



Australian Government

Department of Education, Employment and Workplace Relations

CHCFAM520B Use strengths-based practice in supervision

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 strengths-based practice in providing supervision

Application of the Unit

Application

This unit applies to practitioners providing supervision in the context of family and relationship work

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. Apply strengths-based principles when providing supervision

- 1.1 Apply knowledge of models of *supervision* including roles and responsibilities within supervision
- 1.2 Apply understanding of the *principles of strengths-based practice in supervision*
- 1.3 Demonstrate recognition of myths and realities for using strengths-based practice in supervision

2. Use strengths-based tools to explore issues in supervision

- 2.1 Identify a range of *strengths-based tools*
- 2.2 Identify own strengths and ability to use strengths-based tools effectively in supervision
- 2.3 Develop a safe and supportive environment to use the strengths-based tools effectively with others in supervision

ELEMENT	PERFORMANCE CRITERIA
3. Conduct supervision using a strengths-based approach	3.1 Negotiate the supervision relationship using a strengths-based approach 3.2 Identify and address issues of power inherent in supervision 3.3 Formulate a plan to address issues using 'five column' approach 3.4 Identify steps, timeframes and person responsible for action to build on skills, strengths and resources to resolve issues 3.5 Record supervision process and outcomes using letters and strengths-based tools
4. Review supervision outcomes	4.1 Prepare for supervision by reviewing letters and five columns 4.2 Prepare questions for supervision that will elicit progress towards goals 4.3 Recognise and celebrate success
5. Deal with difficult issues using a strengths perspective	5.1 Identify <i>issues that can occur in supervision</i> 5.2 Apply a strengths-based approach to address these issues

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:

- Theory and models of supervision
- The role of supervision including the role in building the supervisee's competence to support their work practice and the role of supervision to meet organisation requirements
- Roles and responsibilities of supervision
- Understand the application of strengths-based practice and tools in supervision
- Understand principles of strengths-based practice
- Knowledge of micro-skills used in setting up a learning relationship with a client
- Knowledge of own strengths and growth areas
- Understand the impact of expectations including client, organisation and supervisee expectations and the corresponding pressures this can bring to the supervisee

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply strengths-based principles when providing supervision
- Recognise and remain within bounds of own practice
- Understand the limitations and boundaries of the practitioner's role within the context of their responsibilities within their agency and manage own and others expectations in relation to these
- Demonstrate awareness of self and how experiences, biases, values and beliefs of self and significant others in own life may impact on own work practice and ability to provide strengths-based supervision
- Identify, respect and foster supervisee's strengths
- Identify and address social, personal, cultural and structural constraints to people's growth
- Reflect positive attitudes about people's dignity, capacities, rights, uniqueness and

REQUIRED SKILLS AND KNOWLEDGE

commonalities

- Work consultatively and collaboratively with supervisee to identify future goals and visions and to effect changes toward these
- Elicit supervisee strengths to put towards possibilities for change
- Motivate supervisees to effect changes in their lives through the fostering of their strengths
- Work constructively to complement people's existing strengths and assist them with solution building approaches rather than 'problem solving' approaches

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:

- Acknowledge and address power imbalances between supervisors and supervisees
- Recognise and address dynamics inherent in organisation practices and structures that are incongruent with strengths-based principles and processes
- Use open, honest, effective and appropriate communication which is at all times respectful and promotes a partnership approach to working with people based on consultation, collaboration and mutual learning
- Work inclusively with the whole person, 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
 - 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

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.

EVIDENCE GUIDE

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
- 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 apply strengths-based approach to the provision of supervision over a sustained period of time.

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 provision of supervision using a strengths-based approach
 - 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

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

Supervision may include but is not limited to:

- Formal and/or informal supervision sessions
- Group supervision
- Telephone supervision
- Peer appraisals (where appropriate levels of experience exist)
- Internal or external supervision
- Journals
- Video tapes of facilitation of groups
- Co- facilitation and reports from these
- Facilitating reflection on practice
- Negotiation of supervision between the supervisor and the supervisee
- Establishment and shared understanding of the roles and responsibilities of the supervision process
- Undertaken through the development of an appropriate professional relationships
- Involve the growth of the person, their professional development, gaining of knowledge, skills, attitudes for the further development of their professional practice

Principles of strengths-based practice in supervision must include:

- Respect for people's dignity, uniqueness and rights
- Self determination and empowerment
- Recognition and use of strengths (skills, capacities, knowledge, resources, information, hopes and dreams)
- Mutual learning between supervisor and supervisee

RANGE STATEMENT

Strengths-based tools may include:

- **Miracle questions** - 'Let's imagine.....You go to bed tonight and while you are asleep a miracle happensWhen you wake up the problem has less effect on your life. On a scale of 0 to 5, how much is the problem affecting your life? How will you know things have improved? What will be different? What will others notice is different?'
- Scaling questions assists professionals and service users to identify the problem or issue, set achievable goals, have a starting point for change, notice what is already working well, identify strengths and exceptions, measure progress and allow for the introduction of metaphors
- Vision and goal setting assists professionals and clients to identify where the service provider would like to move toward and how they can effect this change
- Strength focuses cards assists professionals and clients to identify strengths or issues
- Photo-language cards, objects and images assists professionals and service users to identify and represent significant feelings or issues
- Previous success stories assists professionals and clients to identify ways that people have successfully dealt with similar problems
- Relationship questions can assists professionals and clients to identify and explore a problem by shifting the focus to how key relationships in the person's life view the situation for example, 'What would your best friend (mother) say? Or 'How would your family tell there was a miracle and your problem is solved?'
- Letter writing involves the documentation of change and learning in a personal style of writing a letter to the other person recognising changes in learning that you have observed in them
- The **five column approach** to problem solving is a table that enables professionals and clients to have a guide to explore problems in different ways that build on existing strengths. The guiding questions are: What is the issue? Establish a picture of the future using the miracle question. What strengths and resources do you have to put towards the picture of the future? What strengths and resources do you need from others? What are the first steps to take towards the picture of the future? Who needs to do what and

RANGE STATEMENT

when?

Issues that can occur in supervision may include but are not limited to:

- Lack of clarity of roles and responsibilities within the supervision relationship
- Fundamental and irreconcilable differences of philosophy, values, beliefs or use of theoretical frameworks or models of practice between those in a supervision relationship
- Unrealistic expectations on behalf of the supervisor or the supervisee
- Unrealistic assessment of strengths and/or unwillingness to develop realistic self-awareness on behalf of the supervisee
- Time pressures which result in insufficient contact and support provided through the supervision process

Unit Sector(s)

Not Applicable