



Australian Government

Department of Education, Employment and Workplace Relations

CHCFCS801B Apply theory and practice of counselling approaches

Release: 1

CHCFCS801B Apply theory and practice of counselling approaches

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to determine and apply appropriate therapeutic approaches for counselling interventions

Application of the Unit

Application

This unit applies to relationship counsellors performing complex counselling with individuals, couples, children and young people using a variety of counselling approaches

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Apply appropriate family counselling model

2. Apply counselling approaches in a family counselling setting

PERFORMANCE CRITERIA

1.1 Analyse and critique a broad range of family *counselling approaches*

1.2 Compare the various counselling models and identify limitations and appropriate applications to family counselling

3.1 Determine from a range of *counselling theories* the most appropriate counselling approach to meet client need

2.2 Develop a conceptualisation of the problem with regard to family context

2.3 *Develop an hypothesis* to explain the presenting problem

2.4 Identify individual behaviours and communication transactions that contribute to conflict

2.5 Identify *family relationship patterns and themes* and articulate these back to the client family in an empathic way

2.6 Identify problems with abstract thinking

ELEMENT**PERFORMANCE CRITERIA**

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|---|---|
| 3. Implement the components of a family therapy session | <p>3.1 Use hypothesis to generate relevant questions</p> <p>3.2 Use case conceptualisations to develop therapeutic options</p> <p>3.3 Assess onset of presenting problems and explore relationships changes around it</p> <p>3.4 Track a sequence within a family dynamic</p> <p>3.5 Explore the <i>relationships web</i> using a variety of questions</p> <p>3.6 Explore behaviours, meaning and relationships using a variety of questions</p> <p>3.7 <i>Develop a systemic intervention</i></p> |
| 4. Monitor and review use of counselling approaches and theories in family counselling contexts | <p>4.1 Utilise <i>peer support structures</i> to test theoretical applications</p> <p>4.2 Seek out and access <i>supervision</i> opportunities on a regular basis to assess effectiveness of practice applications</p> <p>4.3 Use <i>self awareness</i> and own family of origin theory to identify and refer clients with whom it is inappropriate to work</p> <p>4.4 Undertake <i>professional development</i> on a regular basis to increase theoretical knowledge base and improve counselling approaches</p> <p>4.5 Monitor and evaluate interventions for consistency, congruency with counselling approach and theory of change, cultural contextual relevance, and agreed counselling goals</p> |

Required Skills and Knowledge**REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- 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 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
- Referral options and pathways to support clients seeking interventions and supports beyond or in conjunctions with counselling
- 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
- Main approaches used in counselling
- Theories of major counselling approaches
- Stages of human development and how this knowledge applies to counselling practice
- Human diversity including culture, gender, age, ability, class, spirituality and ethnicity
- Role of social contexts in the counselling relationship
- Range of impacts of separation and divorce on couples, parents, children and other family members

continued ...

REQUIRED SKILLS AND KNOWLEDGE

Essential knowledge (contd):

- 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.
- Family research and implications for practice

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and adhere to legislative requirements of counselling in a broad range of contexts including Family Law and counselling couples, families 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 instruments 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 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
- Apply an appropriate counselling approach and identify specific techniques to ensure client needs are met
- Apply advanced counselling interventions and explain the contribution of counselling to the therapeutic process
- Compare and contrast 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 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 techniques when working with children and young people

REQUIRED SKILLS AND KNOWLEDGE

- Produce case records, files and reports to a standard acceptable to industry standards
- Complete case work and participate effectively in case management processes where appropriate
- Practise self critique and non-defensive recognition of own errors

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of client situations or scenarios relevant to the workplace including
 - couples counselling
 - individual counselling as planned strategy for relationships intervention
 - family counselling
 - child and/or young person counselling
 - cases of complex family dynamics

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific
Resources for assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

EVIDENCE GUIDE

Method of assessment

- Observation in the workplace is essential
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- Counselling skills involving direct client contact are to be assessed *initially* on two occasions in a simulated counselling setting. If successful, further assessment is required during 10 hours actual counselling practice under direct supervision

The assessment environment should not disadvantage the candidate

Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English

Where the candidate has a disability, reasonable adjustment may be applied during assessment

Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Counselling approaches may include one or more of the following and is not limited to:

- Systemic family therapy
- Narrative therapy
- Group therapy
- Gestalt therapy
- Person-centred therapy
- Existential therapy
- Evidence-based family counselling

Depth of knowledge and levels of application of counselling approaches and theories is outlined in the Essential knowledge and skills section of this unit of competency

Counselling theories may include but is not limited to knowledge of principles of:

- Theory of grief and loss and relationship to individuals including children experiencing separation and divorce
- Theories of conflict management and negotiation and relevance to family/couples relationship counselling
- Theories of separation and anxiety and application to experiences of children in situations of parental conflict and separation
- Theories of human development, human sexuality, gender development and family development.
- Theories of family systems and their importance in the family relationship counselling context.
- Theories of change in complex circumstances

Peer support structures may include but are not limited to:

- Discussions and reflective practice with colleagues
- Discussions and reflective practice with other counsellors
- Exploring issues in group supervision
- Learning circles with peers

RANGE STATEMENT

- Supervision requires counsellors to:*
- Engage in a purposeful arrangement with a clinical supervisor to:
- Reflect on the setting of their work and understand the process which lead to failure in counselling
 - Consider legal and ethical obligations
 - Analyse experience and practice of working with people in the counselling setting
- Self awareness includes:*
- Awareness of own values, experiences and family of origin ,prejudices and stereotyping attitudes and behaviour and the potential influence these may have on counselling practice
 - Describe the effect of complex cases on the self of the family counsellor
- Professional development may include:*
- Obtaining knowledge of advances and theoretical applications to counselling practice through:
 - further training or study for knowledge or skills development
 - individual research
 - attending relevant conferences
 - maintaining any standards for professional membership
 - maintaining regular individual and peer supervision
- Develop an hypothesis relates to:*
- Development regarding relationship patterns, their bearing on the presenting problem and the influence of extra-therapeutic factors on client systems

RANGE STATEMENT

Family relationship patterns and themes may include but are not limited to:

- Family violence and abuse
- Child protection issues
- High levels of conflict
- Separation divorce
- Co-dependency
- Ineffective communication
- Psychological issues relating to expressions of emotions

Relationship webs may include:

- Tools used to assess family history and dynamics:
 - genograms
 - sociograms
 - other diagrammatic or pictorial representation of relationships

Develop a systemic intervention with the aim to:

- Empower clients and their relational systems to establish effective relationships with each other and larger systems

Counselling contexts may include:

- Couples counselling
- Family group counselling
- Individual counselling
- Counselling children and young people

Unit Sector(s)

Not Applicable