

<b>Title</b>	<b>Establish and maintain purposeful relationships in peer work</b>		
<b>Level</b>	<b>4</b>	<b>Credits</b>	<b>16</b>

<b>Purpose</b>	<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 a purposeful working relationship with a person accessing support from a peer worker.</p>
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<b>Classification</b>	Social Services > Peer Support Work
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<b>Available grade</b>	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 1992;
  - Privacy Act 1993;
  - Substance Addiction (Compulsory Assessment and Treatment) Act 2017.
  
- 2 References
  - *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> (referred to as 'Competencies').
  - *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/1cslJZuuh2r6h\\_R6U6lilRHrmszKg1wi9KtL\\_BbhttuPs/edit](https://docs.google.com/document/d/1cslJZuuh2r6h_R6U6lilRHrmszKg1wi9KtL_BbhttuPs/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 Sociology Review*. 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/](https://www.who.int/social_determinants/sdh_definition/en/).

### 3 Range

Both outcomes of this standard must be achieved with two persons of different cultures and/or life experiences.

### 4 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.

*Organisational policies and procedures* – policies, procedures and methodologies of an organisation. They include legislative and regulatory requirements which may apply across a company, a specific site, or a workplace. Requirements are documented in the company's health and safety plans, contract work programmes, quality assurance programmes, policies and procedural documents.

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

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.

*Specific communication needs* may include – braille, sign language interpreters, etc. *Strengths* refers to positive attributes and/or values.

*Strengths required of peer workers* may include but are not limited to – communication skills, honesty, integrity, technical competency, work ethic, flexibility, determination and persistence, ability to work collegially, ability to relate to difference, acknowledgement and respect for difference, acceptance, awareness of own culture, genuineness, humility, patience, self-awareness, empathy, warmth.

- 5 The peer worker's record of interactions supported by written or verbal explanation may be used as evidence for assessment purposes in order to retain privacy and relational safety. The record of interactions may be brief notes or a physical recording (video, audio), or any other record that fits within organisation policies and procedures and the need for privacy.

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## Outcomes and performance criteria

### Outcome 1

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

#### 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 in relation to establishing a relationship, the parameters of the service provision.
- 1.2 The protocols and practices for the peer relationship are implemented according to the culture, life experience, and any specific communication needs of the person.
- 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.
- 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 the Let's Get Real reference; evidence is required of at least six personal values and attitudes.
- 1.5 Factors impacting on the context of the person accessing support are identified.
- Range must include social plus one other factor; social may include pets, whānau, family, colleagues, community, chosen supports; other factors may include but are not limited to political, historical, cultural.

## Outcome 2

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

### Performance criteria

- 2.1 Own responses and behaviour within the relationship with the person are reflected upon, evaluated and managed according to relevant criteria.
- Range relevant criteria – strengths 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 how their influence on the on-going relationship has been managed is described in terms of characteristics.
- Range characteristics 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 Key features of a purposeful working relationship have been implemented in accordance with organisational policies and procedures.

Range key features must include – continuous and mutually agreed planning, including planning how to end the relationship; constructive feedback being given to the person; ending the relationship with respect when the purpose has been attained, or when organisational or mutually agreed conditions have been met.

<b>Planned review date</b>	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	26 September 2019	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0024
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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](mailto:info@careerforce.org.nz) if you wish to suggest changes to the content of this unit standard.