



Australian Government

CHCPWK003 Apply lived experience in mental health peer work

Release: 1

CHCPWK003 Apply lived experience in mental health peer work

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. Minimum work hours added.

Application

This unit describes the skills and knowledge required by consumers and carers in the mental health peer workforce to use and apply their lived experience in a purposeful way.

This unit applies to consumers/carers, who as a condition of employment, must themselves have lived experience of mental illness and are working with consumers/carers who are affected by mental illness.

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. Clarify organisation context for using lived experience

- 1.1 Confirm organisation's expectations of the use of lived experience in the course of peer work
- 1.2 Apply organisation policy and guidelines in relation to using lived experience in peer work, especially in relation to safe disclosure and public disclosure
- 1.3 Determine the extent and the types of stories to be shared from own lived experience

2. Determine boundaries of

2.1 Establish appropriate personal boundaries and

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes

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

sharing lived experience and prepare aspects of consumer/carer's story

guidelines

2.2 Apply varied levels of sharing in relation to lived experience

2.3 Evaluate and select options in framing stories for different purposes

2.4 Consider privacy in developing parameters of stories to be told or written

2.5 Obtain clear and consent from others before including them in any story

2.6 Review impact of sharing lived experience and make determination to proceed or vary level of disclosure

2.7 Seek input from experienced peers about ways to effectively use lived experience in peer work

3. Use lived experience to establish role in peer work

3.1 Ensure sharing is positive, purposeful and within the philosophical framework of peer ethics, values, role definition and organisation requirements

3.2 Recognise and address the potential impacts and implications of sharing aspects of own personal story on consumers, carers, other staff and upon the organisation

3.3 Recognise sharing of own personal story is one component of job role

4. Maintain a safe working relationship in relation to lived experience in peer work

4.1 Engage in debriefing and peer supervision according to identified needs

4.2 Recognise and take action to attend to own vulnerabilities associated with use of lived experience in peer work

4.3 Recognise and take action to attend to own vulnerabilities associated with vicarious trauma

5. Utilise responsible self-care

5.1 Apply strategies to address personal physical and

ELEMENT

Elements define the essential outcomes

strategies

PERFORMANCE CRITERIA

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

emotional needs

5.2 Maintain a positive work life balance and personal wellness plan

5.3 Negotiate reasonable adjustments in the workplace to meet own self-care 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>

Assessment Requirements for CHCPWK003 Apply lived experience in mental health peer work

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. Minimum work hours added.

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 demonstrated evidence that the candidate has:

- performed the activities outlined in the performance criteria of this unit during a period of 80 hours of work according to the values, ethics and philosophies of mental health peer work, articulating and extrapolating lived experience in at least 3 different contexts:
 - used techniques to establish rapport, build shared understanding and provide hope
 - provided objective information and opportunity for consumer/carers exploration of opportunities, rights, and options in recovery planning

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:

- importance of self awareness in mental health peer work
- intention of purposeful sharing and positive use of lived experience in mental health peer work
- historical, social, political and economic contexts of mental health services and mental health consumer and carer movements
- philosophical, ethical and values based approaches to peer work
- international and national developments in consumer and carer peer work
- history and context of self-directed recovery and recovery principles, facilitation, pathways and practices

- impacts and different types of stigma for consumers and carers including self-stigma, individual stigma, community stigma, prejudice and discrimination on the recovery journey
- social justice issues, principles and approaches, including working from a rights based framework and awareness of the rights and responsibilities of consumer and carers and peer workers
- impacts of trauma and the role of the peer workforce in trauma informed care
- impacts of mental health systems on consumers and carers
- different understandings of mental illness and distress/issues
- principles and practices of duty of care as these apply to peer work
- self-care strategies and processes, reflection in peer work

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.

In addition, assessors must be an experienced peer worker with lived experience of mental illness as a consumer or carer (assessment must also involve a qualified assessor where the peer worker is not a qualified assessor).

Links

Companion Volume implementation guides are found in VETNet -

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