



Australian Government

Department of Education, Employment and Workplace Relations

CHCCM506B Undertake case management in a child protection framework

Release: 1

CHCCM506B Undertake case management in a child protection framework

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to apply the case management process in which case plans are developed and managed to address specific client needs

Application of the Unit

Application

This unit may apply to work in a range of community service contexts

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

1. Establish *client need* and/or risk

PERFORMANCE CRITERIA

- 1.1. Assess client needs/risks in accordance with organisation procedures
- 1.2. Develop assessment plan to reflect client needs
- 1.3. Clearly explain worker's role and purpose to the *client*
- 1.4. Identify, assess, and prioritise relevant *information*, taking into account the particular circumstances of the situation
- 1.5. Ensure communication with client is of a level, type and manner appropriate to the individual and the nature of the issues raised
- 1.6. Identify in the *case plan, support and prevention strategies* that promote and meet the needs of the family
- 1.7. Provide information to ensure the client understands the intervention process, their *rights of appeal* and how to use avenues for complaint

ELEMENT	PERFORMANCE CRITERIA
2. Develop a case management plan	<ul style="list-style-type: none">2.1 Build into the case plan client strengths and/or protective factors2.2 Develop case plan in partnership with the client2.3 Collect information on a range of suitable intervention strategies to address immediate, short and longer term needs of clients2.4 Explore a full range of options for addressing client needs and integrate into planning2.5 Prioritise case management goals and objectives and negotiate and agree processes with the client2.6 Negotiate goals, actions and timelines for the case plan in concrete, specific terms2.7 Define roles, responsibilities and accountabilities for clients, <i>stakeholders</i>, workers and service providers2.8 Explore and develop contingency plans2.9 Integrate <i>cultural considerations</i> into goal setting and negotiation of timelines2.10 Establish communication, review and evaluation systems2.11 Document case plan and distribute to all parties
3. Implement case plan	<ul style="list-style-type: none">3.1 Implement practical arrangements to support clients and stakeholders3.2 Utilise established communication processes and protocols to make referrals3.3 Identify roles, responsibilities, outcomes and processes involved in intervention and articulate with the client and service provider3.4 Where appropriate, develop <i>contracts</i> and agree with external service providers, including accurate timing and resourcing constraints3.5 Identify review activities and negotiate with client, service providers, and significant others3.6 <i>Record information</i> in a manner consistent with organisation procedures and policies

ELEMENT

4. Establish review and evaluation systems

PERFORMANCE CRITERIA

- 4.1 Set up appropriate evaluation processes for ongoing implementation of the plan
- 4.2 Assess and document progress towards achieving goals with client and service providers
- 4.3 Assess the need for ongoing intervention
- 4.4 Negotiate with relevant parties, proposed actions and timelines arising from case review
- 4.5 Complete all relevant reporting procedures in accordance with organisation requirements
- 4.6 Undertake appropriate consultation with the supervisor at key decision-making points

ELEMENT

5. Plan and participate in case conferences or protection *meetings*

PERFORMANCE CRITERIA

- 5.1 Convene care meetings when they are judged to be the most effective case management decision-making strategy for the needs of the case or in line with legislative/organisation requirements
- 5.2 Clearly identify and articulate purpose of case conference/protection meeting to clients and other stakeholders
- 5.3 Establish agenda that clearly outlines purpose, participants, venue, date, time and process
- 5.4 Identify key persons and request their contribution by attending the conference or make reporting arrangements
- 5.5 Undertake work to prepare client for the meeting
- 5.6 Implement processes to ensure participation in the decision-making process of children, young people and their families
- 5.7 Anticipate areas of conflict and facilitate resolution
- 5.8 Identify and responded to participant needs for interpreters and other support
- 5.9 Arrange attendance of delegated decision-makers
- 5.10 Provide information equally to all parties
- 5.11 Prepare case history in accordance with agency requirements
- 5.12 Nominate and brief a chairperson and minute taker
- 5.13 Identify, negotiate and record outcomes

ELEMENT**PERFORMANCE CRITERIA**

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| 6. Work with agencies to meet client needs | 6.1 Identify appropriate service providers |
| | 6.2 Develop and maintain working relationships with relevant community groups |
| | 6.3 Access inter-agency protocols/guidelines and integrate into case management |
| | 6.4 Clarify the nature of advocacy and support required by the client |
| | 6.5 Explain range of interventions and reason for referral, and clarify and negotiate agreement with client, service providers and significant others |
| | 6.6 Discuss with the client all representations made on their behalf to the service provider |
| | 6.7 Ensure all information is kept in confidence according to organisation policy and legislation |
| | 6.8 Maintain links with service, client and other relevant parties and evaluate progress with achievement of goals |
| | |
| 7. Undertake case closure | 7.1 Analyse achievements of case plan goals against performance indicators and documented |
| | 7.2 Identify reasons for case closures |
| | 7.3 Negotiate case closure with client and relevant agencies |
| | 7.4 Advise relevant parties in writing of decision to close case |
| | 7.5 Ensure case closure that is implemented takes account of the needs of the client including the need to reflect on past interventions |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

REQUIRED SKILLS AND KNOWLEDGE

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 legal implications and responsibilities of statutory work
- Understanding of state and federal jurisdictions, including all courts within the jurisdictions
- Detailed understanding of child protection policy and procedures including inter-agency protocols
- Detailed understanding of legislation relevant to child protection including Family Court protocols and practice and policy guidelines including legal definitions of abuse
- Understanding of risk assessment, comprehensive psychosocial assessment and family assessment
- Understanding of indicators of harm, types of harm, definitions and dynamics of harm
- Understanding of theories on vulnerability and resilience of children
- Understanding of the change process
- Understanding of stages of child development
- Understanding of workings of court, legal systems and legal processes
- Understanding of legal implications of material collected through interviews
- Understanding of family dynamics in different cultures
- Understanding of recording and reporting systems
- Understanding of how to access interpreters for clients and their families who are from a non-English speaking background or who are hearing or speech impaired

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Interpret and apply legislation, policies and procedures and standards and statutory obligations
- Respond to and manage crisis
- Develop and assess actions appropriate for intervention
- Collect and assess information
- Document plans
- Apply all aspects of a structured case management framework to statutory child protection work

In addition, the candidate must be able to effectively do the task outlined in elements and

REQUIRED SKILLS AND KNOWLEDGE

performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use communication techniques such as: active listening, reflection, summarising, questions and statements, gaining agreement on actions and explaining outcomes
- Use solution focused interviewing techniques
- Interview and engage children, young people and their families in communication exchange
- Effectively and impartially collect and analyse information according to risk assessment framework or models
- Articulate rationale for decision-making
- Interpret legalese into language understood by client and significant others
- Set boundaries for roles and actions
- Demonstrate empathy and rapport building
- Use age appropriate language and questioning techniques
- Utilise conflict resolution skills
- Manage grief and change processes
- Engage and establish a professional relationship with children and young people
- Monitor own level of stress and implement stress management strategies
- Work appropriately with cross cultural issues
- Prepare court reports
- Present factual, non- emotive information succinctly
- Demonstrate appropriate use of supervision and consultation
- Maintain documentation as required, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines

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

- The individual being assessed must provide evidence

EVIDENCE GUIDE

and evidence required to demonstrate this unit of competency:

- of specified essential knowledge as well as skills
- This unit of competence must be assessed in the workplace within a statutory child protection authority and under the normal range of workplace conditions
- Assessment must include the normal range of workplace situations

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

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting

EVIDENCE GUIDE

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from the workplace environment
- Workplace evidence can be testimonials, portfolios or copies of completed workplace records/documentation
- Evidence will be determined by selection 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 undertaking case management in a statutory child protection environment
 - assessment should 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 workplace documentation produced by the candidate related to case management in a statutory child protection environment

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.

The contexts for establishing a case plan could include:

- A result of a notification/report
- A result of a risk assessment
- A result of a placement in out of home care
- A result of a court order
- A result of a contract to provide a service
- Part of a case planning meeting or conference

Establishment of a case plan will be carried out within requirements established by:

- Commonwealth and state legislation
- Relevant international conventions
- Organisation policy and procedures
- Relevant program standards
- Inter-agency protocols/guidelines

Development of a case plan includes:

- Working collaboratively with the client and all stakeholders
- Identifying priority needs/target needs/risks
- Identifying and building on client strengths and/or protective factors
- Setting goals which are negotiated with the client
- Identifying strategies and actions, roles and responsibilities, timeframes and review
- Documentation using formats and procedures

RANGE STATEMENT

Client need includes:

- Developmental needs (physical, social, cultural, emotional and psychological)
- Risks
- Early intervention/prevention
- Supports in parenting
- Practical e.g. housing, income

Stakeholders include:

- Child or young person
- Family
- Significant others
- Worker
- Carers
- Supervisor and organisation
- Court and legal practitioners
- Community

Information may include:

- All official documentation relating to client, full family history, developmental and medical history
- All available records, anecdotal material and individual interviews

Client can include:

- Child/children
- Young person/people
- Parents
- Family/relative
- Significant others
- Foster cares

RANGE STATEMENT

Case management principles can include:

- Taking the least intrusive intervention necessary to ensure safety and support protection
- Safety, welfare and well being of child or young person is paramount consideration
- Using a strengths-based, partnership approach in practice
- Intervention is planned and purposeful
- Working in partnership with other service providers
- Consideration of culture, disability, language, religion, sexuality and any special needs in service provision
- Children and young people placed away from home are entitled to special protection and assistance
- Self determination of aboriginal and Torres Strait Islander communities
- Recognition of the importance of maintaining significant relationships and cultural identity of a child or young person when they cannot live with their family
- Working quickly to resolve permanency by planning placement stability and continuity of relationships
- Ethical practice
- Accountability for decisions and actions

Child centred practice includes:

- Engaging in direct work with children and young people
- Providing an advocacy role on behalf of children and young people
- Understanding the different, and range, of stages of development (including attachment) and how that can inform intervention and planning
- Ensuring that the child or young person is an active participant throughout the case management process
- Recognising that children and young people are part of families and communities
- Safeguarding children can not be separated from promoting their welfare
- The role of prevention and early implementation strategies in protecting and supporting children

RANGE STATEMENT

Family focus includes:

- Recognition that parenting can be stressful and challenging
- Recognition of the impact of poverty and disadvantage on families
- Recognition of the potential impact of statutory intervention on families
- Recognition of the complex issues facing the family

Exercising effective communication skills includes:

- Identifying and evaluating what is occurring within an interaction in a non-judgemental way
- Making decision about appropriate words, behaviour, posture
- Using active listening
- Using clarifying, summarising questions
- Putting together a response that is culturally appropriate
- Expressing an individual perspective
- Expressing own philosophy, ideology and background and exploring the impact of this on the communication
- Exploring and unpacking problems
- Reflective listening
- Providing sufficient time to enable stories to be told
- Provide summarising and reflective response in conflict situations

RANGE STATEMENT

Complex cases can include the presence of a number of complicating factors including:

- Multiple abuse/injuries
- Ritual abuse
- Life threatening/high risk situations
- Multiple difficulties present in family
- Intellectual or psychiatric disabled clients
- Chronic and serious substance abuse/addiction
- Family/domestic violence
- A wide range of other services involved which requires coordination
- Involvement of protective and custodial agencies in the family over a lengthy period
- Cases with high public/political sensitivity requiring sensitive and experienced case investigation and management
- Poverty including poor housing, inadequate and limited educational, health and social facilities, and high risk communities/neighbourhoods

Case plan may include:

- Assessment/investigation plan
- Support and management plan
- Out of home care plan
- Restoration/reunification plan
- Protection plan

Meetings may include:

- Case conferences
- Protection planning meetings
- Family group conferences
- Alternate dispute resolution

Cultural considerations include:

- Indigenous and ethnic considerations
- Power relationship structures
- Rituals, beliefs, hierarchies and practices
- Community politics
- Gender
- Parenting practice and family dynamics

RANGE STATEMENT

Contracts for service provision include:

- Responsibilities of service/agency
- Referral service/agency and client are articulated, documented, endorsed and explained to the client and relevant stakeholders
- Agreement is sought from client and stakeholders about roles, responsibilities, timelines, actions, milestones and outcomes

Procedures used in crisis situations include:

- Ensuring security and safety of all relevant parties including protection and custodial issues and the level of intervention required
- Appropriate crisis services such as counselling, respite care, debriefing

Support and prevention strategies includes:

- Provision of information
- Early intervention and prevention services
- Financial and practical benefits

Rights of appeal mechanisms may include:

- Those operating within all state departments, service provider organisations and external bodies

Record information relating to a case plan includes:

- Computer report, hand written, electronic, on file, etc

Feedback mechanisms include:

- Communicating daily with child, young person, family, significant other, about meeting of needs, participating within a case conference, recording observations about progress on activities

Each contact with client is recorded and includes:

- Telephone contact, face-to-face interviews, contact with service provider about the client, letters, anecdotal information received from others, enquiries conducted by the worker to other agencies e.g. schools, doctors etc

RANGE STATEMENT

Relevant supporting information includes:

- Example reports e.g. medical, school, family assessment, out of home care history, intake forms, referees, financial assistance record etc

Unit Sector(s)

Not Applicable