



# **Pathways Psychology Institute**

**CURRICULUM DOCUMENT**

FILE: cd1.doc

---

## **ACKNOWLEDGEMENTS**

---

Pathways Psychology Institute Australia (Pathways) appreciates the training, support, assistance and inspiration provided by the following individuals and organisations.

Dr. Max Schubach  
Dr. Julie Diamond  
Drs. Arnold and Amy Mindell  
Dr. Salome Schwarz  
The trainers and staff of Process Work Institute (PWI) of Portland, Oregon  
Christina Nielsen, CEO Metavision Institute  
Australia and New Zealand Process Oriented Psychology (ANZPOP)  
Relationships Australia (RA)

© Pathways Psychology Institute Australia 2019  
Published by Pathways Psychology Institute Australia  
6 Belbowrie Close, Galston. NSW. 2159 Australia.  
Tel: (02) 9653 2228 E: [info@pathwayspsychology.com.au](mailto:info@pathwayspsychology.com.au)  
Website: <http://www.pathwayspsychology.com.au>  
First Edition November 2011  
Revised August 2012  
Revision March 2014  
Revision June 2014  
Revision December 2015  
Revision July 2016  
Revision October 2017  
Revision July 2019

Pathways Psychology Institute Australia has made all reasonable attempts to locate the owners of third party Copyright material and invites anyone from whom permission has not been sought to contact the:

Chief Executive Officer  
Pathways Psychology Institute Australia  
6 Belbowrie Close, Galston. NSW. 2159. Australia  
Telephone (02) 9653 2228  
Fax: (02) 9653 1291  
Email: [info@pathwayspsychology.com.au](mailto:info@pathwayspsychology.com.au)

---

# CONTENTS

---

## **PART ONE: OUR APPROACH**

- 5 History of Development of Processwork and Philosophy of Training
- 6 Theory and Practice Supporting Each Other
- 6 Drawing from a Range of Counselling Methods: 'A Quiver Full of Arrows.'
- 7 Indigenous Scholarship Programs

## **PART TWO: Diploma of Counselling CHC51015 (One Year)**

- 8 Program Details
- 8 Qualification Description and Target Group
- 8 Delivery Mode, Duration and Location
- 9 Units of Competency
- 10 Entry Requirements
- 10 Course Credits and Recognition of Prior Learning (RPL)
- 11 Pathways
- 11 Industry Consultation
- 11 Delivery and assessment overview
- 12 Training Arrangements
- 15 Simulated work environment
- 15 Training Materials
- 16 Assessment

## **PART THREE: Graduate Diploma of Trauma-Informed Processwork Psychotherapy 10779NAT – (Two Year)**

- 20 Program Details
- 20 Qualification Description and Target Group
- 20 Delivery Mode, Duration and Location
- 21 Units of Competency
- 21 Entry Requirements
- 22 Purpose of the Course
- 22 Course Development
- 22 Course Credits and Recognition of Prior Learning (RPL)
- 23 Staff
- 23 Pathways
- 23 Industry Consultation
- 24 Delivery and assessment overview
- 24 Rationale
- 25 Training Arrangements
- 27 Volume of Learning
- 28 Training Materials

- 29 Assessment
- 32 Enterprise Unit POPRES001 Initiate and undertake applied Processwork counselling and psychotherapy research
- 34 Enterprise Unit POPPSY002 Provide Processwork counselling and psychotherapy
- 37 Enterprise Unit POPTMA003 Work with trauma using a Processwork framework
- 40 Enterprise Unit POPRLT004 Facilitate relationships using a Processwork framework
- 42 Enterprise Unit POPRLT005 Facilitate group dynamics using deep democracy principles
- 46 Enterprise Unit POPMEN006 Support mental health using a Processwork framework
- 49 Enterprise Unit POPPRP007 Apply Processwork inner work self-reflection practices in professional practice
- 52 Enterprise Unit POPWRK008 Work within a Processwork counselling and psychotherapy framework

---

## **PART ONE: OUR APPROACH**

---

---

### **History of Development of Processwork and Philosophy of Training**

---

Dr Arnold Mindell drew together the components of Processwork (Process-Oriented Psychology, Process Psychology, Processwork Psychotherapy) from a wide range of psychological modalities. Adding to his own extensive training in Theoretical Physics (MSc), Behavioural Psychology (PhD) and Jungian Analysis, Mindell learned avidly from his colleagues with expertise in Family Systems Therapy, Gestalt, Neuro-linguistic Programming, Information Systems Theory, Linguistics and Dance Therapy. This openness to learning from diverse and varied perspectives on the human experience has continued in the unfolding development of Processwork as it has developed from the early 1970s to the present time.

The basic theoretical approach of Processwork tracks the perceptual system of the client, with the aim for the practitioner being to therapeutically join with the specific process the client is involved in. Arnold Mindell is a creative innovator, constantly opening up new areas of research, and applying the basic Process Work principles to an increasing range of practical applications. One of the strengths of this approach is that it encourages a phenomenological analysis of the client's orientation to the issues they bring. This mapping of the client's approach to every issue allows the practitioner to respond therapeutically to the specific details of client experience and processing.

These two issues, following the client's process and identifying their attitude towards it, are central aspects of our philosophy of training at Pathways Psychology Institute Australia. Like Mindell, the founder of Processwork, we strive to remain open to diverse viewpoints and approaches to working with the human condition. We train our students to learn from differences with others in an attempt to build a broader knowledge-base of understanding concerning the self and others. We teach our students to honour the rich history of the psychotherapeutic field while understanding the distinct differences between modalities. Thus students are trained to recognise the appropriate contexts in which to utilise the various skills available to them.

The application of Processwork to world issues is known as 'World-work', and the importance of appreciating diversity is at the heart of this. As World-work is the study of working with groups, students learn the specific skills of World-work in Module 4: Working with Groups, Families and Organisations. However, the basic assumption of World-work —

That understanding every one of the many diverse viewpoints in a group is key to working well with that group — underpins every aspect of our training.

Knowledge of the many psychotherapeutic lineages, which is taught throughout our training, helps students to situate the modality of Processwork within the broader field of psychotherapy models and to have an understanding of relevant psychological theory on human functioning. This gives our students confidence in communicating professionally with practitioners of other modalities, an ability to appreciate learning and research conducted in many different modalities, and encouragement to continue professional development in many areas of practice.

---

## **Theory and Practice Supporting Each Other**

---

At Pathways Psychology Institute Australia (Pathways), as at other Processwork training institutes internationally, emphasis is given to ensuring that the theoretical understanding of the methods are able to be applied with real clients in genuine contexts at every step of the training. This approach prioritises the practitioner's ability to apply their knowledge in a way that is effective and feels respectful to each client. Towards this aim less than half of class time consists of theoretical explanations and demonstrations, with a majority of class consisting of practice, applying the theory, and live supervision. This expands the opportunities for students to be individually supervised on their ability to put into practice the subtle and complex interplay of concepts they are learning.

Half of each class consists of skills practice with supervisors providing personalised coaching feedback to support each student's growing counselling skills, as well as personal development. Supervision is an essential component of each class that performs a supportive monitoring function: developing, coaching and encouraging supervisees towards the effective clinical use of their skills. PPI supervisors are actively involved in the clinical development of all students' skills, ensuring that their ongoing clinical competence is matched by their awareness of the welfare of future and present clients.

Supervision is conducted either one-to-one or in small group settings of up to 12 members as live interviews, audio or audio-visual recordings, formal case presentations, process and/or case notes. All of Pathways supervisors meet the PACFA Supervision Training Standards.

Our Diploma of Counselling requires students to demonstrate interpersonal communication skills which include accurate listening and the well-formed understanding of a client's content and presentation. The student is required to check with the client to ensure accurate understanding and a helpful response on all levels to the cognitive, emotional, behavioural and non-verbal components of each client's story.

Noticing non-verbal signals of the client and integrating this information into interventions is one of the strengths of our approach and is practiced in every class, developing as a reliable guide to the experience of clients throughout the two courses.

Both Pathways' Diploma of Counselling and Graduate Diploma include face-to-face teaching in psychotherapy /counselling including using a range of classroom methods to cater for different learning styles. These include lectures (live or video/audio recordings), class notes, group discussion of text readings, group-work, role-plays, seminars, residential intensives and experiential practice including: modelling by clinicians and counsellor/client practice with practical and specific feedback.

---

## **Drawing from a Range of Counselling Methods: 'A Quiver Full of Arrows'**

---

The Pathways approach places the client's processing style (concerning any issue) as the central factor in the therapeutic relationship. The psychotherapist responds with flexibility whilst drawing on their broad knowledge of possible therapeutic approaches. This means that it is the responsibility of the psychotherapist/counsellor to change the style of intervention they are using in response to the client's specific needs and individual information-processing style. For example: a client who is very interested in a rational, cognitive exploration of the issues will encourage the therapist to use a more cognitive-based

counselling approach. A client who is inwardly focused, experiencing an issue primarily with somatically-felt emotions provides an invitation to the therapist to respond to this in kind, with interventions that place emphasis on somatic experience and explore arising feelings through attention to the body.

This commitment to meet each client in the specifics of their inherent processing style by responding with interventions 'in-kind' means that throughout training students learn to become comfortable with using a much wider range of modalities than is typically expected of a counsellor. As with all counselling modalities, Processwork methods share many tendencies with other methodologies. In our training PPI is explicit about Processwork's similarities to other approaches, as well as training our students in the unique aspects of the Process Work modality.

Every Module in our training requires students to consider the range of different processing styles possible, and to become competent in responding to any client presentation. This capacity requires skills in noticing which sensory channel of experience a client tends to use dominantly (i.e. visual, auditory, somatic/body feeling, and movement) and an awareness of the client's orientation to the therapeutic relationship and relationships more generally, including that within community. Therefore, to develop the student's skills in noticing the specific signals a client shows, students must practice constantly in drills and exercises which make up a substantial part of every class.

The many modalities of counselling practice, students are taught to draw from a range of intervention styles when considering what each specific client most needs. Many interventions that a Processwork Counsellor/Psychotherapist uses will be similar to the methods used by related psychotherapeutic lineages. This shared approach is discussed throughout our modules, as well as those situations in which a Processwork practitioner takes a different approach than that of other psychotherapeutic traditions.

---

## **Indigenous Scholarship Programs**

---

Pathways Psychology Institute offers a limited number of Indigenous scholarship programs for both the Diploma and Graduate Diploma courses each year.

# PART TWO – Diploma of Counselling CHC51015

---

## Program Details

<b>Qualification Code</b>	CHC51015
<b>Qualification Name</b>	Diploma of Counselling
<b>Qualification Requirements</b>	<p>Thirteen (13) core units and four (4) elective units are required for the award of the CHC51015 Diploma of Counselling. Units have been selected in accordance with the packaging rules and are relevant to the work outcome, local industry requirements and qualification level.</p> <p>The latest release of the qualification and packaging rules can be found at the following link: <a href="https://training.gov.au/Training/Details/CHC51015">https://training.gov.au/Training/Details/CHC51015</a></p>

## Qualification Description and Target Group

<b>Qualification Description</b>	This qualification reflects the role of counsellors, who work with clients on personal and psychological issues using established counselling modalities. They use communication, micro-counselling and interviewing skills and draw on varied counselling therapies to assist clients.
<b>Learner Characteristics/ Target Group</b>	<p>Target groups for the Diploma of Counselling are those who are:</p> <ul style="list-style-type: none"><li>• Seeking to pursue a career in counselling</li><li>• Seeking to enter a new industry sector</li><li>• Seeking a pathway to higher-level qualifications.</li></ul> <p>The course design does not require pre-existing skills and knowledge. However, credit transfer and/or RPL can be provided for those with existing skills and knowledge allowing such students to complete the course in a shorter timeframe.</p>

## Delivery Mode, Duration and Location

<b>Delivery Mode/s</b>	This program is delivered in a blended mode consisting of face to face and distance learning.
<b>Program Duration</b>	This qualification will be delivered over 1 year (45 weeks and holiday breaks)

**Delivery Site/s**

6 Belbowrie Close, Galston. NSW. 2159. Australia (face to face class sessions)

**Units of Competency**

<b>Code</b>	<b>Title</b>	<b>Core/ Elective</b>
CHCCCS019	Recognise and respond to crisis situations	Core
CHCCSL001	Establish and confirm the counselling relationship	Core
CHCCSL002	Apply specialist interpersonal and counselling interview skills	Core
CHCCSL003	Facilitate the counselling relationship and process	Core
CHCCSL004	Research and apply personality and development theories	Core
CHCCSL005	Apply learning theories in counselling	Core
CHCCSL006	Select and use counselling therapies	Core
CHCCSL007	Support counselling clients in decision-making processes	Core
CHCCSM005	Develop, facilitate and review all aspects of case management	Core
CHCDIV001	Work with diverse people	Core
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	Core
CHCLEG001	Work legally and ethically	Core
CHCPRP003	Reflect on and improve own professional practice	Core
CHCFAM003	Support people to improve relationships	Elective
CHCMHS001	Work with people with mental health issues	Elective
BSBLDR501	Develop and use emotional intelligence	Elective
CHCMHS013	Implement trauma informed care	Elective

## Entry Requirements

Pathways Psychology Institute has the following entry requirements:

Students must:

- Be at least 18 years of age and have completed at least the equivalent of Year 12.
- Have sufficient LLN skills to complete the courses. Students may provide evidence of such (e.g. a formal high level qualification) or complete an LLN assessment to demonstrate that they have sufficient LLN skills.
- Participate in a course entry interview to establish their suitability to the course.

This one-year Diploma of Counselling is designed for those people wanting to enter the counselling field. We introduce students to skilled ways of working with individuals, couples and families. Teaching Processwork Counselling methods, as well as training in methods for helping clients with excessive stress (or trauma). Our students may be young people wishing to embark on their first career as a counselling psychotherapist ; be mature age students wanting to develop new skills for a career change; or just be curious to explore the world of counselling.

Our Diploma of Counselling is designed for students beginning counselling practice and students who do not hold a Bachelor's Degree. It may also be taken as a bridging course by students with a Bachelor Degree to prepare for the Graduate Diploma of Trauma-Informed Processwork Psychotherapy.

This course can be taken to expand and deepen one's interpersonal skills, to enhance a current professional (and personal) life in any field, which includes health professionals, and human service providers (such as nurses, teachers, doctors, lawyers, welfare workers, therapists) whose work involves daily interactions with other people.

This course is ASQA accredited and meets entrance requirements for commencing our graduate level 2 year Graduate Diploma of Trauma-Informed Processwork Psychotherapy.

## Course Credits and Recognition of Prior Learning (RPL)

Students may apply for recognition of existing qualifications or skills, knowledge and experience (credit transfer or recognition of prior learning). The granting of course credit may affect course fees as well as the duration of the course.

This process is outlined in Pathways Psychology Institute's Course Credit and Training and Assessment Policy & Procedures.

## Pathways

Potential employment options are as a counsellor providing a range of counselling therapies for diverse clients. Students who complete this course may wish to continue their education into a range of Advanced Diploma qualifications in the Community Services or Health Training Packages, as well as higher education qualifications in psychology or psychotherapy.

## Industry Consultation

The industry consultation process assists by confirming that approach to delivery and assessment is consistent, as well as resources used are consistent with industry expectations and current practices.

Industry experts have been consulted in order to input into the development of the course. Experts were provided with the Training and Assessment Strategy, plus samples of the training and assessment materials. Experts were also asked to comments on the industry skills required of trainers and assessors.

Feedback from the consultation has been reviewed and incorporated into this Strategy. An industry consultation register also records outcomes and actions.

Pathways Psychology Institute also keeps up to date with industry trends through active practice in counseling and membership of professional associations and newsletter subscriptions.

## Delivery and assessment overview

Students will participate in a total of 1156 hours of training, learning and assessment activities.

The hours for each component of the training and assessment are described below.

Description	Time and frequency	Supervised/unsupervised/ structured	Hours
Residentials	3 Residentials of 4.5 days. 8 hours each	Supervised	108
Face to face sessions	24 sessions times 3 hours each	Supervised	72
Theory and practice skills	24 sessions of 4 hours each PLUS end of year 5 hour preparation	Supervised	101
Self-study: Readings, Journal, Student Practice Client sessions, completion of assessments	19.4 hours per week for 45 weeks	Structured learning	875
<b>Total Hours (all supervised, structured learning and assessment)</b>			<b>1156</b>

## Rationale

Pathways Psychology Institute has decided on the course duration and amount of training taking into account the AQF Volume of Learning, which is typically 1 – 2 years, as well as the fact that a clustered approach to learning and assessment is followed reducing repetitiveness across unit.

It is considered that the duration and amount of training provided will allow students the opportunity to fully absorb the required knowledge, as well as develop skills over time. Where learners have prior skills and knowledge they may apply for RPL or credit transfer, which will reduce the course duration and fees if granted.

## **Training Arrangements**

Units are delivered in clusters as outlined below. Two clusters are delivered each quarter/ term except for Cluster 2 which is delivered over an entire quarter/term.

### **Cluster 1 - Introduction to counselling therapies and theories**

CHCCSL004 Research and apply personality and development theories

CHCCSL005 Apply learning theories in counselling

### **Cluster 2 - Using the Process: Practising counselling therapeutic techniques**

CHCCSL001 Establish & confirm the counselling relationship

CHCCSL002 Apply specialist interpersonal and counselling interview skills

CHCCSL003 Facilitate the counselling relationship and process

CHCCSL006 Select and use counselling therapies

### **Cluster 3 - Empowering clients through decisions and relationships**

CHCCSL007 Support counselling clients in decision-making processes

CHCFAM003 Support people to improve relationships

### **Cluster 4 - Deep Democracy: Facilitating diversity and developing cultural safety**

CHCDIV001 Work with diverse people

CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

### **Cluster 5 Working in Mental Health and supporting clients in Altered States**

CHCMHS001 Work with people with mental health issues

BSBLDR501 Develop and use emotional intelligence

### **Cluster 6 - Working with trauma, and clients at risk**

CHCCCS019 Recognise and respond to crisis situations

CHCMHS013 Implement trauma informed care

### Cluster 7 – Professional Practice

CHCPRP003 Reflect on and improve own professional practice

CHCCSM005 Develop, facilitate and review all aspects of case management

CHCLEG001 Work legally and ethically

Training Component	Description
<b>Residentials</b>	The residentials are face-to-face intensive, immersive experiences where students apply their knowledge to practical situations, practicing role-plays, and presenting their learning. They are delivered in a space that is equipped with white board, TV monitors for viewing of recorded videos (of student's live counselling work with clients), break-out rooms for student practice sessions and group space for group discussion.
<b>Face to face sessions</b>	During these face to face sessions, students are introduced to both theory and practice of Processwork counselling practice. Students are involved in group discussion, individual practice in role plays and other exercises. The trainer presents new information through lecture, case studies and demonstrations; giving students individual tasks (describing research tasks), role-play exercises, and facilitating group discussions. The context of the simulated workplace environment is incorporated into delivery methodologies throughout all training sessions. Students at a distance may attend via Internet conferencing (Zoom).
<b>Practice sessions</b>	Students are placed into small supervised study groups and given specific training exercises for each practice session. Within these groups students may share more personally about issues within their own lives, such as their own autobiographical story, as they learn from each other which counselling approaches are experienced as the most supportive for different people. Students are required to keep both a personal journal and a log of their learning as counsellors. Both of these may be shared within this learning group if the student wants to discuss these with fellow students. As the course develops students try out increasingly complex exercises with each other, developing the micro-skills of counselling. As with the face to face sessions, students at a distance may attend via Internet conferencing (Zoom).
<b>Client sessions</b>	As students build up their counselling skills, they are encouraged to begin practicing with suitable volunteers. These initial volunteers are usually friends and family, happy to help a new counsellor intern begin practicing their growing skills. The students make a video recording of their live work with these volunteer clients. These videos are brought into class during the second year of training for detailed study and feedback concerning the micro skills of each student.

**Self-study: Readings, Journal, completion of assessments**

Students are provided with class notes and readings that must be completed. Each cluster has required reading, both from the class notes, and usually a small text that supports and accompanies the learning from the notes.

**Additional information**

- Units of competency are delivered and assessed in clusters as shown in the Training and Assessment Schedule.
- Students are also provided with an orientation to the course to outline the learning and assessment processes, support services and other relevant information. This forms part of the general orientation that Pathways Psychology Institute provides to students.
- All students will be provided with a range of learning support options and resources to help them achieve competency.
- Students can also be supported in addition to face to face interactions, through e-mail and telephone contact with their trainer or other support faculty. Students are provided with their trainer's contact details at their orientation.
- Students are encouraged to contact their trainer at any time and trainers will liaise with students regarding their progress and provide advice as required including any relevant course content and concepts, learning opportunities, assessment requirements, feedback on assessments and any issues the student is experiencing.
- Students will be informed of the required reading or activities to prepare for each session.
- Students will also be provided with a list of reference materials that can also be accessed to develop their knowledge.
- Pathways Psychology Institute uses a range of techniques during face to face delivery including trainer presentations and demonstrations, individual tasks, case studies, research, role plays, practical demonstrations and group work. The context of the simulated workplace environment will be incorporated into delivery methodologies and students will complete tasks to appropriate workplace standards.
- Delivery methodologies employ terminology, equipment, resources, materials, contexts, practices and activities associated with the role in the workplace.

**Simulated work environment**

The simulated training environment is achieved by the trainer educating students to the required ethics, and practices required in professional workplaces. Students complete their practice sessions in simulated work environments (these sessions are often recorded for supervision, discussion and feedback to students concerning the development of their skills). Throughout the course students are being prepared for working in real life work environments, learning the appropriate skills that are needed with real clients.

Students understanding of the workplace and its requirements will be developed throughout the course.

The environment is created to suit the specific unit requirements and the trainer reinforces understanding through relating to their own experience and through the use of learning materials e.g. textbooks, handouts or

videos. Depending on the unit content and context the classroom environment is adapted to recreate the simulated work environment.

Appropriate simulated contexts and activities are incorporated into delivery and prepare students for assessment. These align to the contexts and activities indicated in the units of competency. The simulated assessment contexts and activities also align to the requirements of each unit of competency.

During the practical lessons, sufficient time is allocated for students to perform the required tasks, practice their skills and reinforce their knowledge.

## Training Materials

Students are provided with detailed class notes that are specifically relevant to each cluster.

Readings used as learner resources in addition to class notes include:

- An Introduction to Counselling, John McLeod
- The Counsellors' Workbook: Developing a Personal Approach, John McLeod
- A Path Made by Walking: Process Work in Practice, Julie Diamond & Lee Spark Jones
- Working on Yourself Alone, Arnold Mindell
- Far In, Far Out: A Collection of Essays on Inner Work, Process Oriented Psychology UK
- Dreaming While Awake – Techniques for 24 Hour Lucid Dreaming, Arnold Mindell
- The Dreaming Source of Creativity: 30 Creative and Magical Ways to Work on Yourself, Amy Mindell
- Stalking Your Inner Critic, Sonja Straub
- The Dreambody Toolkit: A Practical Introduction to the Philosophy, Goals & Practice of Process Oriented Psychology, Joseph Goodbread
- Alternative to Therapy, Amy Mindell
- Befriending Conflict: How to make conflict safer, more productive and more fun, Joseph Goodbread
- The Deep Democracy of Open Forums: Practical Steps to Conflict Prevention and Resolution for the Family, Workplace and World. Arnold Mindell
- Vital Loving: A Guide for Couples and Families, Gary Reiss
- City Shadows: Psychological Interventions in Psychiatry. Arnold Mindell.
- Coma – A Healing Journey, Amy Mindell
- Radical Intercourse: How Dreams Unite us in Love, Conflict and other Inevitable Relationships, Joseph Goodbread.
- Sandplay and Symbol Work: Emotional Healing and Personal Development for Children, Adolescents and Adults, Mark Pearson and Helen Wilson.
- Waking the Tiger: Healing Trauma: The Innate Capacity to Transform Overwhelming Experiences, Peter A. Levine (Author), Ann Frederick (Contributor)

## Facilities and Equipment

- Training rooms (including break out rooms), including desks, chairs, whiteboard and TV monitor for viewing recorded videos
- Chairs
- General business and office equipment including telephones, scanners and printers.
- Computers with Microsoft Office and access to the Internet.
- Learning and assessment materials as outlined in this TAS.
- Library from which books, journals and additional reading

- Any additional resource requirements which are outlined in the assessment conditions are identified within the lesson plans and assessment tools.

In addition, all students who are undertaking the CHC51015 Diploma of Counselling must have the following resources:

- A laptop or desktop computer that is installed with Microsoft Office or similar.
- USB flash drive
- Textbooks required for course
- Access to the internet

## Assessment

### Assessment Arrangements

Assessment will occur through a variety of methods, including projects incorporating role-plays, case studies and short answer questions. Assessment conditions will ensure a simulated workplace environment.

Assessment tasks:

- Reflect real life work tasks.
- Are required to be performed within industry standard timeframes as specified by assessors in relation to each task.
- Are assessed using assessment criteria that relate to the quality of work expected by the industry.
- Are performed to industry safety requirements as relevant.
- Utilise authentic workplace documentation.
- Require students to work with others as part of a team.
- Require students to plan and prioritise competing work tasks.
- Involve the use of standard, workplace equipment such as computers and software.
- Ensure that students are required to consider workplace constraints such as time.

### Assessment Materials

Assessment materials comprise of:

- **Student Assessment Tasks Document:** There is one for each cluster that includes instructions to students about each of their assessments. It also includes an assessment plan where students can record the due dates of each task and an Assessment Task Cover Sheet that must be completed for each Assessment submission.
- **Other documents specific to the workplace simulation task requirements** are also included with the assessment tasks. These include document templates and are described in the student and assessor instructions as relevant.
- **Assessor Marking Guide and mapping:** includes benchmark answers for each assessment, as well as checklists in which the assessor is to record their assessment decisions. Mapping to each unit is also provided.

### Principles of Assessment and Rules of Evidence

All assessment is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

To ensure these principles and rules are followed, Pathways Psychology Institute:

- Requires all students to submit written assessment tasks with a signed Assessment Task Cover Sheet where students are required to declare the work is their own – ensuring Authenticity.

- Assessment tasks are designed so that all unit of competency requirements are covered and a number of forms of evidence are used to form assessment decisions – ensuring Validity and Sufficiency. See also the section on Validation in this Training and Assessment Strategy.
- Evidence is Current as it relies on evidence collected during the course and includes third party reports and observations of work performance.
- Reliability is ensured by conducting regular validation and quality reviews of our assessment processes.
- Flexibility is ensured by providing options in the tasks based on their individual situation, drawing on a range of assessment methods suitable to the student's current situation and allowing recognition of existing competencies through a formal RPL process.
- Fairness is provided by supporting individual needs and making reasonable adjustments as required. Clear instructions are provided to the student about their assessment requirements in the Assessment Task Booklets. Students may appeal an assessment decision following our Complaints and Appeals Policy and they are informed of this in the front of every task booklet. Students are asked to agree to the assessment arrangements in the Assessment Plan provided in each task booklet.

### **Practical activities guidance**

As the assessment tasks for each unit include practical activities, the trainer assessor conducts these individual assessments within a group class context to maximize learning for all students. An individual student receives individual feedback from the trainer throughout each cluster, while they are engaged in role play exercises with their fellow student. Additionally, each student is given individual feedback when observed by the trainer working as the counsellor for their assessment. We take care to circulate around each time to ensure there is no unfair advantage.

### **Academic Integrity**

Pathways Psychology Institute requires that students complete all assessments/provide assessment evidence ethically and without cheating, plagiarism and collusion. The CEO/Head of Training and trainer/assessors will ensure that academic integrity is maintained in all learning and assessment activities by providing information to students to ensure they understand what constitutes cheating, plagiarism and collusion and what will be the outcome if they undertake such practice. Pathways Psychology Institute has the following definitions for cheating, plagiarism and collusion.

**Cheating** - this is the use of any means to gain an unfair advantage during the assessment process. Cheating may include copying a friend's answers, using mobile phones or other electronic devices during closed book assessments, bringing in and referring to pre prepared written answers in a closed book assessment and referring to texts during closed book assessments amongst others.

**Plagiarism** - plagiarism is the submission of somebody else's work as if it was the student's own. This may include copying all or part of another person's thoughts or ideas and representing them as your own. If a student fails to identify the original source of some or all of the submission this also constitutes plagiarism. If a student copies another student's work and passes this off as their own then this is also a form of plagiarism and cheating.

During assessment students will read about ideas and gather information from many sources. When students use these ideas in assignments they must identify who produced them and in what publications they were found. If students do not do this, they are plagiarising. If students are including other peoples; work in submissions e.g. passages from books or websites, then reference should be made to the source.

**Collusion** - this is the presentation by a student of an assignment as his or her own which is the result of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more

students in plagiarism or other forms of academic misconduct or cheating. Both collusion and plagiarism can occur in group work.

Where it is found that cheating, plagiarism or collusion has occurred, this will result in the student's assessment submission being invalidated and student's will be investigated for academic misconduct.

### **Re-assessment**

Each assessment task will be given an outcome of either Satisfactory (S) or Not Satisfactory (NS). Students must complete all tasks for a unit satisfactorily to achieve an overall outcome of Competent (C) for the unit. If one or more of the tasks are assessed as Not Satisfactory, they will be given an outcome for the unit of Not Yet Competent (NYC). The student can have a total of 3 attempts to complete each task and achieve a 'Satisfactory' outcome. The student will be advised of the timeframe for resubmission (usually within one month) and advised what they must include in their re-submission (usually the whole task again).

If, after the third attempt, the student is still assessed as Not Satisfactory for a task, they will need to re-enrol in the unit.

### **Assessment appeals**

Students can make an appeal against any assessment decision by following the Complaints and Appeals Policy outlined in the Student Handbook. Appeals will be dealt with following the Complaints and Appeals Procedure.

---

## PART THREE

---

### Graduate Diploma in Trauma-Informed Processwork Psychotherapy 10779NAT (Two Years)

#### Program Details

<b>Qualification Code</b>	10779NAT
<b>Qualification Name</b>	Graduate Diploma of Trauma-Informed Processwork Psychotherapy
<b>Qualification Requirements</b>	<p>Eight (8) core units are required for the award of the 10779NAT Graduate Diploma of Trauma-Informed Processwork Psychotherapy.</p> <p>Please see document “10779NAT Graduate Diploma of Trauma-Informed Processwork Psychotherapy - V1 (A3113462)” for further information on this qualification</p>

#### Qualification Description and Target Group

<b>Qualification Description</b>	This qualification reflects the role of psychotherapists/counsellors, who work with clients on personal and psychological issues using established psychotherapy and/or counselling modalities. They use communication, micro-counselling and interviewing skills and draw on varied psychotherapy/counselling therapies to assist clients.
<b>Learner Characteristics/ Target Group</b>	<p>Target groups for the Graduate Diploma of Trauma-Informed Processwork Psychotherapy are those who are:</p> <ul style="list-style-type: none"><li>• Seeking to pursue a career in psychotherapy/counselling</li><li>• Seeking to enter a new industry sector</li><li>• Seeking a pathway to higher-level qualifications.</li></ul> <p>See entry requirements below for further information.</p>

#### Delivery Mode, Duration and Location

<b>Delivery Mode/s</b>	This program is delivered in a blended mode consisting of face to face and distance learning.
------------------------	---

<b>Program Duration</b>	This qualification will be delivered over 2 years
<b>Commencement</b>	2020
<b>Delivery Site</b>	6 Belbowrie Close, Galston. NSW. 2159. Australia (face to face class sessions)

### Units of Competency

Code	Title	Core/ Elective
POPRES001	Initiate and undertake applied Processwork counselling and psychotherapy research	Core
POPPSY002	Provide Processwork counselling and psychotherapy	Core
POPTMA003	Work with trauma using a Processwork framework	Core
POPRLT004	Facilitate relationships using a Processwork framework	Core
POPRLT005	Facilitate group dynamics using deep democracy principles	Core
POPMEN006	Support mental health using a Processwork framework	Core
POPPRP007	Apply Processwork inner work self-reflection practices in professional practice	Core
POPWRK008	Work within a Processwork counselling and psychotherapy framework	Core

### Entry Requirements

Most students applying for our Post-graduate course already hold an undergraduate degree from an accredited Higher Education Provider. Pathways' institution allows admission under special circumstances to applicants without an undergraduate degree. Pathways offers entrants with substantial training and experience, an alternative pathway into the course. Those who have a minimum of 10 years experience working with people and can show evidence of appropriate training may apply for RPL's. Those with no degree and no relevant experience will need to complete our Diploma of Counselling (CHC51015) course successfully before applying for consideration for entrance to our Graduate Diploma.

All applicants must provide Pathways with their relevant certificates and demonstrate through a personal interview that their training and experiences meet the requirements for admission. During the personal interviews prospective students are also assessed for fundamental human capacities, such as self-awareness, relational capacity, and ethical behaviour, before acceptance into a counselling course.

As the course exposes students to challenging, and emotionally confronting personal growth situations, it is recommended that applicants have sufficient maturity, work/life experience and capacity for self-reflection/awareness. This includes the ability to integrate external feedback in a useful manner, which is an integral part of providing counselling psychotherapy professional services.

### **Purpose of the Course**

This qualification is intended to provide participants with a range of Processwork psychotherapy skills and knowledge to perform effectively the many complex functions associated with providing Processwork counselling and psychotherapeutic support including:

Processwork psychotherapy with individuals

Processwork coaching and facilitation of leadership capacities in small teams

Facilitating deep democracy for improved communication in groups and organisations

Ensuring clients' trauma needs are acknowledged and responded to sensitively and respectfully for the best possible outcomes.

### **Course Development**

Processwork psychotherapy is one of the more recently developing methods of psychotherapy, which based on extensive research and a solid evidence base, recommend increased attention to the importance of working with the client's body/somatic experience and approaching these with respect for the unique presentation of each individual's "process". The article "The Effectiveness of Body Oriented Psychotherapy: A Review of the Literature (Psychotherapy and Counselling Journal of Australia July 15)" summarises the importance and need for this type of body oriented Psychotherapy. As summarised in this research summary article, referencing over 70 authors, the growing demand for this approach is based on the increased effectiveness of working therapeutically with clients' bodies and sensory experiences.

Processwork psychotherapy's emphasis on the unique differences between individuals' experiences, is especially useful as a sensitive and respectful method of working towards increased mental health, as currently required since the publication of the National Practice Standards for the Mental Health Workforce 2013.

Since recent decades' developments in neurobiological science we now appreciate the enormous impact of traumatic experiences, as well as ongoing stress, on a vast majority of the population. Our course aims to educate future professional psychotherapists how to incorporate sensitivity for each client's nervous system into student's understanding of working with client's and their needs.

As these training needs could not be met by pre-existing training package qualifications, ASQA accredited our course as 10779NAT Graduate Diploma of Trauma-Informed Processwork Psychotherapy.

Throughout our accreditation process with ASQA, we identified PACFA as the leading National Counselling/Psychotherapy training accrediting body, whose training standards had changed as of April 2018, requiring training programs to now be accredited by government to AQF level 7-9 in order to be accredited by PACFA.

### **Course Credits and Recognition of Prior Learning (RPL)**

Students may apply for recognition of existing qualifications or skills, knowledge and experience (credit transfer or recognition of prior learning). The granting of course credit may affect course fees as well as the duration of the course.

This process is outlined in Pathways Psychology Institute's Course Credit and Training and Assessment Policy & Procedures.

## Staff

Our staff have relevant degrees appropriate to counsellor or psychotherapy education, and have relevant preparation and experience in the assigned area of teaching. Trainers are actively involved with the counselling/psychotherapy profession through memberships with appropriate organisations, and give input and feedback into the ongoing development of program curricula supporting Pathways to maintain a high quality of training in line with changing needs. Staff members only teach in areas for which they have demonstrated knowledge and skills.

The Course co-ordinator is a Senior Lecturer, with training to at least one level higher than the training they are the course co-ordinator for; they have at least five years' experience; are eligible for clinical/ full membership of the professional body relevant to their qualification; are concurrently engaged in practice in psychotherapy/ counselling relevant to the course they are teaching (or have had extensive clinical experience sufficient for their role); demonstrate competence in facilitating adult learning (with training or experience in in-training delivery); are willing to disclose to trainees their own training experience, philosophy of training and theoretical preferences; are conscious of their own ongoing professional development; respect all professional ethical practices; maintain firm non-discrimination respectfulness between trainees on the basis of gender, class, cultural background, sexual identity, religion, or any disability; ensure that all courses are assessed by the participants, and that this feedback is provided to the director and the appropriate trainers.

Both our administrative and educational teams work constantly to provide and develop leadership to all staff appropriate to the needs of staff and Pathways.

The information in this Rationale is included in the curriculum document; is reviewed at least 5 yearly and revised as needed.

## Pathways

Potential employment options are as a psychotherapist or counsellor providing a range of psychotherapy or counselling therapies for diverse clients.

Students who complete this course may wish to continue their education into a range of Graduate qualifications in the Community Services or Health Training Packages, as well as higher education qualifications in psychology or psychotherapy.

## Industry Consultation

Industry experts have been consulted in order to input into the development of the course. Feedback from the consultation has been reviewed and incorporated into this Strategy, including outcomes and actions from the industry consultation process.

Pathways Psychology Institute also keeps up to date with industry trends through active practice in psychotherapy and counselling and membership of professional associations and newsletter subscriptions.

Our Graduate Diploma has increased the focus on "skills for working with clients' trauma" within a Processwork Psychotherapy training, and consultation has been conducted with many people from a range of roles within the counselling/psychotherapy industry to determine industry/client need for these training & assessment services.

## Delivery and assessment overview

Volume of learning: 1340 hours

Supervised: 940 hours

Unsupervised: 400 hours

The hours for each component of the training and assessment are described below.

Description	Time and frequency	Supervised/unsupervised/ structured	Hours
6 Residential x 3.5 days each	Residential of 4 days each are conducted 3 times during each of two years. 8 hour days x 3.5 days, 6 times) Fri/Sat/Sun/Mon 8 times 3.5 times 6=168 hours	Supervised	162 hours
Face to face skills training sessions; 3 hrs times 45	Face to face skills training (3.0 hours each 45 Mondays over the duration of the course 5:30pm – 8:30pm) 3. hours fortnightly for 90 weeks	Supervised	135 hours
Practice sessions - 4 hours times 45 sessions	Practice sessions/Intern Placement 4 hours (45 Mondays over the duration of the course)= 180 hours	Supervised	180 hours
Intern Placement	40 hours	Supervised	40 hours
Theory based studies	4.5 hours weekly 94 weeks	Supervised	423 hours
<b>Total Hours (Supervised learning and assessment)</b>			<b>940 hours</b>
<b>Additional Self-study:</b>			
Readings, Maintaining Journal, completion of Assignments & Assessments; All Additional Client contact hours re PACFA Training Standards		4.2 hours per week for 95 weeks Unsupervised learning	400 hours

## Rationale

Pathways Psychology Institute has decided on the course duration and amount of training taking into account the AQF Volume of Learning, which is typically 1 – 2 years.

It is considered that the duration and amount of training provided will allow students the opportunity to fully absorb the required knowledge, as well as develop skills over time. Where learners have prior skills and knowledge they may apply for RPL or credit transfer, which will reduce the course duration and fees if granted.

## Training Arrangements

Enterprise Units are delivered as outlined below. Most of the units are delivered over approximately one term or quarter, with the exception of POPRES001 and POPPRP007. POPRES001 is commenced at the very beginning of the qualification, as an introduction but not completed until the final research project has been handed in and assessed as satisfactory. POPPRP007 runs throughout the entire two years of training and is assessed ongoingly from after satisfactory completion of POPTMA003, throughout the qualification.

The unit POPPSY002 Provide Processwork counselling and psychotherapy must be assessed before all other units, as being a foundation unit, it is a pre-requisite for all units.

The unit POPTMA003 Work with trauma using a Processwork framework must be assessed prior to assessment of the units POPMEN006 Support mental health using a Processwork framework and POPPRP007 Apply Processwork inner work self-reflection practices in professional practice.

Code	Title	Nominal Hours
POPRES001	Initiate and undertake applied Processwork counselling and psychotherapy research	140
POPPSY002	Provide Processwork counselling and psychotherapy	130
POPTMA003	Work with trauma using a Processwork framework	125
POPRLT004	Facilitate relationships using a Processwork framework	125
POPRLT005	Facilitate group dynamics using deep democracy principles	125
POPMEN006	Support mental health using a Processwork framework	125
POPPRP007	Apply Processwork inner work self-reflection practices in professional practice	85
POPWRK008	Work within a Processwork counselling and psychotherapy framework	85

### Training Component

### Description

#### Residentials

Residentials of 4 days are conducted 6 times during the two years. The residentials are intensive, immersive experiences where students apply their knowledge to practical situations, practicing role-plays, and presenting their learning.

They are delivered in a space that is equipped with white board, TV monitors for viewing of recorded videos (of student's live counselling work with clients), break-out rooms for student practice sessions and group space for group discussion.

This residential training incorporates:

<p><b>Face to face sessions</b></p>	<ul style="list-style-type: none"> <li>• 140 hours taught face-to-face only</li> <li>• 10 hours of supervision (related to 40 hours of student face-to-face counselling or psychotherapy practice)</li> <li>• The central focus of this person-to-person instruction is on interpersonal skills development</li> </ul> <p>These sessions meet for three hours fortnightly for 90 weeks over the two years training.</p> <p>During these face to face sessions, students are introduced to both theory and practice of Process Oriented Psychotherapeutic counselling practice. Students are involved in group discussion, individual practice in role plays and other exercises. The trainer presents new information through lecture, case studies and demonstrations; giving students individual tasks (describing research tasks), role-play exercises, and facilitating group discussions. The context of the simulated workplace environment is incorporated into delivery methodologies throughout all training sessions. Students at a distance may attend via Internet conferencing (Zoom).</p> <p>These face to face sessions are held at our main campus/ head office at 6 Belbowrie Close, Galston. These sessions may be attended at-a-distance. 60 hours of synchronous online interactive webinar training may be included here for at-a-distance students.</p>
<p><b>Practice sessions</b></p>	<p>Students are placed into small study groups and given specific training exercises for each practice session. Within these groups students may share more personally about issues within their own lives, such as their own autobiographical story, as they learn from each other which counselling approaches are experienced as the most supportive for different people. Students are required to keep both a personal journal and a log of their learning as counsellors. Both of these may be shared within this learning group if the student wants to discuss these with fellow students. As the course develops students try out increasingly complex exercises with each other, developing the micro-skills of counselling. As with the face to face sessions, students at a distance may attend via Internet conferencing (Zoom).</p>
<p><b>Client contact sessions</b></p>	<p>As students build up their counselling skills, they are encouraged to begin practicing with suitable clients who have been informed concerning their student status. The students make a video recording of their live work, practicing their growing skills with these clients. These videos are brought into class for detailed study and feedback concerning the micro skills of each student. Students are required to complete a minimum of 40 hours of face-to-face counselling or psychotherapy practice with clients. Successful completion of supervised practice is required to be evidenced by a log signed by the responsible supervisor(s).</p>
<p><b>Theory Based Study: Readings, Journal, completion of assessments</b></p>	<p>Students are provided with class notes and readings that must be completed. Each unit has required reading, both from the class notes, and text that supports and accompanies the learning from the notes. Client contact hours will generally include other activities, in addition to the 40 hours of face-to-face supervised client contact described above, such as writing case notes, attending staff meetings, counselling observations and administration.</p>

## Additional information

- Students are provided with an orientation to the course to outline the learning and assessment processes, support services and other relevant information. This forms part of the general orientation that Pathways Psychology Institute provides to students.
- All students will be provided with a range of learning support options and resources to help them achieve competency.
- Students can also be supported in addition to face to face interactions, through e-mail and telephone contact with their trainer or other support faculty. Students are provided with their trainer's contact details at their orientation.
- Students are encouraged to contact their trainer at any time and trainers will liaise with students regarding their progress and provide advice as required including any relevant course content and concepts, learning opportunities, assessment requirements, feedback on assessments and any issues the student is experiencing.
- Students will be informed of the required reading or activities to prepare for each session.
- Students will also be provided with a list of reference materials that can also be accessed to develop their knowledge.
- Pathways Psychology Institute uses a range of techniques during face to face delivery including trainer presentations and demonstrations, individual tasks, case studies, research, role plays, practical demonstrations and group work. The context of the simulated workplace environment will be incorporated into delivery methodologies and students will complete tasks to appropriate workplace standards.
- Delivery methodologies employ terminology, equipment, resources, materials, contexts, practices and activities associated with the role in the workplace.

## Volume of Learning

The volume of learning identifies the notional duration of all activities required for the achievement of learning outcomes.

Volume of learning is calculated as follows:

Nominal (supervised) hours + Unsupervised hours = Volume of learning

The nominal (supervised) hours represent the anticipated hours of structured and supervised learning and assessment required to sufficiently address the content of each unit.

These include hours allocated for learning and assessment activities that are delivered face to face, online and/or via structured distance education.

The unsupervised hours represent activities that contribute to achieving the course outcomes that are not supervised by an RTO trainer or assessor.

Successful completion of this course will require learners to engage in unsupervised activities including:

- completing written assignments/projects;
- completing self-study to revise and reinforce areas of knowledge; and
- conducting research to gain up to date industry information.
- face to face client contact counselling or psychotherapy (for the minimum client contact hours as stated in the PACFA Training Standards in force at the time of delivery and assessment).

The time required to undertake these activities will vary between students based on their experience. On average, the unsupervised activities listed above will equate to 400 hours.

A statement of attainment will be issued for any unit/module completed if the full qualification is not completed.

The simulated training environment is achieved by the trainer educating students to the required ethics, and practices required in professional workplaces. Students complete their practice sessions in simulated work environments (these sessions are often recorded for supervision, discussion and feedback to students concerning the development of their skills). Throughout the 2 year course students are being prepared for working in real life work environments, learning the appropriate skills that are needed with real clients.

Students understanding of the workplace and its requirements will be developed throughout the course.

The environment is created to suit the specific unit requirements and the trainer reinforces understanding through relating to their own experience and through the use of learning materials e.g. textbooks, handouts or videos. Depending on the unit content and context the classroom environment is adapted to recreate the simulated work environment.

Appropriate simulated contexts and activities are incorporated into delivery and prepare students for assessment. These align to the contexts and activities indicated in the units of competency. The simulated assessment contexts and activities also align to the requirements of each unit of competency.

During the practical lessons, sufficient time is allocated for students to perform the required tasks, practice their skills and reinforce their knowledge.

### **Training Materials**

Students are provided with detailed class notes that are specifically relevant to each unit.

Additional texts used throughout the course, in addition to the class notes are:

- A Path Made by Walking: Process Work in Practice, Julie Diamond & Lee Spark Jones
- Working on Yourself Alone, Arnold Mindell
- Far In, Far Out: A Collection of Essays on Inner Work, Process Oriented Psychology UK
- Dreaming While Awake – Techniques for 24 Hour Lucid Dreaming, Arnold Mindell
- The Dreaming Source of Creativity: 30 Creative and Magical Ways to Work on Yourself, Amy Mindell
- Stalking Your Inner Critic, Sonja Straub
- The Dreambody Toolkit: A Practical Introduction to the Philosophy, Goals & Practice of Process Oriented Psychology, Joseph Goodbread
- Alternative to Therapy, Amy Mindell
- Befriending Conflict: How to make conflict safer, more productive and more fun, Joseph Goodbread
- The Deep Democracy of Open Forums: Practical Steps to Conflict Prevention and Resolution for the Family, Workplace and World. Arnold Mindell
- Vital Loving: A Guide for Couples and Families, Gary Reiss
- City Shadows: Psychological Interventions in Psychiatry. Arnold Mindell.
- Coma – A Healing Journey, Amy Mindell
- Radical Intercourse: How Dreams Unite us in Love, Conflict and other Inevitable Relationships, Joseph Goodbread.
- Sandplay and Symbol Work: Emotional Healing and Personal Development for Children, Adolescents and Adults, Mark Pearson and Helen Wilson.
- In an Unspoken Voice: How the Body Releases Trauma and Restores Goodness, Peter A. Levine.

### **Facilities, Learning Resources and Equipment**

- Training rooms (including break out rooms), including desks, chairs, whiteboard and TV monitor for viewing recorded videos
- General business and office equipment including telephones, scanners and printers.

- Computers with Microsoft Office and access to the Internet.
- Learning and assessment materials as outlined in this TAS.
- Library from which books, journals and additional reading
- Any additional resource requirements which are outlined in the assessment conditions are identified within the lesson plans and assessment tools.

- Online Resources
- Assessment Tools
- Learner Guides
- Mandatory Text Books
- Library
- Internet
- Workplace
- Workplace policies, procedures, protocols, etc.
- Equipment & resources usually used in the workplace
- Classroom equipment and resources
- Lunch/tea room
- Bathrooms
- Instructions for use of equipment in the workplace
- Emergency response procedures including fire safety & security
- Relevant accreditation standards
- WHS industry guides including Safe Working Procedures (SWP's)
- Healthcare checklists, health management plans, personal health care diaries
- First aid equipment
- Printer and scanner
- Software programs including ZOOM, Dropbox, LMS, PPI Website
- Duty Statements & Job descriptions
- PowerPoint slides and videos
- Audio & Visual Equipment
- Computers (PC or Laptop)
- Third Party Observation and Demonstration Checklists
- Practical counselling tools such as sand-play/ symbol equipment, whiteboard and markers, drawing materials for art therapy, therapy blankets

In addition, all students who are undertaking the 10779NAT Graduate Diploma of Trauma- Informed Processwork Psychotherapy must have the following resources:

- A laptop or desktop computer with word-processing software ie Microsoft Word or similar.
- USB flash drive
- Required course textbooks
- Internet access

### **Delivery schedule**

The course will be delivered in the sequence shown in the Training and Assessment Schedule, which will be provided to trainers and assessor.

## **Assessment**

### **Assessment Arrangements**

Assessment will occur through a variety of methods, including projects incorporating role-plays, case studies, observed psychotherapeutic work with live clients, supervision of videoed work with clients, client work and other reports and short answer questions. Assessment conditions will ensure a simulated workplace environment.

Assessment tasks:

- Reflect real life work tasks.
- Are required to be performed within industry standard timeframes as specified by assessors in relation to each task.
- Are assessed using assessment criteria that relate to the quality of work expected by the industry.
- Are performed to industry safety requirements as relevant.
- Utilise authentic workplace documentation.
- Require students to work with others as part of a team.
- Require students to plan and prioritise competing work tasks.
- Involve the use of standard, workplace equipment such as computers and software.
- Ensure that students are required to consider workplace constraints such as time.

### Assessment Materials

Assessment materials comprise of:

- **Student Assessment Tasks Guidebook:** There a guidebook for each enterprise unit which includes instructions to students about each of their assessments. Assessment Task Cover Sheet and checklist that must be completed for each enterprise unit. Assessment marking matrices are include in these guidebooks.
- **Other documents specific to the workplace simulation task requirements** are also included with the assessment tasks. These include client intake charts and document templates and are described in the student and assessor instructions as relevant.
- **Assessor Marking Guide and mapping guide:** includes benchmark answers for each assessment, as well as checklists in which the assessor is to record their assessment decisions. Mapping to each unit is also provided.

### Principles of Assessment and Rules of Evidence

All assessment is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

To ensure these principles and rules are followed, Pathways Psychology Institute:

- Requires all students to submit written assessment tasks with a signed Assessment Task Cover Sheet where students are required to declare the work is their own – ensuring Authenticity.
- Assessment tasks are designed so that all unit of competency requirements are covered and a number of forms of evidence are used to form assessment decisions – ensuring Validity and Sufficiency. See also the section on Validation in this Training and Assessment Strategy.
- Evidence is Current as it relies on evidence collected during the course and includes third party reports and observations of work performance.
- Reliability is ensured by conducting regular validation and quality reviews of our assessment processes.
- Flexibility is ensured by providing options in the tasks based on their individual situation, drawing on a range of assessment methods suitable to the student's current situation and allowing recognition of existing competencies through a formal RPL process.
- Fairness is provided by supporting individual needs and making reasonable adjustments as required. Clear instructions are provided to the student about their assessment requirements in the Assessment Task Booklets. Students may appeal an assessment decision following our Complaints and Appeals Policy and they are informed of this in the front of every task booklet. Students are asked to agree to the assessment arrangements in the Assessment Plan provided in each task booklet.

## **Practical activities guidance**

As the assessment tasks for each unit include practical activities, the trainer assessor conducts these individual assessments within a group class context to maximize learning for all students. An individual student receives individual feedback from the trainer throughout each cluster, while they are engaged in role play exercises with their fellow student. Additionally, each student is given individual feedback when observed by the trainer working as the counsellor for their assessment. We take care to circulate around each time to ensure there is no unfair advantage.

## **Academic Integrity**

Pathways Psychology Institute requires that students complete all assessments/provide assessment evidence ethically and without cheating, plagiarism and collusion. The CEO/Head of Training and trainer/assessors will ensure that academic integrity is maintained in all learning and assessment activities by providing information to students to ensure they understand what constitutes cheating, plagiarism and collusion and what will be the outcome if they undertake such practice. Pathways Psychology Institute has the following definitions for cheating, plagiarism and collusion.

**Cheating** - this is the use of any means to gain an unfair advantage during the assessment process. Cheating may include copying a friend's answers, using mobile phones or other electronic devices during closed book assessments, bringing in and referring to pre prepared written answers in a closed book assessment and referring to texts during closed book assessments amongst others.

**Plagiarism** - plagiarism is the submission of somebody else's work as if it was the student's own. This may include copying all or part of another person's thoughts or ideas and representing them as your own. If a student fails to identify the original source of some or all of the submission this also constitutes plagiarism. If a student copies another student's work and passes this off as their own then this is also a form of plagiarism and cheating.

During assessment students will read about ideas and gather information from many sources. When students use these ideas in assignments they must identify who produced them and in what publications they were found. If students do not do this, they are plagiarising. If students are including other peoples; work in submissions e.g. passages from books or websites, then reference should be made to the source.

**Collusion** - this is the presentation by a student of an assignment as his or her own which is the result of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct or cheating. Both collusion and plagiarism can occur in group work.

Where it is found that cheating, plagiarism or collusion has occurred, this will result in the student's assessment submission being invalidated and student's will be investigated for academic misconduct.

## **Re-assessment**

Each assessment task will be graded or given an outcome of either Satisfactory (S) or Not Satisfactory (NS). Students must complete all tasks for a unit satisfactorily to achieve an overall outcome of Competent (C) for the unit. If one or more of the tasks are assessed as Not Satisfactory or graded as unsatisfactory, they will be given an outcome for the unit of Not Yet Competent (NYC). The student can have a total of 3 attempts to complete each task and achieve a 'Satisfactory' outcome. The student will be advised of the timeframe for resubmission (usually within one month) and advised what they must include in their re-submission (usually the whole task again).

If, after the third attempt, the student is still assessed as Not Satisfactory for a task, they will need to re-enrol in the unit.

## Assessment appeals

Students can make an appeal against any assessment decision by following the Complaints and Appeals Policy outlined in the Student Handbook. Appeals will be dealt with following the Complaints and Appeals Procedure.

## Enterprise Unit Descriptions

Each unit is taught as a module over 1 quarter/term, with the exception of POPRES001 and POPPRP007 which continue throughout the 2 years of the course.

<b>UNIT CODE</b>	<b>POPRES001</b>
<b>UNIT TITLE</b>	Initiate and undertake applied Processwork counselling and psychotherapy research
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to plan, conduct and report on research to contribute to the body of knowledge in Processwork counselling and psychotherapy.</p> <p>It requires the ability to review the existing body of research and identify further areas of research and to form a research hypothesis. It also involves conducting research using identified research methods and analysing data, as well as reporting on research and identifying any further research required.</p> <p>This unit applies to counsellors, psychotherapists and coaches who provide Processwork counselling and psychotherapy to a range of individuals and groups.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PRE-REQUISITE UNIT</b>	POPPSY002 Provide Processwork counselling and psychotherapy
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine research scope and framework	<ol style="list-style-type: none"><li>1.1 Research the historical origins and paradigm changes within development of Processwork counselling and psychotherapy to identify further areas for further research</li><li>1.2 Determine a research area required to contribute to the body of knowledge in Processwork counselling and psychotherapy</li><li>1.3 Formulate a hypothesis to guide conducting research</li><li>1.4 Evaluate research methods for conducting the research and ensure that selected methods comply with ethical research guidelines</li><li>1.5 Define activities to be undertaken in conducting the research, timeframe, resources required, and expected outcomes and document in a research proposal</li></ol>

2. Conduct research	2.1 Access secondary sources of information on Processwork counselling and psychotherapeutic framework to inform the research 2.2 Develop and implement data collection protocols according to required margin of error and confidence level 2.3 Determine a valid population or sample size for the research based on required confidence levels 2.4 Analyse sources of information and data to inform research 2.5 Review data and research findings for improvements to interventions, research design and adherence to all ethical requirements
3. Finalise research	3.1 Document research findings using academic referencing and citation protocols applicable to counselling and psychotherapy research 3.2 Evaluate how research findings impact on personal practice of Processwork psychotherapy and contribution to the field in general 3.3 Identify the need for, and direction of further research including an evaluation of the research methods used and improvements required.

<p><b>FOUNDATION SKILLS</b></p> <p><i>Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.</i></p>	
<b>UNIT MAPPING INFORMATION</b>	<i>No equivalent unit.</i>

<b>TITLE</b>	Assessment Requirements for <b>POPRES001 Initiate and undertake applied Processwork counselling and psychotherapy research</b>
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>• initiated and undertaken a Processwork counselling psychotherapy research project.</li> <li>• documented and presented research findings including analysis of data, valid and reliable findings and recommendations for further actions and or research.</li> </ul> <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
<b>KNOWLEDGE EVIDENCE</b>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• research methods, tools and techniques</li> <li>• research investigation methods including how to develop and critically analyse a research hypothesis</li> <li>• data collection and analysis methods</li> </ul>

	<ul style="list-style-type: none"> <li>• legal requirements, policies, procedures and guidelines relating to research including handling and storing data, privacy and freedom of information</li> <li>• statistical techniques including margin of error and confidence interval calculations for data sets</li> <li>• research presentation techniques</li> <li>• research reporting methods</li> <li>• research ethics and codes of conduct.</li> </ul>
--	--

<b>ASSESSMENT CONDITIONS</b>	<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – research field of work and include access to:</p> <ul style="list-style-type: none"> <li>• business technology</li> <li>• relevant legislation and codes of conduct.</li> </ul> <p>Assessors must meet the PACFA Training Standards. That is, they must have been clinical members of a professional association for at least three years or where this requirement is not met, they must currently hold the required membership and have been eligible to be clinical members of a relevant professional association for at least 3 years i.e. they must have a minimum total of 5 years clinical experience.</p>
------------------------------	--

<b>UNIT CODE</b>	<b>POPPSY002</b>
<b>UNIT TITLE</b>	<b>Provide Processwork counselling and psychotherapy</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to provide Processwork counselling and psychotherapy to varying individual client presentations. It involves engaging clients and applying Processwork counselling and psychotherapy, as well as reviewing and evaluating approaches taken.</p> <p>It requires the ability to use knowledge of human psyche, behaviour and health to explore, assess and address individual psychological issues through the application and review of Processwork counselling and psychotherapy theories and methods.</p> <p>This unit applies to counsellors, psychotherapists and coaches who provide Processwork counselling and psychotherapy to a range of individuals.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>

Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine client needs	<p>1.1 Facilitate client identification of issues using Processwork techniques</p> <p>1.2 Identify and document details of client context for record purposes</p> <p>1.3 Determine the client's occupied and unoccupied channels and edges and edge figures to inform application of Processwork counselling and psychotherapy work</p> <p>1.4 Assess the client's natural style and channels of processing information to inform Processwork counselling and psychotherapy</p> <p>1.5 Create a hypothesis of client's psychological dynamics to guide interventions in this direction</p> <p>1.6 Assess issues that the clients may need additional support for and provide referrals as required</p>
2. Apply Processwork counselling and psychotherapy techniques	<p>2.1 Explore presenting issues from the client's perspective</p> <p>2.2 Work with the client's most occupied sensory channel, and least occupied sensory channel to guide interventions throughout counselling sessions</p> <p>2.3 Apply amplification methods in each of the basic channels</p> <p>2.4 Recognise and respond to client feedback to intervention and continually re-assess client's channels and sensory processing</p> <p>2.6 Apply role play exploration techniques to explore internal figures</p> <p>2.7 Recognise and assess client feedback throughout therapeutic process to identify changes needed for each individual and adjust Processwork interventions accordingly</p> <p>2.8 Document accurate and detailed case notes for each client.</p>
3 Evaluate Processwork counselling and psychotherapy interventions	<p>3.1 Regularly review counselling progress and therapeutic developments with clients and make adjustments as required.</p> <p>3.2 Terminate or redirect the counselling sessions according to client needs</p> <p>3.3 Record feedback from clients at the conclusion of the Processwork counselling and psychotherapy service and use to improve own practice.</p> <p>3.4 Reflect on processes used with the clients and improvements that can be made in future sessions</p>

#### **FOUNDATION SKILLS**

*Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

#### **UNIT MAPPING INFORMATION**

*No equivalent unit.*

<b>TITLE</b>	Assessment Requirements for <b>POPPSY002 Provide Processwork counselling and psychotherapy</b>
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>• Integrated process-oriented theory into work with at least 2 clients with different issues over at least 3 sessions.</li> <li>• Used client feedback and own reflections to improve practices.</li> <li>• Performed the activities outlined in the performance criteria of this unit during the minimum client contact hours and conditions stated in the PACFA Training Standards in force at the time of the assessment.</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• Historical paradigms and how these relate to understanding the human psyche, behaviour and health</li> <li>• Primary and secondary processes, and clarifying hypotheses</li> <li>• Knowledge of the six basic channels and methods that can be used to determine which sensory channels are occupied, and which unoccupied</li> <li>• Aspects of client's psychological process and aspects that are marginalized</li> <li>• Edges and edge figures</li> <li>• Feedback: positive, negative, mixed and edge feedback</li> <li>• Intake chart process</li> <li>• Figures, roles and implied ghost roles</li> <li>• Confidentiality</li> <li>• Own cultural norms, psychological development and potential bias created by own process structure</li> <li>• Openness to difference and diverse cultural backgrounds and putting cultural biases aside</li> <li>• Respect, including unconditional positive regard for all clients.</li> <li>• Communication skills that can be applied to build rapport with the client.</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills must have been demonstrated in the workplace and/or in a simulated assessment environment (SAE) that reflects workplace conditions including:</p> <ul style="list-style-type: none"> <li>• Use of suitable facilities, equipment and resources</li> <li>• Client information</li> <li>• Industry operating conditions including complex interactions with real people in face-to-face situations where the candidate and clients are physically present in the same room.</li> <li>• Interactions with supervisor.</li> </ul> <p>Assessors must meet the PACFA Training Standards. That is, they must have been clinical members of a professional association for at least three years or where this requirement is not met, they must currently hold the required membership and have been eligible to be clinical members of a relevant professional association for at least 3 years i.e. they must have a minimum total of 5 years clinical experience..</p>

<b>UNIT CODE</b>	<b>POPTMA003</b>
<b>UNIT TITLE</b>	<b>Work with trauma using a Processwork framework</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to work with clients who have experienced trauma. It involves applying the meta-framework of Processwork psychotherapy infused with the skills and knowledge of scientific nervous system research and trauma methodologies.</p> <p>It requires the ability to use knowledge of trauma neuro-biology, human psyche, behaviour, health and sensitive interventions to explore, assess and address impacts of trauma on individual psychology and nervous systems through the application and review of Processwork trauma-informed counselling and psychotherapy theories and methods.</p> <p>This unit applies to counsellors, psychotherapists and coaches who provide Processwork counselling and psychotherapy to a range of individuals,</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PRE-REQUISITE UNIT</b>	POPPSY002 Provide Processwork counselling and psychotherapy
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Apply somatic experiencing for trauma work	<p>1.1 Facilitate the client to pendulate between the sympathetic arousal and para-sympathetic state.</p> <p>1.2 Recognise and respond to presenting aspect of client's nervous system</p> <p>1.3 Develop a hypothesis of the process work structure of the client's individual psychology to guide the interventions</p> <p>1.4 Titrate any experience relating to past abuse or trauma to support the client to resolve nervous system disturbances</p> <p>1.5 Consistently apply sensitive awareness to client feedback and adapt techniques to meet client needs, maximising safety and sense of well-being.</p>
2 Determine client symbolic representations	<p>2.1 Assist the client to choose symbolic representations, using trauma informed Processwork techniques</p> <p>2.2 Support client in exploring how these symbols relate to each other in placement and different mediums</p> <p>2.3 Apply trauma informed Processwork techniques to support client to enter their own symbolic inner world and to respect their own symbolic representations</p> <p>2.4 Apply inner work methods to working with symbolic inner world</p>

	representations to facilitate own health during trauma informed Processwork work with clients
3, Apply trauma- informed Processwork interventions	<p>3.1 Facilitate parasympathetic relaxation to ensure sufficient access to thought and feeling processes to enable exploration of presenting issues</p> <p>3.2 Assess information provided to determine the trauma informed approach for each client</p> <p>3.3 Follow client's signals to perceive and respectfully respond to each client's unique approach to resolving their personal trauma and to increase client's experience of safety and well-being</p> <p>3.4 Facilitate titration of high arousal states and pendulation between this and para-sympathetic release to ensure client development of self-regulation capacity</p> <p>3.5 Document accurate and detailed case notes for each client</p>

<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.</i>	
<b>UNIT MAPPING INFORMATION</b>	<i>No equivalent unit.</i>

<b>TITLE</b>	Assessment Requirements for <b>POPTMA003 Work with trauma using a Processwork framework</b>
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>• Integrated somatic experiencing theory and Processwork psychotherapy trauma methods into work with at least two clients with different issues over at least 3 sessions.</li> <li>• Performed the activities outlined in the performance criteria of this unit during the minimum client contact hours and conditions stated in the PACFA Training Standards in force at the time of the assessment.</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• Trauma theory of Nervous System, Polyvagal theory</li> <li>• Various types of trauma and client symptom presentations, needs and common therapeutic time-lines including sexual abuse (childhood and adult), domestic violence, developmental trauma, single event and multiple event layering</li> <li>• Common techniques for trauma, abuse, high stress levels, grief and loss situations.</li> <li>• Common difficult client presentations</li> </ul>

	<ul style="list-style-type: none"> <li>• Nervous system functions</li> <li>• Trauma releasing exercises (TRE) developed by David Bercelli</li> <li>• Methods of establishing safety, and sensitivity to needs of individual client, throughout work with trauma</li> <li>• Sympathetic nervous system arousal; dorsal vagal shutdown; para-sympathetic release, or social engagement activity</li> <li>• Pendulation exercises</li> <li>• Methods of titration of challenging experiences</li> <li>• Symbolic thinking,</li> <li>• Creative art therapy methods and sand play</li> <li>• Three symbols assessment and significance of client placement of various symbols.</li> <li>• Potential risks of re-traumatising client.</li> </ul>
<p><b>ASSESSMENT CONDITIONS</b></p>	<p>Skills must have been demonstrated in the workplace and/or in a simulated assessment environment (SAE) that reflects workplace conditions including:</p> <ul style="list-style-type: none"> <li>• Use of suitable facilities, equipment and resources</li> <li>• Client information</li> <li>• Industry operating conditions including complex interactions with real people in face-to-face situations where the candidate and clients are physically present in the same room.</li> <li>• Interactions with supervisor.</li> </ul> <p>Assessors must meet the PACFA Training Standards. That is, they must have been clinical members of a professional association for at least three years or where this requirement is not met, they must currently hold the required membership and have been eligible to be clinical members of a relevant professional association for at least 3 years i.e. they must have a minimum total of 5 years clinical experience..</p>

<b>UNIT CODE</b>	<b>POPRLT004</b>
<b>UNIT TITLE</b>	<b>Facilitate relationships using a Processwork framework</b>
<b>APPLICATION</b>	<p>This unit describes the skills and knowledge to facilitate relationships using Processwork counselling and psychotherapeutic methods.</p> <p>It involves evaluating the presenting relationship between the couple and respectfully engaging with this; applying whichever Processwork skills are needed to effectively support the communication between the two people, including conflict resolution skills as needed and reviewing and evaluating interventions and client responses.</p> <p>This unit applies to counsellors, psychotherapists and coaches who facilitate relationships using a Processwork counselling and psychotherapeutic approach.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PRE-REQUISITE UNIT</b>	POPPSY002 Provide Processwork counselling and psychotherapy
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine client relationship needs	<p>1.1 Assess clients' relationship presentations, and specific signals to determine the level of relationship support needed</p> <p>1.2 Identify and document details of clients' context, including Processwork structure, channels, and specific client information</p> <p>1.3 Create a hypothesis of clients' relationship dynamics to identify Processwork techniques and interventions to match clients' relationship presentations</p>
2. Facilitate client relationships	<p>2.1 Recognise, assess and analyse each client's feedback to chosen interventions</p> <p>2.2 Re-orient direction and style of intervention according to signals and feedback of each couple relationship</p> <p>2.3 Recognise level of interaction that each client is presenting at, and relate respectfully to both parties accordingly</p> <p>2.4 Apply amplification methods with each presenting relationship, to clarify and support communication between parties.</p>
3. Apply Processwork conflict resolution skills to relationship facilitation	<p>3.1 Explore conflict and all aspects of the presenting issue from the perspective of each participant as needed</p> <p>3.2 Respond to feedback from participants on each side of the issue</p> <p>3.3 Apply the conflict cycle effectively within relationship work to support each participant to clarify their accusation and be able to express the essence of this to other participant.</p>

	<p>3.4 Support clients to own the essence of what they are accused of, and to work out together how both their needs may be able to be met, including resolving power imbalances and disagreements</p> <p>3.5 Apply role play techniques to encourage relationship members to experience the issue from the other person's perspective</p>
--	--

<p><b>FOUNDATION SKILLS</b></p> <p><i>Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.</i></p>	
<p><b>UNIT MAPPING INFORMATION</b></p>	<p><i>No equivalent unit.</i></p>

<p><b>TITLE</b></p>	<p>Assessment Requirements for <b>POPRLT004 Facilitate relationships using a Processwork framework</b></p>
<p><b>PERFORMANCE EVIDENCE</b></p>	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>• Integrated Processwork theory into work with at least two sets of people in a relationship with different issues over at least 3 sessions.</li> <li>• Performed the activities outlined in the performance criteria of this unit during the minimum client contact hours and conditions stated in the PACFA Training Standards in force at the time of the assessment..</li> </ul>
<p><b>KNOWLEDGE EVIDENCE</b></p>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• Double edges and methods of working with double edges</li> <li>• Couple's myth and methods of working with couple's myth</li> <li>• Couple's specific dynamics, signals and feedback</li> <li>• Power and rank imbalances</li> <li>• Three main relationship levels: Intrapersonal, Interpersonal (Communication) and Transpersonal and suitable interventions for each.</li> <li>• High and low dreams and methods of working with high and low dreams</li> <li>• Conflict resolution techniques</li> <li>• Conflict cycle and owning accusations.</li> <li>• Amplification techniques that can be used for intensifying client signals.</li> </ul>
<p><b>ASSESSMENT CONDITIONS</b></p>	<p>Skills must have been demonstrated in the workplace and/or in a simulated assessment environment (SAE) that reflects workplace conditions including:</p> <ul style="list-style-type: none"> <li>• Use of suitable facilities, equipment and resources</li> <li>• Client information</li> <li>• Industry operating conditions including complex interactions with real people in face-to-face situations where the candidate and clients are</li> </ul>

	<p>physically present in the same room.</p> <ul style="list-style-type: none"><li>• Interactions with supervisor.</li></ul> <p>Assessors must meet the PACFA Training Standards. That is, they must have been clinical members of a professional association for at least three years or where this requirement is not met, they must currently hold the required membership and have been eligible to be clinical members of a relevant professional association for at least 3 years i.e. they must have a minimum total of 5 years clinical experience..</p>
--	---

<b>UNIT CODE</b>	<b>POPRLT005</b>
<b>UNIT TITLE</b>	<b>Facilitate group dynamics using deep democracy principles</b>
<b>APPLICATION</b>	<p>This unit describes the skills and knowledge to facilitate group dynamics for a range of different types of groups using deep democracy principles. It involves applying deep democracy principles, uncovering inherent power and rank and reviewing and evaluating approaches taken.</p> <p>It requires the ability to use knowledge of human dynamics within group settings, including understanding of group tendencies to marginalize sub-groups and methods to effectively facilitate these and related group dynamics. It additionally requires the abilities to support, encourage and develop group communication and understanding between sub-groups, building community connections, through the application and review of Processwork deep democracy theories and methods.</p> <p>This unit applies to counsellors, psychotherapists and coaches who facilitate group dynamics using deep democracy principles.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PRE-REQUISITE UNIT</b>	POPPSY002 Provide Processwork counselling and psychotherapy
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Facilitate group work	<p>1.1 Assess a group's conscious goals and less conscious marginalized tendencies to facilitate communication and understanding within the group</p> <p>1.2 Facilitate discussion within group using Processwork work techniques to facilitate all members of the group to feel safe, heard and respected</p> <p>1.3 Recognise marginalised low ranking aspects of the group and central, higher ranking parts and facilitate these differences in rank, power and privilege with respect for all</p> <p>1.4 Apply deep democracy methods to develop understanding and respect for all positions and experiences within group and facilitate meaningful interaction and communication between these parts</p> <p>1.5 Recognise group responses to facilitation and adapt intervention style to include and respect this feedback</p> <p>1.6 Apply inner work methods to facilitate improvement in the group atmosphere and support members to develop understanding of each other</p> <p>1.7 Explore holographic mythic dynamics within the group to support members to appreciate group strengths and limitations and empower each individual to develop the group's potential.</p>

2. Empower group members	<p>2.1 Facilitate the group's understanding of differences in rank through sensitive naming of power differentials</p> <p>2.2 Work sensitively with marginalized voices to support and empower all perspectives</p> <p>2.3 Support both sides of a group issue, to facilitate the group to relate to different points of view, find common ground and improve their capacity to work together towards the common goal</p> <p>2.4 Facilitate group interaction through applying all three levels of Processwork awareness to group work</p> <p>2.5 Facilitate the leadership potential and development of all members of group to enable each group member to step into leadership roles.</p> <p>2.6 Document accurate and detailed case notes for each group.</p>
3. Evaluate group feedback	<p>2.1 Plan next steps with the group as required based on group feedback to interventions</p> <p>2.2 Reflect on processes used with the group and improvements that can be made</p> <p>2.3 Record feedback from the group at the conclusion of the Processwork counselling psychotherapy service and use to improve own practice.</p>

#### FOUNDATION SKILLS

*Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

#### UNIT MAPPING INFORMATION

*No equivalent unit.*

<b>TITLE</b>	Assessment Requirements for <b>POPRLT005 Facilitate group dynamics using deep democracy principles</b>
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>• Integrated deep democracy principles into work with at least two groups with different issues over at least 3 sessions.</li> <li>• Used group feedback and own reflections to improve practices.</li> <li>• Performed the activities outlined in the performance criteria of this unit during the minimum client contact hours and conditions stated in the PACFA Training Standards in force at the time of the assessment</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p>

	<ul style="list-style-type: none"> <li>• Deep democracy principles and methods</li> <li>• Myth and Group Myths</li> <li>• Group process structure</li> <li>• Awareness of contextual, Social, psychological and spiritual rank / power and contribution to marginalisation</li> <li>• Adapting language to business or other group</li> <li>• Understanding Family Systems theory and the Dynamic of 'identified patient' within family</li> <li>• Systems theory and how various roles or individuals impact on others in an interdependent manner</li> <li>• Field theory, including the impact of culture and social context</li> <li>• Roles and ghost roles in a group</li> <li>• Leadership dynamics and how to respond to feedback</li> <li>• Holographic patterns found at all three levels of a system and facilitation methodologies</li> <li>• Difference between psychotherapy and the focus on leadership coaching</li> <li>• Models and processes of professional reflection</li> <li>• Inner work methods that can be used with a group.</li> </ul>
<p><b>ASSESSMENT CONDITIONS</b></p>	<p>Skills must have been demonstrated in the workplace and/or in a simulated assessment environment (SAE) that reflects workplace conditions including:</p> <ul style="list-style-type: none"> <li>• Use of suitable facilities, equipment and resources</li> <li>• Client information</li> <li>• Industry operating conditions including complex interactions with real people in face-to-face situations where the candidate and clients are physically present in the same room.</li> <li>• Interactions with supervisor</li> </ul> <p>Assessors must meet the PACFA Training Standards. That is, they must have been clinical members of a professional association for at least three years or where this requirement is not met, they must currently hold the required membership and have been eligible to be clinical members of a relevant professional association for at least 3 years i.e. they must have a minimum total of 5 years clinical experience..</p>

<b>UNIT CODE</b>	<b>POPMEN006</b>
<b>UNIT TITLE</b>	<b>Support mental health using a Processwork framework</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to provide support to clients experiencing mental health issues using a Processwork psychotherapeutic approach.</p> <p>It involves assessing and evaluating a client's mental health and applying trauma informed, Processwork counselling and psychotherapeutic methods, as well as reviewing and evaluating approaches taken.</p> <p>It requires the ability to use knowledge of human psyche, behaviour and health as seen in client's presenting with mental health disturbances to explore, assess and address individual psychological imbalance through the application and review of Processwork counselling and psychotherapy theories and methods.</p> <p>This unit applies to counsellors, psychotherapists and coaches who provide Processwork counselling and psychotherapy to support individuals with mental health issues.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PRE-REQUISITE UNITS</b>	<p>POPPSY002 Provide Processwork counselling and psychotherapy</p> <p>POPTMA003 Work with trauma using a Processwork framework</p>
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine client mental health needs	<p>1.1 Assess clients' presentation, and signals in order to choose required intervention, including occupied channels, edges and edge figures</p> <p>1.2 Communicate with colleagues and clients as required about specific client's diagnosis using DSM5 category of diagnoses</p> <p>1.3 Recognise the client's altered state and respectfully acknowledge their experience</p> <p>1.4 Identify issues that the client may need additional support for and provide referrals as required</p> <p>1.5 Develop a hypothesis of process work structure of each client's individual psychology to inform Processwork approach.</p>
2 Implement trauma-informed Processwork psychotherapeutic methods	<p>2.1 Apply altered state techniques to specific needs of client</p> <p>2.2 Apply a trauma-informed approach to meet each mental health client's individual needs and experience of safety and self-regulation of the nervous system.</p> <p>2.3 Use the client's feedback to constantly adapt trauma-informed Process work intervention techniques to match the sensory channel most accessible to the client.</p> <p>2.4 Recognise when clients' mental health presentations are beyond</p>

	<p>competence and scope of own role and refer to other professionals.</p> <p>2.5 Document accurate and detailed case notes for each client</p>
3. Evaluate mental health work	<p>3.1 Recognise the impact of own values on mental health support work</p> <p>3.2 Regularly review counselling progress and therapeutic developments with mental health clients and make adjustments as required.</p> <p>3.3 Terminate or redirect the counselling sessions according to client needs</p> <p>3.4 Record feedback from clients at the conclusion of the Processwork counselling and psychotherapy service and use to improve own practice.</p> <p>3.5 Reflect on processes used with the clients and improvements that can be made in future sessions</p>

<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.</i>	
<b>UNIT MAPPING INFORMATION</b>	<i>No equivalent unit.</i>

<b>TITLE</b>	Assessment Requirements for <b>POPMEN006 Support mental health using a Processwork framework</b>
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>• Integrated trauma-informed Processwork psychotherapeutic methods into work with at least 2 clients presenting with different mental health issues over at least 3 sessions..</li> <li>• Used feedback from clients presenting with mental health issues and own reflections to improve practices</li> <li>• Performed the activities outlined in the performance criteria of this unit during the minimum client contact hours and conditions stated in the PACFA Training Standards in force at the time of the assessment</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• National Practice Standards for the Mental Health Workforce 2013</li> <li>• psychiatric diagnoses, categories of DSM5</li> <li>• major mental health disorders presentations including: depression, anxiety, bipolar, psychotic disorders, mood swings, extreme states, as well as addictions and addictive tendencies</li> <li>• Intake chart process</li> <li>• Managing safety, specifically Suicide safety planning</li> </ul>

	<ul style="list-style-type: none"> <li>• Risk assessment, including suicide risk assessment</li> <li>• Altered states theory and techniques, including Double State Ethics and protecting clients' safety</li> <li>• Stigma and loss of self-esteem by the client</li> <li>• interventions suitable for a wide range of mental health problem presentations</li> <li>• Know when signs of risk to safety or signs of mental illness suggest client's presentation is beyond level of competence and scope of practice</li> <li>• Know how to find mental health professionals to refer to (in above circumstances)</li> <li>• Understanding of nervous system arousal in relation to trauma informed work</li> <li>• Identify the challenges as Mental Health practitioner applying trauma informed care with this population</li> <li>• Interpersonal techniques including showing unconditional positive regard</li> <li>• Referral protocols and legislation for mental health referrals across different jurisdictions.</li> </ul>
<p><b>ASSESSMENT CONDITIONS</b></p>	<p>Skills must have been demonstrated in the workplace and/or in a simulated assessment environment (SAE) that reflects workplace conditions including:</p> <ul style="list-style-type: none"> <li>• Use of suitable facilities, equipment and resources</li> <li>• Client information</li> <li>• Industry operating conditions including complex interactions with real people in face-to-face situations where the candidate and clients are physically present in the same room.</li> <li>• Interactions with supervisor.</li> </ul> <p>Assessors must meet the PACFA Training Standards. That is, they must have been clinical members of a professional association for at least three years or where this requirement is not met, they must currently hold the required membership and have been eligible to be clinical members of a relevant professional association for at least 3 years i.e. they must have a minimum total of 5 years clinical experience.</p>

<b>UNIT CODE</b>	<b>POPPRP007</b>
<b>UNIT TITLE</b>	<b>Apply Processwork inner work self-reflection practices in professional practice</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to integrate reflective practice strategies into counselling and psychotherapy to maintain psychological health and to work ethically and effectively. It includes using inner work techniques to bring awareness to situations that trigger personal issues.</p> <p>It requires the ability to use knowledge of human psyche, sensory experience and self-awareness to explore, assess and address one's own experiences and psychological issues through the application and review of Processwork inner work self-reflection practices theories and methods within both the personal and professional setting.</p> <p>This unit applies to counsellors, psychotherapists and coaches who provide Processwork counselling and psychotherapy to individuals and groups.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PRE-REQUISITE UNITS</b>	<p>POPPSY002 Provide Processwork counselling and psychotherapy</p> <p>POPTMA003 Work with trauma using a Processwork framework</p>
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Apply Processwork inner work, self-reflection practice techniques	<p>1.1 Review and analyse own experiences using inner work techniques to become more deeply aware of experiences of all the senses, nervous system and entire body</p> <p>1.2 Develop a hypothesis of structure of primary and secondary identity based on review of experiences</p> <p>1.3 Use interoception, movement, visualisations, sound and rhythm to inform and develop self-awareness</p> <p>1.4 Undertake self-growth exploration and support others with their own self-growth exploration</p> <p>1.5 Apply Processwork conflict skills inner work to resolving one's own conflict with another individual</p> <p>1.6 Journal inner work to develop understanding and integrate capacities of own psychological dynamics and acknowledge successes and challenges with individual clients and group facilitation</p>
2. Support clients to apply inner work techniques	<p>2.1 Assess own cultural and social norms to provide a context for unconditional positive regard for each client</p> <p>2.2 Assess individual client's needs to determine the inner work method for this client.</p>

	<p>2.3 Apply trauma informed inner work methods and mindfulness techniques with clients to facilitate their self-awareness and support individual client's health and well-being</p> <p>2.4 Apply inner work exercises during group facilitation to allow members to consider a range of perspectives and to improve group atmosphere</p>
3. Apply Processwork inner work self-reflection practices to work situations	<p>3.1 Assess own distress or personal response to a client's presentation to contain and minimise the impact on client</p> <p>3.2 Apply inner work practices to self-regulate nervous system to support improvements to own state-of-mind and protect both client and own well-being</p> <p>3.3 Apply inner work methods to challenging and conflictual professional situations with colleagues.</p>

<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.</i>	
<b>UNIT MAPPING INFORMATION</b>	<i>No equivalent unit.</i>

<b>TITLE</b>	Assessment Requirements for <b>POPPRP007 Apply Processwork inner work self-reflection practices in professional practice</b>
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.</p> <p>There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>• Applied at least 3 Processwork inner work methods (where at least one method is Processwork conflict skills inner work to resolving one's own conflict with another individual) and 2 mindfulness awareness methods.</li> <li>• Taught at least two inner work methods to at least one client.</li> <li>• Presented group inner work techniques during facilitation of at least one group process including supporting group members.</li> <li>• Performed the activities outlined in the performance criteria of this unit during the minimum client contact hours and conditions stated in the PACFA Training Standards in force at the time of the assessment.</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• The range of inner work techniques including: <ul style="list-style-type: none"> <li>○ Interoception and movement body-based techniques</li> <li>○ amplifying movement, sound or vision</li> <li>○ 2-position voice dialogues; role-play</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Utilising pipe-cleaners or symbols</li> <li>○ Relationship inner work, owning 1% of the accusation and understanding how this is often emerging secondary capacity</li> <li>○ Crossing edge to experience the value of the “disturber”</li> <li>○ walking vector directions</li> </ul> <ul style="list-style-type: none"> <li>• Mindfulness breathing and body awareness techniques, to manage stress</li> <li>• Impact of trauma on Nervous system and inner work methods to alleviate impact</li> <li>• Cultural, social norms and backgrounds</li> <li>• How own internal psychological dynamics can impact on client’s experience.</li> <li>• Processwork inner work conflict skills to resolve one’s own conflict with another individual.</li> </ul>
<p><b>ASSESSMENT CONDITIONS</b></p>	<p>Skills must have been demonstrated in the workplace and/or in a simulated assessment environment (SAE) that reflects workplace conditions including:</p> <ul style="list-style-type: none"> <li>• Use of suitable facilities, equipment and resources</li> <li>• Client information</li> <li>• Industry operating conditions including complex interactions with real people in face-to-face situations where the candidate and clients are physically present in the same room.</li> <li>• Interactions with supervisor.</li> </ul> <p>Assessors must meet the PACFA Training Standards. That is, they must have been clinical members of a professional association for at least three years or where this requirement is not met, they must currently hold the required membership and have been eligible to be clinical members of a relevant professional association for at least 3 years i.e. they must have a minimum total of 5 years clinical experience..</p>

<b>UNIT CODE</b>	<b>POPWRK008</b>
<b>UNIT TITLE</b>	<b>Work within a Processwork counselling and psychotherapy framework</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to evaluate and enhance own practice through reflection and ongoing professional development, as well as to initiate, prepare for and participate in a structured process of supervision.</p> <p>It also includes the skills to work legally and ethically in a Processwork counselling and psychotherapeutic framework.</p> <p>It requires the ability to use knowledge of legal and ethical requirements, supervision methods, and personal and professional development options to continually assess, address and update own personal and professional capacities.</p> <p>This unit applies to counsellors, psychotherapists and coaches who provide Processwork counselling and psychotherapy to individuals and groups.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Apply legal and ethical frameworks to Processwork work	<p>1.1 Interpret and apply legal and ethical requirements applicable to own role</p> <p>1.2 Recognise potential or actual breaches to legal and ethical requirements and take action to address breaches</p> <p>1.3 Refer legal and ethical breaches beyond scope of own role to identified parties</p> <p>1.4 Regularly review legal and ethical requirements to maintain up to date knowledge</p> <p>1.5 Apply dual state ethics to all interactions with clients.</p>
2. Evaluate Processwork work	<p>2.1 Reflect on required areas of support for own learning and supervision needs</p> <p>2.2 Identify and organise a suitable supervisor according to own identified supervision needs, industry standards and expectations of ongoing supervision requirements</p> <p>2.3 Communicate supervision goals to supervisor and together identify most important counselling methods to improve</p> <p>2.4 Record all recommendations of supervisor and explore challenging areas of practice and use self-analysis and supervisor feedback to respond to clients' needs.</p> <p>2.5 Integrate information and feedback from the supervisor into counselling</p>

	practice.
3. Participate in professional and personal development	<p>3.1 Reflect on own strengths and limitations, and willingness to develop areas that are recognised as needing more practice</p> <p>3.2. Assess own professional and personal development needs and prioritise and plan opportunities for developing skills and knowledge.</p> <p>3.3 Participate in professional and personal development opportunities to facilitate continuous learning and career development</p> <p>3.4. Reflect on professional and personal development opportunities to determine benefits and areas for further professional development</p>

<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.</i>	
<b>UNIT MAPPING INFORMATION</b>	<i>No equivalent unit.</i>

<b>TITLE</b>	Assessment Requirements for <b>POPWRK008 Work within a Processwork counselling and psychotherapy framework</b>
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:</p> <ul style="list-style-type: none"> <li>• Reflected on own practice and integrated theoretical skills into work with clients</li> <li>• Developed and implemented a personal development plan</li> <li>• Initiated, prepared for, documented and participated in a structured process of supervision in response to working with at least 5 different clients and their varying experiences.</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• Principles and practices of Processwork counselling and psychotherapy</li> <li>• PACFA Code of Ethics</li> <li>• Relevant state/territory Codes of Conduct for Unregistered Health Practitioners</li> <li>• Parties to whom legal and ethical dilemmas can be referred</li> <li>• Ethical dilemmas in practice and processes for ethical decision-making including dual state ethics</li> <li>• The importance, purpose and benefits of supervision</li> <li>• Types and key features of supervision arrangements</li> </ul>

	<ul style="list-style-type: none"> <li>• Factors to consider in preparing for supervision, including: <ul style="list-style-type: none"> <li>• identifying and acknowledging reactions and responses to interactions and situations</li> <li>• identifying limitations in areas for practice development</li> <li>• maintaining journal work for self-reflection and further development</li> </ul> </li> <li>• Awareness of self, and factors to consider in analysing own perspectives, and when these threaten to impact professional practice, including: <ul style="list-style-type: none"> <li>• belief and value systems, awareness of self, and factors to consider in analysing own perspectives, and when these threaten to impact professional practice, including: <ul style="list-style-type: none"> <li>• biases and prejudices</li> <li>• family of origin</li> <li>• gender</li> <li>• personal experiences</li> <li>• sexuality</li> <li>• own relationship</li> </ul> </li> <li>• Sources of professional support and professional development.</li> <li>• Records management.</li> </ul> </li> </ul>
<p><b>ASSESSMENT CONDITIONS</b></p>	<p>Skills must have been demonstrated in the workplace and/or in a simulated assessment environment (SAE) that reflects workplace conditions including:</p> <ul style="list-style-type: none"> <li>• Use of suitable facilities, equipment and resources</li> <li>• Client information</li> <li>• Industry operating conditions including complex interactions with real people in face-to-face situations.</li> <li>• Interactions with supervisor.</li> </ul> <p>Assessors must meet the PACFA Training Standards. That is, they must have been clinical members of a professional association for at least three years or where this requirement is not met, they must currently hold the required membership and have been eligible to be clinical members of a relevant professional association for at least 3 years i.e. they must have a minimum total of 5 years clinical experience..</p>