



Australian Government

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

Release: 1

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

Modification History

Release	Comments
Release 1	<p>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.</p> <p>Merged CHCFAM416B/CHCGROUP408B/CHCGROUP504B/CHCGROUP509B.</p> <p>Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant change to knowledge evidence.</p>

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.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>