



Australian Government

CHCEDU009 Provide parenting, health and well-being education

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 3.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency. Supersedes CHCCS414A

Application

This unit describes the skills and knowledge required to identify client needs and provide education in a small group or one to one setting regarding effective parenting behaviour, general health and well-being issues.

This unit applies to individuals working with parents or families in diverse community services or health contexts. Workers at this level will be part of a professional team and under the guidance of a supervisor.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Identify client priorities and interests

- 1.1 Evaluate available information to determine nature of client education and support needs
- 1.2 Investigate and confirm key issues of concern
- 1.3 Determine stage in client decision to seek information or change
- 1.4 Review current skills and expectations for skill

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development

1.5 Develop strategies to match client educational needs

1.6 Identify and organise resources required to support strategies

1.7 Seek additional assistance and expertise as required

2. Communicate with clients about parenting, health and well-being

2.1 Tailor information, and the way it is presented, to the specific needs of the group and the community

2.2 Acknowledge and support client strengths

2.3 Provide information on key knowledge and skill sets that support positive parenting, health and well-being and which aligns with current policy

2.4 Provide information on factors that can impact on family capacity to function effectively

2.5 Explore the interrelationships between different behaviours, attitudes and beliefs and their impact on family well-being

2.6 Encourage clients to share experiences

2.7 Conduct ongoing assessment of client skills, knowledge and attitudes

3. Support the practice of new behaviours

3.1 Raise awareness of health and well-being issues with clients not contemplating change

3.2 Encourage clients to develop active support networks and further development options

3.3 Promote effective parenting techniques and healthy lifestyle habits

3.4 Provide clear feedback to clients on progress in skill development

3.5 Identify and respond to client difficulties in changing behaviours in a supportive way

3.6 Identify issues that may require referral to professional support and discuss with the client

4. Communicate professional support services to clients

4.1 Identify possible professional support services available to clients

4.2 Provide information on referral pathways to

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professional support services

4.3 Encourage clients to seek professional support if appropriate

5. Evaluate education support provided

5.1 Seek feedback from clients regarding services provided

5.2 Assess the success of support services in meeting objectives

5.3 Identify potential improvements and integrate into future practice

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCEDU009 Provide parenting, health and well-being education

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- provided parenting, health and well-being education to at least 2 different clients or client groups, using processes to:
 - identify specific needs and tailor education to address needs
 - evaluate program against identified needs of each client or client group.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations for education in parenting, health and well-being, and how these are applied in organisations and individual practice:
 - children in the workplace codes of conduct
 - discrimination
 - duty of care
 - human rights
 - mandatory reporting

- privacy, confidentiality and disclosure
- records management
- work role boundaries – responsibilities and limitations for those without legal qualifications
- work health and safety
- factors that affect the capacity of families to function effectively
- key stages of child development and needs at different stages
- features of a healthy lifestyle, including:
 - role of nutrition and diet
 - exercise and physical activity
 - safety and security
- different models of parenting including cultural differences
- different models of parents/families
 - traditional
 - non-traditional
 - opposite sex
 - same sex
- impact of positive parenting in regards to formation of healthy lifestyle behaviours of children
- support networks available to parent and families.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
 - client information
 - organisation policies and procedures
- modelling of industry operating conditions, including:
 - scenarios that involve interactions with other people.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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