



Australian Government

Department of Education, Employment and Workplace Relations

CHCFAM406B Engage and resource clients to improve their interpersonal relationships

Release: 1

CHCFAM406B Engage and resource clients to improve their interpersonal relationships

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the knowledge, skills and the application of these required to work with clients to empower them to improve their interpersonal relationships
Work can be with clients from diverse backgrounds and with diverse needs
It is a foundation unit and forms the basis of all work in the area of working in family relationship work in prevention and early intervention programs

Application of the Unit

Application

This unit of competency applies to practitioners working in the relationship education sector

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. Work within the context of relationship education

- 1.1 Identify the *relevant issues which can impact on clients and their relationships*
- 1.2 Apply *current theoretical frameworks, models and tools of relationship education*
- 1.3 Identify *specific issues relevant to working in relationship education* and use appropriate strategies to address these issues
- 1.4 Work effectively with people from diverse *family structures* and backgrounds and with diverse *cultural, religious, community and familial obligations*

2. Work with clients to identify their interpersonal relationship needs

- 2.1 Assist clients to identify *positive elements of their interpersonal relationships and relationship systems*
- 2.2 Assist clients to identify their potential barriers to positive interpersonal relationships and relationship systems and understand *key issues for change* within their interpersonal relationships
- 2.3 Assist clients to recognise the impact of both negative and positive emotions on relationships
- 2.4 Assist clients to clarify the complexity of interpersonal relationship dynamics and issues impacting their interpersonal relationships

ELEMENT

PERFORMANCE CRITERIA

3. Work with the client to identify strategies to address relationship education needs

3.1 Identify appropriate services to assist clients to develop their interpersonal relationships

3.2 Recognise and respond to evidence of *contra-indications for access to services*

3.3 Facilitate client access to services in accordance with organisation policy and procedures and within legislative requirements

3.4 Make referrals to appropriate organisations to address client needs in accordance with organisation policy, procedures and requirements

3.5 Monitor and review effectiveness of strategies in addressing client needs and *follow up* as required

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 issues which can impact on clients and their relationships
- How personal issues and problems such as alcoholism, gambling, mental health and other issues can potentially impact on the health and development of marriages, families and relationships
- Current theoretical frameworks, models and tools of relationship education practice
- Awareness of different theories regarding development of male and female identity, gender and potential impact of gender, roles and stereotyping on individuals and personal relationships
- Models to explain power issues in relationships and relationship systems as well as to understand and inform responses to abuse and conflict in relationships
- The 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
- Understanding of the development and importance of self-esteem

REQUIRED SKILLS AND KNOWLEDGE

- Elements which contribute to healthy, effective and lasting relationships
- Dynamics of couples, parenting and parenting roles, stages of life-cycle and relationship cycles
- The importance of primary attachments in the lives of children
- Aspects of loss and phases of grief including the range of responses to loss and grief and potential impacts of these on relationships
- Models of conflict resolution and mediation
- Diversity of family structures and cultural, religious, community and familial obligations inherent in diverse family structures and backgrounds and the impact these can have on interpersonal relationships

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Model effective, respectful and inclusive communication skills including listening, empathic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Give and receive constructive feedback in a sensitive way
- Work as part of a team, including multi-disciplinary professional groups
- Deal with conflict in an open and assertive manner
- Be aware and responsive to diverse groups of people who may challenge educator's values and beliefs
- Deal with unexpected (and sometimes inappropriate) reactions and input from clients
- Deal effectively with resistance in for example mandated clients or where one member of a couple or family is a reluctant client
- Regulate and respond to strong emotions in self and clients
- Maintain appropriate levels of confidentiality
- Work with people of different learning abilities, numeracy, literacy and education levels
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Engage with and facilitate the relational/emotional system in couples and families in order to bring about positive change
- Employ appropriate models to assess and plan interventions to positively influence family functioning
- Deliver interventions in a way that works inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues and the interplay and dynamics of each of these
This includes the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

continued ...

Essential skills (contd):

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:

- Recognise the diversity of family structures and cultural, religious, community and familial obligations inherent in diverse family structures and backgrounds and the impact

REQUIRED SKILLS AND KNOWLEDGE

these can have on interpersonal relationships and work effectively with people from these diverse backgrounds

- Articulate rationale for interventions related to program and relationship goals, plans, assessment, information and systemic understanding of clients context and dynamics in the context of relevant and current theoretical frameworks, models and tools for relationship education practice
- Conceptualise and hypothesise about complex interpersonal interactions for example power in relationships, abuse and conflict
- Apply knowledge of relationships and relationship education to work practice including the design, implementation and evaluation of relationship education programs

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 and application of this to engaging and resourcing clients to improve their interpersonal relationships
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to appropriately apply knowledge of relationship issues, theoretical frameworks and models of working in the area of relationship education when working with clients

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
 - Resource requirements for assessment include access to:
 - a relevant workplace or an appropriately simulated environment where assessment may take place

EVIDENCE GUIDE

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
 - demonstration of competency within the working environment in the ability to engage and resource clients to improve their interpersonal relationships
 - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
 - observation of processes and procedures, oral and/or written questions 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
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Related units:

This unit is to be assessed in conjunction with the following related unit of competency:

- CHCFAM407B Work effectively in relationship work

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

Relevant issues which can impact on clients and their relationships may include but are not limited to:

- Individual/personal issues:
 - work/life balance
 - disability
 - beliefs, values, experiences, self-esteem
 - grief and loss
 - aloneness and isolation
 - aging
- Health and lifestyle:
 - 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:
 - 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:
 - 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
 - building resilience in children
 - step-parenting and blended families
 - influences of extended family and friends
 - parenting in same sex relationships
 - effects on children of any and all issues impacting on couple and family

RANGE STATEMENT

- Family of origin and multigenerational issues:
 - grandparenting when parent's relationship breaks down
 - childhood abuse
 - alcoholism

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*Relevant issues which can impact on clients and their relationships may include but are not limited to:
(contd)*

- Domestic and family violence, child abuse
- Family life-stage transitions and relationship life-cycles:
 - courting/dating
 - cohabitating, engagement, marriage
 - birth of first and subsequent child/children
 - aging
 - death of parent/partner
 - retirement
 - caring issues
 - children growing up, leaving home
 - older children remaining at home
 - becoming grandparents
 - separation/divorce
- Diversity (either within the family or between the family and wider community) as a result of:
 - culture
 - religion
 - gender including role development, affect of gender stereotyping
 - language
 - education, literacy, numeracy
- Socioeconomic and political issues:
 - access to goods and services
 - poverty
- Critical societal events

RANGE STATEMENT

Current theoretical frameworks, models and tools of relationship education may include:

- Examples of some theoretical frameworks are:
 - family systems theory
 - attachment theory
 - affect regulation
 - feminist theory
 - structural family therapy
 - family life-cycle theory
- Examples of models for working with families are:
 - theories of change, e.g. Prochaska Diclemente
 - building strengths
 - solutions
 - social learning theory
 - educational
 - behavioural
 - family partnership
- Examples of tools are:
 - change triangle
 - genograms
 - family and couple map
 - Johari window
 - FACES/MACES
 - MYERSBRIGGS

Specific issues relevant to working relationship education may include:

- Working in relationship education in non-conventional forms, structures and contexts
- Working in rural service delivery settings with related issues such as additional complexities regarding practitioner's role in community, confidentiality, resources, dynamics between service users who may be known to each other, and dynamics between service users and practitioners
- Working in dedicated relationship early intervention and/or prevention programs or in programs where aspects of relationship work is embedded
- Working with individuals, couples, families either individually or in various groups

RANGE STATEMENT

Family structures may include but are not limited to:

- Step families/blended families
- Adoptive families
- Foster families
- Chosen families (where people elect to live with people other than their nuclear family for example with the nuclear family of a friend)
- Same-sex parents/couples
- Nuclear families
- Extended families/multigenerational
- Single parent families

Cultural, religious, community and familial obligations may include:

- Gender entitlements or roles
- Immediate family
- Extended family
- Step family
- Financial, social, emotional or support obligations
- Celebrations
- Economic support
- Religious participation
- Domestic support
- Co-habitation and/or co-location
- Specified work and support
- Maintenance of language and cultural practices
- Carer responsibilities

Positive elements of interpersonal relationships and relationship systems may include but are not limited to:

- Trust
- Respect
- Open and honest communication
- Balance between needs of each person in the relationship and the needs of the relationship
- Clear boundaries and responsibilities
- Love
- Expectations of the relationship are met over time
- Fluid and able to change, grow and adapt to changes through life changes

RANGE STATEMENT

Key issues for change may include:

- The application of generic theories and models of change, e.g. Theory of change (Prochaska Diclemente)
- The application of models and theories of engagement and empowerment

Contra-indications for access to services may include but are not limited to:

- Where there is evidence of family domestic violence and or abuse
- Where there is evidence the relationship is very troubled and that it may benefit more appropriately from counselling
- Where literacy levels are too low
- Where there is evidence of severe mental illness

Follow up may include:

- Evaluating client progress toward identified goals
- Ensuring client needs have been met and to provide additional referral where required

Unit Sector(s)

Not Applicable