



Australian Government

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>

Application

This unit describes the skills and knowledge required to work with individuals and couples in a group setting to facilitate the relational/emotional system in couples in order to bring about positive change

This unit applies to practitioners who work in relationship education in the community services sector.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Facilitate couple interaction within the group environment

1.1 Provide a clear introduction which establishes norms, goals, intended outcomes and learning processes for couples

1.2 Create balance between opportunities for individual, couple and community participation, development and reflection

1.3 Use strategies appropriate to the stage of couples' relationship to promote couple discussion and decision-making

ELEMENT**PERFORMANCE CRITERIA**

	<p>1.4 Respond promptly and appropriately to couples displaying distress or concern in a manner that maximises safety and confidentiality for each individual</p> <p>1.5 Maintain an appropriate balance between stated program outcomes and the needs of each individual/couple</p> <p>1.6 Encourage exploration and discussion by challenging individual and couple knowledge, skills and values in a sensitive way</p>
2. Use tools to explore couple relationships	<p>2.1 Use tools appropriate to the social, cultural and developmental stage of couples' relationship according to program requirements</p> <p>2.2 Modify the use of the tools to accommodate individual couple needs, taking account of overall objectives</p> <p>2.3 Provide opportunities for the couple to consolidate their learning and to plan for transfer learning into their everyday contexts</p>
3. Respond to presenting issues	<p>3.1 Respond to participants in a manner that is sensitive to severity of the presenting issue and specific needs of the client</p> <p>3.2 Manage interactions in a manner that ensures maximum consideration for the safety of clients, colleagues, self and others according to organisational procedures and duty of care requirements</p> <p>3.3 Manage interactions with, and responses to individuals and couples according to accepted practices of prevention and intervention</p> <p>3.4 Assess information obtained from clients to establish priorities for action and document according to organisation procedures</p> <p>3.5 Seek assistance from appropriate professionals when issues are identified as beyond own limitations and boundaries</p>

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

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