



Australian Government

Department of Education, Employment and Workplace Relations

CHCCONS403C Support families to develop relationships

Release: 1

CHCCONS403C Support families to develop relationships

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCONS403B Support families to develop relationships	CHCCONS403C Support families to develop relationships	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to assist children and parents to achieve positive relationships in situations of separation or divorce

Application of the Unit

Application

This unit applies to staff working in Children's' Contact Services and within the regulations of Family Law legislation associated with facilitated contact

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. Engage with families to determine relationship issues | 1.1 Use appropriate communication techniques to assess the <i>relationship dynamics</i> of both parents and child/young person |
| | 1.2 Identify the needs of each party and discuss <i>appropriate support and response options</i> |
| | 1.3 <i>Document family relationship goals</i> , plans and actions according to organisation policy |
| 2. Support relationship building | 2.1 <i>Model positive parenting</i> and interactions with children |
| | 2.2 Demonstrate use of play techniques for interacting with child/and or young person |
| | 2.3 Model cooperation, negotiation and assertion skills to resolve relationship conflict |
| | 2.4 Encourage the child and/or young person to interact with the parent through role modelling and demonstration of appropriate behaviour |
| | 2.5 Provide feedback and positive affirmations to support families in relationship building |

ELEMENT**PERFORMANCE CRITERIA****3. *Activate referrals***

- 3.1 Refer to services that will support specific issues impacting on the development of relationships
- 3.2 Identify community resource options for family interactions and relationship development
- 3.3 Advocate for community support services to meet family's needs

4. Respond to inappropriate parental behaviour

- 4.1 Debrief the residential parent and non residential parent
- 4.2 Debrief the child and/or young person
- 4.3 Be diplomatic in responses to inappropriate behaviour. Direct conversations to parents appropriate responsibilities
- 4.4 Be aware of the relationship issues between the parents and refer where necessary
- 4.5 Respond to any issues of a legal nature according to organisation policy and legislative requirements
- 4.6 Discuss with the parents the ramifications if behaviours have breached the Service Level Agreement

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:

- Understanding reactions of children experiencing re victimisation and who are affected by trauma
- Working knowledge of the intentions of the Shared Parenting provisions of the Family Law Act and practices that will support families to achieve these goals where appropriate
- Awareness and understanding of the implications of confidentiality policy and procedures and necessary limitations of confidentiality in cases of harm or abuse
- Awareness of work health and safety (WHS) 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 or abuse
- Understanding the impact of high conflict in post separation involving children
- Awareness of adult and juvenile sexual offending behaviour types, cycles of offending behaviour and appropriate responses to allegations of offending behaviour in accordance with organisation policy and legislation
- Understand child developmental norms at different ages and stages
- Awareness of domestic and family violence cycle, indicators and appropriate responses
- Awareness of family systems and how this is relevant to the role of contact worker in the development of relationships in extended and blended families
- 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
- Cross cultural issues in child parent relationships

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- 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 as required and in accordance with WHS policies of the organisation
- Identify real and potential risks associated with developing relationships with high risk client groups
- 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 parents and children in planning for the future
- 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
- Use modelling and demonstrate cooperative behaviours
- Model and implement appropriate boundaries for interacting with families

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:

REQUIRED SKILLS AND KNOWLEDGE

- Comply with codes of conduct of the organisation
- Communicate in a cross cultural context with a diverse client group, promote access and equity to service users
- Work with interpreters effectively
- Create and maintain a child friendly environment
- Apply data entry skills for input of funding services statistical information

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

Relationship dynamics may include but is not limited to:

- Power imbalances and intimidation
- Past or present family violence or abuse
- Intergenerational issues of appropriate communication, behaviour management
- Critical factors of substance misuse, abuse
- Past or present issues of child abuse and neglect
- Socioeconomics, financial, geography, isolation
- Mental illness
- Grief and loss
- Attachment issues
- Learned behavioural responses

Appropriate support and response options may include but are not limited to:

- Facilitate referral to support services
- Advocacy within the guidelines of the organisation
- Provision of critical information about client rights, matters of legal nature, safety and essential care services
- Planning processes
- Mediation and/or other conflict management
- Referral to counselling services

Document family relationship goals may include:

- Case plans
- File records
- Case reviews or planning processes
- Case reports

Model positive parenting 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 any changes that might assist with any 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

Activate referrals may include referring to support services including:

- Housing
- Income support
- Domestic violence support services
- Recreational and support groups
- Centrelink
- Child support
- Family relationship centres
- Men's help services
- Cultural support services
- Family focused specialist groups

Unit Sector(s)

Not Applicable