



Australian Government

Department of Education, Employment and Workplace Relations

CHCFAM802B Work within a child inclusive framework

Release: 1

CHCFAM802B Work within a child inclusive framework

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to specialise in the role of child consultant, within child inclusive family law mediation or counselling process

Application of the Unit

Application

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

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisite

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

- CHCFAM801B Develop an understanding of child inclusive practice

In addition, the candidate must have demonstrated experience and training in child and family counselling

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. Engage with and gather appropriate developmental history from parents

- 1.1 Take an appropriate history about the child in question, relative to the presenting concern
- 1.2 Engage parents in establishing trust and confidence in the child consultant's role

ELEMENT	PERFORMANCE CRITERIA
2. Engage children and young people in assessment interviews	2.1 Use a range of verbal and non-verbal and projective interview methods and their appropriate application to gain an understanding of child needs and views. 2.2 Explain role and boundaries of child consultant role to children 2.3 Explain and familiarise children with <i>organisation processes</i> as necessary in the counselling or dispute resolution context 2.4 Formulate the resultant content and process material from the child, including <i>documentation</i> requirements as required by the organisation
3. Formulate the child's material into a working knowledge of their needs and experiences, inline with their developmental stage	3.1 Come to a clinical understanding of the child's experience of conflict and separation issues, weighed by their developmental level and other salient factors in the case 3.2 Consider how best to communicate these findings to the parents or adult parties responsible for the child
4. Communicate <i>needs, rights and interests of children</i> and young people as expressed by them	4.1 Engage significant others and assess their ability to accept child/young person opinions, views and concerns 4.2 Communicate children's and young peoples opinions, views and concerns to parents using the child's/young people's own words and expressed efforts 4.3 Facilitate <i>communication</i> between children and/or young people and <i>significant adults</i> as appropriate 4.4 Provide timely and sensitive feedback to significant adults 4.5 Model to significant adults appropriate inclusion of children and young people needs and views in planning and decision-making

ELEMENT**PERFORMANCE CRITERIA**

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| 5. Ensure safety of children and young people in participation process | 5.1 Explain to children and young people, agency and/or worker actions, for <i>ensuring safety and minimising risk</i> |
| | 5.2 Undertake risk and safety management of children and young people |
| | 5.3 Seek feedback from children and young people |
| | 5.4 Debrief children and young people after incidents |
| | 5.5 Implement support systems for children and young people to ensure emotional and physical safety |
| | 5.6 Create and maintain a child and young person friendly environment |
| | 5.7 Identify and monitor <i>family relationship dynamics and issues</i> |

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:

- Impacts of family separation and attachment distress, and an ability to identify them through observation
- Understanding of developmental sequelae of separation and conflict
- Working knowledge of child development (social, physical, cognitive and emotional), lifespan development, attachment theory, developmental models, family systems theory and theories on the vulnerability and resilience of children in high level parental conflict contexts
- Grief and loss responses of children who have experienced high levels of parental conflict and separation
- Importance of peer relationships for children

REQUIRED SKILLS AND KNOWLEDGE

- Communication models working with and engaging children
- Relationship and implications of family violence, substance use, mental illness, disability
- Legislation relevant to position and service
- Child's physical and emotional reactions to separation, conflict and violence, trauma
- Aspects of the case management processes relevant to position and organisation context
- Organisations policies, procedures and protocols in relation to child inclusive practice
- Principles and practice standards for working within the child's best interests
- Legal responsibilities and duty of care
- Child inclusive/centred practice strategies
- Indicators, effects and dynamics of abuse and neglect
- Parenting and family dynamics in different cultures
- Child rights to protection, active right to participate, to choose course of action and make decision at their level of ability
- Conflict of Interest, confidentiality and limitations of confidentiality in child inclusive practice
- Indicators of abuse, types of abuse, children who are particularly vulnerable and reporting systems
- Range of service options for referral
- Child psychopathology
- Psycho-emotional development of the child
- The inner world of the child and its expression through play and behaviour

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Recognise and work with abnormal developmental process and psychopathology in presenting children
- Work with a range of verbal, non-verbal and projective interview methods and their appropriate application
- Formulate the resultant content and process material for the child
- Engage children in assessment using effective:
 - age appropriate language and interview techniques
 - non-verbal communication
 - case notes recording
 - empathy and rapport building
 - observation
 - active listening
- Implement conflict resolution and negotiation skills when required in communications with parents/carers
- Advocate for the rights and safety of the child client

REQUIRED SKILLS AND KNOWLEDGE

- Complete risk assessment for the safety of children's participation in the interview and subsequent processes
- Facilitate referral to other specialist or support services as a result of thorough assessment and when appropriate
- Interview and engage families in communication exchanges that are meaningful and contribute to the best interests of the child through dispute resolution or counselling processes
- Set boundaries for roles and actions as the child consultant
- Manage grief and change processes during the interview processes with children
- Establish a professional relationship with children as the child consultant
- Interview children for the purpose of gathering information about their needs and views of situations affecting them as a result of parental separation, conflict or divorce
- Analyse information gathered and formulate
- Work autonomously for short periods of time in highly complex family work situations
- Maintain positive assertiveness when communicating with resistant behaviour of parents and or carers

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
- Supervision of child inclusive practice is essential to the development of adequate competency, including group supervision, individual supervision and observation of performance
- 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:*
- Process notes and videoed sessions, are optimally used for assessment. However, simulations may be used to represent workplace conditions as closely as possible
 - Resources essential for assessment include access to:
 - an organisation with a child inclusive framework
 - appropriate child interview/assessment tools
 - a specialist, qualified and experienced supervisor of child consultants/ or child inclusive practices

EVIDENCE GUIDE

Method of assessment:

- Observation in the workplace (if possible)
- 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 *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

Engagement strategies may include:

- Appropriate use of language considering the age and developmental stage of the child/young person
- Creating a child friendly environment
- Storytelling
- Narrative approaches
- Active listening
- Role play
- Use of toys, puppets, books and other child centred resources, sand play, drawing

Communication may include:

- Non-verbal communication:
 - gestures
 - posture
 - facial expression
 - eye contact
- Child directed/centred dialogue
- Active listening
- Open non leading questions
- Summarising
- Paraphrasing
- Reframing
- Drawing

Significant adults may include but is not limited to:

- Biological parent
- Carer
- Step parent
- Sibling
- Relative
- Non resident and resident parents
- Foster Carer

Organisation processes may include but are not limited to :

- Intake and assessment interviews
- Risk and safety management
- Ensure confidentiality
- Case management and associated activities
- Recording information

RANGE STATEMENT

Documentation may include:

- Case notes
- Observation recording
- Incident reports
- Progressive case notes
- Documentation prepared for legal systems
- Case plans
- Assessment reports
- Intake records
- Appropriate forms

Needs, rights and interests of children may include but are not limited to:

- Emotional and physical safety
- Right to choose to participate
- Right to participate in planning for activities directly involving the child/young person
- Right to empowerment and decision-making
- Participation in age appropriate activities
- Choice of relationship interactions
- Express feelings and needs
- Protection from abuse

Ensuring safety and minimising risk may include:

- Following organisation policy and procedure
- Identifying and responding to indicators of abuse and/or, neglect
- Creating a safe environment for child/young people to interact and participate
- Making sure resources and equipment meet safety standards
- Adhering to relevant legislation requirements to ensure the safety of children and young people
- Seeking expert advice and referral where risk factors are beyond the response expertise of the worker

RANGE STATEMENT

Family relationship dynamics and issues may include but are not limited to:

- Mental health
- Alcohol and other drug issues
- Separation and divorce
- Grief and loss
- Intergenerational issues
- Family systems
- Domestic and family violence
- Abuse and neglect
- Hostility and aggression
- Depression
- Disability
- Social isolation
- Cultural contexts
- Step/blended families

Unit Sector(s)

Not Applicable