



Australian Government

Department of Education, Employment and Workplace Relations

CHCGROUP807B Implement group interventions

Release: 1

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Modification History

Not Applicable

Unit Descriptor

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This unit implements a range of group interventions in a counselling group environment through a group leadership role

Application of the Unit

Application

This unit involves the application of group interventions 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 a *therapeutic alliance for change*

- 1.1 *Prepare group members* for participation in the group process
- 1.2 Engage members in the group work process
- 1.3 Review regularly the therapeutic alliance at an individual and group as a whole level

2. Implement *group interventions*

- 2.1 Evaluate and monitor regularly group members patterns of improvement
- 2.2 Implement and *evaluate continuous interventions*
- 2.3 Manage *key transitions and stages of group development*
- 2.4 Practise *effective skills for group counselling*

ELEMENT**PERFORMANCE CRITERIA**

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| 3. Maintain a <i>consistent change process</i> | 3.1 Facilitate the group to develop greater insight into group relationships and use <i>meaning attribution</i> |
| | 3.2 Facilitate the group to develop connections between group members and their own thoughts, feelings and actions |
| | 3.3 Assist group members to develop self awareness and their use of <i>defences</i> |
| | 3.4 Recognise <i>common mistakes</i> in leading counselling groups |
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| 4. Maintain a safe group environment while interventions are implemented | 4.1 Develop appropriate safety measures between the group and group leader |
| | 4.2 Implement a <i>recognised evaluation process</i> for group members to measure the effectiveness of group process |

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

REQUIRED SKILLS AND KNOWLEDGE

- Understanding of the 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 intervention
- Understanding group and individual defences and how these can be managed

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
- 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
- Manage contingency issues as they arise in group setting

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills

EVIDENCE GUIDE

demonstrate this unit of competency:

- 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

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

EVIDENCE GUIDE

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

Prepare group members may include:

- Establishment of appropriate norms at the individual and group level:
 - punctuality
 - regular attendance
 - appropriate focus for group discussion (free association)
 - honesty in feedback
 - socialising with members outside of the group
 - eating, drinking and chewing gum and smoking in the group
 - alcohol or other drug use before the group

Therapeutic alliance for change may include:

- Therapeutic alliance:
 - Development of curative factors operating in a group environment (Yalom, 2000)
- Meaning attribution:
 - Application of learning within the group to the wider life context of each group member
- Defenses:
 - Responses that group members adopt when faced with a challenge, including:
 - altruism
 - group cohesiveness
 - interpersonal learning
 - guidance
 - catharsis
 - identification with and modelling of other group members
 - family re enactment
 - self-understanding
 - instillation of hope
 - universality
 - existential factors (new reflections on life)

Evaluate continuous interventions may include:

- The effect the intervention had on the group members and group interaction at cognitive, affective and behavioural levels

RANGE STATEMENT

Key transitions and stages of group development may include:

- Range of changes that group experience at the following transitions:
 - pre-group
 - group commencement
 - working stage of a group
 - group termination

Group interventions may be cognitive, affective and behaviourally focused and may include:

- Group interventions that primarily focus on change at either of the following levels:
 - cognitive
 - affective (emotional)
 - behavioural

Meaning attribution may include:

- Individual experience and reflection on life
- Immediate family relationships
- Employment context
- Social context
- Extended family and friend relationships
- Sexuality

Defences may include:

- Dependence based: flight
- Counter-dependence based: fight
- Power based: authority issue
- Over personal based: enchantment
- Counter personal: disenchantment

Effective skills for group counselling may include:

- Developing an appropriate group atmosphere
- Leading therapeutic discussions
- Establishing an individual and group learning contract
- Extending the discussion and applying learning

RANGE STATEMENT

- Common mistakes may include:*
- Attempting to conduct therapy without a contract
 - Spending too much time on one person
 - Spending too little time on one person
 - Focusing on irrelevant topic
 - Letting members rescue each other
 - Letting the session become advice giving

- Recognised evaluation process may include:*
- End of group evaluation
 - Pre-post evaluation
 - Follow up evaluation

Unit Sector(s)

Not Applicable