

TECHNICAL COMPETENCIES

for Canada's Substance
Use Workforce v. 3

GROUP FACILITATION



Canadian Centre
on Substance Use
and Addiction

Evidence. Engagement. Impact.



Canadian Centre
on Substance Use
and Addiction

All behavioural indicators across proficiency levels are examples only and can be adapted or tailored to meet individual organizational needs and mandates.

For CCSA's competencies, substance use is inclusive of situations where professionals are working with individuals who use or have used substances, are diagnosed with a medically recognized substance use disorder or are experiencing harms as a result of using substances. For more information, please refer to the criteria for substance use disorders in the *Diagnostic and Statistical Manual of Mental Disorders*, 5th edition (DSM-5).

For more information on sex- and gender-based analysis (SGBA+), please visit www.ccsa.ca/sex-and-gender-based-analysis

© Canadian Centre on Substance Use and Addiction, 2021

For additional copies, contact
CCSA, 75 Albert St., Suite 500
Ottawa, ON K1P 5E7
Tel.: 613-235-4048
Email: competencies@ccsa.ca

ISBN 978-1-77178-816-8

GROUP FACILITATION

Using evidence-informed approaches to work with people affected by substance use in group settings.

EXAMPLES

1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
<ol style="list-style-type: none"> Explains the role of group approaches in working with people Explains the differences between group counselling, group therapy and psycho-educational groups Supports more senior professionals in facilitating group education, as required Observes group sessions and consults the lead about perceptions of gendered and cultural group dynamics Interacts with people in the group under close supervision by the lead facilitator Explains behaviours that lead to positive change and those that may impede change Ensures the group setup is conducive to safety and promotes positive interactions for all Explains the principles of adult learning and education, and teaching theory and methods 	<ol style="list-style-type: none"> Explains the primary characteristics of a range of group facilitation approaches Leads information sessions or similar psycho-educational groups, consulting and debriefing with more senior colleagues Screens and assesses group members for suitability and compatibility, consulting with more senior colleagues Considers the need for groups that address gender, cultural, age and racial discrimination; addresses specific topics and advocates for such groups Encourages the development of healthy social skills in all group members Engages with groups and develops rapport by using a range of facilitative techniques Encourages and models healthy group dynamics Adjusts facilitation style and approach to address individual behaviours that pose challenges in promoting positive group interactions Identifies and responds to gendered group dynamics that can result in silencing or unequal attention given to group members Facilitates manual-based groups with fidelity to the manual; consults senior staff or leadership if deviating from the manual 	<ol style="list-style-type: none"> Facilitates larger groups and groups with people with more complex needs using a range of proactive approaches and techniques to spur and enhance group problem solving and individual and group goal achievement Designs and implements strategies and techniques to meet group needs Continuously monitors and assesses group dynamics to maintain a safe, productive environment for all, intervening as necessary Works to equalize power and gendered imbalances in relationships within the group Acquires expertise in the delivery of groups that meet the needs of specific populations Intervenes appropriately and decisively if a crisis is developing or escalating by being aware of and attending to the group process (e.g., by ending the session early or separating or temporarily removing members of the group) Assesses and reconfigures groups, as required, to improve group functioning and address individual needs 	<ol style="list-style-type: none"> Demonstrates agility in facilitating a variety of groups. Innovates, develops, adapts and applies group materials designed to respond to a range of complex situations, maintaining an evidence-informed approach Supervises or coaches other group facilitators to promote evidence-informed practices, gender- and trauma-informed approaches, culturally responsive, high-quality interventions, and adherence to service standards and program integrity Researches and promotes new evidence-informed approaches to group facilitation by explaining and demonstrating techniques and approaches and by sharing resources with others Leads in developing and implementing groups that address specific needs and topics, such as groups for pregnant women at risk, women with a child with fetal alcohol syndrome disorder, women who have experienced violence, men with trauma histories, young gay men, etc.