



Australian Government

CSCINT006 Use therapeutic processes in groups to address offending behaviour

Release: 1

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Modification History

Release	Comments
1	<p>This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages.</p> <p>This unit supersedes and is equivalent to CSCINT501A Use therapeutic processes in groups to address offending behaviour.</p>

Application

This unit describes the skills required to facilitate therapeutic group processes, create a safe emotional environment, support the expression of individual goals, and support progress to achieve individual goals related to offending behaviour.

This unit may apply to staff actively involved in the facilitation of group work that aims to address offending behaviour. The role may be carried out in a custodial environment or community program setting. With contextualisation this unit may apply in other contexts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interacting with offenders, running group programs and use of resources.

A person working in this role is mostly autonomous and draws upon support from a range of established and new resources. The role is complex, involving application of high level communication and analysis skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Intervention

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.

1. Facilitate group processes	<p>1.1 Research the history, background and culture of members of the group for assessment of suitability for the group according to agreed criteria.</p> <p>1.2 Encourage group members to explore their expectations of programs honestly and realistically.</p> <p>1.3 Promote group cohesion using a range of leadership techniques.</p> <p>1.4 Openly acknowledge hostile responses to participating in programs and deal with resistance using group processes.</p> <p>1.5 Use group dynamics to influence positive attitudes and expectations.</p> <p>1.6 Explore behaviours and attitudes in the group and negotiate agreement on acceptable behaviours and group rules.</p> <p>1.7 Encourage and model positive and open communication and deal with conflict fairly and constructively.</p> <p>1.8 Clearly define confidentiality and promote strategies that develop supportive relationships.</p>
2. Create a safe emotional environment	<p>2.1 Manage the environment of the group to encourage trust and self-reflection.</p> <p>2.2 Use information to establish empathy and safety of expression.</p> <p>2.3 Use questioning methods to encourage deeper exploration of emotions and experiences.</p> <p>2.4 Manage group processes and group interaction to create and maintain safe exploration of thoughts and feelings.</p> <p>2.5 Acknowledge attitudes, beliefs and experiences and challenge expressions of issues to promote honesty and self-awareness.</p> <p>2.6 Explore values, beliefs, attitudes and behaviour to promote self-analysis.</p> <p>2.7 Use questions to give participants the opportunity to explore underlying emotions and their origins.</p> <p>2.8 Use communication strategies such as silence to encourage participants to experience the effects of their feelings.</p> <p>2.9 Use questioning to encourage participants to explore and acknowledge their fears and concerns.</p> <p>2.10 Model and promote group interaction that supports the safe exploration of thoughts and feelings.</p> <p>2.11 Respond to participants in a culturally sensitive as well as honest and challenging manner.</p>
3. Support the expression of individual goals	<p>3.1 Engage participants in exploring their reasons for participating in programs and their expectations for outcomes and change.</p> <p>3.2 Facilitate participants' self-awareness through reflection and analysis of thoughts and feelings.</p> <p>3.3 Use motivational interviewing strategies to enable participants to compare and contrast their life goals with current reality.</p>

	<p>3.4 Encourage participants to explore, define and expand their goals.</p> <p>3.5 Encourage participants to identify personal goals that are consistent with non-offending behaviour.</p> <p>3.6 Encourage participants to analyse their own and others' attitudes, beliefs, values and behaviour.</p> <p>3.7 Encourage participants to review their goals at strategic stages in the program.</p> <p>3.8 Use review of goals to strengthen commitment to change.</p> <p>3.9 Use review of goals to confirm commitment or modify expectations.</p> <p>3.10 Encourage participants to evaluate progress in order to develop further strategies for action.</p>
4. Support progress to achieve individual goals	<p>4.1 Identify, bring into focus and analyse contradictions in beliefs, attitudes, values and goals.</p> <p>4.2 Encourage participants to move beyond superficial responses and levels of self-reflection.</p> <p>4.3 Encourage participants to analyse their values, beliefs and behaviours that reinforce or challenge their experience in offending.</p> <p>4.4 Encourage participants to recognise the contradictions in their beliefs, attitudes and values.</p> <p>4.5 Encourage participants to use reasoning to recognise the decisions and changes needed to assist them to achieve their goals.</p> <p>4.6 Use group dynamics to focus on and acknowledge each participant's barriers to change.</p> <p>4.7 Use group dynamics to promote individual choice and control over the barriers blocking change.</p> <p>4.8 Use group dynamics to generate participant changes in thoughts and behaviour and acceptance of non-offending lifestyle.</p> <p>4.9 Check objectives, outcomes and processes of the group for consistency with the organisation's policies, objectives and program outcomes.</p> <p>4.10 Maintain records of participation and progress according to organisation's requirements and report issues where required or necessary.</p>

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				
																				N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the [Foundation Skills Guide](#)

<http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide> on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCINT501A Use therapeutic processes in groups to address offending behaviour.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde>

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