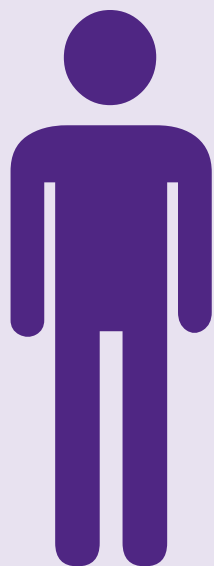


MHCC CERT IV QUALIFICATIONS

SUPERVISOR GUIDE TO WORK PLACEMENTS



What is the duration of a work placement?

Are students paid?

Each workplace program may be individually negotiated between the employer, the student and MHCC.

The length and format of a work placement can vary - for example it could be for 1 or 2 days per week for several weeks or months in a row. The exact format and length will be negotiated with you as the employer, taking into consideration the varied type of work that is to be undertaken by peer workers and a minimum requirement of 120 hours experience.

Students may be taken on as either an employee or a voluntary worker.

WHAT'S INVOLVED?

1. Once you have indicated your availability as a workplace employer, one of the MHCC practice placement staff will be in touch with you to discuss your expectations and to answer questions about the student workplace requirements.
2. MHCC will liaise with you to assign a student to your workplace. We suggest you interview students prior to them commencing the work placement.
3. Once the work placement commences you will provide real life work experiences to enable the student to develop their learning and understanding of peer workplace values and practices. It is hoped the student will perform all the key roles as listed on following page.
4. The student will maintain a Practice Log-book during their placement outlining the types of tasks they have undertaken and the length of time for which these tasks have been performed. This is to be confirmed and signed by a supervisor at the 80 hour and 120 hour mark.

It is recommended that you commence the work placement with a brief induction program so that the student has a clear understanding of what the business does. It will also make the student aware of relevant workplace policies and procedures that they need to be familiar with to perform workplace tasks. Be sure to discuss Workplace Health and Safety (WHS), Intellectual Property (IP) and confidentiality requirements.

In addition, during the work placement you will be asked to complete four brief Supervisor Reports about the student and their performance during the work placement. There will be some itemised descriptions of specific workplace activities for which you need to tick yes or no regarding a student's satisfactory performance. You are encouraged to comment on the student's performance of these activities.

The Practice Log-book and the supervisor reports contribute to the student's successful completion of the work placement subjects.

MHCC will support your organisation throughout this work placement. If there is a problem at any time you can contact the Learning and Development Manager to discuss your concerns.

For more information contact
MHCC Student Support 02 9555 8388 ext. 133
Learning and Development Manager 02 9555 8388 ext. 130



TYPES OF PEER WORKPLACE ACTIVITIES (KEY ROLES)

Individual recovery support	This can include sharing your stories of lived experience, supporting a person to build on strengths, establishing goals or developing wellness plans. As a worker you also have to fulfil legal and ethical requirements to the organisation as part of your role, e.g. making notes on the support provided.
Help individuals/carers/families navigate the system	This includes using your skills and knowledge to help or teach individuals, family, carers and others to navigate the system (e.g. mental health and other services) and to find information to answer their questions.
Skills support and coaching	This can include helping a person to master skills related to activities of everyday life, managing the impacts from 'mental illness', or caring for a person with 'mental illness' and skills relating to a person's own goals and future direction.
Peer work and the workplace	This includes tasks that enable you to be effective in the workplace - participating in meetings, committees or working groups, working together with others, completing reports and documents, answering emails, and professional development activities.
Facilitate peer support groups	This includes facilitating or co-facilitating any peer related group work, e.g. meetings, support groups, educational sessions, consultation groups, working groups, reference groups, or providing a presentation to a team or service, etc
Advocacy and self-advocacy	This may include assisting the person to advocate for themselves and/or advocating with the person in order that the person is able to make their own choices and self-direct their own journey of recovery.
Continuous improvement	This includes activities that aim to improve your practice or service and provide the best possible services. This can involve reviews or evaluation tasks, like gathering satisfaction or evaluation feedback, identifying service gaps, etc.

HOW SUPERVISORS CAN SUPPORT STUDENTS

There are a range of ways a supervisor can support a student through their studies. Many of these options depend on the flexibility of the workplace, job roles and time availability. The qualifications that students complete at MHCC are industry based, they contain a number of assessment items that demonstrate workplace practice. This means that some assessments may need to be completed in the workplace. It is helpful for the supervisor to support the student by ensuring opportunities are built into the student's workload if the activity is not part of their everyday work. For instance, the student may need to complete a small project and the supervisor may provide permission to run the project if it is within workplace guidelines and will add value to the organisation, even if it is not part of their work plan. Some flexibility in these situations will assist the student to complete their assessment in a timely manner.

Some students may be newer to the workplace and benefit from having an informal mentor who they can go to if they need assistance. It may be the supervisor or colleague who is performing the same job role and who knows what is required of the student's role and is familiar with workplace policies and procedures. Other students may not have undertaken study for a long time and might benefit from mentoring from a colleague who has completed the qualification or has strong time management skills and can help develop a study calendar that incorporates other obligations.

Assessments will include a range of activities. As this is a vocational qualification, it requires workplace evidence. The following activities will require cooperation from the workplace where possible:

- A 120 hour work log recording work done with consumers and carers, to be completed over the duration of study. This is to be checked and signed by their supervisor at 80 hours and final.
- Workplace documentation that has been de-identified. This may include Wellness plans, and Recovery plans, experience of service survey.
- Supervisor's Workplace Reports verifying performance of specific tasks with comments on how they demonstrate this in their work.
- Professional development plan
- Workplace Policies & Procedures
- Evidence of performing a workplace risk assessment or minutes of a WHS meeting

Finally, a supervisor can simply provide moral support, check in with the student from time to time to see how they are going and acknowledge successes such as completed assessments. Students who feel supported in the workplace tend to have a stronger commitment to completing their studies, particularly if it is the organisation who has asked them to complete the qualification.

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 • **MHCC will support your organisation throughout this work placement. If there is a problem at any time you can contact the Learning and Development Manager to discuss your concerns.**

• For more information contact MHCC Student Support on 02 9060 9630
 • or at training@mhcc.org.au

