Australian Government

Department of Education, Employment and Workplace Relations

CHCGROUP805B Support change in the social systems of group members

Release: 1

INDUSTRY SKILLS COUNCILS

Creating Australia's Future

CHCGROUP805B Support change in the social systems of group members

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit involves the group leader supporting change in the ecosystem of the group members' lives using the group environment

Application of the Unit

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

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. Develop positive change at the individual and group level	1.1　Establish and reinforce clear *boundaries to maintain group members safety*
	1.2　Establish and maintain guidelines for *confidentiality* with group members
	1.3　Assist individual group members with goal development
	1.4　Identify group themes that are shared in common by most group members
2. *Support change through different group phases*	2.1　Identify and apply *group interventions* to facilitate change
	2.2　Manage group dynamics using appropriate *group interventions and processes*
	2.3　Apply appropriate *theoretical frameworks* to facilitate group member change

ELEMENT	PERFORMANCE CRITERIA
3. Validate links between group members changes and the wider ecosystem	3.1 Recognise and respond to *individual needs* of group members
	3.2 Maintain a *collective focus* for the group discussion and link to the group members wider life experience
	3.3 Articulate *connections* that exist between what group members learn in the group situation and connection to wider *ecosystems*

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:

- Relevance of theoretical frameworks used in group work
- Relevant models for indifferent stages of group development
- Different types of group leadership
- Effective communication strategies
- Working knowledge of appropriate responses to disclosure
- Self awareness and understanding of the impact this may have on the process and effective group counselling leadership

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify relevant models for stages of group development
- Use effective communication in group setting
- Address individual issues while maintaining the focus of the whole group

REQUIRED SKILLS AND KNOWLEDGE

- Implement group interventions and debriefing processes
- Effectively manage the group
- Develop and maintain a positive group environment
- Link group changes to wider life experiences pf the group members
- Facilitate the referral of individuals whose needs cannot be net within the group

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 person being assessed must provide evidence of specified essential knowledge as well as skills - Observation of workplace performance is preferred for assessment of this unit - Consistency of performance should be demonstrated over a period of time in order to ensure consistency of performance over contexts applicable to the workplace - The candidate will need to demonstrate competence in the following contexts: - observe group interactions and link the issues being discussed within the group to an appropriate theoretical framework - establish appropriate safety and boundaries within a group context - facilitate interventions in response to individual and group needs

Community Services and Health Industry Skills Council

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 an appropriate workplace or simulation of realistic workplace setting where assessment can take place
Method of assessment:	• Observation in the workplace of applied group work processes and small group facilitation (if possible)
	• Written assignments/projects or questioning should be used to assess knowledge
	• Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.
	• 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

Community Services and Health Industry Skills Council

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.

Boundaries to maintain group members safety may relate to:	• Transparent group environment • Personal disclosure • Appropriate expression of feelings • Use of interventions where sufficient training exists • Appropriate closure of group sessions or group program • Appropriate debriefing after the use of interventions • Appropriate professional behaviour

Group interventions may include:	• Impact of different interventions
	• Types of interventions include:
	   • use of immediacy in discussions
	   • unstructured group discussions
	   • structured exercises
	   • use of role play and sculpture

Ecosystems may include:	• Ecosystems may include group, family, work, political, cultural, religious, social, physical, economic, organisation environments • Interplay between and within ecosystems • Impact of facilitator/leader on ecosystems and the affect of the group on the facilitator/leader

RANGE STATEMENT

Support change through different group phases may include:	• Change owned and directed by individual group members • Negotiating the timing of individual and group interventions • Individuals identifying positive progress regarding their personal goals • Negotiating choice in the context of group work
Connections may include:	• The social choices and interactions that group members use to communicate with other group members using non-verbal and verbal expression
Individual needs may include:	• The physical, emotional, intellectual and psychological needs that group members have whilst attending a group • Their reason for initially attending a counselling group
Collective focus may include:	• The common physical, emotional, intellectual and psychological needs that are shared by the group members have whilst attending a group. • The shared purpose that guides the group discussion on a routine basis

Confidentiality may include:	• The basic right for privacy of each individual group members.
	• Group members and the issues they discussion should not be discussion out of the group context unless:
	  • for the purpose of professional supervision
	  • due to mandatory notification of child protection matters
	  • the possibility of self-harm or violence to others

Community Services and Health Industry Skills Council

RANGE STATEMENT

Social systems may include:	• The physical and social environment (physical, social, cultural, emotional, psychological, religious factors) that has a significant affect on group members' life • Identification of how group member interactions in a group situation support or influence the physical and social environment they experience in the rest of their life
Theoretical frameworks for group work may include:	Four aspects of a psychosocial approach to group work: • Intrapersonal processes - Assumes that group behaviour is primarily influenced by the internal life of the participants. Focuses on personality characteristics and inner conflicts • Interpersonal processes - Assumes 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, information flow, level of trust/ conflict and relating styles between participants • Group level (group-as-a-whole) processes - Assumes 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 • Intergroup processes - Assumes that group behaviour is primarily understood through the relationships between various groups and sub-groups. Intergroup relations can be based on sex, race, age, cultural identities, roles and ideological differences

Unit Sector(s)

Not Applicable

    Community Services and Health Industry Skills Council