

## CHCGMB502A

### Assess the needs of clients with problem gambling issues

#### Descriptor

This unit describes the knowledge and skills required to assess client needs for delivery of problem gambling counselling services

It includes providing an ongoing comprehensive assessment of clients gambling issues and other needs, developing case plans based on the assessment and referring clients to other services as required

#### Employability Skills

This unit contains Employability Skills

#### Application

This unit applies to workers in a range of community service sectors who may work with clients with problem gambling issues

#### ELEMENT

Elements define the essential outcomes of a unit of competency.

#### 4. Assess the needs and status of *clients*

#### PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Gather information with client to identify reasons for seeking help
- 1.2 Gather other relevant information with clients to assist in establishing a *basis for further work*
- 1.3 Explain client's rights and seek *informed consent*
- 1.4 Apply organisation criteria to determine entry to or exclusion from services
- 1.5 Inform client of applicable parameters of confidentiality, privacy and relevant policy and procedures
- 1.6 *Take client information and gambling history* in accordance with organisation policy and procedures
- 1.7 Assess extent and impact of gambling using information obtained from client and/or from *structured assessment screens*
- 1.8 Consider primary problems other than gambling and identified co-morbidities and refer appropriately or implement treatment

## ELEMENT

Elements define the essential outcomes of a unit of competency.

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- |  |   |
|--|---|
| 5. Develop a case plan with the client | 2.1 Explore a range of <i>options</i> for addressing client needs and integrate into planning               |
|  | 2.2 Identify and prioritise goals with client and negotiate and agree objectives and processes              |
|  | 2.3 Negotiate and specify case plans  |
|  | 2.4 Define roles, responsibilities and accountabilities of clients, counsellors and other service providers |
|  | 2.5 Integrate cultural considerations into goal setting and negotiation                                     |
|  | 2.6 Negotiate communication protocols, ongoing review and evaluation systems                                |
|  | 2.7 Document case plans and ongoing case notes according to organisation guidelines                         |
| <br>                                   |   |
| 6. Refer clients                       | 3.1 Demonstrate awareness of organisation and personal limitations  |
|  | 3.2 Provide referrals as appropriate to address client's other needs  |
|  | 3.3 Discuss range of referral options and their suitability with the client                                 |
|  | 3.4 Offer client support to make contact with other services  |
|  | 3.5 Provide follow up in accordance with organisation policies and available resources                      |

## REQUIRED SKILLS AND KNOWLEDGE

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

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Critical review of assessment screens
- Legal requirements and organisation policies on reporting and confidentiality
- Responsible gambling e.g. self exclusion
- Rights and responsibilities of clients and counsellors
- Graduated risks of some forms of gambling
- Range of issues to be covered in an assessment
- Context of assessment within the counselling process
- Understanding of the stages of problem gambling
- Formation of a case plan
- Ongoing review
- Informed consent
- Crisis intervention
- Referral agencies
- Goal setting
- Stressors e.g. legal and financial
- Relevant legislation
- Cultural issues
- Range and use of relevant screens
- Motivational interviewing

## REQUIRED SKILLS AND KNOWLEDGE

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Undertake appropriate assessment of clients
- Build a therapeutic relationship
- Explore the problem and identify issues
- Use assessment information to develop goals, case plan and referral options
- Implement assessment throughout the counselling process

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Interpret assessment data
- Use assessment information to inform the treatment process
- Evaluate and review assessment and assessment processes
- Identify support structures
- Develop contingency plans
- Assess own capacity (as counsellor) to work with clients range of issues or refer on to other relevant service providers
- Document work with clients according to organisation policy and procedures
- Demonstrate effective application of skills in:
  - negotiation
  - building strong relationships
  - documentation and record-keeping
  - suicide risk assessment
- Undertake self care e.g. participation in clinical supervision

## 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. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Assessment may take place:*

- Face-to-face
- By telephone
- By other media, such as internet

*Clients may include:*

- People who gamble (particularly those who engage in harmful levels of gambling)
- Significant others, including partners, families and care givers, friends and peers

*Basis for further work may include:*

- Contracting with the client

*Informed consent:*

Includes:

- Consent to collect, store, use and access information
- Consent to begin the process of therapy
- Consent to service provision
- Understanding of limitations of confidentiality

Is collected in writing if possible – it may include:

- Individual or service consent / agreement forms to be completed

## RANGE STATEMENT

*Take client information and gambling history refers to collection of relevant information, including:*

- Name, age, gender, other demographics, etc
- Gambling history
- Social and legal history
- Employment history
- Family history (e.g. genograms)
- Mental health issues
- Drug and alcohol issues
- Previous history of treatment
- Lapse and relapse
- Supports and networks
- Medical history
- Agency ability to cater for client needs
- Financial status
- Current presentation including psychosocial stressors
- Strengths (client and others)
- Other relevant related issues affecting client/s
- Understandings, beliefs, thoughts and values about gambling
- Literacy, language and intellectual capacity
- Child protection
- Personal and other safety issues

*Current status of the client includes:*

- Current or baseline levels of gambling behaviour
- Determining readiness to change
- Physical, emotional, financial, legal and psychosocial state and immediate needs in these areas
- Gambling and other issues in the family
- Level of risk of self-harm behaviours and/or harm to others
- Other issues

## RANGE STATEMENT

*Structured assessment screens may include:*

- South Oaks Gambling Screens
- Canadian Problem Gambling Index
- Structured Clinical Interview for Problem gambling (SCIP)
- G-MAP
- GA 20 questions
- Victorian Gambling Screen (VGS)
- Diagnostic and Statistical Manual IV (DSM-IV)
- Victorian Family and Relationships Gambling Questionnaire
- Time and money assessment – timeline – diary
- Componential – global assessment
- CIDI
- DAS21
- Clinical interviews
- Other current validated screens

*Indicators of other issues may include:*

- Indicators of other stressors, such as:
  - Housing
  - Employment
  - Financial
  - Legal
  - Relationship

*Options for addressing the range of client needs may include:*

- Referral to other services
- Community intervention
- Case management
- Taking holistic approach to counselling which addresses the range of issues client needs to address

## 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 for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit will be most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to an appropriate workplace or simulation of realistic workplace setting where assessment can take place

## EVIDENCE GUIDE

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*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on ‘What if?’ scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a ‘period of time’ and/or in a ‘number of locations’, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons