



Australian Government

CHCPWK004 Work effectively in consumer mental health peer work

Release: 1

CHCPWK004 Work effectively in consumer 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.

Application

This unit describes the skills and knowledge required to establish consumer peer relationships and work collaboratively with consumers and others to provide services.

This unit applies to mental health peer work.

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. Establish and maintain effective consumer peer work relationships

- 1.1 Use lived experience of mental health to maintain a safe and positive working relationship
- 1.2 Clarify role expectations and define appropriate relationship guidelines
- 1.3 Use peer work communication strategies to build a working relationship based on shared understanding

2. Explore consumer preferences, values, meanings,

2.1 Use a strengths based approach to discuss with the consumer their abilities to address their own needs and

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes

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

needs and goals

aspirations in recovery

2.2 Discuss with consumer their sense of identity and choices for personal wellness, development of self-efficacy and discovering meaning and purpose in life

2.3 Confirm consumer preferences, values, meanings, needs and goals

3. Facilitate access to resources and information

3.1 Provide information about opportunities and strategies for consumers to achieve their identified aspirations and discuss and support preferred action

3.2 Provide a range of appropriate information and education that enables consumers to make informed choices about their right to participate in all aspects of service

3.3 Maintain accurate information and resources and review regularly for currency and relevance

4. Provide consumer peer services

4.1 Use strategies to ensure all interactions with consumers reflect peer ethics

4.2 Work in collaboration with consumer and relevant others according to job role requirements

4.3 Facilitate and support consumer networks and social connections

4.4 Respond promptly and supportively to consumers in distress or crisis, taking into account duty of care, job role and organisation policies and procedures

4.5 Complete documentation, records of service and reports as this applies to peer work and job role requirements

4.6 Follow organisation's policy and procedures particularly in relation to code of conduct, ethics, duty of care, record keeping, confidentiality and privacy, as this applies to consumer peer work

4.7 Maintain confidentiality of information and explained limits of confidentiality to others

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes

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

5. Work within a peer work framework

5.1 Maintain and uphold a peer perspective and identity informed by knowledge of consumer perspectives

5.2 Consult regularly with consumers to remain informed and ensure authentic representation of consumer perspectives

5.3 Identify and minimise role strain, role conflict and role confusion issues in a timely way

5.4 Maintain boundaries appropriate to the delivery of peer delivered services

5.5 Utilise consumer developed resources and literature for access to service users and staff

5.6 Undertake development activities about working from a lived experience perspective

6. Work collaboratively with other staff

6.1 Recognise limits of own knowledge, abilities and work role and make appropriate referral in accordance with organisation's policy and procedures

6.2 Reflect on own attitudes, behaviours and practice and how this affects other people

6.3 Work collaboratively with other service staff and mental health workers to support holistic and seamless services

6.4 Contribute to policy development about peer issues

6.5 Promote the service and peer work to other workers

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 CHCPWK004 Work effectively in consumer 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.

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:

- worked according to the values, ethics and philosophies of consumer mental health peer work with at least 3 different people with mental illness:
 - used the following peer work communication strategies with the consumer:
 - consumer's preferred language, concepts and meanings/interpretations
 - inclusive and person first language
 - strategic questioning
 - collaborative approach to support self-determination
 - worked collaboratively with others in the provision of consumer peer services:
 - consumer networks
 - other consumer workers
 - services and agencies

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

- contemporary frameworks and influences underpinning mental health peer work including recovery, consumer and carer participation and leadership approaches, person centred, rights based, self-determination, holistic physical health and wellbeing
- self-management of own mental illness
- overview of key 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 principles
- working from a rights based framework
- rights and responsibilities of consumer and carer peer workers
- impacts of trauma, grief and loss
- different mental illness and distress
- principles and practices of duty of care as these apply to peer work and job role
- relevant policies, standards and legislations that relate to peer work
- community development and peer work
- types of work methods and practices which can improve on personal performance such as time management, information management, professional development and supervision

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>