



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCGMB501A Work effectively in the problem gambling sector**

**Release: 1**

## **CHCGMB501A Work effectively in the problem gambling sector**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required as a foundation for work in the problem gambling sector and provides a basic introduction to values, services and approaches applied to work in this sector

### **Application of the Unit**

#### **Application**

This unit applies to workers in a range of community service sectors who may work with clients with problem gambling issues

### **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

### PERFORMANCE CRITERIA

1. Work within the context of the problem gambling sector

1.1 Demonstrate basic knowledge of gambling and take into consideration the *historical context* of gambling in all work in the sector

1.2 In all work, reflect consideration of the changing *cultural, social, political, legal and economic context* of the sector

1.3 Apply knowledge of the *range and availability of gambling services* and awareness of the views of *key industry stakeholders and representatives*

1.4 In all work, demonstrate consideration of the interrelationship of issues which may affect *clients*

**ELEMENT****PERFORMANCE CRITERIA**

2. Develop knowledge of work in the problem gambling sector
  - 2.1 Demonstrate in all work, awareness of the views of key stakeholders and representatives from relevant target groups
  - 2.2 In all work, demonstrate consideration of the *range of problem gambling issues* affecting clients
  - 2.3 Demonstrate in all work, basic knowledge of available supports, current work practices and *different models of work* within the sector
  - 2.4 Demonstrate in all work, basic knowledge of effective treatment options for problem gambling
  
3. Demonstrate understanding of and commitment to guiding philosophies of the problem gambling sector
  - 3.1 Demonstrate in all work undertaken consideration and understanding of the *underpinning values and philosophy of the sector*
  - 3.2 Demonstrate a *commitment to access and equity principles* in all work in the sector
  - 3.3 Identify personal values and attitudes of both client and worker regarding problem gambling and take these values and attitudes into account when planning and implementing all work activities
  - 3.4 Encourage and support *clients* to participate in planning services and support activities as far as possible

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### *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:

- Definition and key indicators of problem gambling
- Awareness of a broad range of approaches and activities including harm minimization approach and abstinence
- Holistic and client oriented care
- Evidence-based treatment approaches
- Counselling process
- Client needs and rights including duty of care
- Principles of client and community empowerment/dis-empowerment
- Principles of access and equity
- Statutory framework within which work takes place
- Historical, cultural, political, legal, economic and social context as in the Range Statement
- Current issues facing clients and existing services to address their needs and rights
- Principles and practices of community support
- Ethics and values
- Principles of health promotion (as per Ottawa Charter)
- Legal and financial frameworks in relation to gambling

#### *Essential skills:*

It is critical that the candidate demonstrate current understanding of:

- Key indicators and definition of problem gambling
- Broad context of problem gambling and its impact on individuals and the community
- Available support information and services
- Different models of work

## REQUIRED SKILLS AND KNOWLEDGE

- Key values of the sector

In addition, the candidate must be able 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 the ability to:

- Apply effective interpersonal communication with clients and other stakeholders
- Work as part of a team or as a sole worker
- Demonstrate a non-judgemental approach

## 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
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

## 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:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resources required for assessment include access to an appropriate workplace or simulation of realistic workplace setting where assessment can take place
- Method of 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 locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## **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

*Cultural, social, political, legal and economic context includes:*

- Historical context of work such as:
  - changing attitudes to gambling
  - changing approaches to working with clients
  - historical development of the gambling industry
- Understanding cultural and cross-cultural differences and how they impact on gambling
- Cultural elements or factors that motivate people to gamble and may impact people's behaviour, including:
  - ethnicity
  - language
  - gender
  - sexual orientation
  - disabilities
- Changing social context of work such as:
  - changing government and societal views of gambling
  - changing approaches to working with clients
  - changing attitudes to mental health
- Political context such as government policies and initiatives affecting gambling
- Legal context of work such as:
  - statutory frameworks within which work takes place in the sector
  - professional frameworks and codes
- Economic context such as:
  - how various economic factors influence gambling (including links between economic conditions and levels of gambling, socioeconomic patterns, state revenue generation etc)
  - product management e.g. physical changes to gambling environments
- Awareness that there are interrelationships between the above contexts

## RANGE STATEMENT

*Range and availability of gambling services includes:*

- Types of gambling available including:
  - poker machines
  - keno
  - card games
  - racing
  - casino games
  - lotteries
- Availability
  - gambling venues (TAB, hotels, clubs and casinos)
  - lottery agents e.g. newsagents
  - internet
  - bookmaking services
  - hours of availability

*Key industry stakeholders and representatives include:*

- TAB
- Hotels
- Clubs
- Casinos
- Lotteries
- Gambling Industry Peak bodies e.g. AHA
- Bookmakers
- Racing industries
- Lobby groups
- Keno
- Gaming machine and equipment manufacturers

## RANGE STATEMENT

*Range of problem gambling issues may include:*

- Impacts on family relationships
- Financial issues e.g. debt and creditor pressure
- Legal issues e.g. fraud
- Dependency e.g. alcohol and other drugs
- Mental health
- Employment and study
- Interpersonal and domestic violence
- Suicide (including heightened level of suicidal ideation)
- Crises
- Family of origin or developmental issues

*Clients may include:*

- People who gamble (particularly those who engage in harmful levels of gambling)
- Significant others, including partners, families and care-givers, friends and peers

*Different models of work in the sector may include:*

- Individual counselling and therapy
- Internet and telephone counselling
- Working with families and relationship counselling
- Community awareness, development and education
- Assessment and referral services
- Outpatient services
- Peer support / self help
- Crisis situation responses
- Relapse prevention
- Group work
- Financial counselling
- Case management
- Residential and inpatient services

## RANGE STATEMENT

*Underpinning values and philosophy of the sector may include:*

- Client oriented approach:
  - delivery of appropriate services
  - commitment to meeting the needs and upholding the rights of clients
  - commitment to empowering the client
  - duty of care
- An appropriate framework which considers the effectiveness of treatment options
- Processes that will help the gambler overcome their gambling problem
- Community health:
  - promotion of health and well being
  - early identification of risk factors
  - early identification of health problems
- Seeing gambling in a context of social and physical health
- A focus on:
  - consumer protection, responsible gambling and responsible conduct of gambling
  - harm minimisation including harm prevention, harm reduction, health promotion and harm management
- Confidentiality
- Right to withdraw from treatment
- Ethical treatment
- Informed consent
- Right to referral

**RANGE STATEMENT**

- Commitment to access and equity principles must be demonstrated by:*
- A non-discriminatory approach to service provision
  - Ensuring work undertaken takes account of and where possible caters for differences including:
    - cultural
    - physical
    - religious
    - economic
    - social
    - gender
    - age
    - ability
    - political
  - Appropriate referral system for people needing different, additional or more specialised services

**Unit Sector(s)**

Not Applicable