



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCMH409A Facilitate consumer, family and carer participation in the recovery process**

**Release: 1**

## **CHCMH409A Facilitate consumer, family and carer participation in the recovery process**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required by workers to work collaboratively with a person with mental health issues to establish a basis for participation of family and carers in their individual recovery process and to facilitate ongoing participation in line with the client's needs and wishes

### **Application of the Unit**

#### **Application**

This unit applies to work with people with mental health issues in a range of community services work contexts  
This work is conducted under the broad direction of others with minimal supervision

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Apply principles and practices of consumer and carer participation in mental health work

- 1.1 Approach mental health work in collaboration with consumers and other relevant stakeholders to ensure effective participation in line with organisation policy and industry standards
- 1.2 Identify benefits and issues related to family and *carer* participation in recovery processes for people with mental health issues
- 1.3 Identify principles and practices underpinning consumer and carer participation and contribute to maintaining ongoing relevance of organisation's policies and procedures in this respect
- 1.4 Develop and maintain knowledge of relevant and available consumer and carer services and resources

## ELEMENT

## PERFORMANCE CRITERIA

2. Involve consumers, carers and families in planning support during recovery

- 2.1 Consult with consumer to identify appropriate involvement of family and carers
- 2.2 Work with consumer to identify and agree on specific roles and responsibilities for individual family members and carers and document in consumer recovery plan
- 2.3 *Consult with family, carers and other relevant stakeholders* as required in line with consumer *consent*
- 2.4 Gauge level of relevant knowledge, skill and involvement of carers and family as a basis for identifying additional consumer support requirements
- 2.5 Provide relevant information, resources, referrals and education to meet needs of carers and families within scope of own work role
- 2.6 Engage with consumer, family and carers to plan provision of appropriate support to consumer in line with consumer consent
- 2.7 Establish and maintain a relationship with consumer, family and carers within boundaries of own work role
- 2.8 Clarify *expectations of carers and families* and provide information as required to support and manage realistic expectations

## **ELEMENT**

## **PERFORMANCE CRITERIA**

- |   |  |
|---|--|
| 3. Facilitate recovery of clients with appropriate involvement of carers and families | <ul style="list-style-type: none"><li>3.1 Involve carers and families in consumer recovery process with consent of consumer and in line with recovery plan</li><li>3.2 Monitor carer and family participation in collaboration with consumer to ensure ongoing effectiveness and consumer consent</li><li>3.3 Maintain relationship with carers to identify changing carer needs and to identify support needs of carers within boundaries of own work role</li><li>3.4 Assist consumer to identify ways in which their behaviour may be positively or negatively influenced by others</li><li>3.5 Assist consumer to identify ways in which their behaviour may be positively or negatively affecting families and carers</li><li>3.6 Monitor any potentially negative influences on the consumer and bring these to their attention</li><li>3.7 Take action as required to maintain well being and safety of self, client and other stakeholders</li></ul> |
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## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

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 identified work role

These include knowledge of:

- An awareness and understanding of the potential impact of own personal and social values in mental health work
- Role boundaries in relation to own work role and roles of other workers
- Relevant and available community and organisation resources
- Models and practice in rehabilitation for those with mental illness
- Predisposing/risk and protective factors for mental illness
- Knowledge of relevant legislation, policies and standards regarding consumer and carer participation in mental health planning and recovery

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Work collaboratively with consumers to identify, plan and implement family and carer participation in recovery processes as appropriate
- Monitor effectiveness of ongoing participation of carer and family members working towards consumer recovery goals
- Work collaboratively with consumer to review and revise consumer, carer and family member participation aspects of recovery plan

In addition, the candidate must be able 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 identified work role

These include the ability to:

- Demonstrate application of skills in:
  - describing own attitudes and values
  - setting and maintaining appropriate role boundaries

## REQUIRED SKILLS AND KNOWLEDGE

- working with cultural diversity
- Apply full range of communication techniques including:
  - reflective listening, respectful responding, development of empathy and rapport and other basic counselling skills
  - facilitating conflict resolution through application of a range of strategies
  - techniques to seek agreement between parties
  - active listening if culturally appropriate, recognition of non-verbal triggers
  - feedback
  - interpretation
  - negotiation
  - establishing empathy

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

## EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
- Method of assessment:*
- Competency must be demonstrated in a real work environment
  - In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
  - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
  - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons



## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Carer is defined as but not limited to:*

- Persons who, at time of need, provide regular or intermittent support to a person with a mental illness or disorder
- This may include:
  - Relative e.g. spouse/defacto, children, parents, siblings, grandparents, uncles, aunts, cousins
  - Kinship relationship
  - Friends
  - Neighbours
  - Other consumers

*Consult with family, carers and other relevant stakeholders may relate to, for example:*

- Obtaining background information
- Identifying degree and type of support able to be provided
- Ascertaining willingness and capacity to provide support
- Forward planning
- Review of recovery plan
- Review of ongoing support needs and capacity

## RANGE STATEMENT

*Other relevant stakeholders may include but are not limited to:*

- Health or community services professionals
- Support workers
- Other agency staff
- Consumer workers
- Other relatives and/or friends
- Representatives from:
  - carer groups
  - support groups
  - schools
  - community or clinical mental health services

*Consent may be:*

- Written
- Verbal (documented)
- Subject to legislative requirements
- Advance directive

*Expectations of carers and families may relate, for example, to:*

- Support requirements
- Carer's capacity to provide support
- Aspects of the recovery process
- Role of the support worker

## Unit Sector(s)

Not Applicable