

Attached is an adapted copy of 'Targeting Crime and Violence, Promoting Mental Health' this was placed on the Government web for the Royal Commission into Aboriginal Youth Suicide and also an article on positive education and the registration documents for RCPD2 & 3

Promoting Mental Health and Non-Violence

RCPD2 'Internalize principles of successful relationships and use emotional intelligence and communication skills' may be implemented as a preventative and therapeutic module in the general community, and also as training for victims of abuse (which offenders often are), university and year12 high school students who wish to study in the humanities.

RCPD3 'Facilitate person centred therapeutic group work and counselling to promote personal growth, communication skills and mental health'

The above is for professionals and 'RCPD GW802A in the graduate diploma for those who wish to facilitate these 2 units of competency.

ORGANIZATION

Resource Centre for Personal Development (RCPD)

PO Box 438, South Fremantle, WA 6162

Training facilities: 197 High St, Fremantle

Director, founder, author and, owner of the training project

Eva Lenz, PO Box 438, South Fremantle WA 6162

History - 1986 – 2018 - The original course was initially developed by Eva Lenz and refined over the years according to community needs and first accredited in 1999.

Eva Lenz (for the RCPD) delivered a refined version at the metropolitan premises of the Ministry of Justice and in the community at places such as, the 'Meeting Place' Coolbellup in homes and at the RCPD and Association counselling centre in Fremantle.

It was first delivered to High school students after school, as well as to offenders on probation (and once at Bandyup Women's Prison) for approximately 12 years.

At this time it was rewritten and also implemented at Community Centers with persons of all ages. It is currently being delivered at 197 High St, Fremantle.

There are 4 levels at which personal development training can be delivered.

Level 1 and level 2 oral level and those with basic writing skills in small groups or one to one, Respectful and positive communication promoting acceptance and awareness of self and others.

Accredited courses may only be facilitated by trained individuals according to Australian VET standards.

Level 3: Within the Advanced Diploma of Educational Counselling, endorsed with 'TAC' Training Accreditation Council of WA

Level 4: accredited Graduate training for professionals (facilitators)

The course delivery may be adjusted to suit different needs and groups in the community, for example shorter intensive courses, or 1 topic only at a time.

Long term goals are (a) to implement this type of training in schools (2) to train more facilitators who can promote this training throughout the community, this includes RCPD3 which is a 'train the trainer' course.

Mental health is maintained, and understanding of emotional development is increased. Personal evaluations are integrated with the 'topic of the day' developing skills such as tolerance and methods for the building of team work, analysis - promoting personal awareness & new insights, communicate & build stable & satisfying relationships, promote a healthy self-acceptance and positive self-image, good listening skills & knowledge of problem solving techniques, the capacity to connect life experiences to basic psychological understanding and solutions, by incorporating action based and time framed goals into each session.

POSITIVE EDUCATION IS SOLUTION FOCUSED AND PREVENTATIVE

Understanding basic needs and promoting mutual satisfaction are both necessary for positive relating; wanting to understand is the motivation, and having knowledge of human emotional development provides the means on which success can be built.

Knowledge and motive, (the reason for 'why should I act this way?') come together and promote motivation and meaning.

An exploration or inquiry into meaning provides answers to the questions of life.

Basic knowledge of the functioning of the human person helps to maintain realistic expectations and goals in order to build constructive relationships.

Positive education looks at what makes something work. This course and RCPD training provide answers to the questions of life, such as: What makes a relationship work?

What is the process for example, of making a decision that a person owns, and is therefore motivated to work towards a desired goal successfully?

What is it that builds confidence and self-esteem?

What is the solution for depression?

Why and how can sadness be changed?

How do I work towards joy, making meaning and sense of life?

Why is respect important?

Why do people have a right to be treated properly?

Why do I want to be treated justly?

Am I important enough?

Where does my anger come from?

How do I deal with my feelings?

What is it that is needed to make my work relationships and friendships work?

What is in me that is moving me towards various directions?

Which direction will I take? Where will it take me in the future?

What does success mean?

Do I, and what I do, matter?

Connecting learning to emotions provides meaning and motivation

Experiences need to be explored in order to make meaning of them!

Emotions must be connected to the process of learning, in order to identify personal meanings and connections to ones own experiences; this enables education to be successful and constructive choices can then be made.

Emotion and mind matter!

What is put into the mind will become creative, what I choose to retain will lead me, what I discard may save me!

Eva Lenz

**GET YOUR FACTS FIRST,
THEN YOU CAN DISTORT THEM
AS MUCH AS YOU PLEASE** *Mark Twain*

Tangible outcomes: 1) Persons in the community level become aware of their own reactions, gain skills of self-evaluation, decision making and communication.

They are able to identify solutions for problems and set action based goals based on ethical relating. Core beliefs and values are adjusted to alternatives because they have been understood as being helpful.

2) Accredited level students receive a statement of attainment and ongoing entry into the Advanced Diploma or they often go on to further their education and maintain employment due to their increased confidence and people skills. The course was taught to the long term unemployed who became happier with their life and themselves and relationships are improved. Tension and conflict are reduced because often partners also come in for training; all learn how to resolve their issues in an ongoing way if they choose to.

Group size is best with 8 per facilitator (or less), or the therapeutic aspect of the course will be reduced.

Alternatively individual families, couples and individuals benefit greatly from undertaking this training.

Groups may have the following issues: anger, poor communication skills, low self-esteem, broken relationships, mental health, trauma, neglect and abuse. Sexually abused persons are encouraged to attend an additional course for understanding and healing of emotional and sexual abuse. There are 11 training programs for ongoing training.

The above issues are the building blocks on which mental illness, crime, violence, drug addiction and alcoholism are built.

This training would be ideal in youth prisons and schools. From 1989 (on and off) until 2006 groups were run successfully at the Department of Justice for offenders of all ages who were on probation.

During the years of offender training it was obvious to the facilitator Eva Lenz that personal life changing decisions were made by many offenders, who discussed their family issues in group work; review sheets were completed and the results were put on to a pie chart which is available on request with the attachments.

We evaluate success as being:

- 1) Individuals come to understand that personal reactions in the past were not constructive, they begin to:
- 2) accept new core values and beliefs,
- 3) improve communication skills in group work,
- 4) undertake self-evaluations which detail new decisions made,
- 5) bring their partners to courses, or relating in a new and positive way with their families.
- 6) continue their education with us or elsewhere,
- 7) write poetry (some written by offenders towards the end of the course)

CURRICULUM

Within the Advanced and Graduate Diplomas (of educational counselling, course readers have been produced). All sessions in each course reader have lesson plans, assessment sheets, workshops and lecture DVDs,

RCPD2 and 3 have a total of 6 course readers

Maintaining Mental Health and Balance

All courses provided by the RCPD have been written through many years of involvement in the community, and through working in the fields of education and counselling since 1987.

Due to this experience I have recognized the need for **a new field of training combining education and counselling; this is now called Educational Counselling.**

Community needs and problems have been identified

These are cross cultural because they deal with emotions and emotional healing is the great need. An additional overall need is to educate persons and give them a basic understanding of how human beings function in order to build tolerance and promote good relationships.

A brief description follows:

Community needs are initially met through RCPD2 and “Educational Counselling,” as well as the relationship education and personal awareness training found in all the courses.

All training is therapeutic.

Bullying & violence is usually an outcome of emotional pain and lack of education.

How does a person become violent?

Unresolved issues (emotional and cognitive) resulting from family breakdowns in communication and relationships may result in unintended abuse and/or rejection (non-acceptance), this leading to broken families, self hatred (not caring) and ultimately violence and crime.

Other issues are; low literacy levels, low self-esteem, suppressed emotions leading to over emotional reactions (e.g. rage) often resulting in prolonged identity crisis and violence.

The person relating and interpreting experiences mostly with their emotional brain without the use of the cognitive brain when they become upset (thinking by how they feel).

Unmet emotional needs from childhood, or in the present, may lead to a disconnection with the “outer reality” (circumstance) and the “inner reality” (interpretation and meaning & emotions) these may become distorted.

Mental health is affected, medication is helpful but not the best the long term solution as physical health is affected and the lifespan is shortened and behaviour patterns do not change.

METHODS AND SOLUTIONS

Therapeutic personal development training and educational counselling aid in the reinterpretation of the past. Experiences in the present will be perceived with clarity in a new way.

Healing takes place when the cognitive and emotional brain can work together. Healing will only occur within a safe environment where **the focus is on solutions** not problems, where persons are accepted and self worth and trust is developed.

Many crimes, suicides and family tragedies can be avoided if persons could come to understand the benefit of this type of training, which deals with the emotions, thinking, values, and ultimately behaviour chosen as constructive action based goals.

These goals lead to finding bigger solutions **by taking small steps towards understanding, this understanding is crucial** if change is to occur (it must be understood that all of this takes time 1-3 years)

Facilitators are also trained teaching this continually

Listed below are examples of some skills that are assessed (event sheets available)

Facilitators will identify reality and help clients to maintain emotional and mental stability by applying the skills of: (in written form in their event sheets)

- 1) Identifying facts, thoughts and feelings
 - 2) **Evaluating thoughts, so as to identify distorted reality** or core beliefs coming from thinking by feelings (thinking out of the pain).
 - 3) **To reinterpret by seeking the truth (facts only)** exploring and rewriting an alternative possibility, thereby creating a new core belief which promotes understanding, wisdom, maturity and unity.
 - 4) **List solutions (after identifying problems through reinterpretation)** write into an action based, time framed goal as part of making a firm decision (reflections only, bring no change because only decisions made are recorded by the brain).
 - 5) Continue to promote the goals to form a new value (**S3 'Owning your choices'**).
 - 6) **Continue to help the client to focus on expressing their feelings** (pain) so as to let go of it and be healed. This will occur when this process is understood and applied.
 - 7) Facilitators assist clients to identify relevant issues from the list below during discussion of lectures & self-analysis sessions (without judgment).
 - a) core beliefs
 - b) inner child feelings re-interpreted (leftovers from childhood, no longer relevant to current situations)
 - c) values (that are owned using 7 aspects of choosing)
 - d) distorted beliefs, interpretations (from thinking by how one feels to finding reality)
 - e) from critical judgment to understanding of self and others to understanding, healing & forgiving (copy right rule, no one can know the motive of another or their inner reality)
 - f) from defensive self protection, manipulation and control to flexibility & developing trust
 - g) from manipulation to understanding that truth leads to the solution, honesty
 - h) from selfishness, focus on ones own pain/reality to looking at the needs of others and self equally, this promotes the understanding that this is the way to personal happiness for all
 - i) from anxiety to confidence and ability to make decisions and build self-esteem and a sense of belonging
-

CONCEPTS PROMOTING RESPECT AND ACTION BASED GOALS ARE INCORPORATED

The skills of RCPD2 from session 1 to 12, and the core beliefs of each (to be remembered for setting action-based goals)

Core beliefs need to be as listed below if change is to occur

Session 1, 2 & 4 accepting of persons, all persons deserve respect (even if behaviour needs adjusting)

S2 Promoting respectful communication, not put downs, so as to build a positive self-image, non-violent communication, which looks for the good and identifies the desired results rather than focusing on the problem.

S3 Promoting confidence and decision making.

Let go if someone doesn't want something, they are free to choose and so are you. Motivation to succeed comes from choosing freely from alternatives, after due reflection, over time. Only decisions made are remembered by the brain.

S4 Accepting all persons, they are of equal value

S5 Assertiveness, this should be done with honest self-revelation and self-care using assertive respectful 'I messages' discussing the self only, what I think, feel, know (facts) and what I want; speak only the truth.

No 'you messages' because these indicate an attack which arouses defense mechanisms, these block hearing.

Others may see it differently, be prepared to agree to disagree.

S6 "Event evaluation" aids in dealing with emotions by applying analysis and the healing process. Feelings are not bad, they are tools for understanding.

S7 Written events need to indicate a listening attitude (desiring to understand and not judge the value of the person, but, evaluate the behaviour only) so as to identify the solution. First identify who is the speaker and who is the listener and then swap roles.

S8 Promotes alternative thoughts and the core belief that **all are capable of interpreting by how they feel rather than by facts, and all have weaknesses and faults; we cannot believe even ourselves fully without examination of self (this is due to the power of our subconscious mind, of which we are usually totally unaware).**

Therefore it is valid and necessary to accept the need of seeking alternative beliefs and thoughts. **We live what we believe in; some of what we believe is not true.**

S9 Identifies natural life experiences which may cause a temporary depression, this is a natural part of life, and can be managed by this course. A more serious state of depression needs ongoing help on a long term basis.

A note on depression: All of the above, when applied, will promote good relationships. Losses and the inability to build constructive relationships are the cause of most depression.

S10 The core belief that, only unselfish love (give and take equally) will produce ultimate happiness because only this will keep the relationship balanced with mutual satisfaction. Giving love brings joy; **not giving love is a loss of joy leading to depression.**

S11 There can be no healing/love without ongoing forgiveness; unforgiveness, revenge, and hate destroy us and others. Indulgence in hatred and revenge cause mental illness. Negative emotions must be identified, expressed, and let go of for ones own sake if not for the other. All have fallen short of perfection, accept one another with faults.

S12 You are valuable, what you do matters, accept, respect yourself. Foster your own growth. Take care of your needs equally.

Put the greater need first when you are unsure of who should get their needs met first. Develop your talents, the world needs you.

Below are the 2 units of competency RCPD2 & 3 that have been discussed above, these are registered with the Training Accreditation Council of WA (TAC). They may be studied on their own, a statement of attainment is given on completion of each unit.

UNITS OF COMPETENCY

RCPD2

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

Unit Descriptor

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

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

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

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

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

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

Employability Skills

This Unit of Competency contains employability skills.

Pre-Requisite Units

There is no pre-requisite for this unit.

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

Application of the Unit

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

ELEMENT

Elements describe the essential outcomes of a unit of competency

PERFORMANCE CRITERIA

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

- | | | |
|---|---|---|
| 1 | Develop, apply and maintain evaluation skills and mental health | 1.1 Facts, interpretations, feelings and actions taken from daily life experiences, are evaluated using alternative interpretations to make new action based and time framed decisions

1.2 The concepts of distorted thinking are explained

1.3 The acceptance and belonging needs and the loss of inner direction is explained |
| 2 | Communicate with increased awareness | 2.1 Emotional and behavioural reaction patterns are recognised and responses are planned, complementing newly chosen core beliefs.

2.2 Self-control is displayed in group work and evaluations
2.3 The outcomes of self-evaluations are used to set personal goals
2.4 Respect for the opinions of others is promoted and maintained within group communication |
| 3 | Identify and resolve feelings of depression | 3.1 Primary aspects leading to depression and the non-resolution of emotional pain are identified and documented

3.2 Other emotional over reactions, such as unresolved anger are identified, discussed and handled

3.3 Self-help methods and techniques are identified

3.4 Personal emotional reactions are evaluated and goals are set for self-improvement and help (in situations involving depression or persistent compulsive emotions)

3.5 Counselling sessions are incorporated |
| 4 | Apply person-centred principles | 4.1 The experience of an accepting environment is provided within the framework of personal sharing, and specifically designed workshops

4.2 Performance that meets the primary needs of the group as they emerge are identified.

4.3 Feed-back of the message given takes place

4.4 Peer evaluations take place and support is given |

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

REQUIRED KNOWLEDGE AND SKILLS

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

The ability to:

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

Knowledge of:

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

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

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

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

Meeting the competencies will enable those who complete RCPD2 to:

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

Personal skills will include:

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

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines of this Training Package.

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

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

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

Context of and specific resources for assessment

The following resources will be made available:

Classroom facilities

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

Method of assessment

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

- Focus reading assignments
- Summary cards
- Journal writing evaluation
- Weekly assessment sheets
- Closed book examination Context of Assessment

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

RCPD3

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

Unit Descriptor	This unit builds upon teacher training skills and develops skills of curriculum development, delivery and assessment. Participants apply the skills of RCPD2 within presentations of elements belonging to that unit. Additional organizational and teaching skills (evaluating group dynamics) are implemented into presentation sessions and with written lesson plans and white board write-ups. A series of lessons are developed, taught to peers, assessed and reviewed over an extended period in each practice. As full health cannot be achieved without caring for the ‘whole’ person, holistic health sessions are incorporated into this unit; these discuss ‘The Instinct To Heal’ and the maintenance of physical, mental and emotional health plus healing techniques for counselling. Ethics are discussed as promoting spiritual health.
Employability Skills	This Unit of Competency contains employability skills.
Pre-Requisite Units	RCPD2 <i>Internalize principles of successful relationships and use emotional intelligence and communication skills</i> (The Holistic Health Seminars may be undertaken concurrently with RCPD2)
Application of the Unit	This unit applies to educators, counsellors or those working in the human services industry

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

REQUIRED KNOWLEDGE AND SKILLS

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

The ability to:

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

Knowledge of:

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

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

- | | |
|--|---|
| Session topics may relate to: | <ul style="list-style-type: none">• Marriage• mental health, emotional and physical health• step families• parenting teenagers• emotional intelligence• guilt and ethics• counselling or• any topic that relates to relationships, teaching/counselling, and which addresses current community needs |
| Skills to develop may include: | <ul style="list-style-type: none">• life skills• holistic health• relationship skills• knowledge of foundational psychology• therapeutic group facilitation and course development• leadership and organizational skills |
| Person centered training may include a focus on: | <ul style="list-style-type: none">• building confidence and self esteem• providing solutions to depression / sadness• making sense of life• showing respect to all• self-worth and inner direction |

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines of this Training Package.

- | | |
|---|---|
| Critical aspects of assessment and evidence required to demonstrate competency in this unit | <p>It is essential that competence be observed in the following aspects:</p> <ul style="list-style-type: none">• Knowledge of the human need for acceptance and belonging.• Knowledge of the self (emotional and behavioural reaction patterns)• Make decisions (within the framework of personal developmental and emotional level)• Adopt a caring attitude towards self and others• Listen and understand the needs of others• Demonstrate time management, organization (planning) and delivery of training within group work.• Accurate assessment of performance criteria relating to RCPD2• Evaluation of the presentations of peers and self-including teaching skills and group dynamics• Review presentations and develop strategies that meet the needs of the training requirement of the groups. |
|---|---|

- Application of strategies that promote holistic health, the application of group rules, and provide a safe learning environment

Context of and specific resources for assessment

The following resources will be made available:

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

Method of assessment

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

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

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