



Australian Government

Department of Education, Employment and Workplace Relations

HLTAH409C Conduct group sessions for individual client outcomes

Release: 1

HLTAH409C Conduct group sessions for individual client outcomes

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTAH409B Conduct group sessions for individual client outcomes	HLTAH409C - Conduct group sessions for individual client outcomes	Unit updated in V5 - ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to plan, prepare and implement group activities to meet individual client outcomes

Application of the Unit

Application

Work performed requires a range of well developed skills where some discretion and judgment is required and individuals will take responsibility for their own outputs

Allied Health Assistants operate within the scope of their defined roles and responsibilities and under supervision of an Allied Health Professional

For training and assessment pathways, experience in workplace application of the skills and knowledge identified in this competency unit should be provided as required to support allied health professions

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

1. Plan for *group sessions*

PERFORMANCE CRITERIA

- 1.1 Obtain information about the purpose group sessions from an allied health professional
- 1.2 Obtain *information about the desired individual client outcomes*
- 1.3 Identify requirements outside scope of role and responsibilities as defined by the organisation and discuss with allied health professional
- 1.4 Identify and confirm impact of the program's contribution to the clients' overall care plan
- 1.5 Determine *client availability* according to organisation protocols
- 1.6 Determine client appropriateness according to client profile

ELEMENT**PERFORMANCE CRITERIA****2. Assist with the development of group sessions**

- 2.1 Plan group activities that are consistent with client needs and recognise physical abilities and limitations of each client
- 2.2 Plan group activities that are consistent with the interests, preferences and beliefs of the clients
- 2.3 Plan group activities with consideration of the clients' pace and timing requirements
- 2.4 Plan group activities according to the size and composition of the group
- 2.5 Plan group session to maximize 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 allied health professional
- 2.9 Gather and/or prepare materials and equipment required for the group session and check for safety and suitability

ELEMENT**PERFORMANCE CRITERIA**

3. Conduct group activity

- 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 clients in a manner most likely to promote co-operation, 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 client progress and provide constructive feedback to individual group member
- 3.11 Follow process and directions to evaluate outcomes of the group session

4. Clean and store equipment and materials

- 4.1 Clean equipment and materials according to manufacturers requirements
- 4.2 Store equipment and materials according to manufacturers requirements and organisation protocols
- 4.3 Report equipment faults to appropriate person

ELEMENT**PERFORMANCE CRITERIA**

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|--------------------------------|---|
| 5. Document client information | 5.1 Use accepted protocols to document information relating to the program in line with organisation requirements |
| | 5.2 Provide regular feedback to the each client's care team |
| | 5.3 Use appropriate terminology to document symptomatic expression of identified problems related to group activities |

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

This includes knowledge of:

- Legal and organisation requirements on equity, diversity, discrimination, rights, confidentiality and sharing information when supporting a client 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 care team and when and how to provide feedback about the client
- A working knowledge of record keeping practices and procedures in relation to conducting groups for individual client outcomes
- Work health and safety (WHS) policies and procedures that relate to the allied health assistant's role in conducting group sessions
- Supervisory and reporting protocols of the organisation

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Complete planning processes for group activities
- Conduct group sessions for individual client outcomes
- Manage individual client outcomes in a group setting

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

This includes the ability to:

- Use planning skills
- 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
 - 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
- Work under direct and indirect supervision
- Communicate effectively with clients in a therapeutic/treatment relationship
- Communicate effectively with supervisors and co-workers
- Work within a multi-disciplinary team
- Use time management, personal organisation skills and establishing priorities
- Undertake evaluation processes

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.

EVIDENCE GUIDE

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- 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

Access and equity considerations:

- All workers in the health industry should be aware of access and equity 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 health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of 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 health of Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- Assessment must be completed in the workplace
- Relevant guidelines, standards and procedures
- Resources essential for assessment include:
 - Equipment and materials for conducting group sessions
 - Workplace health and safety guidelines
 - Other organisation policies and procedures

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.

Supervision refers to:

- Instructing, advising, and monitoring another person in order to ensure safe and effective performance in carrying out the duties of their position
- The nature of supervision is flexible and may be conducted by various means including:
 - in person
 - through use of electronic communications media such as telephone or video conferencing, where necessary
- Frequency of supervision will be determined by factors such as:
 - the task maturity of the person in that position or clinical placement
 - the need to review and assess client conditions and progress in order to establish or alter treatment plans in case of students and assistants
 - the need to correct and develop non clinical aspects such as time management, organisation requirements, communication skills, and other factors supporting the provision of clinical care and working within a team
- A person under supervision does not require direct (immediate) and continuous personal interaction, but the method and frequency will be determined by factors outlined above

RANGE STATEMENT

Group sessions may include

- Social skills training
- Communication groups
- Creative work groups
- Health related groups
- Support groups
- Health promotion groups
- Functional task based groups eg. cooking and breakfast
- Therapy based groups eg. upper limb

Sources of information about individual clients may include

- Client care plan
- Individual program plan
- Rehabilitation plans
- Client treatment plan
- Allied health professional instructions
- Client record
- Case notes
- Other forms according to procedures of the organisation
- Skilled observation approaches

Strategies to determine client availability may include, but are not limited to:

- Face to face
- Telephone
- Written
- Flyer

Indicators of conflict may include:

- Non-participation and withdrawal
- Personal comments and attacks
- Raised voices
- Rushed speech
- Agitation
- Behaviour related to sensory losses

RANGE STATEMENT

Group skills may include, but are not limited to:

- 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 group

Unit Sector(s)

Not Applicable