



Australian Government

CHCGRP005 Plan and provide group counselling

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 CHCFCS805B/CHCGROUP805B/CHCGROUP806B/CHCGR OUP807B. 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 for group counselling, develop a therapeutic alliance for change with the group, manage the group process and evaluate the outcomes of group counselling sessions. It goes beyond psycho-educational group work.

This unit applies to family relationship counsellors who operate with significant autonomy in therapeutic professional service roles in the community sector. The activity is self-directed.

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 for group counselling

1.1 Develop criteria for appropriate participant selection

1.2 Implement ethical processes for participant selection according to nature of the intervention and individual client needs

1.3 Document and record member selection process in line with established practice and organisation procedures

1.4 Identify a suitable supervisor for group counselling

ELEMENT**PERFORMANCE CRITERIA**

and negotiate a supervision plan based on the planned counselling and participate profile

2. Develop a therapeutic alliance for interpersonal learning and change

2.1 Establish agreements with group members about the way that the group will operate

2.2 Develop goals for and with the counselling group according to the nature and needs of the group

2.3 Share information that prepares group members for participation in the group process

2.4 Develop appropriate safety measures between the group and group leader

2.5 Reflect on and respond to potential influence of own values on group participants

3. Manage the group counselling process

3.1 Model and encourage respectful communication within the group that addresses the diversity of participant needs

3.2 Manage key transitions and stages of group development using established group work practices and engagement strategies

3.3 Facilitate the group in ways that assist participants to develop connections with each other and with their own thoughts, feelings and actions

3.4 Use strategies that assist group members to develop self awareness, awareness of change and their use of defences

3.5 Identify and manage issues of transference and counter transference

3.6 Identify and manage conflict and negative behaviours constructively

3.7 Monitor the therapeutic alliance at an individual and whole-of-group level

3.8 Facilitate group member debriefing according to individual needs

3.9 Document observations and outcomes of sessions according to professional standards and organisation requirements

ELEMENT**PERFORMANCE CRITERIA**

4. Evaluate and reflect on group counselling

4.1 Evaluate group member patterns of improvement and change according to individual and group goals

4.2 Use evaluation processes that allow group members to provide feedback

4.3 Integrate evaluation of group counselling sessions into a broader reflective practice framework

4.4 Participate in supervision according to planned approaches and apply learning to future work

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 CHCGRP005 Plan and provide group counselling

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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:

- planned, facilitated and evaluated at least 3 different group counselling sessions, each with a minimum group size of 5 people
- facilitated sessions that individually or cumulatively involve:
 - sessions with varied goals
 - participants of different genders ages
 - participants with different issues and challenges
- managed the group counselling process according to established group work principles using the following communication and counselling skills:
 - challenging
 - collaboration
 - conflict resolution
 - different styles of group leadership
 - effective non-verbal communication
 - empathetic responding
 - focusing
 - listening
 - negotiation

- paraphrasing
- reframing
- questioning
- summarising
- techniques for maintaining group cohesion
- completed a structured process of evaluation and reflection for at least 3 group counselling sessions.

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 group counselling work, and how these are applied in organisations and individual practice:
 - codes of conduct
 - discrimination
 - duty of care
 - ethical dilemmas in practice, and processes for ethical decision-making
 - mandatory reporting
 - practitioner client boundaries and implications of unequal balance of power
 - privacy, confidentiality and disclosure, including limitations
 - records management
 - work role boundaries – responsibilities and limitations of group interventions
 - work health and safety, including:
 - stress management
 - supervision requirements for group counselling work
- nature of complex interpersonal interactions and relationship, including:
 - abuse
 - conflict
 - power balances
 - how these play out in group situations
- systemic therapeutic group work interventions and their application and evidence base:
 - cognitive/behavioural
 - solution focused
 - systemic approaches
 - mutual aid model
- strengths, limitations, and contraindications of specific group counselling models, including risks of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit
- how group counselling may be used at the:

- individual level
- sub group level
- whole-of-group level
- processes, practices and factors for consideration in selecting participants for group counselling
- types of information and supports needed to prepare participants for group counselling
- models, theories, principles and practices of group work, including:
 - establishing agreements about how the group will operate and guidelines for behaviour
 - different stages of group development
 - different types of group leadership
 - uses and abuse of group techniques
 - responses to disclosures in groups
 - management of conflict and challenging behaviour
 - strategies for learning and change
- transference and counter transference issues that arise in group counselling and how to manage these
- group and individual defences and how these can be managed
- communication and counselling techniques and how they are applied in the group process:
 - challenging
 - collaboration
 - conflict resolution
 - effective non-verbal communication
 - empathetic responding
 - focusing
 - listening
 - negotiation
 - paraphrasing
 - reframing
 - questioning
 - summarising
- factors that affect the dynamics of a group, including:
 - attempted sabotage of process
 - avoidance of discussion of conflict
 - challenging feedback
 - conflict between or among participants/ facilitators
 - group splitting
 - inappropriate use of behaviour or relationships
 - manipulation of other participants
- challenges and mistakes in leading counselling groups and strategies for how to address and avoid these

- methods for measuring effectiveness of group counselling interventions
- role of reflective practice and the nature of a counselling reflective practice framework
- referral sources for group members in need of additional services
- role and importance of self awareness and influence of own beliefs and attitudes.

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.

Links

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