

Title	Establish and maintain purposeful relationships in peer work		
Level	4	Credits	16

Purpose	<p>This unit standard is designed for people working in peer work roles.</p> <p>People credited with this unit standard are able to establish and maintain purposeful working relationships with people accessing support from a peer worker.</p>
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Classification	Community and Social Services > Social Services > Peer Support Work
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Available grade	Achieved
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Guidance Information

- 1 Legislation relevant to this unit standard may include but is not limited to:
 - Human Rights Act 1993
 - Mental Health Act
 - Privacy Act 1993
 - Substance Addiction Compulsory Assessment and Treatment Act 2017

- 2 References and resources
 - *Competencies for the mental health and addiction service user, consumer and peer workforce* (2014). Te Pou o Te Whakaaro Nui, available at <https://www.tepou.co.nz/uploads/files/resource-assets/peer-support-competencies-2014.pdf>.
 - *Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996*, (The Code of Rights) available from the office of the Health and Disability Commissioner. Te Toihau Hauora Hauātanga, available at <https://www.hdc.org.nz/your-rights/about-the-code/code-of-health-and-disability-services-consumers-rights/>.
 - *Health Information Privacy Code 1994*, (HIPC) available at <https://www.privacy.org.nz/assets/Files/Codes-of-Practice-materials/HIPC-1994-2008-revised-edition.pdf>.
 - Manatū Taonga Ministry for Culture and Heritage (updated 22 June 2018). *Treaty of Waitangi*. Retrieved from <https://nzhistory.govt.nz/keyword/treaty-of-waitangi>.
 - Mead, S., MacNeil, C., 2004. 'Peer Support: What Makes It Unique?' *Intentional Peer Support*, available at https://docs.google.com/document/d/1csIJZuuh2r6h_R6U6lilRHrmszKg1wi9KtLBbhttuPs/edit

- Ministry of Health. (2008). *Let's get real: Real Skills for people working in mental health and addiction*. Wellington: Author; available at <http://www.health.govt.nz>.
- Ministry of Health. *Māori health models – Te Whare Tapa Whā*, available at <https://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-whare-tapa-wha>.
- Ministry of Health. *Treaty of Waitangi principles*, available at <https://www.health.govt.nz/our-work/populations/maori-health/he-korowai-oranga/strengthening-he-korowai-oranga/treaty-waitangi-principles>.
- Scott, A.L., 2011. 'Authenticity Work: Mutuality and Boundaries in Peer Support.' *Society & Mental Health*. Vol 1, Issue 3, available at <https://journals.sagepub.com/doi/abs/10.1177/2156869311431101>.
- Scott, A.L., 2015. 'Gaining Acceptance: Discourses on Training and Qualifications in Peer Support'. *New Zealand Sociology*. Vol. 30, No. 4, available at <https://www.questia.com/library/journal/1P3-3953943551/gaining-acceptance-discourses-on-training-and-qualifications>.
- Scott, A.L., Doughty, C., 2012. 'Confronted with paperwork: Information and documentation in peer support'. *Journal of Mental Health*. Volume 21, Issue 2, available at <https://www.tandfonline.com/doi/abs/10.3109/09638237.2011.638002>.
- Scott, A.L., Doughty, C., Kahi, H., 2011. 'Having those conversations: The politics of risk in peer support practice.' *Health and Sociology Review*. Volume 10, Issue 2. 20(2): 187-201, available at [https://ir.canterbury.ac.nz/bitstream/handle/10092/5909/12631429_HSR_20\(2\)_187-201.pdf;sequence=1](https://ir.canterbury.ac.nz/bitstream/handle/10092/5909/12631429_HSR_20(2)_187-201.pdf;sequence=1).
- Scott, A.L., Doughty, C., Kahi, H., 2011. 'Peer Support Practice in Aotearoa New Zealand.' UC Research Repository, available at <https://ir.canterbury.ac.nz/handle/10092/5258>.
- *The Social, Cultural and Economic Determinants of Health in New Zealand: Action to Improve Health 1998* (The Social Determinants of Health) available at <https://www.health.govt.nz/system/files/documents/publications/det-health.pdf>.
- United Nations Convention on the Rights of Persons with Disabilities (CRPD) (article 12), available at <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>.
- World Health Organization – *Social Determinants of Health* – available at https://www.who.int/social_determinants/sdh_definition/en/.

3 *Parameters of the service provision* may include what to do and for how long, what the person can expect, end of service, conditions for discharge.

4 *Specific communication needs* may include braille, sign language interpreters, etc.

5 Definitions

- *Culture* refers to more than ethnicity. The concept of culture may reflect factors and indicators such as: age, ethnicity, disability, occupation, organisational background, immigrant or refugee status, institutional care, religion or spiritual beliefs, gender identity, sexual orientation, and socio-economic status.

- A *purposeful relationship* is two-way, with conditions applying to both the peer worker and the person accessing support from a peer worker. Conditions are agreed by both parties in the relationship within organisational policies and procedures; they are not imposed on the person accessing support by the peer worker. A *purposeful relationship* is characterised by principles of peer work such as mutuality and respect.

Outcomes and performance criteria

Outcome 1

Establish a purposeful relationship with a person accessing support from a peer worker.

Range: two persons of different cultures and/or life experiences.

Performance criteria

- 1.1 An environment is established that is conducive to the beginning of the purposeful relationship.
- Range: must include the peer worker's role, function, clarification of organisational policies and procedures, the parameters of the service provision.
- 1.2 The protocols and practices for the peer relationship are sustained according to the culture and life experience and any specific communication needs.
- 1.3 Interpersonal skills are used which respond to verbal and non-verbal communication, and are appropriate to the characteristics and needs of the person accessing peer support
- Range: interpersonal skills may include but are not limited to - attending, clarifying, encouraging, following, listening, questioning, paraphrasing, using mutually agreed language, reflection of feeling and content, summarising.
- 1.4 The personal values and attitudes required of peer workers are applied in the context of own role.
- Range: personal values and attitudes required of peer workers include but are not limited to those listed in Let's Get Real, the ability to relate to difference; acknowledgement and respect for difference; acceptance; awareness of own culture; genuineness; honesty; humility; patience; self-awareness; warmth, empathy. evidence is required of at least six personal attributes.
- 1.5 The context of the person accessing support is clearly identified.
- Range: Must include social plus one other; social may include pets, whānau, family, colleagues, community, chosen supports; other may include but is not limited to political, historical, cultural.

Outcome 2

Maintain the purposeful working relationship with a person accessing support from a peer worker.

Range: two persons of different cultures and/or life experiences.

Performance criteria

2.1 Own responses and behaviour with the person accessing support are reflected upon, evaluated and managed according to relevant criteria.

Range: relevant criteria - attributes and value base required of peer workers; ethical practice; kawa or protocol for the relationship; mutually agreed language.

2.2 Differences and similarities between the peer worker and the person accessing support are identified and their influence on the on-going relationship is described.

Range: differences and similarities include - age and stage of development; coping abilities; disability; experience and knowledge; family or whānau history; gender; health status; personal history; language; sexual orientation; socio-economic situation; world view;
Evidence is required of the influence of two differences and two similarities.

2.3 Competence to carry out own role, function, and responsibilities is demonstrated within the context of the peer relationship.

Range: may include but not limited to legal and/or organisational responsibilities.

2.4 Planning is continuous and mutually agreed regarding the purpose of the peer relationship, including when and how to end it with respect.

2.5 Response to feedback is constructive and changes in approaches to engagement are planned as required.

Range: may include but not limited to responses to feedback from supervisor, the person accessing support, their whānau and family;
must include a minimum of two from different sources.

2.6 The relationship is ended with respect when the purpose has been attained, or organisational or mutually agreed conditions have been met.

Planned review date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	dd Month 2019	N/A

Consent and Moderation Requirements (CMR) reference	24
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact Careerforce info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.