Australian Government

Department of Education, Employment and Workplace Relations

CHCCONS401B Facilitate changeover

Release: 1

CHCCONS401B Facilitate changeover

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required for workers to facilitate the safe changeover of children between resident and non resident parents in the context of contact arrangements

Application of the Unit

Application	This unit applies to core Children's Contact Service work
	The context of facilitated changeover may be either voluntary (initiated by the family) or involuntary (result of court order)

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	PERFORMANCE CRITERIA
1. Establish the changeover arrangements	1.1 *Establish rapport with children and parents* to gain their confidence
	1.2 *Explain the changeover process* to all parties including children, resident and non resident parent
	1.3 Approach both parents with *neutrality* without compromising effective communication and rapport building
	1.4 Observe *child and parent risk factors* and assess for substance use and/or safety concerns
	1.5 Create a *safe conducive environment* in which changeover is to occur
	1.6 Listen to and acknowledge parents feelings and concerns about facilitated changeover and contact
	1.7 Identify any health issues or significant concerns to be monitored

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ELEMENT	PERFORMANCE CRITERIA
2. Monitor the changeover process	2.1 Follow *organisation policies and procedures* to ensure client and worker safety 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 appropriately to, and in accordance with organisation policy and procedure to abusive and hostile parents at changeover
	2.4 Respond appropriately to, and in accordance with organisation policy and procedures to early and late parents
	2.5 Manage conflict to ensure the safety of child/and or young person, parents and colleagues
	2.6 Ensure the environment is contextually appropriate, safe, secure and supportive
	2.7 Maintain confidentiality of parents as required by the organisations privacy policy
	2.8 Model appropriate cooperation and *parental behaviour* and cultural sensitivity
	2.9 Facilitate parent child interaction at changeover
	2.10 Relieve the parent of the child at the arranged time
	2.11 Manage and respond appropriately to child refusal in accordance with organisations policies and procedures

ELEMENT	PERFORMANCE CRITERIA
3. Assess the effectiveness of changeover	3.1 Ensure debriefing is provided to the child and/or young person 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 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

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

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 knowledge of:

- Understanding reactions of children experiencing re victimisation and who are affected by trauma
- Awareness and understanding of the implications of confidentiality policy and procedures and necessary limitations of confidentiality in cases of harm or abuse
- Awareness of occupational health and safety (OHS) policy and procedures in the context of changeover
- Relevant legislation that impacts on the provision of changeover and facilitated contact including, Child Protection Legislation, Family Law Act, Domestic and Family Violence Laws within the jurisdiction of the service provision
- Factors affecting family dynamics and particularly children, with incidents or history of high levels of parental conflict, violence, abuse or mental health concerns
- Understanding the impact of high conflict in post separation involving children
- Emergency response procedures in situations   of critical incidents eventuating from a breakdown in the changeover process
- Understand child developmental norms at different ages and stages
- Recognise how the observer role influences interaction and behaviour of others
- Boundary expectations of the worker in the role of facilitating changeover or contact
- Awareness of family systems and how this is relevant to the role of contact worker in the changeover and contact process
- Working knowledge of separation anxiety and attachment theory, child development, loss and grief issues and family violence and how this is relevant to the role of contact worker in the changeover and contact process, particularly observing child's emotional reaction and interactions with carers/parents
- Awareness of case work practices and how to contribute to these process through documentation and consultation with senior staff or supervisors
- Local support services available to clients needing external information, support or interventions

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Debrief children and young people after contact
- Demonstrate:
  - empathy to parents/carers and children
  - non-judgement approaches and attitudes towards all clients
  - neutrality and impartiality when engaging in practices with both the resident and non resident parent/carer
  - age appropriate communication when working with young people and children, people with disabilities, cultural diversity
- Record case notes, including recording only relevant information and objective information
- Discriminate between what is factual observation and what is personal interpretations and subjective information
- Write incident reports where necessary and in accordance with policies of the organisation
- Identify and respond to real and/or potential risks associated with changeover processes and high risk client groups including substance use, violence and or mental health concerns

continued ...

Essential skills (*contd*):

In addition, the candidate must be able 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 the ability to:

- Communicate effectively with vulnerable or hostile parents and children in crisis using effective interpersonal skills and conflict resolution skills:
  - listening and understanding
  - speaking clearly and directly
  - negotiating responsively
  - persuading effectively
  - being appropriately assertive
  - empathising
- Engage involuntary or resistant children and facilitate the process
- Comply with codes of conduct of the organisation

REQUIRED SKILLS AND KNOWLEDGE

- Communicate in a cross cultural context with a diverse client group, promote access and equity to service users
- Work with interpreters effectively to facilitate the changeover process
- Create and maintain a child friendly environment
- Apply data entry skills for input of client statistical information
- Communicate effectively with children to ensure rapport is established and trust in the process of changeover is achieved and maintained
- Use observational skills and interpret this information into objective recordings of client interactions which may inform the preparation of court reports
- Model and implement appropriate boundaries for interacting with families
- Work in a team environment and contribute as a team member to work practices and processes

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 and evidence required to demonstrate this unit of competency:	- The individual being assessed must provide evidence of specified essential knowledge as well as skills - Observation of workplace performance is essential for assessment of this unit - Consistency of performance should be demonstrated over the required range of situations relevant to the workplace on more than one occasion

EVIDENCE GUIDE

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:	• In cases where the learner does not have the 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 • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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 workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

EVIDENCE GUIDE

Method of assessment	• Observation in the workplace • Written assignments/projects or questioning should be used to assess knowledge • Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
	The assessment environment should not disadvantage the candidate
	Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
	Where the candidate has a disability, reasonable adjustment may be applied during assessment
	Language and literacy demands of the assessment task should not be higher than those of the work role

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.

RANGE STATEMENT

Establish rapport with children and parents may include:	• Actively listening to each persons concerns • Acknowledging feelings yet remaining impartial • Demonstrating empathy • Establishing trust with each person • Modelling effective communication skills • Explaining process and expectations including responsibilities and rights of each person • Creating a friendly and welcoming environment
Explain the changeover process may include but is not limited to:	• Client rights and responsibilities • Expectations on behaviour • Limitations of the changeover process • Communication strategies related to late arrival, non attendance, review of the process, concerns and complaints • Clarification of client's expectations of the changeover service • Provision of written and other forms of information to meet specific communication need of clients
Neutrality and impartiality must involve:	• Absence of personal bias and prejudice
Child and parent risk factors may include:	• Parents presenting under the influence of substances • Parents with unmanaged mental health issues • Displays of volatile behaviour • Aggressive physical and verbal behaviour • Unmanaged physical and mental illness • Indicators of violence or family abuse • Child protection concerns • Social, geographical and emotional isolation of family members • Financial difficulty

RANGE STATEMENT

Safe conducive environment may include:	• Ensuring parents do not interact during changeover • Monitoring and observing behaviour of all parties at points of handover • Ensuring parents are aware of the limitations of the organisation and expected client behaviour • Confidently activating incident response when needed • Commitment to child safety measures in all aspects of work practices • Ensuring the physical environment of the changeover site is free from hazards and potential risk for clients
Organisation policies and procedures may include:	• OHS workplace procedures • Risk management policy • Confidentiality policy • Changeover policy and procedures • Reporting policy and procedures • Account keeping procedures for the collection of fees
Documentation may include:	• Observational case notes • Records of contact • Memos • Case notes • Child protection notifications • Incident reports • Receipt for payments
Parental behaviour may include:	• Communication with children • Seeking clarification on what the child wants to have happen, how they think this might happen, how they feel about the situation, seeking understanding from the child's perspective about any changes that might assist with contact refusal • Encouraging and respecting children's views and ideas • Appropriate management of child behaviour • Appropriate content for discussion with children • Expressing feelings and emotions

RANGE STATEMENT

Other support systems for parents and children may include:	• Counselling and family support services • Dispute resolution services • Health and medical services • Child support agency • Centrelink • Drug and alcohol services • Domestic violence services • Legal Aid • Mental health services

Unit Sector(s)

Not Applicable

Community Services and Health Industry Skills Council