



Australian Government

Department of Education, Employment and Workplace Relations

CHCGROUP806B Plan group interventions

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit of competency describes the skills and knowledge required to respond to issues that arise in group counselling, using a range of group interventions

Application of the Unit

Application

This unit involves the application of a framework that identifies appropriate interventions and their purpose

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 an individual and group-as-a-whole schema for <i>interpersonal learning</i> and change | 1.1 Identify a range of <i>group interventions</i> for use at the <i>individual level</i>
1.2 Identify a range of <i>group interventions</i> appropriate for use at the <i>sub group level</i>
1.3 Identify a range of <i>group interventions</i> appropriate for use at the <i>group-as-a-whole level</i> |
| 2. Identify transference and counter-transference in group relationships | 2.1 Identify transference and <i>counter transference issues</i>
2.2 Explore transference and counter transference issues in a supervision context |
| 3. Evaluate the use of a wide variety of group interventions | 3.1 Evaluate group intervention approaches on a regular basis within a reflective practice framework
3.2 Explore the appropriate use of interventions and their limitations |

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:

- Group interventions used in a range of counselling theories:
 - cognitive/behavioural
 - solution focused
 - systemic approaches
 - mutual aid model
- Group interventions and appropriate applications to a variety of group contexts
- 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
- Assessment methods for measuring effectiveness of interventions

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
- Implement group interventions and debriefing processes
- Effectively manage the group
- Develop and maintain a positive group environment
- Link group changes to wider life experiences of the group members

REQUIRED SKILLS AND KNOWLEDGE

- Facilitate the referral of individuals whose needs cannot be met within the group
- Determine the effectiveness of different group interventions
- Anticipate possible barriers in the implementation of different interventions
- Identify the risks associated with the use of different interventions

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
- 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

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

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.

RANGE STATEMENT

- Group interventions may include:*
- Dealing with group flight/fight:
 - stage of group development
 - intrapersonal issues
 - interpersonal issues
 - group-as-a-whole issues
 - Responding to conflict:
 - cutting off
 - identifying key issue
 - connecting conflict in group with wider context
 - Working in the here-and-now:
 - identifying discussion themes
 - balancing cognitive, affective and action
 - connecting group discussions with individual goals and learning
 - identifying the uniqueness of individual group members
 - Modelling of appropriate responses
 - Responding to group members who monopolise and dominate may include:
 - cutting off
 - refocusing
 - exploring the broader issues around the monopolising by group member/s
 - Removal of group members where appropriate:
 - self-disclosure
 - timing
 - appropriateness
 - purpose
 - Structured interventions:
 - use of structured exercises to aid learning

RANGE STATEMENT

Individual, sub-group level and group-as-a-whole level may include:

- Interventions that focus on change at either an:
 - individual level (change in an individual occurs when the intervention is focuses on one individual)
 - sub-group level (change in an individual occurs when the intervention is focuses on a small group of group members)
 - group-as-a-whole level (change in an individual occurs when the intervention is focuses on working with the whole group of group members)

Transference may include:

Transference: Feelings and reactions that are placed on the group leader by the group members

Counter-transference: Feelings and reactions that are placed on the group members by the group leader:

- Interpersonal learning: learning that occurs between group members
- Inappropriate/out of context behaviour
- Repetitious/reoccurring behaviours
- Intense/over the top reactions
- Ambivalence and emotional withdrawal
- Conflictual interactions

Counter-transference may include:

- Emotional withdrawal
- Conflictual interactions
- Stress reactions

Interpersonal learning may involve:

- Corrective emotional experiences
- Dynamic interaction between members and the group
- Group as social microcosm
- Individual differences and group learning
- Recognition of behavioural patterns

Unit Sector(s)

Not Applicable