Australian Government

Department of Education, Employment and Workplace Relations

CHCCS414A Provide education and support on parenting, health and well being

Release: 1

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCCS414A Provide education and support on parenting, health and well being

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to provide education and support in a small group or one to one setting and or for community members on for effective parenting behaviour, general health and well being issues

Application of the Unit

Application	The support may be provided in a one to one service delivery mode or in a group

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. Identify clients particular needs and interests in relation to health, well being and parenting	1.1 Assess needs of client or group for education and support on health, well being and parenting 1.2 Elicit key issues of concern to determine the nature and scope of education program to be provided 1.3 Identify and plan for appropriate strategies to match client educational needs 1.4 Seek additional assistance and expertise as required 1.5 Identify and discuss resources required to support implementation of the program and changed practices 1.6 Determine stage in client's decision to seek information or change

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ELEMENT	PERFORMANCE CRITERIA
2. Lead a group to communicate about parenting	2.1 Acknowledge what is working well with families and identify their strengths 2.2 Outline *stressors* and how these impact on families capacity to function effectively 2.3 Outline *key knowledge and skill sets* 2.4 Encourage group members to share parental experiences and seek additional information and support as required 2.5 Review current skills and expectations for skill development 2.6 Ensure program delivery demonstrates responsiveness to the needs of the group and the community 2.7 Ensure program content reflects current policy and practical application of theory 2.8 Implement processes to ensure assessment of the skill, knowledge and attitudes of group is ongoing during the program 2.9 Discuss parenting behaviour, attitudes and beliefs and how they have an impact on health and well being of children
3. Identify and respond to group and individual needs	3.1 Raise awareness of health and well being issue with clients not contemplating change 3.2 Conduct brief motivational interview/ presentation to guide changes when required 3.3 Ensure educational information and support is responsive to needs of individual and community 3.4 Ensure program content reflects current policy and practical application of theory 3.5 Undertake ongoing assessment of client skills, knowledge and attitudes during the program

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ELEMENT	PERFORMANCE CRITERIA
4. Support the practice of new behaviours	4.1 Encourage participants to develop an *active support network* during the program 4.2 Support modelling of effective parenting techniques and healthy lifestyle 4.3 Provide clear feedback on progress in skill development to participants 4.4 Encourage participants to access further development options as required 4.5 Identify issues that may require referral to professional support and discuss with the client

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:

- Demonstrated understanding of stages of child development
- Healthy lifestyle and the effect of an unhealthy lifestyle, including bit not limited to the impact of childhood obesity (physical and psychological effects)
- Nutrition and a healthy diet
- Impact of positive parenting in regards to formation of healthy lifestyle behaviours of children
- How to plan and evaluate a community education program

Essential skills:
It is critical that the candidate demonstrate the ability to:

- Plan a community program
- Facilitate a group education session
- Communicate to specific groups, key principles and practices related to:
  - healthy lifestyle
  - nutrition and a healthy diet
  - effective parenting techniques
  - child development
  - infection control
  - promoting child development
  - safety and supervision of children

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

- Demonstrate high level and effective communication including in a multi cultural context
- Demonstrate skills in leadership and change management

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 - Evidence must include observation of performance in the work environment or in a simulated work setting - Evidence must include demonstration over a period of time to ensure consistency of performance
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:	• This unit can be delivered and assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment include access to: • an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment • equipment and resources normally used in the workplace
Method of assessment:	• Observations • Questioning • Evidence gathered from the workplace 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.

Stressors within the community that may have specific impact on families include:	• Financial • Employment • Alcohol and other drugs issues • Accommodation and homelessness • Risk of abuse, neglect and harm • Access to education

RANGE STATEMENT

Key knowledge and skill sets:	• Stages in child development • Importance of supporting the early years to ensure subsequent educational success • Relationship development and management • Impact on the health of individuals and communities of neglect, violence and abuse • Impact on the health of individuals and communities of alcohol and drugs • Nutrition and food handling • Models of parenting • Features of a healthy lifestyle • Indicators of well being
Active support network may include:	• Others within the local community • 'Virtual' communities linked by Information Technology • Community leaders and elders • Other parents • Family members • Local community groups and play groups • Special interest groups

Unit Sector(s)

Not Applicable

Community Services and Health Industry Skills Council