



Australian Government

CHCFAM008 Work within a child inclusive framework

Release: 1

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Modification History

Release	Comments
Release 1	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. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Pre-requisite removed. Supersedes CHCFAM802B

Application

This unit describes the skills and knowledge required to gather and analyse information about the child, engage the child in assessment interviews, and formulate and communicate the child's perspective. It goes beyond child-focused practice to include direct and comprehensive interactions with the child

This unit applies to child consultants working in highly complex situations in the context of family relationship work and family law.

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. Engage with parents to gather developmental history	1.1 Analyse existing information about the context for the child inclusive process and consult with professional colleagues 1.2 Engage parents/carers in establishing trust and confidence in the child consultant's role using communication and facilitation skills 1.3 Take and document an appropriate history about the

ELEMENT**PERFORMANCE CRITERIA**

child in relation to the presenting concern

2. Engage children and young people in assessment interviews

2.1 Use verbal, non-verbal and projective interview methods to gain an understanding of child needs and views

2.2 Explain role and boundaries of self as child consultant role to children

2.3 Explain and familiarise children with organisation processes that affect them directly

3. Formulate the child's material into a working knowledge of their needs and experiences

3.1 Analyse information and reach substantiated clinical understanding of the child's experience of conflict and separation issues, weighed by their developmental level and other salient factors in the case

3.2 Formulate content and process material from the child, including documentation requirements as required by the organisation

3.3 Consider how best to communicate findings to the parents or adult parties responsible for the child

4. Communicate needs, rights and interests of children and young people as expressed by them

4.1 Engage significant others and assess their ability to accept child/young person opinions, views and concerns

4.2 Communicate children's and young peoples opinions, views and concerns, using their own words and expressed efforts

4.3 Facilitate communication between children and/or young people and significant adults as appropriate

4.4 Provide timely and sensitive feedback to significant adults

4.5 Model to significant adults appropriate inclusion of children and young people needs and views in planning and decision-making

5. Ensure safety of children and young people in participation process

5.1 Explain own and organisation actions for ensuring safety and minimising risk to children and young people

5.2 Undertake risk and safety management of children and young people according to organisation procedures

ELEMENT**PERFORMANCE CRITERIA**

5.3 Seek feedback about safety issues from children and young people

5.4 Debrief children and young people after incidents according to organisation procedures

5.5 Implement support systems for children and young people that support emotional and physical safety

5.6 Create and maintain a child and young person friendly environment

5.7 Identify and monitor family relationship dynamics and issues

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>