



Australian Government

CHCMHS008 Promote and facilitate self advocacy

Release: 1

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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. Minimal changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to encourage, support and promote self-advocacy. 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.

This unit applies to work with people living with 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. 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 not being met
- 1.4 Work with individuals or groups to evaluate and negotiate advocacy options
- 1.5 Document advocacy options according to

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes

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

organisation 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 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 to individuals, when needed, 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 promotional material about self-advocacy

4.5 Raise awareness about barriers to self-advocacy

Foundation Skills

The Foundation Skills describe those required skills (such as 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>

Assessment Requirements for CHCMHS008 Promote and facilitate self advocacy

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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

Knowledge Evidence

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:

- legal and ethical considerations (international, national, state/territory, local) for advocacy, and how these are applied in organisations and individual practice:
 - discrimination
 - dignity of risk
 - duty of care
 - human rights
 - mandatory reporting
 - practice standards
 - privacy, confidentiality and disclosure
 - policy frameworks
 - records management

- rights and responsibilities of workers, employers and individuals accessing the service
- work role boundaries – responsibilities and limitations
- work health and safety
- history, values, central philosophies and context of advocacy and self-advocacy
- differences between negotiation, advocacy, mediation, facilitation and conciliation and the ways they are used
- self-advocacy approaches and options, including group and individual advocacy
- referral options and resources available to support self-advocacy
- 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

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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