



Australian Government

CHCFAM003 Support people to improve relationships

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 requirements. Significant change to knowledge evidence. Merged CHCFAM406B/CHCFAM515B/CHCCONS403C

Application

This unit describes the skills and knowledge required to engage with diverse people to determine relationship issues and support relationship building using a strengths-based approach.

This unit applies to individuals working with individuals and families in community services work. It does not include formal relationship counselling. When combined with other units it may apply to group work.

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. Engage with people to determine interpersonal relationship needs

1.1 Source and review available information to inform communication

1.2 Identify the needs of people involved in the relationship and determine appropriate support and response options

1.3 Work collaboratively with people and assist them to identify positive elements of their interpersonal

ELEMENT**PERFORMANCE CRITERIA**

relationships and relationship systems

1.4 Assist people to identify their potential barriers to positive interpersonal relationships and relationship systems and understand key issues for change

1.5 Work with people to help them build a positive picture of the future

1.6 Document family relationship goals, plans and actions according to scope of service provision

2. Support relationship building

2.1 Model positive interactions and use of interpersonal skills with others

2.2 Assist clients to recognise the impact of both negative and positive emotions on relationships

2.3 Assist clients to identify strengths and resources, both their own and those required from others

2.3 Provide feedback and positive affirmations to people in relationship building

2.4 Proactively identify client service needs and facilitate access according to organisation policy and procedures

3. Make referrals

3.1 Identify situations where client needs fall outside of scope of own work role and organisation service delivery

3.2 Make referrals that address client needs in accordance with organisation policy, procedures and requirements

3.3 Identify and communicate community resource options for relationship development

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 CHCFAM003 Support people to improve relationships

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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:

- engaged with, and supported at least 5 different individuals or family groups to improve their interpersonal relationships using strengths-based approaches, including:
 - couples
 - families with children
 - people from different cultures
 - people from different socio-economic backgrounds
 - people with different educational levels
- addressed all of the following issues:
 - individual/personal issues
 - health and lifestyle challenges
 - couple issues
 - family relationship issues.

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 (national and state/territory) for workers in community services roles, and how these are applied in organisations and individual practice:
 - children in the workplace
 - codes of conduct
 - duty of care
 - human rights
 - mandatory reporting
 - privacy, confidentiality and disclosure
 - records management
 - rights and responsibilities of workers and employers
 - work role boundaries – responsibilities and limitations
 - work health and safety
- principles of strengths-based practice and their application in working with clients, including:
 - how change occurs when using strengths-based approaches and potential constraints to these changes
 - tools for strengths-based practice
- factors that impact different people and their interpersonal relationships, and the related elements that contribute to healthy, effective and lasting relationships, including:
 - individual/personal issues, including:
 - work/life balance
 - disability
 - beliefs, values, experiences, self-esteem
 - grief and loss
 - aloneness and isolation
 - ageing
 - health and lifestyle, including:
 - 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, including:
 - sexuality, intimacy, trust, respect, love
 - affairs
 - separation,
 - repartnering
 - same sex couples
 - infertility
 - power and control within relationships

- domestic and family violence and abuse
- conflict
- finances and financial and budgeting decisions
- recognition and acceptance of difference
- family issues and themes and legacies, including:
 - domestic and family violence
 - 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
 - step-parenting and blended families
 - influences of extended family and friends
 - parenting in same sex relationships
- diversity (either within the family or between the family and wider community) as a result of:
 - culture
 - religion
 - gender
 - language
 - education levels
- local support services available to clients needing external information, support or interventions.

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.

Links

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