

Errata

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Title: CHCMGT005 Facilitate workplace debriefing and support processes – Trainer’s and assessor’s guide (TAG)

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Page numbers: 28–32

Attachments

NEW pp. 28–32 CHCMGT005 Facilitate workplace debriefing and support processes – TAG

Please use the attached pages to replace erroneous page in the above resource.

Aspire Learning Resources

Unit of competency	Content	Practice tasks	Learning checkpoint
2.1 Plan, prepare and conduct debriefing in line with organisation standards and procedures	2A Plan, prepare and conduct debriefing	7	LC 2: Part A 1
2.2 Schedule debriefing as soon as possible following the incident	2B Schedule debriefing as soon as possible after an incident	8	LC 2: Part B 2
2.3 Conduct debriefing in a safe environment and in a manner that facilitates open discussion	2C Conduct debriefing in a safe environment and facilitate open discussion	9	LC 2: Part B 3
2.4 Use appropriate debriefing techniques to encourage further exploration of emotions and experiences to assist in reflection on issues	2D Use debriefing techniques to encourage exploration and reflection	10	LC 2: Part A 3
2.5 Use appropriate questioning to encourage colleagues to explore and acknowledge their concerns	2E Use questioning to encourage colleagues to explore and acknowledge concerns	11	LC 2: Part A 4
2.6 Identify indicators of risk to self or others and respond according to the degree and nature of the risk	2F Identify and respond to indicators of risk	12	LC 2: Part B 1
2.7 Document and report outcomes of debriefings in accordance with organisation standards and procedures	2G Document and report outcomes of debriefings	13	LC 2: Part B 5
2.8 Identify and promptly respond to colleagues needing additional support and refer in accordance with organisation guidelines	2H Identify, respond, support and refer colleagues	14	LC 2: Part B 6
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 demonstrated evidence that the candidate has:			

Unit of competency		Content	Practice tasks	Learning checkpoint
PE1	Provided ongoing support to least two different workers to address and monitor stress and emotional wellbeing	1A Monitor stress and emotional wellbeing, and take action where issues arise	1	LC 1: Part A 9
PE2	Facilitated at least one structured debriefing following an incident involving stress and identified colleagues requiring additional support and referred in accordance with organisation guidelines	2D Use debriefing techniques to encourage exploration and reflection	10	LC 2: Part B 4
Knowledge evidence				
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 work role. This includes knowledge of:				
KE1	Organisation policies, procedures and resources relating to debriefing and crisis procedures	2G Document and report outcomes of debriefings	13	LC 2: Part B 5
KE2	Dispute resolution policies and procedures	2H Identify, respond, support and refer colleagues	14	LC 2: Part A 5 6
KE3	Legal and ethical considerations	1C Identify and use performance standards to monitor stress and emotional wellbeing • Legal and ethical considerations	3	LC 1: Part A 11
KE4	Debriefing techniques: • best practice interventions • crisis intervention • structured debriefing • internal and external referral sources	2A Plan, prepare and conduct debriefing • Understanding debriefing • Structured debriefing 2E Use questioning to encourage colleagues to explore and acknowledge concerns 2H Identify, respond, support and refer colleagues • Support colleagues	7, 14	LC 2: Part B 2, 3, 4, 6

Unit of competency		Content	Practice tasks	Learning checkpoint
KE5	Indicators of significant issues being experienced by the worker and ways to respond	1A Monitor stress and emotional wellbeing, and take action where issues arise	1	LC 1: Part A 1, 2, 3
KE6	Impact of: <ul style="list-style-type: none"> excessive stress burn out grief and loss violent or threatening behaviour 	1F Plan to identify and develop proposals to support areas of need within the organisation <ul style="list-style-type: none"> Excessive stress Burnout Grief and loss Plan to prevent violence and aggression 	6	LC 1: Part B 1, 2, 3, 4, 5
KE7	Stress management	1C Identify and use performance standards to monitor stress and emotional wellbeing <ul style="list-style-type: none"> Self-care as a means of managing stress 	3	LC 1: Part A 9
KE8	Internal and external support options and employee assistance programs	2H Identify, respond, support and refer colleagues <ul style="list-style-type: none"> Support colleagues 	14	LC 2: Part B 6
KE9	Specific limitations of work role, responsibility and professional abilities	1E Seek and act on formal and informal performance feedback <ul style="list-style-type: none"> Professional boundaries and work role 	5	LC 1: Part A 8
KE10	Professional boundaries	1E Seek and act on formal and informal performance feedback <ul style="list-style-type: none"> Professional boundaries and work role 	5	LC 1: Part A 8
Foundation skills				

Unit of competency		Content	Practice tasks	Learning checkpoint
FS1	Learning	1C Identify and use performance standards to monitor stress and emotional wellbeing	3	LC 1: Part A 8
FS2	Reading	1D Use self-assessment and reflective behaviour strategies to monitor performance	4	LC 1: Part A 8
FS3	Writing	2G Document and report outcomes of debriefings	13,14	LC 2: Part B 5
FS4	Oral communication	2E Use questioning to encourage colleagues to explore and acknowledge concerns	11	LC 1: Part A 3
FS5	Numeracy	2B Schedule debriefing as soon as possible after an incident	8	LC 2: Part B 2
FS6	Teamwork	2E Use questioning to encourage colleagues to explore and acknowledge concerns	11	LC 2: Part A 3
FS7	Planning and organising	2A Plan, prepare and conduct debriefing	7	LC 2: Part B 2, 3, 4
FS8	Making decisions	1A Monitor stress and emotional wellbeing, and take action where issues arise	1	LC 1: Part B 8
FS9	Problem-solving	1C Identify and use performance standards to monitor stress and emotional wellbeing	3	LC 1: Part A 10
FS10	Innovation and creation	2E Use questioning to encourage colleagues to explore and acknowledge concerns	11	LC 2: Part A 2

Unit of competency		Content	Practice tasks	Learning checkpoint
FS11	Technology and digital literacy	2G Document and report outcomes of debriefings	12	LC 2: Part B 5
Dimensions of competency*				
Task skills		Throughout	Throughout	Throughout
Task management skills		2A Plan, prepare and conduct debriefing	7	LC 2: Part B 1–4
Contingency management skills		2F Identify and respond to indicators of risk	12	LC 2: Part B 1
Job role/environment skills		1B Acknowledge, accept and identify diverse needs of colleagues	2	LC 1: Part A 3 LC 2: Part B 4

*NB: For the purposes of mapping, Aspire has here indicated the most relevant instances where each dimension of competency has been covered. Each dimension of competency may be covered in other parts of the content.