



CATAPULT

CHCFAM004

Facilitate changeovers

Table of Contents (Extract)

NOTE: This is a sample only. This cover page is not included in Catapult Smallprint's printed books.

This Table of Contents extract is taken from Catapult Smallprint's full hardcopy Trainer/Assessor Guide for the unit CHCFAM004.

For more information, including using our enhanced online version of this unit in Catapult LMS, or to purchase the Learner or Trainer printed books, please see this unit on our website by clicking this link:

<https://catapultlearning.com.au/product/CHCFAM004/>

Trainer/assessor guide

CHCFAM004

Facilitate changeovers

Welcome to this unit of study

This unit describes the skills and knowledge to facilitate changeovers that may be either voluntary (initiated by the family) or involuntary (result of court order).

This unit applies to children's contact services workers operating according to the requirements of the Family Law Act 1975.

It may be undertaken as:

- » part of a formal qualification nationally recognised through the Australian Qualifications Framework (AQF)
- » a stand alone unit
- » part of a formal skill set

Contents

About this trainer/assessor guide	4
Learning resource.....	5
Topic 1: Establish the changeover arrangements	5
Reviewing client information and status of relationships	5
Using interpersonal skills to establish rapport and trust	10
Explaining the changeover process	14
Approaching both parents with neutrality	18
Observing risk factors and assessing substance use and safety	21
Creating a safe conducive environment for changeover	27
Listening to and acknowledging parents' feelings and concerns	29
Identifying health issues and concerns.....	34
Check your understanding	37
Topic 2: Monitor the changeover process.....	39
Ensuring the environment is safe, secure, and supportive	39
Assisting movement from one parent to another for contact.....	49
Responding to early and late parents	52
Managing conflict and inappropriate behaviour to ensure safety	54
Maintaining confidentiality of parents	57
Cooperation, positive behaviour, and cultural sensitivity	60
Facilitating parent child interaction at changeover	64
Relieving the parent of the child at the arranged time	68
Managing and responding to child refusal.....	70
Check your understanding	73
Topic 3: Assess the effectiveness of changeover	75
Debriefing.....	75
Responding to incidents or concerns as a result of changeovers	78
Completing documentation.....	80
Seeking supervisor support.....	86
Informing relevant persons or authorities of safety concerns	88
Referring parents to other support systems.....	90
Informing senior staff of concerns about continued changeover	97
Check your understanding	103
References.....	105
Assessment workbook.....	107
Unit information.....	109
What is competency-based assessment?.....	110
How will my competency be assessed?.....	111
Assessment agreement.....	112
Foundation skills checklist.....	113

Skills recognition	114
Topic 1: Establish the changeover arrangements	115
Topic 2: Monitor the changeover process	116
Topic 3: Assess the effectiveness of changeover	117
Knowledge questions	118
Topic 1: Establish the changeover arrangements	120
Topic 2: Monitor the changeover process	130
Topic 3: Assess the effectiveness of changeover	141
Topic 4: Specific knowledge evidence	148
Performance tasks	154
Third party evidence collection agreement	155
Topic 1: Establish the changeover arrangements	156
Topic 2: Monitor the changeover process	158
Topic 3: Assess the effectiveness of changeover	160
Completion record	162
Unit mapping and assessment checklist	163
Trainer/ assessor user instructions	168

About this trainer/assessor guide

Learning resource

The learning resource is divided into the following topics:

- » Establish the changeover arrangements
- » Monitor the changeover process
- » Assess the effectiveness of changeover

Each topic provides information to help you gain the skills and knowledge required to perform the work tasks to which they refer. Read the information and practise the skills described. You should also take the opportunity to undertake additional independent research. Your trainer/assessor may also provide supplementary information including interpretation of the contents of this resource.

At the end of each topic is:

- » a set of true or false questions
- » a set of multiple choice questions

These questions provide an opportunity to check your understanding and progress. They are self-marking and do not form part of the assessment for the unit.

Assessment workbook

To have this unit recognised as a formal qualification you need to have your skills and knowledge assessed. The assessment workbook provides:

- » information on competency-based assessment
- » instructions on how you will be assessed
- » assessment tools to assess your competence
- » instructions on how to complete the assessment tasks within each assessment tool

To be assessed as competent you need to provide evidence that you have the skills and knowledge to undertake the requirements of this unit. This assessment of competency is made by a qualified trainer/assessor from a registered training organisation. You must complete all the assessments as directed by your trainer/assessor to the required standard. It is not necessary to work through the guide in the order in which it is written. However this is at the discretion of your trainer/assessor.

Disclaimer

Information contained in this resource is drawn from sources believed to be reliable. The firm, its employees, agents and contractors do not warrant the correctness of the sources used and accept no responsibility to any person for any errors or omissions or for any loss or damage howsoever caused from the use of this resource.
