



Australian Government

Assessment Requirements for CHCEDU012 Facilitate couple processes in group work

Release: 1

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Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 3.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Merged CHCFAM413B/CHCFAM414B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- engaged diverse couples in at least 3 different group processes and discussions
- used at least 2 different relationship education models or theories in couples work
- used the following interpersonal and facilitation skill in couple work:
 - listening
 - questioning
 - effective non-verbal communication
 - empathetic responding
 - paraphrasing
 - summarising
 - negotiation
 - techniques for maintaining group cohesion
 - conflict resolution
 - debriefing.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations for working with couples in groups, and how these are applied in organisations and individual practice:
 - codes of conduct
 - discrimination
 - duty of care
 - mandatory reporting
 - privacy, confidentiality and disclosure
 - records management
 - work role boundaries – responsibilities and limitations, including:
 - boundaries between education and counselling
 - legal parameters for working with clients experiencing sexual, physical and emotional abuse, mental health issues
 - work health and safety
- principles and processes of strengths-based practice
- current, emerging and historical values, beliefs, traditions and spiritual aspects of intimate relationships including marriage
- potential needs of participants within the group, including:
 - validation of experiences
 - expression of emotions
 - development of self-awareness
 - development of greater awareness of others including appreciation and understanding of partners and other family members
 - development of communication and self-expression skills
 - opportunities to identify and recognise characteristics of successful relationships including
- family life-stage transitions and relationship life-cycles and stages – social, cultural and developmental:
 - courting/dating
 - cohabitating, engagement, marriage, remarriage
 - birth of first and subsequent child/children
 - ageing
 - death of parent/partner
 - retirement
 - caring issues
 - children growing up, leaving home
 - older children remaining at home
 - becoming grandparents
 - separation/divorce/repartnering
- issues potentially impacting on couples and their relationships including issues related to:
 - addiction
 - cultural and linguistic diversity

- gender
- health, both physical and mental
- spiritual/religious beliefs
- education level and ability
- socioeconomic status
- political position
- family issues, themes and legacies
- specific couple issues and their impacts:
 - sexuality, intimacy
 - trust, respect, love
 - affairs
 - separation
 - repartnering
 - issues affecting same sex couples
 - infertility
 - power and control within relationships
 - finances and financial and budgeting decisions
 - domestic and family violence and abuse
 - conflict
 - recognition and acceptance of difference
- tools for relationship work, how these are used in practice and their scope and limitations
- theories of change and relationship education models for working with clients
- nature of domestic and family violence including key indicators, effects, and appropriate responses to ensure the safety of self, clients, their families, colleagues and others within appropriate cultural contexts
- complex interpersonal interactions, power in relationships, abuse and conflict
- communication and interpersonal technique and how they are used in psycho-educational groups, including:
 - listening
 - questioning
 - effective non-verbal communication
 - empathetic responding
 - paraphrasing
 - summarising
 - negotiation
 - conflict resolution
 - techniques for maintaining group cohesion
 - debriefing
- own values, beliefs and experiences which may impact on couples work practice
- referral protocols and referral sources for group members in need of additional services
- group skills and group dynamics

- adult education principles and practices.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
 - group member information
 - organisation policies and procedures
 - sources of information on relationship education models and theories
- modelling of industry operating conditions, including:
 - scenarios that involve groups comprising multiple couples.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>