



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCCS404B Facilitate family intervention strategies**

**Release: 1**

## **CHCCS404B Facilitate family intervention strategies**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to facilitate a broad range of programs to meet the needs of families within a specific community

### **Application of the Unit**

#### **Application**

This unit may apply 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. Assess needs of families in the community

### PERFORMANCE CRITERIA

- 1.1 *Assess family's level of need* having regard to broad social and cultural perspectives in the area
- 1.2 Ensure assessment includes criteria relevant to needs of culturally and linguistically diverse families, Aboriginal families and families from diverse socioeconomic backgrounds
- 1.3 Apply the family law framework as an integrated part of family
- 1.4 Utilise appropriate assessment tools to obtain information about the needs of families within a specific community
- 1.5 Consult industry *networks* to inform assessment of the *needs of families* in the community

**ELEMENT****PERFORMANCE CRITERIA**

- |                                                          |                                                                                                                                       |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 2. Facilitate the delivery of a family inclusive service | 2.1 Ensure demographic research informs response to community needs for early family intervention                                     |
|                                                          | 2.2 Develop and implement organisation guidelines containing current policies for early family intervention and <i>crisis support</i> |
|                                                          | 2.3 Provide educational services to facilitate sound parenting practices                                                              |
|                                                          | 2.4 Ensure the process of service delivery aims to increase active and positive participation of families in the community            |
| 3. Review and monitor practice                           | 3.1 Monitor approaches to family support service delivery and programs and adjust procedures to ensure ongoing effectiveness          |
|                                                          | 3.2 Ensure programs and procedures incorporate changes to address consumer and other feedback                                         |

## 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:

- Models of family intervention theory and practice
- Family intervention strategies, scope and process
- The wider physical, social, community and cultural environment within which the client lives
- Needs of Aboriginal and/or Torres Strait Islander families
- Cultural and linguistic diversity within a specific community
- Options to support behaviour change
- Community capacity building and community development
- Referral resources
- Importance of confidentiality and privacy
- Organisation policies and procedures for record-keeping and security
- Workplace code of conduct or code of practice
- Occupational health and safety guidelines

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Undertake, implement and evaluate an assessment of family need
- Demonstrate interpersonal communication, including ability to listen, observe, speak and behave in a respectful and sensitive manner:
  - it is necessary for the worker's manner to be non-judgemental and non-confrontational
  - this ability is crucial as the health information shared may be confronting to the client
  - language used may be English or a community language depending on the client and worker

## REQUIRED SKILLS AND KNOWLEDGE

- Screen and assess client needs
- Demonstrate facilitation and negotiation to the level required to achieve change in the community
- Apply literacy competence required to satisfy record-keeping and referral requirements

## 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

*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

## EVIDENCE GUIDE

- Context of and specific resources for assessment:*
- Assessment may take place during a training workshop or in the workplace, depending on the mode of delivery

*Method of assessment:* Assessment should include a combination of methods such as:

- Observation and listening
- Individual/group discussion
- Discussion of participants' self-assessment and evaluation
- Assessment of written exercises, displays and presentations

## 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.

- Assess family's level of need includes:*
- Range of possible assessment methods (e.g. interviews)
  - Ethical issues in assessment (e.g. confidentiality)
  - Identifying 'needs'
  - Recognising diversity within a community in relation to needs

**RANGE STATEMENT**

*Networks may include:*

- Development of networks relevant to a particular community
- Referral networks
- Consultation mechanisms

*Needs of families include:*

- Range and scope of 'parenting skills'
- Factors which promote/inhibit parenting skills
- Cultural differences in parenting
- Impact of gender expectations
- Psychosocial developmental needs of children

*Crisis support includes:*

- Crisis intervention methods
- Community resources
- Prioritising needs
- Utilising family strengths to resolve crises

**Unit Sector(s)**

Not Applicable