

*Australian*  
INSTITUTE *of* SOCIAL RELATIONS™



## Course Information

CHC51015 Diploma of Counselling

Blended delivery 2018

*Australian*  
INSTITUTE *of*  
SOCIAL RELATIONS™

The Australian Institute of Social Relations RTO 102358 is a division of Relationships Australia SA

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SOUTH AUSTRALIA



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## Welcome

Welcome to professional training and assessment provided by the Australian Institute of Social Relations, registration number 102358, a division of Relationships Australia South Australia Limited.

The Australian Institute of Social Relations (AISR) is the largest non-government provider of health, community services, family law and human services training in Australia. AISR is the training division of Relationships Australia South Australia (RASA) which has been providing services for over 60 years and sees over 26,000 clients annually. AISR is recognised as a leading provider of training tailored for the specific needs of health and community sector. In June 2004, AISR was the first federally-funded Skills Training Centre in Australia to provide specialist health and community services sector training and continues to be at the forefront of human services training and professional development.

The CHC51015 Diploma of Counselling qualification is designed to equip Learners with the skills and knowledge to work in a defined and supported counselling role in an established agency and to add practical experience to an existing qualification. It is regarded as professional preparation to enable counsellors to work with clients on personal and psychological issues, using established counselling therapies within an integrative counselling framework.

The counselling workforce provides a wide array of services to individuals, families and communities and we recognise that trainers and assessors who understand the skills, knowledge and sector systems are an essential component of quality training. The counselling sector is constantly evolving and requires its practitioners to embrace and 'embody continual learning', (McGraw-Hill Education, 2016).

As a major provider of individual, family and community counselling services, RASA delivers high quality family and community counselling services and underpins our training and assessment strategy for the CHC51015 Diploma of Counselling.

The AISR, as a part of RASA believes that the increasing complexity of human services means that quality work requires an ongoing commitment to learning and purposive reflection of our practice. Central to AISR's training approach is the intention to foster a love of learning and confidence in one's ability to learn. 'Education is not the filling of a pail, but the lighting of a fire.' (William Butler Yeats)

Our elective unit choices reflect the role of counsellors who are often required to work in areas requiring a commitment to client safety and understanding of complex needs. These include CHCPRT001 Identify and respond to children and young people at risk, CHCDFV001 Recognise and respond appropriately to domestic and family violence, CHCPRT005 Work within a practice framework and CHCCS004 Assess co-existing needs.

All eligible students entering our counselling training program have the opportunity to be exposed to working in an organisational setting, undertaking counselling in a community services context, supported by a team highly experienced counsellors and practice managers.

We look forward to your participation!

## Course Structure

The learning and assessment program will be delivered from February 2018. There will be nine (9) full days and nine (9) evenings of face to face classroom learning offered over a 12 month period. Assessments will be conducted online, in the classroom and on-the-job via learner participation in our student training clinic. All topics combine face to face training delivery, online learning and assessment, on-the-job application and off-the-job learning and assessment.

### Modules 1 to 4 require:

- Attendance and participation in face to face training
- Completion of online learning and assessment activities (in your own time)
- Completion of on-the-job learning and assessment activities

### Module 5 (Student Clinic) includes:

- 48 hours of on the job training with professional clinical supervision at 4 hours per week over 12 weeks

### Module 1 Overview

Module 1 is an introduction to counselling which includes information and discussion based on exploring what counselling is, reasons clients may choose to attend counselling and the importance of building a therapeutic alliance with clients. This introduction supports learners to develop self awareness and view their values, beliefs and own communication skills through an ethical lens.

‘Sometimes the client may wander away from the path ... Sometimes they may go in a circle and come back to the same point. As a counsellor I am neither a follower nor a leader most of the time ... Most of the time, what I try to do is to walk alongside the client.’ (Geldard & Geldard, 2001)

### Units of competency for this module:

- CHCCSL001 Establish and confirm the counselling relationship
- CHCCSL002 Apply specialist interpersonal and counselling interview skills

### Module 2 Overview

Module 2 supports the Learner’s awareness and the development of an understanding of legal and ethical considerations within the counsellor work role. Importantly, the ongoing development of skills and knowledge required to identify Aboriginal and/or cultural safety issues in the workplace and participate and promote cultural safety in our workplaces is reinforced. Conscious and unconscious bias is addressed with an emphasis on self awareness as well as the development of relevant strategies to maintain personal and professional development. It is in this module that Learners are introduced to the complexity and ethics in working with interpreters ensuring the primacy of the client’s stance.

Resources and activities to support the skills and knowledge required to work respectfully with clients and within our workplaces from diverse social and cultural groups and situations are provided.

‘Every session has a cultural context that underlies the way clients and counsellors think, feel and behave.’ (Carlos Zalaquett 2012, p21)

A Cultural Fitness workshop is included in this Module.

**Units of competency for this module:**

- CHCDIV001 Work with diverse people
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
- CHCLEG001 Work legally and ethically

### Module 3 Overview

Module 3 introduces a range of theories and approaches which support the Learner to develop their own 'Integrative Approach,' to Counselling.

Learners are encouraged and supported to utilise their own unique set of skills, experience, qualities and strengths to integrate different counselling modalities according to preference and specific client need. Underpinning this is a purposeful, strength-based approach for working together with clients.

**Units of competency for this module:**

- CHCCSL004 Research and apply personality and development theories
- CHCCSL005 Apply learning theories in counselling
- CHCCSL006 Select and use counselling therapies
- CHCCCS014 Provide brief interventions (elective)

### Module 4 Overview

Module 4 provides a sound basis for identifying and understanding the issues of Family and Domestic Violence (FDV). Gaining an understanding of FDV and its effects on people and their lives, mainly women and children, assists us to; support clients identifying with FDV; form links with other support agencies; and to plan for safety while encouraging and supporting empowerment and self determination for our clients.

This module also exposes Learners to current research and approaches in working with perpetrators of FDV given early intervention is the key to preventing contagion of violence.

'There are two kinds of power. One kills the spirit, the other nourishes the spirit. The first is power over. The other is personal power.' (P.Evans, 2010, p 29)

The related topics of Crisis Counselling, Mental Health/Mental Illness and Case Management are also involved, with Learners participating in role plays as a practical avenue to develop skills for working with clients and referring to relevant support services.

Online learning for this module includes Child Focused Practice Online, Orientation to the SA Gambling Sector, AVERT Family Violence Basics and White Ribbon online training.

**Units of competency for this module:**

- CHCPRT001 Identify and respond to children and young people at risk (elective)
- CHCDFV001 Recognise and respond appropriately to domestic and family violence (elective)
- CHCCCS019 Recognise and respond to crisis situations
- CHCCSM005 Develop, facilitate and review all aspects of case management
- CHCCCS004 Assess co-existing needs (elective)

## Module 5 Overview

Module 5 puts theory and practice together with Learners developing goals for ongoing skill development which will continue throughout Student Training Clinic. At this stage, it is expected that Learners will have developed their own purposeful Integrative Counselling Framework and are ready to participate in the Student Training Clinic.

### Units of competency for this module:

- CHCCSL003 Facilitate the counselling relationship and process
- CHCCSL007 Support counselling clients in decision making processes
- CHCPRP003 Reflect on and improve own professional practice

## Student Clinic Overview

As part of the assessment requirements for CHC51015 Diploma of Counselling, Learners are to be provided with opportunity to practice and demonstrate a range of counselling skills in real work contexts. At AISR, this is achieved through Learners participating in a coordinated, structured and supervised Student Counselling Clinic.

This highly supervised environment allows Learners to practice their counselling skills and to develop real work experience. Supervision discussions and reflections are led by experienced Clinical Supervisors and Practice Managers from RASA. This process allows for Learners to be exposed to professionals with a diverse range of experience such as relationship counselling, child protection matters, working with family violence, working with people from culturally and linguistically diverse backgrounds (CALD) and problem gambling counselling.

Each Learner will attend and participate in 48 hours of Student Training Clinic.

## Units of competency

CHC51015 Diploma of Counselling is comprised of 17 units of competency:

- CHCCSL001 Establish and confirm the counselling relationship
- CHCCSL002 Apply specialist interpersonal and counselling interview skills
- CHCDIV001 Work with diverse people
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
- CHCCSL004 Research and apply personality and development theories
- CHCCSL005 Apply learning theories in counselling
- CHCCSL006 Select and use counselling therapies
- CHCLEG001 Work legally and Ethically
- CHCPRT001 Identify and respond to children and young people at risk (elective)
- CHCCS014 Provide brief interventions (elective)
- CHCDFV001 Recognise and respond appropriately to domestic and family violence (elective)
- CHCCS019 Recognise and respond to crisis situations
- CHCCSM005 Develop, facilitate and review all aspects of case management
- CHCCS004 Assess co-existing needs (elective)
- CHCCSL003 Facilitate the counselling relationship and process
- CHCCSL007 Support counselling clients in decision-making processes
- CHCPRP003 Reflect on and improve own professional practice

The units of competency, topics delivered, organisational standards, policies and procedures and legislation combined, provide the specific criteria that inform the assessment tasks designed for this course.

Assessments will gather evidence of your competency using the following methods:

- Direct observation of participation in face to face learning activities
- Written short answer, multiple choice or short essay type questions
- Presentations to colleagues
- Supervisor and third party feedback
- Completion of online learning tasks
- Completion of online workshops

## Key Facilitators

An outstanding feature of our counselling training proposal is the inclusion of experienced AISR Trainers and RASA Counselling Practitioners and Practice Managers

### **Tania Kensen-Trebilcock - Course Coordinator**

Tania is an experienced Senior Trainer with over 10 years' experience in education, course development, training delivery, assessment and counselling. Tania's background of working with families and children in community based management roles, supports a person-centred and strength-based approach to working collaboratively with clients, staff and students.

Tania is proactively involved in ensuring quality is maintained and is an integral part of the development and currency of the program. Tania's commitment to child and family safety ensures this is addressed thoroughly throughout the course.

### **Guest Presenters/Industry Experts**

Guest presenters and industry experts include counselling practitioners and Practice Managers from RASA who bring a wealth of knowledge and expertise. This includes CALD counselling, trauma counselling, relationship counselling, working with FDV, working therapeutically with children and problem gambling counselling.

Below is list of guest presenters for the 2018 program:

- Janet Muirhead - Practice Manager, Relationship Counselling, RASA
- Jeanette Stott - Regional Manager South, RASA, Registered Psychologist, RASA
- Fattaneh Scott - Counsellor CALD, RASA
- Pamela Dawn - Senior Educator, Cultural Fitness Training, AISR
- Dr Jamie Lee - Principal Researcher & Child Specialist Counsellor, RASA
- John Hambleton - Senior Counsellor, Relationship Counselling, RASA
- Monya Gangemi - Counsellor Gambling Help, RASA
- Katie Mc Donnell - Relationship Counsellor, RASA
- Danielle Moyle – Practice Manager, Clinical Psychology, RASA

## Course timetable 2018

Event	Date	Hours
<b>Module 1 Moodle opens</b>	24 January	
Face to face Evening 1	7 February	3
Face to face Day 1	17 February	7
Module 1 Assessments due	4 March	
<b>Module 2 Moodle Opens</b>	5 March	
Face to face Evening 2	7 March	3
Face to face Day 2	24 March	7
Module 2 Assessments due	8 April	
<b>Module 3 Moodle Opens</b>	10 April	
Face to face Evening 3	11 April	3
Face to face Day 3	5 May	7
Face to face Evening 4	9 May	3
Face to face Day 4	26 May	7
Module 3 Assessments due	2 June	
<b>Module 4 Moodle opens</b>	4 June	
Face to face Evening 5	6 June	3
Face to face Day 5	30 June	7
Face to face Evening 6	11 July	3
Face to face Day 6	28 July	7
Module 4 Assessments due	28 July	
<b>Module 5 Moodle Opens</b>	29 July	
Face to face Evening 7	8 August	3
Face to face Day 7	25 August	7
Face to face Evening 8	5 September	3
Face to face Day 8	22 September	7
Face to face Evening 9	26 September	3
Face to face Day 9	29 September	7
<b>Student Training Clinic Sessions</b>	<b>26 September to 15 December</b>	<b>48</b>
Module 5 Assessments due	22 December	
<b>Additional workshops (5 days)</b>	<b>Offered throughout year</b>	<b>35</b>
Graduation Ceremony	March 13, 2019	

## Online Learning and Assessment

Online learning for some people can seem difficult or uncomfortable, especially if this is the first experience of formal learning online. However, using an online learning environment will tap into many skills you already have.

### How many of the following have you done?

- Communicated via email or text message
- Read information on websites
- Viewed online videos
- Downloaded a file from a website or email
- Uploaded a file to a website or attached a file to an email
- Used a social networking site like Facebook or LinkedIn
- Managed your time to complete several projects and/or balance work, home and other commitments
- Worked with a person or group of people from outside your department or organisation to complete a project

**Online learning is about participating in a shared online space and learning with and from others. Like classroom learning there is a facilitator of the online learning experience.**

As a student of AISR you will have access to a course coordinator to help guide your progress and answer any questions you may have along the way.

There is also technical support staff available to help with technical questions. Ad hoc webinars will also be offered and will provide tutorial type gatherings to discuss readings or themes raised and help people to complete their assessments.

## Online Texts

Two e-textbooks are included in the learning program:

- Theory and Practise of Counselling and Psychotherapy, Gerald Corey, 2016
- Essentials of Intentional Interviewing, counselling in a multicultural world, Ivey et al, 2015

The complete texts are available over the duration of the course. As required, specific chapters and/or sections of this text will be necessary reading to support you to complete learning tasks or assessments. Access to the e-book is only through your Moodle classroom.

You will have access to the full online text once you have logged into the Moodle classroom.

## Grades

### Grading scales

In the Vocational Education and Training sector the focus is on whether or not learners are competent to carry out the work for which they are training, so letter grades are not provided.

### Quizzes

Quizzes are usually designed to measure the degree to which you can demonstrate understanding of learning materials and concepts.

Quizzes that consist of questions with right or wrong answers such as multiple choice, matching and true/false will result in a numerical grade that will give you a sense of whether you have mastered the material you need to learn.

Quizzes that consist of short answers that cannot be assessed by a computer program will, upon submission, be marked with a 0. This is NOT your final grade, it is simply an acknowledgment that the quiz has been successfully submitted for grading by the course facilitator.

### Assignments, forums and other tasks

Any other type of assessment that requires the facilitator to review your work and provide a grade manually will result in one of two grades: **CD (competency demonstrated)** or **FER (further evidence required)**.

If you receive FER, it means that there is some aspect of the task has not yet been met. The course facilitator will provide detailed feedback and instructions to follow to meet the grade of CD.

If you have any questions, always contact your facilitator directly.

### Accessing your grades

Once you have been assigned a grade for an assignment or activity you can view your grades on the online Moodle site.

## Course Overview

Modules	Alignment to CHC51015 competencies	Content and Learning Activities	Assessment Tasks
<b>Module 1</b>  Introduction to Counselling	<b>CHCCSL001</b> Establish and confirm the counselling relationship  <b>CHCCSL002</b> Apply specialist interpersonal and counselling interview skills	<ul style="list-style-type: none"> <li>• Text 1 -'Theory and Practise of Counselling and Psychotherapy' Gerald Corey</li> <li>• Text 2-'Essentials of Intentional Interviewing, counselling in a multicultural world' Ivey, Ivey &amp; Zalaquett</li> <li>• What is Counselling?</li> <li>• The Counsellor as a person and Professional</li> <li>• Neuroscience- Counselling changes the Brain</li> <li>• Communication and Barriers to Communication</li> </ul>	<b>Written tasks</b> 1.1 Reading 'Four dimensions of Attending Skills' and provide written responses  1.2 Write responses to Client Scenario, based on Code of Ethics and RASA Policies  <b>In class</b> 1.3 Role play with scenario provided, peer assessment and post session interview discussion  1.4 Role play with scenario provided, with student observer and assessor feedback





<p><b>Assessments to be complete by:</b></p> <p>28 July</p>	<p>Identify and respond to children and young people at risk</p> <p><b>CHCCCS019</b> Recognise and respond to crisis situations</p> <p><b>CHCCSM005</b> Develop, facilitate and review all aspects of case management</p> <p><b>CHCCCS004</b> Assess co-existing needs</p>	<p>immediate risk in the context of a supportive, helping relationship.</p> <p>Work collaboratively and respectfully at all times to achieve safe outcomes and ensure self-determination.</p> <p>Determine the client's suitability for counselling and make plans for any need for referral to access support services.</p> <p>Develop Case Management Plans in collaboration with clients and refer to appropriate Support Services.</p> <p>Text 1, Chapter 12</p> <p>Text 2, Chapters 13,14</p>	<p>1.5 Forum-Responding to a client scenario. Develop and share questions to gather information about the clients situation and areas of risk</p> <p>1.6 Forum-Share a Mindfulness or CBT tool that can be used when working with a client experiencing anxiety</p> <p>1.7 Develop a case management plan for the client after the in class role play</p> <p>1.8 Develop 2 further case management plans-client role plays can be viewed on-line</p> <p><b>In class</b></p> <p>1.9 Child Safe Environments (SA)- 1 day training Child Safe Workshop (NSW)-1 day training *plus written responses to questions</p> <p>1.10 Mental Health First Aid -2 day training plus quiz</p> <p>1.11 Role play-respond to a client in crisis and at risk. Post session student counsellor written response. Service providers team meeting to identify safety issues/supports for the client and counsellor</p>
<p><b>Module 5</b></p> <p>Placement</p>	<p><b>CHCCSL003</b> Facilitate the counselling relationship and process</p> <p><b>CHCCSL007</b></p>		<p><b>Written tasks</b></p> <p>1.1 Student Development Plan-Develop learning goals and strategies to reach these</p> <p>1.2 Training Clinic Report-Written descriptions of activities participated in,</p>

<p><b>Assessments to be complete by:</b>  25 December</p>	<p>Support counselling clients in decision-making processes</p> <p><b>CHCPRP003</b>          Reflect on and improve own professional practice</p>	<p>Text 1, Chapter 15          lecturettes, counselling session demonstrations, readings</p> <p>Text 2, Chapters 10</p>	<p>theoretical approach and working relationships during clinic are provided</p> <p>1.3 Identifying specific counselling skills with 3 Clients Task</p> <p>1.4 Critical Learning Analysis- A description of a learning point which created change or the student will work towards developing changes in skills/values or beliefs</p> <p>1.5 Self Care-Student develops strategies for caring for self during times of stress. Addressing the need and benefits of supervision</p> <p><b>In class</b></p> <p>1.6 <b>Counsel a volunteer client for 2 sessions.</b> The second session is recorded in order to be viewed and assessed by Assessor</p> <p>1.7 <b>Presentation</b> - Present an overview of counselling skills/theories worked with and areas requiring further development. This is a pre-requisite to participating in Student Training Clinic</p> <p>1.8 <b>Student Training Clinic</b> - Co-counsel clients within a supervised clinic. Observe other students counsel and participate in supervision discussions</p>
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## Course Contacts

### **Course Coordinator**

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