



Australian Government

CHCFAM005 Facilitate and monitor contact

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. Supersedes CHCCONS402C

Application

This unit describes the skills and knowledge required to facilitate and monitor the contact between the child/children and the non-resident parent in situations where the facilitated contact may be either voluntary (initiated by the family) or involuntary (result of court order).

This unit applies to children's contact services workers operating according the requirements of the *Family Law Act 1975*.

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. Establish and commence the contact visit	1.1 Clarify contact or court orders with supervisor before contact occurs 1.2 Establish rapport with parents and child/young person and parents at commencement of contact visit 1.3 Reinforce parameters of facilitated contact with parents including reporting processes 1.4 Conduct risk assessment with both parties on commencement of contact visit

ELEMENT**PERFORMANCE CRITERIA**

	1.5 Use negotiation skills to seek agreement from both parties to establish a plan for facilitated contact 1.6 Plan, in consultation with parents and child/young person, for the facilitated contact to occur with age appropriate activities
2. Monitor contact between child/young person and non resident parent	2.1 Monitor behaviours and safety of the child/young person with minimal intervention during contact with non resident parents 2.2 Manage any challenging behaviour of both parents and child/young person 2.3 Intervene in contact between child/young person and parent where appropriate 2.4 Seek support of peers or senior staff as needed 2.5 Communicate effectively with parents and children in a consistent and culturally appropriate way to model respectful parenting and relationships 2.6 Direct the contact and keep interaction flowing between parent, child and/or young person 2.7 Respond to complaints from either party according to organisation policy 2.8 Refer family or individuals to other services according to organisation policy and assessed client needs 2.9 Terminate contact when necessary in line with organisation procedures and report actions to immediate supervisor
3. Document information about facilitated contact	3.1 Prepare reports according to organisation policy 3.2 Create files and write case notes according to organisation policy 3.3 Complete incident reports when required 3.4 Revise arrangements for facilitated contact 3.5 Demonstrate confidentiality and privacy policy of the organisation in when recording and managing client information
4. Participate in strategies to	4.1 Attend regular staff meetings and debriefing sessions

ELEMENT

improve services for families

PERFORMANCE CRITERIA

with peers

4.2 Participate in regular professional development to ensure procedures reflect legislative and industry requirements

4.3 Consult on all difficult operations with senior staff according to organisation requirements

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 CHCFAM005 Facilitate and monitor contact

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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:

- followed all required processes to facilitate and monitor at least 5 contact sessions for different clients presenting with varied circumstances, including situations where there are:
 - involuntary or resistant children
 - challenging adult behaviours
 - parents with mental health or alcohol and other drugs issues
- communicated effectively with vulnerable or hostile parents and children in crisis using the following interpersonal skills:
 - listening and understanding
 - speaking clearly and directly
 - rapport building
 - negotiating responsively
 - persuading effectively
 - being appropriately assertive
 - empathising
 - using age appropriate language
 - using neutral language.

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 children's contact services, and how these are applied in organisations and individual practice:
 - codes of conduct
 - discrimination
 - duty of care
 - human rights
 - mandatory reporting
 - privacy, confidentiality and disclosure and limitation in children's contact services work
 - records management and reporting
 - rights and responsibilities of workers and employers
 - specific legislation that impacts contact monitoring in children's contact services work, including
 - child protection legislation
 - family law
 - domestic and family violence laws
 - types of orders that may be in place and how to work within them
 - work role boundaries – responsibilities and limitations
 - work health and safety, including risk management
- communication techniques and their appropriateness in different situations, including:
 - listening and understanding
 - speaking clearly and directly
 - rapport building
 - negotiating responsively
 - persuading effectively
 - being appropriately assertive
 - empathising
 - using age appropriate language
 - using neutral language
- factors affecting family dynamics and particularly children, with incidents or history of high levels of parental conflict, violence, abuse or mental health concerns
- family systems and how this is relevant to the role of contact worker in the contact process
- child developmental norms at different ages and stages
- separation anxiety and attachment theory, child development, loss and grief issues and family violence and how this is relevant to the role of contact worker in the contact process, particularly observing child's emotional reaction and interactions with carers/parents

- factors that may impact both children and parents behaviour in contact visits
- impact of high conflict in post separation involving children
 - reactions of children experiencing re victimisation and who are affected by trauma
 - how the observer role can influence the interaction and behaviour of others
- emergency response procedures in situations of critical incidents eventuating from a breakdown in the contact
- case work practices and how to contribute to these process through documentation and consultation with senior staff or supervisors
- local support services available to clients needing external information, support or interventions
- potential reasons to terminate contact including:
 - safety concerns for child and/or adult
 - actual incident of breach of agreed standards
 - parent self selects to terminate
 - child distress
 - issues of a legal nature arise
 - senior worker determines it appropriate or necessary to terminate the contact.

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
 - family law information
 - organisation policies and procedures
 - venue for contact visit
- modelling of industry operating conditions, including:
 - scenarios that involve interactions with other people, including children
 - scenarios that involve problem-solving.

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>