



Resource Centre for Personal Development
Fremantle 197 High St

A private not for profit COUNSELLING CENTRE since 1987

A REGISTERED TRAINING ORGANIZATION (RTO) since 1999

National Provider Number: 50188 Institution Code: 6p153

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ABN: 34 981 016 018

Qualification Outline

Advanced Diploma of Educational Counselling

Course registration code: 52721WA

Units of Competency

2 Units of Competency which provide a Statement of Attainment are suggested

RCPD2	Internalize principles of successful relationships and use emotional intelligence and communication skills
RCPD3	Facilitate person centred therapeutic group work and counselling to promote personal growth, communication skills and mental health
RCPD4	Increase personal and spiritual awareness and improve relationships
RCPD5	Deliver personal and spiritual awareness training to improve relationships
RCPD6	Facilitate Pastoral Care, Prayer and the Study of Relationship Principles in the New Testament
RCPD7	Integrate and promote psychology and Christian spirituality into counselling
RCPD8	Apply person centred practices into counselling Emotional Health Seminar2 'THE WOUNDED HEART' Understanding and healing the consequences of emotional and sexual abuse

Qualification Packaging Rules

All units must be achieved to be awarded the 'Advanced Diploma of Educational Counselling' qualification, **a Statement of Attainment is awarded for each unit**

UNITS OF COMPETENCY

RCPD2

Internalize principles of successful relationships and use emotional intelligence and communication skills

Unit Descriptor

This unit provides knowledge of person centered ethical principles, that if applied will improve all relationships including client & work relationships. The ethical principles promote; trust and security, an effective learning environment, leadership skills, and mental health. Good parenting skills such as knowledge of developmental psychology as well as the skills listed here.

Personal evaluations are integrated with the 'topic of the day' developing personal & professional development.

The Self Awareness training, communication skills, and Relationship Education in RCPD2 can initially be implemented into counselling and taught at differing levels (including oral) depending on the target group.

The practice of RCPD techniques & core concepts build Stable and satisfying relationships, a healthy self-acceptance and positive self-image.

Communication skills, self-analysis & a range of techniques promote personal awareness, & new insights.

Understanding the essential emotional needs of the human person promote acceptance & tolerance, this assists in the maintenance of mental health. Due to the emotional healing and new level of confidence, motivation for further studies occurs, as well as motivation to find work.

Employability Skills

This Unit of Competency contains employability skills.

Pre-Requisite Units

There is no pre-requisite for this unit.

This unit is a prerequisite for all Resource Centre for Personal Development training

Application of the Unit

This unit applies to all persons working in the humanities, or for those seeking to improve their life skills, mental health, relationships, and knowledge of foundational psychology.

ELEMENT

Elements describe the essential outcomes of a unit of competency

PERFORMANCE CRITERIA

Performance Criteria describe the required performance needed to demonstrate achievement of the Element.

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|---|---|-----|--|
| 1 | Develop, apply and maintain evaluation skills and mental health | 1.1 | Facts, interpretations, feelings and actions taken from daily life experiences, are evaluated using alternative interpretations to make new action based and time framed decisions |
| | | 1.2 | The concepts of distorted thinking are explained |
| | | 1.3 | The acceptance and belonging needs and the loss of inner direction is explained |
| 2 | Communicate with increased awareness | 2.1 | Emotional and behavioural reaction patterns are recognised and responses are planned, complementing newly chosen core beliefs. |
| | | 2.2 | Self-control is displayed in group work and evaluations |
| | | 2.3 | The outcomes of self-evaluations are used to set personal goals |
| | | 2.4 | Respect for the opinions of others is promoted and maintained within group communication |
| 3 | Identify and resolve feelings of depression | 3.1 | Primary aspects leading to depression and the non-resolution of emotional pain are identified and documented |
| | | 3.2 | Other emotional over reactions, such as unresolved anger are identified, discussed and handled |
| | | 3.3 | Self-help methods and techniques are identified |
| | | 3.4 | Personal emotional reactions are evaluated and goals are set for self-improvement and help (in situations involving depression or persistent compulsive emotions) |
| | | 3.5 | Counselling sessions are incorporated |
| 4 | Apply person-centred principles | 4.1 | The experience of an accepting environment is provided within the framework of personal sharing, and specifically designed workshops |
| | | 4.2 | Performance that meets the primary needs of the group as they emerge is identified. |
| | | 4.3 | Feed-back of the message given takes place |

- 4.4 Peer evaluations take place and support is given
 - 4.5 Expectations are checked against reality
 - 4.6 The main concepts of person centred learning and counselling, and guidelines to good communication are identified
- 5 Provide a constructive and accepting environment
 - 5.1 Positive and continuous steps are taken to ensure an accepting environment is established and maintained for groups through application of the group rules

REQUIRED KNOWLEDGE AND SKILLS

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

The ability to:

- Analyse personal reactions and experiences, use techniques for goal setting and change.
- Provide a person centred environment.
- Define and differentiate between the value of the person and the value of the behaviour.
- Empower self and others to choose and act (promoting growth and change).
- Communicate with empathy and authentically.
- Identify depression, emotional trauma and resolutions.
- Identify functional relationships.
- Act with responsibility (according to the level of one's personal growth).

Knowledge of:

- Human needs and development (Developmental psychology)
- Dysfunctional/functional reaction patterns (cognitive behaviour therapy)
- Self-image formation process
- The 'Values Clarification' process
- RCPD techniques used to promote effective relationships and self-evaluation
- Depression, and methods which help to alleviate these symptoms
- Levels of emotional pain and trauma and healing methods (solution focused)
- Twenty five guidelines to good communication

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.

This unit is relevant for people of all ages from a broad spectrum of social/cultural/religious backgrounds.

- Mental health workers
- Migrant women
- Youth
- Parents
- Persons seeking self-development only
- Criminal offenders and prison workers
- Couples
- Persons dealing with depression (and related mental illness)
- Professionals such as teachers, counsellors, chaplains and others working in the humanities area.

Meeting the competencies will enable those who complete RCPD2 to:

- Be self-aware, with the ability for ongoing self-evaluation in order to meet one's own emotional needs.
- Apply person centred principles and thereby relate to others effectively at work and in personal life.
- To build future learning upon the foundations of Person Centred Learning and preventative psychological techniques

Personal skills will include:

- Within the individual personal awareness segments, problems and issues that arise will vary according to individual and group needs.

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 of this Training Package.

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

It is essential that competence be observed in the following aspects:

- Required knowledge is demonstrated
- Application of person centred principles within communication, evaluation and daily events e.g. use of 'I Messages' 'Feed-Back' technique and acting out the RCPD goals
- Application of person centred principles within communication, evaluation and daily events e.g. use of 'I Messages' 'Feed-Back' technique and acting out the RCPD goals
- Making constructive decisions for dealing with emotional and behavioural reaction patterns (within the framework of one's personal and emotional level of development)
- Application of the twenty five communication guidelines
- Application of the guidelines for promoting holistic health

Context of and specific resources for assessment

The following resources will be made available:

Classroom facilities

- TV and video
- Course lecture videos
- Videos relating to individual needs
- Student course readers
- Text books and other references

Method of assessment

Competency is assessed within group work under direct supervision and by the following written methods:

- Focus reading assignments
- Summary cards
- Journal writing evaluation
- Weekly assessment sheets

Closed book examination
Context of Assessment
Competencies are assessed within the classroom environment. Methods used in addition to written methods for gathering evidence include group discussion, questioning, workshop performance and interpretation of experiences. Much of this is achieved in a simulated work environment

RCPD3

Facilitate person centred therapeutic group work and counselling to promote personal growth, communication skills and mental health

Unit Descriptor

This unit builds upon teacher training skills and develops skills of curriculum development, delivery and assessment. Participants apply the skills of RCPD2 within presentations of elements belonging to that unit. Additional organizational and teaching skills (evaluating group dynamics) are implemented into presentation sessions and with written lesson plans and white board write-ups. A series of lessons are developed, taught to peers, assessed and reviewed over an extended period in each practice.

As full health cannot be achieved without caring for the 'whole' person, holistic health sessions are incorporated into this unit; these discuss 'The Instinct To Heal' and the maintenance of physical, mental and emotional health plus healing techniques for counselling. Ethics are discussed as promoting spiritual health.

Employability Skills

This Unit of Competency contains employability skills.

Pre-Requisite Units

RCPD2 *Internalize principles of successful relationships and use emotional intelligence and communication skills*

(The Holistic Health Seminars may be undertaken concurrently with RCPD2)

Application of the Unit

This unit applies to educators, counsellors or those working in the human services industry

ELEMENT

Elements describe the essential outcomes of a unit of competency

PERFORMANCE CRITERIA

Performance Criteria describe the required performance needed to demonstrate achievement of the Element.

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|---|---|--|
| 1 | Present/teach relationship concepts | 1.1 Accuracy and confidence is displayed together with empathy and awareness of group needs |
| | | 1.2 Multiple sessions developing successful relationships are presented during teaching with events |
| | | 1.3 Health seminars are presented within group work |
| 2 | Develop leadership and organizational skills | 2.1 Existing lesson plans are studied and elements of these are planned and written up into shorter teaching segments |
| | | 2.2 Separate segments are presented and evaluated |
| 3 | Review “person-centred“ training | 3.1 Strategies to meet group needs are devised and incorporated into the next lesson plan and the next presentation (delivery) |
| | | 3.2 Improvement is displayed and evaluated |
| 4 | Develop assessment skills | 4.1 Presentations by peers are assessed according to established course reader instructions and AQTF standards for competency based assessment |
| | | 4.2 Assessments and evaluations are discussed |
| 5 | Develop, implement and assess personal awareness and relationship education | 5.1 Person-centred principles are developed and practised |
| | | 5.2 A series of person centred curriculum is developed, presented (delivered) and assessed |
| | | 5.3 Required resources and group needs are identified and developed into lesson plans, implemented over an extended period within group work |
| | | 5.4 Peer performance is assessed in writing |
| | | 5.5 Teaching practice is evaluated by the self and mentor |
| 6 | Identify and apply key concepts for maintenance of holistic health | 6.1 Identify aspects relevant to maintenance of holistic health |
| | | 6.2 Apply relevant aspects to maintain holistic health |

REQUIRED KNOWLEDGE AND SKILLS

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

The ability to:

- Facilitate personal growth and healing through therapeutic group work
- Analyse personal reactions and experiences
- Accept self and others with weaknesses and faults (appropriately)
- Differentiate between the value of the person and the value of the behaviour
- Think and speak positively of self and others
- Make decisions independently (within the framework of individual emotional growth levels)
- Meet needs of self and some needs of others (appropriately)
- Communicate assertively with honest self-expression of feelings and thoughts (maintaining respect in order to meet the needs of all)
- Listen effectively with empathy
- Resolve conflicts justly
- Help people experiencing depression and emotional trauma
- Form functional relationships and reform dysfunctional relationships using cognitive behaviour therapy techniques
- Forgive others for their mistakes and accept responsibility for own mistakes
- Set goals with the collective welfare of all in mind
- Teach effectively with empathy
- Interpret group dynamics
- Develop units of person centered training according to group needs (curriculum)
- Evaluate teaching and group dynamics.

Knowledge of:

- Human needs
- Brain function – cognitive and emotional
- Cognitive behaviour therapy techniques – re-interpretation
- Developmental psychology – the maturation process
- Dysfunctional reaction patterns
- Self-image formation process
- Seven aspects of decision making
- The four types of communication and twenty five guidelines
- Techniques used to promote effective communication, effective listening, and effective self-evaluation
- Depression and its symptoms and methods which help to alleviate these symptoms.
- Concepts which build love and friendship
- Levels of emotional pain and trauma
- Curriculum development
- AQTF standards
- Group dynamics
- RCPD and person-centred principles
- Guidelines for holistic health

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.

- Session topics may relate to:
- Marriage
 - mental health, emotional and physical health
 - step families
 - parenting teenagers
 - emotional intelligence
 - guilt and ethics
 - counselling or
 - any topic that relates to relationships, teaching/counselling, and which addresses current community needs
- Skills to develop may include:
- life skills
 - holistic health
 - relationship skills
 - knowledge of foundational psychology
 - therapeutic group facilitation and course development
 - leadership and organizational skills
- Person centred training may include a focus on:
- building confidence and self esteem
 - providing solutions to depression / sadness
 - making sense of life
 - showing respect to all
 - self-worth and inner direction

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 of this Training Package.

- Critical aspects of assessment and evidence required to demonstrate competency in this unit
- It is essential that competence be observed in the following aspects:
- Knowledge of the human need for acceptance and belonging.
 - Knowledge of the self (emotional and behavioural reaction patterns)
 - Make decisions (within the framework of personal developmental and emotional level)
 - Adopt a caring attitude towards self and others
 - Listen and understand the needs of others
 - Demonstrate time management, organization (planning) and delivery of training within group work.
 - Accurate assessment of performance criteria relating to RCPD2
 - Evaluation of the presentations of peers and self-

- including teaching skills and group dynamics
- Review presentations and develop strategies that meet the needs of the training requirement of the groups.
- Application of strategies that promote holistic health, the application of group rules, and provide a safe learning environment

Context of and specific resources for assessment

The following resources will be made available:

- Classroom facilities
- TV and video
- Course lecture videos/DVDs
- Student course reader
- Text books and other references
- Related references from the WA Training Accreditation Council

Method of assessment

Competency is assessed within group work under direct supervision and by the following written methods:

- Assessment sheets
- Group presentations
- Teaching practice, curriculum development, review and assessment
- Facilitator's self-assessment sheet
- Teaching practice assessment
- Journal writing and evaluations according to RCPD2 and 3 requirements
- Group dynamics
- Evaluation sheets and teaching evaluation sheets
- Summarization of text books
- Main concepts examination

Competencies are assessed within the classroom environment. Methods used in addition to written methods for gathering evidence include group discussion, questioning, workshop performance, interpretation and re-interpretation of experiences. Much of this is achieved in a simulated work environment.