



Australian Government

CHCGRP003 Plan, facilitate and review psycho-educational groups

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 3.0</i> and meets the requirements of the 2012 Standards for Training Packages. Merged CHCFAM416B/CHCGROUP408B/CHCGROUP504B/CHCGR OUP509B. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.

Application

This unit describes the skills and knowledge required to plan, facilitate and review psycho-educational groups using the theories and models of group work and strengths-based approaches.

This unit applies to individuals who plan and run psycho-educational groups based on established programs and procedures.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Plan psycho-educational groups

- 1.1 Identify the focus for the psycho-educational group based on the target group and client needs
- 1.2 Identify, screen and assess potential group members for suitability according to an established selection process
- 1.3 Communicate selection and non-selection outcomes

ELEMENT**PERFORMANCE CRITERIA**

to possible group members

1.4 Identify alternative services to meet the needs of group applicants who do not meet the criteria

1.5 Identify the need for, and establish supervision arrangements prior to the group

1.6 Identify, organise and adapt resources required for facilitation of the group

2. Facilitate group processes

2.1 Recognise and respond to individual needs while maintaining group cohesion and within educational boundaries

2.2 Identify, explore and use connections within the group

2.3 Use questions that support exploration of group members' involvement in the group in relation to their whole life experience

2.4 Use responses and interactions to inform observations

2.5 Assist individuals to engage with activities and exercises in the group.

2.6 Maintain effective facilitation of learning through phases of the group

2.7 Monitor interactions between group members to ensure full participation and maximise learning outcomes

2.8 Validate and normalise emotional responses to issues sensitively challenge within the group setting and with regard to duty of care requirements

3. Manage challenges within the group process

3.1 Identify at risk behaviours and implement harm reduction strategies according to the needs of the individual within boundaries of own role

3.2 Respond appropriately to individuals displaying distress or concern in a manner that maximises safety and confidentiality for each individual

3.3 Acknowledge disclosures appropriately and manage group reactions to disclosure

3.4 Identify and contain disruptive behaviour using group activities and discuss appropriate participation in the group

ELEMENT**PERFORMANCE CRITERIA**

3.5 Evaluate and make judgment about when individual may need to leave the group and take action according to organisation procedure

3.6 Make referrals when indicated by client needs according to organisation procedures

4. Review group and participant progress toward set goals

4.1 Progressively monitor and document individual progress toward set goals

4.2 Progressively review and monitor the psycho-educational group program and adjust as required to ensure the program's ongoing relevance for the psycho-educational group

4.3 Communicate decisions to change group activities, group membership or group purpose to the group

4.4 Reflect on group practice and own performance to inform future work

4.5 Participate in and apply learning from supervision to current and future psycho-educational groups

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCGRP003 Plan, facilitate and review psycho-educational groups

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- facilitated and reviewed at least 3 different psycho-educational group sessions, each with a minimum group size of 5 people, using the following communication and interpersonal skills:
 - listening
 - questioning
 - effective non-verbal communication
 - empathetic responding
 - paraphrasing
 - summarising
 - negotiation
 - conflict resolution
 - techniques for maintaining group cohesion
 - debriefing
- addressed issues to meet the diverse needs of individuals, including those related to:
 - age
 - culture
 - gender

- education level
- learning ability
- identified and developed appropriate responses to at least 3 different challenging and/or potentially harmful situations in the group process.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations for psycho-educational group work, and how these are applied in organisations and individual practice:
 - codes of conduct
 - discrimination
 - duty of care
 - mandatory reporting
 - privacy, confidentiality and disclosure
 - records management
 - work role boundaries – responsibilities and limitations, including boundaries between education and counselling
 - work health and safety
- group work specialisations and the role of psycho-educational group work
- principles and processes of strengths-based practice
- criteria and processes used for selection of psycho-educational groups
- screening processes, and the types of information they may seek or collect, including:
 - alcohol and other drugs abuse
 - criminal history
 - incompatibility with selection criteria
 - language, literacy, numeracy and education abilities that may prevent effective engagement
 - level of emotional reactivity
 - mental health history
 - presence of domestic and family violence
- sources of supervision, and the role of supervision in group work
- types of ‘at risk’ behaviours, including:
 - blame
 - denial
 - detachment
 - disclosure
 - harm references (to self or others)
 - negativity

- risk management considerations at different stages of the planning and facilitation of groups, including:
 - boundary setting
 - principles of crisis intervention
 - safety planning requirements
 - supervision requirements
 - who may be considered a vulnerable party
- theoretical models and frameworks for working with psycho-educational groups, including:
 - connections between learning in a group and wider life experiences
 - development or modification of existing psycho educational programs to suit group members needs
 - different types of group leadership
 - dynamics in groups
 - ecosystems theory and their influence on people and relationships
 - group boundaries
 - group work specialisations and the role of psycho-educational group work
 - major theories and their key features
 - relevant models for stages of group development
 - stages of group development
- current best practice in relation to psycho-educational groups including:
 - adult learning principles
 - boundaries for psycho-educational groups
 - criteria and processes for selection of psycho-educational groups
 - models and tools for facilitating a psycho-educational group
 - record-keeping processes for the psycho-educational group
 - types of learning activities used
- phases of the group process including:
 - tuning-in phase
 - beginning phase
 - middle phase
 - termination phase
- the needs of different people and groups in psycho-educational groups, and how to meet them, including:
 - individuals of both genders
 - couples
 - families
- own values, beliefs and experiences which may impact on work practice
- referral sources for group members in need of additional services.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
 - group member information
 - organisation policies and procedures
- modelling of industry operating conditions, including:
 - scenarios that involve groups comprising at least 5 people.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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