



Australian Government

Department of Education, Employment and Workplace Relations

CHCFAM409B Work with men

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required work with men in a group setting to facilitate education, skill and knowledge development and support processes

Application of the Unit

Application

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

The actual setting for the skill and or knowledge development could be an activity based program targeting men and the education and support outcomes may be a bi-product of the activity

It applies to the facilitation of a men's group designed to educate and support men in a range of issues such as parenting, separation, communication

It is based upon principles of group work facilitation but may also take an activity based approach and incorporates a gender specific application that is specifically working with men

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. Describe issues facing men in today's society | <ul style="list-style-type: none">1.1 Demonstrate understanding of the range of <i>theoretical frameworks</i> that can be used to consider men's and father's roles1.2 Describe how the community and society views men's roles, <i>the influences on the changes to men's roles</i> over time and the implications of these changes1.3 Identify specific needs and characteristics of men/fatherhood and women/motherhood1.4 Identify <i>issues relating to men and women</i>1.5 Identify <i>support services, networks and sources of additional information</i> available to target group1.6 Identify influences of socialisation on men's communication and behaviour |
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ELEMENT**PERFORMANCE CRITERIA****2. Engage men's participation**

- 2.1 Actively engage men from a *range of backgrounds* in group and program processes
- 2.2 Identify *barriers to men's participation* in programs or activities and address where possible
- 2.3 Identify individual strengths and challenges of group participants
- 2.4 Identify and apply appropriate behaviour, ways of being, group rules, ways of communicating for men's groups
- 2.5 Encourage positive and effective communication and listening skills and model in all interactions
- 2.6 Manage group processes to balance individual and group needs to maintain group focus
- 2.7 Facilitate the development of support mechanisms between participants to encourage shared learning and networks

3. Identify and address presenting issues

- 3.1 Encourage men to identify issues affecting them or areas where they would like to pursue skill development or more information
- 3.2 Identify *issues* and/or areas where men are seeking additional information, skills, strategies, tools which present in the group
- 3.3 Demonstrate relevant knowledge of presenting issues or topics, particularly focusing on but not limited to male related perspectives
- 3.4 Identify and implement *strategies for addressing presenting issues*
- 3.5 Follow up on issues presented by participants

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:

- Good understanding of and ability to articulate issues facing women and men today
- General understanding of a range of theoretical frameworks regarding men's roles, the inherent assumptions, strengths and weaknesses of these frameworks
- Understanding of positive fathering and step fathering models
- Knowledge of differences in communication styles, masculine and feminine world views and ways of being, gender stereo-types and impacts of these
- Good knowledge of models that explain the development and functioning of personal and family relationships
- Understanding of the diversity of family structure and the impact this can have on interpersonal relationships
- Information resources and relevant local services including networks and support systems available to men and fathers
- Characteristics of target group/s and strategies for engaging them
- 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
- Principles and practice of conflict resolution
- Potential barriers to client groups' participation and achievement of desired outcomes
- Understanding of the development and importance of self-esteem
- Elements which contribute to healthy, effective and lasting relationships

Essential skills:

It is critical that the candidate demonstrate the ability to:

REQUIRED SKILLS AND KNOWLEDGE

- Engage men in group processes and discussions
- Apply group work skills including effective communication, coaching, mentoring, role playing, developing effective 'I' statements, reframing, in an all male context
- Facilitate opportunistic learning and link learning and skill development within the program to wider life experiences
- Facilitate links between participants and promote the development of a 'learning community' within participants in the group
- Work with men in a non-threatening way
- Model effective, respectful and inclusive communication skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity when working with men and dealing with issues relevant to men
- Deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Respond appropriately to strong emotions in self and clients
- Be aware and responsive to diverse groups of people who may challenge practitioner's values and beliefs
- Affirm and acknowledge participant experience including empathising with the experiences of men, normalising where appropriate and sensitively challenging where required
- Give and receive constructive feedback in a sensitive way
- Establish and maintain boundaries of practice with program participants
- Maintain appropriate levels of confidentiality
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being

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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:

- Work as part of a team, including multi-disciplinary professional groups and with a co-facilitator
- Effectively manage time
- Deal with conflict in an open, assertive and appropriate manner
- Work inclusively with the whole client, considering the full range of possible influences in their lives including:

REQUIRED SKILLS AND KNOWLEDGE

- personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, economic situation, social context, health, disabilities and issues
- the interplay and dynamics of each of the above
- the ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual

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 in the application of working effectively with men
- 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 work effectively with men

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 through working with men
 - 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 after or in conjunction with the following related unit of competency:

- CHCGROUP403D Plan and conduct group activities

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

Theoretical frameworks may include:

- Recognition that masculinity and 'male role/s' varies between cultures, over time in a given culture and within a culture at any point in time
- In addition to the hegemonic or 'culturally authoritative' male role in any given culture at any given time, there can be a range of identifiable non-dominant forms
- Masculinity and the importance of masculinity to a sense of identity is as unique and varied as there are men
- A consideration of gender and power issues
- Theoretical frameworks which view the nature of men as fixed
- Theoretical frameworks which view the nature of men as dynamic, learned and changeable
- Attachment theory
- Family systems theory
- Feminist theory (and critiques of feminist theory)
- Family life-cycle theory
- Generative fatherhood
- Evolutionary psychology
- Neurobiology
- Recognition of the impact on identity that fatherhood can have on men
- Recognition of the roles fathers are assumed to have in children's lives
- Recognition that parenting is a practice and not a biological function
- Fathers may be:
 - birth fathers
 - step fathers
 - foster fathers
 - non-biological fathers
 - uncles
 - grandfathers
 - carers

RANGE STATEMENT

Influences on the changes to men's roles may include:

- Changes to work patterns
- Increased parenting responsibilities
- Where men become primary care givers through choice or circumstance
- Separated or single parenting
- Increased demands on relationships
- Expectations of children
- Social expectations
- Financial or job security
- Domestic responsibilities
- Step families
- Grandparents raising grandchildren

Issues relating to men and women may include:

- Feminist theory (and critiques of feminist theory)
- Gender and power issues
- Hierarchies of power
- Hegemonic masculinity and other masculinities and male identity
- Masculine and feminine codes of conduct
- Masculine and feminine communication styles
- Use of appropriate language including:
 - gender specific language
 - using positive terminology that builds on the strengths of men
 - language that is respectful of all stakeholders relevant to discussions

RANGE STATEMENT

Support services, networks and sources of additional information may include:

- Other professionals within own service
- Other programs offered by own or other services
- Self-help/support groups
- Counselling services
- Alcohol and other drug services
- Gambling assistance
- Mental health support services
- Domestic and family violence prevention and treatment services
- Financial assistance and counselling services
- Child Support Agency
- Family Relationship Centres
- Family Magistrate Service
- Family Court of Australia
- Mediation centres
- Centrelink/Family Assistance Office
- Australian Taxation Office
- Family Court of Australia
- Legal aid
- Phone support services, e.g. Mensline/Lifeline
- Websites for example MENDS and Parenting Children
- Housing/accommodation services
- Stepfamily Association of Australia

Range of backgrounds may include:

- Cultural
- Linguistic
- Religious
- Language
- Learning abilities and educational levels
- Separated fathers
- Step fathers
- Different age groups
- Employment situations
- Socioeconomic situations
- Locations

RANGE STATEMENT

Barriers to men's participation may include:

- Resistance to seeking and receiving help
- Work time conflicts
- Lack of access or comfort with host services and facilities
- Structural barriers of family, transport
- Loss of or lack of self-confidence, self-worth
- Child care responsibilities
- A perception in society and between men that men don't cry, are strong, in control and don't need help
- A perception in society and between men that men manage by themselves
- Men often adhere to set masculine codes of conduct (mateship, hierarchy, discriminating against experiencing and expressing specific emotions)

Programs may include:

- Specific programs run for men to facilitate their education and skill development and to provide support
- Activity based programs for example fathers and child/children's surf clinic, sporting competitions, games nights, guest speakers at social or sporting clubs, programs delivered in workplaces, offered in prisons, on building sites, do it yourself nights/courses, sports clinics, tax information nights for recently separated men, play groups

RANGE STATEMENT

Issues may include:

- Life-cycle issues for example aging, retirement
- Relationship cycle issues:
 - marriage, living together
 - transition from a couple to a family, father
 - fathering, step-fathering
- Separation:
 - isolation
 - financial hardship
 - anger, anxiety, depression
 - loss and grief
 - pride/shame
 - communication and relationship with ex-partner
 - care and contact issues
 - changes in parenting role
 - conflict between being a good father and limited physical contact
 - relationship with ex-partner
 - alternative housing requirements

continued ...

RANGE STATEMENT

Issues may include (contd):

- Family issues and themes and legacies:
 - parenting and transitions from partners to parents
 - attachment
 - early parenting
 - developmental delays in children
 - roles of father and mothers in children's lives
 - conflict between being a 'good father and competing demands and limited resources
 - building resilience in children
 - step-parenting and blended families and instant 'fatherhood' through marriage
 - care and contact issues
 - influences of extended family and friends
 - parenting in same sex relationships
- Effects on children of any and all issues impacting on couple and family
- Unemployment
- Relationship with partner
- Health and illness
- Alcohol and other drugs, mental illness, self-destructive behaviour
- The importance of health, diet, exercise, care of self
- Loss of power/control over aspects of own life
- Domestic and family violence both for users and survivors
- Relationship conflict and breakdown
- The importance of men and women in the community supporting children to become great adults including supporting boys to become great men

Strategies for addressing presenting issues may include:

- Identify who has influence over the issue and work with that person to address the issue
- Refer or seek additional support and assistance
- Provide additional information
- Identify existing strengths and resources which can be used to address the issue
- Work through issue to diffuse impact

Unit Sector(s)

Not Applicable