



Australian Government

Department of Education, Employment and Workplace Relations

CHCSW401A Work effectively with forced migrants

Release: 1

CHCSW401A Work effectively with forced migrants

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to work with and for refugees within an ethical, social, political and economic context

Application of the Unit

Application

The work described in this unit will take place within an agency directly or indirectly involved with the provision of services to forced migrants, who are defined as people with Refugee or Special Humanitarian visas, those granted refugee status in Australia, business and skilled migrants whose prime motivation for leaving their country was to escape violence and/or persecution, and the immediate family members of anyone from the aforementioned groups

Work may include the development, monitoring and provision of support and services in a range of areas including but not limited to settlement, accommodation, counselling, financial advice, family services, youth work, income support, education, health care and crisis intervention

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. Develop a professional rapport with people who are *forced migrants*

PERFORMANCE CRITERIA

- 1.1 Conduct interpersonal communication in a manner that enhances a client-centred approach consistent with organisation standards
- 1.2 Communicate with clients in a manner that builds trust as a basis for establishing a trusting and respectful relationship
- 1.3 Consider *cultural sensitivities* in communication techniques and adapt style and language to accommodate different cultural values and practices
- 1.4 Recognise how one's own ethnicity, religion, class and gender will affect interactions with clients
- 1.5 Recognise the communication needs of clients who are newly arrived, traumatised and confused
- 1.6 Identify where an interpreter is needed and work to ensure that *appropriate interpreter services* are accessed
- 1.7 Work effectively with interpreters where required
- 1.8 Define and manage boundaries appropriately in the relationship
- 1.9 Take appropriate measures to resolve conflict and interpersonal differences

ELEMENT**PERFORMANCE CRITERIA**

2. Work within the context of the settlement services sector
- 2.1 Apply an understanding of the *role and scope of settlement services*
 - 2.2 Ensure that work reflects the current and historical context of the sector
 - 2.3 Apply a knowledge of the *current issues* which may impact on own work or organisation
 - 2.4 Develop a basic knowledge of *different frameworks* that underpin work within the sector
 - 2.5 Ensure work reflects consideration of the social, political and economic context in which the sector operates
 - 2.6 Identify relevant stakeholders and their particular roles and responsibilities
 - 2.7 Collect and use the views of key stakeholders and representatives from relevant target groups when collecting information about the sector
 - 2.8 Maintain access to relevant, up-to-date information about policy, services and programs
 - 2.9 Develop and maintain links with workers with complementary roles in the provision of settlement services
3. Address issues associated people who are forced migrants
- 3.1 Evaluate *issues* in relation to person's culture, family background and interest and modify approach appropriately
 - 3.2 Take into account the culture, religion, class, gender and experiences of the person in all actions and decisions
 - 3.3 Recognise trauma and refer to *appropriate personnel or services*
 - 3.4 Support clients to deal with loss and grief
 - 3.5 Support clients to deal with discrimination from both the mainstream community and from other ethnic groups
 - 3.6 Work with client to identify *potential solutions* to complex issues raised

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 4. Demonstrate commitment to the central philosophies of the settlement sector | 4.1 Demonstrate consideration and understanding of the underpinning values and philosophy of the sector in all work undertaken |
| | 4.2 Demonstrate a commitment to access and equity principles in all work in the sector |
| | 4.3 Encourage client participation in all aspects of service planning and support activities where appropriate |
| | 4.4 Identify personal values and attitudes regarding forced migrants and take these into account when planning and implementing all work activities |
| | |
| 5. Understand the process of acquisition of life skills | 5.1 Demonstrate an understanding of the role of settlement plans and how they are developed |
| | 5.2 Demonstrate an understanding of the principles of teaching life skills to clients from diverse backgrounds in a respectful and effective way. |

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 understanding of migration including:
 - what migration is and what forms it takes
 - causes and impacts of forced migration
 - knowledge of the international protection regime
 - Australia's response to forced migration

REQUIRED SKILLS AND KNOWLEDGE

- immigration processes including how and why people selected to come to Australia
- meaning of various visa subclasses
- the profile of the current humanitarian program entrants and their experience and the impact of this on their settlement needs
- Knowledge and understanding of settlement issues including:
 - what is settlement: current theories, phases, indicators etc
 - settlement needs (practical and emotional) of new entrants
 - services available to new entrants and how these services can be accessed
 - what a settlement plan is
 - government service principles - as a sound underpinning for work in the sector
- Understanding of refugee experience including recognising effects of torture and trauma in order to make appropriate referral
- The impact of migration on the family and the impact of change roles within the family
- The importance of identity, including recognising the significance of giving clients a chance to define themselves, for example according to either their ethnicity or their current circumstances
- Legislation and policy relevant to the provision of settlement services
- Client confidentiality and privacy requirements
- Mandatory reporting requirements as appropriate
- Organisation codes of practice
- Services available from the agency
- Own role and responsibilities and the importance of teamwork in the provision of settlement services
- Knowledge of the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
- Referral networks and their service provision
- Availability of resources and assistance within and external to the organisation
- Strategies to maintain personal well being
- Professional boundaries

Essential skills:

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:

- Provide services within established timeframes
- Sensitive communicate with people from diverse backgrounds and cultures
- Form effective workplace relationships with co-workers and colleagues from diverse

REQUIRED SKILLS AND KNOWLEDGE

- backgrounds and cultures
- Participate in identifying and implementing safe work practices
- Employ basic conflict resolution and negotiation skills
- Complete relevant government and other documentation and forms
- Communicate sensitively with clients to establish needs
- Develop, deliver and monitor the delivery of a settlement plan
- Teach life skills in a way that:
 - is respectful assessment of prior knowledge and abilities
 - creates an environment where people are able to admit they don't know
 - creates a safe space in which people can try new things
 - prioritises the teaching of new skills
 - supports people who have no conceptual constructs to which new learning can be attached
 - builds clients' confidence and independence
 - assesses clients' acquired competencies
- Involve clients in decision-making processes
- Maintain a distance between self and client in service provision
- Refer appropriately
- Provide effective advocacy
- Problem solve in the context of finding solutions to complex issues
- Work effectively with interpreters

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
- Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities

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
 - Resources required for assessment include:
 - access to appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment
- Method of assessment*
- Assessment may include observation, questioning and 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.

RANGE STATEMENT

Forced migrants include people with:

- Refugee or special humanitarian visas, those granted refugee status in Australia, business and skilled migrants whose prime motivation for leaving their country was to escape violence and/or persecution, and the immediate family members of anyone from the aforementioned groups

Cultural sensitivities may include:

- Recognition of the impact of forced migration on the person and the family
- Recognition of the impact of one's own ethnicity, gender, class and religion will have on the client

Appropriate interpreter services may include:

- Those that are sensitive to the client's ethnicity, gender and religion
- Those that ensure that the client is able to understand the dialect spoken by the interpreter

The role and scope of settlement services may include:

- Supporting migrants, in particular forced migrants, to adjust to their new life in Australia
- Ensuring forced migrants are linked to relevant supports and services
- Assisting forced migrants to understand the range of services available for them in Australia and the importance of utilising these services
- Empowering forced migrants to advocate appropriately for themselves
- Assisting forced migrants to feel secure and to regain their dignity and a sense of control over their lives
- Assisting forced migrants to make appropriate links to others within their community and in the general community
- Facilitating community development in forced migrant communities

RANGE STATEMENT

Current issues may include:

- Current issues in relation to international protection
- Resettlement trends
- Size and composition of Australia's migration program
- Government settlement policy
- The settlement service delivery framework
- Community and social attitudes to migrants and refugees

Different frameworks may include:

- Case management
- Empowerment
- Social action
- Client-centred
- Strengths-based
- Rights based
- Community development

Appropriate personnel or services may include:

- Specialist counselling services
- Torture and trauma services
- Financial planners
- Translators and interpreters
- English teachers
- Accommodation workers
- Specialist workers within own organisation

RANGE STATEMENT

Client needs and issues may include:

- Initial orientation
- Settlement advice
- Access to secure and affordable accommodation
- Linkages with appropriate services (including income support, health care, education, employment etc)
- Financial planning support
- Family support
- Torture and trauma counselling
- Language support and training
- Educational and professional advice
- Linkages with appropriate services (including income support, health care, education, employment etc) that address their specific needs

Potential solutions may include:

- Basic settlement milestones met
- Family members engaged in meaningful activity
- Family functioning as cohesive unit
- Entrants linked to their own community
- Entrants acting as their own advocates

Unit Sector(s)

Not Applicable