



Australian Government

**Assessment Requirements for CSCINT006
Use therapeutic processes in groups to
address offending behaviour**

Release: 1

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Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- negotiating agreement on:
 - group rules of behaviour and attitude
 - purpose of group and rules of participation
 - individual goals and criteria for review against progress
- using group management techniques to influence group dynamics for positive outcomes
- challenging hostile, negative and unacceptable behaviours and attitudes
- addressing barriers to group participation, including those arising from involuntary participation
- modelling honesty, sensitivity, respect, frankness and clear communication
- applying information from checking individuals' details
- acknowledging the expressed feelings of participants
- reading accurately and responding suitably to the body language of participants
- clarifying boundaries of self-disclosure
- acknowledging effects of disclosure and responding in a supportive and constructive way
- using questioning techniques that facilitate the emergence of underlying thoughts, emotions and experiences
- using culturally sensitive responses
- making use of silence to encourage participants to experience the effects of their feelings
- exploring and acknowledging fears and concerns expressed by participants
- focusing on participants' choices and responsibility
- using motivational techniques and strategies to:
 - maintain participant focus on change
 - move participants towards rational analysis of experiences and behaviour
 - encourage honest and realistic self-reflection and analysis

- assessing participant commitment and reality and challenging inconsistencies
- identifying contradictions and gaps in congruency
- identifying and challenging barriers to change

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- justice-specific knowledge, such as:
 - statutory requirements of court and sentencing orders and conditions, parole board conditions, pre-release conditions and alternative sentencing conditions
 - criminogenic factors influencing attitude and behaviour change, rehabilitation and reduced risk of re-offending
 - community and political context and its influence on attitudes about crime, criminal behaviour, punishment and rehabilitation
- program-specific knowledge, including:
 - organisation's policies, objectives and program requirements for addressing offending behaviour using a therapeutic approach
 - organisation's criteria and protocols for suitability of programs, and conditions for referral to programs within the organisation and in other agencies
 - alcohol and other drugs harm minimisation – the range of approaches used to prevent and reduce the harm caused by drug and alcohol use and the likelihood of re-offending
 - feminist theories of power and their analysis of domestic violence, including the abuse of power by men as a result of patriarchal social structures
 - narrative intervention techniques that use personal stories and language to give understanding and meaning to events and experiences and the use of alternative stories to support change
 - partnership accountability that makes practice open to those who have an investment in the outcomes of the intervention
 - recognition of and by dominant groups of their power, and commitment to establishing how others view situations
 - restorative justice programs in which justice shifts from seeing crime as an offence against the state to treating it as an offence against people and relationships and tackling reconciliation and restitution at the human relationship level
 - alternative justice programs that focus on the offending behaviour and how to change it or require that the offender makes reparation rather than automatic incarceration
- behaviour theories and therapeutic responses, including:
 - cognitive behavioural theory that emphasises the way that people's thinking affects their behaviour and how thinking patterns can be changed to improve problem-solving skills and give people acceptable and constructive alternatives to harmful and illegal behaviour

- human development theory that uses knowledge of the ways in which common human behaviours change during a life span and the way priorities evolve through the stages of life
- systems theory that focuses on the interdependence of individuals, families, groups, organisations, environments and cultures as an explanation of how people operate and interrelate
- motivational interviewing that uses tactical and strategic persuasion to increase an individual's motivation by generating arguments for change from the individual
- therapeutic group work that relies on knowledge of how the energies of group members can be mobilised and channelled to help each other and to increase responsibility and control
- criminogenic factors in needs assessment that uses testing of specific factors to determine appropriate intervention strategies
- reflective practice that uses analysis of personal practice for increased self-awareness and professional development
- grief and loss theories that explain how grief reactions to loss can result in a range of behaviour requiring consideration in the design of intervention and response

Assessment Conditions

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Valid assessment requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for conducting therapeutic group work with offenders to address offending behavioural issues as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessment will require demonstration of at least five (5) of the following therapeutic group processes:

- motivational interviewing
- use of silence
- techniques to build trust with the group and within the group
- use of and interpretation of body language and non-verbal messages, including eye contact
- use of language to create specific impact
- varying the use of language for specific purposes
- provoking interaction between group members
- managing interaction between facilitators and group members
- setting up small group interactions
- varying techniques according the stages of the group's existence
- using feedback techniques
- changing style and methods to have specific impact

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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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