



Australian Government

Department of Education, Employment and Workplace Relations

CHCPW408A Work effectively in carer mental health peer work

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit describes the knowledge and skills required to be effective as a mental health carer peer worker

Application of the Unit

This unit applies to mental health peer work in the mental health sector.

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

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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- Establish and maintain effective carer peer work relationships

1.1 Use *lived experience* to establish and *maintain a safe and positive working relationship* with other carers

1.2 *Clarify role of carer peer worker* at initial engagement to clarify role expectations and define appropriate relationship guidelines

1.3 Build *effective communication strategies* to clarify meaning and build a working relationship based on shared understanding

1.4 Discuss *carer needs* and goals using a strengths based approach to address their own needs and identify required carer support

1.5 Collaborate with the carer to establish a carer support plan

- Facilitate access to resources and information

2.1 Provide information about opportunities and strategies for carers to achieve their preferred support

2.2 Provide appropriate information and education on a range of matters relating to carer support

2.3 Maintain accurate information and regularly review for currency and relevance

2.4 Compile carer developed resources and literature for access to service users and staff

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- Provide support and services

- 3.1 Use strategies to ensure all interactions with carers uphold the principles and practices of peer work
- 3.2 Collaborate with carers and relevant others to ensure that individual and cultural needs are addressed
- 3.3 Collaborate with carers to ensure appropriate levels and opportunities for carer consultation
- 3.4 Facilitate and support carer networks and represent carer perspectives
- 3.5 Respond promptly and supportively to carers in distress or crisis, in accordance with duty of care and organisation policies and procedures
- 3.6 Complete documentation, records of service and reports as this applies to carer peer work
- 3.7 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 carer peer work
- 3.8 Identify and minimise role strain, role conflict and role confusion issues in a timely way
- 3.9 Maintain boundaries appropriate to the delivery of peer delivered services

- Work collaboratively with other staff

- 4.1 Discuss limits of own knowledge, abilities and work role and make appropriate referral as required in accordance with organisation's policy and procedures
- 4.2 Work collaboratively with other service staff and mental health workers to support holistic and seamless services
- 4.3 Contribute to policy development about peer issues
- 4.4 Promote the service and peer work to other workers

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 each of the following areas to undertake the role outlined:

- Importance of self-awareness in mental health peer work
- Contemporary frameworks and influences underpinning mental health peer work including recovery, trauma informed care, person centred, rights based, self-determination, holistic physical health and wellbeing
- 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
- Work from demonstrated and consistent peer ethos
- Work from demonstrated and consistent peer ethics
- Social justice issues and approaches
- Impacts of trauma and trauma informed care
- Different understandings of mental illness and distress
- Principles and practices of duty of care as these apply to peer work
- Relevant policies, standards and legislations that relate to peer work
- Carer participation and leadership approaches
- Range of services that exist to assist people to meet their needs
- Community development and peer work
- Types of work methods and practices which can improve on personal performance such as time management, information management

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Reflect on own attitudes, behaviours and practice and how this affects other people
- Work from demonstrated and consistent peer ethics
- Apply a strengths based approach to work
- Access other carer workers, resources and services
- Communicate effectively with carers and service providers
- Complete documentation as required by the organisation and job role that is consistent with peer work approaches
- Effective referral including identification of circumstances in which referral to a health or other professional is appropriate
- Maintain confidentiality and explain limits of confidentiality
- Strategic questioning to:
 - develop understanding of carer perspective of their own experiences
 - support the rights and needs of carers
- Respond to crisis appropriately according to job role and organisation policy
- Use the carers preferred language and terminology
- Identify barriers experienced by people affected by mental illness
- Demonstrate the underpinning values, ethics and philosophies of mental health peer work in all aspects of work
- Promote and support the right of consumers and carers to advocate on their own behalf and in their own interests
- Self care strategies in mental health peer work
- Basic workplace protocols for maintaining an effective workplace
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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

EVIDENCE GUIDE

- Consistency in performance should consider the requirements of the particular workplace context
- The candidate must show evidence that they have used their lived experience to work effectively in a mental health carer peer worker role

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 carer him/herself who has lived experience as a carer and demonstrated experience in a carer peer worker role
- accompanied by a qualified Assessor who has the necessary assessment competencies [as determined by the Australian Quality Training Framework]

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
- 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
- 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

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

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.

Lived experience in this context as a Carer is defined as: The personal experience of being in a 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

Maintain a safe and positive working relationship includes:

- appropriate use of lived experience as a carer
- defining carer peer work relationship
- clarifying expectations
- maintaining self-care strategies
- accessing self-care strategies
- awareness of own vulnerabilities and that of the carer
- honest and trusting communications

Clarify role of carer peer worker which may include but is not limited to:

- providing information about services and opportunities for carer support services and participation in service delivery
- community and service educator
- facilitator of carer support groups
- carer representative at local and national level
- independent carer consultants
- appropriate sharing of lived experience as a carer
- referral to internal and/or external services
- advocate for carers

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Effective communication strategies may include:

- Appropriate disclosure and use of lived experience as a carer
- Collaborative consultation
- Empathy
- Engagement
- Giving hope
- Listening and responding to the person verbal and nonverbal communication
- Non-judgemental and sensitive approach
- Rapport building
- Respect
- Valuing and responding to the uniqueness of each person
- Working with the person's own understanding of their experience

Carer needs may include:

- Culturally sensitive services and resources
- Disability services
- Emotional support and resilience strategies
- Financial and economic opportunities relevant to care provisions
- Grief and loss counselling and support services
- Health services for social and emotional wellbeing
- Access to information on affordable housing options
- Legal information and support services
- Mental health services providing support to carers
- Social and recreational belonging and inclusion
- Spiritual connectedness
- Information on trauma informed care
- Information on recovery oriented practices and principles

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.