



Australian Government

Department of Education, Employment and Workplace Relations

CHCFAM515B Work holistically with families

Release: 1

CHCFAM515B Work holistically with families

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to effectively work educationally with multiple members of families simultaneously in a group or an individual family setting

Application of the Unit

Application

This unit of competence may be relevant for practitioners running relationship education programs, family support programs, parenting programs and early intervention programs

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisites

This unit must be assessed after achievement of the following related units of competency:

- CHCFAM406B Engage and resource clients to improve their interpersonal relationships
- CHCFAM407B Work effectively in relationship work

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. Plan and develop strategies for empowering healthy families

- 1.1 Demonstrate an understanding of relevant and current *research based theories and models* of families and interpersonal relationships and dynamics
- 1.2 Demonstrate an understanding of *experiential learning models, theories, techniques and tools*
- 1.3 Demonstrate a clear understanding of strengths and limitations of models, techniques and tools for use with family including contra-indications for use

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 2. Apply strategies for empowering healthy families in groups or with individual families | <ul style="list-style-type: none">2.1 Demonstrate an understanding of the interplay of <i>issues impacting on family members</i> and the corresponding interplay and dynamics of inter-relational issues between family members2.2 Provide evidence-based information about healthy family functioning2.3 Model listening, respectful speaking, negotiating and problem solving skills2.4 Facilitate experiential learning and practice for all family members in group or family settings |
| 3. Facilitate group processes to support empowerment of healthy families | <ul style="list-style-type: none">3.1 Recognise and respond to individual needs while maintaining family and group cohesion3.2 Monitor interactions between family members and between individuals and the group to ensure full participation in learning activities to maximise learning outcomes3.3 Respond appropriately to individuals and families displaying distress or concern in a manner that maximises safety and confidentiality for each individual3.3 Demonstrate sensitivity toward social, cultural, religious, gender, age, socioeconomic, educational and family structure differences |
| 4. Review changes in attitudes, knowledge and skills of participants and in family functioning | <ul style="list-style-type: none">4.1 Progressively review and monitor outcomes and alter approach appropriately4.2 Assess the impact on the family/group as a whole4.3 Plan for the future and <i>follow up</i> 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:

- Research based theories and models of family and interpersonal relationships
- Characteristics of healthy family functioning
- Relevant, current family practice theory
- Experiential learning models, theories, techniques and tools
- Family relationships
- Inter-relational issues
- Good working knowledge of relevant models for stages of group development, group dynamics particularly where interpersonal relationships already exist between members of the group
- Working knowledge of strengths-based practice principles and applications
- Basic understanding of child development including key stages of social, emotional, physical and cognitive development
- The difference between high conflict and domestic and family violence in interpersonal relationships

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply a strengths-based approach to working with individuals, families and groups
- Use a wide range of experiential learning processes to facilitate the empowerment of healthy families
- Empower and support clients
- Use effective conflict management in a family and group setting
- Coach individuals and families for behavioural change
- Work collaboratively with others including co-facilitators
- Work effectively with individuals and families, considering the full range of possible

REQUIRED SKILLS AND KNOWLEDGE

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
- 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
- Establish and maintain healthy boundaries
- Maintain confidentiality

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:

- Use presentation skills including role play, psycho-drama, audience engagement, summarising, reframing and speaking respectfully and clearly
- Use group facilitation skills
- Respectfully communicate with a wide range of people including listening, empathic responding, paraphrasing, summarising, questioning, body language, appropriate use of humour and sensitivity

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 working educationally with multiple members of families simultaneously
- 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

EVIDENCE GUIDE

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 educationally with multiple members of families in groups and with individual families to assist them in developing their interpersonal skills and improving their interpersonal relationships

- 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 work with multiple members of families
 - 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:

- CHCGROUP403D Plan and conduct group activities

Range Statement

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.

Research based theories and models 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. stages of change - Prochaska Diclemente
 - building strengths
 - solutions
 - social learning theory
 - educational
 - behavioural
 - family partnership

RANGE STATEMENT

Experiential learning models, theories techniques and tools may include but are not limited to:

- Role play
- Coaching
- Group discussions
- Exercises and activities
- Strengths-based techniques including positive reframing
- Mentoring
- Experiential and situational learning
- Psycho-drama
- Scenario/case studies
- Journals
- Letter writing
- Aim identification/goal setting
- Assessment of personal skills
- Review of resources including networks, friends and mentors
- Modelling effective communication and relationship skills
- Change triangle
- Genograms
- Family and couple map
- Johari Window
- FACES/MACES
- MYERSBRIGGS

RANGE STATEMENT

Issues impacting on family members may include:

- Couple, family and group dynamics, culture and communication styles
- 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
 - 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
 - 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

RANGE STATEMENT

- influences of extended family and friends
- parenting in same sex relationships
- effects on children of any and all issues impacting on couple and family
- teenage/parent conflict
- parental abuse by children

continued ...

Issues impacting on family members may include (contd):

- 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
 - 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 stereo-typing
 - language
 - education, literacy, numeracy
- Socioeconomic and political issues:
 - access to goods and services
 - poverty
- Critical societal events

RANGE STATEMENT

Follow up may include:

- Writing up of program outcomes and evaluations
- Documenting program for statistical and reporting requirements
- Follow up with program participants to ensure their needs have been met or to provide additional referral where required

Unit Sector(s)

Not Applicable