



Australian Government

Department of Education, Employment and Workplace Relations

CHCFCS806C Work within a clinical supervision framework

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to participate in effective clinical supervision for the continued improvement of counselling skills and best practice

Application of the Unit

Application

This unit of competency applies to relationship counsellors providing counselling for couples, families, children and young people as voluntary or involuntary clients

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. Initiate *clinical supervision* arrangements

- 1.1 Explain the purposes of supervision
- 1.2 Complete contractual agreement including goal setting and timeframes for supervision with the supervisor
- 1.3 Outline expectations of supervision to the supervisor
- 1.4 Identify own supervision goals when engaging with a clinical supervisor
- 1.5 Match learning, experience and specialist or generalist practice areas with appropriate supervisor
- 1.6 Verify the suitability and qualifications of identified supervisor, supervision model and contract

2. *Prepare for clinical supervision*

- 2.1 Provide *evidence of personal growth and professional learning* with particular regard to current counselling cases
- 2.2 Explain the importance of debriefing
- 2.3 Understand influence of organisation culture on policy and procedure
- 2.4 Apply ethical practices and frameworks

ELEMENT**PERFORMANCE CRITERIA**

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| 3. Utilise supervision to determine effectiveness of clinical practice and techniques | 3.1 Discuss challenging areas of practice using existing clinical cases |
| | 3.2 Undertake to discuss <i>self analysis</i> and evaluate own response to clients. |
| | 3.3 Maintain client confidentiality in case discussions |
| | 3.4 Evaluate knowledge of current clinical literature and its application |
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| 4. Initiate opportunities to contribute to the development of own knowledge | 4.1 Understand and critique professional research and assess the quality of research studies and program evaluation literature |
| | 4.2 Use current research to inform practice |
| | 4.3 Understand the ethical, legal and contextual issues involved in the conduct of clinical research and program evaluation |
| | 4.4 Pursue professional development through self - reflective practice, collegial consultation, and professional reading |
| | 4.5 Implement a program to maintain professional competence |

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:

- Acknowledge and describe the importance, purpose and benefits of clinical supervision
- Advances and theory regarding effective practice
- Aware of legislative and professional standards requirements to practice
- Boundaries and limitations to counselling interventions
- Complex interpersonal interactions, power in relationships, abuse and conflict
- Development of counselling models and theories
- Difference between supportive and interventionist counselling
- Monitor issues related to ethics, laws, regulations and professional standards
- Organisation policy and procedures
- Personal awareness of values, family of origin work, in depth analysis
- Policies and procedures of the practice setting
- Professional ethics and standards of practice that apply to the practice of counselling
- Recognise ethical dilemmas in counselling practice
- Recognise when a legal consultation is necessary
- Recognise when unscheduled supervision is required
- Self awareness
- Support groups available to families with relationship difficulties
- Timing and appropriate termination counselling
- Understand dynamics of intimate relationships
- Understand the process for ethical decision-making
- Understanding of a wide range of client groups and cultural diversity

Essential skills:

It is critical that the candidate demonstrate the ability to:

REQUIRED SKILLS AND KNOWLEDGE

- Accept accountability
- Accept critical feedback from supervised practice
- Apply ethical standards
- Appreciate individual difference
- Consult with peers and/or supervisor if personal attitudes or beliefs threaten to adversely impact on counselling work
- Critically review own counselling practice
- Demonstrate an awareness of the impact of values, belief systems and their own relationships on the professional relationship
- Demonstrate awareness of self
- Demonstrate highly developed research and analytical skills
- Identify own professional development needs
- Identify and promote the importance of using opportunities to address environmental responsibility and sustainable practice issues
- Maintain a solid theoretical base
- Manage time
- Practise within the defined scope of practice and competence
- Provide transparent service and be accountable for actions
- Recognise opportunities for counsellors to participate in clinical research
- Seek out clinical supervision and professional development opportunities to ensure best practice and to meet duty of care requirements
- Take appropriate action when legal and ethical dilemmas emerge

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
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the

EVIDENCE GUIDE

workplace

- 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:*
- 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 workplace settings, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

EVIDENCE GUIDE

Method of assessment

- Observation in the workplace (if possible)
- Written assignments/projects or questioning should be used to assess knowledge
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

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.

- Clinical supervision may include:*
- 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
 - Telephone or other communication mode

RANGE STATEMENT

Self analysis may relate to:

- Belief and value systems
- Biases and prejudices
- Family of origin
- Gender
- Personal experiences
- Sexuality

Prepare for clinical supervision may include but is not limited to:

- Identifying and acknowledging reactions and responses to counselling interactions and situations
- Identifying areas of practice to be challenged
- Identifying limitations in areas for practice development
- Maintaining journal work for self reflection that contributes to the content of supervision

Evidence of personal growth and professional learning may include:

- Demonstrated workable application of:
 - ability to analyse own counselling errors and discuss options for improving practice
 - extended and improved counselling skills
 - extended knowledge of counselling theories and approaches

Unit Sector(s)

Not Applicable