



Australian Government

CHCCSL005 Apply learning theories in counselling

Release: 1

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Modification History

Release	Comments
Release 1	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. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Additional assessor requirements. Supersedes CHCCSL505A

Application

This unit describes the skills and knowledge required to apply theory underpinning behaviourism and social learning to formulate and monitor a program for behaviour change in a counselling context.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues within established policies, procedures and guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/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. Research learning theories

1.1 Identify and access sources of information on learning theories

1.2 Read and interpret information, distilling key themes and messages for counselling work

1.3 Organise and record information to support current and future practice

ELEMENT**PERFORMANCE CRITERIA**

2. Analyse behavioural outcomes of different modelling and reinforcement influences	2.1 Identify and analyse the impact of modelling influences in a client's environment to facilitate client change
	2.2 Analyse individual responses to similar modelling and reinforcement
	2.3 Analyse the effects of environmental differences and dysfunctional environments
3. Formulate a program for change in a counselling context	3.1 Identify change required to achieve identified outcomes and formulate and record a program for change
	3.2 Apply stimulus and response techniques in counselling practice
	3.3 Apply reinforcement approaches to support behaviour change
	3.4 Develop a process for program monitoring, recording and intervention, according to individual client needs

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>

Assessment Requirements for CHCCSL005 Apply learning theories in counselling

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- used critical thinking skills to research and evaluate information from at least 3 different sources about 3 different learning theories
- integrated theoretical approaches to develop programs for behaviour change with at least 3 different clients.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- overarching types of learning theories and their application to counselling practice, including:
 - behaviourism
 - cognitivism
 - constructivism
- principles and practices of at least 3 different specific learning theories
- applications of stimulus and response theory in counselling practice

- environmental impacts on behaviour, including:
 - major influences from childhood and impact of strength and duration
 - learning environments – family and school
 - functional and dysfunctional environments
 - pre-adolescent and adolescent peer group pressures/influences
- modelling and reinforcement influences and how they may affect behaviour
- features of and differences of operant and classical conditioning
- learning theory supporting conditioning models
- principles and practices of reinforcement and consequences, including:
 - concept of schedule reinforcement – fixed and variable interval, fixed and variable ratio
 - reinforcement techniques
 - reinforcement of specific behaviours.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
 - client information
 - individualised counselling plans
- modelling of industry operating conditions, including:
 - scenarios that involve complex interactions with real people in face-to-face situations where candidate and client are physically present in the same room
 - scenarios that involve problem-solving.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must have 2 years experience working in a counselling role and hold a qualification in counselling or related field that involves counselling, at Diploma level or higher (or equivalent qualification).

Links

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