



Australian Government

CSCINT006 Use therapeutic processes in groups to address offending behaviour

Release: 1

CSCINT006 Use therapeutic processes in groups to address offending behaviour

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCINT501A Use therapeutic processes in groups to address offending behaviour.

Application

This unit describes the skills required to facilitate therapeutic group processes, create a safe emotional environment, support the expression of individual goals, and support progress to achieve individual goals related to offending behaviour.

This unit may apply to staff actively involved in the facilitation of group work that aims to address offending behaviour. The role may be carried out in a custodial environment or community program setting. With contextualisation this unit may apply in other contexts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to interacting with offenders, running group programs and use of resources.

A person working in this role is mostly autonomous and draws upon support from a range of established and new resources. The role is complex, involving application of high level communication and analysis skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Intervention

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.

1. Facilitate group processes	1.1 Research the history, background and culture of members of the group for assessment of suitability for the group according to agreed criteria. 1.2 Encourage group members to explore their expectations of programs honestly and realistically. 1.3 Promote group cohesion using a range of leadership techniques. 1.4 Openly acknowledge hostile responses to participating in programs and deal with resistance using group processes. 1.5 Use group dynamics to influence positive attitudes and expectations. 1.6 Explore behaviours and attitudes in the group and negotiate agreement on acceptable behaviours and group rules. 1.7 Encourage and model positive and open communication and deal with conflict fairly and constructively. 1.8 Clearly define confidentiality and promote strategies that develop supportive relationships.
2. Create a safe emotional environment	2.1 Manage the environment of the group to encourage trust and self-reflection. 2.2 Use information to establish empathy and safety of expression. 2.3 Use questioning methods to encourage deeper exploration of emotions and experiences. 2.4 Manage group processes and group interaction to create and maintain safe exploration of thoughts and feelings. 2.5 Acknowledge attitudes, beliefs and experiences and challenge expressions of issues to promote honesty and self-awareness. 2.6 Explore values, beliefs, attitudes and behaviour to promote self-analysis. 2.7 Use questions to give participants the opportunity to explore underlying emotions and their origins. 2.8 Use communication strategies such as silence to encourage participants to experience the effects of their feelings. 2.9 Use questioning to encourage participants to explore and acknowledge their fears and concerns. 2.10 Model and promote group interaction that supports the safe exploration of thoughts and feelings. 2.11 Respond to participants in a culturally sensitive as well as honest and challenging manner.
3. Support the expression of individual goals	3.1 Engage participants in exploring their reasons for participating in programs and their expectations for outcomes and change. 3.2 Facilitate participants' self-awareness through reflection and analysis of thoughts and feelings. 3.3 Use motivational interviewing strategies to enable participants to compare and contrast their life goals with current reality.

	3.4 Encourage participants to explore, define and expand their goals. 3.5 Encourage participants to identify personal goals that are consistent with non-offending behaviour. 3.6 Encourage participants to analyse their own and others' attitudes, beliefs, values and behaviour. 3.7 Encourage participants to review their goals at strategic stages in the program. 3.8 Use review of goals to strengthen commitment to change. 3.9 Use review of goals to confirm commitment or modify expectations. 3.10 Encourage participants to evaluate progress in order to develop further strategies for action.
4. Support progress to achieve individual goals	4.1 Identify, bring into focus and analyse contradictions in beliefs, attitudes, values and goals. 4.2 Encourage participants to move beyond superficial responses and levels of self-reflection. 4.3 Encourage participants to analyse their values, beliefs and behaviours that reinforce or challenge their experience in offending. 4.4 Encourage participants to recognise the contradictions in their beliefs, attitudes and values. 4.5 Encourage participants to use reasoning to recognise the decisions and changes needed to assist them to achieve their goals. 4.6 Use group dynamics to focus on and acknowledge each participant's barriers to change. 4.7 Use group dynamics to promote individual choice and control over the barriers blocking change. 4.8 Use group dynamics to generate participant changes in thoughts and behaviour and acceptance of non-offending lifestyle. 4.9 Check objectives, outcomes and processes of the group for consistency with the organisation's policies, objectives and program outcomes. 4.10 Maintain records of participation and progress according to organisation's requirements and report issues where required or necessary.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy				
																				N/A				

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the [Foundation Skills Guide](#)

<http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide> on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCINT501A Use therapeutic processes in groups to address offending behaviour.

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

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.

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