



Australian Government

Department of Education, Employment and Workplace Relations

CHCCH427B Work effectively with people experiencing or at risk of homelessness

Release: 1

CHCCH427B Work effectively with people experiencing or at risk of homelessness

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCH427A Work effectively with people experiencing or at risk of homelessness	CHCCH427B Work effectively with people experiencing or at risk of homelessness	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for working with people who are experiencing homelessness or risk of becoming homeless, including women and children experiencing family violence

Application of the Unit

Application

This unit may be applied in a range of community services work contexts, working with people who are homeless

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

PERFORMANCE CRITERIA

1. Develop knowledge of causes and impacts of homelessness

- 1.1 Demonstrate consideration of the changing social, political and economic *context* in which homelessness occurs
- 1.2 Demonstrate understanding of the historical context of homelessness, supported housing, transitional housing and crisis housing
- 1.3 Demonstrate understanding of the structural causes which allow and maintain homelessness
- 1.4 Apply knowledge of the current issues which impact on homelessness
- 1.5 Identify additional barriers in accessing safe, secure housing for *people in specific circumstances* experiencing homelessness or risk of becoming homeless
- 1.6 Demonstrate understanding of the complexity surrounding family violence
- 1.7 Collect and use the views of key *stakeholders and representatives* from relevant target groups when collecting information about homelessness

ELEMENT**PERFORMANCE CRITERIA**

2. Demonstrate commitment to the central philosophies and legal requirements of working with people who are experiencing homelessness or risk of becoming homeless
- 2.1 Demonstrate consideration and understanding of the *underpinning values and philosophies* of working with people who are experiencing homelessness or risk of becoming homeless
- 2.2 Work within relevant service standards and guidelines
- 2.3 Demonstrate understanding of the legal requirements when dealing with young people who are experiencing homelessness or risk of becoming homeless
- 2.4 Demonstrate understanding of the legal requirements when dealing with people who are experiencing family violence
- 2.5 Demonstrate understanding of duty of care requirements and the law of negligence in delivering services to those experiencing homelessness or risk of becoming homeless
- 2.6 Demonstrate a *commitment to access and equity principles* in all work
- 2.7 Where appropriate, ensure opportunities are provided for client participation in service planning and support activities
- 2.8 Identify personal values and attitudes regarding homelessness and take these into account when planning and implementing work activities

ELEMENT**PERFORMANCE CRITERIA**

3. Develop a professional rapport with people who are *experiencing homelessness or risk of becoming homeless*

- 3.1 Conduct interpersonal communication in a manner that enhances a client-centred approach consistent with organisation standards
- 3.2 Communicate with clients respectfully and in a manner that builds trust
- 3.3 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices
- 3.4 Recognise how one's own ethnicity, religion, class and gender will affect interactions with clients
- 3.5 Recognise the communication needs of clients who are experiencing homelessness or risk of becoming homeless
- 3.6 Define boundaries and use communication skills that will establish a trusting and respectful relationship
- 3.7 Take appropriate measures to resolve conflict and interpersonal differences

4. Address issues associated with people who are experiencing homelessness or risk of becoming homeless

- 4.1 Evaluate personal safety of those experiencing homelessness or risk of becoming homeless
- 4.2 Make appropriate referrals to ensure client's safety requirements are met
- 4.3 Recognise trauma and refer to appropriate personnel or services
- 4.4 Evaluate issues impacting on the person's homeless situation and modify approach appropriately
- 4.5 Support clients to deal with a range of complex issues
- 4.6 Work with client to identify potential solutions to complex issues raised including referral to appropriate services and personnel
- 4.7 Support clients to deal with discrimination
- 4.8 Advocate as required to facilitate addressing of issues on behalf of people who are experiencing homelessness or risk of becoming homeless

ELEMENT**PERFORMANCE CRITERIA**

5. Support people who are experiencing homelessness or risk of becoming homeless

- 5.1 Advocate and negotiate in conjunction with clients where appropriate
- 5.2 Support clients to advocate and/or negotiate on their own behalf
- 5.3 Effectively negotiate and create access pathways with support services and the full range of social and private housing providers
- 5.4 Use a range of advocacy techniques to support people from differing cultural backgrounds, in addition to gender sensitive and age appropriate practice

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 of:

- Own work role within the context of delivering services to homeless people
- Organisation's role within the context of the sector
- Principles of community delivered service provision
- Primary, secondary and tertiary definitions of homelessness
- Holistic and client-centred service
- Principles of client empowerment/disempowerment
- Principles of access and equity
- Policy, regulatory, legislative and legal requirements include:
 - community service standards and guidelines
 - relevant guidelines and requirements
 - residential tenancy legislation or equivalent
 - legislation underpinning the principles of privacy, equal opportunity, individual rights, and freedom of information
 - Human Rights Charter or equivalent

and may include:

- housing legislation, as appropriate
- National Community Housing Standards
- waiting list guidelines
- Disability Services Act and standards
- child protection
- national housing policy
- Cooperatives Act or other equivalent governing legislation
- relevant state based legislation
- Historical and structural causes of homelessness
- Gender context of homelessness
- Political and economic context of homelessness
- Current issues facing clients and existing services to address their needs and rights

REQUIRED SKILLS AND KNOWLEDGE

- Principles and practices of ethics and values
- Principles and practices of confidentiality
- Principles and practice of duty of care
- Legal system:
 - courts
 - police powers
 - court reports
 - relevant state residential tenancy tribunals
- Range of issues impacting on people who are experiencing homelessness or risk of becoming homeless
- Understanding of the case management framework
- Understanding of the pathways of the homelessness service system including crisis, transitional, community housing, public housing, housing associations, cooperatives

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work within the case management framework
- Work within relevant legislation
- Demonstrate a range of communication styles to engage a broad cross section of those experiencing homelessness for example young people, those with cultural differences, women and children experiencing family violence

In addition, 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:

- Conduct interpersonal communication with clients and other stakeholders
- Prepare reports so that the information and organisation of information is appropriate to its purposes and audience
- Work individually or as part of a team
- Demonstrate the application of skills in:
 - problem solving
 - effective use of relevant information technology in line with work health and safety (WHS) guidelines
 - create access pathways for transient, marginalised clients
 - recognising indicators of family violence, mental health issues, substance abuse and child protection issues

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
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- This unit is recommended to be assessed in conjunction with all other specialisation units selected as part of a qualification or skill set

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:
 - an appropriate workplace where assessment can take place or simulation of realistic workplace setting for assessment

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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

Context includes:

- Statutory framework within which work takes place
- Historical context of work e.g. changing role of social housing in the overall context of housing provision; changing approaches to working with clients/service users/members/tenants
- Changing social context of work e.g. client-centred approach, changing government and societal views of not-for-profit housing, approaches to working with clients/service users/members/tenants
- Political context e.g. government policies and initiatives affecting social housing work
- Economic context e.g. the current economic situation as it relates to and affects social housing and the subsequent impact on client needs
- International/United Nations conventions, such as Human Rights and Convention on the Rights of the Child - CROC
- State based Human Rights Charters

People in specific circumstances include:

- Young people
- Indigenous people
- Gay, lesbian, bisexual, transgender and inter-gender people

Different models of work in the sector may include:

- Community development and education
- Case management
- Social housing provision
- Housing information and referral
- Outreach work

Stakeholders and representatives may include:

- Clients/service users/members/tenants
- Local community
- Community organisations
- Government representatives and service providers
- Peak bodies and networks in the sector
- Management, colleagues, team members

RANGE STATEMENT

The underpinning values and philosophies may include:

- A social justice perspective
- Community development approach
- Housing as a right not a privilege
- A holistic and client-centred approach
- Commitment to meeting the needs and upholding the rights of clients
- Commitment to empowering the client

A commitment to access and equity principles includes:

- Creation of a client oriented culture
- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, gender, religious, economic, social

Experience of homelessness may impact:

- Those who are homeless
- Those at risk of becoming homeless
- Young people
- Older people
- Families
- Gay, lesbian, bisexual, transgender, inter-gender
- Those exiting institutions - prisons, hospital
- Those with mental health issues
- Those with alcohol and/or other drug issues
- Those who are experiencing financial hardship

Unit Sector(s)

Not Applicable