



# Competencies for the mental health and addiction consumer, peer support and lived experience workforce

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# Acknowledgements

We sincerely thank the many people who took the time and gave their wisdom to inform this refresh of the mental health and addiction consumer, peer support and lived experience competencies.

We acknowledge the outstanding work done by Gemma Griffin in developing, consulting, collating feedback and devising the final competencies.

We especially want to thank Jason Haitana, Aaryn Niuapu, Rose Heta-Minhinnick, and Codey Bell who were invaluable in providing guidance and cultural perspectives.

We hope that you will find these useful, relevant, and practical in supporting the development and growth of this vital workforce.

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# Foreword

He Ara Oranga, the report of the Government Inquiry into Mental Health and Addiction (2018), see [www.mentalhealth.inquiry.govt.nz](http://www.mentalhealth.inquiry.govt.nz), outlines a vision. This vision includes people with lived experience having a significantly greater role in the design and delivery of support and services. It calls for a greater consumer voice and role right across the system.

More recently the interim Mental Health Commission's report Mā Te Rongo Ake (March 2021) has assessed progress in responding to the inquiry's recommendations. It notes that lived experience feedback indicates that PHO, NGO and DHB services may require much greater support, guidance and/or accountability processes to understand the value of input from people with lived

experience, and to ensure that this input is enabled, genuinely engaged with, and has an impact.

One of the things that will support the further growth and development of the workforce is having clear, shared and consistent understanding of the values, skills and qualities involved. That is, the competencies needed to successfully fulfil consumer, lived experience and peer support roles. This aids those in the roles and the people and organisations who employ and support them.

In August 2014, we published the competencies for the mental health and addiction service user, consumer and peer workforce. Since then, these have informed and supported the development of this very important

workforce. But there is more to do. To ensure the competencies are fit for purpose it was time for a review, refresh and update. As with the original competency development, people with lived experience have led this process and there has been wide consultation with and involvement by consumers, peer support and service leaders around the country. Fittingly, the refreshed competencies are well informed by, and reflect the experience of, the people who use them.

We are proud to be associated with this work.

Rae Lamb

Chief Executive, Te Pou

# Introduction

The consumer, peer support and lived experience (CPSLE) workforce includes all people who work in a job where it is a requirement to have lived experience of mental health challenges and/or addiction. Currently most of the CPSLE workforce works in dedicated DHB and NGO mental health and addiction services. Increasingly, some also work in **primary health or cultural organisations**, social services and other community-based entities. People can be in paid or voluntary roles.

The words in bold are explained in the [Glossary](#) that accompanies this document. The glossary can be accessed at [tepou.co.nz/our-work/lived-experience](http://tepou.co.nz/our-work/lived-experience)

## What are the roles?

The peer workforce includes many different types of jobs. Some examples are:

- › **Peer support workers** work with people experiencing mental health challenges and/or addiction to help restore their hope and personal power. In this document peer support worker is used to describe a number of jobs such as peer navigator, peer recovery coach, peer recovery guide, peer mentor, voice worker or peer support specialist.
- › **Consumer advocates** work with people to resolve problems that affect individuals, as well as issues that affect a lot of people.
- › **Consumer advisors** use **peer values** and **recovery principles** to advise organisations on how to operate. They work to ensure that the experiences of people with mental health challenges and/or addiction influence every part of the organisation to improve service provision.
- › **Consumer, peer and service user educators** educate peers, health professionals and community members, using their lived experience.
- › **Consumer, peer and service user researchers and evaluators** undertake research and evaluation using their lived experience. They work in partnership with their peers.
- › **Consumer, peer and service user auditors** work in teams that audit mental health and addiction services. They provide a lived experience perspective and wisdom.
- › **Service user, consumer and peer supervisors** provide coaching, mentoring or supervision to peers, clinicians and leaders.

## Peer values

Peer roles are based on ideas that come from the consumer rights, self-help and recovery movements. Six core values were identified through consultation, forums and surveys during the development of the original competencies in 2013 and 2014, and have been updated through consultation during 2020 and 2021. These values are described below.

Peer value	Definition	What does this value look like in practice?
<b>Mutuality</b>	Sharing common experiences and being authentic in our relationships.	<ul style="list-style-type: none"> <li>› We take time to get to know people and what is important to them. We build positive and authentic relationships.</li> <li>› We learn from others, and we share our own learning.</li> <li>› We use respectful language.</li> <li>› We respect that people can have different beliefs about recovery and wellbeing.</li> </ul>
<b>Experiential knowledge</b>	Valuing what we have learnt from our life experiences.	<ul style="list-style-type: none"> <li>› We use our own experiences to encourage and inspire those we support, and to build trust and connection.</li> <li>› We tell useful stories from our own experience that are relevant to the current challenges of the person we are supporting.</li> <li>› We don't make assumptions about what others are feeling.</li> <li>› We ask thoughtful questions. We listen so that we can understand what the other person is feeling.</li> <li>› We use our experiences to develop strategies for system change that ensure services meet the needs of the people they are there for.</li> </ul>

Peer value	Definition	What does this value look like in practice?
<b>Participation</b>	Valuing the right of people to participate in their treatment, and in the delivery of services.	<ul style="list-style-type: none"> <li>➤ We honour everyone’s ideas and opinions. We believe everyone can contribute, encourage and support people to voice their experiences.</li> <li>➤ We support people to participate in and lead their treatment.</li> <li>➤ We encourage people to identify their strengths and use them to improve their lives.</li> <li>➤ We advocate for the improvement of services. We take opportunities to lead service delivery and design.</li> </ul>
<b>Self-determination</b>	Valuing the right of people to make their own choices, without any pressure from others.	<ul style="list-style-type: none"> <li>➤ We encourage people to make their own decisions. We offer options when available.</li> <li>➤ We encourage people to try new things.</li> <li>➤ We work together to learn and grow from our experiences.</li> <li>➤ We encourage people’s resilience and personal growth.</li> <li>➤ We encourage people to decide what they want in life and how to achieve it. We do not judge their decisions or plans.</li> </ul>
<b>Equity</b>	Treating people fairly, without discrimination.	<ul style="list-style-type: none"> <li>➤ We work to understand how injustices can affect people.</li> <li>➤ We identify injustices, prejudice and bias and work to address them by advocating for change.</li> <li>➤ We have open discussions about discrimination, trauma, oppression, crisis and safety.</li> <li>➤ We use supportive and respectful language.</li> <li>➤ We respect privacy and confidentiality.</li> </ul>

Peer value	Definition	What does this value look like in practice?
<b>Hope and wellbeing</b>	Believing that there is always hope, and that resilience and wellbeing are possible for everyone.	<ul style="list-style-type: none"> <li>➤ We focus on people’s strengths. We acknowledge that people’s strengths and informed choices are important for their recovery and wellbeing.</li> <li>➤ We encourage people to have dreams and goals that have meaning for them.</li> <li>➤ We model positive ways of working through embodying hope and resilience in all parts of our work.</li> <li>➤ We support people to understand that life challenges can be opportunities for learning and growing.</li> </ul>

## Commentary on the values

Mutuality and experiential knowledge are particularly important values for CPSLE workers.

CPSLE workers recognise the importance of responding to people within their own context. Individual experiences are different. How people make meaning of those experiences is shaped by many personal factors. These can include experiences of colonisation and intergenerational trauma, culture and worldview, whānau relationships, age, gender, and sexuality. Workforce diversity

is central for the CPSLE workforce to be effective in such contexts.

Lived experience often includes having accessed services. The context and culture of those services, the models and approaches, workforce and terminology can influence people’s sense of identity. Lived experience workers are part of many communities and this informs how they work and respond to each other.

The CPSLE workforce is constantly evolving. New roles emerge, services and systems change, and people require

different options of support. The CPSLE workforce has grown from people’s collective experiences of facing mental health challenges and addiction. The expertise comes from ‘grassroots’ experiences through to leadership. Collectively, the workforce has the power to decide what workforce development is needed and to enthusiastically invite others to partner in its delivery. This is self-determination, participation and equity in action.

## The values and Te Tiriti o Waitangi

The values of participation, self-determination and equity are rooted in values from Te Tiriti o Waitangi, which describes the relationship between the Crown and Māori. These values are captured in the te reo Māori terms Kāwanatanga, Tino rangatiratanga, Ōritetanga and Wairuatanga.

Kāwanatanga describes how the Crown partners with Māori in decision making to ensure input and leadership at all levels of the system that can impact future CPSLE workforce development initiatives. Tino rangatiratanga specifies self-determination, where Māori are fully respected to have control of their future and to decide on what matters most. Ōritetanga focuses on achieving equity, and emphasises the rights of Māori as lived experience leaders to have experiences that are meaningful to themselves. These concepts are enveloped by Wairuatanga, to balance the physical and emotional with the spiritual.

## Competency Levels

- › Essential – People need to demonstrate this level of competency when they start their job. They need to demonstrate a basic understanding of peer workforce concepts, strategies, tools and practices.
- › Enhanced – The enhanced level is the next step after the essential level. At the enhanced level people need to demonstrate a higher level of understanding of the competency.
- › Leader – Leaders and influencers need to demonstrate this level of competency.

The leadership level is not only for people in leadership roles. Someone who is not in a leadership role might still demonstrate the leader level of the competency. People who are in leadership roles should meet the essential and leader levels of the competency. Some leaders may also try to meet the enhanced level, depending on their role; however, proficiency at this level is not a requirement for leaders given that their role is primarily to make sure that workers have what they need to develop and maintain an effective CPSLE workforce.

All CPSLE workers need to also meet the essential performance levels for ‘*Let’s get real: Real skills for working with people and whānau with mental health and addiction needs*’.

# The competencies at a glance

## The CPSLE competencies

Apply to all consumer, peer support and lived experience roles

1. Applying lived experience
2. Resilience, recovery and wellbeing
3. Learning and professional development
4. Communicating effectively
5. Interacting with family, whānau and community
6. Interacting within teams and systems
7. Using a human rights approach

## Specific Competencies

Along with the competencies above, the specific roles below have additional competencies.

### Peer support workers

1. Mutual relationships
2. Purposeful approach
3. Peer support practices

### Consumer advisors

1. Strategic viewpoint
2. Participation and leadership
3. Service improvement

# The competencies

## 1. Applying lived experience

The CPSLE worker shares relevant experiences of living with mental health and addiction. Experiences are shared to contribute to peer relationships, or to provide information for improving services.

Essential	Enhanced	Leader
<p>Working at this level, a CPSLE worker can understand and describe:</p> <ul style="list-style-type: none"> <li>➤ how lived experience connects people.</li> <li>➤ how to share relevant experiences to contribute to the peer relationship.</li> <li>➤ how sharing your own experience can have an impact on you and on other people, and how to manage this.</li> <li>➤ how to listen with empathy when peers discuss their experience, and not judge.</li> <li>➤ how to help people feel safe and secure when sharing their experience.</li> <li>➤ trauma-informed care.</li> </ul>	<p>Working at this level, a CPSLE worker:</p> <ul style="list-style-type: none"> <li>➤ understands and values that people can have different experiences.</li> <li>➤ feels safe in sharing their experience.</li> <li>➤ shares relevant experiences to help build rapport and hope with peers, and to assist with the development of services and <b>quality improvement initiatives</b>.</li> <li>➤ sees the impact of sharing their experience on themselves and others.</li> <li>➤ understands that discussing some subjects may feel traumatic.</li> <li>➤ creates a safe space for people to share their experience, without being judged.</li> </ul>	<p>Working at this level, a CPSLE worker supports the sharing and enabling of best practice so that people experience trauma-informed care. They influence other people and organisations to:</p> <ul style="list-style-type: none"> <li>➤ value the guidance provided by people who share their lived experience.</li> <li>➤ invite peers to provide their perspectives and to lead service delivery and quality improvement.</li> <li>➤ invite the peer workforce to educate others about the benefits of their roles.</li> <li>➤ understand and enable peers to work with <b>mutuality</b>, and demonstrate how this leads to different boundaries from those of the clinical workforce.</li> </ul>

Essential	Enhanced	Leader
<ul style="list-style-type: none"> <li>› how to show hope and express hope for others.</li> <li>› realistic optimism.</li> <li>› the idea of mutuality, especially that mutuality requires different boundaries from the health and social service workforce due to sharing of personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>› uses <b>trauma-informed care</b> practices.</li> <li>› shows hope and can express hope for others.</li> <li>› understands, describes and models <b>realistic optimism</b>.</li> <li>› uses <b>mutuality</b> and negotiates the boundaries that this requires. Understands that these boundaries are different from the clinical workforce.</li> </ul>	

## 2. Resilience, recovery and wellbeing

All CPSLE workers understand that self-care, self-advocacy and stress management are important for their wellbeing and resilience. They use the practices that work best for them to stay well.

Essential	Enhanced	Leader
<p>Working at this level, a CPSLE worker can understand and describe:</p> <ul style="list-style-type: none"> <li>› <b>self-care and stress management practices.</b></li> <li>› <b>resilience, recovery and wellbeing principles</b> and how to apply these.</li> <li>› their personal strengths and challenges relating to work.</li> <li>› how to <b>self-advocate</b> for what they need to maintain their health and resiliency.</li> <li>› strategies for handling stressful or challenging situations.</li> <li>› <b>trauma-informed care.</b></li> <li>› the impact of trauma on themselves and others.</li> <li>› the need to seek support and/or <b>supervision</b> (including cultural supervision) when challenges might impact on their work and wellbeing.</li> </ul>	<p>Working at this level, a CPSLE worker:</p> <ul style="list-style-type: none"> <li>› uses and role models self-care and stress management practices.</li> <li>› aims to maintain calm. Uses strategies for managing stressful or challenging situations.</li> <li>› uses <b>wellbeing and resilience principles</b> in their own lives, and with others.</li> <li>› uses <b>reflexive practice</b> to make the best use of their strengths and to address challenges.</li> <li>› responds to <b>social determinants</b> and <b>social consequences</b> of mental health challenges and/or addiction using <b>resilience, recovery and wellbeing principles.</b></li> <li>› uses <b>trauma-informed care.</b></li> </ul>	<p>Working at this level, a CPSLE worker:</p> <ul style="list-style-type: none"> <li>› supports organisations to use resilience, recovery and wellbeing principles with workers and people who access services.</li> <li>› uses current information about wellbeing practices and resilience to guide organisational development.</li> <li>› supports a culture of reflexive practice.</li> <li>› supports <b>supervision</b> (including cultural supervision) for peer and other workers.</li> <li>› supports the implementation of trauma-informed practices.</li> <li>› supports organisations to respond to <b>social determinants</b> and <b>social consequences</b> using wellbeing <b>principles and practices.</b></li> </ul>

### 3. Continuous learning and professional development

All CPSLE workers identify areas where they can grow personally or professionally and take opportunities to learn and develop. They value ongoing development and stay connected to their peer community to stay ‘grounded’ in their work.

Essential	Enhanced	Leader
<p>Working at this level, a CPSLE worker:</p> <ul style="list-style-type: none"> <li>› participates in relevant professional development.</li> <li>› develops a professional development plan.</li> <li>› networks with other members of the peer workforce.</li> <li>› seeks mentoring and support from a peer.</li> </ul>	<p>Working at this level, a CPSLE worker:</p> <ul style="list-style-type: none"> <li>› participates in relevant professional development.</li> <li>› keeps up-to-date with the latest research relevant to the peer workforce and uses this in their work.</li> <li>› uses a professional development plan.</li> <li>› networks with other members of the peer workforce.</li> <li>› recognises the value of personal growth and skill development. Maintains a connection with a peer support community to stay ‘grounded’ and authentic.</li> <li>› has cultural connections with Mana Whenua of the area.</li> </ul>	<p>Working at this level, a CPSLE worker:</p> <ul style="list-style-type: none"> <li>› supports peer staff to negotiate work conditions that support learning and professional development.</li> <li>› ensures the organisation supports peer staff to negotiate work conditions that are fair and equitable.</li> <li>› supports peer staff to develop professional development and career progression plans.</li> <li>› ensures the organisation invests fairly in professional development for peer staff.</li> <li>› supports peer staff to incorporate new developments and innovations in their work.</li> </ul>

Essential	Enhanced	Leader
		<ul style="list-style-type: none"> <li>➤ keeps up-to-date and uses relevant developments and innovations to develop their organisation.</li> <li>➤ mentors other members of the peer workforce to develop their leadership skills.</li> <li>➤ is actively involved with Mana Whenua and encourages the collaboration of services with the Māori community around cultural involvement and implementation.</li> <li>➤ supports initiatives from tāngata whenua.</li> </ul>

## 4. Communicating effectively

CPSLE workers use a range of skills to communicate appropriately and effectively with peers, colleagues and other stakeholders. They use communication skills and styles that are appropriate for the situation they are in and for the person they are communicating with. They always use recovery and wellbeing focused language and they emphasise the strengths of their peers.

Essential	Enhanced	Leader
<p>Working at this level, a CPSLE worker understands and demonstrates:</p> <ul style="list-style-type: none"> <li>➤ respectful communication using <b>recovery and wellbeing focused language</b>.</li> <li>➤ <b>active listening</b> skills and communicating with <b>empathy</b>.</li> <li>➤ the <b>boundaries</b> for their role and how to work within them (role clarity).</li> <li>➤ the ability to cope well with challenging situations.</li> <li>➤ skills in working collaboratively with others.</li> <li>➤ an ability in communicating with people from various backgrounds, cultures, age groups, etc.</li> <li>➤ engagement in karakia with people they are working with and when needed.</li> </ul>	<p>Working at this level, a CPSLE worker:</p> <ul style="list-style-type: none"> <li>➤ uses recovery and wellbeing focused language and approaches.</li> <li>➤ communicates effectively to different groups of people (eg people accessing the service and health professionals).</li> <li>➤ communicates boundaries effectively.</li> <li>➤ demonstrates communication skills that help to build rapport and trust eg <b>active listening</b>.</li> <li>➤ uses <b>empathy</b>, respect, negotiation and other strategies when responding to challenging situations.</li> <li>➤ collaborates with other staff, community agencies, groups and networks.</li> <li>➤ is able to offer karakia.</li> </ul>	<p>Working at this level, a CPSLE worker:</p> <ul style="list-style-type: none"> <li>➤ supports staff to use effective recovery and wellbeing language.</li> <li>➤ ensures the organisational culture and policies support effective and safe peer boundaries.</li> <li>➤ supports CPSLE staff to build skills in developing rapport and trust.</li> <li>➤ builds rapport and trust within the organisation and with stakeholders.</li> <li>➤ supports CPSLE staff to use respectful communication strategies when encountering challenging situations. Ensures the organisation encourages the development of respectful and effective communication strategies.</li> <li>➤ supports CPSLE staff to network and collaborate.</li> <li>➤ networks and collaborates within the organisation and with other stakeholders.</li> <li>➤ promotes CPSLE roles and values across sectors.</li> </ul>

## 5. Working with family, whānau and community

CPSLE workers understand the value of family, whānau and community in people's lives, and work to actively include them.

Essential	Enhanced	Leader
<p>Working at this level, a CPSLE worker:</p> <ul style="list-style-type: none"> <li>➤ demonstrates understanding of               <ul style="list-style-type: none"> <li>▶ the diversity of family, whānau and friends and the different roles they have for people</li> <li>▶ different communities people belong to such as cultural, spiritual, religious, sexuality, gender and interest groups</li> <li>▶ the differences between <b>family of choice</b> (including friends and partners) and genetic family ties</li> <li>▶ the impact of mental health challenges and addiction on families, whānau and communities</li> <li>▶ how a person's culture or age might influence practices and expectations around privacy (eg when working with teenagers, parents or with whānau groups)</li> </ul> </li> </ul>	<p>Working at this level, a CPSLE worker:</p> <ul style="list-style-type: none"> <li>➤ understands that people who access services are part of a family/whānau and community.</li> <li>➤ ensures that people's families/whānau and friends can be part of recovery and wellbeing processes.</li> <li>➤ recognises the role of children and supports people who wish to parent.</li> <li>➤ investigates what family and whānau mean to the person and the best ways to incorporate them.</li> <li>➤ works effectively with people of different backgrounds.</li> <li>➤ connects people, whānau and friends to relevant services and community resources.</li> <li>➤ maintains the privacy of people using the service, acknowledging people's age and culture.</li> </ul>	<p>Working at this level, a CPSLE worker ensures organisational policies and processes:</p> <ul style="list-style-type: none"> <li>➤ value and support family, whānau and community inclusion and participation.</li> <li>➤ recognise the importance of identifying what family is for each person accessing the service.</li> <li>➤ acknowledge the value family, whānau and community roles in people's wellbeing and ensures that services are responsive and inclusive.</li> <li>➤ recognise and value the diversity of the people it serves, and works toward equitable outcomes for all</li> <li>➤ enable staff to connect people, family and whānau to relevant local services and community resources.</li> <li>➤ maintain privacy, acknowledging people's age and culture.</li> </ul>

Essential	Enhanced	Leader
<ul style="list-style-type: none"> <li>▶ <b>tikanga</b>, cultural values and beliefs</li> <li>▶ different approaches to wellbeing</li> <li>› can describe their own culture and what diversity means to them.</li> <li>› shows respect for people who are different to themselves. Is mindful to not impose their culture or beliefs on to others.</li> <li>› identifies community services and resources.</li> <li>› seeks cultural support and advice when needed.</li> <li>› identifies community and whānau hui that are relevant to the people they work with and the work they do.</li> </ul>	<ul style="list-style-type: none"> <li>› understands the different communities that someone is part of, and utilises them for the person's wellbeing.</li> <li>› uses different wellbeing approaches when needed.</li> <li>› actively engages at community and whānau hui.</li> </ul>	<ul style="list-style-type: none"> <li>› enable people's communities to participate in service delivery to enhance wellbeing.</li> <li>› ensures that different wellbeing approaches are respected and utilised.</li> <li>› support staff to access cultural support and advice when needed, for themselves and for the people they support.</li> </ul>

## 6. Working within teams and systems

CPSLE workers understand relevant legislation, policies, standards and systems, and work to align them with peer values. They work together with team members and respect everyone's roles and responsibilities.

Essential	Enhanced	Leader
<p>Working at this level, a CPSLE worker understands and can talk about:</p> <ul style="list-style-type: none"> <li>➤ common mental health and addiction treatments, supports and services.</li> <li>➤ legislation, policies and standards relevant to their work.</li> <li>➤ the roles and responsibilities of colleagues.</li> <li>➤ how to use peer values and relevant policies to make ethical decisions.</li> <li>➤ the value of having people with lived experience involved at all levels of the organisation.</li> </ul>	<p>Working at this level, a CPSLE worker:</p> <ul style="list-style-type: none"> <li>➤ supports people to access the treatments, supports and services they choose.</li> <li>➤ meets legislation, national policies and standards, and can interpret them using peer values.</li> <li>➤ works with colleagues who have different roles and responsibilities.</li> <li>➤ uses the <b>Health and Disability Code of Consumer's Service Rights</b> and ethical frameworks to make decisions.</li> <li>➤ takes up development and leadership opportunities. Encourages others to do so.</li> </ul>	<p>Working at this level, a CPSLE worker:</p> <ul style="list-style-type: none"> <li>➤ facilitates the use of treatments and support that are consistent with peer values.</li> <li>➤ advocates for changes to legislation, policies, standards and funding practices that are inconsistent with peer values.</li> <li>➤ supports their organisation to:               <ul style="list-style-type: none"> <li>▶ develop the CPSLE workforce equitably.</li> <li>▶ comply with the <b>Health and Disability Sector Standards</b>. Uses national policies and ethical frameworks to guide services.</li> <li>▶ support partnership, participation and leadership from people with lived experience. This includes involvement in local and national projects and organisations.</li> </ul> </li> </ul>

## 7. Using a human rights approach

CPSLE workers protect and promote human rights for everyone, in all of their work. They will use their personal story and advocate for positive change.

Essential	Enhanced	Leader
<p>Working at this level, a peer worker demonstrates understanding about:</p> <ul style="list-style-type: none"> <li>➤ <b>human rights approaches</b> and why they are used.</li> <li>➤ the impact of relevant <b>United Nations documents</b> within mental health and addiction work, including: <ul style="list-style-type: none"> <li>▶ United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).</li> <li>▶ United Nations Declaration on the Rights of Indigenous People (UNDRIP).</li> <li>▶ United Nations Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment.</li> </ul> </li> <li>➤ their organisation's complaints process.</li> <li>➤ what <b>stigma</b>, discrimination, prejudice, and <b>human rights breaches</b> are.</li> <li>➤ why some people may need support and advocacy to protect their rights.</li> </ul>	<p>Working at this level, a peer worker:</p> <ul style="list-style-type: none"> <li>➤ uses a <b>human rights approach</b>.</li> <li>➤ applies relevant United Nations Conventions and Declarations in their organisation.</li> <li>➤ supports people to understand and use complaints processes effectively.</li> <li>➤ challenges the impact of <b>stigma</b>, discrimination, prejudice, and <b>human rights breaches</b>.</li> <li>➤ offers and promotes <b>peer advocacy</b>, if appropriate for their role.</li> </ul>	<p>Working at this level, a peer worker:</p> <ul style="list-style-type: none"> <li>➤ ensures <b>national and international human rights frameworks</b>, conventions and developments are upheld in their organisation.</li> <li>➤ ensures their organisation has an effective complaints process. Uses complaints to inform quality improvement.</li> <li>➤ supports their organisation to address <b>stigma</b>, discrimination, prejudice and <b>human rights breaches</b>.</li> <li>➤ promotes people's rights by ensuring equitable access to <b>peer advocacy</b>.</li> </ul>

# Peer support work

In addition to the core CPSLE worker competencies, the following apply to the specific role of peer support worker.

## 1. Peer support - mutual relationships

Peer support relationships are always developing, and involve people both giving and receiving. This is very different from conventional support programmes, where people need help and the staff provide that help. In peer support, people learn from each other. Peer support workers understand this concept of mutuality and use it in their relationships.

Essential	Enhanced	Leader
<p>Working at this level, a peer support worker understands and demonstrates:</p> <ul style="list-style-type: none"> <li>› how to use <b>mutuality</b> in peer relationships.</li> <li>› why <b>equity</b> is important in peer relationships.</li> <li>› how to create safe spaces for people to share their stories.</li> <li>› the role of <b>positive risk-taking</b> in <b>recovery</b> and <b>wellbeing</b>.</li> </ul>	<p>Working at this level, a peer support worker:</p> <ul style="list-style-type: none"> <li>› works with people authentically.</li> <li>› uses <b>mutuality</b>.</li> <li>› treats people as equals, while acknowledging their different responsibilities in the relationship.</li> <li>› encourages the use of <b>positive risk-taking</b> strategies, such as searching for employment, volunteering, training or education.</li> <li>› provides an environment for people to share their experiences.</li> </ul>	<p>Working at this level, a peer support worker:</p> <ul style="list-style-type: none"> <li>› shows and promotes mutual and authentic relationships in their organisation and with stakeholders.</li> <li>› demonstrates and advocates for equity; supports people to have what they need to be successful in their roles.</li> <li>› supports their organisation to develop policies and processes that ensure a safe environment to share experiences.</li> <li>› promotes a culture of positive risk-taking in their organisation.</li> </ul>

## 2. Peer support - purposeful approach

Peer support workers understand people need to have hope, meaning and aspirations in their lives. They support them to achieve this.

Essential	Enhanced	Leader
<p>Working at this level, a peer support worker understands and demonstrates:</p> <ul style="list-style-type: none"> <li>➤ taking a <b>purposeful approach</b> to the importance of hope, meaning and aspirations in people’s lives.</li> <li>➤ that community services and resources may support people’s goals.</li> <li>➤ that regular reviews of people’s goals and hopes are important, because these may change.</li> <li>➤ the value of writing notes collaboratively.</li> <li>➤ the importance of recognising people’s successes and to learn from things that do not go well.</li> </ul>	<p>Working at this level, a peer support worker works with people to:</p> <ul style="list-style-type: none"> <li>➤ develop and maintain hope, meaning and wellbeing goals.</li> <li>➤ access community resources that support them to reach their goals.</li> <li>➤ review their goals and hopes, and support them to make changes as required.</li> <li>➤ write plans and notes collaboratively.</li> <li>➤ recognise successes and learn together from challenges.</li> </ul>	<p>Working at this level, a peer support worker ensures their organisation:</p> <ul style="list-style-type: none"> <li>➤ provides flexible ways to develop effective wellbeing strategies.</li> <li>➤ provides information on local community resources.</li> <li>➤ has policies and procedures that include the regular review of people’s goals and aspirations.</li> <li>➤ has policies and procedures that support the use of collaborative notewriting.</li> <li>➤ uses tools that measure successes and barriers, in a way that is meaningful for people (<b>outcome measures</b>).</li> </ul>

### 3. Peer support - peer support practices

Peer support workers understand what peer support is and use appropriate models, tools and practices in their work.

Essential	Enhanced	Leader
<p>Working at this level, a peer support worker understands and demonstrates:</p> <ul style="list-style-type: none"> <li>› what peer support is.</li> <li>› the role of peer support workers.</li> <li>› use of <b>peer-led tools</b>.</li> <li>› models and practices that reflect peer values and <b>recovery and wellbeing principles</b>.</li> <li>› the impact of peer support on people's lives.</li> <li>› the use of <b>supported decision making</b>.</li> <li>› the importance of <b>supported self-advocacy</b>.</li> </ul>	<p>Working at this level, a peer support worker:</p> <ul style="list-style-type: none"> <li>› can describe the philosophy behind peer support and its history.</li> <li>› can describe evidence of the effectiveness of peer support.</li> <li>› works with people using <b>peer-led tools</b>.</li> <li>› uses models and practices that reflect <b>peer values and recovery and wellbeing principles</b>.</li> <li>› supports <b>self-advocacy</b> when resolving complaints.</li> <li>› can work within different types of peer support, using <b>peer support programmes</b> and in different <b>settings</b>.</li> </ul>	<p>Working at this level, a peer support worker:</p> <ul style="list-style-type: none"> <li>› is familiar with a range of <b>peer-led tools</b> and makes these available in their organisation.</li> <li>› keeps up-to-date with developments in peer support and shares this information.</li> <li>› promotes research and evaluation initiatives in peer support.</li> <li>› ensures their organisation uses models and practices that reflect <b>peer values, and recovery and wellbeing principles</b> such as <b>trauma-informed care</b> and <b>mindfulness</b>.</li> <li>› ensures their organisation is informed of the different types of peer support, <b>peer support programmes</b> and <b>peer support settings</b> and uses that knowledge to inform service development.</li> <li>› ensures their organisation has relevant policies, procedures and frameworks to support people to advocate for themselves.</li> </ul>

# Consumer advisor work

In addition to the core CPSLE worker competencies, the following apply to the specific role of consumer advisor.

## 1. Consumer advisors - strategic viewpoint

All consumer advisors work strategically to effect positive change in service delivery and organisational culture.

Essential	Enhanced	Leader
<p>Working at this level, a consumer advisor:</p> <ul style="list-style-type: none"> <li>› understands the difference between <b>individual advocacy</b> and <b>systemic advocacy</b>.</li> <li>› understands the roles of people with lived experience, family and whānau groups in <b>systemic advocacy</b>.</li> <li>› understands how society and mental health and addiction services can be discriminatory.</li> <li>› can describe ways they can influence change.</li> <li>› recognises that different points of view need to be respected and understood.</li> </ul>	<p>Working at this level, a consumer advisor:</p> <ul style="list-style-type: none"> <li>› can describe the role of <b>systemic advocacy</b> in their work.</li> <li>› gathers information from relevant people to support advocacy for positive change.</li> <li>› works to change discrimination in services.</li> <li>› works to influence change and uses effective levers to achieve change.</li> <li>› can assess and respond to different points of view. Uses peer values to find solutions.</li> </ul>	<p>Working at this level, a consumer advisor:</p> <ul style="list-style-type: none"> <li>› supports organisations to understand and effectively use <b>individual advocacy</b> and <b>systemic advocacy</b> at all levels of service delivery.</li> <li>› supports the tracking of feedback from workers and people accessing the service to support positive system changes.</li> <li>› influences their organisational culture, and funding, policy and legislation.</li> <li>› develops policies that eliminate inequity, <b>stigma, prejudice</b>, and discrimination.</li> <li>› strengthens consumer advisor and lived experience influence.</li> <li>› promotes peer perspectives in organisational development.</li> </ul>

## 2. Consumer advisors – participation and leadership

All consumer advisors work to ensure that effective peer participation and leadership happens at all levels of the organisation.

Essential	Enhanced	Leader
<p>Working at this level, a consumer advisor understands and can demonstrate:</p> <ul style="list-style-type: none"> <li>› why consulting and networking with all relevant people is important. This may include people who access the service, families and whānau.</li> <li>› different methods for collecting and using feedback.</li> <li>› the benefits of lived experience roles that have influence in services.</li> <li>› the role of <b>national and international human rights frameworks</b> and national complaints processes.</li> </ul>	<p>Working at this level, a consumer advisor:</p> <ul style="list-style-type: none"> <li>› networks and consults with people who access the service and families and whānau.</li> <li>› uses effective <b>methods for collecting, analysing and responding to feedback</b>.</li> <li>› uses own position of influence and power to improve services.</li> <li>› uses <b>national and international human rights frameworks</b> and national complaints processes.</li> </ul>	<p>Working at this level, a consumer advisor:</p> <ul style="list-style-type: none"> <li>› supports peer staff to have what they need to network and consult with people who access the service, their families and whānau.</li> <li>› networks and consults with people who access the service and their families and whānau at local, regional and national levels.</li> <li>› ensures organisations have effective processes that collect feedback to continually improve the service.</li> <li>› supports peers to hold positions of influence and power in the organisation and wider sector.</li> <li>› uses the <b>national and international rights frameworks</b> and national complaints processes to inform quality improvement processes.</li> </ul>

### 3. Consumer advisors – service improvement

Consumer advisors are involved in service improvement, quality improvement, and education. They promote meaningful wellbeing-focused measures for people who use services.

Essential	Enhanced	Leader
<p>Working at this level, a consumer advisor understands and can describe:</p> <ul style="list-style-type: none"> <li>➤ <b>organisational change principles.</b></li> <li>➤ service development and quality improvement processes.</li> <li>➤ <b>recovery and wellbeing-based measures</b> used in service development and quality improvement.</li> <li>➤ the benefits of peer educators.</li> <li>➤ the benefits of having peers involved in recruitment, mentoring and performance appraisal processes.</li> </ul>	<p>Working at this level, a consumer advisor:</p> <ul style="list-style-type: none"> <li>➤ uses <b>organisational change principles</b> in service development and quality improvement.</li> <li>➤ engages in service development and <b>quality improvement</b> processes within the service.</li> <li>➤ uses <b>recovery and wellbeing-based measures</b> in service development and quality improvement.</li> <li>➤ educates colleagues and people who access the service, using their lived experience and peer values.</li> <li>➤ participates in recruitment, mentoring and performance appraisal.</li> </ul>	<p>Working at this level, a consumer advisor:</p> <ul style="list-style-type: none"> <li>➤ supports organisational change principles.</li> <li>➤ supports service development and <b>quality improvement</b> approaches that are consistent with peer values and include peer leadership.</li> <li>➤ supports the organisation to use <b>recovery and wellbeing-based measures</b> in service development and quality improvement.</li> <li>➤ is involved and engages in consultations on issues that affect peer workforce development and sustainability.</li> <li>➤ supports organisations to have education and training developed and delivered by people with lived experience.</li> <li>➤ supports organisations to have peer staff in recruitment, mentoring and performance appraisal processes.</li> </ul>

