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**MH&A Attestation Template for NZA in Mental Health & Addiction Support Level 4**

This template is for use in the recognition of Prior Learning assessment process. A trainee who has worked for more than one employer during their two years of continuous employment will need to submit a form from each employer.

The employer/supervisor must only use this template for those applicants who:

* Have been assessed as “not equivalent” through the equivalency process.
* Hold a qualification on the list approved for this process.
* Have two years continuous practice
* Have current practice within the last two years

Supporting evidence must include:

* Proof of having been through the equivalence process (i.e. letter/email declining equivalence)
* CV
* Job description/s relevant to period of employment
* Academic transcripts or certificates showing attainment of the qualification
* Relevant in-service training records

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| **Full legal name of trainee** |  | **Date of birth** |  |

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| **Employer** **workplace** |  |

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| **Employed from:** |  | **Employed until:** |  | **NZQA or NSN number** |  |

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| **Unit Standard** | **Outcomes that must be met**  Every outcome must be proven or supported with evidence | **Examples of what could be relevant evidence**  How has the trainee shown this? | **Validation comments by employer or regular supervisor**  E.g. “I have seen”, “I have heard”, “A supervisor confirms”, “other staff confirm”, “how I know”, “I confirm”, ”I have sighted” etc. Must give specific details. |
| **29455** Contribute to a culture of service quality, professionalism and ethical practice in a health or wellbeing setting | 1. Contribute to a culture of service quality in a health and wellbeing setting. 2. Contribute to a culture of professionalism and ethical practice in a health or wellbeing setting. | On-job performance  In-service training  Performance appraisals |  |
| **28992** Apply self-reflection in a health or wellbeing setting | 1. Demonstrate knowledge of self-reflection in a health or wellbeing setting. 2. Apply self-reflection in own role in a health or wellbeing setting. | Performance appraisals  Supervision meetings |  |
| **29456** Compare the key attributes of service philosophies used in health or wellbeing settings | 1. Compare the key attributes of service philosophies used in health or wellbeing settings. Range: evidence is required for three service philosophies | In-service training in own organisation’s philosophy  Degree topics  Courses or workshops |  |
| **29457** Explain factors influencing people's health and wellbeing and their implications when providing support | 1. Explain the influence of people’s holistic needs on their health and wellbeing. 2. Explain the influence of people’s own perspectives and contexts on their experience of disability, impairment, conditions and situations. 3. Explain the influence of experiencing stigma, discrimination and/or a disabling society on people’s health and wellbeing. 4. Explain how factors influencing people’s health and wellbeing should be considered when providing support in a health or wellbeing setting. | Degree topics  Courses or workshops  In-service training  Development of support or recovery plans |  |
| **28558** Explain the impacts of colonisation on health and wellbeing for tangata whenua, and in a health or wellbeing setting | 1. Explain the impacts of colonisation on health and wellbeing outcomes for tangata whenua, and in a health or wellbeing setting. | Degree topics  Courses or workshops  In-service training |  |
| **29459** Engage with tangata whenua and provide information on community support services in a health or wellbeing setting | 1. Demonstrate tikanga and kawa for engagement with tangata whenua in a health or wellbeing setting.   Range: evidence is required of kawa and tikanga in three situations;  situations may include but are not limited to – whakatau, powhiri, whānau hui, tangi hanga, hui, poroporoaki, kawe mate.   1. Demonstrate knowledge of community support services or resources available to support the health and wellbeing of tangata whenua.   Range: evidence is required of four services or resources. | Courses or workshops  In-service training  Noho marae  On-job observation  On-job interaction with services or resources |  |
| **26986** Describe the mental health and addiction sectors in New Zealand and carry out the role of an MHA support worker | 1. Describe the history of the mental health and addiction sectors within Aotearoa/New Zealand, and how it influenced the current sector, own organisation and the role of support workers. 2. Describe the continuum of support for mental health and addiction within Aotearoa/New Zealand. 3. Describe the role of a mental health and/or addiction support worker within Aotearoa/New Zealand. 4. Carry out tasks and responsibilities of a mental health and/or addiction support worker within Aotearoa/New Zealand in a culturally appropriate manner, and contribute to a team.   Range: evidence is required for two individuals accessing mental health and/or addiction services, one of whom must identify as Māori. | Degree topics  Courses or workshops  In-service training  On-job practice |  |
| **29461** Contribute to the safety of people, self and others in a health or wellbeing setting | 1. Contribute to preventing and addressing challenging behaviour in a health or wellbeing setting. 2. Contribute to identifying risk and implementing and evaluating risk management plans in a health or wellbeing setting. | On-job performance  In-service training  Care or service plans |  |
| **26983** Describe and implement strategies for engaging with a person accessing MHA services and their natural supports | 1. Describe strategies for engaging with a person accessing mental health and/or addiction services and their natural supports.   Range: evidence is required for two individuals with contrasting mental health and/or addiction issues;  strategies must include – identifying the complexity and dynamics of relationships, focusing on people’s strengths; working with barriers to engagement.   1. Choose and implement strategies for engaging with a person accessing mental health and/or addiction services and their natural supports.   Range: evidence is required for two individuals with contrasting MHA issues;  choice and implementation of strategies must be in accordance with the organisation’s policies and procedures. | Degree topics  In-service training  Other training or workshops  On-job observation |  |
| **26989** Support a person accessing mental health or addiction services to develop, follow and review a wellbeing support plan | 1. Describe types, components and strategies of a culturally appropriate wellbeing support plan for a person accessing mental health or addiction services.   Range: content of the support plan may include but is not limited to the following social determinants of health – mindfulness, wellbeing, nutrition, employment, parenthood, physical health, relapse prevention, housing, connecting with friends and/or communities.   1. Engage with a person accessing mental health or addiction services and, when available, their whānau to consider, prepare and develop a wellbeing support plan.   Range: evidence is required for plans for three individuals accessing mental health or addiction services, one of whom must identify as Māori; evidence must include how the support worker has upheld their responsibility to integrate cultural awareness into the plan.   1. Support a person accessing mental health or addiction services in a culturally appropriate manner and, when available, their whānau to follow and review the stated aims and objectives of a wellbeing support plan.   Range: evidence is required for plans for three individuals accessing mental health or addiction services, one of whom must identify as Māori. | Degree topics  In-service training  Other training or workshops  On-job observation |  |
| **29462** Demonstrate knowledge of responding to people in situations of vulnerability in a health or wellbeing setting | 1. Demonstrate knowledge of responding to people in situations of vulnerability in a health or wellbeing setting. | Degree topics  In-service training  Other training or workshops  On-job observation |  |
| **28537** Undertake self-care to maintain and enhance personal wellness in a health or wellbeing setting | 1. Undertake self-care to maintain and enhance personal wellness in a health or wellbeing setting. | Supervision meetings  Performance appraisal |  |
| **26988** Describe contributors to, and the impact of, MHA issues on human development and support a person accessing MHA services | 1. Describe a mental health issue and its likely contributors within a particular life stage and context. Range: contributors to the mental health issue may include but are not limited to – trauma, physical health conditions, environment, psycho-social factors. 2. Describe an addiction issue and its likely contributors within a particular life stage and context. Range: contributors to the addiction issue may include but are not limited to – trauma, physical health conditions, environment, psycho-social factors. 3. Describe the impacts of a mental health issue on human development within a particular life stage and context. 4. Describe the impacts of an addiction issue on human development within a particular life stage and context. 5. Support a person accessing mental health and/or addiction services and, when available, their whānau, for an agreed period. | Degree topics  In-service training  Other training or workshops  On-job observation |  |
| **29715** Demonstrate knowledge of a social issue or situation relevant to a New Zealand health or wellbeing context | 1. Demonstrate knowledge of a social issue or situation relevant to a New Zealand health or wellbeing context.   Range: The social issue or situation may include but is not limited to – child abuse, sexual abuse, unemployment, isolation, family/domestic violence, homelessness, poverty. | Degree topics  In-service training  Other training or workshops |  |
| **29716** Demonstrate knowledge of a condition or impairment relevant to a New Zealand health or wellbeing context | 1. Demonstrate knowledge of a condition or impairment relevant to a New Zealand health or wellbeing context   Range: the condition or impairment may include, but is not limited to – addiction, diabetes, dementia, sensory impairment, mental illness, physical disability. | Degree topics  In-service training  Other training or workshops  On-job observation |  |
| **27077** Describe approaches to, and models of, addiction treatment, and explain and apply an approach for a selected model | 1. Describe approaches to addiction treatment, models of addiction treatment, and ongoing support. 2. Explain and apply a culturally appropriate treatment approach for a selected model of addiction treatment. Range: evidence is required for two individuals accessing addiction services, one of whom must identify as Māori, each with a different substance use and/or gambling disorder, with a different approach used with each of them. | Degree topics  In-service training  Other training or workshops  On-job observation |  |
| **26984** Describe mental health and addiction issues, and the potential impact of co-existing issues | 1. Describe mental health issues. 2. Describe addiction issues. 3. Describe the potential impact of co-existing mental health and addiction issues. Range: evidence is required for three individuals accessing mental health and/or addiction services; each person to have a different combination of co-existing mental health and addiction issues. | Degree topics  In-service training  Other training or workshops  On-job observation |  |
| **29712** Contribute to identifying intended outcomes for a person in a health or wellbeing setting and evaluate own performance | 1. Contribute to identifying intended outcomes for a person in a health or wellbeing setting. 2. Evaluate own performance when contributing to identifying intended outcomes for a person in a health or wellbeing setting. | On-job observation  Staff debriefs with supervisor  Supervision  Performance appraisal  Review meetings about support or recovery plans |  |
| **29713** Work alongside a person to achieve intended outcomes in a health or wellbeing setting and evaluate own performance | 1. Contribute to achieving the intended outcomes for a person in a health or wellbeing setting.   Range: contribution may include but is not limited to – promoting prevention; promoting self-management and resilience by supporting health literacy, promoting self- advocacy; promoting the use of relevant technology; supporting the development of new skills and behaviours.   1. Contribute to identifying opportunities to enhance the likelihood of success in achieving intended outcomes for a person in a health and wellbeing setting.   Range: must include – identifying opportunities related to the potential use of technology.   1. Contribute to identifying risks and barriers to achieving intended outcomes for a person in a health and wellbeing setting.   Range: must include – identifying risk related to the potential use of technology.   1. Evaluate own performance when contributing to achieving the intended outcomes, identifying opportunities to enhance the likelihood of success, and identifying risks and barriers, for a person being supported in a health or wellbeing setting. | On-job observation  Staff debriefs with supervisor  Supervision  Performance appraisal  Review meetings about support or recovery plans |  |

**Statutory Declaration**

* As the employer/attester, I am aware that this is a disclosable document which may be examined in an audit or during an enquiry.
* I have recorded details that can be supported with evidence in the event of an audit.
* The comments I have recorded are a true and accurate reflection of the performance observed in the workplace.

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| **Name of authorised attester:** |  |
| **Signature:** |  |
| **Date:** |  |

***Note:***

*This version of the programme has been updated to include the new units and versions developed at the request of the Mental Health and Addiction Service Providers. To assist, these updated units are highlighted.*