Australian Government

Department of Education, Employment and Workplace Relations

CHCPW405A Promote and facilitate self advocacy

Release: 1

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCPW405A Promote and facilitate self advocacy

Modification History

Not applicable.

Unit Descriptor

This unit describes the knowledge and skills required by individuals to promote and encourage self- advocacy in others

Application of the Unit

This unit applies to work contexts where the promotion and facilitation of self-advocacy contributes to a person's self-determination, empowerment and right to make informed choices in regard to all aspects of their life. Work may be undertaken in a range of health and community services

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
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.
• Assist individuals or groups to identify their issues, rights and preferred options	1.1 Apply *strategic questioning* to clarify advocacy issues 1.2 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 requirements
• 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 2.7 Be present while the person self advocates on request

ELEMENT	PERFORMANCE CRITERIA
• 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 if required 3.3 Provide additional advocacy support when needed to individuals to further enhance their self-advocacy efforts
• Promote self-advocacy	4.1 Promote the right of individuals to self-advocate 4.2 Encourage a culture of self-advocacy and *dignity of risk* 4.3 Develop relevant promotional material about self-advocacy 4.4 Raise awareness about barriers to self-advocacy

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 perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include sufficient knowledge of the following areas to undertake the role outlined:

- 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
- 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
- Relevant legal and other rights/ limitations
- Legislation, policies, procedures and guidelines relating to information handling, such as confidentiality, privacy, security, freedom of information
- Organisations and services relevant to the nature of services required
- Referral options and resources available to community and individuals

Essential skills:

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:

- Access and provide timely and accurate information and education about self-advocacy
- Identify potential challenges and barriers to self-advocacy
- Maintain documentation according to the policy of the organisation
- Use assertion skills to model aspects of self-advocacy
- Demonstrate and model goal setting, problem solving and action planning skills to promote self-advocacy
- Network to identify appropriate services supporting the rights of individual and group

self-advocacy
- Apply self-promotion skills

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 - This unit is best assessed on the job or in a simulated workplace under the normal range of conditions - Consistency in performance should consider the requirements of the particular workplace context - The candidate must show evidence that they have promoted and encouraged self advocacy in others within a mental health context
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 and linguistically 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

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.

	• In recognition of particular issues facing culturally and linguistically [CALD] diverse communities, workers should be aware of cultural and current issues impacting on CALD groups • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on culturally and linguistically diverse 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 • Resources required for assessment of this unit include access to a workplace or simulated workplace where assessment may occur
Method of assessment:	• 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, 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.

Strategic questioning may include:	• Strategic questioning is asking a question that will make a difference to the person's current way of thinking about or viewing an issue. Strategic questions should be: • About the persons experiences • A question that invites new thinking • Questions that invite hope, imagination and new possibilities
Information on self-advocacy may include:	• Freedom of choice • Access to services of choice • Personal safety and security • Access to rights protection and legal remedies
Advocacy options may include:	• Discussions with people of identified choice for purpose of addressing a specific concern or issue • Discussions with individuals or services of choice based on acquisition of accurate information to achieve self-advocacy • Discussions about the differences between advocacy and self-advocacy and related services

RANGE STATEMENT

Identify potential barriers and relevant strategies to overcome them may include:	Potential barriers:
	• Organisation or service system culture
	• Discrimination, prejudice and judgemental attitudes
	• Insufficient and inaccurate provision of information and withholding of critical information that would promote and support the achievement of self-advocacy
	• Language literacy and numeracy issues
	• Cultural contexts and situational interpretations of empowerment and protocols
	• Geographic, economic and social barriers
	Strategies to overcome barriers:
	• Policies and procedures in organisations that support the implementation for promoting and facilitating self-advocacy
	• Professional development in organisations about self-advocacy
	• Provision of accurate and timely information about individual and group rights relevant to each situation and context
	• Presenting information and services with cultural sensitivity
	• Use of cultural consultants in relevant situations
	• Ensure information on self-advocacy is presented in a way that promotes access and equity whilst addressing individual literacy, language and numeracy skills
Self-advocacy strategy and arguments is defined in this context as*:*	• This is the approach the person will take and the arguments they will use to support their position e.g. evidence or reference to policies
Practicing self-advocacy may include:	• Research
	• Preparation
	• Rehearsals
	• Role plays
	• Discussions

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RANGE STATEMENT

Follow up and reflect with the individual on the self-advocacy process and outcomes is defined in this context as*:*

- Self-Advocacy can be carried out by individuals or members of a group. For people to be empowered in self-advocacy it requires developing skills in planning, and preparation as well as undertaking self-advocacy. Reflection is a strategy to promote the development of self-advocacy skills.
- Worker 'being with the individual' and 'objective empathy'

Dignity of risk is defined in this context as*:*

Self-determination or taking responsibility for one's self-management and autonomy in one's life choices and the willingness to take informed and planned risks in order to grow

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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