

# CERTIFICATE IV in Mental Health Peer Work

CHC43515

Promote and Facilitate  
Self Advocacy



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## Acknowledgements

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# Assessment Record

## Certificate IV in Mental Health Peer Work CHC43515

<b>Assessment title</b>	Promote and Facilitate Self-advocacy Assessment Book
<b>Summary of evidence</b>	Questions and answers, stories of practice, Workplace Supervisor's Report

**Unit of competency assessed**

CHCMHS008 Promote and facilitate self-advocacy

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

<b>Name of candidate</b>			
<b>Address</b>			
		<b>Postcode</b>	
<b>Phone</b>		<b>Email</b>	
<b>Workplace</b>			
<b>Trainer</b>		<b>Group</b>	
If you are completing this assessment as 'Assessment only' or 'RPL pathway', tick here.			<input type="checkbox"/>
By signing this page, you confirm the following has been done before sending your assessment	<ul style="list-style-type: none"> <li>My name has been added at the top of every page of my assessment, including all supporting paperwork.</li> <li>I have kept a copy of my assessment.</li> <li>I have sent in a completed assessment.</li> <li>I understand that if I send in an incomplete assessment it will be returned to me unmarked.</li> </ul>		
<b>Declaration</b> In signing below, you are confirming the following.	<p>I have read and understood the details of this assessment.            I have been informed of the assessment conditions and appeals process.            I agree to participate in this assessment.            I certify that the attached is my own original work.            No unacknowledged source material is included. Where I have used the work of others, this is noted.</p>		
<b>Signature</b>		<b>Date</b>	

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

<b>Date due</b>		<b>Date submitted</b>	
<b>Name of candidate</b>			
<b>Name of assessor</b>			
<b>Assessment title</b>	Promote and Facilitate Self-advocacy Assessment Book		
<b>Summary of evidence</b>	Questions/ Answer; Stories and Practice; Supervisor's Report		
<b>Qualification</b>	Certificate IV in Mental Health Peer Work CHC43515		
<b>Results:</b> C Competent R Requires further work NYC Not Yet Competent	<b>1st Submission</b> C or R	<b>2<sup>nd</sup> Submission</b> (first resubmit, if required) C or R	<b>3<sup>rd</sup> Submission</b> (final resubmit, if required) C or NYC
CHCMHS008 Promote and facilitate self-advocacy			
<b>Final Comments – Complete if Assessment is Satisfactory or 3<sup>rd</sup> Submission is Unsatisfactory. If requires further work see “Resubmission Required” section below.</b>			
<b>Assessor's signature</b>		<b>Date</b>	

**Resubmission Required**

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

--	--	--	--

**Assessor's signature**



**Date**

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

--	--	--	--

**Assessor's signature**



**Date**

## Assessment Process

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

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

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

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

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

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

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

Mental Health Coordinating Council  
Learning & Development Unit  
PO Box 668 Rozelle NSW 2039  
Ph: 02 9555 8388  
Email: [certivmhsupport@mhcc.org.au](mailto: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 types or they will not be assessed.**

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

Assessment	Description	Due date
<p><b>Assessment task 1</b></p> <p>Questions and answers</p>	<p>This assessment includes a series of questions that draw on your knowledge of self-advocacy. Research and additional reading may be required to answer some questions.</p>	
<p><b>Assessment task 2</b></p> <p>Short stories of practice</p>	<p>This task requires you to write a brief story of practice about 2 different people you have worked with to support their self-advocacy skills to improve the quality of their lives by claiming their rights or deal with a breach of their rights. Both need to have a lived experience of mental health issues.</p>	
<p><b>Assessment task 3</b></p> <p>Detailed workplace story of practice</p>	<p>You are asked to describe in detail a story of practice about your work with 1 person where you supported their self-advocacy skills. The person you write about needs to be different from the 2 you described in task 2. This assessment may need to be completed over a period of time.</p>	
<p><b>Assessment task 4</b></p> <p>Workplace supervisor's report</p>	<p>Your supervisor or other relevant person in the workplace is asked to provide feedback on your work in assisting consumers to self-advocate. The person who fills in the Workplace Report can be a supervisor, a team leader, senior practice worker, residential coordinator, line manager, care coordinator, house manager, residential manager, senior coordinator, service manager, director or in a similar role. It is important that the person who fills in the form knows your work in the workplace. The supervisor may work with you currently or have worked with you in the recent past. If you have difficulty providing a supervisor's report please contact your assessor to negotiate an alternate evidence option.</p>	

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

## Important information

### Referencing

All work that is not your own must be appropriately referenced, or it **will not be considered** by the assessor.

For basic guidelines on referencing, see the 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 the 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 1: Questions and answers

Please complete the following questions. This assessment may require research or additional reading to answer some questions. If using other people's ideas, you need to reference this information (see the Reference Guide in this document) and you also need to explain their ideas in your own words to show how it is relevant to answering the question.

1. In your own words, what is self-advocacy? (50 – 100 words)

2. What is the difference between individual self-advocacy and group self-advocacy and how might each be used? (50 - 100 words)

3. Describe one significant event from the history of self-advocacy and explain how it promoted or expanded the use of self-advocacy (50 – 100 words)

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

4. Demonstrate you know the difference between <b>advocacy, self-advocacy negotiation, mediation, facilitation</b> and <b>conciliation</b> by placing the correct term beside its definition.	
Term	Defining characteristics
	involves resolving a conflict, dispute or controversy by using an <b><u>independent person to help two parties</u></b> who are in conflict to come to an agreement or settlement. The person doing this assists the parties to identify their needs, priorities and concerns; then assists them to reach a mutually satisfactory agreement.
	is the act of representing, pleading <b><u>on behalf of another person</u></b> to promote, protect and defend their rights, welfare, wellbeing, justice and quality of life.
	is the act of making something easier. It is the process of <b><u>leading, helping or enabling</u></b> a group to identify, plan and work toward their common objectives. The person doing this uses advanced communication and group management skills; and focuses on developing processes and activities that allow people to work together to achieve their desired aims and to solve problems.
	“This is the ability to <b><u>speak-up for yourself</u></b> and the things that are important to you. It means you know and <b><u>speak-up for your rights</u></b> , and you are able to make choices and decisions that affect your life. The goal is for YOU to decide what you want then develop and carry out a plan to help you get it.
	is often used in disputes to identify a right that’s been breached and find the optimal solution. The person doing this is often an <b><u>authority figure</u></b> who can even give guidance on settlement proposals and strategies.
	is a <b><u>dialogue between two parties</u></b> or individuals attempting to resolve an issue or determine agreement on a matter themselves. It can involve bargaining and compromise as they attempt to agree on a mutually acceptable position or solution.
5. <b>Name</b> 2 of your organisation’s policy or procedures that are relevant to self-advocacy and explain how it is relevant. (25 - 75 words)	
1.	
2.	

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

6. How <b>can</b> self-advocacy help you to achieve these social justice principles? (10-25 words for each principle)	
<b>Social Justice Principle</b>	<b>How does self-advocacy help a person achieve this?</b>
empowerment	
self-determination,	
access, fairness and equity,	
human rights,	
7. How can self-advocacy help someone to overcome the impacts of stigma, prejudice and discrimination? (50 -100 words)	
8. List 3 barriers to a person self-advocating and list a strategy to help them overcome it	
<b>Barriers to a person self-advocating</b>	<b>List a strategy to help them overcome it</b>
1.	
2.	
3.	

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

9. List and <b>describe</b> two resources that you could offer a person to support them to self-advocate. (50 – 150 words)	
Name of resource	How could it help someone to self-advocate?
10. How could you use your networks or other approaches to identify services that support individuals and groups to self-advocate? (50 -100 words)	
<b>Promoting self-advocacy in the workplace</b>	
11. What can you do (or have you done) to foster or promote a workplace culture that encourages self-advocacy?	

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

12. How can you help people to become more aware of the barriers to self-advocacy (particularly those in the workplace or community) and supporting people to overcome them?

13. Choose **one** of the following 2 options then complete the relevant section below

**YOU ONLY NEED TO DO ONE OPTION – EITHER OPTION 1 OR OPTION 2**

**Option 1:** List 10 key messages you would include in a self-advocacy resource to promote self-advocacy. Then explain in 100-150 words how you would use it.

**Option 1:** 10 key messages about self-advocacy

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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

**Option 1:** Explain in 100-150 words how you would use a resource that promotes self-advocacy based on these 10 points.

**Option 2:** Design and attach a poster, memo, fact sheet, PowerPoint presentation or other promotional resource about self-advocacy.  
Who is the audience it was designed for and how you would distribute it?  
Think about the ideas, words, colour and design you will use – they all must help to get people’s attention. It must clearly be about promoting Self Advocacy

a. I have attached a copy of the resource I developed – *tick if this is true*

b. What audience is it designed for? (15-20 words) eg consumers, carers, staff, community

c. How would you distribute it? (20- 40 words)

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

## Assessment task 2: Detailed workplace story of practice

This assessment may need to be completed over a period of time.

Outline a recent example where you have assisted an individual or a group with self-advocacy. Use the questions below to explain what happened and how you were involved.

If you don't have a recent workplace example, you might like to talk to consumers you know to ask if any of them would like to develop some self-advocacy skills to help them become more confident in speaking up for themselves.

If you are still unable to provide an example, please contact [RTO] for an alternative assessment option.

**\* Please de-identify your answers to preserve client confidentiality**

See De-identification Guidelines in the rear of this document.

1. Briefly describe the situation including the individual or group and the issue they faced that required self-advocacy.(50 -100 words)

2. How did the issue impact on the person or group? (50 – 100 words).

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

3. What needs and preferences did the person/s identify and what rights did they feel were breached? (50 – 100 words)

--

4. How did you build a shared understanding of the issues, needs, preferences and rights involved? Include the strategies, skills and processes you used. (50 – 100 words)

--

5. What goals were set and what approaches did you use to set and prioritise goals?

--

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

6. Describe the advocacy plan or strategy you developed with the person/s and what you included in the plan. (Include the who, what, how, when, where and why)

--

7. How did you collaboratively work with the individual or group to gain self-advocacy skills. Include in your answer:

- How it was collaborative
- The skills you focussed on
- The activities used to build skills e.g. demonstrations, role plays, practice sessions
- Any resources, referrals, strategies or documentation used/provided (100-200 words)

--

8. What barriers were faced and how did you support the person or group to overcome them? (50 – 100 words)

--

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

9. What happened when the person or group self-advocated? Include details of when they self-advocated. (50 -100 words)

--

10. What follow up did you do with the individual or group after the self-advocacy? Include any further support, debriefing, next steps or joint reflections. (50 – 100 words)

--

11. What workplace documentation did you complete? Describe any plans, forms or notes you completed and the policies and procedures you followed. (20 - 100 words)

--

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

12. Explain how information was handled in the process to maintain confidentiality and privacy (Include the name of at least one relevant piece of legislation). (50-100 words)

--

13. Name one ethical issue you encountered and how you managed it e.g. dignity of risk, duty of care, role boundary, conflicts of interest etc.

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### **Assessment task 3: Two brief stories of practice**

Think about 2 different people you have worked with to support their self-advocacy skills in order to claim their rights or deal with a breach of their rights. Both people need to have a lived experience of mental health issues.

The stories need to be real but a hypothetical name is to be used and all personal details need to be removed or changed. However your practice details should remain unchanged.

Fill out the table to briefly describe your practice.

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

	<b>Person 1</b>	<b>Person 2</b>
Briefly describe the person and setting		
From the person's perspective, what was the advocacy issue?		
What rights were breached?		
What were the person's advocacy goal/s?		
What skills did they need to develop?		

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

	Person 1	Person 2
How did you support them to develop skills? (skills, techniques and approaches used)		
Describe the advocacy plan or strategy they chose		
What information or resources did you offer them?		
What documents or records did you complete?		
What were the outcomes of the advocacy?		

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

## Assessment task 4: Workplace supervisor's report

Your supervisor or other relevant person in the workplace is asked to provide feedback on your work in assisting consumers to self-advocate. If you have difficulty in providing a supervisor's report please contact [RTO] to negotiate an alternate evidence option.

This report covers		Promote and facilitate self-advocacy CHCMHS008					
<p>Dear Supervisor,</p> <p>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. <b>We may contact you for verification and to discuss your observations.</b></p> <p>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.</p>							
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
Assist individuals or groups to identify their issues, rights and preferred options				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrates good communications skills including strategic questioning in order to clarify advocacy issues				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Works collaboratively to support people to speak up for their rights				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Offers opportunities for referral, resources and additional supports to support self-advocacy				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enable individuals to gain and practice self-advocacy skills				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Models self-advocacy through positive communication and assertiveness skills				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Helps individuals to develop an advocacy plan or strategy and arguments				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provides follow up and supports individuals after self-advocacy				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Upholds rights				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promotes self-advocacy in the workplace and with consumers and community members				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Follows organisational policy and procedures regarding self-advocacy				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maintains documents as required				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

Has encouraged, supported and promoted self-advocacy when working with at least <b>3 different people</b> with mental health issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I certify that the details in this report were written by me and are a true and honest reflection of the participant's skills.</b>				
<b>Signed :</b>		<b>Date:</b>		

# Guidelines on De-identification in Assessment Papers

## Purpose

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

## Process

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

- their name (if you use an alternative name, do not use the name of another person that accesses your service, to avoid confusion)
- their address
- their date of birth (if it is relevant to the situation, their general age range can be included, e.g. 'Mr X is in his 20s')
- all names, addresses and dates of birth of any carers, family or friends mentioned
- all details of the consumer's diagnosis, if the number of people accessing the service with that diagnosis is so small that it would be possible to identify the consumer you are referring to from their diagnosis.

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

- Make a photocopy of the page, so you can keep the original.
- Use a black texta to cross through the name and other identifiers listed above.
- Once the texta ink is dry, check to see whether the details are still visible. If they are, photocopy that page again, attach the second photocopy to your assessment, and destroy the first photocopy securely. (Alternatively, use whiteout to cover the identifying information, then once it is dry, photocopy the page a second time.)

## References

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

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

# Guidelines on Referencing

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

(Adapted from University of New South Wales 2010)

For further information on referencing, see the Referencing Guide on the LDU section of the MHCC website at [www.mhcc.org.au](http://www.mhcc.org.au).

# National Unit of Competency

The following unit of competency is what the assessor checks against to see if you have met the requirements of this unit.

<b>CHCMHS008 Promote and facilitate self-advocacy</b>		
<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>	
1. Assist individuals or groups to identify their issues, rights and preferred options	1.1	Apply strategic questioning to clarify advocacy issues
	1.2	Review and provide information on self-advocacy in relation to individual or group issues
	1.3	Assist individual or group to identify their own needs and rights and to determine if their rights are being infringed or are not being met
	1.4	Work with individuals or groups to evaluate and negotiate advocacy options
	1.5	Document advocacy options according to organisation's policy and procedures
2. Enable individuals to gain self-advocacy skills	2.1	Build a shared understanding about advocacy issues and choices available
	2.2	Identify potential barriers and relevant strategies to overcome them
	2.3	Collaboratively develop an individual's self-advocacy strategy and arguments
	2.4	Provide opportunities for practicing self-advocacy
	2.5	Identify and utilise self-advocacy resources
	2.6	Support individuals to document the circumstances and events relevant to the advocacy situation
3. Follow up and support individuals after self-advocacy	3.1	Follow up and reflect with the individual on the self-advocacy process and outcomes
	3.2	Identify further strategies and next steps according to individual's needs
	3.3	Provide additional advocacy support when needed to individuals to further enhance their self-advocacy efforts
4. Promote self-advocacy	4.1	Model aspects of self-advocacy through assertive communication skills
	4.2	Identify and use opportunities to promote the right of individuals to self-advocate
	4.3	Encourage a culture of self-advocacy and dignity of risk
	4.4	Develop relevant promotional material about self-advocacy
	4.5	Raise awareness about barriers to self-advocacy
<b>Performance and Knowledge Evidence</b>		
<b>Knowledge evidence</b>		
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:		
<ul style="list-style-type: none"> <li>• Legal and ethical considerations (international, national, state/territory, local) for advocacy, and how these are applied in organisations and individual practice:               <ul style="list-style-type: none"> <li>○ discrimination</li> <li>○ dignity of risk</li> <li>○ duty of care</li> <li>○ human rights</li> <li>○ mandatory reporting</li> <li>○ practice standards</li> <li>○ privacy, confidentiality and disclosure</li> <li>○ policy frameworks</li> <li>○ records management</li> <li>○ rights and responsibilities of workers, employers and individuals accessing the service</li> </ul> </li> </ul>		

- work role boundaries – responsibilities and limitations
- work health and safety
- History, values, central philosophies and context of advocacy and self-advocacy
- Self-advocacy approaches and options including group and individual advocacy
- Referral options and resources available to support self-advocacy
- Differences between negotiation, advocacy, mediation, facilitation and conciliation and the ways they are used
- Barriers to self-advocacy and strategies for overcoming barriers
- Social justice principles including human rights, self-determination, access and equity, and empowerment
- Impacts of stigma, prejudice and discrimination
- Organisation policy and procedures relevant to the facilitation and promotion of self-advocacy

**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 evidence that the candidate has

- Encouraged, supported and promoted self-advocacy when working with at least 3 people with mental health issues

