**2017 RPL Assessment Kit**

**10134NAT Graduate Diploma of Counselling and Integrated Psychotherapy (Spiritual)**

**Candidate:** Only complete the Unit of Competency/s that you are applying for RPL. Attach all supporting documentation with the kit.

**Assessor:** Comment in Assessor area question and responses to interview as well as any additional comments that need to be noted. Attach to the RPL Kit (including all evidence) and uploaded to Wisenet for Compliance.

**National Office**: Results will record and note on the student file in the Student Management System

**Candidate’s Full Name: USI (if known):**

**Assessor’s Document Checklist**

The following Evidence has been includes in this application:

|  |  |
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|  | Essential Documents |
|  | Nomination Form |
|  | Declaration Form |
|  | RPL Kit |
|  |  |
|  | Supporting Evidence |
|  |  |
|  | Resume or CV |
|  | Previous Qualifications or Statement of attainment |
|  | Work place references |
|  | Volunteer References |
|  | Industry Documentation (membership, licenses) |
|  | Proof of Employment |
|  | Work Samples |
|  | Other: |

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| IPSETH804A – Work with complex contemporary and ethical issues in integrated psychotherapy | |  |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| 1.1 Critically assess contemporary, ethical and legal issues relating to counselling or psychotherapy |  |  |
| 1.2Critically evaluate recommended strategies and enhancements for an individual client |  |  |
| 1.3 Apply ethical standards to professional practice |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Industry standards of professional behaviour and presentation relating to practice |  |  |
| Situations posing dilemmas and their implications for professional judgment and decisions |  |  |
| Relevant professional codes of ethics and conduct |  |  |
| Broad awareness of contemporary issues in Australian Culture |  |  |
| Complex legal and ethical issues in counselling and psychotherapy |  |  |
| Recommended strategies and enhancements for specific client’s situations |  |  |
| Availability of agencies and practitioners for referral |  |  |
| Overview of major psychopharmacological medication types |  |  |
| Deep appreciation of unique issue faced by some cultures |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Communication skills to:   * + discuss complex issues with clients   + report and refer to specialist to deal with cases beyond own capability |  |  |
| Research skills to investigate individual issues |  |  |
| Analysis skills to:   * + consolidate and synthesise information from a number of sources   + assess client outcomes |  |  |
| Self-assessment skills to review one’s own practice against ethical and legal guidelines |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| MTMBUS702A – Provide strategic leadership | |  |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Reflect on personal effectiveness and efficacy |  |  |
| Lead in a transformational manner |  |  |
| Cultivate collaborative thinking |  |  |
| Provide strategic leadership during change processes |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| * Relevant legislation that affects the business operation, especially in regard to OHS and environmental issues, Equal Employment Opportunity (EEO) and anti-discrimination, industrial relations and regulatory requirements |  |  |
| Organisational mission, purpose and values |  |  |
| Organisational objectives, plans and strategies |  |  |
| Leadership styles |  |  |
| Personal development planning methodologies |  |  |
| Data collection methods |  |  |
| External environment scanning relating to social, political, economic, regulatory and technological developments |  |  |
| Emotional intelligence and its relationship to individual and team effectiveness |  |  |
| Organisational transformation and the management of the stages of change |  |  |
| Organisational design and building in responsiveness to changes in customer or market conditions |  |  |
| Environment sustainability principles |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| * Use problem-solving, initiative and enterprise skills to: * direct, motivate, consult and delegate appropriate to the circumstances * collect, analyse and interpret data using a range of methods * shape strategic thinking and inspire others through a shared vision * work with teams with diverse emotional and multiple intelligences and thinking (cognition) skills |  |  |
| Use teamwork skills to lead a team, workgroup or unit, being aware of employee needs and requirements. |  |  |
| Provide leadership in occupational health and safety (OHS) practice, ethical standards, legislative requirements and governance |  |  |
| Review own personal and professional competence against personal development objectives |  |  |
| * Support and use participative arrangements aimed at establishing trust to: * maintain appropriate relationships with colleagues and others * value and be open to the opinions of others * work as part of a team * model collaborative communication and learning * use active listening and negotiation skills * encourage participation across all levels of personnel and clients * seek opinions and elicit feedback from a range of stakeholders * develop plain English written texts which deal with complex ideas and concepts |  |  |
| * Use workplace technology |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CHCGROUP807B – Implement group interventions | |  |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Develop a therapeutic alliance for change |  |  |
| Implement group interventions |  |  |
| Maintain a consistent change process |  |  |
| Maintain a safe group environment while interventions are implemented |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| * Group interventions used in a range of counselling theories: * cognitive/behavioural * solution focused * systemic approaches * mutual aid model |  |  |
| * Group interventions and appropriate applications to a variety of group contexts |  |  |
| * Understanding of the relevance of theoretical frameworks used in group work |  |  |
| * Relevant models for indifferent stages of group development |  |  |
| * Different types of group leadership |  |  |
| * Effective communication strategies |  |  |
| * Working knowledge of appropriate responses to disclosure |  |  |
| Self awareness and understanding of the impact this may have on the process and effective group counselling leadership |  |  |
| Assessment methods for measuring effectiveness of intervention |  |  |
| Understanding group and individual defences and how these can be managed |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Identify relevant models for stages of group development |  |  |
| Use effective communication in group setting |  |  |
| Address individual issues while maintaining the focus of the whole group |  |  |
| Implement group interventions and debriefing processes |  |  |
| Effectively manage the group |  |  |
| Develop and maintain a positive group environment |  |  |
| Link group changes to wider life experiences pf the group members |  |  |
| * Facilitate the referral of individuals whose needs cannot be net within the group |  |  |
| Determine the effectiveness of different group interventions |  |  |
| * Anticipate possible barriers in the implementation of different interventions |  |  |
| * Identify the risks associated with the use of different interventions |  |  |
| * Manage contingency issues as they arise in group setting |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| BSBRES401 – Analyse and present research information | |  |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| 1.1 Gather and organise information |  |  |
| 1.2 Research and analyse information |  |  |
| 1.3 Present information |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Explain organisational systems for recordkeeping/filing, including security procedures |  |  |
| Identify organisational policies and procedures and legal and ethical obligations relating to workplace information |  |  |
| Explain concepts related to research and analysis including reliability and validity |  |  |
| Give examples of techniques for data analysis and how they are applied |  |  |
| Explain research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Identify or confirm research requirements and objectives |  |  |
| Gather, organise and present workplace information and data |  |  |
| Update, modify, maintain and store information |  |  |
| Maintain and handle data and documents systematically and securely |  |  |
| Prepare and produce reports including:   * Recommendations based on the analysis of information * Clear and justified assumptions and conclusions * Use of efficient, valid and reliable methods |  |  |
| Use Boolean operators and other search tools |  |  |
| Analyse, evaluate and interpret data to support organisational activities |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| IPSCTM801A – Evaluate and apply a variety of counselling or psychotherapy modalities in counselling practice | |  | |
| Element | **List of Evidence that demonstrates your competency** | | **Assessor’s Comments** |
| Identify gaps in counselling or psychotherapy modalities offered |  | |  |
| Critique the techniques used in counselling or psychotherapy modalities |  | |  |
| Select a suitable counselling or psychotherapy modality for a specific client |  | |  |
| Apply and evaluate selected counselling or psychotherapy modality to a client situation |  | |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | | **Assessor’s Comments** |
| A comprehensive range of counselling or psychotherapy modalities |  | |  |
| Boundaries and limitations to counselling interventions |  | |  |
| Detailed understanding of counselling theories and practical counselling applications |  | |  |
| The importance, purpose and benefits of clinical supervision |  | |  |
| Sociological factors and multiculturalism |  | |  |
| Influence of a variety of psychopharmacological medication |  | |  |
| Various types of mental illnesses |  | |  |
| Hoe to conduct a training needs analysis |  | |  |
| Required Skills | **List of Evidence that demonstrates your competency** | | **Assessor’s Comments** |
| Self analysis skills to conduct a training needs analysis to monitor own performance and identify any personal development needs |  | |  |
| Communication skills to:   * communicate with clients in a counselling relationship * determine the counselling needs of clients |  | |  |
| Analysis skills to:   * select an appropriate counselling approach and identify specific techniques to ensure client needs are met * assess outcomes of different psychotherapeutic techniques * assess social issues and their influence on a client |  | |  |
| Planning skills to develop and apply an effective counselling plan |  | |  |
| Processing skills to determine from the client’s presenting data their readiness to deal with specific issues |  | |  |
| Psychotherapy skills to:   * support people from a diverse range of social, cultural, ethnic and spiritual backgrounds. * apply a therapeutic model to a client * Conform to counselling and psychotherapy ethics and protocols. |  | |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| IPSSCP803A – Manage own self-care in professional practice | |  |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Review personal effectiveness |  |  |
| Critically assess the impact of social context and cultural trends on personal and professional well-being |  |  |
| Maintain personal, professional and spiritual well-being |  |  |
| Undertake professional supervision |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Legal and ethical considerations for independent professional practice:   * + codes of practice   + duty of care   + work role boundaries – responsibilities and limitations |  |  |
| Concepts of conflict and cohesion in professional practice when working with complex issues, how these manifest, and how they can be managed and minimised |  |  |
| Requirements for professional well-being, including:   * + work/life balance   + emotional well being   + physical well being   + workplace health   + personal skills   + spiritual disciplines |  |  |
| The impact of self in therapy |  |  |
| Own current coping strategies |  |  |
| The complexities of transference, countertransference and vicarious traumatisation |  |  |
| The importance of boundaries |  |  |
| The importance of ethical practice |  |  |
| Broad understanding of concepts of multi-culturalism |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Self assessment skills to:   * + reflect on self in therapy   + review own current personal, professional and spiritual health   + determine self coping mechanisms |  |  |
| Psychotherapy practice skills to adhere to counselling ethics and protocols. |  |  |
| Planning skills to:   * + develop strategies for self improvement   + set goals to support self-care |  |  |
| Analysis skills to assess behavioural outcomes of different personal and professional development techniques |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CFTABS665A – Provide therapy for issues relating to abuse | |  |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Provide therapy to children and adults who have been victims of child abuse |  |  |
| Provide therapy for abuse in adult relationships |  |  |
| Evaluate the impact of any personal abuse on therapy offered to clients |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Knowledge of the mandatory reporting requirements for their jurisdiction |  |  |
| Ethical issues in provision of therapy including confidentiality and informed consent, the nature of contracts and homework, involving other family members and making referrals |  |  |
| Issues to be considered, including legal, in interviewing children, such as building trust, communicating at their level and fostering an environment appropriate for the child |  |  |
| Legal obligations and implications for the therapist and/or client/s |  |  |
| Various types of child abuse |  |  |
| Significant feelings an abused child may be feeling and possible implications of the abuse they may encounter |  |  |
| Possible problems in later life for a child who has been abused |  |  |
| Various types of abuse in adult relationships |  |  |
| Possible characteristics of the abused or the abuser in children and adult relationships |  |  |
| Relevant recovery issues for adult victims of abuse |  |  |
| Relevant recovery issues for the abuser |  |  |
| Requirements of an effective basic therapy plan, including relevant steps and processes required in each stage of therapy |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Communication skills in order to relate effectively to the client throughout various stages of therapy |  |  |
| Problem solving skills to deal effectively with the client and his/her presenting issues |  |  |
| Diagnostic skills to determine the nature of the abuse, make a tentative diagnosis and determine the therapy needs of the client |  |  |
| Processing skills to determine from the client’s presenting data, their readiness to deal with specific issues |  |  |
| Evaluate the therapy required from the presenting data, and applying suitable therapeutic strategies |  |  |
| Comfort and provide reassurance and hope for the client |  |  |
| Ability to maintain neutrality while working with couples and families |  |  |
| Ability to maintain a caring but objective attitude toward the abuser, not projecting internal judgements |  |  |
| Can focus attention on the welfare of the family members |  |  |
| Where necessary, the ability to facilitate the validation of the abuse through a medical practitioner and/or legal process |  |  |
| Clarify any reporting requirements with all parties and provides reassurance about these requirements |  |  |
| Provide support, hope and help that permits the abused client to work through the family therapy process in dealing with the issues of their abuse in a timely manner |  |  |
| Relate to people from a diverse range of social, cultural and ethnic backgrounds and a variety of religious beliefs and world views |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CFTSEX675A – Provide therapy for clients presenting with sexual problems | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Explore normative sexuality with the client and undertake therapy where indicated |  |  |
| Provide sexual ethics training for helping professionals |  |  |
| Provide sexual therapy for sexual dysfunctions |  |  |
| Research, evaluate and apply associated literature on sexual therapy |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Knowledge of the mandatory reporting requirements relating to issues involving children or problematic sexual behaviour that constitutes a criminal offense for their jurisdiction |  |  |
| Ethical issues in provision of therapy including confidentiality and informed consent, the nature of contracts and homework, involving other family members and making referrals |  |  |
| Categories of problematic sexuality, taking into account clients’ worldview, psychological capacity and willingness to undertake therapy |  |  |
| Sexual and gender disorders, as defined by clients and the DSM-5, including classification of mental disorders relating to sexual dysfunction |  |  |
| Sexually transmitted diseases/infections |  |  |
| Legal obligations and implications for the therapist, client and family system |  |  |
| Significant feelings a client may be experiencing |  |  |
| Requirements of a basic sexual therapy plan, including relevant steps and processes required in each stage of therapy |  |  |
| When an expert referral is required |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Communication skills in order to relate effectively to the client throughout various stages of therapy |  |  |
| Problem solving skills to deal effectively with the client and his/her presenting issues |  |  |
| Assessment and diagnostic skills to make a tentative diagnosis and determine the basic therapy needs of the client |  |  |
| Processing skills to determine from the client’s presenting data, their readiness to deal with specific issues |  |  |
| Evaluate the therapy required from the presenting data, and applying suitable therapeutic strategies |  |  |
| Therapy for couples, communication, intimacy and sexual issues |  |  |
| Comfort and provide reassurance and hope for the client |  |  |
| Ability to maintain neutrality while working with couples and families, aiming to keep internal processes out of therapy |  |  |
| Ability to relate to people from a diverse range of social, cultural and ethnic backgrounds and a variety of religious beliefs and world views |  |  |
| Cultural awareness and respect of other world views without imposing therapists own views on client/s |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| IPSNMC802A – Evaluate, synthesise and apply a new model of counselling or psychotherapy | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Identify and analyse a mainstream counselling or psychotherapy model |  |  |
| Critique a mainstream counselling or psychotherapy model |  |  |
| Select a suitable mainstream counselling or psychotherapy model for the client |  |  |
| Apply and evaluate selected mainstream counselling or psychotherapy model to the client |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Eclecticism and integration of psychotherapy models |  |  |
| Current ethical practice |  |  |
| A broad range of counselling theories and practical counselling applications |  |  |
| The importance, purpose and benefits of clinical supervision |  |  |
| Sociological factors and multiculturalism |  |  |
| Influence of a variety of psychopharmalogical medication |  |  |
| Various types of mental health issues |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Communication skills to:   * + communicate with clients in order to counsel effectively   + determine the counselling needs of clients |  |  |
| Planning skills to develop and apply an effective counselling plan |  |  |
| Processing skills to determine from the client’s presenting data, their readiness to deal with specific issues |  |  |
| Psychotherapy skills to:   * + support people from a diverse range of social, cultural, ethnic and spiritual backgrounds.   + apply a therapeutic model to a client   + conform to counselling and psychotherapy ethics and protocols. |  |  |
| Analysis skills to:   * + assess outcomes of different psychotherapeutic techniques   + evaluate and assess social issues and their influence on a client |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| IPSSUP805A – Provide professional supervision to supervisees | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Establish professional supervision relationship with supervisee |  |  |
| Prepare for professional supervision |  |  |
| Conduct professional supervision in a legal and ethical manner |  |  |
| Maintain effectiveness of supervision session |  |  |
| Manage professional supervision relationship |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Detailed awareness of the need for supervision in professional practice |  |  |
| Comprehensive understanding of ethical requirements of supervision |  |  |
| Comprehensive understanding of supervision processes |  |  |
| Comprehensive understanding of counselling association’s supervision requirements |  |  |
| Comprehensive understanding of mandatory reporting requirements |  |  |
| Comprehensive understanding of referral processes |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Oral communication skills to:   * + discuss complex issues with supervisee   + Communicate with supervisees from culturally diverse backgrounds |  |  |
| Written communication skills to take effective notes |  |  |
| Processing skills to quickly absorb complex client issues |  |  |
| Self-management skills to conform to supervision ethics and protocols. |  |  |
| Interview skills to draw out critical information from supervisee |  |  |
| Conflict management skills to maintain effective relationships with supervisees |  |  |
| Technology skills to utilise a range of technology in supervision sessions |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CHCFCS802B – Provide relationship counselling | |  |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Assess for issues of violence and safety risks in the couple relationships |  |  |
| Establish professional relationship with each individual |  |  |
| Identify and explore *presenting problems* |  |  |
| Direct the therapeutic process of couples counselling |  |  |
| *Terminate counselling sessions* |  |  |
| Seek feedback from the client/s about the counselling service provided |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| The historical development of counselling theories and practice approaches |  |  |
| Own prejudices and stereotyping attitudes and behaviour and the potential influence these may have on counselling practice |  |  |
| Limitations imposed on the counsellor client relationship as a result of professional and ethical responsibility in the context of an unequal balance of power in the counselling setting |  |  |
| Limitations to the effectiveness or usefulness of counsellor in some circumstances and course of actions appropriate for client referral when necessary |  |  |
| Contracting and reaching agreements with client about the nature, process and expected timeframes and responsibilities for counsellor and client within the provisions of counselling |  |  |
| Importance and opportunities for continuing professional development and maintaining a professional level of self-awareness of current scientific and professional information and education in the area of counselling practices |  |  |
| Indicators and dynamics of domestic and family violence and complexities of interpersonal interactions, e.g. power, abuse and conflict |  |  |
| Procedures and instruments to screen for abuse before, during and after couple or family counselling and any additional safety planning requirements and procedures for clients and staff. Also, option for not offering relationship counselling where there is violence |  |  |
| Referral options and pathways to support clients seeking interventions and supports beyond or in conjunctions with counselling |  |  |
| The importance and intent of counsellor participation in supervision |  |  |
| Relevant state and federal legislation applicable to counselling practice |  |  |
| Limitations of confidentiality that may arise in the counselling setting |  |  |
| Contemporary research and approaches to counselling in diverse cultural contexts |  |  |
| Relevance of concepts of couple, family and child dynamics in normal and abnormal developmental forms |  |  |
| Critical understanding and appreciation of the main approaches used in couple counselling |  |  |
| Critical understanding of the theories of major couple counselling approaches |  |  |
| Stages of human development and how this knowledge applies to relationship counselling practice |  |  |
| Human diversity including culture, gender, age, ability, class, spirituality and ethnicity |  |  |
| Recognise the role of social contexts in the counselling relationship |  |  |
| Issues impacting on same sex couples |  |  |
| Family and relationship research and implications for practice |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Establish and explain professional relationships in the counselling context |  |  |
| Identify and adhere to legislative requirements of counselling in a broad range of contexts including Family Law and counselling couples, families and children |  |  |
| Explain counselling goals and action plans and outline relationship counselling process and agreements |  |  |
| Assess and screen for domestic and family violence and child abuse using a range of indicators and processes |  |  |
| Monitor own competence through counselling supervision and be willing to consider the views expressed by clients and by counsellor colleagues |  |  |
| Manage the counselling role within an ethical context and discuss with clients processes referral where necessary |  |  |
| Comprehend a variety of individual and systemic therapeutic relationship approaches ant their application, including evidence-based therapies and culturally sensitive approaches |  |  |
| Recognise the strengths limitations and contraindications of specific therapeutic approaches, including risk of harm associated with approaches that incorporate assumptions of family dysfunction |  |  |
| Apply an appropriate relationship counselling approach and identify specific techniques to ensure client needs are met, including those needs of same sex couples |  |  |
| Apply advanced relationship counselling interventions and explain the contribution of counselling interventions to the therapeutic process |  |  |
| Compare and contrast relationship counselling theories and approaches |  |  |
| Identify common concerns in the provision of counselling processes |  |  |
| Work in a multidisciplinary environment where appropriate |  |  |
| Manage confidentiality of information obtained from clients during the counselling process |  |  |
| Maintain a solid theoretical base for effective and contemporary counselling practice |  |  |
| Manage the dynamics of counselling couples experiencing high levels of ongoing conflict |  |  |
| Respect and promote client self-determination and ability to make own decisions within the clients value, beliefs and context |  |  |
| Demonstrate sensitivity when counselling individual and couples from diverse backgrounds |  |  |
| Produce case records, files and reports to a standard acceptable to industry and obtain client consent for release of information |  |  |
| Complete case work and participate effectively in case management processes where appropriate |  |  |
| Apply practitioner self-critique and non-defensive recognition of own errors |  |  |
| Join and manage the relational/emotional system in couples |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CHCFCS804B – Provide counselling to children and young people | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Engage child/young person in the counselling process |  |  |
| Respond appropriately to allegations and disclosures of abuse |  |  |
| Formulate conceptualisation of the presenting problem |  |  |
| Implement case work processes when counselling children and young people |  |  |
| Terminate counselling sessions |  |  |
| Seek feedback from the client/s about the counselling service provided |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| * Stages of child development and relevance to work with vulnerable children |  |  |
| * Attachment and family systems theories and how these are applied to working with vulnerable and traumatised children |  |  |
| * Own prejudices and stereotyping attitudes and behaviour towards children and young people and the potential influence these may have on counselling practice. |  |  |
| * Limitations imposed on the counsellor client relationship as a result of professional and ethical responsibility in the context of an unequal balance of power in the counselling setting when working with children and young people. |  |  |
| * Limitations to the effectiveness or usefulness of counsellor in some circumstances and course of actions appropriate for client referral when necessary |  |  |
| * Contracting and reaching agreements with parents/ children and young people about the nature, process and expected timeframes and responsibilities for counsellor and client within the provisions of counselling. Particular emphasis on client confidentiality and determination of who the client is in child counselling. |  |  |
| * Importance and opportunities for continuing professional development and maintaining a professional level of self awareness of current scientific and professional information and education in the area of counselling practices with children and young people. |  |  |
| * Indicators and dynamics of domestic and family violence and complexities of interpersonal interactions, e.g. power, abuse and conflict in family and sibling relationships |  |  |
| * Assessment skills, tools and instrument used to screen for abuse before, during and after child counselling and any additional safety planning requirements and procedures for clients and staff |  |  |
| * Referral options and pathways to support clients seeking interventions and supports beyond or in conjunctions with counselling |  |  |
| * Relevant state and federal legislation applicable to counselling practice |  |  |
| * Limitations of confidentiality that may arise in the counselling of children and young people setting |  |  |
| Contemporary research and approaches to counselling in diverse cultural contexts |  |  |
| Relevance of concepts of couple, family and child dynamics in normal and abnormal developmental forms |  |  |
| Critical understanding and appreciation of the main approaches used in child and young person counselling |  |  |
| * Stages of human development and how this knowledge applies to child and young person counselling practice |  |  |
| * Human diversity including culture, gender, age, ability, class, spirituality and ethnicity |  |  |
| * Range of impacts of separation and divorce on parents and children and other family members |  |  |
| * Impact of conflict, particularly high level and/or ongoing conflict, on children, and the use of child focused approaches to intervene and minimise the impacts |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Identify and adhere to legislative requirements of counselling and working with children and young people in a broad range of contexts including Family Law and Child Protection |  |  |
| * Explain counselling goals and action plans and outline counselling process and agreements in terms that are understood by the child/young person |  |  |
| Assess and screen for domestic and family violence and child abuse using a range of processes |  |  |
| Monitor own competence through counselling supervision and be willing to consider the views expressed by clients and by counsellor colleagues |  |  |
| * Manage the counselling role within an ethical context with particular reference to the child focused practice where necessary. |  |  |
| * Recognise the strengths limitations and contraindications of specific therapeutic approaches, including risk of harm associated with approaches that incorporate assumptions of family dysfunction and application of adult techniques to children and young people |  |  |
| * Apply an appropriate counselling approach and identify specific interventions to ensure child and young person client needs are met. |  |  |
| * Compare and contrast child focused counselling theories and models |  |  |
| * Identify common concerns in the provision of child and young person counselling processes |  |  |
| * Work in a multidisciplinary environment where appropriate and respect the practice base of others. |  |  |
| * Manage confidentiality of information obtained from child and young person clients during the counselling process particularly with regard to limitations of confidentiality |  |  |
| * Maintain a solid theoretical base for effective and contemporary child and young person counselling practice |  |  |
| * Manage the dynamics of counselling children and young people experiencing high levels familial and parental conflict. |  |  |
| * Respect and promote client self determination and ability to make own decisions within the clients value, beliefs and child/young persons competency and context. |  |  |
| * Demonstrate sensitivity when counselling children and young people from diverse backgrounds |  |  |
| * Apply age appropriate communication and counselling strategies and models when working with children and young people e.g. use of play |  |  |
| * Complete case work and participate effectively in case management processes where appropriate |  |  |
| * Produce case records, files and reports to a standard acceptable to industry standards |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| BSBRES801 – Initiate and lead applied research | |  |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Construct an applied research strategy |  |  |
| Use a range of applied research techniques |  |  |
| Analyse and present findings |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Describe communication processes and methods |  |  |
| Explain data collection and analysis methods including the use of technology and technology services |  |  |
| Explain legal requirements, policies, procedures and guidelines relating to research including handling and storing data, privacy and freedom of information |  |  |
| Describe presentation techniques |  |  |
| Describe reporting methods |  |  |
| Explain research ethics and codes of conduct |  |  |
| Give examples of applied research tools and methods and how they are applied |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| * Plan, conduct and report on applied research relevant to organisational strategic practices and outcomes |  |  |
| * Formulate a research proposal or plan which includes: * specific research questions or hypotheses * valid population or sample size * description of the geographical, cultural, social or institutional context within which the research will be carried out * full description of the data collection methods * analysis of the limitations to research design including the reliability and validity of data |  |  |
| * Design an applied research project using applied research tools and techniques |  |  |
| Document and present research findings including analysis of data, valid and reliable findings and recommendations for further research |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CFTMDS650A – Evaluate and provide therapy for mental disorders | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Clarify the need for the Diagnostic and Statistical Handbook of Mental Disorders (DSM-5) |  |  |
| Undertake therapy or referrals for some common mental disorders within the scope of the ability of the therapist |  |  |
| Explore commonly used pharmaceutical applications in treating common mental disorders |  |  |
| Research and evaluate the DSM-5 and apply it in therapy |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Ethical issues in provision of therapy including confidentiality and informed consent, the nature of contracts and homework, involving other family members and making referrals |  |  |
| Use of the DSM-5 as a reference diagnostic tool to apply in therapy |  |  |
| DSM-5 classifications for and characteristics of common mental disorders |  |  |
| Requirements of an effective therapy plan, including relevant steps and processes required in each stage of therapy |  |  |
| Recognition that pharmaceutical applications have a role to play in treating mental disorders |  |  |
| Appropriate therapeutic processes for common mental disorders |  |  |
| Various mental health services and providers for further support and referral of clients |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Communication skills in order to relate effectively to the client throughout various stages of therapy |  |  |
| Problem solving skills to deal effectively with the client and his/her presenting issues. |  |  |
| Diagnostic skills to make tentative assessment and determine the therapy needs of the client |  |  |
| Referencing skills to find classifications of mental disorders in the DSM-5 |  |  |
| Processing skills to determine from the client’s presenting data, their readiness to deal with specific issues |  |  |
| Evaluate the therapy required from the presenting data, applying the DSM-5 and applying suitable therapeutic strategies or referral processes |  |  |
| Ability to comfort and provide reassurance and hope for the client |  |  |
| Ability to relate to people from diverse range of social, cultural and ethnic backgrounds and a variety of religious beliefs and word views |  |  |
| Ability to organise referrals, networks or training support persons to support the client and assist the client’s family if appropriate between therapy sessions |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| IPSTRA806A – Provide counselling support in response to trauma reactions and critical incidents | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Design and conduct pre-incident training |  |  |
| Respond to a critical incident |  |  |
| Respond to trauma reactions |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Detailed understanding of the emotional impact of trauma |  |  |
| Awareness of the physiological effects of trauma |  |  |
| Comprehensive understanding of critical incident response options |  |  |
| Understanding of the advantages and disadvantages of debriefing |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| * Oral communication skills to conduct critical incident responses |  |  |
| Communication skills to document risk assessment |  |  |
| * Analysis skills to determine if reactions are normal or extreme |  |  |
| Training design skills to prepare training programs |  |  |
| Training and group facilitation skills to deliver training to a group |  |  |
| Psychotherapy skills to support deep breathing |  |  |
| Assessment skills to identify risks associated with critical incident response |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CHCCCS027 – Visit client residence | |  |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Prepare for visit |  |  |
| Undertake visit |  |  |
| Establish relationship in the place of residence |  |  |
| Follow up visit |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| * Issues relevant to visiting a client residence |  |  |
| * Different types of residence |  |  |
| * Organisation policies and procedures relating to: * infection control * reporting issues observed during visits * working in unfamiliar and unpredictable environments * working alone * working in home environments * duress |  |  |
| * Basic home fire safety and applicable state and/or territory smoke alarm legislation |  |  |
| * legal and ethical requirements and how these are applied in an organisation and individual practice, including: * duty of care * dignity of risk * human rights * discrimination * mandatory reporting * practice standards * privacy, confidentiality and disclosure * work role boundaries – responsibilities and limitations * work health and safety (WHS) |  |  |
| * Work as part of a multi-disciplinary team |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| * Foundation skills are explicit in the performance criteria of this unit. |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| IPSPTS807A – Determine client need and provide complex case management services | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Conduct initial client meeting |  |  |
| Confirm suitability of client and case management approach |  |  |
| Check for and respond to risk |  |  |
| Develop case management plan |  |  |
| Manage case work activities and processes |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Complex case management |  |  |
| A comprehensive range of client needs |  |  |
| Counselling techniques |  |  |
| Comprehensive understanding of ethical procedure |  |  |
| Comprehensive understanding of mandatory reporting |  |  |
| Comprehensive understanding of referral procedures |  |  |
| Cultural diversity |  |  |
| Contact information for a broad range of relevant community services for referral |  |  |
| Comprehensive understanding of developmental and mental health issues |  |  |
| Appeal procedures |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Oral communication skills to facilitate case management planning and assessment |  |  |
| Written communication skills to document case management plan |  |  |
| Processing skills to determine case management plan |  |  |
| Assessment skills to assess developmental delay or mental health issues |  |  |
| Interview skills to gather client information |  |  |
| Reporting skills to document case management in accordance with organisational procedures |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| IPSPSY808A – Evaluate and apply common psychotherapeutic approaches integrating psychology and spirituality | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Evaluate psychotherapy from a spiritual perspective |  |  |
| Use techniques from a range of counselling theories |  |  |
| Evaluate and apply counselling techniques to address specific client issues and/or needs |  |  |
| Evaluate the use of medication in psychotherapy |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Historical development, terminology and underpinning concepts and principles relating to a range of counselling therapies in common use and processes used in their application |  |  |
| Thorough understating of psychodynamic psychotherapy |  |  |
| Thorough understating of cognitive behaviour therapy |  |  |
| Thorough understating of experiential psychotherapy |  |  |
| Overview of major psychopharmacological medication types |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Communication skills to:   * communicate with clients in order to counsel effectively * determine the counselling needs of clients |  |  |
| Planning skills to develop and apply an effective counselling plan. |  |  |
| Processing skills to determine from the client’s presenting data, their readiness to deal with specific issues. |  |  |
| Psychotherapy skills to:   * + support people from a diverse range of social, cultural, ethnic and spiritual backgrounds.   + apply a therapeutic model to a client   + conform to counselling and psychotherapy ethics and protocols. |  |  |
| Analysis skills to:   * + assess outcomes of different psychotherapeutic techniques   + assess behavioural outcomes of different psychotherapeutic techniques |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| IPSCSP809A – Apply Christian counselling to common spiritual issues | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Apply Christian counselling model |  |  |
| Apply Christian counselling approach in a counselling setting |  |  |
| Apply and evaluate Christian counselling in non-Christian contexts |  |  |
| Monitor and review the use of Christian counselling approaches |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| The redemptive work of Christ |  |  |
| Discipleship processes |  |  |
| Process of forgiveness |  |  |
| Symptoms of rejection |  |  |
| Biblical view of identity |  |  |
| Understanding of Christian worldview of humanity |  |  |
| Christian counselling theory and practice |  |  |
| Own prejudices and stereotyping attitudes and behaviour and the potential influence these may have on counselling practice |  |  |
| Contracting and reaching agreements with client about the nature, process and expected timeframes and responsibilities for counsellor and client within provisions of counselling |  |  |
| Referral options and pathways to support clients seeking interventions and supports beyond or in conjunctions with counselling |  |  |
| Relevant state and federal legislation applicable to counselling practice |  |  |
| Limitations of confidentiality that may arise in the counselling setting |  |  |
| Contemporary research and approaches to counselling in diverse cultural contexts |  |  |
| Human diversity including culture, gender, age, ability, class, spirituality and ethnicity |  |  |
| Role of social contexts in the counselling relationship |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Communication skills to:   * demonstrate understanding of biblical and discipleship concepts. * communicate complex concepts with clients * explain counselling goals and action plans and outline counselling process and agreements * discuss processes for client referral where necessary * manage confidentiality of information obtained from clients during the counselling process * apply age appropriate communication and counselling techniques when working with children and young people * demonstrate sensitivity when counselling individual and groups from diverse backgrounds |  |  |
| Written communication skills to:   * + produce case records, files and reports to a standard acceptable to industry standards |  |  |
| Research skills to:   * gather and collate biblical information to explain key concepts. * compare and contrast counselling theories and approaches * maintain a solid theoretical base for effective and contemporary counselling practice |  |  |
| Discernment to apply relevant aspects of gathered information to meet client needs. |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| IPSIST810A – Synthesise a relevant biblical theology perspective into the counselling process | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Integrate biblical theology into Christian counselling method |  |  |
| Apply biblical theology in a counselling session |  |  |
| Review effectiveness of the inclusion of biblical theology in a counselling session |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Relevance of the old and new testaments today |  |  |
| Basic principles of exegesis |  |  |
| Basic principles of hermeneutics |  |  |
| Tripartite nature of human beings |  |  |
| Pre-fall, post-fall and restored humanity |  |  |
| Nature of sin |  |  |
| Nature of God |  |  |
| Definition of psychology |  |  |
| Roles of counsellor and client in relation to a range of counselling therapies and techniques |  |  |
| Indicators of client issues requiring referral |  |  |
| Legal and ethical issues relating to working as a counsellor |  |  |
| Government legislation, regulations, policies and standards relating to working as a counsellor |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| * Written communications skills to demonstrate understanding of the definitions of theology, psychology and spirituality |  |  |
| Oral communication skills to maintain confidentiality of client information |  |  |
| * Exegetical skills to identify relevant information from the Scriptures |  |  |
| Hermeneutic skills to evaluate the relevance of Scripture to contemporary counselling |  |  |
| Discernment and problem solving skills to:   * + plan when and how to apply relevant aspects of the gathered information in the counselling process.   + identify the client’s readiness to deal with spiritual issues.   + identify indicators of client issues requiring referral and make appropriate referral |  |  |
| Analysis skills to:   * + interpret information from contemporary texts.   + review client information to clarify a range of client needs and issues |  |  |
| Counselling skills to:   * + identify suitability of a range of counselling techniques in identified situations to address a range of client needs and issues   + use counselling techniques appropriately and effectively when assisting clients to deal with a range of issues |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CHCCSM003 Work with carers and/or families in complex situations | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Identify and address the needs of carers and/or families |  |  |
| Involve carers and/or families in assessment and planning processes |  |  |
| Involve carers and/or family and other natural support in monitoring client plan implementation |  |  |
| Review and monitor carer and/or family involvement and satisfaction |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| * documentation requirements and practices |  |  |
| * legal and ethical considerations for working with families and/or carers in complex situations and how these apply to organisation policies and procedures and individual practice, including: * professional standards and codes of ethics * practitioner/client boundaries * rights and responsibilities of client, carer, family and other significant supports * non-malfeasance * mandatory reporting |  |  |
| * significance of service delivery setting, such as working in the client's home |  |  |
| * the nature of the family care relationship and family dynamics and how this might impact on service delivery and achievement of client goals |  |  |
| * mediation, conflict resolution and problem solving techniques |  |  |
| * risks to the care relationship, including: * conflict in relationships with family or service providers * high intensity care * high levels of carer stress * loss of formal or informal supports * multiple competing role demands * deteriorating carer health   deteriorating health or behaviour of the client |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CHCCSL511A Provide interventions to address family issues | |  |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Establish issues specific to family counselling |  |  |
| Analyse views of leading exponents of family therapy |  |  |
| Apply key approaches in family therapy |  |  |
| Develop a therapeutic relationship with each individual within their family |  |  |
| Develop a conceptualisation of the presenting problem |  |  |
| Implement the components of family therapy sessions |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Counselling context, process and goals |  |  |
| Counselling theories |  |  |
| Human life stage development |  |  |
| Child protection legislation |  |  |
| Extra dyadic relationships |  |  |
| Cultural difference |  |  |
| Self-esteem needs of family members |  |  |
| Social behaviours as control |  |  |
| Family life cycles |  |  |
| Family values |  |  |
| Differentiation of self |  |  |
| Problem saturated family narrative |  |  |
| Family sculpting |  |  |
| Bowenian triangulation |  |  |
| Coalitions subsystems |  |  |
| Circular causality |  |  |
| Family conflicts |  |  |
| Family rules |  |  |
| Recurring patterns |  |  |
| Family feedback |  |  |
| Gay and lesbian families |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Analyse issues specific to family counselling |  |  |
| Analyse the contribution of leading exponents of family therapy |  |  |
| Contrast the key approaches in family therapy |  |  |
| Apply systemic hypothesising |  |  |
| Use effective counselling practices, including   * establishing and maintaining appropriate counselling relationship * contracting appropriate to context * applying first session format * conducting second and subsequent systemic therapy sessions * developing of empathy and rapport * well timed challenging |  |  |
| Use highly effective communication in a counselling context, including:   * questioning * active listening * respectful responding * circular questioning |  |  |
| Manage own values so they do not impede effective work |  |  |
| Manage the stress of the work |  |  |
| Construct genograms |  |  |
| Implement plans |  |  |
| Manage groups |  |  |
| Formulate take-home activities |  |  |

Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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