



Australian Institute of Professional Counsellors
Australia's Home Study Counselling Specialist

NATIONAL EDUCATORS IN PROFESSIONAL COUNSELLING • WITH OFFICES IN BRISBANE, SUNSHINE COAST, GOLD COAST, PORT MACQUARIE, SYDNEY, MELBOURNE, ADELAIDE & PERTH

Vocational Graduate Certificate in Counselling

AIPC VGCA
NTIS: 30670 QLD

&

Vocational Graduate Diploma of Counselling

AIPC VGDA
NTIS: 30671 QLD

Recognition of Prior Learning

Application Kit

Name: _____ Student No.: _____

Address: _____

State: _____ P/Code: _____

Phone: BH: (_____) _____ Mobile: _____

Table of Contents

Page

Guidelines for Recognition of Prior Learning Application	3
Who can apply for Recognition of Prior Learning?	3
What is Recognition of Prior Learning?	3
How is Recognition of Prior Learning assessed?	3
How much will it cost?	3
How do I make an application for Recognition of Prior Learning?	4
How should I set out my application?	5
What happens after I've submitted my application?	6
Addiction Stream	7
Unit 1 - VGD1A - Manage and facilitate collaborative counselling practice	8
Unit 2 - VGD2A - Analyse and implement ethical decision making in counselling practice	9
Unit 3 - VGDA3A - Analyse theories of substance use, misuse and addictions	10
Unit 4 - VGDA4A - Apply a wide-ranging knowledge of drug classification, including pharmacological categories	11
Unit 5 - VGDA5A - Use appropriate assessment, treatment planning and referral strategies	12
Unit 6 - VGD6A - Integrate reflective practice strategies into counselling	13
Unit 7 - VGDA7A - Conduct advanced behaviour change interventions and motivational interviewing	14
Unit 8 - VGDA8A - Apply harm reduction, crisis intervention and risk management strategies	15
Family Therapy Stream	16
Unit 1 - VGD1A - Manage and facilitate collaborative counselling practice	17
Unit 2 - VGD2A - Analyse and implement ethical decision making in counselling practice	18
Unit 3 - VGDF3A - Apply theoretical concepts in family therapy	19
Unit 4 - VGDF4A - Develop and apply narrative intervention initiatives in family therapy	20
Unit 5 - VGDF5A - Employ systemic practice techniques in Family Therapy	21
Unit 6 - VGD6A - Integrate reflective practice strategies into counselling	22
Unit 7 - VGDF7A - Coordinate interventions for children and adolescents	23
Unit 8 - VGDF8A - Apply risk management and crisis intervention procedures	24
Loss and Grief Stream	25
Unit 1 - VGD1A - Manage and facilitate collaborative counselling practice	26
Unit 2 - VGD2A - Analyse and implement ethical decision making in counselling practice	27
Unit 3 - VGDLG3A - Evaluate theoretical and conceptual methods in loss and grief practice	28
Unit 4 - VGDLG4A - Apply therapeutic clinical approaches to loss and grief	29
Unit 5 - VGDLG5A - Facilitate group support in loss and grief	30
Unit 6 - VGD6A - Integrate reflective practice strategies into counselling	31
Unit 7 - VGDLG7A - Plan and initiate interventions in complicated bereavement	32
Unit 8 - VGDLG8A - Respond to traumatic grief	33

Guidelines for Recognition of Prior Learning Application

Who can apply for Recognition of Prior Learning?

Both students and prospective students may make an application for Recognition of Prior Learning (RPL).

What is Recognition of Prior Learning?

Each Unit of the course has a set of performance outcomes that must be achieved before an applicant can be deemed competent in that Unit. The process of RPL involves matching what is already known and can be demonstrated with the performance outcomes of the Unit. If an applicant can show that the outcomes have already been attained for one or more Units, then the applicant will be granted academic credit for the Unit/s. Applicants will not be required to complete any further study for units granted full credit.

How is Recognition of Prior Learning Assessed?

Each of the Units of the Vocational Graduate Certificate in Counselling and Vocational Graduate Diploma of Counselling is listed within this booklet, including the individual Elements and Performance Criteria that make up each Unit. Please note that the Performance Criteria are listed under each of the Elements. The Elements and Performance Criteria describe your acquired knowledge and what you can demonstrate upon completion of each Unit.

In making an application for RPL you need to be able to supply evidence to the Institute to demonstrate that you have already acquired the knowledge and skills listed. You may be able to get recognition for relevant, documented work experiences, for example, through your employment, volunteer work, previous training, or from similar experiences.

In assessing an application for RPL the Institute will take into account the relevance and currency of the evidence supplied.

How much will it cost?

If you accept the decision of credit awarded by the Institute, you are eligible to receive a \$30.00 reduction in your course fees for each unit of full credit that you receive up to a maximum of \$150.00. This reduction will either be refunded to you if you have finished paying your course fees or will be subtracted from the balance of your outstanding course fees. Please note that a reduction in course fees does not apply to units granted 'partial' credit; that is, credit is not received for the entire unit. This is because of the assessment and administrative costs still incurred by the Institute for marking and processing of the remainder of the unit requirements. If you appeal against the decision of credit, the reduction in your course fees is forfeited to cover the time and cost of conducting the appeal. Additionally, if you decide to cancel from your course of enrolment, you also forfeit any reduction in course fees that you have previously received through the RPL or Credit Transfer process.

Important Information about this RPL Application booklet:

The graduate vocational diploma has three streams: Addiction; Family Therapy; and Loss and Grief. Each of these streams share three units on common. In this booklet each of these streams has a separate section and includes the common units; please fill in the RPL sheets **only** for the specialty streams you are applying for.

The Certificate IV covers Units 1 – 5 in each stream.

How do I make an Application for RPL?

Step 1

Read through the elements and performance outcomes for each of the units of the Diploma course as listed in this booklet. Identify the areas for which you are seeking RPL and place a tick in the relevant box indicating whether you have achieved this through experience and/or training. You may apply for RPL for parts of a unit if you wish.

Step 2

Note: *While it is important that you supply adequate supporting documentation in your application you should not send large quantities of paperwork. Please do not send previously completed written assignments/theses/study notes etc. Video/audio/CD/DVD material will not be accepted.*

Compile your supporting documentation for your claim for RPL. You are required to provide evidence to support each unit for which you are claiming RPL; you do not, however, need to provide the same evidence again if it is being used for more than one unit.

All applications must be accompanied by the following:

- A completed RPL Application booklet; make sure you provide your address on the cover
- A covering letter requesting the RPL and briefly outlining the basis for the application
- A detailed CV, including education and employment/voluntary experience
- Certified photocopies of all certificates/diplomas/degrees obtained *
- Certified photocopies of all academic transcripts/statements of attainment *
- Detailed course outlines of all relevant studies
- Certified copy of any relevant change of name details *

Additionally if you are applying for RPL on the basis of **work or voluntary experience**:

- An original signed letter on official letterhead from your supervisor/employer detailing how you have achieved the relevant performance outcomes in your paid or voluntary work
- Business flyers/cards/brochures/signed testimonials
- Certified photocopy of a signed Position Description *
- Certified photocopies of evidence of professional development courses attended *

***Important Note:** *all photocopies must be certified a true copy by a Justice of the Peace; certification by any other professional is not acceptable under AQTF regulations.*

Step 3

List each unit for which you are seeking RPL and briefly describe how you have achieved the relevant competencies.

Remember you may use the same evidence for multiple claims, and more than one document to support an individual claim.

Step 4

Post: (1) Covering letter; (2) CV; (3) Completed Application booklet; (4) supporting documentation

To: Senior Education Adviser, Locked Bag 15, Fortitude Valley, QLD 4006

*** Important Note:** *Faxed or emailed applications will not be accepted; all applications must be made in hard copy form.*

How should I set out my application?

To assist you in setting out your application for Recognition of Prior Learning we have provided an example on the following page. This is an example of a student making an application for credit based upon study and work experience. Please note that this is only an example to assist you in setting out your application, there are numerous study, work and life experiences, which you may be able to use as examples to qualify you for credit.

RPL/ Credit Transfer Application

Name: Jane Citizen

Student No.: F14503

VGD2A - Analyse and implement ethical decision making in counselling practice

Element VGD2A/01 Recognise and define ethical dilemmas 1.1, 1.2 and 1.3

In 2006 as part of my Bachelor of Social Science degree I studied a module called *Ethics in counselling*. I considered a range of ethical issues encountered in counselling and researched relevant codes of conduct and state laws. Ethical dilemmas were also debated in tutorials.

Attachment 1 Academic transcript

Attachment 2 Subject outline

Element VGD2A/02 Review and assess possible solutions to ethical dilemmas

As part of the module *Ethics in counselling* I had to write a 3000 word essay which considered possible courses of action for dealing with specific ethical dilemmas and evaluated the likely consequences of such action.

Attachment 1 Academic transcript

Attachment 2 Subject outline

Element VGD2A/03 Implement and evaluate chosen solutions to ethical dilemmas

The module *Ethics in counselling* included a fieldwork assignment where I worked under supervision in crisis accommodation for women and children.

Attachment 1 Report from the Supervisor of the program detailing my work experience.

Attachment 2 Detailed outline of the fieldwork assignment requirements

What happens after I've submitted my Application?

An Institute RPL Co-ordinator will make an assessment of your application based upon the information that you supply. The Institute must ensure that your experience and qualifications are both recent and relevant. The RPL Co-ordinator may contact you for more information, or to clarify information contained within your application. You will be notified of the result of your application in writing.

Should you wish to make an appeal against the decision; an Institute Academic Committee will examine your appeal.

Should you have any questions regarding making an application for credit, please telephone the RPL Co-ordinator at the Institute's Head Office on: 1800 657 667.

ADDICTION STREAM

ADDICTION STREAM

RPL Assessment Sheet – Unit 1

VGDI1A - Manage and facilitate collaborative counselling practice

Student Name: _____

Student No: _____

VGDI1A/01 - Analyse and accommodate the specialist requirements of clients	Experience	Training
1.1 Clients' needs for specialist services are analysed by considering: <ul style="list-style-type: none"> - The severity and complexity of client need - Clients' capacity and motivation for change - Clients' degree of community and/or social support 	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Client requirements are matched and service provision is negotiated with relevant providers	<input type="checkbox"/>	<input type="checkbox"/>
1.3 A plan for service provision is formulated	<input type="checkbox"/>	<input type="checkbox"/>
VGDI1A/02 - Coordinate and facilitate processes of information sharing with stakeholders	Experience	Training
2.1 Information sharing amongst service providers is timely, accurate and regular	<input type="checkbox"/>	<input type="checkbox"/>
2.2 <i>Information sharing processes</i> respect the rights of clients	<input type="checkbox"/>	<input type="checkbox"/>
2.3 The <i>role of service providers</i> in meeting client outcomes are clearly defined	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Client advocacy is initiated as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Changes to the service plan are negotiated, implemented and communicated with all stakeholders	<input type="checkbox"/>	<input type="checkbox"/>
VGDI1A/03 - Integrate the expertise of specialist services into a collaborative service plan	Experience	Training
3.1 Service providers are enlisted efficiently and resourcefully	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Service goals and outcomes are discussed and negotiated with all stakeholders	<input type="checkbox"/>	<input type="checkbox"/>
3.3 <i>Available resources</i> are allocated appropriately	<input type="checkbox"/>	<input type="checkbox"/>
VGDI1A/04 - Supervise the process of transition for clients shifting from intensive to less intensive service support	Experience	Training
4.1 <i>Arrangements for transition</i> are negotiated and coordinated in response to client need	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Appropriate levels of ongoing support are allocated to ensure client needs continue to be met	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Client participation in relevant <i>support programs and activities</i> are planned and initiated	<input type="checkbox"/>	<input type="checkbox"/>
VGDI1A/05 - Manage the evaluation and implementation of service delivery	Experience	Training
5.1 Procedures are developed and followed to ensure the ongoing monitoring, feedback and evaluation of support provision	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Evaluation procedures assess the ongoing match between client need and service provision	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Outcomes from monitoring and evaluation procedures are analysed and changes are integrated into practice	<input type="checkbox"/>	<input type="checkbox"/>

ADDICTION STREAM

RPL Assessment Sheet – Unit 2

VGD2A - Analyse and implement ethical decision making in counselling practice

Student Name: _____

Student No: _____

VGD2A/01 - Recognise and define ethical dilemmas	Experience	Training
1.1 <i>Ethical issues</i> embedded in practice are exposed and analysed	<input type="checkbox"/>	<input type="checkbox"/>
1.2 <i>Relevant codes, laws and regulations</i> are considered and integrated into decision making	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Peers and supervisors are consulted on ethical issues as required	<input type="checkbox"/>	<input type="checkbox"/>
VGD2A/02 - Review and assess possible solutions to ethical dilemmas	Experience	Training
2.1 <i>Possible courses of action</i> are considered in alignment with ethical codes, laws and regulations	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Likely consequences of each considered course of action are assessed	<input type="checkbox"/>	<input type="checkbox"/>
VGD2A/03 - Implement and evaluate chosen solutions to ethical dilemmas	Experience	Training
3.1 A course of action is selected and implemented based on assessment of likely consequences	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Chosen course of action is evaluated and considered in line with the <i>principles of reflective practice</i>	<input type="checkbox"/>	<input type="checkbox"/>

ADDICTION STREAM

RPL Assessment Sheet – Unit 3

VGDA3A - Analyse theories of substance use, misuse and addictions

Student Name: _____

Student No: _____

VGDA3A/01 - Synthesise knowledge of biological, psychological and social considerations in the formulation of a theory of addiction	Experience	Training
1.1 <i>Biological factors</i> in the development and maintenance of addiction are evaluated	<input type="checkbox"/>	<input type="checkbox"/>
1.2 <i>Psychological considerations</i> are examined in relation to addiction	<input type="checkbox"/>	<input type="checkbox"/>
1.3 <i>Social determinants</i> of addiction are evaluated	<input type="checkbox"/>	<input type="checkbox"/>
1.4 A theory of addiction is formulated via the synthesis of biological, psychological and social factors and applied to case studies	<input type="checkbox"/>	<input type="checkbox"/>
VGDA3A/02 - Determine the significance of contextual factors in the development and maintenance of addiction	Experience	Training
2.1 <i>Contextual factors</i> in the development and maintenance of addiction are analysed and applied to client situations	<input type="checkbox"/>	<input type="checkbox"/>
2.2 The significance of contextual factors is recognised and applied in the consideration of a plan for <i>secondary and tertiary prevention</i>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Culture-specific considerations in indigenous communities are analysed in regard to the development, prevalence and maintenance of addiction patterns and behaviours	<input type="checkbox"/>	<input type="checkbox"/>
2.4 A culturally sensitive addictions framework, recognising and promoting multicultural perspectives is implemented	<input type="checkbox"/>	<input type="checkbox"/>

ADDICTION STREAM

RPL Assessment Sheet – Unit 4

VGDA4A - Apply a wide-ranging knowledge of drug classification, including pharmacological categories

Student Name: _____

Student No: _____

VGDA4A/01 - Differentiate between <i>drug categories</i> by analysing the defining effects and symptoms	Experience	Training
1.1 Knowledge of the <i>key concepts in the pharmacology of drugs</i> is acquired	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Drug categories are differentiated by their <i>effects on the central nervous system</i>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 <i>Observable user symptoms</i> are analysed to classify drug type	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Metabolism of specific substances such as, LSD, heroin, cannabis, cocaine are analysed and applied to case studies	<input type="checkbox"/>	<input type="checkbox"/>
VGDA4A/02 - Classify psychoactive drugs	Experience	Training
2.1 The classification of psychoactive drugs is determined through investigation of available databases and reference material	<input type="checkbox"/>	<input type="checkbox"/>
2.2 The expected effects of psychoactive drugs can be understood via the identification of drug category	<input type="checkbox"/>	<input type="checkbox"/>
VGDA4A/03 - Utilise knowledge of psychoactive drug classification and effects to help prepare clients for the potential impact of detoxification/ withdrawal	Experience	Training
3.1 Expected <i>physiological and psychological responses to detoxification or withdrawal</i> are explained and normalised	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Drug-specific resources are designed and created to assist clients in managing the physiological and mental discomfort of withdrawal	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Resources and information are presented and communicated to clients in a sensitive manner	<input type="checkbox"/>	<input type="checkbox"/>

ADDICTION STREAM

RPL Assessment Sheet – Unit 5

VGDA5A - Use appropriate assessment, treatment planning and referral strategies

Student Name: _____

Student No: _____

VGDA5A/01 - Manage a comprehensive multidimensional assessment	Experience	Training
1.1 An <i>environment of openness and honesty</i> is fostered in the assessment interview	<input type="checkbox"/>	<input type="checkbox"/>
1.2 <i>Assessment instruments</i> are integrated into the assessment process	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Extensive history taking that incorporates discussion of drug type, amount, route, frequency and pattern of usage is conducted	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Functional analysis ascertains settings, circumstances and antecedents to drug use	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
1.5 Assessed patterns of self-medication are discussed		
VGDA5A/02 - Supervise and respond to the challenges of assessing coerced or mandated clients	Experience	Training
2.1 <i>Likely emotional reactions of the mandated or coerced client</i> are recognised and <i>appropriate responses</i> are formulated	<input type="checkbox"/>	<input type="checkbox"/>
2.2 <i>Specific challenges of assessing a mandated or coerced client</i> are established	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Appropriate responses to emotional states and challenges are applied to case studies	<input type="checkbox"/>	<input type="checkbox"/>
VGDA5A/03 - Design and execute an appropriate and valid treatment plan based on findings of initial assessment	Experience	Training
3.1 Aetiological theory and research into treatment effectiveness are utilised in the development of a client-specific plan for treatment	<input type="checkbox"/>	<input type="checkbox"/>
3.2 A systematic review of the proposed plan is conducted to evaluate effectiveness, validity and practicality	<input type="checkbox"/>	<input type="checkbox"/>
VGDA5A/04 - Coordinate an effective referral procedure	Experience	Training
4.1 Support networks are established and fostered throughout the duration of treatment	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Referral procedures are focused on relapse prevention and support building	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Clients with dual diagnosis or suspected dual diagnosis are referred to appropriate specialist practitioners	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Collaborative processes are coordinated in the best interests of the referred client	<input type="checkbox"/>	<input type="checkbox"/>
VGDA5A/05 - Monitor and assess the suitability and effectiveness of referrals	Experience	Training
5.1 Referral procedures are assessed in regard to adequate follow up and efficient changeover	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Changes are made to organisational referral procedures in response to assessment of referral effectiveness	<input type="checkbox"/>	<input type="checkbox"/>

ADDICTION STREAM

RPL Assessment Sheet – Unit 6

VGD6A - Integrate reflective practice strategies into counselling

Student Name: _____ Student No: _____

VGD6A/01 - Acknowledge and analyse personal values, beliefs and biases and their impact on your role as counsellor	Experience	Training
1.1 Personal values and beliefs are assimilated into a framework of best practice	<input type="checkbox"/>	<input type="checkbox"/>
1.2 A genuine counselling relationship is created through counsellor congruence and <i>self-reflective practices</i>	<input type="checkbox"/>	<input type="checkbox"/>
VGD6A/02 - Seek continuous improvement through avenues of feedback, revision and evaluation	Experience	Training
2.1 <i>Feedback</i> is sought from peers and supervisors in response to counselling dilemmas and practice issues	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Feedback is obtained from clients in response to counsellor performance	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Outcomes and suggestions from feedback are analysed and applied to create changes in practice	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Any changes to practice are evaluated for usefulness in improving practice outcomes	<input type="checkbox"/>	<input type="checkbox"/>
VGD6A/03 - Manage, monitor and maintain own self care and professional development	Experience	Training
3.1 <i>Strategies to maximise performance and minimise burnout</i> are applied and integrated into a framework for practice	<input type="checkbox"/>	<input type="checkbox"/>
3.2 A plan for ongoing professional development is formulated and managed to retain professional competence	<input type="checkbox"/>	<input type="checkbox"/>
VGD6A/04 - Provide supervision, feedback and monitoring to team members	Experience	Training
4.1 <i>Strategies for providing feedback and reflection</i> to peers are observed, utilised and evaluated	<input type="checkbox"/>	<input type="checkbox"/>
4.2 <i>Processes of professional supervision</i> are managed and facilitated	<input type="checkbox"/>	<input type="checkbox"/>

ADDICTION STREAM

RPL Assessment Sheet – Unit 7

VGDA7A - Conduct advanced behaviour change interventions and motivational interviewing

Student Name: _____

Student No: _____

VGDA7A/01 - Implement solution-orientated techniques and apply the stages of change model to assess and enhance clients' readiness to change	Experience	Training
1.1 Client dialogue is considered in relation to the <i>stages of change model</i>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 <i>Solution orientated questioning</i> is applied to highlight pre-session change and possibilities for change	<input type="checkbox"/>	<input type="checkbox"/>
1.3 The stages of change model is applied to case studies	<input type="checkbox"/>	<input type="checkbox"/>
VGDA7A/02 - Recognise and address <i>ambivalence in the client's decision to change</i>	Experience	Training
2.1 <i>Decisional balance analysis</i> is utilised to identify and influence motivating and inhibiting factors in change	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Decisional balance analysis is incorporated into a counselling interview	<input type="checkbox"/>	<input type="checkbox"/>
VGDA7A/03 - Utilise motivational interviewing strategies during all stages of client change	Experience	Training
3.1 The goals of motivational interviewing are established and evaluated	<input type="checkbox"/>	<input type="checkbox"/>
3.2 The <i>general principles of motivational interviewing</i> are implemented in counselling interviews	<input type="checkbox"/>	<input type="checkbox"/>
3.3 <i>Strategies of motivational interviewing</i> are integrated into practice	<input type="checkbox"/>	<input type="checkbox"/>
VGDA7A/04 - Review and assess motivational interviewing strategies for effectiveness and impact on clients' readiness to change	Experience	Training
4.1 Motivational interviewing strategies are assessed for effectiveness in increasing client readiness to change	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Strategies are modified in response to counsellor-observed and/or client-reported effectiveness	<input type="checkbox"/>	<input type="checkbox"/>

ADDICTION STREAM

RPL Assessment Sheet – Unit 8

VGDA8A - Apply harm reduction, crisis intervention and risk management strategies

Student Name: _____ Student No: _____

VGDA8A/01 - Assess the level and immediacy of risk	Experience	Training
1.1 <i>Indicators of risk or potential risk</i> are recognised 1.2 Current level and immediacy of risk is ascertained	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
VGDA8A/02 - Implement and manage risk minimisation procedures	Experience	Training
2.1 Timely risk management strategies are implemented during <i>crisis or potential crisis</i> 2.2 <i>Responses</i> are selected to minimise risk, prevent escalation and preserve the safety of all involved	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
VGDA8A/03 - Initiate continuing support for clients	Experience	Training
3.1 <i>Resources and additional support options</i> are offered to clients after the imminent risk has subsided 3.2 Contact with and referral to <i>external support services</i> is initiated by the counsellor as appropriate 3.3 Information is provided to encourage clients to seek further assistance as required	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
VGDA8A/04 - Coordinate and facilitate staff <i>debriefing</i>, supervision and evaluation processes	Experience	Training
4.1 <i>Debriefing</i> and supervision is organised and offered to relevant personnel 4.2 <i>Self care strategies</i> are utilised to minimise <i>risk to staff</i> 4.3 Any aspect of the crisis response requiring further attention is acknowledged and address	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

FAMILY THERAPY STREAM

FAMILY THERAPY STREAM

RPL Assessment Sheet – Unit 1

VGD1A - Manage and facilitate collaborative counselling practice

Student Name: _____

Student No: _____

VGD1A/01 - Analyse and accommodate the specialist requirements of clients	Experience	Training
1.1 Clients' needs for specialist services are analysed by considering: <ul style="list-style-type: none"> - The severity and complexity of client need - Clients' capacity and motivation for change - Clients' degree of community and/or social support 	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Client requirements are matched and service provision is negotiated with relevant providers	<input type="checkbox"/>	<input type="checkbox"/>
1.3 A plan for service provision is formulated	<input type="checkbox"/>	<input type="checkbox"/>
VGD1A/02 - Coordinate and facilitate processes of information sharing with stakeholders	Experience	Training
2.1 Information sharing amongst service providers is timely, accurate and regular	<input type="checkbox"/>	<input type="checkbox"/>
2.2 <i>Information sharing processes</i> respect the rights of clients	<input type="checkbox"/>	<input type="checkbox"/>
2.3 <i>The role of service providers</i> in meeting client outcomes are clearly defined	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Client advocacy is initiated as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Changes to the service plan are negotiated, implemented and communicated with all stakeholders	<input type="checkbox"/>	<input type="checkbox"/>
VGD1A/03 - Integrate the expertise of specialist services into a collaborative service plan	Experience	Training
3.1 Service providers are enlisted efficiently and resourcefully	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Service goals and outcomes are discussed and negotiated with all stakeholders	<input type="checkbox"/>	<input type="checkbox"/>
3.3 <i>Available resources</i> are allocated appropriately	<input type="checkbox"/>	<input type="checkbox"/>
VGD1A/04 - Supervise the process of transition for clients shifting from intensive to less intensive service support	Experience	Training
4.1 <i>Arrangements for transition</i> are negotiated and coordinated in response to client need	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Appropriate levels of ongoing support are allocated to ensure client needs continue to be met	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Client participation in relevant <i>support programs and activities</i> are planned and initiated	<input type="checkbox"/>	<input type="checkbox"/>
VGD1A/05 - Manage the evaluation and implementation of service delivery	Experience	Training
5.1 Procedures are developed and followed to ensure the ongoing monitoring, feedback and evaluation of support provision	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Evaluation procedures assess the ongoing match between client need and service provision	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Outcomes from monitoring and evaluation procedures are analysed and changes are integrated into practice	<input type="checkbox"/>	<input type="checkbox"/>

FAMILY THERAPY STREAM

RPL Assessment Sheet – Unit 2

VGD2A - Analyse and implement ethical decision making in counselling practice

Student Name: _____

Student No: _____

VGD2A/01 - Recognise and define ethical dilemmas	Experience	Training
1.1 <i>Ethical issues</i> embedded in practice are exposed and analysed	<input type="checkbox"/>	<input type="checkbox"/>
1.2 <i>Relevant codes, laws and regulations</i> are considered and integrated into decision making	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Peers and supervisors are consulted on ethical issues as required	<input type="checkbox"/>	<input type="checkbox"/>
VGD2A/02 - Review and assess possible solutions to ethical dilemmas	Experience	Training
2.1 <i>Possible courses of action</i> are considered in alignment with ethical codes, laws and regulations	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Likely consequences of each considered course of action are assessed	<input type="checkbox"/>	<input type="checkbox"/>
VGD2A/03 - Implement and evaluate chosen solutions to ethical dilemmas	Experience	Training
3.1 A course of action is selected and implemented based on assessment of likely consequences	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Chosen course of action is evaluated and considered in line with the <i>principles of reflective practice</i>	<input type="checkbox"/>	<input type="checkbox"/>

FAMILY THERAPY STREAM

RPL Assessment Sheet – Unit 3

VGDF3A - Apply theoretical concepts in family therapy

Student Name: _____

Student No: _____

VGDF3A/01 - Evaluate the contributions of leading family theorists	Experience	Training
1.1 The contributions of <i>leading family therapy theorists</i> are acknowledged and evaluated	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Therapeutic approaches of key therapists are compared and contrasted	<input type="checkbox"/>	<input type="checkbox"/>
VGDF3A/02 - Examine and explain family structure and multigenerational patterns	Experience	Training
2.1 <i>Key concepts in family structure</i> are evaluated and recognised in family case studies	<input type="checkbox"/>	<input type="checkbox"/>
2.2 <i>Multigenerational family patterns</i> are examined and analysed in real and hypothetical case studies	<input type="checkbox"/>	<input type="checkbox"/>
VGDF3A/03 - Analyse communication transactions in families	Experience	Training
3.1 <i>Triangulation</i> is defined and represented in case examples	<input type="checkbox"/>	<input type="checkbox"/>
3.2 <i>De-triangulation strategies</i> are applied to address complications in family communication	<input type="checkbox"/>	<input type="checkbox"/>
3.3 <i>Communication transactions</i> are examined and applied to real and hypothetical case study families	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Transactional analysis is applied to explain family communication	<input type="checkbox"/>	<input type="checkbox"/>

FAMILY THERAPY STREAM

RPL Assessment Sheet – Unit 4

VGDF4A - Develop and apply narrative intervention initiatives in family therapy

Student Name: _____

Student No: _____

VGDF4A /01 - Critically examine the fundamental tenants of Postmodernism	Experience	Training
1.1 Modern and Postmodern interpretations of reality are contrasted 1.2 <i>Constructivist implications</i> for family therapy are analysed 1.3 Narrative practices are aligned with Postmodern philosophy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
VGDF4A /02 - Evaluate the influence of dominant social and cultural narratives on individuals and families	Experience	Training
2.1 <i>Dominant social and cultural narratives</i> are identified and deconstructed 2.2 <i>Culturally diverse discourses</i> are acknowledged and respected for their influence on family structure, beliefs and values	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
VGDF4A /03 - Assimilate narrative principles into the practice of family therapy	Experience	Training
3.1 The identity-defining influence of personal stories (or narratives) is acknowledged 3.2 The therapist's role in assisting the <i>re-authoring</i> and co-construction of narratives is defined and clarified	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
VGDF4A /04 - Integrate the use of narrative interventions in family therapy processes	Experience	Training
4.1 <i>Problem saturated stories</i> are heard and acknowledged 4.2 Externalising language is incorporated into therapeutic dialogue 4.3 Unique outcomes are identified and emphasised 4.4 New narratives are co-constructed through highlighting and linking unique outcomes 4.5 New narratives are enriched and amplified through <i>documentation</i> and others witnessing change	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
VGDF4A /05 - Review and evaluate the use of the narrative techniques in practice	Experience	Training
5.1 Demonstrated narrative techniques are reviewed and evaluated by the therapist 5.2 Suggestions for change or improvement are acknowledged and evaluated	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

FAMILY THERAPY STREAM

RPL Assessment Sheet – Unit 5

VGDF5A - Employ systemic practice techniques in Family Therapy

Student Name: _____ Student No: _____

VGDF5A/01 - Establish rapport with all family members	Experience	Training
1.1 Rapport is initiated and fostered with all family members 1.2 Communication strategies are tailored to each individual	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
VGDF5A/02 - Conduct a Bowenian family evaluation and interview	Experience	Training
2.1 Family assessment interviews are conducted with objectivity and neutrality 2.2 <i>Genograms</i> are created and utilised to assist family members in understanding family dynamics 2.3 Family patterns and <i>communication transactions</i> are acknowledged and discussed 2.4 Patterns of triangulation are identified and <i>strategies to resolve them are applied</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
VGDF5A/03 - Utilise Minuchin family mapping to highlight boundaries in family relationships	Experience	Training
3.1 <i>Relationship boundaries</i> within the family system are analysed 3.2 <i>Enactments</i> are facilitated to amplify family members' awareness of boundaries and coalitions 3.3 <i>Boundary marking and modification strategies</i> are applied to balance the family system	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
VGDF5A/04 - Develop a culturally aware and sensitive appreciation of differences in family structure and functioning	Experience	Training
4.1 <i>Socially constructed stereotypes</i> are acknowledged and appropriate culturally sensitive interventions are developed 4.2 <i>Culture-specific considerations</i> in Indigenous families are analysed in regard to dynamics, roles and family structure 4.3 Therapists are mindful of the cultural differences present in family structure and functioning and utilise this awareness in the development of appropriate interventions 4.4 A culturally sensitive framework, recognising and promoting multicultural perspectives is implemented	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
VGDF5A/05 - Manage and monitor systemic interventions to ensure ongoing effectiveness	Experience	Training
5.1 Interventions implemented within the family system are managed and monitored to ensure effective implementation 5.2 Outcomes of interventions are tracked to establish suitability and usefulness in meeting family need 5.3 Outcome feedback is utilised to modify and adjust interventions accordingly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

FAMILY THERAPY STREAM

RPL Assessment Sheet – Unit 6

VGD6A - Integrate reflective practice strategies into counselling

Student Name: _____

Student No: _____

VGD6A/01 - Acknowledge and analyse personal values, beliefs and biases and their impact on your role as counsellor	Experience	Training
1.1 Personal values and beliefs are assimilated into a framework of best practice	<input type="checkbox"/>	<input type="checkbox"/>
1.2 A genuine counselling relationship is created through counsellor congruence and <i>self-reflective practices</i>	<input type="checkbox"/>	<input type="checkbox"/>
VGD6A/02 - Seek continuous improvement through avenues of feedback, revision and evaluation	Experience	Training
2.1 <i>Feedback</i> is sought from peers and supervisors in response to counselling dilemmas and practice issues	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Feedback is obtained from clients in response to counsellor performance	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Outcomes and suggestions from feedback are analysed and applied to create changes in practice	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Any changes to practice are evaluated for usefulness in improving practice outcomes	<input type="checkbox"/>	<input type="checkbox"/>
VGD6A/03 - Manage, monitor and maintain own self care and professional development	Experience	Training
3.1 <i>Strategies to maximise performance and minimise burnout</i> are applied and integrated into a framework for practice	<input type="checkbox"/>	<input type="checkbox"/>
3.2 A plan for ongoing professional development is formulated and managed to retain professional competence	<input type="checkbox"/>	<input type="checkbox"/>
VGD6A/04 - Provide supervision, feedback and monitoring to team members	Experience	Training
4.1 <i>Strategies for providing feedback and reflection</i> to peers are observed, utilised and evaluated	<input type="checkbox"/>	<input type="checkbox"/>
4.2 <i>Processes of professional supervision</i> are managed and facilitated	<input type="checkbox"/>	<input type="checkbox"/>

FAMILY THERAPY STREAM

RPL Assessment Sheet – Unit 7

VGDF7A - Coordinate interventions for children and adolescents

Student Name: _____

Student No: _____

VGDF7A/01 - Initiate and foster rapport with child and adolescent clients	Experience	Training
1.1 Rapport is initiated through age-appropriate communication	<input type="checkbox"/>	<input type="checkbox"/>
1.2 The client-counsellor relationship is fostered through <i>creative and innovative approaches to rapport building</i>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Humour and spontaneity are used, as appropriate, to build the therapeutic alliance	<input type="checkbox"/>	<input type="checkbox"/>
VGDF7A/02 - Establish goals that are realistic and appropriate for the client's stage of development	Experience	Training
2.1 Goals are determined through analysis of client needs, context, resources and capacity	<input type="checkbox"/>	<input type="checkbox"/>
2.2 <i>Relevant individuals</i> are consulted in relation to expected outcomes	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Goals are determined in consultation with client and relevant others	<input type="checkbox"/>	<input type="checkbox"/>
VGDF7A/03 - Develop and manage age appropriate interventions	Experience	Training
3.1 <i>Realistic interventions</i> are formulated through analysis of expected outcomes, client-capacity and available supports	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Interventions are explained and implemented using <i>age-appropriate language</i> and communication	<input type="checkbox"/>	<input type="checkbox"/>
VGDF7A/04 - Respond immediately and appropriately to situations of risk	Experience	Training
4.1 <i>Situations of risk</i> are assessed and the appropriate course of action is decided upon	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Action is implemented and outcomes monitored	<input type="checkbox"/>	<input type="checkbox"/>
VGDF7A/05 - Establish and evaluate the effectiveness of interventions	Experience	Training
5.1 <i>Strategies for evaluating the effectiveness of interventions</i> are formulated	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Feedback is sought from client, parents and relevant others in regard to the implementation and success of interventions	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Feedback is considered and utilised to improve practice	<input type="checkbox"/>	<input type="checkbox"/>

FAMILY THERAPY STREAM

RPL Assessment Sheet – Unit 8

VGDF8A - Apply risk management and crisis intervention procedures

Student Name: _____

Student No: _____

VGDF8A/01- Assess the level and immediacy of risk	Experience	Training
1.1 Indicators of <i>risk or potential risk</i> are recognised 1.2 Current level and immediacy of risk is ascertained	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
VGDF8A /02 - Effectively manage situations of risk or potential risk	Experience	Training
2.1 Timely risk management strategies are implemented during <i>crisis or potential crisis</i> 2.2 <i>Responses</i> are selected to minimise risk, prevent escalation and preserve the safety of all involved	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
VGDF8A /03 - Manage disclosures of abuse or violence ethically and appropriately	Experience	Training
3.1 Reporting to <i>external authorities</i> is initiated by the counsellor as mandated 3.2 <i>Adequate safety precautions</i> are undertaken to ensure the protection of all involved	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
VGDF8A /04 - Organise and participate in supervision processes	Experience	Training
4.1 <i>Self care strategies</i> and supervision procedures are coordinated and utilised to minimise risk to the counsellor 4.2 Supervision and <i>debriefing</i> is used to manage and monitor the effects of crisis on self	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
VGDF8A /05 - Follow up and assess the effectiveness of crisis intervention procedures	Experience	Training
5.1 Crisis intervention and reporting procedures are assessed in regard to efficiency and appropriateness of response 5.2 Adequate follow up is undertaken in regard to client outcomes and engagement with support services	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

LOSS and GRIEF STREAM

LOSS AND GRIEF STREAM

RPL Assessment Sheet – Unit 1

VGD1A - Manage and facilitate collaborative counselling practice

Student Name: _____

Student No: _____

VGD1A/01 - Analyse and accommodate the specialist requirements of clients	Experience	Training
1.1 Clients' needs for specialist services are analysed by considering: - The severity and complexity of client need - Clients' capacity and motivation for change - Clients' degree of community and/or social support	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Client requirements are matched and service provision is negotiated with relevant providers	<input type="checkbox"/>	<input type="checkbox"/>
1.3 A plan for service provision is formulated	<input type="checkbox"/>	<input type="checkbox"/>
VGD1A/02 - Coordinate and facilitate processes of information sharing with stakeholders	Experience	Training
2.1 Information sharing amongst service providers is timely, accurate and regular	<input type="checkbox"/>	<input type="checkbox"/>
2.2 <i>Information sharing processes</i> respect the rights of clients	<input type="checkbox"/>	<input type="checkbox"/>
2.3 <i>The role of service providers</i> in meeting client outcomes are clearly defined	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Client advocacy is initiated as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Changes to the service plan are negotiated, implemented and communicated with all stakeholders	<input type="checkbox"/>	<input type="checkbox"/>
VGD1A/03 - Integrate the expertise of specialist services into a collaborative service plan	Experience	Training
3.1 Service providers are enlisted efficiently and resourcefully	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Service goals and outcomes are discussed and negotiated with all stakeholders	<input type="checkbox"/>	<input type="checkbox"/>
3.3 <i>Available resources</i> are allocated appropriately	<input type="checkbox"/>	<input type="checkbox"/>
VGD1A/04 - Supervise the process of transition for clients shifting from intensive to less intensive service support	Experience	Training
4.1 <i>Arrangements for transition</i> are negotiated and coordinated in response to client need	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Appropriate levels of ongoing support are allocated to ensure client needs continue to be met	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Client participation in relevant <i>support programs and activities</i> are planned and initiated	<input type="checkbox"/>	<input type="checkbox"/>
VGD1A/05 - Manage the evaluation and implementation of service delivery	Experience	Training
5.1 Procedures are developed and followed to ensure the ongoing monitoring, feedback and evaluation of support provision	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Evaluation procedures assess the ongoing match between client need and service provision	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Outcomes from monitoring and evaluation procedures are analysed and changes are integrated into practice	<input type="checkbox"/>	<input type="checkbox"/>

LOSS AND GRIEF STREAM

RPL Assessment Sheet – Unit 2

VGD2A - Analyse and implement ethical decision making in counselling practice

Student Name: _____

Student No: _____

VGD2A/01 - Recognise and define ethical dilemmas	Experience	Training
1.4 <i>Ethical issues</i> embedded in practice are exposed and analysed	<input type="checkbox"/>	<input type="checkbox"/>
1.5 <i>Relevant codes, laws and regulations</i> are considered and integrated into decision making	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Peers and supervisors are consulted on ethical issues as required	<input type="checkbox"/>	<input type="checkbox"/>
VGD2A/02 - Review and assess possible solutions to ethical dilemmas	Experience	Training
2.3 <i>Possible courses of action</i> are considered in alignment with ethical codes, laws and regulations	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Likely consequences of each considered course of action are assessed	<input type="checkbox"/>	<input type="checkbox"/>
VGD2A/03 - Implement and evaluate chosen solutions to ethical dilemmas	Experience	Training
3.3 A course of action is selected and implemented based on assessment of likely consequences	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Chosen course of action is evaluated and considered in line with the <i>principles of reflective practice</i>	<input type="checkbox"/>	<input type="checkbox"/>

LOSS AND GRIEF STREAM

RPL Assessment Sheet – Unit 3

VGDLG3A - Evaluate theoretical and conceptual methods in loss and grief practice

Student Name: _____

Student No: _____

VGDLG3A/01 - Analyse the grief process	Experience	Training
1.1 Theories of bereavement are researched and the <i>characteristic phases of grief</i> are ascertained	<input type="checkbox"/>	<input type="checkbox"/>
1.2 <i>Task-related theories of loss and grief</i> are studied and evaluated	<input type="checkbox"/>	<input type="checkbox"/>
VGDLG3A/02 - Develop an advanced understanding and ability to assess grief-related emotion and experiences	Experience	Training
2.1 <i>Physical, affective, cognitive and spiritual responses to grief</i> are assessed and evaluated	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Adjustment and transition processes are analysed and applied to loss & grief	<input type="checkbox"/>	<input type="checkbox"/>
2.3 <i>Typical coping strategies</i> are identified and applied	<input type="checkbox"/>	<input type="checkbox"/>
VGDLG3A/03 - Distinguish and analyse adaptive and complicated grief responses	Experience	Training
3.1 The <i>defining features of complicated grief</i> are identified and analysed	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Grief experiences are identified and evaluated as adaptive or complicated via case study examples	<input type="checkbox"/>	<input type="checkbox"/>
VGDLG3A/04- Research the formal and informal support options available for individuals experiencing loss & grief	Experience	Training
4.1 <i>Formal and informal support options</i> are researched	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Appropriate support options are established for case study clients	<input type="checkbox"/>	<input type="checkbox"/>

LOSS AND GRIEF STREAM

RPL Assessment Sheet – Unit 4

VGDLG4A - Apply therapeutic clinical approaches to loss and grief

Student Name: _____

Student No: _____

VGDLG4A/01- Integrate the goals of loss and grief therapy into a plan for effective intervention	Experience	Training
1.1 <i>The therapeutic goals of loss and grief counselling</i> are integrated into all aspects of intervention planning	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Intervention plans incorporate an awareness of <i>the significance of timing</i> in the process of loss and grief counselling	<input type="checkbox"/>	<input type="checkbox"/>
VGDLG4A/02 - Appropriately manage the expression of intense emotion	Experience	Training
2.1 <i>Appropriate micro counselling skills</i> are adopted to manage client expression of intense emotion	<input type="checkbox"/>	<input type="checkbox"/>
2.2 <i>Self management processes</i> are employed to regulate counsellor's own discomfort in working with clients experiencing intense emotional pain	<input type="checkbox"/>	<input type="checkbox"/>
VGDLG4A/03 - Assess and respond to patterns of complicated or dissonant grieving	Experience	Training
3.1 Appropriate assessment procedures are utilised, as required, to determine if client is at risk of complicated or dissonant grieving	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Intervention procedures are implemented to assist clients in resolving dissonant or complicated grieving	<input type="checkbox"/>	<input type="checkbox"/>
VGDLG4A/04 - Manage and coordinate effective referral procedures	Experience	Training
4.1 Appropriate and effective referral procedures are developed and adhered to	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Follow up processes are applied and coordinated in response to client need	<input type="checkbox"/>	<input type="checkbox"/>
VGDLG4A/05 - Increase awareness of personal experiences in loss and grief	Experience	Training
5.1 Processes for developing awareness of personal loss are implemented	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Personal grief is effectively managed through counsellor initiated strategies in order to appropriately counsel others	<input type="checkbox"/>	<input type="checkbox"/>

LOSS AND GRIEF STREAM

RPL Assessment Sheet – Unit 5

VGDLG5A Facilitate group support in loss and grief

Student Name: _____

Student No: _____

VGDLG5A/01 - Initiate, develop and design a program for loss and grief support	Experience	Training
1.1 The <i>aim and purpose</i> of a group program for loss and grief are established and integrated into a loss and grief program	<input type="checkbox"/>	<input type="checkbox"/>
1.2 A group program is designed to reflect the <i>likely needs of members</i> and achieve its stated aim and purpose	<input type="checkbox"/>	<input type="checkbox"/>
1.3 All <i>documents required for group delivery</i> are designed and constructed	<input type="checkbox"/>	<input type="checkbox"/>
VGDLG5A/02 - Plan for group membership through appropriate assessment and selection procedures	Experience	Training
2.1 Prospective group members are assessed to ascertain <i>suitability for participation</i> in group	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Group members are interviewed to establish individual expectations	<input type="checkbox"/>	<input type="checkbox"/>
VGDLG5A/03 - Coordinate and facilitate a group support program	Experience	Training
3.1 <i>Group establishment tasks</i> are conducted and coordinated	<input type="checkbox"/>	<input type="checkbox"/>
3.2 The purpose of all group activities are conveyed and articulated to group members for feedback and input	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Opportunities are presented to all participants to engage in open and active dialogue with other group members	<input type="checkbox"/>	<input type="checkbox"/>
3.4 All required documentation is distributed to group members in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>
3.5 <i>Strategies to prevent and manage conflict</i> are implemented as required	<input type="checkbox"/>	<input type="checkbox"/>
3.6 A <i>group program</i> is facilitated through all <i>stages of group work</i> to achieve the agreed aims and purpose of the group	<input type="checkbox"/>	<input type="checkbox"/>
VGDLG5A/04 - Review and amend program design in response to feedback	Experience	Training
4.1 Group programs are reviewed and assessed via participant and facilitator feedback to ascertain the impact and benefits of the program	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Received feedback is utilised, as required, to amend existing program	<input type="checkbox"/>	<input type="checkbox"/>

LOSS AND GRIEF STREAM

RPL Assessment Sheet – Unit 6

VG6A - Integrate reflective practice strategies into counselling

Student Name: _____ **Student No:** _____

VG6A/01 - Acknowledge and analyse personal values, beliefs and biases and their impact on your role as counsellor	Experience	Training
1.1 Personal values and beliefs are assimilated into a framework of best practice	<input type="checkbox"/>	<input type="checkbox"/>
1.2 A genuine counselling relationship is created through counsellor congruence and <i>self-reflective practices</i>	<input type="checkbox"/>	<input type="checkbox"/>
VG6A/02 - Seek continuous improvement through avenues of feedback, revision and evaluation	Experience	Training
2.1 <i>Feedback</i> is sought from peers and supervisors in response to counselling dilemmas and practice issues	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Feedback is obtained from clients in response to counsellor performance	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Outcomes and suggestions from feedback are analysed and applied to create changes in practice	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Any changes to practice are evaluated for usefulness in improving practice outcomes	<input type="checkbox"/>	<input type="checkbox"/>
VG6A/03 - Manage, monitor and maintain own self care and professional development	Experience	Training
3.1 <i>Strategies to maximise performance and minimise burnout</i> are applied and integrated into a framework for practice	<input type="checkbox"/>	<input type="checkbox"/>
3.2 A plan for ongoing professional development is formulated and managed to retain professional competence	<input type="checkbox"/>	<input type="checkbox"/>
VG6A/04 - Provide supervision, feedback and monitoring to team members	Experience	Training
4.1 <i>Strategies for providing feedback and reflection</i> to peers are observed, utilised and evaluated	<input type="checkbox"/>	<input type="checkbox"/>
4.2 <i>Processes of professional supervision</i> are managed and facilitated	<input type="checkbox"/>	<input type="checkbox"/>

LOSS AND GRIEF STREAM

RPL Assessment Sheet – Unit 7

VGDLG7A - Plan and initiate interventions in complicated bereavement

Student Name: _____

Student No: _____

VGDLG7A/01 - Assess and differentiate the symptoms of complicated grief	Experience	Training
1.1 The <i>indicators of complicated grief</i> are differentiated from expected grieving responses	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Complicated grief is assessed via the analysis of relevant client thought, emotion and behaviour	<input type="checkbox"/>	<input type="checkbox"/>
VGDLG7A/02 - Manage, design and implement <i>interventions for complicated grief</i>	Experience	Training
2.1 <i>Factors inhibiting the progression of the grief process</i> are assessed and analysed	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Complicated grief interventions are established in response to client need	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Complicated grief interventions are implemented in accordance with the client's stage in <i>the process of grieving</i> .	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Interventions are managed with respect to and individual client need.	<input type="checkbox"/>	<input type="checkbox"/>
VGDLG7A/03 - Initiate and supervise referral procedures in accord with mental health and individual considerations	Experience	Training
3.1 <i>Mental health considerations</i> are integrated into referral procedures	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Referral processes are implemented, initiated and supervised in the best interests of the client	<input type="checkbox"/>	<input type="checkbox"/>
VGDLG7A/04 - Follow up and assess the effectiveness of referral procedures	Experience	Training
4.1 Referral procedures are assessed in regard to adequate follow up and efficient changeover	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Changes are made to organisational referral procedures in response to follow up of referral effectiveness	<input type="checkbox"/>	<input type="checkbox"/>

LOSS AND GRIEF STREAM

RPL Assessment Sheet – Unit 8

VGDLG8A - Respond to traumatic grief

Student Name: _____

Student No: _____

VGDLG8A/01 - Communicate sensitively and compassionately with individuals who have experienced sudden, unexpected loss	Experience	Training
1.1 <i>Intense emotional reactions to traumatic loss</i> are responded to with compassion and sensitivity	<input type="checkbox"/>	<input type="checkbox"/>
1.2 <i>Individual differences</i> in reactions to traumatic loss are acknowledged and counsellor response is modified accordingly	<input type="checkbox"/>	<input type="checkbox"/>
VGDLG8A/02 - Assess client readiness for loss and grief intervention	Experience	Training
2.1 Readiness for counselling is assessed in relation to <i>individual differences</i>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Timely and appropriate support options are offered in accord with client need	<input type="checkbox"/>	<input type="checkbox"/>
VGDLG8A/03 - Design, manage and implement traumatic grief interventions	Experience	Training
3.1 <i>Traumatic grief interventions</i> respect individual and personal requirements	<input type="checkbox"/>	<input type="checkbox"/>
3.2 <i>Individual coping mechanisms and reactions to readjustment</i> are considered in the development of interventions for traumatic grief	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Traumatic grief interventions are implemented according to client need and <i>individual differences</i>	<input type="checkbox"/>	<input type="checkbox"/>
VGDLG8A/04 - Monitor and assess the suitability and effectiveness of interventions	Experience	Training
4.1 Interventions are monitored to ensure their suitability and effectiveness	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Interventions are modified in response to assessment of suitability and effectiveness	<input type="checkbox"/>	<input type="checkbox"/>