

Title	Demonstrate ethical practice and reflect on own ethical practice as a mental health and addiction support worker		
Level	4	Credits	6

Purpose	People credited with this unit standard are able to demonstrate ethical practice as a mental health and addiction support worker, and reflect on own ethical practice as a mental health and addiction support worker.
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Classification	Health, Disability, and Aged Support > Mental Health and Addiction Support
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Available grade	Achieved
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Entry information	
Recommended skills and knowledge	Unit 23686: <i>Describe a person's rights in a health or wellbeing setting</i> , or demonstrate equivalent knowledge and skills.

Guidance Information

1 Legislation relevant to this unit standard includes:

- Oranga Tamariki Act 1989 (Children's and Young People's Well-being Act 1989);
- Substance Addiction (Compulsory Assessment and Treatment) Act 2017
- Criminal Procedure Act 2011;
- Criminal Procedure (Mentally Impaired Persons) Act 2003;
- Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996;
- Health Practitioners Competence Assurance Act 2003;
- Intellectual Disability (Compulsory Care and Rehabilitation) Act 2003;
- Mental Health (Compulsory Assessment and Treatment) Act 1992;
- Misuse of Drugs Act 1975;
- Privacy Act 1993;
- Protection of Personal and Property Rights Act 1988.

2 New Zealand Standards relevant to this unit standard include:

NZS 8134.0:2008 *Health and disability services Standards – Health and disability services (general) Standard*;

NZS 8134.1:2008 *Health and disability services Standards – Health and disability services (core) Standards*;

NZS 8134.2:2008 *Health and disability services Standards – Health and disability services (restraint minimisation and safe practice) Standards*;
NZS 8134.3:2008 *Health and disability services Standards – Health and disability services (infection prevention and control) Standards*.

All standards are available from <https://www.standards.co.nz>.

3 References:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington DC: American Psychiatric Association. Available at: <https://www.psychiatry.org/psychiatrists/practice/dsm>
- Mental Health Commission – Te Kaitātake Oranga; Ministry of Health. (1998). *Guidelines for Clinical Risk Assessment and Management in Mental Health Services*. Wellington: Ministry of Health in partnership with the Health Funding Authority. Available at: [https://www.moh.govt.nz/notebook/nbbooks.nsf/0/2FE380C25ED2F1B34C25668600741EBA/\\$file/mentalra.pdf](https://www.moh.govt.nz/notebook/nbbooks.nsf/0/2FE380C25ED2F1B34C25668600741EBA/$file/mentalra.pdf)
- Te Pou o te Whakaaro Nui & Ministry of Health. (2018). *Let's get real: Real Skills for people and whānau with mental health and addiction needs*. Auckland: Te Pou o te Whakaaro Nui. Available at: <https://www.tepou.co.nz/initiatives/lets-get-real/107>
- The Werry Centre. (2014). *Real Skills Plus ICAMH/AOD, 2014. A competency framework for the infant, child and youth mental health and alcohol and other drug workforce*. Auckland: The Werry Centre for Child & Adolescent Mental Health Workforce Development. Available at: <https://www.werryworkforce.org/sites/default/files/pdfs/Real%20Skills%20Plus%200Dec%202014%20170315.pdf>

4 Support should aim to: maintain, improve, or restore a person's independence and/or interdependence; utilise the person's existing strengths; and – where possible – utilise the resources of the local community.

5 This unit standard cannot be assessed against in a simulated environment. It is required that people seeking credit for this unit standard demonstrate competence and are assessed in the workplace: through paid or unpaid employment, or in placements in a service provider workplace negotiated by an education provider.

6 Support provided for mental health and addiction service users may include natural supports, which refers to any assistance, relationships, or interactions provided by family/whānau, friends, peers, co-workers, or community volunteers.

7 The learner's practice must reflect appropriate values, processes, and protocols in relation to working with Māori and Pacific peoples and/or people from other cultures, in a range of settings and environments.

8 Definitions:

Addiction – termed ‘*substance use disorder*’ in DSM-5 since 2013, recognises disorders that can result from the usage of ten separate classes of drugs (alcohol, caffeine, cannabis, hallucinogens, inhalants, opioids, sedatives, stimulants, tobacco, and unknown substances). DSM-5 combined the previous DSM-IV separation of substance abuse and substance dependence into a single category – substance use disorder – to create 11 diagnostic criteria.

Ethical practice refers to activities which conform to accepted standards of moral, social, and professional conduct. In the context of a mental health and addiction support worker, ethical practice is likely to involve: commitment to professional competence; adherence to evidence-based practice; demonstration of professional conduct; taking responsibility for their own wellbeing and the care of colleagues; collaboration; demonstration of accountability; valuing and respecting people accessing mental health and addiction services consent; respecting confidentiality; respecting and fostering relationships; recognising people access service users’ rights; recognising the importance of advocacy and self-advocacy; and recognising the need to foster service users’ skills development and lifelong learning.

Organisation’s policies and procedures are the policies and procedures of the employing organisation of the learner and include ethical codes, standards, and other organisational requirements.

Supervision was defined by the Ministry of Health (June 2006) as “a formal process that provides professional support to enable practitioners to develop their knowledge and competence, be responsible for their own practice, and promote people accessing service users’ health outcomes and safety”. Supervision involves a collaborative approach within a supportive relationship between the supervisor and the supervisee. Broad categories of supervision include but are not limited to – professionally-based, i.e. undertaken with an experienced specialist practitioner; culturally-based, i.e. undertaken with the express intent of broadening the supervisee’s cultural awareness and cultural competence; and peer-based, i.e. undertaken with a qualified and experienced colleague(s) from the supervisee’s own work practice.

Outcomes and performance criteria

Outcome 1

Demonstrate ethical practice as a mental health and addiction support worker.

Range	evidence is required of ethical practice while supporting two people mental health and addiction service users.
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Performance criteria

- 1.1 Ethical practice demonstrates the maintenance of boundaries in terms of own role, in accordance with the wellbeing support plan and the organisation’s policies and procedures.

Range ethical dilemmas, decision-making process with respect to ethical dilemmas.

1.2 Ethical issues that arise while providing support to mental health and addiction service users are discussed at supervision in accordance with the organisation's policies and procedures.

Range supervision must include one of – professional, cultural, peer; ethical issues include – confidentiality, privacy, consent.

1.3 Reporting of ethical issues is carried out in accordance with the organisation's policies and procedures.

Range ethical issues include confidentiality, privacy, consent.

Outcome 2

Reflect on own ethical practice as a mental health and addiction support worker.

Range evidence is required of reflection on own ethical practice while supporting two people mental health and addiction service users.

Performance criteria

2.1 Self-reflection on ethical practice and its contribution towards meeting people mental health and addiction service users' wellbeing goals.

Range Self-reflection of ethical practice may include but is not limited to evaluation of: approaches, underlying attitudes and philosophy, personal values and beliefs, styles of communication.

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	18 March 2011	31 December 2021
Review	2	MM 2020	N/A

Consent and Moderation Requirements (CMR) reference	0024
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This CMR can be accessed at <https://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.