Australian Government

Department of Education, Employment and Workplace Relations

CHCICS405A Facilitate groups for individual outcomes

Release: 1

INDUSTRY
SKILLS
COUNCILS
Creating Australia's Future

CHCICS405A Facilitate groups for individual outcomes

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required by the worker to plan and conduct group activities to meet individual group member outcomes

Application of the Unit

Application	Work performed requires a range of well developed skills where some discretion and judgement is required and individual workers will take responsibility for their own outputs

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills   This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan for *group sessions*	1.1 Confirm information about the purpose of group sessions from appropriate community and health workers
	1.2 Obtain information about the desired individual outcomes
	1.3 Identify requirements outside scope of role and responsibilities as defined by the organisation and refer to supervisor
	1.4 Identify and confirm impact of the group activities to the person's overall plan
	1.5 Determine individual appropriateness according to their profile
	1.6 Determine group member's availability according to organisation protocols

ELEMENT	PERFORMANCE CRITERIA
2. Prepare for group sessions	2.1 Prepare group activities that are consistent with group member needs and recognise abilities and limitations of each person
	2.2 Prepare group activities that are consistent with the interests, preferences and beliefs of group members
	2.3 Prepare group activities with consideration of group members' pace and timing requirements
	2.4 Prepare group activities according to the size and composition of the group
	2.5 Prepare group sessions to maximise the involvement of all group members
	2.6 Establish a balance between tasks to be accomplished and the group process
	2.7 Identify possible risk to successful group activities and adjust plan to minimise risk
	2.8 Confirm group session plan with supervisor
	2.9 Gather and/or prepare materials required for the group session and check for safety and suitability

ELEMENT	PERFORMANCE CRITERIA
3. Conduct group sessions	3.1 Arrange the environment to encourage full participation by all group members
	3.2 Seek agreement on the purpose, process and intended outcomes of the group activity with the group
	3.3 Discuss the group activity with the group to encourage as much participation as possible
	3.4 If appropriate, work with the group to establish ground rules
	3.5 Provide each group member with the necessary information, materials and support to participate in the group activity
	3.6 Ensure that the manner, level and pace of communication is appropriate for each group member
	3.7 Communicate with group members in a manner most likely to promote cooperation, dignity and self-esteem and encourage participation
	3.8 Use *group skills* to ensure the involvement of all group members
	3.9 Identify *potential conflict* within the group and manage to ensure ongoing involvement of individuals in group activities
	3.10 Monitor individual progress and provide constructive feedback to individual group member
	3.11 Follow process and directions to evaluate outcomes of the group session
4. Complete documentation	4.1 Comply with the organisation's *reporting* requirements
	4.2 Complete documentation according to organisation policy and protocols
	4.3 Maintain documentation in a manner consistent with reporting requirements
	4.4 File documentation organisation policy and protocols
	4.5 Where appropriate, include report of absences from group activities for risk management purposes

Required Skills and Knowledge

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:

- Own work role and responsibilities
- Legal and organisation requirements on equity, diversity, discrimination, rights, confidentiality and sharing information when supporting individual's to develop and maintain skills
- Principles of group dynamics
- Nature of group learning
- Factors that affect behaviour in groups
- Understanding of group roles, leadership and facilitatory techniques
- Understanding of role within a multidisciplinary team and when and how to provide feedback about group members
- A working knowledge of record-keeping practices and procedures in relation to conducting groups for individual outcomes
- Occupational health and safety (OHS) policies and procedures that relate to conducting group sessions
- Supervisory and reporting protocols of the organisation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use planning skills
- Manage individual outcomes in a group setting
- Apply group skills, including:
    - identifying and managing issues of equality of opportunity and non-discriminatory practices in group activities
    - eliciting views and addressing individual needs in groups

REQUIRED SKILLS AND KNOWLEDGE

- putting groups at ease
- managing different individual styles within a group
- interpreting non-verbal communication
- gauging the appropriateness of language for individuals in a group
- balancing the needs of the task with the group process
- dealing with issues of power, influence and authority in group
- Work under direct and indirect supervision

continued ...

Essential skills (*contd*):

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:

- Follow organisation policies and protocols
- Communicate effectively with supervisors and co-workers
- Use appropriate technology for communication
- Work within a multi-disciplinary team
- Use time management, personal organisation skills and establishing priorities
- Undertake evaluation processes
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service:
  - this requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues
  - industry work roles will require a literacy level that will enable workers to interpret international safety signs, read client service delivery plans, make notations in client records and complete workplace forms and records
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation:
  - this requires a level of skill and ability to follow work-related instructions and directions and to seek clarification and comments from supervisors, clients and colleagues
- Apply verbal and non-verbal communication skills:
  - industry work roles will require effective verbal and non-verbal communication skills to ask questions, clarify understanding and meaning, recognise and interpret non-verbal cues, adapt communication styles to meet specific needs, provide information and express encouragement and support including active listening and empathy

REQUIRED SKILLS AND KNOWLEDGE

- Apply basic problem solving skills to resolve problems within organisation protocols
- Work effectively with clients, social networks, colleagues, supervisors and other services/agencies

Evidence Guide

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 - Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

EVIDENCE GUIDE

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:
	• appropriate workplace where assessment can take place
	• relevant organisation policy, protocols and procedures
Method of assessment may include:	• Observation in the workplace
	• Written assignments/projects
	• Case study and scenario analysis
	• Questioning
	• Role play simulation

Range Statement

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

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RANGE STATEMENT

contexts.

Group sessions may include:	• Social skills training • Communication groups • Health related groups • Support groups • Health promotion groups
Sources of information about group members may include:	• Individualised plan • Rehabilitation plan • Referral information • Case notes • Application form • Skilled observation
Strategies to determine availability may include:	• Face-to-face • Telephone • Written • Flyer
Potential conflict may be indicated by:	• Non-participation and withdrawal • Personal comments and attacks • Raised voices • Rushed speech • Agitation

RANGE STATEMENT

Group skills may include:	• Identifying and managing issues of equality of opportunity and non-discriminatory practices in group activities • Eliciting views and addressing individual needs in groups • Putting groups at ease • Managing different individual styles within a group • Interpreting non-verbal communication • Gauging the appropriateness of language for individuals in a group • Balancing the needs of the task with the group process • Dealing with issues of power, influence and authority in the group

Reporting may include:	• Verbal:
	  • telephone
	  • face-to-face
	• Non-verbal (written):
	  • progress reports
	  • case notes
	  • incident reports

Unit Sector(s)

Not Applicable

Community Services and Health Industry Skills Council