Australian Government

Department of Education, Employment and Workplace Relations

CHCFAM416B Implement harm reduction strategies

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCFAM416B Implement harm reduction strategies

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit covers the skills and knowledge required to identify and act upon issues presented in the context of a group, which may signify intentions to inflict harm to self or others

Application of the Unit

Application	This unit of competency applies to practitioners working in the relationship education sector
	This unit applies to the identification and management of risk issues presented by participants within the context of a short-term facilitated group
	Management strategies are based on intervention and referral to appropriate support mechanisms and to ensure maintenance of group function and requirements

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisites   This unit must be assessed after achievement of the following related units of competency:

- CHCFAM406B Engage and resource clients to improve their interpersonal relationships
- CHCFAM407B Work effectively in relationship work
- CHCGROUP403D Plan and conduct group activities
- CHCDFV301A Recognise and respond to domestic and family violence

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. Establish safety parameters for group	1.1 Identify *duty of care responsibilities* in relation to facilitator role
	1.2 Identify responsibilities for mandatory reporting
	1.3 Identify privacy regulations and obligations relating to group facilitating
	1.4 Conduct *screening of group applicants* to assess additional support needs where possible
	1.5 Establish group guidelines and boundaries for interacting in the group in agreement with participants
	1.6 Model respectful and positive language throughout group facilitation
2. Recognise at risk behaviours	2.1 Identify *at risk behaviours*
	2.2 Identify and *monitor* individuals displaying *high emotional needs*
3. Respond appropriately to at risk behaviours	3.1 Identify *appropriate support services* for referral
	3.2 Discuss at risk behaviours with supervisor or co-facilitator to determine appropriate intervention
	3.3 Validate and normalise emotional responses to issues where appropriate and sensitively challenge where required within the group setting and duty of care requirements
	3.4 Implement *harm reduction strategies* according to the needs of the individual
	3.5 Conduct *follow up* on individual in accordance with organisation policies and procedures

Community Services and Health Industry Skills Council

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:

- Relevant commonwealth and state legislation regarding working in relationship work specifically in regards to mandatory reporting, domestic and family violence and child abuse
- Organisation and professional protocols, standards and policy regarding critical incidents and duty of care
- Principles and practices of suicide intervention including risk assessment, management and provision of on-going support.
- Common indicators of risk of self-harm, suicide or harm to others
- Knowledge of common myths about suicide and self-harm
- Principles of crisis intervention
- Procedures for obtaining assistance and making referrals to other agencies
- Effects of positive language on framing situations
- Key issues for client group
- 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
- Awareness of how other mental health issues may impact upon intervention.
- Principles around seeking out self care and support

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Recognise at risk behaviours or signs of suicide, self-harm or harm to others
- Identify and implement appropriate management strategies in response to at risk situations
- Manage the reactions of other group participants

REQUIRED SKILLS AND KNOWLEDGE

- Provide critical interventions
- Facilitate links with higher levels of care, make referrals and follow up with client
- Access supervision to provide practice support in situations of risk or potential risk

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:

- 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 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
- 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 implementing harm reduction strategies when working in a group context • Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance

EVIDENCE GUIDE

	• 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 implement harm reduction strategies for individuals in a group whilst maintaining group maintenance and function
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 implementation of harm reduction strategies in a group context
- 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

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.

Duty of care responsibilities must include:	• Commonwealth and state legislation in relation to family issues including, domestic and family violence, child abuse, mandatory reporting • Organisation policy and procedures • Occupational health and safety requirements
Screening of group applicants may include:	• Phone interview • One-on-one discussions • Referral information • Areas covered may include exploration of 　• level of emotional reactivity 　• criminal history 　• history of assaults 　• mental health history 　• history of emotional or psychological abuse 　• presence of domestic family violence or abuse in relationship 　• drug and alcohol abuse 　• incompatibility with selection criteria 　• language, literacy, numeracy and education abilities prevent effective engagement with program and achievement of program outcomes

RANGE STATEMENT

At risk behaviours may include:

- Negative language, abusive or withdrawal behaviours, non-participation, drug and alcohol use, signs of anxiety or panic, depression, destructive or self-sabotage behaviours and other mental health issues
- Leaving group prematurely
- Discussion of, or references in conversation of suicide, harming spouse/children /others or self
- Detachment from group process or issues raised
- Denial
- Blame projection
- Disclosure of abuse
- Criminal behaviour

High emotional needs may include:

- Expressions of strong emotions
- Withdrawal and detachment
- At risk behaviours
- Destructive or negative beliefs

Monitor may include:

- Checked on during the group session
- Follow up outside of the group
- Establishment of buddy-system from within the group

RANGE STATEMENT

Appropriate support services 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
- phone support services, e.g. Mensline/Lifeline
- Websites for example MENDS and Parenting Children
- Housing/accommodation services

RANGE STATEMENT

Harm reduction strategies may include action to:	• Acknowledge individual response and risk behaviour • Use effective communication skills to maintain rapport • Encourage reflection on behaviours • Follow up with individual and group as required • Implement buddy system • Conduct one-on-one discussions • Use strengths-based approach to uncover internal and external coping strategies and supports • Refer to support services or specialist expert help • Support the client to access another service/agency/information • Debrief to third party affected by incident/s. • Identify underlying significant life issues and support the client to seek assistance around these issues e.g. feelings of remorse, guilt, sadness, anger, addiction, abuse, trauma, other mental health issues • Prepare contingency • Distribute support information • Normalise and validate emotions • Sensitively challenge • Documenting work with person to ensure all plans and safeguards are communicated in work team • Follow policy relating to documentation, duty of care, confidentiality, support planning • Establish with the person their desire for help and what they would consider helpful • Provide information to match the person's needs • Explore achievable steps to help the person strengthen their connections, relationships and formal and informal supports • Support the person to determine how and when these supports can be used
Follow up may include:	• Telephone call • Checking in during group session

Unit Sector(s)

Not Applicable