

***Practice* Based Scenario**

**Goal setting for groups**

**About this document**

This document is designed to take you through a practice-based scenario to help you reflect on what you might do if faced with a similar situation. It can be used to guide your thoughts and prompt discussion with your colleagues. Working through this document counts towards your continuing professional development (CPD). Your reflections on this document are not assessed and you do not have to send your responses to the RCSLT.

You can work through it on your own, with a colleague or supervisor, or in groups, e.g. as part of an RCSLT Hub or Clinical Excellence Network.

This document is broken into five parts:

1. **The scenario:** for you to read
2. **The issues to consider:** for you to gather your thoughts on practice issues relating to this scenario
3. **Next steps:** for you to plan out what you would need to do next
4. **Prompts for consideration:** RCSLT prompts for further consideration
5. **Sources of further information:** links to CQ Live themes
6. **Update your CPD diary:** for you to do
7. **The scenario**

**You have been asked by your manager to run a group for service users; all of whom have a similar aetiology.**

**You are familiar with setting goals during individual therapy with this client group but you have never run a group before.**

**What do you need to consider?**

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**What do you do in this scenario?**

1. **The issues to consider**

**What do you need to consider?**

Think about the above scenario and its implications and jot down your notes about issues you may need to consider. Please feel free to use extra sheets of paper if you need. Or, if you are in a group, you may like to record on a whiteboard or flipchart.

1. **Next steps**

**What steps do you think you need to take next?**

1. **Prompts for consideration**

It is recommended that you think about the following prompt questions and formulate a considered strategy to deal with the problem.

Remember that if you are faced with a similar situation you will need to think about it in relation to the frameworks within which you work, such as the Health and Care Professions Council (HCPC) Standards, RCSLT professional guidance and resources, local and national policies and also policies of your employer (or your own policies if practising independently). Explore the relevant information on these webpages and the list of prompts that follow, to help with your thinking.

Please note that this list is not exhaustive and does not constitute legal advice.

**Prompt questions to consider**

1. Is goal setting in groups important?
2. Should the goals be for the group as a whole, the individual within the group, or both?
3. What do you need to consider about the overall formatting/ timetabling of your group in order to include goal setting?
4. What formats could you use for setting goals in groups?
5. What makes a good goal?
6. Why is it sometimes difficult for service user to think in terms of SMART goals?
7. What are the benefits of setting goals in groups
8. What about confidentiality?
9. How can goal setting in gorups contribute to positive outcomes?

**Possible next steps**

1. Consider confidentiality agreement for the group
2. Support the service user to understand the value of making achievable goals within the specified time frame of the group.
3. Make sure you have appropriate material/ resources for discussing goals
4. Consider how goals will be documented
5. Consider how outcomes on goals set will be fed back
6. Consider
7. **Sources of further information**

**The following information in the professional accountability and autonomy, and professional guidance sections of the RCSLT website is also particularly relevant:**

1 – [Promote and safeguard the interests of service users and carers](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-5)

2 - [Communicate appropriately and effectively](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-6)

10 – [Record keeping](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-14)

[Clinical A-Z](https://www.rcslt.org/clinical-guidance)

[Inclusive Communication](https://staging.rcslt.org/inclusive-communication)

[Goals](https://www.rcslt.org/goal-setting)

[Consent](https://www.rcslt.org/consent)

[Confidentiality](https://www.rcslt.org/confidentiality)

1. **Update your CPD diary**

Working through this scenario counts towards your continuing professional development (CPD). Once you have completed this scenario, please record this learning and your reflections in your CPD diary.