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CHCCSL003 Facilitate the counselling relationship and process

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# Modification History

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| --- | --- |
| Release | Comments |
| Release 2 | Minor change to assessment conditions. |
| Release 1 | This version was released in CHC Community Services Training Package release 3.0 and meets the requirements of the 2012 Standards for Training Packages.  Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Additional assessor requirements.  Supersedes CHCCSL503B |

# Application

This unit describes the skills and knowledge to support clients to identify and work though concerns, and to manage the overall counselling process to its conclusion.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues within established policies, procedures and guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

# Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA | |
| --- | --- | --- |
| Elements define the essential outcomes | | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Support clients to identify concerns | 1.1 Follow the persons story and stay with their perspective to assist the person to feel comfortable and express their concerns freely  1.2 Explore the persons presenting issues and establish their nature and depth, giving attention to the possibility of underlying issues  1.3 Identify and promptly deal with situations requiring immediate action  **DRAFT**  1.4 Support persons to identify their primary concerns in relation to the presenting issues and to prioritise concerns on which to work  1.5 Recognise indicators of issues requiring referral and report or refer appropriately in line with organisation requirements | |
| 2. Support clients to work through concerns | 2.1 Identify and work with uncertainty and ambivalence of people  2.2 Support people to experience and process difficulties  2.3 Draw attention to, and discuss parallels and links in person’s experience as appropriate  2.4 Identify and implement interventions that have meaning for the person’s immediate situation and that are most likely to facilitate understanding and actions  2.5 Support person to identify and use known and previously unknown strengths  2.6 Explore perceptions of person’s feelings by using reflection, clarification and review  2.7 Assist person to become aware of underlying issues where appropriate and begin to identify ways of dealing with them  2.8 Acknowledge and work with changes in person’s life as appropriate | |
| 3. Monitor the client’s counselling process | 3.1 Monitor and review the counselling process with the person to ensure it remains of value  3.2 Proactively identify and work on threats and disruptions to the counselling process with the person  3.3 Review and compare own and person’s perceptions of the process and provide suggestions and advice in response  3.4 Address any tension between the persons hopes and expectations and the reality of resource limitations  3.5 Facilitate change at a pace the persons can tolerate and assimilate  3.6 Recognise and assess the appropriateness of ending the current counselling  3.7 Acknowledge, value and work with individual uncertainty in the counselling relationship  **DRAFT**  3.8 Apply ethical codes of conduct in addressing counselling dilemmas | |
| 4. Bring the counselling process to an end | 4.1 Enable the person to identify when the process is approaching its conclusion  4.2 Enable the person to identify, acknowledge and evaluate what is and is not changing, both in the counselling process and in their situation and understanding  4.3 Use the ending process to enable the person to understand the nature and impact of earlier issues  4.4 Use boundaries of the counselling relationship to assist the ending process  4.5 Plan, structure and contract endings appropriately with person  4.6 Support person’s sense of autonomy during the ending process  4.7 Inform the person about any opportunities for further support  4.8 Identify unresolved issues and discuss further work if appropriate  4.9 Complete documentation and reporting according to organisation requirements | |

# Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit

# Links

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Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

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Assessment Requirements for CHCCSL003 Facilitate the counselling relationship and process

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# Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

* facilitated the counselling process for at least 3 different clients with varying presenting issues, in at least 3 sessions per person
* facilitated 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.

# Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

* legal and ethical considerations for the counselling relationship, and how these are applied in individual practice:
* codes of conduct/practice

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* 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 person’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.

# Assessment Conditions

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Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

* use of suitable facilities, equipment and resources, including client information
* modelling of industry operating conditions, including:
* scenarios that involve complex interactions with real people in face-to-face situations where candidate and client are physically present in the same room or via video conferencing
* scenarios that involve problem solving

Assessors must satisfy the current Standards for Registered Training Organisations (RTOs)/AQTF mandatory competency requirements for assessors.

In addition, assessors must have 2 years experience working in a counselling role and hold a qualification in counselling or related field that involves counselling, at Diploma level or higher (or equivalent qualification).

# Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>