



Australian Government

Department of Education, Employment and Workplace Relations

CHCFAM413B Facilitate couple processes within group work

Release: 1

CHCFAM413B Facilitate couple processes within group work

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to work with individuals and couples in a group setting

It also describes the competencies associated with appropriate responses to a range of relationship issues that may arise in a group context, when working with couples, maintaining appropriate boundaries between education and counselling and referring participants to other services

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

1. Recognise and respond to couples' needs within the group while maintaining group cohesion

PERFORMANCE CRITERIA

- 1.1 Establish group norms
- 1.2 Observe and *respond inclusively* to participants' responses
- 1.3 Use reflective (active) listening skills
- 1.4 Use clarification skills to assist understanding and integration of learning into behaviour
- 1.5 Use feedback to promote insight and enable participants to make choices about the *issues which may impact on them and their relationships*
- 1.6 Balance task and maintenance functions to facilitate (as far as possible) the meeting of both *participants' needs* and program outcomes

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 2. Use appropriate conflict management strategies at couple and group level | 2.1 Promote the respect and acceptance for individual differences |
| | 2.2 Sensitively respond to inappropriate attitudes and behaviours in an open and assertive manner |
| | 2.3 Use negotiation and mediation techniques |
| | 2.4 Model conflict management skills |
| | 2.5 Explore alternative options such as referral, with participants |
|
 | |
| 3. Work collaboratively with co leaders to facilitate effective group functioning and to model what a good relationship looks like | 3.1 Plan and debrief with co-facilitator |
| | 3.2 Model respect for different leadership styles |
| | 3.3 Listen to and acknowledge differences of opinion |
| | 3.4 Negotiate and delegate where appropriate, task and maintenance functions in relation to the group |
| | 3.5 Encourage and support the open interaction of co-leader/s |
| | 3.6 Deal appropriately with differences that may result in conflict |

ELEMENT**PERFORMANCE CRITERIA****4. Facilitate couple interaction within the group environment**

4.1 Monitor interactions between couples in the group and between individuals within couples, to ensure opportunities for full participation in learning activities to maximise learning outcomes

4.2 Ensure appropriate balance between opportunities for individual development and reflection, couple sharing and development and community of couple sharing and learning

4.3 Use strategies appropriate to the social, cultural and developmental stage of couples' relationship to promote couple discussion and decision-making about the on-going development and health of their relationship

4.4 Respond promptly and appropriately to couples displaying distress or concern in a manner that maximises safety and confidentiality for each individual

4.5 Maintain an appropriate balance between achievement of stated outcomes for the program and the need to be respectful of couples' privacy as well as being sensitive to the needs and concerns of each individual in the relationship

5. Maintain appropriate boundaries between educative and counselling/therapeutic interactions

5.1 Monitor own professional limitations and boundaries and clearly articulate these to participants throughout the program

5.2 Ensure an appropriate balance between processing of individual/couple issues within the larger group and within couples is maintained in keeping with the stated goals and outcomes of the program

5.3 Use interpersonal skills to effectively maintain the boundaries established by the practitioner and to maximise opportunities for achieving the stated outcomes for the program

ELEMENT**PERFORMANCE CRITERIA**

6. Recognise and respond to domestic/family violence and personal problems that impact on the health and development of relationships

- 6.1 Ensure all interactions with participants are planned and undertaken in a manner that ensures maximum consideration for the safety of clients, colleagues, self and others
- 6.2 Ensure all interactions with and responses to clients are undertaken in accordance with organisation requirements, accepted practices of prevention and intervention and within legislative and duty or care requirements
- 6.3 Ensure all interactions with clients are undertaken in a safe and confidential environment that maximises opportunities for client needs to be accurately identified and to promote the accurate and relevant exchange of information
- 6.4 Assess information obtained from clients to establish priorities for action
- 6.5 Identify own limitations and boundaries in addressing and working with identified needs.
- 6.6 Seek assistance from appropriate professionals when issues are identified as beyond own limitations and boundaries
- 6.7 Respond to participants in a manner that is sensitive to severity of the presenting issue, specific needs of the clients and which places high priority on safety, rights and responsibilities of clients, colleagues, self and others

7. Ensure appropriate referral and support for clients with identified needs

- 7.1 Refer to other services based on the identified needs of clients
- 7.2 Provide referral and support networks in accordance with organisation/agency standards and procedures
- 7.3 Undertake record-keeping and reporting in accordance with organisation/agency standards and procedures
- 7.4 Seek support and debriefing from colleagues and other appropriate staff in order to sustain ongoing effectiveness and well being and to reflect on courses of action taken with clients

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:

- Adult education principles and practices
- Issues relating to learning styles, abilities, numeracy, literacy levels
- Theories of change and relationship education models for working with clients
- Possible barriers for clients to access programs and achieve outcomes
- Group skills and group dynamics
- Dynamics of intimate relationships and families including nuclear and step families
- Values, beliefs, traditions and spiritual aspects of intimate relationships including marriage
- Models of conflict resolution
- 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
- The key indicators, nature and impact of personal issues such as alcoholism, gambling, mental health issues and other issues that could potentially impact on the health and development of marriages, families and relationships
- Knowledge of legal parameters for working with clients experiencing sexual, physical and emotional abuse, mental health issues
- Complex interpersonal interactions, power in relationships, abuse and conflict
- Knowledge and application of ethical behaviour and legal frameworks for relationship work
- Organisation policy and procedures
- Appropriate sources or referrals and ways in which these can be accessed
- Agency/organisation standards and procedures in relation to referral and dealing with specific relationship issues
- Self-awareness in regard to how own experience, biases, values and beliefs or those of significant others in own life may impact on ability to work effectively with various client groups

REQUIRED SKILLS AND KNOWLEDGE

- Limitations and boundaries of educator role within the context of their responsibilities within an agency/organisation
- Understanding of a wide range of client groups and cultural diversity including same sex couples

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use interpersonal skills including listening, empathetic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Work as part of a team including working with co-facilitator to model respectful and cooperative communication and behaviour
- Establish and maintain boundaries of practice with program participants
- Deal with conflict in an open, assertive and appropriate manner
- Be aware and responsive to diverse groups of people who may challenge own values and beliefs
- Work with reluctant clients and deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Maintain appropriate levels of confidentiality
- Empower and support clients who are experiencing difficulties as they make decisions and seek help
- Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships
- Monitor self and capabilities to minimise the negative impact of work on own personal health and well being
- Engage with and facilitate the relational/emotional system in couples in order to bring about positive change
- Assess family functioning
- De-mystify and normalise key issues for couples and families including step couples and step families

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 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

REQUIRED SKILLS AND KNOWLEDGE

- the interplay and dynamics of each of the above
- ability to respond respectfully to the whole person demonstrating inclusive practice through competently valuing each and every person as a whole unique individual
- Deliver interventions in a way that is sensitive to special needs of clients (gender, age, socioeconomic status, culture, race, ethnicity, sexual orientation, disability, family of origin, larger systems issues of client)
- Articulate rationales for interventions related to program and relationship goals, plans, assessment, information and systemic understanding of clients context and dynamics

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 educationally with couples within a group context
- 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 facilitate couple processes within a group work context

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:
 - demonstration of competency within the working environment through the facilitation of educational groups for couples
 - 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 be assessed in conjunction with (or before) the following related unit of competency:

- CHCFAM414B Use tools for exploring relationships

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.

- Respond inclusively must include:*
- The ability to work 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

RANGE STATEMENT

Issues which may impact on them and their relationships may include:

- Individual/personal issues:
 - work/life balance
 - disability
 - beliefs, values, experiences
 - self-esteem
 - grief and loss
 - aloneness and isolation
 - aging
 - confidentiality within the couple and in the group
- 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
- 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 stereo-typing
 - language
 - education, literacy, numeracy
- Socioeconomic and political issues:
 - access to goods and services
 - poverty

continued ...

Issues which may impact on them and their relationships may include (contd):

- Critical societal events
- Couple issues:
 - sexuality, intimacy
 - trust, respect, love
 - affairs
 - separation
 - repartnering
 - same sex couples
 - infertility

RANGE STATEMENT

- power and control within relationships
- finances and financial and budgeting decisions
- domestic and family violence and abuse
- conflict
- recognition and acceptance of difference
- Family issues and themes and legacies:
 - parenting and transitions from partners to parents
 - developmental delays
 - team parenting
 - separation and parenting
 - 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
- Family of origin and multigenerational issues:
 - grand-parenting when parent's relationship breaks down
 - childhood abuse
 - alcoholism
- Domestic and family violence, child abuse
- Family life-stage transitions and relationship life-cycles:
 - courting/dating
 - cohabitating, engagement, marriage, remarriage
 - 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/repartnering

RANGE STATEMENT

Participants' needs may include but are not limited to:

- Have their experiences validated
- Opportunities to express emotions including strong emotions
- Opportunities to develop self-awareness
- Opportunities to develop greater awareness of others including appreciation and understanding of partners and other family members
- Opportunities to develop skills including communication and self-expression skills
- Opportunities to identify and recognise characteristics of successful relationships including:
 - trust
 - respect
 - open and honest communication
 - balance between needs of each person in the relationship and the needs of the relationship
 - the establishment and maintenance of 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

Unit Sector(s)

Not Applicable