



Australian Government

Department of Education, Employment and Workplace Relations

CHCFAM801B Develop an understanding of child inclusive practice

Release: 1

CHCFAM801B Develop an understanding of child inclusive practice

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to become familiar with models of child inclusive work, and specifically to facilitate parents to participate in a child inclusive counselling or dispute resolution process

Application of the Unit

Application

Working within a child inclusive framework is an accepted standard of practice in the context of family relationship work and family law legislation

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. Assess appropriateness of the case for a child inclusive approach

- 1.1 Recognise and explore a family situation that may indicate/involve child abuse or neglect
- 1.2 Implement protocols for child protection as per legislation and organisation policy
- 1.3 Provide the participants with appropriate *support service referrals*
- 1.4 Assess the participant's actions with consideration or any *detrimental effects* to the best interests of the child
- 1.5 Withdraw services when unsatisfactory behaviour or situations continue to place the child/ren *at risk* and follow organisation procedures for follow up actions

ELEMENT**PERFORMANCE CRITERIA**

2. Engage parents in the approach, with appropriate contracting

- 2.1 Self assess competence to engage with parents in the context of facilitating child inclusive process and feedback
- 2.2 Seek support from experienced and qualified practitioners in situations of case complexity dependent organisation context
- 2.3 Communicate the role of child consultant to parents/carers and children
- 2.4 Clearly describe the differences between the dispute resolution practitioner and counsellor role and that of the child consultant
- 2.5 Obtain consent from children and adults to engage a child consultant in the dispute resolution process.
- 2.6 Engage a child consultant with appropriate experience and skill
- 2.7 Provide a child appropriate environment and resources to support the child's participation

3. Facilitate the child inclusive process and feedback

- 3.1 Acknowledge aspirations and feelings of parents or carers and at the same time remain focused on the *needs of the child* in dispute
- 3.2 Invite parents and/or carers to view the situation from the child's point of view
- 3.3 Discuss with the parents/carers the appropriateness and usefulness of engaging children in part of the dispute resolution process
- 3.4 Assist parents/carers who may be distracted by their own interpersonal disputes or conflicts, to refocus on their caring and parental roles

ELEMENT**PERFORMANCE CRITERIA**

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| 4. Integrate the children's needs and views into the ongoing counselling or dispute resolution process | 4.1 Engage the services of a <i>child consultant</i> to represent the needs, perceptions and attachments of each child to each parent/carer in the dispute |
| | 4.2 Apply knowledge of core research findings to family dispute resolution or counselling process where child's needs and views are to be incorporated into interventions and supports |
| | 4.3 Communicate with the child consultant about the child's best interests and any methods of integrating child's need and views into counselling or dispute resolution processes |

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:

- Contemporary research in the provision of conflict management approaches and the inclusion of children in conflict resolution processes
- Contemporary research and approaches in responding to needs of Aboriginal and Torres Strait Islander families and communities
- Contemporary research and approaches in responding to needs of culturally and linguistically diverse families and communities
- Thorough understanding of the provision for children and property in the Family Law Act, Child Support (Assessment) Act
- Impact of conflict, particularly high and or/ongoing conflict, on children, and the use of child focused and child inclusive techniques to address and minimise these impacts
- Understanding and relevant application within job role context of main concepts of family, couple and child dynamics in normal developmental and abnormal forms
- An understanding of the sources of power imbalances in relationships and an ability to

REQUIRED SKILLS AND KNOWLEDGE

recognise and respond appropriately to the indicators of such imbalances in their clients

- Procedures and instruments to screen for abuse before and during the dispute resolution process in addition to safety planning requirements and procedures for clients and staff as well as limitations
- Community, educational or other resources for referral or use within the dispute resolution or counselling process
- Other dispute resolution or counselling options such as litigation or community based interventions, as well as their strengths and limitations
- Self knowledge, including personal and cultural attitudes toward family conflict and the impact of self on the parties and process
- Range of impacts of separation and divorce on couples, parents, children and other family members

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply dispute diagnostic skills including:
 - recognising indicators of substance abuse
 - recognise and respond appropriately to the indicators of domestic and family violence and abuse and power imbalances in client situations
 - identifying, responding to and managing cultural dimensions of the conflict
 - recognise own reactions to the dispute and/or disputants that might impair practitioner ability to conduct a fair process
- Apply relationship skills including:
 - effective liaison and working relationships with other allied professionals
 - establishing and maintaining trust and respect
 - encouraging client self determination
 - recognising own reactions to the dispute and/or disputants that might impair practitioner ability to conduct a fair process
 - applying age appropriate methods of relating to and eliciting perceptions, information and responses from children who have experienced high levels of parental conflict
- Apply content management skills including:
 - obtaining, identifying, analysing, prioritising and evaluating information
 - assessing the issues and options and reasoning logically
 - reading, comprehending and using relevant documentation
 - writing clearly and concisely using neutral language
 - creating, maintaining and organising records and materials in an appropriate manner
 - eliciting information from other professionals in the dispute resolution process
 - using and exchanging information in a manner that broadens rather than limits the participants options

REQUIRED SKILLS AND KNOWLEDGE

- Apply process skills including:
 - conducting appropriate intake procedures and ascertaining appropriateness of mediation for participants
 - assisting participants to articulate concerns, negotiate and develop an agenda
 - assisting participants in converting positions of interest and to explore own underlying interests and become aware of others, particularly children
 - work within a child focused approach using appropriate strategies for engagement.
 - encourage clients to focus on future options and contingencies and to create and assess workable options
- Assist clients to understand consequences of their suggestions and plans

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
- Observation of workplace performance is essential for assessment of this unit
- consistency of performance should be demonstrated over the required range of situations relevant to the workplace

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:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning 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 workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

EVIDENCE GUIDE

Method of assessment

- Observation in the workplace is essential
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- Child inclusive *facilitation skills* involving actual *client* contact are to be assessed *initially* in a simulated setting. If successful, *a number of further assessments* are to be conducted during workplace application with *actual client families* under direct supervision of an experienced and qualified practitioner and over a period of time
- 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

Detrimental effects of parental/carer ongoing high level conflict on children may include but are not limited to:

- Trauma
- Stress
- Depression
- Problems developing social skills
- Feelings of isolation and self blame
- Grief and loss
- Mistrust
- Difficulty forming and maintaining relationships
- Difficulty determining appropriate expressions of emotions

Child focused practice in this context requires:

- Working with the parents/carers and facilitating feedback from the child's perspective about issues related to:
 - separation and divorce
 - ongoing parental/carer conflict
 - future needs and wants of the child
 - child's past and present experiences of ongoing parental/carer conflict

Needs of the child may include:

- Emotional , physical safety and protection from neglect and abuse
- To choose to participate
- To participate in planning for actions directly involving the child or young person
- Participate in age appropriate activities
- Relationship interactions with significant others
- To express emotions, concerns, feelings and wants and particular experiences

Experienced and skilled staff may include:

- Child counsellor/therapist
- Child consultant
- Psychologist
- Social worker
- Lawyer
- Child protection worker

RANGE STATEMENT

A child consultant is:

- A highly specialist role and assesses the children's experience of conflict and separation issues
- Normally, independent of the dispute resolution practitioner role

At risk children and young people may require practitioners to:

- Respond to child abuse and neglect issues according to and as defined by state laws
- Where mandatory reporting applies, practitioners must abide by that particular child protection legislation
- Adhere to professional codes of ethics and conduct in matters of alleged or substantiated child abuse or neglect
- Engage the services of a child consultant

Unit Sector(s)

Not Applicable