



Australian Government

Department of Education, Employment and Workplace Relations

CHCPW401A Apply peer work practices in the mental health sector

Release: 1

CHCPW401A Apply peer work practices in the mental health sector

Modification History

Not applicable.

Unit Descriptor

This unit describes the knowledge and skills required for working with the mental health peer workforce in a range of settings where peer work occurs

Application of the Unit

This unit applies to peer work with individuals affected by mental illness in a range of mental health 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.

- Identify the context of mental health peer work

- 1.1 Demonstrate awareness of the historical context of peer work
- 1.2 Demonstrate consideration of the changing *social, political, cultural and economic context* in all peer work
- 1.3 Define peer work role and structures in a range of mental health services
- 1.4 Identify a range of mental health *consumer* and *carer* networks relevant to peer work
- 1.5 Apply knowledge of the consumer and carer movements

- Apply the values and central philosophies of mental health peer work

- 2.1 Identify your own values and how these may influence/impact peer work
- 2.2 Identify the organisation's peer work philosophies and how this impacts upon your approach to peer work
- 2.3 Apply *access and equity principles* in peer work

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.

- Identify the range of mental health service options

3.1 Access *the range of support services provided by consumer peers and carer peers*

3.2 Utilise information about mental health systems and *the range of service options available* to support the recovery process

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:

- Complaints processes of the organisation and sector
- Historical, social, political and economic contexts of mental health services and mental health consumer and carer movements including impacts of mental health systems on consumers and carers
- 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
- Different understandings of mental illness and distress/issues
- Principles and practices of duty of care as these apply to peer work
- Relevant legislation, standards and policies, that relate to mental health services and peer work
- Language, meaning and terminology in relation to mental health and peer work including dignity of risk and first person language

Essential skills:

The candidate must be able to::

- Apply and promote the underpinning values, ethics and philosophies of mental health peer work in all aspects of work
- Communicate effectively with clinicians, consumers/carers and other service providers
- Maintain confidentiality and explain limits of confidentiality
- Use inclusive and person first language
- Use the consumer's or carers preferred language and terminology and their personal meaning and interpretations
- Apply an understanding of relevant legislation and standards in mental health peer work
- Access and be informed by contemporary and emergent literature on mental health peer work and practices

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
- 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 of being able to identify the context of mental health peer work and apply the values and philosophies of the area to their own work role

EVIDENCE GUIDE

Conditions of assessment:

- This unit includes skills and knowledge specific to mental health peer work
- Assessment must be undertaken by a qualified Assessor [as determined by the Australian Quality Training Framework] who has lived experience **and** holds this unit of competency or demonstrated equivalent competencies

OR

- A consumer/carer him/herself who has lived experience and demonstrated experience in a consumer peer worker or carer peer worker role
- accompanied by a qualified Assessor who has the necessary assessment competencies [as determined by the Australian Quality Training Framework]
- Where the candidate being assessed in a consumer peer worker context, they must be assessed by an experienced consumer peer worker with lived experience (and a qualified Assessor where the consumer peer worker is not a qualified assessor)
- Where the candidate is being assessed in a carer peer worker context, they must be assessed by an experienced carer peer worker who has lived experience (and a qualified assessor where the carer peer worker is not a qualified assessor)

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
- 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
- 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 Torres Strait Islander people communities
- 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 individuals from 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

EVIDENCE GUIDE

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

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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

Social, political, cultural and economic context includes but is not limited to:

- Statutory framework within which work takes place
- Historical context of work including:
 - changing attitudes to mental health and working with people with mental illness
 - emergence of consumer/carer movements
 - development of a body of consumer and carer written literature
- Changing social context of work including:
 - person-centred and collaborative approach to working with people with mental illness
 - changing government and societal views of mental health
- increasing use of consumer workers
- deinstitutionalisation
- Political context including:
 - government policies and initiatives affecting mental health work
- Current economic situation as it relates to and affects mental health and the subsequent impact on client needs
- Facts/myths about mental illness and psychiatric disability
- Information about recovery
- The needs of Aboriginal and Torres Strait Islander people
- The needs of people from non-English speaking

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backgrounds

- Social variables such as social attitudes to mental illness
- Forced migrants and refugees

Access and equity principles in peer work includes:

- Creation of a consumer oriented culture
- A non-discriminatory approach to all people using the service, their family, carer/s and friends, the general public and co-workers
- Ensuring the work undertaken takes account of and caters for differences including cultural, physical, religious, economic and social
- Recognition of diverse perspectives

The range of support services provided by consumer peers and carer peers may include but is not limited to:

- Promoting self-advocacy
- Advocacy
- Representation
- Community education and promotion
- Facilitation of peer groups
- Visitation and social recreational activities

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The range of service options available includes but is not limited to:

- Consumer operated services
- Self-help support groups
- Integrated approaches
- Consumer and or carer networks
- Community development and education
- Mental health promotion
- Working with families and carer/s
- Clubhouse
- Supported employment
- Crisis situation responses
- Early intervention/prevention
- Consumer consultancy services
- Residential services
- Respite care
- Home based support
- Recreational services
- Alternative services

Consumer in this context is defined as:

A person who uses or has used a mental health service. In this context it also includes the term *Lived experience - Consumer*:

- The personal experience of living with mental illness and the consequences. This experience includes the consumer's mental, physical, emotional, social and spiritual wellbeing and may have significant social and economic impacts

Carer:

A person who has an unpaid caring role with a person with a mental health problem or mental illness.

In this context it includes the term *Lived experience - Carer*:

- The personal experience of being in an unpaid carer role with a person who is living with mental illness. This experience includes the carer's mental, physical, emotional, social and spiritual wellbeing and may have significant social and economic impacts

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.