



Australian Government

CHCPRP007 Work within a clinical supervision framework

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 change to knowledge evidence. Supersedes CHCFCS806C

Application

This unit describes the skills and knowledge required to initiate, prepare for and participate in a structured process of clinical supervision.

This unit applies to workers who operate with significant autonomy in therapeutic professional service roles in the community sector. The activity is self-directed.

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. Initiate clinical supervision arrangements

1.1 Identify own clinical supervision needs through a process of reflection and peer collaboration

1.2 Match learning, experience and specialist or generalist practice areas with appropriate supervisor

1.3 Identify and articulate own supervision goals and expectations when engaging with a clinical supervisor

1.4 Agree and complete contractual agreement including goal setting and timeframes for supervision with the supervisor

1.5 Develop, document and use evidence of personal

ELEMENT**PERFORMANCE CRITERIA**

growth and professional learning in preparation for supervision

2. Use supervision to determine effectiveness of clinical practice and techniques

- 2.1 Discuss challenging areas of practice using existing clinical cases
- 2.2 Participate in self analysis and evaluate own response to clients
- 2.3 Seek, accept and respond to positive and negative feedback
- 2.4 Maintain client confidentiality in case discussions
- 2.5 Discuss current clinical literature and its application
- 2.6 Document learning from supervision according to practice needs

3. Initiate opportunities to contribute to the development of own knowledge

- 3.1 Identify, research and critique professional research and program evaluation
- 3.2 Use current research and program evaluations to inform practice according to legal, ethical and contextual requirements
- 3.3 Identify and pursue professional development through reflective practice, collegial collaboration, and professional reading
- 3.4 Implement a program to maintain professional competence

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 CHCPRP007 Work within a clinical supervision framework

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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:

- initiated, prepared for, documented and participated in a structured process of clinical supervision in the workplace in response to at least 5 different clinical case work experiences
- researched at least 3 different example of professional literature or program evaluations
- articulated and documented a response to at least 3 different complex situations in professional practice.

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:

- legal and ethical considerations for clinical supervision, and how these are applied in organisations and individual practice:
 - codes of conduct
 - continuing professional development
 - duty of care and when this may be compromised
 - ethical dilemmas in practice and processes for ethical decision-making
 - human rights
 - practitioner client boundaries

- privacy, confidentiality and disclosure
- records management
- rights and responsibilities of workers, employers and clients
- work role boundaries – responsibilities and limitations of interventions
- work health and safety, including:
 - stress management
 - legal rights of workers
- the importance, purpose and benefits of clinical supervision
- current and emerging theories about professional practice and clinical supervision in area of work
- types and features of clinical supervision and the different communication modes that may be used, including:
 - engaging with a supervisor either external or internal to the organisation
 - group supervision
 - in person individual supervision with qualified and experienced clinical supervisor
 - peer supervision
 - unscheduled supervision and how to recognise the need for this
- factors to consider in preparing for supervision, including:
 - identifying and acknowledging reactions and responses to interactions and situations
 - analysing own errors
 - identifying areas of practice to be challenged
 - identifying limitations in areas for practice development
 - maintaining journal work for self reflection
- awareness of self, and factors to consider in analysing own perspectives, and when these threaten to impact professional practice, including:
 - belief and value systems
 - biases and prejudices
 - family of origin
 - gender
 - personal experiences
 - sexuality
 - own relationship
- sources of professional support and professional development.

Assessment Conditions

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
 - case information

- sources of research
- modelling of industry operating conditions, including:
 - scenarios that involve complex interactions with other people.

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

Links

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