



Australian Government

CHCFCS003 Provide counselling to children and young people

Release: 1

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Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 3.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence. Minimum work hours added.</p> <p>Supersedes CHCFCS804B</p>

Application

This unit describes the skills and knowledge required to provide therapeutic interventions when working with young people and children.

This unit applies to family relationship counsellors who operate with significant autonomy in therapeutic professional service roles in the community sector. The activity is self-directed.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australia/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. Engage child/young person in the counselling process

1.1 Set an appropriate physical environment to engage children and young people in counselling

1.2 Use age appropriate engagement techniques to gain child's and/or young person's trust

1.3 Use communication strategies that are appropriate for the children/young people's developmental stage, culture and emotional needs

1.4 Maintain an ethical relationship with children/young people according to practice standards and legislative requirements

ELEMENT**PERFORMANCE CRITERIA**

	1.5 Enable children to identify problem areas and effectively participate in the counselling process
	1.6 Assess parental family/influences and engage with parents appropriately
2. Respond appropriately to allegations and disclosures of abuse	2.1 Respond to disclosures and allegations according to legislative requirements and organisation procedures
	2.2 Document factual information and observations as required by the organisation and any statutory child protection legislation
	2.3 Identify and assess risk for clients in relation to family domestic violence and other child protection concerns
3. Conceptualise the presenting problem	3.1 Identify the factors impacting on the child or young person
	3.2 Develop hypotheses to explain child/young person's presenting problems
4. Implement case work processes	4.1 Develop a clear plan of how sessions will be conducted in collaboration with children and young people
	4.2 Develop measurable outcomes, treatment goals, treatment plans and after session plans with children and young people's input using perspectives relevant to working with children and young people
	4.3 Work collaboratively with other stakeholders, including family members, other significant persons and professionals not present
	4.4 Record plans and complete other case documentation according to practice setting policies, professional standards and legislative obligations
	4.5 Use therapeutic interventions to engage and work with children and young people
	4.6 Monitor and review progress of sessions towards child/young persons goals

ELEMENT**PERFORMANCE CRITERIA**

5. Terminate counselling sessions

5.1 Recognise when the counselling is no longer serving the interests or needs of the client or family

5.2 Discuss with the client/s when counselling no longer appears to serve the client's interest or needs and either renegotiate the professional relationship or terminate the service

5.3 Engage client/s in determining any further external interventions as identified and arrange appropriate referrals

6. Seek feedback from the client/s about the counselling service provided

6.1 Review counselling progress and provision regularly with the client in a developmentally appropriate way

6.2 Obtain feedback from the client at the conclusion of the counselling service

6.3 Use a range of developmentally appropriate feedback strategies to encourage client contribution to improved counselling practice

6.4 Review and reflect on client feedback and incorporate this information as part of supervision for the purpose of practice improvement

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

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>