



Australian Government

Department of Education, Employment and Workplace Relations

CSCOFM404A Provide guidance and counsel

Revision Number: 2

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Modification History

CSCOFM404A Release 2: Layout adjusted. No changes to content.
CSCOFM404A Release 1: Primary release.

Unit Descriptor

This unit of competency describes the outcomes required to promote positive choices and behaviour change and to deal effectively with conflict, anxiety and uncooperative behaviour. The unit has been designed to relate to the guidance and counsel provided to offenders as part of case management, service and support provision for offenders, clients and also team members and where the candidate has responsibility for the supervision and performance management of other staff or others.

Application of the Unit

Customisation will be required to accommodate the different work sites and defined work role contexts in which this unit will be applied.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Encourage awareness of behaviour.	1.1 Provide clear, accurate and relevant information designed to develop awareness and understanding. 1.2 Encourage the individual to identify the consequences of behaviour to self and others. 1.3 Constructively address unacceptable attitudes and behaviour and negotiate changes.
2 Encourage personal responsibility.	2.1 Encourage the individual to determine realistic and achievable individual goals. 2.2 Identify barriers to behaviour and attitude change and support positive approach. 2.3 Assess levels of motivation and commitment and encourage positive elements. 2.4 Identify realistic options for change, assess them for contribution to achieving goals and select options in consultation with the individual. 2.5 Monitor progress against agreed objectives, timetable and achievements and give positive encouragement. 2.6 Assist individual to monitor own progress and response to setbacks and relapses.
3 Promote self-management.	3.1 Support individual in identifying the sources and effects of personal difficulties. 3.2 Help individual to identify patterns of behaviour that may be contributing to identified problems. 3.3 Provide the individual with support in identifying and implementing positive alternative behaviours. 3.4 Provide feedback to enable further awareness of the effects of behaviour. 3.5 Provide positive reinforcement of acceptable behaviour and acknowledge progress towards change when indicated. 3.6 Identify and assess resources required to provide support, for their effectiveness and suitability. 3.7 Identify personal development and training opportunities designed to promote behaviour change and encourage participation.
4 Manage conflict and negative responses.	4.1 Give clear and accurate feedback regarding behaviour and its effects and implications. 4.2 Set clear and reasonable boundaries for behaviour and seek agreement on them. 4.3 Develop and use a range of strategies to manage

ELEMENT**PERFORMANCE CRITERIA**

effective interactions.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- applying knowledge and understanding of the impact of personal and organisational values
- using a range of effective communication strategies for counselling, mediation, negotiation, advocacy and conflict management
- applying principles of individual responsibility, autonomy and accountability
- using strategies for behaviour management and change.

Required knowledge:

- cultural, gender, religious and social issues relevant to the individual, relationships and offending circumstances
- service policies and procedures related to case management and professional role
- behavioural and social theory relevant to offender profiles and criminogenic behaviour
- role and function of the criminal justice system
- relevant ethical and professional standards
- service code of conduct and principles of duty of care
- organisation's and department's record keeping and reporting systems with an awareness of environmental and/or sustainability practices
- research and analysis methodology
- welfare system, and community and professional support services
- effects of values and beliefs on own behaviour
- obvious and subtle forms of discrimination
- relevant conditions of orders
- workplace assessment
- industrial relations principles relevant to own and team members' responsibilities.

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.

Overview of assessment

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of employability skills as they relate to this unit
- ability to provide guidance and counsel to offenders in a range of (two or more) contexts or occasions, over time.

Context of and specific resources for assessment

This unit contains a wide range of variables to reflect the diverse nature of offender management and the different services provided in and for correctional services. Selection from the range of variables will reflect the specific requirements of the work site and the defined work role.

Valid assessment of this unit 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 involved in providing guidance and counsel to offenders effectively as part of a coordinated team, including coping with difficulties, irregularities and changes to routine
- copies of legislation, policies, procedures and guidelines relating to providing guidance and counsel to offenders
- access to appropriate learning and assessment support when required.

Method of assessment

The following assessment methods are suggested:

- observation of performance in routine workplace activities within a range of agreed responsibilities and in various work locations
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documents and reports produced as part of routine work activities

- third-party reports from experienced practitioners
- completion of performance feedback from supervisors and colleagues.

Guidance information for assessment

Assessment methods should reflect workplace demands, and any identified special needs of the candidate, including language and literacy implications and cultural factors that may affect responses to the questions.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

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. ***Bold italicised*** wording in the performance criteria is detailed below. 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.

Behaviour may include a range of:

- breaches of code of conduct, duty of care and organisational procedures
- conduct or attitudes that jeopardise work role and responsibilities
- interpersonal conflict
- discrimination
- failure to meet performance requirements
- inappropriate and unprofessional behaviour
- committing offences
- drug and alcohol usage or abuse
- racial abuse and vilification
- verbal, physical and domestic violence
- sexual assault and harassment
- contact with people restricted by orders or directions
- visit to areas restricted by orders or directions
- breach of an order or condition
- not complying with reasonable directions
- breach of prison or service regulations
- anti-social behaviour
- risk to self and others
- manufactured and natural obstacles to communication.

Goals may include:

- complying with directions and orders
- those set out in case management plan
- those set by the individual
- short-term and long-term
- those included in peer appraisal and workplace assessment.

Identified problems should include a range of the following:

- psychological and psychiatric
- social
- employment
- educational
- financial
- relationship
- health

- dependencies
- sexual
- developmental
- cultural
- spiritual
- communication
- disability
- age
- attitude
- confidence and self-image.

Unit Sector(s)

Offender management.

Competency field

Not applicable.

Co-requisite units

Not applicable.