CHCFAM412B Work with women

Release: 1

CHCFAM412B Work with women

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit covers the skills and knowledge required to work with women in a group setting to facilitate educational and support processes on a range of issues such as parenting, separation, rebuilding relationships, self-esteem and communication

Application of the Unit

Application	This unit of competency applies to practitioners working in the relationship education sector
	It is based upon principles of group work facilitation, presentation and adult education principles and incorporates a gender specific application requiring demonstration of competence applying women and mother inclusive practice

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. Describe issues facing women in today's society	1.1 Describe the *changing roles of men and women including changes to roles of mothering and fathering* in society and the implications of these changes
	1.2 Describe concepts of motherhood and stereotypes of mothers
	1.3 Describe *gender and power* issues relating to men and women
	1.4 Identify specific needs and characteristics of *target groups* and *issues which may impact on them and their interpersonal relationships*
	1.5 Clarify purpose of women's group
	1.6 Identify *support services and networks* available to target group
	1.7 Identify influences of socialisation on women's communication and behaviour
	1.8 Identify *barriers to women's participation in groups*

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ELEMENT	PERFORMANCE CRITERIA
2. Engage women's participation	2.1 Use *appropriate language* to facilitate participation
	2.2 Identify individual strengths and challenges of group participants
	2.3 Recognise the experience, gifts and capacities and aspirations mothers bring to their situation
	2.4 Actively engage women from a range of backgrounds in group processes
	2.5 Manage discussions to keep group processes relevant to the issues faced by women
	2.6 Model positive and effective communication and listening skills and encourage these in all interactions
	2.7 Manage individual and group needs to balance participation
3. Identify and address presenting issues	3.1 Identify issues which present in the group
	3.2 Describe and implement *strategies* for addressing presenting issues
	3.3 Demonstrate relevant knowledge of presenting issues, particularly focusing on but not limited to female related issues
	3.4 Encourage women to identify issues affecting them
	3.5 Identify issues presented by participants which require follow up
4 Reflect on practice to ensure women and mother inclusive practice	4.1 Seek feedback from colleagues and clients and through supervision regarding own practice in relation to women and mother inclusive practice
	4.2 Reflect on own work practice including communication styles to identify areas where women and mother inclusive practice can be strengthened
	4.3 Incorporate improved women and mother inclusive practice into future engagement with women and mothers

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:

- Good understanding of and ability to articulate issues facing women and men today
- Good understanding of and ability to articulate the changing role of men and women
- Awareness of different theories regarding gender and potential impact of gender, roles and stereotyping on personal relationships
- Good understanding of characteristics of positive mothering and step-mothering
- Good working knowledge of appropriate support services and networks for women
- Good knowledge of models that explain the development and functioning of personal and family relationships
- Understanding of the development and importance of self-esteem
- Elements which contribute to healthy, effective and lasting relationships
- Dynamics of interpersonal relationships, parenting and parenting roles, stages of life-cycle and relationship cycles
- How personal issues and problems such as alcoholism, gambling, mental health and other issues can potentially impact on the health and development of women and relationships
- 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
- Aspects of loss and phases of grief including the range of responses to loss and grief and potential impacts of these on women and relationships
- Models to explain power issues in relationships and relationship systems as well as to understand and inform responses to abuse and conflict in relationships
- The nature of domestic and family violence including key indicators, effects and appropriate responses to ensure the safety of self, clients, their families, colleagues and others within appropriate cultural contexts
- Models of conflict resolution and mediation
- Understanding of the diversity of family structure and the impact this can have on interpersonal relationships

REQUIRED SKILLS AND KNOWLEDGE

- Understanding of a wide range of client groups and cultural diversity

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Model effective, respectful and inclusive communication skills including listening, empathic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity when working with women
- Give and receive constructive feedback in a sensitive way
- Work as part of a team, including multi-disciplinary professional groups and with a co-facilitator
- Deal with conflict in an open, assertive and appropriate manner
- Establish and maintain boundaries of practice with program participants
- Be aware and responsive to diverse groups of people who may challenge practitioner's values and beliefs
- Deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Respond appropriately to strong emotions in self and clients
- Maintain appropriate levels of confidentiality
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being
- Articulate rationales for interventions related to program and relationship goals, plans, assessment, information and systemic understanding of clients' context and dynamics
- Conceptualise and hypothesise about complex interpersonal interactions for example power in relationships, abuse and conflict

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:

- Work inclusively with the whole client, considering the full range of possible influences in their lives including:
  - personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues
  - the interplay and dynamics of each of the above
  - ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual
- Apply knowledge of relationships and relationship education to work practice including

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REQUIRED SKILLS AND KNOWLEDGE

the design, implementation and evaluation of relationship education programs

- De-mystify and normalise key interpersonal relationship issues for clients

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 with women and mothers
	• 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 with women and mothers

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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 facilitation of educational and support groups for women
	• 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 after or in conjunction with the following related unit of competency:
	• CHCGROUP403D Plan and conduct group activities

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.

Changing roles of men and women including changes to roles of mothering and fathering may include:	- Changes to work patterns - Increased parenting responsibilities - Separated or single parenting - Step families - Raising grandchildren - Increased demands on relationships - Expectations of children - Social expectations - Financial or job security - Domestic responsibilities - Recognition of the impact on identity that motherhood has on women and fatherhood has on men - Recognition of the roles mothers and fathers are assumed to have in children's lives - Recognition that parenting is a practice and not a biological function. Fathers and mothers may be: - birth fathers/mothers - step fathers/mothers - foster fathers/mothers - non-biological fathers/mothers - uncles/aunts - grandfathers/grandmothers - carers

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RANGE STATEMENT

Gender and power issues may include:	• Power imbalances between men and women • Hierarchies of power - assumptions about male and female roles • Mother blaming • Masculine and feminine codes of conduct • Masculine and feminine communication styles
Target groups may include:	• Different backgrounds • Separated mothers • Biological mothers in step families • Step mothers • Foster mothers • Different age groups • Employment situations • Socioeconomic situations • Locations • New mothers • Mothers who are not the primary care givers

RANGE STATEMENT

Issues which may impact on them and their interpersonal relationships may include:

- Individual/personal issues:
    - work/life balance
    - disability
    - beliefs, values, experiences
    - being single
    - self-esteem
    - body image
    - loss of power
    - pride/shame
    - guilt
    - anger
    - self-expression
    - grief and loss
    - aloneness and isolation
    - aging
    - unemployment
    - identity
- Health and lifestyle:
    - alcohol and other drugs dependencies
    - gambling
    - mental health including depression, suicide/self-harm tendencies, bipolar, anxiety, post traumatic stress disorder
    - illness (acute or chronic)
    - trauma
- Couple issues:
    - sexuality, intimacy
    - trust, respect, love
    - affairs
    - separation and loss of family structure
    - relationship with partner/ex-partner
    - repartnering
    - same sex couples
    - infertility
    - power and control within relationships
    - finances and financial and budgeting decisions
    - domestic and family violence and abuse
    - conflict

RANGE STATEMENT

- recognition and acceptance of difference

continued ...

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RANGE STATEMENT

Issues which may impact on them and their interpersonal relationships may include: (*contd*):

- Family issues and themes and legacies:
    - parenting and transitions from partners to parents
    - attachment
    - breast feeding and early parenting
    - developmental delays in children
    - roles of father and mothers in children's lives
    - conflict between being a 'good mother' and competing demands and limited resources
    - building resilience in children
    - step-parenting and blended families and instant 'motherhood' through marriage
    - care and contact issues
    - influences of extended family and friends
    - parenting in same sex relationships
    - effects on children of any and all issues impacting on couple and family
- Family of origin and multigenerational issues:
    - grandparenting when parent's relationship breaks down
    - childhood abuse
    - alcoholism
- Domestic and family violence, child abuse
- Family life-stage transitions and relationship life-cycles:
    - courting/dating
    - cohabitating, engagement, marriage
    - birth of first and subsequent child/children
    - aging/retirement
    - death of parent/partner
    - caring issues
    - children growing up, leaving home
    - older children remaining at home
    - becoming grandparents
    - separation/divorce
    - family court proceedings and interaction with the family law system
- Diversity (either within the family or between the family and wider community) as a result of:
    - culture

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RANGE STATEMENT

- religion
- gender including role development, affect of gender stereo-typing
- language
- education, literacy, numeracy

continued ...

Issues which may impact on them and their interpersonal relationships may include: (contd):	• Socioeconomic and political issues:
	  • access to goods and services
	  • access to housing
	  • poverty/financial hardship
	  • Critical societal events

Support services and networks may include:	• Community services • Legal support • Internet, reading materials • Medical or health facilities • Women's groups or trainings
Barriers to women's participation in groups may include:	• Economic • Acceptance of group within the family or community • Work time conflicts • Child care responsibilities • Lack of access or comfort with host services and facilities • Structural barriers of family for example limited access to transport • Language, numeracy, learning and education levels and abilities
Appropriate language may include:	• Gender specific • Positive terminology that builds on the strengths of women • Respectful of all stakeholders relevant to discussions

RANGE STATEMENT

Strategies may include:

- Identify who has influence over the issue and work with that person to address the issue
- Refer or seek additional support and assistance
- Provide additional information
- Identify existing strengths and resources which can be used to address the issue
- Work through issue to diffuse impact

Unit Sector(s)

Not Applicable

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