



Australian Government

Department of Education, Employment and Workplace Relations

CHCGROUP504B Assess group members and their social systems

Release: 1

CHCGROUP504B Assess group members and their social systems

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to work effectively within a group context where the group experience becomes a microcosm of the wider society and the group members' ecosystems

Application of the Unit

Application

This unit involves the application of group dynamics in a relationship education context

It focuses on the foundation knowledge needed in accessing a group environment and develops a psychosocial dimension to group work

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. Apply an understanding of theoretical frameworks and models for working with groups | 1.1 Demonstrate an understanding of <i>ecosystems and the interplay between and within ecosystems</i>
1.2 Demonstrate an understanding of <i>theoretical frameworks for group work</i> |
| 2. Use the physical and social environment of a group situation to inform group work | 2.1 Use questions to explore group members' involvement in the <i>group</i> in relation to their whole life experience
2.2 Use responses and interactions to inform observations
2.3 Use observations of interactions to inform group work |

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 3. Apply theoretical frameworks for understanding group social systems | 3.1 Identify theoretical frameworks for group work |
| | 3.2 Use theoretical frameworks to identify connections between learning in a group and the wider life experiences |
| | 3.3 Explore identified <i>connections within the group</i> |
| | 3.4 Maintain <i>effective facilitation of learning through phases of the group</i> |
| | 3.5 Balance the <i>needs of individuals</i> with the <i>needs of the group</i> |
| | 3.6 Demonstrate <i>inclusive work practice</i> |

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:

- Theoretical models and frameworks for working with groups including:
 - ecosystems theory and their influence on people and relationships
 - group work specialisations and the role of psycho-educational group work
 - development or modification of existing psycho-educational programs to suit group members needs
 - relevant models for stages of group development
 - different types of group leadership
 - dynamics in groups
- Current best practice in relation to psycho-educational groups including:
 - appropriate boundaries for psycho-educational groups
 - models and tools for facilitating a psycho-educational group
 - appropriate criteria and processes for selection of psycho-education groups
 - appropriate record-keeping processes for the psycho-education group
- Adult learning principles

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Facilitate a psycho-educational group in the community
- Identify and articulate and apply knowledge of theoretical frameworks and models of group work including ecosystems theory to identify connections between learning in a group and wider life experiences and explore these connections with members of the group and the group as a whole
- Work effectively and inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age,

REQUIRED SKILLS AND KNOWLEDGE

gender, family of origin, education levels, learning abilities, health, disabilities and issues and the interplay and dynamics of each of these

- Implement best practice in psycho-education
- Engage in critical reflection and self-evaluation of work practice
- Use clear and appropriate communication
- Respond appropriately to group dynamics
- Effectively manage conflict within the group
- Protect self whilst leading/ facilitating the group
- Respond to strong emotional expression in the group
- Use strengths-based approaches for the development of growth and learning for group members
- Maintain records appropriate to the group
- Maintain awareness of self, own values, beliefs and experiences which may impact on work practice

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 in the application of theoretical frameworks and models for working with groups, specifically in the application of ecosystems theory in the facilitation of a psycho-education group
- Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance
- This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
- Assessment must confirm sufficient ability to work effectively with psycho-education groups applying

EVIDENCE GUIDE

ecosystems theory

- 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

Method of assessment:

- Evidence for assessment of competence may be gathered by appropriate combination of the following:
 - demonstration of competency within the working environment through the facilitation of psycho-educational groups using ecosystems theory
 - realistic simulations, projects, previous relevant experience or oral questioning on 'what if?' scenarios, case presentations, written assessment
 - observation of processes and procedures, oral and/or written questions 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
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language barriers other than English
- Where the candidate has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Related units:

This unit should be assessed after or in conjunction with the following related unit of competency:

- CHCGROUP403D Plan and conduct group activities

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 contexts.

Ecosystems and the interplay between and within ecosystems may include:

- Ecosystems may include group, family, work, political, cultural, religious, social, physical, gender, economic, organisation environments
- Interplay between and within ecosystems will exist whereby the individual members within an ecosystem and members from different ecosystems will interact with each other in a continuing dynamic which will impact on the functioning and effectiveness of the group and achievement of individual and shared goals
- Impact of facilitator/leader on ecosystems and the affect of the group on the facilitator/leader

RANGE STATEMENT

- Theoretical frameworks for group work may include:*
- Four aspects of a psychosocial approach to group work:
 - intrapersonal processes which:
 - assume that group behaviour is primarily influenced by the internal life of the participants
 - focus on personality characteristics and inner conflicts
 - interpersonal processes which
 - assume that group behaviour is primarily influenced by the group member to group member interactions
 - focus on quality and type of relationships that exist between the participants, communication patterns, and information flow, level of trust/conflict and relating styles between participants
 - group level (group-as-a-whole) processes in which:
 - it is assumed that the whole group social system and how individual participants relate to that system primarily influence group behaviour
 - when an individual acts, he or she is not acting only on his/ her own behalf, but on behalf of the group or parts of the group
 - the participant's behaviours are seen as a vehicle through which the group expresses its life
 - inter-group processes in which:
 - it is assumed that group behaviour is primarily understood through relationships between various groups and sub-groups
 - inter-group relations can be based on sex, race, age, cultural identities, roles and ideological differences
 - These frameworks can be used by group leaders to assist them to understand group behaviour

RANGE STATEMENT

Group may include:

- Groups covered by this unit are psycho-educational groups
 - these are structured designs that help participants develop knowledge and skills for coping adaptively with potential or immediate problems, developmental transitions, or life crises
 - participants in a psycho-educational group are able to apply their newly acquired knowledge and skills to current and future life circumstances beyond their experiences in the group
 - participants in a psycho-educational group have the capacity to learn from each other as well as from the facilitator and the program activities
 - the outcomes of participation in a psycho-educational group may involve changes in beliefs, values and ideas and will often result in changes to behaviour as a result of these
- The focus for other groups may include:
 - task/work group which involves organisation settings for group and team work and where the focus is to complete a task or set of tasks
 - group counselling which is a less structured group and involves specifically working with individuals' issues within the group context
 - group psychotherapy which is a less structured group that focuses on individual experiences where participants have not had their emotional needs met during childhood and have developed some psychopathology

Connections within the group may include:

- The social choices and interactions that group members use to communicate with other group members using non-verbal and verbal expression

RANGE STATEMENT

Effective facilitation of learning may include:

- Engagement of group members at commencement of the group:
 - recognised by leader and called by name
 - have learned one thing
 - something about the group is attractive to them
 - know what to expect in the next session
- Clear communication:
 - active listening
 - body language
 - I-messages
 - clarifying
 - responding
 - modelling respectful language and behaviour in the group
- Responding to group dynamics:
 - conflict between group members
 - conflict between group members and the group leader
 - boredom and disinterest
- Managing conflict within the group:
 - responding to strong emotional expression in the group
 - cutting off scapegoating and personal attacks
 - clarifying and normalising feelings
 - addressing appropriate underlying issues
- Protecting self whilst leading/ facilitating the group:
 - appropriate self-disclosure
 - clear purpose for self-disclosure
 - supervision and debriefing difficult sessions
- The use of strengths-based approaches for the development of growth and learning:
 - identification of the potential for positive change
 - articulating positive change that has already occurred
 - identifying blocks or challenges for further change to occur
- Managing silent periods within a group situation:
 - identification of silence that allows people to learn

RANGE STATEMENT

- recognising the value and importance of appropriate silence
- building on new learning once the silence has finished

continued ...

Effective facilitation of learning may include: (contd)

- Debriefing group members after an intervention has been used:
 - recognition of feelings and new learning
 - recognition of challenges
 - identification of the further need for more debriefing
- Maintaining appropriate boundaries and safety:
 - confidentiality and mandatory reporting requirements
 - appropriate supervision of the facilitator/s during the life of the group
 - recognition of the type of group facilitated
 - transparent group environment
 - personal disclosure
 - sensitivity to individual readiness
 - appropriate expression of feelings
 - appropriate closure of group sessions or group program
 - referral to other services as necessary
 - appropriate debriefing after the use of interventions

Phases of the group must include:

- Tuning-in phase
- Beginning phase
- Middle phase
- Termination phase

Needs of individuals may include:

- The physical, emotional, intellectual and psychological needs that group members have whilst attending a group

RANGE STATEMENT

- Needs of the group may include:*
- The common physical, emotional, intellectual and psychological needs that are shared by the group members whilst attending a group
- Inclusive work practice must include:*
- The ability to work effectively and inclusively with the whole client, considering the full range of possible influences in their lives including personality, culture, language, religion, age, gender, family of origin, education levels, learning abilities, health, disabilities and issues and the interplay and dynamics of each of these
 - To work inclusively requires the worker to respond respectfully to the whole person demonstrating cultural competence through sensitively valuing each and every person as a whole unique individual

Unit Sector(s)

Not Applicable