# CHCFAM004 Facilitate changeovers

**Release: 1**

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## Modification History

| Release | Comments |
| --- | --- |
| Release 1 | This version was released in *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages.<br><br>Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.<br><br>Supersedes CHCCONS401C |

## Application

This unit describes the skills and knowledge to facilitate changeovers that may be either voluntary (initiated by the family) or involuntary (result of court order).

This unit applies to children's contact services workers operating according the requirement of the *Family Law Act 1975*.

*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. Establish the changeover arrangements | 1.1 Review client information and the status of relationships in preparation for changeover |
| | 1.2 Use interpersonal skills to establish rapport and trust with children and parents to gain their confidence |
| | 1.3 Explain the changeover process to all parties including children, resident and non resident parent |
| | 1.4 Approach both parents with neutrality without compromising effective communication and rapport building |

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 1.5 Observe child and parent risk factors and assess for substance use and/or safety concerns |
| | 1.6 Create a safe conducive environment in which changeover is to occur |
| | 1.7 Listen to and acknowledge parents feelings and concerns about facilitated changeover and contact |
| | 1.8 Identify any health issues or significant concerns to be monitored |
| 2. Monitor the changeover process | 2.1 Follow organisation policies and procedures to ensure the environment is contextually appropriate, safe, secure and supportive for client and workers during changeover |
| | 2.2 Assist the child and/or young person to move from one parent to another for contact to occur |
| | 2.3 Respond to early and late parents according to organisation policy and procedures |
| | 2.4 Manage and respond to conflict or inappropriate behaviours to ensure the safety of child and/or young person, parents and colleagues |
| | 2.5 Maintain confidentiality of parents as required by organisation privacy policy |
| | 2.6 Model cooperation, positive parental behaviour and cultural sensitivity |
| | 2.7 Facilitate parent child interaction at changeover |
| | 2.8 Relieve the parent of the child at the arranged time |
| | 2.9 Manage and respond appropriately to child refusal according to organisations policies and procedures |
| 3. Assess the effectiveness of changeover | 3.1 Ensure debriefing is provided to the child and/or young person and parents according to organisation procedures |
| | 3.2 Respond to any incidents or concerns as a result of the facilitated changeover according to organisation policy |
| | 3.3 Complete documentation requirements according to organisation policy |
| | 3.4 Seek supervisor support according to organisation |

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | policy |
| | 3.5 Inform relevant persons or authorities of any safety concerns |
| | 3.6 Refer parents to other support systems when appropriate |
| | 3.7 Inform senior staff of concerns about the continued appropriateness of facilitated changeover according to emotional and physical safety of the child |

## 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-bd22cc4f1e53