



CHRISTIAN HERITAGE COLLEGE

SO661

GROUP PROCESSES

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	SO661								
Unit name	Group Processes								
Associated higher education awards	Master of Counselling								
Duration	One semester								
Level	Postgraduate								
Core/elective	Core								
Weighting	Unit credit points: 10 Course credit points: 160								
Delivery mode	Face-to-face on site								
Student workload	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td><td>35 hours</td></tr> <tr> <td>Reading, study, and preparation</td><td>55 hours</td></tr> <tr> <td>Assignment preparation</td><td>60 hours</td></tr> <tr> <td>TOTAL</td><td>150 hours</td></tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	35 hours	Reading, study, and preparation	55 hours	Assignment preparation	60 hours	TOTAL	150 hours
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Prerequisites/ co-requisites/ restrictions	<p><i>Prerequisites</i></p> <p>40 credit points of counselling units including:</p> <p>CO514 Foundational Counselling Skills <i>and</i> CO557 Theories of Counselling</p>								
Rationale	<p>Group participation is a vital part of the everyday life of all people. These groups may be encountered in many places including family, work, social, sporting and church settings. Counselling practitioners also know the value of support and therapy groups. As groups are an integral part of all of life, it is important that counselling practitioners have a good understanding of the dynamics and processes that regulate groups.</p> <p>This unit, therefore, gives the student opportunity to not only examine the theory of group dynamics but they will also participate in a group experience. Such an experience will enable the student to understand the personal growth that may accompany effective groups and to gain the knowledge and skills required to intentionally facilitate a group process where individuals can flourish in a safe environment.</p> <p>Because of the experiential nature of this unit an inductive learning style is facilitated. The theoretical aspects of group dynamics are integrated throughout the unit but the focus of the unit is to experience group process and personal growth by being a group.</p>								
Prescribed text(s)	Corey, G., Corey, M.S., Callanan, P., & Russell, J.M. (2014). <i>Group Techniques</i> (4th ed.). Pacific Grove, CA: Brooks Cole.								

Recommended readings	<p>Books</p> <p>Corey, M.S. & Corey, G. (2012). <i>Groups: Process and practice</i>. (9th ed.). Pacific Grove: Thomson Brooks/Cole.</p> <p>Forsyth, D. (2013). <i>Group Dynamics</i>. (6th ed.) Belmont, CA: Wadsworth</p> <p>Johnson, D. W. & Johnson, F. P. (2012). <i>Joining together: Group theory and group skills</i>. (11th ed.). Boston, MA: Allyn and Bacon.</p> <p>Peck, S. (1998). <i>The different drum: Community making and peace</i>. New York: Touchstone.¹</p> <p>Turner, R., de Moura, R., Hopethrow, T., & Crisp, R. (2018). <i>Group processes and intergroup relations</i>. Hoboken, NJ: Wiley Blackwell.</p> <p>Journals and Periodicals</p> <p><i>Group and Organization Management</i></p> <p><i>Group Dynamics: Theory, Research, and Practice</i></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
Specialist resource requirements	<p>Nil</p>
Content	<ol style="list-style-type: none"> 1. Stages and models of group development in a range of group and other social contexts 2. Communication within a group context 3. Personal development through group interaction 4. Types and purposes of groups 5. The inductive learning cycle, and its application in group settings 6. Group leadership: history and models of leadership; leadership characteristics; leadership/ membership skills: <ul style="list-style-type: none"> – Organising and facilitating a group – Goal setting – Establishing group norms – Facilitating interventions – Group decision making and problem solving – Defensive behaviour in groups 7. Conflict management in groups 8. Power, influence, control in groups 9. Trust, intimacy, feedback and personal relations in groups 10. Ethical, Christian worldview and professional issues related to group work 11. Facilitating on-going group development 12. Managing critical incidents in group life

¹ Seminal text.

Learning outcomes	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> 1. critically examined and applied theories of group development; 2. critically analysed and applied the basic concepts and models used to explain communication and behaviour in group contexts to their personal group experience; 3. critically reflected on their own behaviours, functioning, and motivations, including those influenced by a Christian worldview, within group contexts; 4. understood and applied skills related to group processes and participation; 5. monitored and developed their interpersonal relationships in groups, and critically reflected on these relationships; 6. applied their understanding of group processes to their developing counselling practice framework; and 7. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.
Assessment tasks	<p>In order to receive the minimum of a passing grade in this unit, the student must receive a passing grade in Task 1.</p> <p>Task 1: Active participation</p> <p>Students will attend all group sessions. Active participation in the group process is required in order to pass the unit.</p> <p>Word Length/Duration: N/A</p> <p>Weighting: Pass/Fail</p> <p>Learning Outcomes: 4, 5</p> <p>Assessed: Week of the intensive</p> <p>Task 2: Personal learning journal</p> <p>You are to bring to the intensive a personal learning journal that reflects on your previous group experiences, and current learning and questions arising from your reading.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: Formative</p> <p>Learning Outcomes: 1-5, 7</p> <p>Assessed: During intensive</p> <p>Task 3: Reflective Essay</p> <p>Analyse and apply at least one group development theory to your experiences during the life and work of the group.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Three weeks after intensive</p> <p>Task 4: Reflective Essay</p> <p>Analyse a group context in terms of stage of group development theory and issues commonly experienced by groups.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 16</p>

Unit summary	This unit focuses on theory and practice to improve the practitioner's abilities to facilitate group functioning and individual growth in a group context, as well as to be able to interpret group dynamics, understand and facilitate group process, and facilitate effective functioning group functioning. The unit is also structured to encourage personal growth in the students themselves.
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