



Australian Government

Department of Education, Employment and Workplace Relations

CHCFAM414B Use tools for exploring relationships

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to use tools to assist in the exploration of relationships between couples

Work can be undertaken with individuals and couples in individual, couple or group settings

It also describes the competencies associated with appropriate responses to a range of relationship issues that may arise 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

Where licensed tools such as PREPARE/ENRICH, FOCUS or MYERSBRIGGS are used, additional licensed training must be undertaken

These tools can be used in a variety of settings although they are most often used with a couple as the client

The venue must be suitable for the various stages of the process

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. Establish and maintain a sound foundation for using a range of strategies and tools within marriage and relationship education

PERFORMANCE CRITERIA

- 1.1 Undertake on-going professional development training and supervision to maintain knowledge and skills in use of a range of *appropriate tools* for use within marriage and relationship education
- 1.2 Demonstrate a clear understanding of the strengths and limitations of tools for working with couples including *contra-indicators* for use with couples
- 1.3 Demonstrate a clear understanding of *issues which may impact on couples and their relationships*
- 1.4 Demonstrate a clear understanding of *characteristics of positive interpersonal relationships*

ELEMENT**PERFORMANCE CRITERIA****2. Structure the use of appropriate intervention strategies to facilitate learning**

- 2.1 Structure the initial session with the couple to provide a clear introduction which establishes norms, goals, intended outcomes and learning processes
- 2.2 Articulate clearly the strengths and limitations of tools to be used with couples including contra-indications
- 2.3 Modify the use of the tools to accommodate individual couple needs where necessary, taking into account overall objectives/outcomes that have already been identified
- 2.4 Provide opportunities for the couple to consolidate their learning and to plan for transfer learning into their every day contexts

3. Facilitate couple interaction

- 3.1 Use tools 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
- 3.2 Respond to differences resulting in conflict
- 3.3 Respond promptly to couples displaying distress or concern in a manner that maximises safety and confidentiality for each individual
- 3.4 Maintain a balance between achievement of stated outcomes for the program and the need to be respectful of couples' privacy and be sensitive to the needs and concerns of each individual in the relationship
- 3.5 Challenge individual and couple knowledge, skills and values in a sensitive way to encourage exploration and facilitate discussion between the couple on relationship issues
- 3.6 Use interpersonal skills to assist couple to explore their relationship issues
- 3.7 Interact with couples in a manner sensitive to their special needs and individual differences

ELEMENT**PERFORMANCE CRITERIA**

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

- 4.1 Monitor own professional limitations and boundaries and clearly articulate these to participants throughout the program
- 4.2 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
- 4.3 Use interpersonal skills to effectively maintain the boundaries established by the practitioner and to maximise opportunities for achieving the stated outcomes for the program and for the couple

5. Assess learning

- 5.1 Use assessment strategies to assist clients and practitioner to make judgements in relation to learning achieved through the application of the tools
- 5.2 Integrate the assessment of learning into the structure and processes used to facilitate learning
- 5.3 Document accurately the outcomes of assessment

6. Evaluate the use of the tools

- 6.1 Provide opportunities for participant evaluation of the program and the practitioner
- 6.2 Use methods of evaluation consistent with the content and processes of the intervention strategy
- 6.3 Evaluate the use of the intervention strategy to facilitate on-going development of practice

7. Complete follow up tasks

- 7.1 Complete and submit reports in a timely manner to appropriate staff/organisation
- 7.2 Complete follow up activities in a timely manner and in accordance with the parameters established with the couple

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
- Scope and limitations of tools for relationship work
- Theories of change and relationship education models for working with clients
- Research findings based on the tools to enable appropriate responses to questions regarding the validity of the program
- Possible barriers for clients to access programs and achieve outcomes
- Group skills and group dynamics
- Current relevant theoretical frameworks for relationship work
- 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
- Complex interpersonal interactions, power in relationships, abuse and conflict
- Knowledge and application of ethical behaviour and legal frameworks for relationship work including when working with clients experiencing sexual, physical and emotional abuse and/or mental health issues
- Appropriate sources or referrals and ways in which these can be accessed
- Organisation policy and procedures
- 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:

- Model effective, respectful and inclusive communication skills including listening, empathetic 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
- 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
- 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
- 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
- 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
- Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships
- 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

REQUIRED SKILLS AND KNOWLEDGE

the identified work role

These include the ability to:

- Articulate rationale 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 using appropriate tools
- 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 through the effective use of appropriate tools when working with couples
- If licensed tools such as inventories for example PREPARE/ENRICH, FOCUS, MYERSBRIGGS are used then appropriate licensed training must also be undertaken

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 the appropriate application of tools for exploring couple 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 should be assessed after or in conjunction with the following related unit of competency:

- CHCFAM413B Facilitate couple processes within group 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.

Appropriate tools may include but are not limited to:

- Simulations
- Role plays
- Brainstorming
- Games
- Demonstrations
- Case studies
- Use of resources such as written exercises, workbooks, worksheets, books, posters
- Videos
- Slides
- Film
- Music
- Mentoring
- Coaching
- Questioning including the use of open, closed, overhead and direct questions and questions to elicit elaboration of content and exploration of thoughts and feelings
- Personality inventories for example MyersBriggs or MayerTeam Inventory
- Inventories, e.g. PREPARE/ENRICH, FOCUS

RANGE STATEMENT

Contra-indicators may include but are not limited to:

- Where there is evidence of family domestic 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

RANGE STATEMENT

Issues which may impact on couples 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
- Couple issues:
 - sexuality, intimacy
 - trust, respect, love
 - affairs
 - separation
 - repartnering
 - same sex couples
 - infertility
 - 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

RANGE STATEMENT

- 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

continued ...

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

- Family of origin and multigenerational issues:
 - grandparenting 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
- 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

RANGE STATEMENT

- Critical societal events

Characteristics of positive interpersonal relationships 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

Unit Sector(s)

Not Applicable