



CHCPRP003

ASSESSOR GUIDE

Reflect on and improve own professional practice

Assessment 1 of 3

Short Answer Questions



Assessment Instructions

Task overview

This assessment task includes 9 short answer questions. Read each question carefully before typing your response in the spaces provided.



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.

Question 1

Identify 2 models of professional reflection providing a short description of the model and summarising the processes involved.

Assessor instructions: Students must identify and describe 2 professional reflection models. For each they must provide a summary of the processes involved.

3 sample answers are provided below. Students must cover any 2 of the 3 listed in their answer including the name, description and key process summary points to be included. Students wording may vary but answers must reflect the relevant models information as reflected below.

NAME		DESCRIPTION (Approximate word count: 20 words each)	REFLECTION PROCESS SUMMARY (Approximate word count range: 70-150 words each)
1.	Gibb's reflective cycle	A widely used model that consists of six stages, encouraging practitioners to explore their experiences and learning through a structured process.	<ul style="list-style-type: none"> • Description: Describe the specific situation or experience in detail, including the context, people involved, and any relevant background information. • Feelings: Reflect on the emotions, thoughts, and reactions you experienced during the situation. Consider both positive and negative aspects of your emotional response. • Evaluation: Analyse and evaluate the experience, examining what went well, what could have been improved, and any factors that influenced the outcome. • Analysis: Delve deeper into the situation, exploring the underlying factors, assumptions, and potential reasons for the outcomes. Consider the impact of your actions and decisions. • Conclusion: Summarise the key insights and lessons learned from the experience. Identify any general principles or guidelines that can be applied to similar situations in the future. • Action Plan: Develop an action plan for future practice based on your reflections. Outline specific steps or changes you can implement to enhance your practice or address any areas for improvement.
2.	Kolb's Experiential Learning Cycle	Kolb's Experiential Learning Cycle is based on the idea that learning occurs through a continuous cycle of concrete experience, reflective observation, abstract conceptualisation, and active experimentation.	<ol style="list-style-type: none"> 1. Concrete Experience: Engage in a specific experience or activity within the community services or mental health industry, such as working with a client or participating in a training session. 2. Reflective Observation: Step back and reflect on the experience, considering what happened, what you observed, and the impact it had on you and others involved. Analyse the experience from different perspectives. 3. Abstract Conceptualisation: Make sense of the experience by connecting it to relevant theories, concepts, or knowledge. Consider how the experience relates to broader principles and frameworks in the field. 4. Active Experimentation: Apply the insights gained from reflection and conceptualisation to your practice. Actively experiment with new approaches, strategies, or interventions based on your learning.
Alternative model answer:			
	Schön's Reflective Practice	Schön's Reflective Practice model emphasises the importance of professional	<ol style="list-style-type: none"> 1. Reflection-in-Action: Engage in reflective thinking during the actual practice or intervention. Pay attention to your thoughts, feelings, and intuition as you navigate the situation. Make adjustments and adapt your approach in real-time based on your reflections.

	judgment and decision-making in complex and uncertain situations. It involves two types of reflection.	2. Reflection-on-Action: Reflect on the completed practice or intervention after the fact. Analyse the situation, evaluate the outcomes, and consider alternative approaches or actions that could have been taken. Identify lessons learned and insights that can inform future practice.
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Question 2

Describe the 5 key principles and techniques for creating a personal development plan.

[Approximate word count: 50 words each]

Assessor instructions: Students must describe the 5 key principles and techniques for creating a personal development plan.

A sample answer is provided below. Students wording may vary, however they must reflect the 5 principles/ techniques identified in the sample answer below.

1.	Self-reflection is the process of examining oneself, identifying strengths, weaknesses, values, and goals. It involves taking time to assess personal skills, interests, and areas for improvement. Self-reflection helps individuals gain self-awareness and clarity about their aspirations and the direction they want to take in their personal and professional lives.
2.	Goal setting involves setting specific, measurable, achievable, relevant, and time-bound (SMART) goals. Individuals should identify what they want to achieve and define clear objectives that align with their values and aspirations. Setting SMART goals provides a framework for planning and measuring progress in personal development.
3.	Planning involves creating a roadmap or action plan to achieve the identified goals. It includes breaking down goals into smaller, manageable steps and outlining the resources, skills, and support needed to accomplish them. Planning helps individuals stay organised, focused, and motivated throughout the personal development journey.
4.	Skill development refers to acquiring and enhancing the skills and knowledge necessary to achieve personal goals. Individuals should identify the skills required to progress in their desired areas and seek opportunities for learning and development. This may involve attending courses, workshops, seeking mentorship, or engaging in self-directed learning activities.
5.	Evaluation and adaptation involve regularly reviewing progress towards goals, assessing the effectiveness of strategies, and making necessary adjustments. Individuals should reflect on their achievements, identify areas for improvement, and modify their personal development plan accordingly. Evaluation helps individuals stay on track, make informed decisions, and adapt to changes or new opportunities.

Question 3

Name and briefly describe the 5 key principles and techniques of personal goal setting as outlined in the SMART goal setting framework.

[Approximate word count: 10 words each]

Assessor instructions: Students must identify and briefly describe the 5 components of the SMART goal setting framework.

A sample answer is provided below. Students wording may vary, however they must reflect the 5 components of the SMART framework as identified in the sample answer below.

NAME [Word count: Up to 2 words each]		DESCRIPTION [Approximate word count: 40 words each]
1.	Specific	Clearly define what you want to achieve.

2.	Measurable	Identify criteria to track and evaluate your progress.
3.	Achievable	Set goals that are realistic and attainable.
4.	Relevant	Ensure your goals align with your values and aspirations.
5.	Time-Bound	Establish a specific timeframe or deadline for goal achievement.

Question 4

Identify and briefly describe 4 principles and techniques needed to set realistic timeframes when goal setting.

Assessor instructions: Students must identify and briefly describe 4 principles and techniques when setting timeframes for goals.

Sample answers are provided below. Students may include different principles and/ or techniques as long as they relate to clear and achievable timeframe setting for goals. The description must clearly reflect the principles/ techniques identified.

PRINCIPLE/ TECHNIQUE [Word count: Up to 3 words each]		DESCRIPTION [Approximate word count: 40 words each]
1.	Assess Current Situation	Begin by assessing your current circumstances, resources, and commitments. Consider your available time, energy levels, and any other obligations that may impact your ability to work towards your goals.
2.	Break Down Goals	Divide your larger personal development goals into smaller, manageable tasks or milestones. Breaking them down helps you gain a clearer understanding of the steps involved and the time required for each component.
3.	Priorities	Evaluate your priorities and determine the level of importance and urgency of each goal. Allocate more time and effort to goals that are higher in priority to ensure they receive the attention they deserve.
4.	External Factors	Take into account any external factors that may affect your timeframe, such as work or family commitments, financial constraints, or other obligations. Be realistic about the impact these factors may have on your available time and adjust your timeframe accordingly.

Question 5

Briefly outline 5 principles and techniques for measuring progress and performance when working towards achieving personal development goals.

[Approximate word count: 45 words]

Assessor instructions: Students must outline 5 principles and techniques for measuring progress against personal development goals.

Sample answers are provided below. Students may include different principles and/ or techniques as long as they relate to measuring progress and performance against set development goals.

1.	Ensure that your goals are clearly defined and measurable from the outset. Establish specific criteria or indicators that will allow you to objectively assess progress and performance.
2.	Regularly evaluate your progress to monitor how far you have come and identify areas that require attention or improvement. Set specific milestones or checkpoints to assess your progress at regular intervals.
3.	Establish and review key performance indicators that align with your personal development goals. These are specific metrics or measures that will allow you to objectively assess your progress, for example the hours spent on an activity, completion of a certain task, or the achievement of specific outcomes.

4.	Strive for objectivity when measuring progress and performance. Use quantifiable measures, observable behaviors, or concrete evidence to assess your advancement and determine if you are on track.
5.	Maintain a personal development journal to document your experiences, insights, and progress. Regularly review your entries to assess how far you have come and to identify patterns or areas requiring attention.
Alternative answers may include:	
<ul style="list-style-type: none"> Engage in self-reflection to gauge your personal growth and development. Consider the insights, knowledge, or skills you have acquired along the way. Assess your level of self-awareness and the alignment of your actions with your goals. 	

Question 6

Provide a description of each of the following learning styles and how they are applied to the different individuals.

Assessor instructions: Students must describe of each of the identified learning styles. For each style they must explain how these apply to individuals practically.

Sample answers are provided below. Students wording may vary, however they must reflect the descriptions and application details reflected below.

LEARNING STYLE	DESCRIPTION [Approximate word count: 40 words each]	APPLICATION TO INDIVIDUALS [Approximate word count: 35 words each]
Visual Learners	Visual learners prefer to learn through visual aids and materials. They rely on seeing information in the form of diagrams, charts, graphs, or videos to understand and retain knowledge. They benefit from visual representations and use imagery as a memory aid.	Visual learners may excel in activities such as watching instructional videos, studying diagrams or infographics, and using visual organisers or mind maps to organise information.
Auditory Learners	Auditory learners learn best through listening and verbal communication. They process information effectively through spoken words, discussions, lectures, and audio materials. They rely on sound and rhythm to understand and remember concepts.	Auditory learners may thrive in activities such as participating in group discussions, engaging in verbal explanations or presentations, listening to lectures or podcasts, and using mnemonic devices or acronyms to aid memory.
Kinesthetic Learners	Kinesthetic learners prefer hands-on, experiential learning. They learn best by actively engaging with their environment, physically manipulating objects, and applying their learning through practical activities. They rely on movement, touch, and physical sensations to comprehend information.	Kinesthetic learners may excel in activities such as role-playing exercises, interactive simulations, laboratory experiments, fieldwork, hands-on projects, and using manipulatives or physical models to understand concepts.
Read/ Write Learners	Read/write learners thrive when learning through the written word. They prefer reading and writing as their primary modes of learning. They process information by reading text, taking notes, writing summaries, and engaging in written exercises or assignments.	Read/write learners may excel in activities such as reading textbooks, articles or written materials, taking detailed notes, creating written summaries or outlines, writing essays or reports, and engaging in self-study through written materials.

Question 7

Identify and describe 5 types of work practices that can help community services and mental health workers improve their performance.

Assessor instructions: Students must identify and describe 5 types of work practices that can help workers improve their performance in the community services and mental health industry.

Sample answers are provided below. Students may include different work practices as long as they relate to improving workplace or professional performance within the community services and mental health industry.

WORK PRACTICE (Word count: Up to 4 words each)		DESCRIPTION (Approximate word count: 40 words each)
1.	Collaboration and Teamwork	Promoting collaboration and teamwork fosters a supportive and effective work environment. Encouraging open communication, sharing of ideas, and working together towards common goals enhances performance and outcomes.
2.	Continual Professional Development	Engaging in continual professional development allows individuals to expand their knowledge, skills, and competencies. Attending relevant training, workshops, conferences, and seeking opportunities for learning and growth enhances performance and keeps practitioners up-to-date with best practices.
3.	Client-Centered Approach	Adopting a client-centered approach puts the needs and preferences of clients at the forefront. This involves active listening, empathy, and tailoring services to meet individual client needs. Providing person-centered care improves client satisfaction and outcomes.
4.	Evidence-Based Practice	Applying evidence-based practice involves using research, best available evidence, and professional expertise to inform decision-making and service delivery. It ensures that interventions and practices are based on sound evidence, leading to improved client outcomes.
5.	Cultural Competence and Diversity	Recognising and valuing diversity and cultural competence is crucial in the community services and mental health industry. Practitioners should strive to understand and respect diverse cultural backgrounds, beliefs, and practices, which leads to improved service provision and client satisfaction.

Alternative answers may include:

- **Ethical Practice:** Adhering to ethical standards and codes of conduct is essential for maintaining professional integrity. Upholding ethical principles, such as confidentiality, informed consent, and respecting client autonomy, builds trust and improves the quality of care provided.
- **Self-Care and Well-being:** Prioritising self-care and well-being is vital for professionals working in the community services and mental health industry. Practitioners need to maintain their own physical and mental health to ensure they can provide effective support to others. This includes practicing self-care strategies, seeking support when needed, and setting boundaries.
- **Reflective Practice:** Engaging in reflective practice involves regularly reflecting on one's professional experiences and learning from them. Reflecting on practice allows individuals to critically evaluate their own performance, identify areas for improvement, and implement changes to enhance their practice.
- **Effective Documentation and Record-Keeping:** Maintaining accurate and comprehensive documentation and record-keeping is crucial in the community services and mental health industry. Clear and detailed documentation ensures effective communication, continuity of care, and compliance with legal and professional requirements.
- **Quality Improvement and Evaluation:** Promoting a culture of quality improvement and evaluation allows for ongoing assessment and enhancement of service delivery. Regularly evaluating outcomes, soliciting feedback, and implementing improvements based on data and client input leads to better performance and service provision.

Question 8

Describe each of the following professional development opportunities and provide 1 example of each to support development in roles within the community services and mental health industry.

Assessor instructions: Students must describe each of the listed professional development opportunities. For each opportunity type students must provide 1 example of how to use this tool or technique to support development in roles within the community services and mental health industry.

Sample answers are provided below. Students descriptions must include the key components of the description as reflected below. Examples may vary as long as they reflect the opportunity type listed.

OPPORTUNITY TYPES	DESCRIPTION (Approximate word count: 50 words each)	EXAMPLE in Community Services and Mental Health Industry (Approximate word count: 30 words each)
a. Industry networking – internal and external to your workplace	Industry networking involves actively connecting and building relationships with internal or external professionals in the community services and mental health industry. It provides opportunities to exchange knowledge, share experiences, and stay updated on industry trends and best practices. Networking can occur through conferences, seminars, workshops, online forums, and professional events.	<p>i. Network opportunity internal to your workplace:</p> <p>Internal networking could be establishing a professional development or peer support group within the organization.</p> <p>Additional examples may include:</p> <ul style="list-style-type: none"> • Working groups designed to support the development of industry specific roles or skills. • Participating in delivery of a project outside of your normal scope of work in order to expand on your skills or knowledge. <p>ii. Network opportunity external to your workplace:</p> <p>Attending a mental health conference where professionals from various sectors of the industry come together to share their expertise, discuss current issues, and network with peers.</p> <p>Additional examples may include:</p> <ul style="list-style-type: none"> • Participating in local community events or forums focused on mental health and community services, where professionals can connect with colleagues, organisations, and community members. • Joining online communities or professional networking platforms specific to the community services and mental health field, where professionals can engage in discussions, share resources, and connect with like-minded individuals.
b. Professional associations	Professional associations are organisations that bring together individuals working in the same field or industry. They offer a range of benefits, including access to resources, professional development opportunities, networking events, and forums for sharing expertise which can enhance professional	Becoming a member of the Australian Association of Social Workers (AASW) as a mental health practitioner, which offers access to resources, professional development opportunities, workshops, and conferences

	<p>growth and provide a platform for collaboration and advocacy.</p>	<p>specific to the field of social work.</p> <p>Additional examples may include:</p> <ul style="list-style-type: none"> • Joining the Australian Psychological Society (APS), a professional association for psychologists that provides resources, training opportunities, and a network of professionals in the mental health field. • Becoming a member of the Mental Health Coordinating Council (MHCC), a peak body that represents community-managed mental health organisations, providing access to industry news, policy updates, and professional development events.
c. Training requirements and options	<p>This encompasses formal education and training necessary to work in the community services and mental health industry. These may include obtaining relevant qualifications, certifications, or licenses. Training options available may include university degrees, vocational courses, and specific skill-building programs. Staying up-to-date with training requirements helps professionals acquire the necessary knowledge and skills to excel in their roles.</p>	<p>Pursuing a Certificate IV in Mental Health through a registered training organisation (RTO), which provides essential knowledge and skills for supporting individuals with mental health conditions.</p> <p>Additional examples may include:</p> <ul style="list-style-type: none"> • Undertaking a Mental Health First Aid training program, which equips professionals with the skills to provide initial support to individuals experiencing mental health crises or challenges. • Enrolling in a Diploma of Community Services program, which offers comprehensive training in various aspects of community services, including mental health support.
d. Informal and formal learning and development	<p>Informal learning may include self-study, reading industry publications, engaging in online forums or communities, and seeking guidance from experienced colleagues. Formal learning involves structured programs, workshops, seminars, webinars, and professional development courses. Both informal and formal learning methods contribute to ongoing learning and development, keeping professionals abreast of current practices and emerging trends.</p>	<p>Engaging in informal learning by participating in online discussion forums or communities dedicated to community services and mental health, where professionals can exchange ideas, ask questions, and learn from one another.</p>

		<p>Additional examples may include:</p> <ul style="list-style-type: none"> • Pursuing formal learning through university courses or postgraduate studies in fields such as social work, psychology, or counseling, which provide a structured curriculum, expert guidance, and opportunities for practical experience. • Attending workshops or seminars conducted by experts in the community services and mental health field, which focus on specific topics or therapeutic approaches, allowing professionals to expand their knowledge and skills.
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Question 9

Briefly describe each of the following legal and ethical tools and requirements. Provide 1 practical example of how you can maintain currency of knowledge or skill improvement for each in the community services and mental health industry.

Assessor instructions: Students must briefly describe each of the legal and ethical tools and requirements listed in the table below. For each they must provide 1 practical example of how a worker in the community services and mental health industry can maintain currency of the required knowledge or skill improvement.

Sample answers are provided below. Students descriptions must include the key components of the description as reflected below. Examples may vary as long as they reflect the knowledge/ skill type listed.

TOOL	DESCRIBE [Approximate word count: 40 words each]	EXAMPLE [Approximate word count: 15 words each]
a. Code of practice	A code of practice is a set of guidelines or principles that outline expected standards of conduct and professional behavior in a specific industry or profession. It provides guidance on ethical considerations, professional responsibilities, and legal obligations.	<p>Review the code by re-reading it to become more familiar with the content and language used.</p> <p>Additional examples may include:</p> <ul style="list-style-type: none"> • Attend workshops or seminars specific to their industry • Join professional associations that provide resources and updates on the code • Participate in online forums where discussions about ethical practice and the code take place.
b. Duty of care	Duty of care refers to the legal obligation of professionals to act in a manner that avoids causing harm or injury to others. In community services and mental health, professionals must provide services with reasonable skill, care, and diligence to prevent harm.	Attending training sessions or workshops that focus on risk assessment and management, staying updated with relevant legislation and regulations pertaining to duty of care.

		<p>Additional examples may include:</p> <ul style="list-style-type: none"> Participating in case conferences or peer discussions where professionals can learn from each other's experiences in providing a duty of care to clients.
c. Worker Rights and Responsibilities	<p>Worker rights and responsibilities outline the entitlements and obligations of employees within the workplace such as rights to fair wages, leave entitlements, and a safe working environment. Workers also have responsibilities to carry out their duties professionally, abide by workplace policies and procedures, and maintain confidentiality.</p>	<p>Regularly review employment contracts, workplace policies, and industrial awards to ensure they are aware of their rights and obligations.</p> <p>Additional examples may include:</p> <ul style="list-style-type: none"> Attend workplace training sessions or workshops conducted by human resources departments that focus on workers' rights, responsibilities, and relevant legislation.
d. Employer Rights and Responsibilities	<p>Employer rights and responsibilities refer to legal obligations of employers in providing a safe and fair working environment for their employees. These responsibilities include providing appropriate resources, ensuring a safe physical and emotional environment, addressing workplace grievances, and complying with relevant employment laws and regulations.</p>	<p>Attending workplace training programs that cover topics such as occupational health and safety, workplace policies, and conflict resolution.</p> <p>Additional examples may include:</p> <ul style="list-style-type: none"> Participate in staff meetings or consultations where employer responsibilities are discussed. Seek clarification or guidance from human resources personnel when needed.
e. Work Role Responsibilities	<p>Work role responsibilities are the specific tasks and duties assigned to professionals within their designated role. These responsibilities may vary depending on the job position and industry requirements. Professionals must understand and fulfill their work role responsibilities to ensure effective service delivery.</p>	<p>Review their job description and performance plan or expectations.</p> <p>Additional examples may include:</p> <ul style="list-style-type: none"> Participate in feedback or performance appraisal sessions with their managers or supervisors to receive feedback and clarification on their work role responsibilities. Seek additional training or professional development opportunities specific to their job role.
f. Work Role Limitation/ Boundaries	<p>Work role limitations or boundaries refer to the scope and extent of what professionals are authorised and qualified to do within their designated role. These limitations ensure professionals operate within their area of expertise and avoid exceeding their</p>	<p>Regularly review professional qualifications and licensing requirements.</p> <p>Additional examples may include:</p>

	competencies, which could potentially harm clients or service users.	<ul style="list-style-type: none"> • Engage in reflective practice or supervision to identify situations that fall outside their expertise and seek appropriate consultation or referral. • Participate in continuing education or professional development activities specific to their field.
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Assessment checklist:

Students must have completed all 9 short answer questions within this assessment before submitting. This includes:

1	9 short answer questions to be completed in the spaces provided.	<input type="checkbox"/>
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 **Congratulations you have reached the end of Assessment 1!**

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