Australian Government

Department of Education, Employment and Workplace Relations

CHCDFV510D Facilitate workplace debriefing and support processes

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCDFV510D Facilitate workplace debriefing and support processes

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCDFV510C Facilitate workplace debriefing and support processes	CHCDFV510D Facilitate workplace debriefing and support processes	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to manage colleagues' occupational health and welfare
	This will involve participating in and facilitating debriefing and various support processes for self or colleagues who are providing various services to people affected by domestic and family violence

Application of the Unit

Application	This unit may apply in a range of community service contexts with clients who may experience domestic and family violence

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills   This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor occupational health and welfare	1.1 Monitor occupational health and welfare, and where issues arise, take appropriate action in accordance with *organisation standards and procedures*
	1.2 Employ appropriate *feedback techniques* to accurately identify workplace needs of *colleagues*
	1.3 Readily identify required professional and *personal performance standards* and use to monitor occupational health and welfare
	1.4 Regularly use self assessment and *reflective behaviour* strategies to monitor performance
	1.5 Regularly or constructively seek formal or informal performance feedback and act upon it as appropriate
	1.6 Plan appropriately to identify areas of need and develop proposals to support these areas

ELEMENT	PERFORMANCE CRITERIA
2. Conduct debriefings	2.1 Plan, prepare and conduct debriefing in line with organisation standards and procedures
	2.2 Schedule debriefing as soon as possible following the incident
	2.3 Conduct debriefing in a safe environment and in a manner that facilitates open communication
	2.4 Use appropriate *debriefing techniques* to encourage further exploration of emotions and experiences to assist in reflection on issues
	2.5 Use appropriate questioning to encourage colleagues to explore and acknowledge their concerns
	2.6 Analyse and respond to any *indications of risk* or threat to safety according to the degree and nature of the risk to self or colleagues
	2.7 Where required, report and record results of debriefings in accordance with organisation standards and procedures
3. Assist and support colleagues	3.1 Promptly deal with any issues relating to the well being of colleagues according to organisation standards and procedures
	3.2 Routinely identify and implement effective ways of working to sustain ongoing health and morale
	3.3 Provide encouragement, support, regular feedback and advice to colleagues as required
	3.4 Clearly communicate to appropriate colleagues any additional support requirements to improve performance
	3.5 Encourage and support colleagues to attend training appropriate for both professional and *personal development*
	3.6 Hold regular meetings with colleagues to review and adjust *support strategies* and priorities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Understanding of legislative requirements and knowledge of best practice approach to occupational health and welfare
- Understanding of rights and obligations of employees and employers regarding occupational health and welfare
- Knowledge of debriefing techniques and processes
- Knowledge of appropriate feedback techniques to ensure the various workplace occupational health and welfare needs are accurately identified
- Understanding of techniques for effective workplace communication and team management
- Understanding of current organisation procedures, practices and standards for client assessment, allocation of services, case management, interviewing, code of conduct, confidentiality, use of resources, programmed intervention and duty of care requirements
- Knowledge of legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Understanding of specific limitations of work role, responsibility and professional abilities
- Awareness of own values and attitudes and their potential impact on clients
- Understanding of how to interpret units of competency and apply them to self, including identifying and prioritising personal learning needs
- Knowledge of self assessment and reflective strategies to assist in determining personal development needs, including preparing personal plans and establishing priorities
- Understanding of role in debriefing process as a peer, supervisor or 'professional debriefer'
- Understanding of specific debriefing techniques and a colleagues' need to debrief specifically in relation to domestic and family violence including dealing with violence, rage, intimidation, threats, transference, counter-transference and interaction with users of violence and those affected by users of violence

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Manage own and colleagues' occupational health and welfare by participating in and facilitating workplace debriefing and support processes, in particular, to:
  - work in accordance with the organisation's occupational health and welfare policies and procedures
  - make appropriate use of feedback and self assessment techniques to accurately identify occupational health and welfare issues
  - use appropriate debriefing techniques in accordance with organisation standards and procedures
  - accurately identify risk and issues that will affect the well being of self or colleagues
  - provide advice, encouragement and support to colleagues to ensure that the workplace occupational health and welfare needs are met
  - accurately interpret and comply with legal and procedural requirements
  - understand own work role and responsibilities in relation to workplace work health and safety (WHS)

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interpersonal relationship, such as questioning and active listening (paraphrasing, clarifying, summarising) techniques, including non-judgemental and empathic approaches
  - performance planning and feedback that will provide regular and constructive feedback to colleagues
  - response ranging from responding sensitively and appropriately, to providing constructive feedback on performance
  - assessment for a broad range of unpredictable problems involving analysis, assessment and evaluation, for example, identifying levels of risk that will affect occupational health and welfare of self and/or colleagues
  - problem solving for a defined range of unpredictable problems that may affect levels of occupational health and welfare
  - collaboration between worker and client, and between services and other providers
  - literacy and communication in relation to analysis, evaluation and presentation of information including preparing documents and reports related to WHS and welfare issues
  - collaboration between worker, clients and colleagues and between services and other providers

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills
	• This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
	• Assessment of performance should be over a period of time covering all categories within the Range Statement statements that are applicable in the learning environment This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
	• All workers should develop their ability to work in a culturally diverse environment
	• In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
	• Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment of this unit include access to:
	• an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
	• Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace
	• Where assessment is conducted in a simulated or non-workplace environment then access to the necessary equipment and research resources should be provided Access to simulated exercises, case studies related to service delivery issues will also be required if non-workplace assessment paths are utilised

EVIDENCE GUIDE

Method of assessment:	• Evidence will be determined by organisation from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations
	• Evidence for assessment of competence may be gathered by appropriate combination of the following:
	• demonstration of competency within the working environment in facilitating workplace debriefing and support processes and managing own and colleagues occupational health and welfare
	• assessment must be in the workplace, however, where there is not an opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
	• observation of processes and procedures, oral and/or written questions on essential knowledge and skills and consideration of required attitudes
	• where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
	• review of any documentation produced by the candidate related to identifying and responding to domestic violence
Related units:	This unit should be assessed after or in conjunction with related unit:
	• CHCDFV402C Manage own professional development in responding to domestic and family violence

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Organisation standards and procedures may include those relating to:	• Whether debriefing is a voluntary or compulsory component of workplace practice • Client and worker safety • Employment conditions (e.g. industrial agreements, employee/employer requirements) • Training and development practices • Administrative processes • WHS • Collection and storage of information • Client interview protocols and procedures • Code of conduct/code of ethics • Principles and implementation of duty of care and rights of client to self determination • Departmental, inter-departmental regulations, protocols and procedures relevant to work role and responsibilities • Inter-agency practice and protocols • Use of interpreter and interpreter services • Organisation mission statement and/or philosophy • Eligibility criteria for accessing particular services • Completion of forms and applications • Guidelines relating to parameters of confidentiality/client consent • Accountability procedures • Timeframes for reflective practice and supervision

Community Services and Health Industry Skills Council

RANGE STATEMENT

Feedback techniques may include:	• Team briefing and planning meetings • Performance planning and feedback systems • Questionnaires • Counselling • Oral or written
Colleagues may include:	• Other staff • Unpaid workers • Students on placements • Resources workers • Ancillary staff • Staff from other related organisations/agencies • Co-facilitators in group work
Personal performance standards relates to:	• The practitioner's level of competency • Professional ethics • Integrity and behaviour • Regulations • Code of ethics/practice • Organisation/agency procedures • Community standards • Occupational accountabilities
Reflective behaviour requires practitioners to regularly review their own performance against required and established professional performance requirements *Such performance requirements may be documented through*:	• Professional bodies' competencies and codes of practice/ethics • Organisation HR development policies and procedures • Occupational or functional roles/units of competency

Community Services and Health Industry Skills Council

RANGE STATEMENT

Debriefing techniques may include:	• Demonstrating empathy • Using appropriate body language • Reflecting, summarising and paraphrasing • Asking open-ended questions • Active listening
Indications of risk could include:	• Client contact outside service boundaries • Poor performance • Feelings of depression, anger, low self-esteem • Medical problems such as overuse of tranquillisers, or alcohol, rug or substance abuse • Emotional distress • Transference and counter-transference of client issues on to worker and vice-versa • Demonstration of stress related problems • Indicators of stress could include the following: • Inability to concentrate • Health problems • Changes of behaviour • Continued focus on and re-visiting of an event • Frequent absences • Negative attitudes • Unaware of own stress levels

Community Services and Health Industry Skills Council

RANGE STATEMENT

Personal development strategies may include development/ implementation of a personal/ professional improvement program, either internal or external to the organisation including such things as:

- Development of improved interpersonal/technical skills
- Updating stress management abilities
- Adapting work rotation to facilitate changing personal/work priorities
- Formal/informal learning programs
- Utilisation of existing strengths to focus future career development
- Cultural and sub-cultural awareness/sensitivity
- Seeking coaching
- Mentoring
- Counselling from appropriate personnel to overcome identified limitations
- Development/improvement of conflict management skills
- Establishment of new career paths within or external to the organisation

Support strategies may include:

- Formal, personal and organisation debriefing and professional supervision
- Informal exploration of incidents with team members and supporters
- Counselling
- Review of practice and resources
- Conscious use of personal recreational activities
- Performance appraisal
- Training and development activities

Unit Sector(s)

Not Applicable