



CHCPRP001

ASSESSOR GUIDE

# Develop and maintain networks and collaborative partnerships

## Assessment 3 of 3

### Project



## Assessment Instructions

### Task overview

This assessment is divided into 3 parts:

- Part A: Opportunities
- Part B: Business networking
- Part C: Support services networking

Read each task carefully before capturing your response in the format indicated.

### Additional resources:

You will need to access the following additional resources to complete this assessment:

- File: *CHCPRP001\_03\_ThereseChaumont\_230428*

This file can be found on the Assessment 3 page on the LMS.

## Assessment Information

### Submission



You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.



### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)



However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.


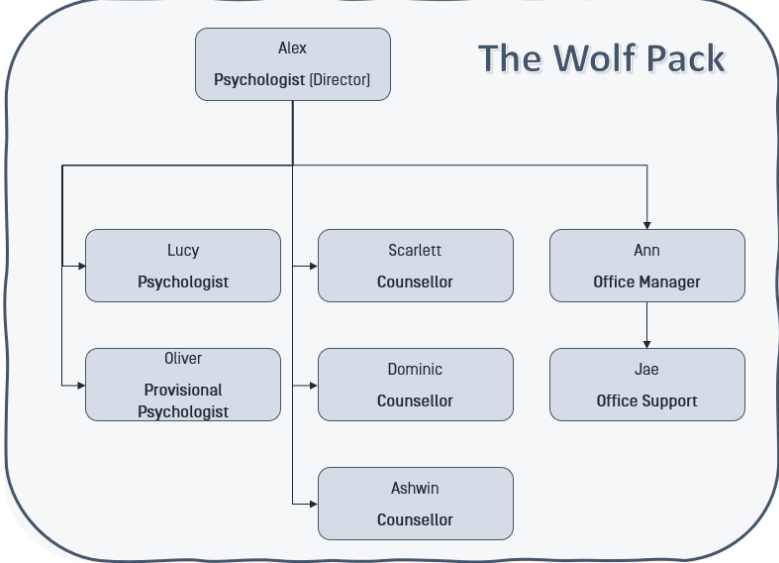


Please consider the environment before printing this assessment.

## Part A: Opportunities

Continuing on with "The Wolf Pack" case study details from Assessment 2, complete the tasks that follow.

### CASE STUDY: The Wolf Pack (recap)

<b>Company A:</b>	The Wolf Pack 
<b>Organisations vision/ mission:</b>	To support and strengthen young people with mental health issues.  The name Wolf Pack refers to us coming together as a group in order to support each other and build our collective strength.
<b>Organisations goals:</b>	The goal is to encourage young people to: <ol style="list-style-type: none"> <li>1. Reach out</li> <li>2. Step up</li> <li>3. Stay strong.</li> </ol>
<b>Services provided:</b>	Primarily offering group counselling services to young people (up to 25 years old), we aim to help engage and improve individuals wellbeing by talking openly, honestly and publicly. We feel this helps to build an understanding that we are not alone and increase the size of our support networks.  We also offer 1-1 counselling services where preferred.
<b>Company structure:</b>	We are a young team working for a young organisation (operating <12 months). We have a team of 2 Psychologists and 1 Provisional Psychologist, 3 Counsellors and 2 office support staff running the show. See the teams structure chart below. <div style="text-align: center; border: 1px solid black; border-radius: 20px; padding: 20px; margin: 10px 0;">  <pre>                     graph TD                         Alex["Alex Psychologist (Director)"]                         Lucy["Lucy Psychologist"]                         Oliver["Oliver Provisional Psychologist"]                         Ashwin["Ashwin Counsellor"]                         Scarlett["Scarlett Counsellor"]                         Dominic["Dominic Counsellor"]                         Ann["Ann Office Manager"]                         Jae["Jae Office Support"]                          Alex --&gt; Lucy                         Alex --&gt; Oliver                         Alex --&gt; Ashwin                         Alex --&gt; Ann                         Alex --&gt; Jae                         Lucy --&gt; Scarlett                         Lucy --&gt; Dominic                         Oliver --&gt; Ashwin                         Ann --&gt; Jae                     </pre> </div> <p>All team members are fully qualified within their roles, however the majority have minimal on the job practical experience.</p>

	<p>Alex: Psychologist – 10 years practicing. Director - Less than 1 year in this role.          Lucy: Psychologist – 1 years practicing following a 10 year career break. Prior to this break, Lucy had been practicing for 10 years.          Oliver: Provisional Psychologist – 1 year practicing and studying a Masters of Professional Psychology.          Dominic: Counsellor – 14 years practicing.          Scarlett: Counsellor – 2 years practicing having recently completed her Masters of Counselling.          Ashwin: Counsellor – 3 years practicing.</p> <p>With the exception of Oliver, no one is currently engaged in further training or education.</p>
<b>A short history:</b>	<p>New to the industry and area we are still very much looking to build our client base with many of our team under utilised at present.</p> <p>As a new organisation we are still in the process of developing program collateral such as program brochures and information kits, session plans and client worksheets, support service brochures etc. to support our Psychologists and Counsellors. Much of this is common to other organisations in the industry.</p> <p>Our strength is in the group counselling services, however due to the stigma around mental health issues, those who do engage our services primarily prefer the 1-1 sessions. Unfortunately this means these clients continue to isolate themselves and do not get the benefit of seeing that they are not alone and cannot access the wider network of support (like minded youth) available to them.</p> <p>Based on our current clients, the top 3 issues seem to relate to:</p> <ul style="list-style-type: none"> <li>• <b>Relationships</b> - such as family, friendships and romantic relationships)</li> <li>• <b>Performance</b> – such as academic and/or athletic achievement]</li> <li>• <b>Personal identity</b> – such as trying to understand and identify themselves as individuals.</li> </ul> <p>As we build our client base we hope to expand our support offering to address the following specific areas:</p> <ul style="list-style-type: none"> <li>• Developing social skills.</li> <li>• Supporting students academically.</li> <li>• Understanding and exploring different identities locally.</li> </ul>
<b>Current collaborations:</b>	<p>As a new organisation, we do not currently participate in any collaborations with any other services, however we are keen to build these in order to better support our clients.</p>

**IMPORTANT NOTE:** During the course of this assessment you are required to network with real individuals within the industry. These networks and communications will need to be presented as evidence, capturing certain information and demonstrating specific skills as outlined in the tasks.

During this contact you must present as yourself – a student looking to move into the industry. In order to capture communications, collaborations and conditions reflective of the case study, you must engage with your contact relating to their experiences, knowledge and potential tools or ideas in response to the hypothetical scenarios provided.

In order to verify these communications as genuine interactions, your Assessor may need to contact the individual you are networking with. Please ensure they are aware of this and are willing to confirm details if contacted.

### Task 1: Identify opportunities

Read the scenario below and then complete the tasks that follow.

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### Scenario

You have implemented the new collaborative partnership and service partner organisations referral pathways as detailed in Assessment 2 and are now ready to look for some of the more individualised opportunities for yourself and the team.

These opportunities must relate to the improvement of skills and knowledge that support service delivery.

Evaluate the case study information above and identify 1 way Alex as Director and 1 way Lucy as a return to work Psychologist's performance may be improved through networking and collaboration. Consider their specified roles, the service delivery requirements of their roles and their personal profiles above in your answer.

[Approximate word count: 40 words each]

**Assessor instructions:** Students must identify collaboration opportunities relevant to the roles identified. Alex is new to being a Director of a business and may benefit from collaboration with an experienced mental health services business owner, or team leader. Lucy is returning after a significant break and may need to update her skills so would benefit from collaborating with a Psychologist who has more recent experience.

A sample answer is provided below. Students answers may vary, however they must address a collaboration opportunity to address a potential skill gap or benefit to the two workers identified.

Alex Director	As Owner of the business, Alex could seek collaboration with an experienced mental health services business owner in order to learn from their experiences, thus avoiding pitfalls, fast tracking successes and improving service delivery conditions at The Wolf Pack.
Lucy Psychologist	As a Psychologist who is returning after a substantial career break, Lucy could seek collaboration with another Psychologist who has recent experience practicing in order to improve industry currency and improve service delivery in relation to the industry, programs/tools and clients.

## Part B: Business networking

Continue Part B based on the role and requirements of Alex, the Director of The Wolf Pack.

### Task 1: Identify business owner opportunities

With a focus on the role of Director/ Business Owner, identify 3 networking opportunities to support Alex to address gaps in leadership and business operations skills and experience to improve business performance and therefore service delivery reliability.

This may involve formally joining an industry group or associations, attending seminars or conferences, attending alumni events etc. as long as they focus on building relationships with others in order to support mutual benefits that ultimately aid in the delivery of services to clients.

Examples of a relationship that can support service delivery for Alex as the business owner may involve learning about strategies to lead and engage their teams to better support clients, supporting the mental health of mental health workers or tips on networking related to marketing the business to ensure clients have a clear understanding of the services available.

Provide details of each opportunity, including:

- **Contact:** Service, organisation or individuals name, address and contact details

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- **Details:** Summary of the networking opportunity
- **Purpose:** Potential benefit of the networking opportunity
- **Action:** The first step needed to initiate the networking relationship

NOTE: You will be required to develop 1 networking relationship as identified below, building a relationship, capturing two way communication, sharing information and resources related to service delivery goals, develop benefits and ensure confidentiality measures. Ensure at least 1 of the options below address all of these requirements.

**Assessor instructions:** Students must identify 3 networking opportunities to support Alex from the role play. For each one they must identify and record the contact, details, purpose of relationship and actions to initiate a relationship.

Examples of networking opportunities to consider are reflected in the task instructions above.

A sample answer is included below. Students answers may vary, however they need to identify 3 network opportunities and cover the details required as outlined above.

	<b>Contact</b> Name, address and contact details	<b>Details</b> Summary of networking opportunity (Approximate word count: 80 words each)	<b>Purpose</b> Potential benefit of the networking opportunity (Approximate word count: 60 words each)	<b>Action</b> Initial steps required to initiate networking relationship (Approximate word count: 30 words each)
1.	Small Business Association of Australia (SBAA) <a href="https://smallbusinessassociation.com.au/">https://smallbusinessassociation.com.au/</a> 1300 413 915	Small Business Association of Australia (SBAA) provides the Support, Advice, Opportunity and Advocacy Micro, Small and Medium Sized Business need to thrive in today's economy.  As well as being the voice of MSME's, advocating for their rights and getting the important issues in front of Federal and State Governments, Regulators and Authorities, the SBAA also provides Members with access to a range of quality programs, services, technology, education and trade missions ensuring they have the best chance to succeed.	Potential benefits include: <ul style="list-style-type: none"> <li>• Advertise your business on the SBAA Small Business Directory</li> <li>• Stay connected with e-news and white papers</li> <li>• Receive members discount to all networking and educational events</li> <li>• Access to a range of business consultants and professionals dedicated to helping your business</li> <li>• Receive invitations and members discounts to premier events and conferences</li> <li>• Receive member discounts and special offers from sponsors and referral businesses</li> </ul>	<ol style="list-style-type: none"> <li>1. Join SBAA</li> <li>2. Pay membership fee</li> <li>3. Book into an event/conference</li> <li>4. Introduce yourself and share your business card with other members</li> <li>5. Reach out to other members</li> </ol>
2.				

3.				
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### Task 2: Initiate network

As a student you will need support and guidance on leadership, business ownership and working within a business in order to deliver valuable client services throughout your career. With this in mind, choose 1 of the network opportunities identified for Alex in Part B Task 1 and complete the steps needed to implement this relationship for yourself through to initiating contact with others. This relationship must add value to Alex's ability to run the business in a way that supports service delivery efficiency, effectiveness and/or quality. Details of the service delivery goals will be captured in the next task.

You must capture evidence of yourself initiating personal contact with at least 1 individual (peer or mentor) who can support leadership and/ business ownership development. This evidence must demonstrate at least 1 direct two-way conversation, as instigated by the you. This evidence may include a range of the following:

- Copy of emails
- Copy of MS teams communication
- Recording of meeting\*, or screen shot of meeting details and formal recording or transcript
- Screen shot of short messaging services

You must include the initiating contact or steps taken as well as evidence of two-way communication. This may require multiple pieces of evidence to demonstrate. Each piece of evidence provided must include enough information to demonstrate a legitimate networking relationship that is building up to improving (or supporting the ability to achieve) service delivery targets, i.e. topics, communication formats, time and dates etc.

Details of the person you are communicating with and their credentials (valid to the skills and knowledge being sought) must be provided, should the Assessor be required to contact them directly to verify the interactions. You must ensure that the individual you are in communication with is aware of this and is willing to confirm the relationship should they be contacted.

NOTE: Review the **Recording Instructions** at **Appendix A** for all instructions involving participant consent, duration, timings, recording and submission instructions if needed. Capture the recording filename and key timings at the bottom of the table below as indicated and be sure to include this in your assessment submission.

**Assessor instructions:** Students must provide evidence of initiating contact and two-way communication with a valid and beneficial leadership/ business network contact.

This task must include the contact information for verification. Verification of the network contact must be confirmed where the evidence gathered does not clearly indicate the validity of the network contact.

The evidence must show the initial point of contact as proactively instigated by the student. Evidence may include copies or screen shots of emails, MS teams communications, meeting details and transcripts, short messaging services and/or a physical meeting recording. Copies, images and screen shots must be included in the box below or clearly referenced and attached as additional evidence in the case of recordings.

Any physical recordings must capture participant identification and consent at the start of the session and be identified here and submitted separately with this assessment.

Contact information for verification

**Commented [VR1]:** 2.2 Pro-actively initiate relationships with other inter and intra sectoral professionals and organisations

3.3 Liaise with staff from relevant organisations on a formal and informal basis

PE2 worked collaboratively with external individuals or groups in at least 3 different service delivery situations

**Commented [LS2R1]:** PE2: Just need some clarity in understanding the 3 different types of service delivery

**Commented [VR3R1]:** AT2, T6: The Observation Checklist has been incorporated into the marking guide (shown red) and will only be visible to the assessor.

Students work collaboratively in the following 3 different service delivery situations:

#1 Assessment 2, Task 6: Students are working collaboratively to create and implement a new organisational partnership in order to improve/ expand on service delivery opportunities.

#2 Assessment 3 B2, B3, B4: Students are networking collaboratively (in a mutually beneficial relationship) to improve an organisation Directors leadership skills to support the services delivery. This may involve formally joining an industry group or associations, attending seminars or conferences, attending alumni events etc. as long as they focus on building relationships with others in order to support mutual benefits that ultimately aid in the delivery of services to clients. See Part B Task 1 instructions for examples.

#3 Assessment 3 C2, C3, C5: Students are networking collaboratively (in a mutually beneficial relationship) to increase a Support Services Workers skill currency and experience to improve their direct client service delivery.

This may involve formally joining an industry group or associations, attending seminars or conferences, attending alumni events etc. as long as they focus on building relationships with others in order to support mutual benefits. See Part C Task 1 instructions for examples.

Name:	
Credentials: <i>Industry, organisation, title, qualification or any other information confirming them as an appropriate network contact</i>	
Contact details:	

<b>Evidence</b> <i>Insert all copies, screen shots and/or images of evidence of the initial contact relevant to skill development and knowledge building in line with business service deliverables.</i>	
Where recordings are included, complete the following for all recordings (add more lines if needed): <i>See <b>Appendix A</b> for instructions related to recordings.</i>	
Recording filename:	Key timings within recording:

### Task 3: Share information

Using the network and connection you have made in Part B Task 2, identify 1 area of interest in relation to leadership and business operations that support service delivery and ask your contact to share any recent experiences and related information sources they use to support them. Some examples may include asking them about strategies to lead and engage their teams, supporting the mental health of mental health workers or tips on building a client base.

You must capture evidence of sharing experiences and the provision of current and accessible sources of information. This evidence may include a range of the following:

- Copy of emails
- Copy of MS teams communication
- Recording of meeting\*, or screen shot of meeting details and formal recording or transcript
- Screen shot of short messaging services

You must capture the sharing of current and accessible information and experiences related to service delivery goals. This may require multiple pieces of evidence to demonstrate. Each piece of evidence provided must include enough information to demonstrate a legitimate networking relationship that relates to

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improving [or supporting the ability to achieve] service delivery targets, i.e. topics, communication formats, time and dates etc.

The content must be collaborative in nature with both parties contributing ideas and experiences to support improved service delivery. A summary of the specific service delivery goal that this interaction is looking to support or improve must be captured in the "Service delivery goals" table below.

\* Review the **Recording Instructions** at **Appendix A** for all instructions involving participant consent, duration, timings, recording and submission instructions. Capture the recording filename and key timings at the bottom of the table below as indicated.

**Assessor instructions:** Students must provide evidence of information sharing, as well as the identification of current and accessible information. This information must relate to business operation and/ or leadership. For example it may relate to strategies to lead and engage their teams, supporting the mental health of mental health workers or tips on building a client base etc.

Students must also include a short description of the service delivery goal the communication is trying to achieve. A sample answer for this component is included below in line with the examples provided to students in Part B Task 1.

Evidence may include copies or screen shots of emails, MS teams communications, meeting details and transcripts, short messaging services and/or a physical meeting recording. Copies, images and screen shots should be included in the box below.

Any physical recordings must capture participant identification and consent at the start of the session. Any recordings must be submitted with this assessment.

Service delivery goal	
What is the service delivery goal this communication is aiming to support or achieve? (Approximate word count: 20 words)	<b>Networking related to marketing the business to ensure clients have a clear understanding of the services available.</b>  <b>OR</b>  <b>How to support staff's mental health so that they can continue to support clients.</b>

Evidence
<i>Insert all copies, screen shots and/or images of evidence of the ongoing contact relevant to skill development and knowledge building in line with business service deliverables.</i>

Where recordings are included, complete the following for all recordings (add more lines if needed): See <b>Appendix A</b> for instructions related to recordings.	
Recording filename:	Key timings within recording:

#### Task 4: Maintain network

Over a period of time, at least 1 month, maintain your network through active and appropriate communication.

You must capture evidence of ongoing communication. This evidence may include a range of the following:

- Copy of emails
- Copy of MS teams communication
- Recording of meeting\*, or screen shot of meeting details and formal recording or transcript
- Screen shot of short messaging services

This may involve just one piece of evidence showing two-way conversation and dated 1 month after your previous communications to demonstrate network maintenance. Each piece of evidence provided must include enough information to demonstrate a legitimate networking relationship, i.e. names, organisations, communication formats, time and dates etc. The content must be collaborative in nature with both parties focused on supporting each other with improved service delivery.

\* Review the **Recording Instructions** at **Appendix A** for all instructions involving participant consent, duration, timings, recording and submission instructions. Capture the recording filename and key timings at the bottom of the table below as indicated.

**Assessor instructions:** Students must maintain their network through active and appropriate communication. Communication must reflect a continued relationship 1 month after previous communications captured in Part B Task 2 and Task 3.

Evidence may be of a single instance of two-way communication. This may include copies or screen shots of emails, MS teams communications, meeting details and transcripts, short messaging services and/or a physical meeting recording. Copies, images and screen shots should be included in the box below.

Any physical recordings must capture participant identification and consent at the start of the session. Any recordings must be submitted with this assessment.

<b>Evidence</b> <i>Insert all copies, screen shots and/or images of evidence of the ongoing contact relevant to skill development and knowledge building in line with business service deliverables.</i>	
Where recordings are included, complete the following for all recordings: See <b>Appendix A</b> for instructions related to recordings.	
Recording filename:	Key timings

### Task 5: Assess networking benefits

Based on the potential benefits identified in Part B Task 1 for the network engaged through Part B Task 2-4, review and consider the effectiveness of the relationship.

Describe elements of the relationship that worked well and those that could be improved, capturing at least 1 suggestion for how to improve the relationship.

**Assessor instructions:** Students must revise their networks initial purpose from Part B Task 1. They then need to determine if they feel the network was effective in terms of their goals, assessing what worked well and what could improve and providing 1 suggestion to improve the relationship going forward.

A sample answer is included below. Students answers will vary, however need to address the considerations and elements outlined in the Assessor instructions above.

<b>Purpose</b> [SEE PART B TASK 1] Potential benefit of the networking opportunity [Approximate word count: 60 words]
<b>Potential benefits include:</b> <ul style="list-style-type: none"> <li>• Advertise your business on the SBAA Small Business Directory</li> <li>• Stay connected with e-news and white papers</li> <li>• Receive members discount to all networking and educational events</li> <li>• Access to a range of business consultants and professionals dedicated to helping your business</li> <li>• Receive invitations and members discounts to premier events and conferences</li> <li>• Receive member discounts and special offers from sponsors and referral businesses</li> </ul>
<b>Effectiveness of the relationship</b> Identify if you achieved the identified benefits [Approximate word count: Up to 50 words]

<p>The relationship was quite effective. I engaged with the group and their services as a whole attending a conference and making multiple direct contacts. I was able to engage with 4 regular contacts to address specific requirements as set out in this assessment. I received lots of useful information.</p> <p>OR</p> <p>The individuals I was able to engage with were helpful in terms of generic business advice, however I was unable to engage anyone within my industry which meant that advice or comments were not always applicable.</p>
<p><b>What worked well</b>          What parts of the networking relationship worked well          Include any benefits that impact your ability to achieve service delivery goals          [Approximate word count: Up to 50 words]</p>
<p>Meeting at a conference I was able to identify those most relevant to what I needed in a network.</p> <p>OR</p> <p>I made contact with those in the network directly based on having met them first. I created a group chat and was able to start and continue a conversation with multiple participants at once.</p>
<p><b>What could be improved</b>          What parts of the networking relationship could be improved          [Approximate word count: Up to 40 words]</p>
<p>Some of the initial contacts dropped off early as they were not keen to build their network/did not have time.</p> <p>OR</p> <p>Some participants of the group were working in a different industry so their answers were not as relevant as I would like.</p>
<p><b>Suggested improvement</b>          Suggest 1 change that could improve the networking relationship          [Approximate word count: Up to 40 words]</p>
<p>The networking relationship could be improved by developing a communication schedule so that we build some structure around who, when and how we communicate.</p> <p>OR</p> <p>The networking relationships could be improved by developing a subject matter expert register to identify the skills of each individual in the group so that queries and questions could be targeted to those most likely to have experience and expertise in the area.</p> <p>OR</p> <p>The networking relationships could be improved by ensuring that only individuals working within the same industry be included. This way any responses would be representative of small business in Mental Health.</p>

## Part C: Support services networking

Continue Part C based on the role and requirements of Lucy, the return to work Psychologist at The Wolf Pack.

### Task 1: Identify specialist opportunities

With a focus on the role of a support services worker, identify 3 networking opportunities to support someone like Lucy to address gaps in the currency of her skills and experience to improve performance.

This may involve formally joining an industry group or associations, attending seminars or conferences, attending alumni events etc. as long as they focus on building relationships with others in order to support mutual benefits.

Examples of a relationship that can support service delivery for Lucy as a practitioner may involve networking related to trends in issue/conditions [i.e. Covid-19 anxiety and isolation], recent initiatives [i.e. government subsidies], hygiene practices [i.e. social distancing, hand washing processes etc.], updated systems used to record client notes etc.

Provide details of each opportunity, including:

- **Contact:** Service, organisation or individuals name, address and contact details
- **Details:** Summary of the networking opportunity
- **Purpose:** Potential benefit of the networking opportunity
- **Action:** The first step needed to initiate the networking relationship

NOTE: You will be required to develop 1 networking relationship as identified below, building a relationship, capturing two way communication, sharing information and resources related to service delivery goals, develop benefits and ensure confidentiality measures. Ensure at least 1 of the options below address all of these requirements.

**Assessor instructions:** Students must identify 3 networking opportunities to support Lucy from the role play. For each one they must identify and record the contact, details, purpose of relationship and actions to initiate a relationship.

Examples of networking opportunities to consider are reflected in the task instructions above.

A sample answer is included below. Students answers may vary, however they need to identify 3 network opportunities and cover the details required as outlined above.

	<b>Contact</b> Name, address and contact details	<b>Details</b> Summary of networking opportunity (Approximate word count: 80 words each)	<b>Purpose</b> Potential benefit of the networking opportunity (Approximate word count: 60 words each)	<b>Action</b> Initial steps required to initiate networking relationship (Approximate word count: 30 words each)
1.	Australian Psychological Society (APS) <a href="https://psychology.org.au">https://psychology.org.au</a>	Our community is made up of psychology practitioners, researchers, educators, consultants and undergraduate and postgraduate psychology students – all working towards improved mental health and wellbeing for the community. As a member, we will support you so you can continue to support the psychological needs of the community. Stay informed about scientific and policy developments, take advantage of ethical and practice resources, educate and upskill, and be a part of shaping psychology's future.	Potential benefits include: <ul style="list-style-type: none"> <li>• Keeping you informed through advisory services, access to resources, ethical guidelines, journals, magazines and participation in interest groups.</li> <li>• Advocacy and campaigns support to increase impact on community wellbeing and social justice.</li> <li>• Professional development via conferences, events and formal education.</li> <li>• Systems support related to CPD.</li> <li>• Job site opportunity.</li> </ul>	<ol style="list-style-type: none"> <li>1. Join APS</li> <li>2. Pay membership fee</li> <li>3. Book into an event/ conference/ PD session</li> <li>4. Introduce yourself and share your business card with other members</li> <li>5. Reach out to other members</li> </ol>
2.				

3.				
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## Task 2: Initiate network

As a student you will need industry specific support and guidance to deliver valuable client services in the support and care industry throughout your career. With this in mind, choose 1 of the network opportunities identified for Lucy in Part C Task 1 and complete the steps needed to implement this relationship for yourself through to initiating contact with others. This relationship must add value to Lucy's professional currency in a way that supports improved service delivery processes and experiences.

You must capture evidence of yourself initiating personal contact with at least 1 individual (peer or mentor) who can provide industry specific support and guidance on the support and care industry. This evidence must demonstrate at least 1 direct two-way conversation, as instigated by the you. This evidence may include a range of the following:

- Copy of emails
- Copy of MS teams communication
- Recording of meeting\*, or screen shot of meeting details and formal recording or transcript
- Screen shot of short messaging services

You must include the initiating contact or step taken as well as evidence of two-way communication. This may require multiple pieces of evidence to demonstrate. This may require multiple pieces of evidence to demonstrate. Each piece of evidence provided must include enough information to demonstrate a legitimate networking relationship that is building up to improving (or supporting the ability to achieve) service delivery targets, i.e. topics, communication formats, time and dates etc.

Details of the person you are communicating with and their credentials (valid to the skills and knowledge being sought) must be provided, should the Assessor be required to contact them directly to verify the interactions. You must ensure that the individual you are communication with is aware of this and is willing to confirm the relationship should they be contacted.

\* Review the **Recording Instructions** at **Appendix A** for all instructions involving participant consent, duration, timings, recording and submission instructions. Capture the recording filename and key timings at the bottom of the table below as indicated and be sure to include this in your assessment submission.

**Assessor instructions:** Students must provide evidence of initiating contact and two-way communication with a valid and beneficial support and care network contact.

This task must include the contact information for verification. Verification of the network contact must be confirmed where the evidence gathered does not clearly indicate the validity of the network contact.

This evidence must show the initial point of contact as proactively instigated by the student. Evidence may include copies or screen shots of emails, MS teams communications, meeting details and transcripts, short messaging services and/or a physical meeting recording. Copies, images and screen shots must be included in the box below or clearly referenced and attached as additional evidence in the case of recordings.

Any physical recordings must capture participant identification and consent at the start of the session. Any recordings must be submitted with this assessment.

Contact information for verification

Name:	
Credentials: <i>Industry, organisation, title, qualification or any other information confirming them as an appropriate network contact</i>	
Contact details:	

<b>Evidence</b> Insert all copies, screen shots and/or images of evidence of the initial contact relevant to skill development and knowledge building in line with personal service deliverables.	
Where recordings are included, complete the following for all recordings: <i>See Appendix A for instructions related to recordings.</i>	
Recording filename:	Key timings

### Task 3: Share information

Using the network and connections you have made in Part C Task 2, identify 1 area of interest in relation to support and care services that support service delivery and ask your contact to share any recent experiences and related information sources they use to support them. Some examples of a relationship that can support service delivery for Lucy as a practitioner may involve networking related to trends in issue/conditions (i.e. Covid-19 anxiety and isolation), recent initiatives (i.e. government subsidies), hygiene practices (i.e. social distancing, hand washing processes etc.), updated systems used to record client notes etc.

You must capture evidence of sharing experiences and the provision of current and accessible sources of information. This evidence may include a range of the following:

- Copy of emails
- Copy of MS teams communication
- Recording of meeting\*, or screen shot of meeting details and formal recording or transcript
- Screen shot of short messaging services

You must capture the sharing of current and accessible information and experiences related to service delivery goals. This may require multiple pieces of evidence to demonstrate. Each piece of evidence provided

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must include enough information to demonstrate a legitimate networking relationship, i.e. names, organisations, communication formats, time and dates etc. The content must be collaborative in nature with both parties contributing ideas and experiences to support improved service delivery.

The content must be collaborative in nature with both parties contributing ideas and experiences to support improved service delivery. A summary of the specific service delivery goal that this interaction is looking to support or improve must be captured in the "Service delivery goals" table below.

\* Review the **Recording Instructions** at **Appendix A** for all instructions involving participant consent, duration, timings, recording and submission instructions. Capture the recording filename and key timings at the bottom of the table below as indicated.

**Assessor instructions:** Students must provide evidence of information sharing, as well as the identification of current and accessible information. This information must relate to support and care services. For example it may relate to client confidentiality processes, strategies to supporting high risk groups or tips on maintaining their own personal health and wellbeing etc.

Students must also include a short description of the service delivery goal the communication is trying to achieve. A sample answer for this component is included below in line with the examples provided to students in Part C Task 1.

Evidence may include copies or screen shots of emails, MS teams communications, meeting details and transcripts, short messaging services and/or a physical meeting recording. Copies, images and screen shots should be included in the box below.

Any physical recordings must capture participant identification and consent at the start of the session. Any recordings must be submitted with this assessment.

Service delivery goal	
What is the service delivery goal this communication is aiming to support or achieve? (Approximate word count: 20 words)	Updating knowledge on trends in issue/conditions (i.e. Covid-19 anxiety and isolation).  OR  Recent initiatives around treatment and funding (i.e. government subsidies).  OR  New process/ practices to client interaction including hygiene practices (i.e. social distancing, hand washing processes etc.).

**Evidence**  
*Insert all copies, screen shots and/or images of evidence of the ongoing contact relevant to skill development and knowledge building in line with business service deliverables.*



Where recordings are included, complete the following for all recordings (add lines if needed): See <b>Appendix A</b> for instructions related to recordings.	
Recording filename:	Key timings in recording:

#### Task 4: Confidentiality measures

In a recent conversation with an individual in your support and care services network, someone was asking for advice on completing the Clinical Observations section of their clients notes. To show what they were missing, they sent a copy of a real clients information to the group via email (see file **CHCPRP001\_03\_ThereseChaumont\_230428** found on the LMS Assessment 3 page).

As a direct breach of client confidentiality, you need to set, communicate and implement some group rules around confidentiality measures that protect clients, the organisation and the network immediately.

- a. Develop and communicate 3 confidentiality recommendations that can be used to ensure all parties are protected. Include at least 1 to apply where a file may need to be shared for a valid reason.  
(Approximate word count: 20 words each)

**Assessor instructions:** Students must indicate 3 confidentiality measures that should be used to protect clients, the organisation and network. At least 1 of these measures must be actionable on the client record included in Part C Task 4b below.

1.	Do not circulate real client files to the group for any reason.
2.	Components of files circulated for discussion should have all identifying features removed.
3.	Client files should be password protected.  Other answers may include: <ul style="list-style-type: none"> <li>Formally document and agree network confidentiality measures with each participant signing.</li> <li>Host conversations where screen sharing can be used to control file visibility if needed.</li> <li>Confirm agreement across the group that information shared within the group will not be saved or shared further.</li> <li>Each network participant must have written approval from their manager to share any information across the group.</li> </ul>

- b. Communicate and implement confidentiality measures to the client file **CHCPRP001\_03\_ThereseChaumont\_230428** in line with your recommendations above. You must demonstrate at least 1 of the measures identified. Save this updated client file as a PDF and include it with your assessment submission for this task. NOTE: This client file can be found on the LMS Assessment 3 page.

**Assessor instructions:** Students must apply at least one element of the confidentiality measures identified in Part C Task 4a to the shared client file below. It is recommended that this involves de-identifying the client file included. That is, blacking out, deleting or reassigning identifiers to any personal identifying details such as the clients name, address, contact details etc. Other options may include updating the filename to remove identifying features and/or cropping it down to selected information or sections that they need to review/share. This "shared file" will be submitted as an additional document. A screen shot of what 2 options for this may look like is as follows:

1. Deidentification: [Blacking out or deleting the private information]

F Wood  
 Counselling Services  
 1234 Fraser Ave  
 Jackson, NSW 2254

Client Name: [REDACTED]  
 ClientDOB: [REDACTED]  
 Diagnosis: F 33.0, Depressive Disorder, Recurrent, Mild

Date: 03/04/2018  
 Start Time: 07:30 pm  
 End Time: 07:45 pm

**Client's Subjective Concerns/Chief Complaint:**  
 "I'm starting to feel more depressed and am not sure what to do." Client has concerns about her changing mood, insomnia, loss of energy and motivation. She is also isolating from her romantic partner.

**Clinical Observations:**  
 Appearance:  
 Attire:  
 Mood:  
 Changes:

**Issues and Stressors Discussed/Session Description:**  
 Client indicated she has experienced difficulty with increased depressive symptoms following an argument with her romantic partner last week. Client recounted the details of the argument saying it occurred late Tuesday night causing her to get less than 4 hours of sleep.

Client has continued to attend work so [REDACTED] and reports compliance with prescribed medication.

Client indicated the argument is now resolved, though she finds herself wondering "what's the point in the partner's perspective".

Since the argument, the client has been spending more time on her mobile device and continuing to get a less than 6 hours sleep each night which is negatively impacting her energy level and mood, on leaving the she scolded and then laughed and stated, "I know, I know, I'm doing it to myself."

**Assessment:** The client's symptoms and presentation are in keeping with her depression, however her argument has caused increased severity of symptoms. There are impacting her sleep, mood, energy and appearance. The client is at risk for worsening depression if she is unable to prevent further fatigue and isolation however she is capable of following the steps outlined in her safety plan if symptoms worsen.

**Plan:** Client agreed to resuming her previous sleep schedule immediately, turning off her smartphone at least 1 hour before bedtime. She will monitor her symptoms, and reach out if symptoms worsen.

**Next Appointment:** 03/04/2018

Clinical Signature: \_\_\_\_\_  
 Clinician Printed Name, LICSW

2. Cropping: [Deleting extra information not needed to support the query]

**Client's Subjective Concerns/Chief Complaint:**  
 "I'm starting to feel more depressed and am not sure what to do." Client has concerns about her changing mood, insomnia, loss of energy and motivation. She is also isolating from her romantic partner.

**Clinical Observations:**  
 Appearance:  
 Attire:  
 Mood:  
 Changes:

**Issues and Stressors Discussed/Session Description:**  
 Client indicated she has experienced difficulty with increased depressive symptoms following an argument with her romantic partner last week. Client recounted the details of the argument saying it occurred late Tuesday night causing her to get less than 4 hours of sleep.

## Task 5: Maintain network

Over a period of time, at least 1 month, maintain your network through active and appropriate communication.

You must capture evidence of ongoing communication. This evidence may include a range of the following:

- Copy of emails
- Copy of MS teams communication
- Recording of meeting\*, or screen shot of meeting details and formal recording or transcript
- Screen shot of short messaging services

This may involve just one piece of evidence showing two-way conversation and dated 1 month after your previous communications to demonstrate network maintenance. Each piece of evidence provided

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must include enough information to demonstrate a legitimate networking relationship, i.e. names, organisations, communication formats, time and dates etc. The content must be collaborative in nature with both parties focused on supporting each other with improved service delivery.

\* Review the **Recording Instructions** at **Appendix A** for all instructions involving participant consent, duration, timings, recording and submission instructions. Capture the recording filename and key timings at the bottom of the table below as indicated.

**Assessor instructions:** Students must maintain their network through active and appropriate communication. Communication must reflect a continued relationship 1 month after previous communications captured in Part C Task 2 and Task 3.

Evidence may be of a single instance of two-way communication. This may include copies or screen shots of emails, MS teams communications, meeting details and transcripts, short messaging services and/or a physical meeting recording. Copies, images and screen shots should be included in the box below.

Any physical recordings must capture participant identification and consent at the start of the session. Any recordings must be submitted with this assessment.

<b>Evidence</b> <i>Insert all copies, screen shots and/or images of evidence of the ongoing contact relevant to skill development and knowledge building in line with business service deliverables.</i>	
Where recordings are included, complete the following for all recordings (add lines if needed): See <b>Appendix A</b> for instructions related to recordings.	
Recording filename:	Key timings in recordings:

**Task 6: Assess networking benefits**

Based on the potential benefits identified in Part C Task 1 for the network engaged through Part C Task 2-5, review and consider the effectiveness of the relationship.

Describe elements of the relationship that worked well and those that could be improved, capturing at least 1 suggestion for how to improve the relationship.

**Assessor instructions:** Students must revise their networks initial purpose from Part C Task 1. They then need to determine if they feel the network was effective in terms of their goals, assessing what worked well and what could improve and providing 1 suggestion to improve the relationship going forward.

A sample answer is included below. Students answers will vary, however need to address the considerations and elements outlined in the Assessor instructions above.

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<p><b>Purpose</b> [SEE PART C TASK 1] Potential benefit of the networking opportunity (Approximate word count: 60 words)</p>
<p>Potential benefits include:</p> <ul style="list-style-type: none"> <li>• Keeping you informed through advisory services, access to resources, ethical guidelines, journals, magazines and participation in interest groups.</li> <li>• Advocacy and campaigns support to increase impact on community wellbeing and social justice.</li> <li>• Professional development via conferences, events and formal education.</li> <li>• Systems support related to CPD.</li> <li>• Job site opportunity.</li> </ul>
<p><b>Effectiveness of the relationship</b> Identify if you achieved the identified benefits (Approximate word count: Up to 50 words)</p>
<p>The relationship was quite effective. I engaged with the group and their services as a whole attending a conference and making multiple direct contacts. I was able to engage with 4 regular contacts to address specific requirements as set out in this assessment. I received lots of useful information. OR The individuals I was able to engage with were helpful in terms of generic mental health services advice, however I was unable to maintain a relationship with any one specific contact.</p>
<p><b>What worked well</b> What parts of the networking relationship worked well Include any benefits that impact your ability to achieve service delivery goals (Approximate word count: Up to 50 words)</p>
<p>Meeting at a conference I was able to identify those most relevant to what I needed in a network. OR I made contact with those in the network directly based on having met them first. I created a group chat and was able to start and continue a conversation with multiple participants at once.</p>
<p><b>What could be improved</b> What parts of the networking relationship could be improved (Approximate word count: Up to 40 words)</p>
<p>Some of the initial contacts dropped off early as they were not keen to build their network/did not have time. OR Some participants of the group were not available as regularly as needed so they were not consistent contributors to the group.</p>
<p><b>Suggested improvement</b> Suggest 1 change that could improve the networking relationship (Approximate word count: Up to 40 words)</p>
<p>The networking relationship could be improved by developing a communication schedule so that we build some structure around who, when and how we communicate. OR The networking relationships could be improved by developing a subject matter expert register to identify the skills of each individual in the group so that queries and questions could be targeted to those most likely to have experience and expertise in the area. OR The networking relationships could be improved by ensuring that only individuals working within the same industry be included. This way any responses would be representative of Mental Health.</p>

### Assessment checklist:

Students must have completed all tasks within this assessment before submitting. This includes:

**Part A: Opportunities**

1	Identify individual opportunities - table	<input type="checkbox"/>
<b>Part B: Business networking</b>		
1	Identify business owner service delivery based improvement opportunities - table	<input type="checkbox"/>
2	Initiate network – screen shot evidence and recording/s (if applicable)	<input type="checkbox"/>
3	Share information – screen shot evidence and recording/s (if applicable)	<input type="checkbox"/>
4	Maintain network - screen shot evidence and recording/s (if applicable)	<input type="checkbox"/>
5	Assess networking benefits - table	<input type="checkbox"/>
<b>Part C: Support Services networking</b>		
1	Identify specialist service delivery based improvement opportunities - table	<input type="checkbox"/>
2	Initiate network – screen shot evidence and recording/s (if applicable)	<input type="checkbox"/>
3	Share information – screen shot evidence and recording/s (if applicable)	<input type="checkbox"/>
4	Confidentiality measures a. Confidentiality recommendations - table b. Implement confidentiality measures –updated client file saved as pdf: <i>CHCPRP001_03_ThereseChaumont_230428</i>	<input type="checkbox"/> <input type="checkbox"/>
5	Maintain network - screen shot evidence and recording/s (if applicable)	<input type="checkbox"/>
6	Assess networking benefits - table	<input type="checkbox"/>

✓ **Congratulations you have reached the end of Assessment 3!**

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## APPENDIX A

### Recording Instructions

#### Consent requirements

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying their name and job title to inform consent.

*"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participants in this session indicate their consent to be included in this recording by stating their name and job title."*

#### Recording duration and timings

Where recordings are used, they are to be less than 5 minutes in duration [excluding the time it takes to capture participant consent].

Students must also indicate the key timings that demonstration of the task is achieved so that the assessor can direct their attention to this/these point/s as appropriate.

#### Recording instructions

Your recording must capture all participants in a virtual room.

Once you have logged into your course assessment page, there is the option to record directly into the online platform. Alternatively you may use a system such as Zoom, Skype or Teams to record the session and then load the file on completion.

#### Submission instructions

Include all recordings as part of your assessment submission. Save them using the following filename convention:

"CHCPRP001\_03\_Part x Task x\_Name\_yymmdd"

For example **Joe Smith** would save a recording for **Part B Task 3** recorded on **23<sup>rd</sup> March 2023** as follows:

"CHCPRP001\_03\_Part **B** Task **3** **Joe Smith** **230323**"