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 *CHC Community Services Training Package release 3.0* and meets the requirements of the 2012 Standards for Training Packages.
	Merged CHCFAM416B/CHCGROUP408B/CHCGROUP504B/CHCGROUP509B.
	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