



Australian Government

CHCEDU012 Facilitate couple processes in group work

Release: 1

CHCEDU012 Facilitate couple processes in group work

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. Merged CHCFAM413B/CHCFAM414B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to work with individuals and couples in a group setting to facilitate the relational/emotional system in couples in order to bring about positive change

This unit applies to practitioners who work in relationship education in the community services sector.

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. Facilitate couple interaction within the group environment

1.1 Provide a clear introduction which establishes norms, goals, intended outcomes and learning processes for couples

1.2 Create balance between opportunities for individual, couple and community participation, development and reflection

1.3 Use strategies appropriate to the stage of couples' relationship to promote couple discussion and decision-making

ELEMENT**PERFORMANCE CRITERIA**

	1.4 Respond promptly and appropriately to couples displaying distress or concern in a manner that maximises safety and confidentiality for each individual 1.5 Maintain an appropriate balance between stated program outcomes and the needs of each individual/couple 1.6 Encourage exploration and discussion by challenging individual and couple knowledge, skills and values in a sensitive way
2. Use tools to explore couple relationships	2.1 Use tools appropriate to the social, cultural and developmental stage of couples' relationship according to program requirements 2.2 Modify the use of the tools to accommodate individual couple needs, taking account of overall objectives 2.3 Provide opportunities for the couple to consolidate their learning and to plan for transfer learning into their everyday contexts
3. Respond to presenting issues	3.1 Respond to participants in a manner that is sensitive to severity of the presenting issue and specific needs of the client 3.2 Manage interactions in a manner that ensures maximum consideration for the safety of clients, colleagues, self and others according to organisational procedures and duty of care requirements 3.3 Manage interactions with, and responses to individuals and couples according to accepted practices of prevention and intervention 3.4 Assess information obtained from clients to establish priorities for action and document according to organisation procedures 3.5 Seek assistance from appropriate professionals when issues are identified as beyond own limitations and boundaries

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 CHCEDU012 Facilitate couple processes in group work

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. Merged CHCFAM413B/CHCFAM414B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.

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:

- engaged diverse couples in at least 3 different group processes and discussions
- used at least 2 different relationship education models or theories in couples work
- used the following interpersonal and facilitation skill in couple work:
 - listening
 - questioning
 - effective non-verbal communication
 - empathetic responding
 - paraphrasing
 - summarising
 - negotiation
 - techniques for maintaining group cohesion
 - conflict resolution
 - debriefing.

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 working with couples in groups, and how these are applied in organisations and individual practice:
 - codes of conduct
 - discrimination
 - duty of care
 - mandatory reporting
 - privacy, confidentiality and disclosure
 - records management
 - work role boundaries – responsibilities and limitations, including:
 - boundaries between education and counselling
 - legal parameters for working with clients experiencing sexual, physical and emotional abuse, mental health issues
 - work health and safety
- principles and processes of strengths-based practice
- current, emerging and historical values, beliefs, traditions and spiritual aspects of intimate relationships including marriage
- potential needs of participants within the group, including:
 - validation of experiences
 - expression of emotions
 - development of self-awareness
 - development of greater awareness of others including appreciation and understanding of partners and other family members
 - development of communication and self-expression skills
 - opportunities to identify and recognise characteristics of successful relationships including
- family life-stage transitions and relationship life-cycles and stages – social, cultural and developmental:
 - courting/dating
 - cohabitating, engagement, marriage, remarriage
 - birth of first and subsequent child/children
 - ageing
 - death of parent/partner
 - retirement
 - caring issues
 - children growing up, leaving home
 - older children remaining at home
 - becoming grandparents
 - separation/divorce/repartnering
- issues potentially impacting on couples and their relationships including issues related to:
 - addiction
 - cultural and linguistic diversity

- gender
- health, both physical and mental
- spiritual/religious beliefs
- education level and ability
- socioeconomic status
- political position
- family issues, themes and legacies
- specific couple issues and their impacts:
 - sexuality, intimacy
 - trust, respect, love
 - affairs
 - separation
 - repartnering
 - issues affecting same sex couples
 - infertility
 - power and control within relationships
 - finances and financial and budgeting decisions
 - domestic and family violence and abuse
 - conflict
 - recognition and acceptance of difference
- tools for relationship work, how these are used in practice and their scope and limitations
- theories of change and relationship education models for working with clients
- 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
- complex interpersonal interactions, power in relationships, abuse and conflict
- communication and interpersonal technique and how they are used in psycho-educational groups, including:
 - listening
 - questioning
 - effective non-verbal communication
 - empathetic responding
 - paraphrasing
 - summarising
 - negotiation
 - conflict resolution
 - techniques for maintaining group cohesion
 - debriefing
- own values, beliefs and experiences which may impact on couples work practice
- referral protocols and referral sources for group members in need of additional services
- group skills and group dynamics

- adult education principles and practices.

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:
 - group member information
 - organisation policies and procedures
 - sources of information on relationship education models and theories
- modelling of industry operating conditions, including:
 - scenarios that involve groups comprising multiple couples.

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

Links

Companion Volume implementation guides are found in VETNet -

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