



**Australian Government**

# **CHCMHS002 Establish self-directed recovery relationships**

**Release: 1**

## CHCMHS002 Establish self-directed recovery relationships

### Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.  New unit.

### Application

This unit describes the skills and knowledge required to promote the principles of recovery oriented practice, and to establish and confirm self-directed recovery relationships with people with mental illness.

This unit applies to work with people living with a mental illness in a range of community services work contexts.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes*

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

1. Promote principles of recovery and recovery oriented practice

1.1 Acknowledge and respect the person as the author, definer and director of their own recovery and recovery journey

1.2 Work in ways that inspire hope for the future, belief in recovery by investing in the person and the relationship and increasing support for the person in their community of choice

1.3 Identify and take into account personal values and attitudes regarding recovery, mental health and illness when planning and implementing all work activities

1.4 Demonstrate consideration and respect for the important contribution of the person's other relationships,

**ELEMENT****PERFORMANCE CRITERIA**

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life events, culture and activities to the recovery process

2. Establish the context for a self-directed recovery relationship

2.1 Establish and maintain a safe, positive working relationship and environment

2.2 Identify and address the power dynamics impacting on the relationship

2.3 Build a working relationship based on shared understandings using effective communication strategies

2.4 Interact with the person showing warmth, openness, care and authenticity

2.5 Discuss, clarify and use in all communications the person's preferred language, understandings, analogies and concepts about their experience

2.6 Adjust communication strategies to meet cultural preferences

2.7 Clarify role expectations and define appropriate relationship guidelines

3. Invite information sharing

3.1 Invite the person to tell their story

3.2 Respond appropriately to clarify aspects of the story and the persons' understanding of their experience

3.3 Respond to the person in a manner that reflects appreciation of their situation and fosters respect, rights, promotion of dignity, hope and belief in their recovery

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3.4 Recognise impacts of mental illness and a mental health diagnosis on the person's life and sense of self

3.5 Establish eligibility and priority for service and refer appropriately if required

3.6 Work within the context of the person's experiences, understandings and meanings to build a shared understanding of their needs

4. Define and confirm the collaborative relationship

4.1 Share information about the organisation and programs, services and support available

4.2 Facilitate an exchange of definitions and understandings of recovery and recovery oriented practice and develop a shared understanding

4.3 Share and exchange other information required to establish a recovery oriented collaboration

4.4 Work with the person to determine their readiness and desire to self-advocate and participate in the service

4.5 Work collaboratively with the person to agree on the type and nature of services or support to be offered and decide the way the relationship will operate

4.6 Establish agreement with the person on roles and responsibilities for both the person and the worker, and document in accordance with organisation procedures

4.7 Clarify and document any other accountability requirements including program, funding or legislative requirements

**Foundation Skills**

*The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this

unit of competency.

## **Unit Mapping Information**

No equivalent unit.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>