



Australian Government

Department of Education, Employment and Workplace Relations

CHCCHILD505B Work effectively in child protection and out of home care for children and young people

Release: 1

CHCCHILD505B Work effectively in child protection and out of home care for children and young people

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for work in the context within which a range of child protection services are delivered. It covers the knowledge and skills required to support the rights and interests of children/ young people and families to meet duty of care and legal requirements.

Application of the Unit

Application

This unit applies to work undertaken in paraprofessional child protection occupations in government and non government organisations.

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. Demonstrate an understanding of key issues related to work in the child protection environment | <ul style="list-style-type: none">1.1 Demonstrate understanding of the history and recent developments in child protection/direct care work1.2 Demonstrate understanding of the <i>legal, political and social framework</i> within which the work is undertaken1.3 Reflect understanding of the system structure and the various roles and responsibilities of the <i>stakeholders</i> that operate in the child protection system in work undertaken1.4 Demonstrate and apply understanding of practice related to effective worker safety / well being and <i>self management activities</i> appropriate to the professional role1.5 Demonstrate <i>understanding of children's court procedures</i> appropriate to professional role1.6 Reflect understanding of the processes for risk assessment appropriate to the professional role1.7 Acknowledge the <i>challenges of child protection work</i> and manage appropriately1.8 Reflect in all work, understanding of indicators, effects and dynamics of child abuse and neglect appropriate to the professional role1.9 Reflect in all work, basic understanding of the relationship and practice implications of child abuse and family violence; substance use; mental illness; and disability appropriate to the professional role1.10 Demonstrate and manage sensitively/effectively, understanding of the power imbalance inherent in child protection/out of home care work |
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ELEMENT

PERFORMANCE CRITERIA

2. Demonstrate commitment to quality care for children or young people

2.1 Reflect in all work, understanding of key issues facing children and young people who may be at risk of harm

2.2 Reflect in all work undertaken, duty of care, context of policy, regulatory, legislative and legal requirements as they apply to the area of work

2.3 Apply and demonstrate organisation procedures and policies are as appropriate

2.4 Identify personal values and attitudes regarding children or young people and acknowledge their potential impact on service delivery when planning and implementing all work activities

2.5 Reflect in own work, a focus on *supporting the rights, interests and needs of children, young people and families*

2.6 Characterise communication with children/young people and families by sensitivity, openness, respect and warmth and appropriate to the age and ability of the child

2.7 Demonstrate understanding of *issues related to the placement of children* away from family in all forms of out of home care, and the practice issues for statutory child protection workers and direct care givers

ELEMENT

PERFORMANCE CRITERIA

3. Demonstrate ethical work practices

- 3.1 Routinely observe lines of accountability in all work undertaken in the child protection area, including appropriate consultation and explaining decisions and actions to those to whom the worker is accountable
- 3.2 Explain decisions and actions taken to children, young people and their families/carers
- 3.3 Use the relevant code of ethics, professional and organisation standards to guide service delivery
- 3.4 Plan responses to address emergency situations and other contingencies based on ethical standards and organisation requirements

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:

- Relevant legislation
- Indicators, effects and dynamics of abuse and neglect
- Responsibilities of duty of care
- Roles and responsibilities of each of the key players in the child protection area
- Organisation protocols relating to child protection work
- Effective stress management techniques
- Legal implications and responsibilities of statutory work
- Relevant policy and procedures
- Stages of child development (Physical, cognitive, emotional and social)
- Interview processes and legal requirements
- Effects of removal, incarceration
- Parenting and family dynamics in different cultures
- Impact of Government Policies on indigenous communities, e.g. Stolen Generations
- Case management processes

REQUIRED SKILLS AND KNOWLEDGE

- Child centred family focused practice approaches

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work within the legal framework to protect children
- Manage own values so they do not impede effective work and manage the stress of the work

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:

- Interpret policies, procedures, standards and statutory obligations
- Communicate effectively with clients and significant others
- Demonstrate active listening, reflective, summarising questions and statements
- Demonstrate empathy and rapport building
- Use age appropriate language and questioning techniques
- Demonstrate conflict resolution
- Manage grief and change processes
- Work with adolescents and their significant others

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 of competence must be assessed in the workplace and under the normal range of workplace conditions
- Consistency in performance should be based on requirements of the range of situations of specific need encountered in the workplace

EVIDENCE GUIDE

- 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
 - Access to an appropriate workplace or an environment capable of accurately simulating the workplace for assessment purposes
- 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.

Legal, political and social framework includes:

- Legislation including mandatory reporting (in some jurisdictions) and reciprocal reporting
- Government strategic plans
- The current political environment within the jurisdiction and any recent developments including reviews
- Significant incidents that influence policies and procedures
- Practice principles
- Standards of care
- Quality systems (e.g. licensing)
- Resourcing the industry (funding programs, information/communication networks)
- Child protection orders (overview)
- The impact of relationships and integration
- Developing and implementing child safe, child friendly resources, environment and work tools

Stakeholders include:

- Children, young people and their families and carers
- State-wide services including education, health and police.
- Peak bodies
- Government departments
- Specialist teams
- Family, youth, support and placement agencies

RANGE STATEMENT

Self management activities include:

- A proactive approach to own professional development
- Identifying and appropriately managing the challenges of child protection work
- Understanding and appropriately managing stress
- Managing conflict appropriately
- A professional approach to stress and personal safety management
- Overcoming barriers to effective self care
- Developing a safety plan for direct contact with children, young people and families
- Developing, understanding and working from personal frameworks
- Taking responsibility for professional development /career long learning.
- Participating in supervision
- Accepting the responsibility of the beginning practitioner
- Developing and implementing work plans

An understanding of children's court procedures includes:

- Court processes
- Preparing for court
- Attending court
- Writing the court report
- Working as a rural practitioner/court
- Preparing and supporting children, young people and families pre and post court

RANGE STATEMENT

The challenges of child protection work include:

- Engaging and working in partnerships with families where a range of complicating risk factors exists
- Working in partnership with other professionals
- A strengths-based approach
- Using authority wisely
- Confidentiality (communication)
- Attitudes and values
- Organisation values
- Working with cultural diversity (specific unit)
- Working with Aboriginal and Torres Strait Islander people

Issues related to the placement of children (and young people) in out of home care include:

- Attachment and separation
- Sensitive responses to introducing and managing children and young people in out of home care
- The importance of maximising safe family involvement/contact during placement
- The importance of a professional partnership between protective and direct care workers, and clear placement/protective planning
- Ongoing assessment of risk whilst in placement
- The importance of pre crisis planning for young people in out of home care
- Ensuring a focus on all life dimensions whilst in placement not solely protection (LAC)
- Restoration/reunification planning for the child/young persons return home

Supporting the rights, interests and needs of children, young people and families includes:

- Child or young person is supported and encouraged to exercise their rights where appropriate
- Legal responsibilities and duty of care are complied with
- Seeking additional assistance
- Providing a child friendly environment where children and young people are welcomed, valued and respected

Unit Sector(s)

Not Applicable