CHCMHS008 Develop people’s self-advocacy skills

# Modification History

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| --- | --- |
| Release | Comments |
| Release 2 |  |

# 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 experiencing mental health challenges 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 people 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 Support the person or group to identify their needs and rights, and whether their rights are being upheld  1.4 Work with people or groups to evaluate and negotiate advocacy options  1.5 Document advocacy options according to organisation policy and procedures |
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| 2. Enable people 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 a person’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 people to document the circumstances and events relevant to the advocacy situation |
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| 3. Follow up and support people after self-advocacy | 3.1 Review the self-advocacy process and outcomes with the person  3.2 Identify further strategies and next steps according to people’s needs  3.3 Provide additional advocacy support to people, 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 people 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

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| The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance. | |
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| 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 Develop people’s self-advocacy skills

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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 experiencing mental health challenges

# 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 people accessing services
* work role boundaries – responsibilities and limitations
* work health and safety
* distinctions between negotiation, advocacy, mediation, facilitation and conciliation and how each is used
* history, values, central philosophies and context of advocacy and self-advocacy
* self-advocacy approaches and options, including group and individual advocacy
* barriers to self-advocacy and strategies for overcoming them
* referral options and resources available to support self-advocacy
* impacts of stigma, prejudice and discrimination
* social justice principles including human rights, self-determination, access and equity, and empowerment
* 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.

# Links

Companion Volume implementation guides are found in VETNet -