**2017 RPL Assessment Kit**

**CHC51015 Diploma of Counselling**

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

**Assessor:** Comment in Assessor area question and responses to interview as well as any additional comments that need to be noted.

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

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| COCALS595A – Apply active listening skills from a Christian perspective | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Identify the meaning of active listening |  |  |
| Evaluate active listening from a Christian perspective |  |  |
| Apply active listening skills in counselling |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Understanding of the definition of terms such as attending, respect and empathy |  |  |
| The barriers to active listening |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Active listening and oral communication skills in order to effectively convey understanding of the client’s message. |  |  |
| Ability to refrain from imposing one’s own values which may impede effective listening |  |  |
| Ability to identify and communicate using relevant feeling words |  |  |
| Ability to relate to people from diverse range of social, cultural and ethnic backgrounds and a variety of church denominations. |  |  |

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

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| CHCDIV002 Promote Aboriginal and/or Torres Strait Islander Cultural Safety | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Identify cultural safety issues in the workplace |  |  |
| Model cultural safety in own work |  |  |
| Develop strategies for improved cultural safety |  |  |
| Evaluate cultural safety strategies |  |  |
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| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| * Concept of Aboriginal and/or Torres Strait Islander cultural safety in the community services and health context, and its relationship with: * - cultural awareness * - cultural competence |  |  |
| * Legislative context for Aboriginal and/or Torres Strait Islander cultural safety |  |  |
| * The diversity of Aboriginal and/or Torres Strait Islander cultures |  |  |
| * Historical, social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people and their engagement with community services and health systems, including: * - impact of European settlement * - loss of land and culture * - racism and discrimination * - past and present power relations |  |  |
| * Own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services |  |  |
| * Factors that contribute to Aboriginal and/or Torres Strait Islander ill health and common diseases experienced by these groups of people: * - impact of trauma on individuals’ ability for: * - decision-making * - communicating * - understanding * - retaining information |  |  |
| * Ways to involve Aboriginal and/or Torres Strait Islander people in the planning and delivery of services and programs |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| * Promoted Aboriginal and/or Torres Strait Islander cultural safety in the context of at least 1 workplace |  |  |
| Researched culture and history, the impact of European settlement, loss of land and culture and the importance of law and kinship |  |  |
| * Evaluated ways to improve communication with Aboriginal and/or Torres Strait Islander peoples who may be clients or colleagues. |  |  |

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

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| CHCCSL002 – Apply specialist interpersonal and counselling interview skills | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Communicate effectively |  |  |
| Use specialist communication skills in counselling interviews |  |  |
| Evaluate own communication |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Legal and ethical considerations for communication in counselling practice, and how these are applied in individual practice:   * codes of conduct/practice * discrimination * duty of care * human rights * practitioner/client boundaries * privacy, confidentiality and disclosure * rights and responsibilities of workers, employers and clients * work role boundaries – responsibilities and limitations of the counsellor role * work health and safety |  |  |
| Principles of person-centred practice |  |  |
| Key objectives of counselling interviewing |  |  |
| Stages of a counselling interview |  |  |
| Potential impacts of using different communication skills and techniques in counselling contexts |  |  |
| Communication techniques and micro-skills including:   * attending behaviours – active listening, reflection of content feeling, summarising * questioning skills – open, closed, simple and compound questions * client observation skills * noting and reflecting skills * providing client feedback |  |  |
| Specialised counselling communication techniques, and how they are used, including:   * challenging * reframing * focusing |  |  |
| Components of the communication process including:   * encoder * decoder |  |  |
| Primary factors that impact on the communication process including:   * context * participants * rules * messages * channels * noise * feedback |  |  |
| Communication barriers and resolution strategies, including:   * environmental * physical * individual perceptions * cultural issues * language * age issues * disability |  |  |
| Mechanisms that enhance effective interpersonal communication |  |  |
| Observational techniques including:   * facial expressions * non-verbal behaviour * posture * silence |  |  |
| Ways in which different people absorb information, including:   * visual * auditory * kinaesthetic |  |  |
| Obstacles to the counselling process |  |  |
| Impacts of trauma and stress on the communication process, including on:   * concentration and attention * memory * use of verbal and written language * use of body language * challenging within the counselling session |  |  |
| Self-evaluation practices, including:   * how to recognise own biases   impact of own values on the counselling relationship |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Demonstrate effective counsellor communication in a counselling practice |  |  |
| Demonstrate the micro-skills and communication techniques within a counselling practice |  |  |
| Apply confrontation skills in a counselling interview |  |  |
| Apply focusing skills in a counselling interview |  |  |
| Apply influencing skills in a counselling interview |  |  |

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

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| CHCLEG001 – Work legally and ethically | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Identify and respond to legal requirements |  |  |
| Identify and meet ethical responsibilities |  |  |
| Contribute to workplace improvements |  |  |
| Knowledge Evidence | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Legal and ethical considerations (international, national, state/territory, local) for people working in the community services and health context, how they are applied in organisations, how these impact individual workers, and the consequences of breaches:   * children in the workplace * codes of conduct * codes of practice * complaints management * continuing professional education * discrimination * dignity of risk * duty of care * human rights * Universal declaration of human rights * relationship between human needs and human rights * frameworks, approaches and instruments used in the workplace * informed consent * mandatory reporting * practice standards * practitioner/client boundaries * privacy, confidentiality and disclosure * policy frameworks * records management * rights and responsibilities of workers, employers and clients * industrial relations legislation relevant to employment conditions of role * specific legislation in the area of work – objectives and key components * work role boundaries – responsibilities and limitations * work health and safety |  |  |
| Interrelationships, similarities and differences that may exist between legal and ethical frameworks |  |  |
| Legal issues in the context of the work role:   * type of legal issues that arise * ways to respond |  |  |
| Ethical practice in the context of the work role:   * type of ethical issues that arise * ways to respond |  |  |
| Workplace policies, procedures and protocols:   * how they are/should be developed * processes for review, including consultation and mechanisms for input |  |  |
| Performance Evidence | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Completed workplace activities in accordance with legal and ethical requirements in at least 3 different situations |  |  |
| Developed appropriate responses to at least 3 different legal or ethical issues relevant to the work role |  |  |
| Identified and communicated at least 2 potential work practice improvements designed to enhance workplace responsiveness to legal and ethical requirements |  |  |

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

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| CHCCCS019– Recognise and respond to Crisis situations | |  |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Identify imminent crisis situations |  |  |
| Address immediate safety concerns |  |  |
| Provide referral for crisis intervention support |  |  |
| Care for self |  |  |
| Knowledge Evidence | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Legal and ethical consideration relevant to recognising and responding to crisis situations including:   * duty of care * privacy, confidentiality and disclosure * work role boundaries, responsibilities and limitations * mandatory reporting   codes of practice |  |  |
| Organisation policies and procedures for responding to crisis situations |  |  |
| Types of crisis situations, including:   * potential suicide * threats to harm others * self harm * received threats * abuse, including child abuse * domestic and family violence |  |  |
| Common indicators or signs of crisis in other people |  |  |
| Personal values, beliefs and attitudes that facilitate or impede crisis care:   * assumptions about who may be at risk * common notions about crisis situations |  |  |
| Principles and practices of crisis intervention:   * critical incident procedures * facilitating emergency interventions   addressing safety concerns |  |  |
| Referral options and procedures for accessing services |  |  |
| Principles and practices of self-care and supervision |  |  |
| Performance Evidence | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Been involved in crisis intervention activities on at least 3 occasions |  |  |

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

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| CHCCSL001 – Establish and confirm the counselling relationship | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Use a structured approach to counselling |  |  |
| Establish the nature of the helping relationship |  |  |
| Confirm the helping relationship |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Legal and ethical considerations for the initial stages of counselling, and how these are applied in individual practice:   * codes of conduct/practice * contract requirements, formats for contracts and key information for inclusion in a counselling contract * discrimination * duty of care * human rights * mandatory reporting * practitioner/client boundaries * privacy, confidentiality and disclosure * records management * rights and responsibilities of workers, employers and clients * work role boundaries – responsibilities and limitations of the counsellor role   work health and safety |  |  |
| The counselling process, including:   * what clients have a right to expect * principles of person-centred practice * purpose of counselling * how counselling has evolved as a helping relationship * place of counselling within the helping services * scope and nature of the counselling relationship, including professional limitations * impact of own values on the counselling relationship |  |  |
| Counselling planning, its scope, and techniques for creating a counselling plan, including requirements for:   * safety or reporting issues * recording of clients own identified priorities * observations of client requirements * involvement of other agencies/referral information * special needs information * goals * evaluation strategies |  |  |
| Communication techniques, including:   * effective use of body language * paraphrasing * reflecting feelings * open and closed questioning or probing * summarising * reframing |  |  |
| Types of issues with which clients may present, the extent to which these fall within the counselling scope of practice, and options for referral, including for:   * alcohol and other drugs * domestic and family violence * financial difficulty * homelessness * mental illness * problem gambling. |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Conducted an initial session with at least 3 different clients presenting with different issues, to establish, confirm and document the nature of the helping relationship, including:   * followed the structure and process of a counselling interview * developed counselling plans that include required: * safety or reporting issues * recording of clients own identified priorities * observations of client requirements * involvement of other agencies/referral information * special needs information * goals * evaluation strategies * used communication techniques, including: * effective use of body language * paraphrasing * reflecting feelings * open and closed questioning or probing * summarising * reframing. |  |  |
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Overall Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CHCCSL007 – Support counselling clients in decision-making processes | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Assist clients in clarifying their aims and requirements |  |  |
| Enable options with clients |  |  |
| Support client to reach decisions |  |  |
| Knowledge Evidence | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Legal and ethical considerations for counselling, and how these are applied in individual practice:   * codes of conduct/practice * discrimination * duty of care * human rights * practitioner/client boundaries * privacy, confidentiality and disclosure * records management * rights and responsibilities of workers, employers and clients * work role boundaries – responsibilities and limitations * work health and safety |  |  |
| Different agency and organisation models of counselling and intervention |  |  |
| Types of goals that may be set for different circumstances |  |  |
| Key concepts, principles and practices of 3 different decision-making models |  |  |
| Obstacles to decision making and planning in the counselling context |  |  |
| Problem solving and action planning techniques in the counselling context |  |  |
| referral options |  |  |
| Performance Evidence | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Worked collaboratively to provide decision-making and action planning support to at least 3 clients |  |  |
| Demonstrated skills in working with 3 different decision-making models for the following:   * identifying and exploring options * counselling process and methods * problem solving * action planning   documenting decisions |  |  |

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

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| CHCDIV001 – Work with Diverse people | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Reflect on own perspectives |  |  |
| Appreciate diversity and inclusiveness, and their benefits |  |  |
| Communicate with people from diverse backgrounds and situations |  |  |
| Promote understanding across diverse groups |  |  |
| Knowledge Evidence | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Concepts of cultural awareness, cultural safety and cultural competence and how these impact different work roles |  |  |
| Concepts and definitions of diversity |  |  |
| Own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups |  |  |
| Features of diversity in Australia and how this impacts different areas of work and life:   * political * social * economic * cultural |  |  |
| Legal and ethical considerations (international, national, state/territory, local) for working with diversity, how these impact individual workers, and the consequences of breaches:   * discrimination: * age * disability * racial * sex * human rights: * Universal declaration of human rights * relationship between human needs and human rights * frameworks, approaches and instruments used in the workplace * rights and responsibilities of workers, employers and clients, including appropriate action when rights are being infringed or responsibilities not being carried out |  |  |
| Key areas of diversity and their characteristics, including:   * culture, race, ethnicity * disability * religious or spiritual beliefs * gender, including transgender * intersex * generational * sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual |  |  |
| Key aspects, and the diversity, of Australia’s Aboriginal and/or Torres Strait Islander cultures, including:   * social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people * own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services |  |  |
| Potential needs of marginalised groups, including:   * protective factors * physical, mental and emotional health issues/care needs * consideration of impacts of discrimination, trauma, exclusion and negative attitudes |  |  |
| Resources that support individuals and organisations to embrace and respond to diversity   * language and cultural interpreters * imagery |  |  |
| Influences and changing practices in Australia and their impact on the diverse communities that make up Australian society |  |  |
| Impact of diversity practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others |  |  |
| Performance Evidence | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Undertaken a structured process to reflect on own perspectives on diversity |  |  |
| Recognised and respected the needs of people from diverse social and cultural backgrounds in at least 3 different situations:   * selected and used appropriate verbal and non verbal communication * recognised situations where misunderstandings may arise from diversity and formed appropriate responses |  |  |

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

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| CHCCSL003 – Facilitate the counselling relationship and Processes | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Support clients to identify concerns |  |  |
| Support clients to work through concerns |  |  |
| Monitor the counselling process |  |  |
| Bring the counselling process to an end |  |  |
| Knowledge Evidence | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Legal and ethical considerations for the counselling relationship, and how these are applied in individual practice:   * codes of conduct/practice * discrimination * duty of care * human rights * mandatory reporting * practitioner/client boundaries * privacy, confidentiality and disclosure * records management * rights and responsibilities of workers, employers and clients * work role boundaries – responsibilities and limitations * work health and safety |  |  |
| Different agency and organisation models of counselling and intervention |  |  |
| The counselling process, including:   * what clients have a right to expect * principles of person-centred practice * purpose of counselling * how counselling has evolved as a helping relationship * place of counselling within the helping services * scope and nature of the counselling relationship, including professional limitations   impact of own values on the counselling relationship |  |  |
| Obstacles to the counselling process, including:   * psychological * physical * economic |  |  |
| Indicators of needs requiring referral, and referral options |  |  |
| Structure of key stages of a counselling session, and techniques for managing each stage, including:   * introduction and establishment of relationship * body (getting the client’s story) * issues identification and exploration * options and plan for change * session closure |  |  |
| Self-awareness including:   * role within the organisation * limits of competence and responsibility * personal strengths and limitations * individual needs for support and supervision   impact of own values and beliefs on capacity to be non-judgemental |  |  |
| Performance Evidence | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Facilitated the counselling process for at least 3 different clients with varying presenting issues, in at least 3 sessions per client |  |  |
| Facilitated client sessions using all aspects of the counselling process:   * identifying concerns * working through concerns * monitoring the counselling relationship |  |  |
| Followed processes to bring the counselling process to an end on at least 2 occasions |  |  |

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

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| CFTSMT645A – Apply stress management in therapy | |  |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Demonstrate understanding of theories of stress |  |  |
| Discuss theories of stress with a client |  |  |
| Provide therapy for stress |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Causes of stress |  |  |
| Stress Management |  |  |
| Spiritual causes of stress which may include*:*   * + Not operating within the call of God   + Un-forgiveness, resentment, bitterness   + Guilt   + Perfectionism   + Greed   + Worry   + Unconfessed sin |  |  |
| Influences on the recovery process that may include:*;*   * + Willingness to apply cognitive restructuring processes   + Finding the Will of God for your life   + Knowing their Vision, Calling and Ministry   + Physical exercise   + Dietary adjustment   + Avoidance of stimulants   + Dealing with guilt, anger, resentment   + Making time for leisure activities   + Developing good sleep habits   + Allowing or building good support systems   + Factoring in relaxation techniques or activities   + Meditation   + Serving others |  |  |
| Appropriate stressor management processes |  |  |
| Chronic pain management |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Diagnostic skills to determine the therapeutic needs of the client |  |  |
| Planning skills to develop an effective therapy plan |  |  |
| Spiritual discernment, providing wisdom and knowledge for timely counsel |  |  |
| Negotiation skills in goal setting |  |  |
| Problem solving skills to deal effectively with the client and his/her presenting issues |  |  |
| Processing skills to determine from the client’s presenting data, their readiness to deal with specific issues |  |  |
| Comforting skills, reassuring and giving hope |  |  |
| Stress Management Skills |  |  |
| Ability to progress through the steps of recovery |  |  |
| The role of knowing Father God |  |  |
| Ability to address the cause of the stress |  |  |
| Ability to address the client’s symptoms of stress |  |  |
| Ability to analyse and evaluate the factors that may have contributed to the stress |  |  |
| Clarify the principles of stress management with the client |  |  |
| Provide therapy through the steps of stress management therapy |  |  |

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

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| CHCFCS803B Provide grief and loss counselling | |  |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Establish rapport and explore the clients understanding of grief and loss |  |  |
| Assist clients to understand the different impacts of grief and loss |  |  |
| Formulate counselling responses to grief and loss |  |  |
| 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** |
| Difference in grief in men, women, children and young people |  |  |
| Own prejudices and stereotyping attitudes and behaviour about grief and loss 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 counselling practice in some circumstances and appropriate for client referral when necessary |  |  |
| Contracting and reaching agreements with client about the nature, process and expected timeframes and responsibilities of 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 grief and loss |  |  |
| Indicators and dynamics of domestic and family violence and complexities of interpersonal interactions, e.g. power, abuse and conflict and impact of these on grief process |  |  |
| 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 |  |  |
| Referral options and pathways to support clients seeking interventions and supports beyond or in conjunctions with counselling e.g. group support for grief |  |  |
| 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 grief and loss counselling in diverse cultural contexts |  |  |
| Developmental stages and how grief is likely to affect young people and children |  |  |
| Critical understanding and appreciation of the main approaches used in grief counselling |  |  |
| Critical understanding of the theories of major grief counselling approaches |  |  |
| Stages of human development and how this knowledge applies to counselling practice |  |  |
| Human diversity including culture, gender, age, ability, class, sexuality, spirituality and ethnicity |  |  |
| Recognise the role of social contexts on the counselling relationship |  |  |
| Range of impacts of separation and divorce on couples, parents, children and other family members |  |  |
| Knowledge of the different types of grief and understanding attitudes, attachment and anxiety issues associated with grief |  |  |
| Complicated grief processes e.g. people bereaved by suicide and other traumatic loss |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| 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 counselling process and agreements |  |  |
| 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 and discuss processes for client referral where necessary |  |  |
| Comprehend a variety of individual and systemic therapeutic approaches and 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 |  |  |
| Assess grief and loss relating to cultural and spiritual differences |  |  |
| Apply advanced counselling interventions and explain the contribution of counselling to the therapeutic process |  |  |
| Compare and contrast grief counselling theories and approaches |  |  |
| Identify common client 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 groups and family groups 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 groups from diverse backgrounds |  |  |
| Apply age appropriate communication and counselling interventions when working with children and young people |  |  |
| Work with child and parental loss |  |  |
| Counsel and intervene for complicated grief and loss situations |  |  |

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

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| CFTADD655A – Provide therapy for clients with addiction issues | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Discuss the nature of addictive behaviour with the client |  |  |
| Analyse and evaluate influential factors that have contributed to the client’s addiction |  |  |
| Clarify the principles of recovery from addiction according to the AIFC General Model of Counselling with the client |  |  |
| Review group processes with the client |  |  |
| Provide therapy through the steps of recovery from addiction |  |  |
| Research and evaluate data from relevant literature |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| An appreciation of the Ethical issues in provision of therapy including confidentiality and informed consent, the nature of contracts and homework, involving other family members and making referrals |  |  |
| The characteristics of addiction, including the role of denial, feelings of guilt, shame, anger and resentment, repression of feelings and effects on relationships |  |  |
| Possible underlying factors causing addiction including various dysfunctional systems and the influence of major trauma and poor stress management |  |  |
| Characteristics of various addictions and relevant issues pertaining to them |  |  |
| Diagnostic criteria for mental disorders relating to addiction |  |  |
| Relevant recovery issues for the addict and co-addict |  |  |
| Requirements of the AIFC Family Therapy Model, including relevant steps and processes required in each stage of therapy |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Diagnostic skills to analyse and evaluate the client’s addictive behaviour and behaviour, determining the nature of the addiction, 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, providing addiction therapy for the client and any willing co-addict |  |  |
| Ability to address the characteristics of addiction with the client |  |  |
| Ability to address the roots of addiction |  |  |
| Help the client develop emotional awareness |  |  |
| Utilise cognitive-behavioural therapy effectively |  |  |
| Identify issues relating to relapse |  |  |
| The role of knowing Father God |  |  |
| Ability to assist in restoration of relationships |  |  |
| Ability to comfort and provide reassurance and hope for the client |  |  |
| Ability to relate to people from a diverse range of social, cultural and ethnic backgrounds and a variety of religious beliefs and world views |  |  |
| Ability to provide an appropriate referral where necessary |  |  |

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

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| CHCCSM005 – Develop, facilitate and review all aspects of case management | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Conduct case management meetings |  |  |
| Develop an appropriate approach to case management |  |  |
| Develop an appropriate case management plan |  |  |
| Manage case work activities and processes |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Behaviour change models and practices |  |  |
| Organisation procedures and standards |  |  |
| Formal meeting processes |  |  |
| Relevant policy, procedures, legislation and statutory mandates |  |  |
| Cultural protocols and systems |  |  |
| Family structure, dynamics, communication and decision-making |  |  |
| Relevant documentation protocols |  |  |
| Range of available services |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Access and use a range of family and community resources |  |  |
| Identify and gain agreement on role boundaries |  |  |
| Facilitate groups and support participants to engage in information sharing and planning |  |  |
| Apply organisation statutory and legislative requirements |  |  |

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

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| CHCCSL004 Research and apply personality and development theories | | |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Apply theories of personality and human development in the counselling process |  |  |
| Use concepts from theories of personality and human development to analyse and understand human behaviour |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Nature and nurture |  |  |
| Genetic inheritance |  |  |
| Lifespan development theories |  |  |
| Freudian concepts |  |  |
| Piaget's stages of cognitive development |  |  |
| Erikson's psychosocial stages |  |  |
| Maslow’s hierarchy of needs |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Explore the development of theories of behaviour |  |  |
| Apply concepts of personality and development theories to counselling practice |  |  |

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

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| CHCCSL005 Apply learning theories in counselling | |  |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Apply behaviorism in counselling practice |  |  |
| Analyse *environmental modelling influences* in counselling practice |  |  |
| Analyse possible behavioral outcomes of different modelling and reinforcement influences |  |  |
| Formulate a *program for change* in a counselling context |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Operant conditioning |  |  |
| Classical conditioning |  |  |
| Learning theory supporting conditioning models |  |  |
| Principles and procedures of reinforcement |  |  |
| Thorndike's law of effect |  |  |
| Concept of schedule reinforcement   * fixed ratio schedule * variable ratio * fixed interval schedule * variable interval schedule |  |  |
| Extinction of behaviours |  |  |
| Applications of stimulus and response theory |  |  |
| Bandura's social learning theory |  |  |
| Modelling |  |  |
| Reinforcement, positive, negative |  |  |
| Punishment |  |  |
| Functional and dysfunctional environments |  |  |
| Earliest learning environment - family |  |  |
| Childhood learning environment - school |  |  |
| Pre and adolescent peer group pressures/influences |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| Apply negative and positive reinforcement |  |  |
| Apply the theory of stimulus and response in counselling practice |  |  |
| Analyse environmental modelling influences |  |  |
| Analyse behavioral outcomes of different modelling and reinforcement influences |  |  |
| Apply reinforcements to ensure behaviour change |  |  |
| Formulate and record a program for change |  |  |

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

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| CHCPRP003 Reflect and improve upon professional practices | |  |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| 1.1 Undertake self-evaluation in conjunction with supervisors and/or peers |  |  |
| 1.2 Reflect on and recognise the effect of values, beliefs and behaviour in practice |  |  |
| 1.3 Share two-way, open and evaluative feedback with co-workers or peers |  |  |
| 1.4 Actively seek and reflect on feedback from clients, organisations or other relevant sources |  |  |
| 2.1 Determine improvements needed based on own evaluation and feedback from others |  |  |
| 2.2 Identify potential support networks both internal and external to the organisation |  |  |
| 2.3 Seek specialist advice or further training where need is identified |  |  |
| 2.4 Recognise requirements for self-care and identify requirements for additional support |  |  |
| 2.5 Devise, document and implement a self development plan that sets realistic goals and targets |  |  |
| 3.1 Access and review information on current and emerging industry developments and use these to improve practice |  |  |
| 3.2 Assess and confirm own practice against ethical and legal requirements and opportunities |  |  |
| 3.3 Identify and engage with opportunities to extend and expand own expertise |  |  |
| 3.4 Regularly participate in review processes as a commitment to upgrading skills and knowledge |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| * \* legal and ethical considerations for reviewing and improving own practice, including: * - codes of practice * - duty of care * - rights and responsibilities of workers and employers * - work role boundaries – responsibilities and limitations |  |  |
| \*models and processes of professional reflection |  |  |
| * \* professional development opportunities, including: * - industry networking * - professional associations * - training requirements and options * - informal and formal ways of learning and developing |  |  |
| * \* principles and techniques for: * - creating a personal development plan * - personal goal setting * - setting realistic timeframes * - measuring progress and performance |  |  |
| \*types of work methods and practices which can improve performance |  |  |
| \*learning styles and how they relate to different individuals |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| * \* undertaken a structured process to reflect on and improve own practice and created 1 personal development plan that includes: * - goals * - timeframes * - ways of measuring progress |  |  |

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

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| CHCCSL006 Select and use counselling therapies | |  |
| Element | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| 1.1 Analyse client needs, issues and desired changes to be addressed |  |  |
| 1.2 Incorporate analysis of client’s developmental status and response to change |  |  |
| 1.3 Identify and consider co-existing issues in selecting courses of action |  |  |
| 1.4 Interpret information about counselling therapies and determine their application, benefits and limitations in addressing client’s needs, issues and goals |  |  |
| 1.5 Identify and respond to own level of comfort and issues in relation to using identified counselling techniques |  |  |
| 1.6 Select most appropriate counselling therapies for application in identified situations |  |  |
| 1.7 Communicate details of therapies to be used with client using language the client understands and document in client records |  |  |
| 2.1 Use techniques according to the principles and application of selected therapies to assist clients |  |  |
| 2.2 Combine techniques and processes from different therapies in an effective way |  |  |
| 2.3 Use counselling skills appropriately in the context of each counselling modality and technique |  |  |
| 2.4 Identify indicators of client issues requiring referral and report or refer according to organisation requirements |  |  |
| 3.1 Evaluate use of techniques and therapies in the context of individual clients |  |  |
| 3.2 Reflect on and review own role as counsellor and identify areas for future improvement |  |  |
| 3.3 Maintain and enhance knowledge of emerging trends in use of counselling therapies |  |  |
| Required Knowledge | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| * \*legal and ethical considerations for the use of counselling therapies, and how these are applied in individual practice: * - codes of conduct/practice * - discrimination * - duty of care * - human rights * - mandatory reporting * - practitioner/client boundaries * - privacy, confidentiality and disclosure * - records management * - rights and responsibilities of workers, employers and clients * - work role boundaries – responsibilities and limitations * - work health and safety |  |  |
| * \* issues and concerns with which clients may present, their characteristics and the types of counselling therapies that may be used in response, including: * - anxiety * - family issues * - grief and loss * - parenting * - pregnancy * - relationship * - self-esteem * - social isolation * - stress management |  |  |
| * \* features of at least 5 counselling therapies (including CBT) including their: * - historical development * - terminology * - underpinning concepts and principles * - processes used in applications * - benefits and limitations for different clients * - roles of counsellor and client |  |  |
| * how different therapies may be combined to address particular needs |  |  |
| * indicators of client’s issues requiring referral |  |  |
| * credible sources of information on counselling therapies and trends. |  |  |
| Required Skills | **List of Evidence that demonstrates your competency** | **Assessor’s Comments** |
| * provided counselling to at least 3 different clients, cumulatively using at least 3 different counselling therapies, one of which must be cognitive behavioural therapy (CBT) |  |  |
| * provided counselling services, within scope of own role, addressing at least 4 of the following issues: * - anxiety * - family issues * - grief and loss * - parenting * - pregnancy * - relationship * - self-esteem * - social isolation * - stress management. |  |  |

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

RPL Granted: YES/ NO Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessor’s Document Checklist**

The following Evidence has been included in this application:

|  |  |
| --- | --- |
|  | Essential Documents |
|  | 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: |