support the person to implement cultural/spiritual strategies and access resources 5.5 Identify with the person and address any cultural improvements to practice
6. Review the persons well being	6.1 Recognise and celebrate progress and identify new directions and strategies as chosen by the person 6.2 Respond flexibly and utilise contingency plans as required 6.3 Recognise the need for specialist expertise and seek according to the person's needs 6.4 Evaluate effectiveness of work and service provision, gathering and acting on feedback from all relevant parties particularly the person receiving service 6.5 Reflect on own practice and use learning to identify strategies and plan for improved practice 6.6 Engage in collaborative record keeping

Required Skills and Knowledge

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:

- collaboratively delivered wellbeing support reflecting recovery oriented practice with at least 3 people:
 - physical
 - social
 - emotional
 - cultural/spiritual

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 client wellbeing, and how these are applied in organisations and individual practice:
 - codes of practice
 - discrimination
 - dignity of risk
 - duty of care
 - human rights
 - informed consent
 - mandatory reporting
 - practice standards
 - privacy, confidentiality and disclosure
 - policy frameworks
 - records management

- rights and responsibilities of workers, employers and individuals accessing the service
- work role boundaries – responsibilities and limitations
- work health and safety
- principles and practices of holistic social emotional wellbeing, including:
 - social
 - emotional
 - physical
 - cognitive
 - cultural/spiritual
- impact of a lack of social and emotional wellbeing (SEWB) on mental health
- evidence based practice in relation to support for the individual domains
- iatrogenic effects of mental illness diagnosis and treatment on an individual's wellbeing
- requirements for physical wellbeing, including:
 - nutrition
 - exercise
 - food security/insecurity
 - self-care style opportunities and information
 - oral health
 - comprehensive health checks
 - access to health services, and natural supports and resources
 - sexual health strategies including contraception, sexually transmitted infections (STIs) and strategies for sexual expression
- aspects of social wellbeing and types of social activity of that contribute to wellbeing, including:
 - education
 - employment
 - community
 - volunteering
 - hobbies
 - personal interests
- aspects of emotional wellbeing, including:
 - ability to self-care
 - quality of support systems
 - healthy relationships
- aspects of cultural/spiritual wellbeing, including:
 - involvement in cultural activities and networks
 - ability to practise own culture
 - good links within own culture
- cognitive aspects that affect wellbeing, including:
 - ability to practise coping strategies
 - mindfulness

- relaxation
- models of change, including stages of change model
- awareness of social exclusion/inclusion, disadvantage, systemic oppression and power dynamics
- approaches to practice, including:
 - motivational interviewing
 - solution focused approaches
 - strength based approaches
 - cognitive behavioural approaches
 - narrative approaches
 - acceptance and commitment therapy (ACT)

CHCCCS023 Support independence and wellbeing	
ELEMENT	PERFORMANCE CRITERIA
1. Recognise and support individual differences	1.1 Recognise and respect the person's social, cultural and spiritual differences 1.2 Avoid imposing own values and attitudes on others and support the person to express their own identity and preferences 1.3 Consider the person's individual needs, stage of life, development and strengths when engaging in support activities 1.4 Recognise, respect and accommodate the person's expressions of identity and sexuality as appropriate in the context of their age or stage of life 1.5 Promote and facilitate opportunities for participation in activities that reflect the person's individual physical, social, cultural and spiritual needs
2. Promote independence	2.1 Support the person to identify and acknowledge their own strengths and self-care capacity 2.2 Assist the person to identify opportunities to utilise their strengths, while communicating the importance of using available support when required 2.3 Provide information and assistance to the person in order to facilitate access to support services and resources when needed 2.4 Provide support that allows the person to self manage their own service delivery as appropriate 2.5 Encourage the person to build, strengthen and maintain independence
3. Support physical wellbeing	3.1 Promote and encourage daily living habits that contribute to healthy lifestyle 3.2 Support and assist the person to maintain a safe and healthy environment 3.3 Identify hazards and report according to organisation procedures 3.4 Identify variations in a person's physical condition and report according to organisation procedures 3.5 Recognise indications that the person's physical situation is affecting their wellbeing and report according to organisation procedures 3.6 Identify physical health situations beyond scope of own role and report to relevant person

4. Support social, emotional and psychological wellbeing	4.1 Promote self-esteem and confidence through use of positive and supportive communication 4.2 Contribute to the person's sense of security through use of safe and predictable routines 4.3 Encourage and facilitate participation in social, cultural, spiritual activities, using existing and potential new networks and as per the person's preferences 4.4 Identify aspects of supporting a person's wellbeing outside scope of knowledge, skills and/or job role and seek appropriate support 4.5 Identify variations to a person's wellbeing and report according to organisation procedures 4.6 Identify any cultural or financial issues impacting on the person's wellbeing 4.7 Identify the person's risk and protective factors in relation to mental health 4.8 Recognise and report possible indicators of abuse or neglect and report according to organisation procedures 4.9 Identify situations beyond scope of own role and report to relevant person
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Performance Evidence

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

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

Knowledge Evidence

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

- basic human needs:
 - physical
 - psychological
 - spiritual
 - cultural
 - sexual
- concept of self-actualisation
- human development across the lifespan
- wellbeing, including:
 - physical
 - psychological
 - social
 - spiritual
 - cultural
 - financial
 - career/occupation
- individual differences, how these may be interrelated and impact on support provided
- basic requirements for good health for the person, including:

- mental health
- nutrition and hydration
- exercise
- hygiene
- lifestyle
- oral health
- mental health issues and risk and protective factors
- indications of neglect or abuse:
 - physical
 - sexual
 - psychological
 - financial
- reporting requirements for suspected abuse situations
- service delivery models and standards
- relevant funding models
- issues that impact health and well being
- impacts of community values and attitudes, including myths and stereotypes
- issues surrounding sexuality and sexual expression
- indicators of emotional concerns and issues
- support strategies, resources and networks
- legal and ethical requirements and how these are applied in an organisation and individual practice, including:
 - duty of care
 - dignity of risk
 - human rights
 - discrimination
 - mandatory reporting
 - privacy, confidentiality and disclosure
 - work role boundaries – responsibilities and limitations



**Evaluation form for Supporting Wellbeing and Physical Health
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. Thanks for your time.*

Name (Optional): _____

Tel (Optional): _____ Email (Optional): _____

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:

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