Australian Government

Department of Education, Employment and Workplace Relations

CHCFAM407B Work effectively in relationship work

Release: 1

INDUSTRY
SKILLS
COUNCILS
Creating Australia's Future

CHCFAM407B Work effectively in relationship work

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit of competency describes the skills and knowledge required to work effectively within own bounds of professional practice in relationship work in a reflective and inclusive way
	It is a foundation unit and forms the basis of all work in the area of working in family relationship work in prevention and early intervention programs

Application of the Unit

Application	This unit of competency applies to practitioners working in the relationship education sector

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. Work within bounds of professional practice	1.1 Identify service and *professional boundaries of practice*
	1.2 Demonstrate understanding of differences between education, counselling and therapeutic practice
	1.3 Operate within boundaries of professional practice and refer appropriately to *internal and external resources* where required
2. Apply self-awareness to work practice	2.1 Demonstrate awareness of personal values and attitudes regarding relationship work and own these *without imposing them on clients or groups* when planning and implementing work with clients
	2.2 Demonstrate *self-reflection* and application of learning from self-reflection when planning and implementing work with clients
	2.3 Work inclusively and ethically and in accordance with access and equity principles
	2.4 Monitor impact of work practice on own health and well being and seek support as required

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ELEMENT	PERFORMANCE CRITERIA
3. Receive supervision	3.1 Demonstrate an understanding of the *role and importance of supervision* including the roles and responsibilities within the supervision relationship
	3.2 Negotiate aims/ outcomes of *supervision* and approach supervision in a planned and prepared way
	3.3 *Reflect on own practice* and recognise own strengths and challenges
	3.4 Apply learning from supervision to work practice
	3.5 Access supervision to provide practice support in *situations of risk or potential risk* to self, clients, their families, colleagues or others

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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 and application of ethical behaviour and principles of equity and access
- Knowledge of legal parameters for working with service users experiencing sexual, physical and emotional abuse, and/or mental health issues
- Limitations and boundaries of educator role within the context of their responsibilities within an agency/organisation
- Agency/organisation standards and procedures in relation to referral and dealing with specific relationship issues
- Appropriate sources or referrals and ways in which these can be accessed
- Organisation policy and procedures
- Self-awareness in regard to how own experience, biases, values and beliefs or those of significant others in own life may impact on ability to work effectively with various client groups
- Roles and responsibilities within the supervision process

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Work as part of a team, including multi-disciplinary professional groups
- Give and receive critical and constructive feedback in a sensitive way
- Deal with conflict in an open, assertive and appropriate manner
- Managing positive and negative emotions in self and service users
- Work in an ethical, empathic and sensitive manner with people from diverse cultural, linguistic and religious backgrounds

REQUIRED SKILLS AND KNOWLEDGE

- Work with people with different learning abilities, numeracy, literacy and education levels
- Be aware and responsive to diverse groups of people who may challenge practitioner's values and beliefs
- Maintain appropriate levels of confidentiality
- Reflect on ones own personal growth, relationships, values, beliefs, biases and experiences and apply a reflective practice framework
- Use one's own relating and social style in a professionally constructive way
- Set and maintain appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships
- Manage own and others' expectations of self and program and work within program boundaries
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being

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 in the application of working effectively in relationship work through working within professional bounds of practice, demonstrating reflective practice and participating in supervision as the supervisee - Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance - This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence - Assessment must confirm sufficient ability to work effectively in relationship work

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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:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resource requirements for assessment include access to: • a relevant workplace or an appropriately simulated environment where assessment may take place

EVIDENCE GUIDE

Method of assessment:	• Evidence for assessment of competence may be gathered by appropriate combination of the following:
	• demonstration of competency within the working environment through the demonstration of working within own bounds of professional practice, participation in supervision as a supervisee, and the application of knowledge and skills developed through reflective practice
	• realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
	• 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
	• 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
Related units:	This unit is to be assessed in conjunction with the following related unit of competency:
	• CHCFAM406B Engage and resource clients to improve their interpersonal relationships

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.

Professional boundaries of practice must include:	• Working within an educational context and not in a counselling or therapeutic context • Recognition of own limitations and expertise and remaining within these • Referring appropriately where issues are beyond the scope of own professional training and experience • Effectively monitoring the impact of work practice on own health and well being • Using support supervision effectively

RANGE STATEMENT

Internal and external resources to whom service users may be referred may include:	- Other professionals within own service - Other programs offered by own or other services - Self-help/support groups - Counselling services - Alcohol and other drug services - Gambling assistance - Mental health support services - Domestic and family violence prevention and treatment services - Financial assistance and counselling services - Child Support Agency - Family Magistrate Service - Centrelink/Family Assistance Office - Mediation centres - Australian Taxation Office - Family Court of Australia - Phone support services, e.g. Mensline/Lifeline - Family Relationship Centres - Other agencies providing support and counselling - Websites for example MENDS and Parenting Children - Stepfamily Association of Australia
Without imposing them on clients or groups must include:	- Sensitively give and receive constructive feedback - Effectively accommodating views, values and beliefs different to own and sensitively challenge where appropriate - Effective use of appropriate self-disclosures

RANGE STATEMENT

Self-reflection may include:	• Collection, collation and review of feedback from various sources including from clients, colleagues and supervisor • Reflection on feedback to identify strengths and areas of practice where development and change are required • Planning and implementing strategies to create opportunities for development and change in work practice • Application of new learning and skill development into work practice • Ongoing reflection and review of work practice
Role and importance of supervision must include:	• Ensuring responsibilities of clinical governance are met as part of the supervision process • Ensure all legislative and organisation requirements are met in relation to the provision of supervision
Supervision and reflect on own practice may include but is not limited to:	• Formal and/or informal supervision sessions • Group supervision • Telephone supervision • Peer appraisals (where appropriate levels of experience exist) • Internal or external supervision • Journals • Video tapes of facilitation of groups • Co- facilitation and reports from these • Reflecting on practice • Negotiation of supervision between the supervisor and the supervisee • Establishment and shared understanding of the roles and responsibilities of the supervision process • Undertaken through the development of an appropriate professional relationship • Involve the growth of the person, their professional development, gaining of knowledge, skills, attitudes for the further development of their professional practice

RANGE STATEMENT

Situations of risk or potential risk may include:	• Self-harm or suicide • Self-destructive behaviour • Domestic and family violence • Abuse

Unit Sector(s)

Not Applicable

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