



Australian Government

Department of Education, Employment and Workplace Relations

CHCFAM522B Assist clients to develop emotional regulation

Release: 1

CHCFAM522B Assist clients to develop emotional regulation

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to assist clients to develop greater personal and social competence through the development of increased self-awareness, emotional management, self-motivation and relationship management

Application of the Unit

Application

This unit is not intended for use with clients where domestic and family violence is an issue

Where practitioners believe domestic and family violence or abuse are an issue they need to refer client/s appropriately

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
- CHCGROUP403D Plan and conduct group activities
- CHCDFV301A Recognise and respond to domestic and family violence

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. Demonstrate an understanding of the application of current and relevant affect regulation theory, practice and models | <ul style="list-style-type: none">1.1 Demonstrate understanding of <i>historical, current and relevant affect regulation theory and tools</i>1.2 Demonstrate <i>awareness of self</i> including own strengths and limitations1.3 Demonstrate ability to positively manage own relationships including sensitivity to others and ability to respond to the needs of others1.4 Demonstrate ability to appropriately apply <i>reflective, conceptual, organised and empathic styles</i> and approaches to a range of situations |
| 2. Undertake program screening and assessment | <ul style="list-style-type: none">2.1 Discuss the program objectives and format with potential participants to assess the program's suitability for them2.2 Identify <i>special needs</i> of potential participants in <i>pre-program assessment</i>2.3 Identify <i>conditions potentially incompatible with program objectives</i>2.4 Select participants for program according to <i>selection criteria</i>2.5 Communicate confirmation of participant acceptance to client and provide referral information to clients not selected2.6 Undertake ongoing assessment of the suitability of continued participation in program throughout program |

ELEMENT**PERFORMANCE CRITERIA**

3. Work in partnership with clients to develop their personal and social competence

3.1 Work with clients to develop a greater awareness of self including a sense of responsibility and ownership of own behaviour

3.2 Work with clients to develop and apply *emotional regulation techniques*

3.3 Work with clients to develop a greater awareness and understanding of the needs, issues, emotions, feelings, influences and responses of others and the likely impact these may have on relationships

3.4 Work with clients to develop and apply *relationship management techniques*

4. Assist clients to monitor and assess their ability to develop and maintain interpersonal relationships

4.1 Assist clients to reflect on and take responsibility for development of skills and corresponding changes in own lives as a result of development of interpersonal relationship skills

4.2 Assist clients to set goals for the ongoing development of personal and social competence to promote health, well being and improved relationships

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:

- Understanding of the application, strengths and limitations of historical, current and relevant affect regulation theory, models and practice
- Knowledge of the variety of emotions in human relationships
- Role and function of emotions in human relationships for example the fight/freeze/flight responses and emotional development and pre-conscious, unconscious and conscious responses
- Different levels of emotional responses including preconscious, limbic, cortical (unconscious and conscious)
- Ways to regulate emotions and challenges for doing this
- Cross-cultural aspects of emotions and emotional regulation
- Difference between relationship conflict and domestic and family violence
- 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
- Models of conflict resolution and mediation
- Understanding of a wide range of client groups and cultural diversity

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Deal with unexpected (and sometimes inappropriate) reactions and input from participants
- Regulate strong emotions in self and clients
- Demonstrate self-awareness including knowing own goals, beliefs, values, motivators and rules
- Apply reflective, conceptual, organised and empathic styles of thinking when dealing

REQUIRED SKILLS AND KNOWLEDGE

with a range of issues and circumstances

- Assist clients to develop their intrapersonal and interpersonal skills and awareness
- Assist clients to explore their emotions and develop a greater understanding of these in a positive, constructive and safe way
- Assist clients to identify emotional responses which could be detrimental and/or unsafe to self, others and/or relationships
- Assist clients to develop strategies to regulate their emotions

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:

- Model effective, respectful and inclusive communication skills including listening, empathic responding, paraphrasing, summarising, questioning, body language, models of conflict resolution, assertiveness, tact and sensitivity
- Give and receive critical and constructive feedback in a sensitive way
- Work as part of a team, including multi-disciplinary professional groups
- Deal with conflict in an open, assertive and appropriate manner
- Be aware and responsive to diverse groups of people who may challenge practitioner's values and beliefs
- 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
 - 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 in the application of working effectively with clients to assist them to develop emotional regulation and develop and maintain better interpersonal relationships as a result
- 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 a range of clients to assist them to develop emotional regulation

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 clients in groups or individually to assist them to develop emotional regulation
 - 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.

Historical, current and relevant affect regulation theory and tools may include:

- Emotional intelligence
- Attachment theory
- Perception, affect, behaviour theory - CBT
- Strengths-based
- Complex developmental trauma
- Emotional iceberg - 'visible' or manifest behaviours and primary feelings are represented at the 'tip of the iceberg' and deeper seated feelings are hidden below
- Up and down regulation of emotional responses
- Neurobiology, psychology and evolutionary psychology
- Primary and secondary feelings
- Intensity of emotions and the differences between people, up and down emotional regulation
- Hierarchical nature of emotional responses and the integration of limbic and cortex brain functions
- Diaries/journals/autobiographic processes
- Reflective exercises
- Case studies/scenarios
- Exercises predicting the responses of others

RANGE STATEMENT

Awareness of self may include:

- Goals, immediate and long term
- Beliefs about ourselves and others
- Values, the things we hold dear
- Motivators
- Rules: the 'shoulds', 'musts' and 'oughts' we live by
- Self-talk, the inner voice that tells us we can or cannot do something
- Non-verbal behaviour
- Personal style
- Skills, strengths and limitations
- Awareness of emotional triggers
- Awareness of filters we use and how we perceive things
- Physiological responses to stressful situations
- The ability to explore the reality base for feelings
- Development of the ability to be open to constructive feedback
- Development of the ability to be realistic about own strengths and limitations

Reflective, conceptual, organised and empathic styles may include:

- Reflective - thoughtful, logical, problem solving focus, evaluative
- Conceptual - metaperspective, big picture, decisive, exploratory, strategic
- Organised - planning focus, purposeful, considerate, reliable
- Empathic - helpful, caring, harmonious, spiritual

Special needs may include:

- Those associated with:
 - potential for self-harm/harm to others
 - disability
 - literacy level
 - travel
 - childcare
- Cultural influences or protocols

RANGE STATEMENT

Pre-program assessment may include but is not limited to:

- Phone interview
- One-on-one discussions
- Referral information
- Areas covered may include:
 - level of emotional reactivity
 - criminal history
 - history of assaults
 - mental health history
 - history of emotional or psychological abuse
 - history of physical abuse

Conditions potentially incompatible with program objectives may include:

- Presence of domestic family violence or abuse in current relationships
- Mental illness
- Drug and alcohol abuse
- Incompatibility with selection criteria
- Language, literacy, numeracy and education abilities prevent effective engagement with program and achievement of program outcomes

Selection criteria may include:

- Location
- Life circumstances or situations
- Relevance to target issues
- Age
- Gender
- Ability to commit to group process
- Suitability for intervention focus

RANGE STATEMENT

Emotional regulation techniques may include but are not limited to:

- Understanding and empathy for others relies on understanding of self
- The development of personal competence to better manage self including an understanding of strengths and limitations and a capacity for emotional regulation
- Identifying and avoiding situational triggers e.g. excessive amounts of alcohol, private meetings with an ex-partner
- Recognising emotional triggers and avoiding them
- Recognising early warning signs including physiological signs and symptoms for emotional escalation and removing oneself from the triggers or employing counter measures for example, time out, relaxation techniques, positive thinking, mental exercises
- Awareness of self including beliefs, values, emotional 'hot buttons' and developing a context for feelings and emotions
- Establishment of clear boundaries where identification of own issues is made and separated from issues of others
- Development of assertive behaviour including recognition of own needs and ability to assertively communicate these
- Identify and process issues in order to diffuse the issue and its impact
- Using exploration of 'worst case scenarios' and dealing with these to alleviate anxiety about issues
- Recognising and appropriately responding to stressful feelings
- Adoption of positive self-talk and building of self-esteem based on realistic perception of self, strengths and growth areas
- Development of effective and appropriate support networks
- Identify and use appropriate mentor/coach
- Identify and foster environments and conditions for effective emotional management

RANGE STATEMENT

Relationship management techniques may include:

- Developing an appreciation of others and an ability to sensitivity respond effectively to their feelings
- Finding and working from common ground
- Negotiation and compromise
- Assertive and effective and respectful communication
- Working within a child focused framework
- Using strengths-based approaches to relationships
- Identify and fostering environments, opportunities and conditions for effective relationship management

Unit Sector(s)

Not Applicable