



Australian Government

Department of Education, Employment and Workplace Relations

CHCRF624C Support parents in their parenting role

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to provide children's services that are specifically targeted to families who are isolated or experiencing specific stresses

Application of the Unit

Application

This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisite

This unit must be assessed after successful achievement of pre-requisite unit:

- CHCRF511A Work in partnership with families to provide appropriate care for children

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. Develop a collaborative relationship with the parent/s

- 1.1 Spend time with parent/s to develop understanding of their perspectives and experiences
- 1.2 Use *language and communication that suits the family's needs*
- 1.3 Use *strategies to develop trust in the service* and the worker as required
- 1.4 Take care to ensure privacy is maintained within the community
- 1.5 Record information about contact to enable accurate and relevant communication next time
- 1.6 Initiate conversations with parent/s relevant to their lives and perspectives

ELEMENT**PERFORMANCE CRITERIA****2. *Provide information to parent/s***

- 2.1 Provide relevant and timely information
- 2.2 Answer questions and concerns or seek out relevant information for parent/s
- 2.3 Give advice within limitations of worker's expertise
- 2.4 Provide information about the child based on specific observations
- 2.5 Suggest resources for the child
- 2.6 Arrange referral to relevant services after consultation with parent/s, as required

3. Listen to parent/s concerns or problems

- 3.1 Give sufficient time according to the seriousness of the concern and level of parent's distress
- 3.2 Arrange referral to appropriate service as relevant
- 3.3 Ensure ideas/suggestions given to the parent are relevant to the parent's feelings
- 3.4 Listen to concerns in a respectful manner
- 3.5 Discuss child's progress and needs with the parent, with sensitivity to the parent's feelings
- 3.6 Use strategies to debrief after emotionally demanding communication with parent/s

4. Develop parent's capabilities in caring for their children

- 4.1 Reinforce effective strategies parent is already using
- 4.2 Demonstrate care strategies to parent/s
- 4.3 Suggest strategies for parents to foster child's development, according to parent's energy and focus of interest
- 4.4 Promote to parents the significance of play for children

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:

- Parent's experiences of parenting - anxieties, guilt
- Impact of isolation on families and children - geographic, social, economic, cultural isolation
- Community networking
- Community resources
- Stress management and debriefing strategies
- Problem solving
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop a collaborative working relationship with parents to enhance parents' caring abilities

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:

- Demonstrate appropriate self disclosure and openness when communicating with parents
- Demonstrate empathy with parent/s who are isolated or experiencing severe levels of stress
- Demonstrate application of skills in:
 - non-judgemental listening

REQUIRED SKILLS AND KNOWLEDGE

- cross cultural communication
- use of interpreters
- basic counselling skills
- skills to build rapport and trust
- empowerment
- adaptability and flexibility

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
- This unit could be assessed on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment
- Method of 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 locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

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.

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| <i>Families may require support as a result of:</i> | <ul style="list-style-type: none">• Isolation due to distance, language, circumstances• Additional needs of their child• Not yet communicating in English• Crises and emergencies |
| <i>Support may be provided by such means as:</i> | <ul style="list-style-type: none">• Toy libraries• Mobile services• Play groups• Home visiting• Respite care• Advice and information• Referral |
| <i>Language and communication that suits the family's needs may require:</i> | <ul style="list-style-type: none">• Language other than English• Interpreter• Informal, colloquial style or formal style of conversation |
| <i>Strategies to develop trust in the service may include:</i> | <ul style="list-style-type: none">• Developing a rapport with the child first• Remembering and using names of the child/children on each visit and using information gathered previously• Offering non threatening assistance in the first instance e.g. toys |

RANGE STATEMENT

*Provide information to parent/s
may be about:*

- Resources available in the community
- Development opportunities for the child available in the community
- Where resources/materials may be purchased or borrowed
- The child's development, needs and abilities

Unit Sector(s)

Not Applicable