

UNIT INFORMATION

UNIT CODE	CO221
UNIT NAME	Group Processes
ASSOCIATED HIGHER EDUCATION AWARDS	Bachelor of Human Services Bachelor of Counselling
DURATION	One semester
LEVEL	Intermediate
UNIT COORDINATOR	Toni Neil
TEACHING STAFF	Lorryn Davies and Craig Thomas
CORE / ELECTIVE	Elective – Bachelor of Human Services (required for Human Behaviour specialisation) Core – Bachelor of Counselling
WEIGHTING	Unit credit points 10 (0.125 EFTSL) Course credit points Bachelor of Human Services 240 (3.0 EFTSL) Bachelor of Counselling 240 (3.0 EFTSL)
DELIVERY MODE	Face to face on site
STUDENT WORKLOAD	Contact hours 35 hours Reading, study and preparation 55 hours Assignment preparation 60 hours TOTAL 150 hours Student requiring additional English language support are expected to undertake an additional one hour per week.
PREREQUISITES / COREQUISITES / RESTRICTIONS	Prerequisite 60 credit points of Social Sciences units including SO110 The Person of the Practitioner SO114 Foundational Interpersonal Skills

RATIONALE

Participating within a group is unavoidable in today's world. We live in families, work in organisations and teams, learn in class groups, socialise with groups of friends, participate in sporting teams, and attend support groups, therapy groups, youth groups and churches. All these groups, whether a natural part of life or deliberately established, involve group dynamics and processes.

To utilise effectively the opportunities that such groups provide for the personal growth of individuals, as well as for increasing the effectiveness of group functioning, professionals in the applied social sciences require an in-depth experiential knowledge of group processes and skills. This unit focuses on both theory and practice to improve the ability of the helping professional to facilitate group functioning.

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.

LEARNING DELIVERY PROCESS

This unit consists of one 5-day intensive. Please check the CHC timetable available on the CHC website for the dates of the intensive.

INTENSIVES

Due to the experiential nature of this unit, there is a **100% attendance requirement**. It is very important that students put the full five days aside and ensure within reason that they will be able to meet the attendance requirement. Students who are unable to attend class for any reason should phone the Social Sciences Reception by 9.00am on 07 3347 7930 so that lecturers can be notified.

Some guidelines for the intensive:

- 100% attendance – a roll will be taken before and after lunch each day.
- Classes go from 9.00am to 5.00pm every day unless told otherwise by the lecturer.
- The intensive is very interactive, so please come prepared to contribute.

Plus, CHC learning portal resources:

- Power points.
- Essential readings and other useful resources.
- Unit outline.
- News forum.
- Turnitin assessment and feedback tool.

IMPORTANT STUDENT INFORMATION

Whilst studying counselling, students are often required to record demonstrations of their counselling skills and practice. When submitting written transcripts, reports, reflections or other work, you must ensure that the “client” (this may be a fellow student or another person) has been de-identified. Initials or pseudonyms may be used instead.

Your “client” should be made aware when consenting to the recording of sessions, that the recording and/or transcripts *may be* viewed by academic staff and study support staff.

Students are required to only use initials of clients / peers / family / friends when they write their reflective papers / transcripts, etc.

STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

CONTENT

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:
 - 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 and professional issues related to group work.
11. Facilitating on-going group development.
12. Managing critical incidents in group life.

LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Understood and applied theories of group development.
2. Applied the basic concepts and models used to explain communication and behaviour in group contexts to personal group experience.
3. Reflected on their own behaviours, functioning, and motivations, including those influenced by a Christian worldview, within group contexts.
4. Understood and used skills related to group processes and participation.
5. Applied their knowledge of group processes to their developing applied social sciences practice framework.
6. 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

IN ORDER TO RECEIVE THE MINIMUM OF A PASSING GRADE IN THIS UNIT, THE STUDENT MUST RECEIVE A PASSING GRADE IN TASK 1

TASK 1: ACTIVE PARTICIPATION

Students will attend all group sessions. Active participation in the group process is required to pass the unit.

Word Length/Duration:	N/A
Weighting:	Pass or Fail
Learning Outcomes:	4
Assessed:	During intensive
Method of Submission:	In-class

TASK 2: PERSONAL LEARNING JOURNAL

A journal of learning gained from the readings and experiences each day in the group.

Word Length/Duration:	1,000 words
Weighting:	Formative
Learning Outcomes:	1-4, 6
Assessed:	During intensive
Method of Submission:	In-class

TASK 3: REFLECTIVE ESSAY REVIEWING GROUP EXPERIENCE

Reflect on what you learned about group dynamics and process, and your own functioning within the group.

Word Length/Duration: 2,500 – 3,000 words
 Weighting: 100%
 Learning Outcomes: 1-6
 Assessed: Three weeks following intensive
 Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	PACFA Objectives	Graduate Attributes
Task 1	4	2, 3, 7-9	S3, S4, A2	A, B, I	1, 5, 8
Task 2	1-4, 6	1-12	S2, S5, S6, A2	A, B, C, D, I	4-8
Task 3	1-6	1-12	K1, K3, S2, S3, S5, S6, A2	A, B, C, D, I	1-8

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

Corey, G., Corey, M. S., Callanan, P., & Russell, J. M. (2014). *Group techniques* (4th ed.). Brooks/Cole.

RECOMMENDED READINGS

BOOKS

- Chen, M. & Rybak, C. (2017). *Group leadership skills: Interpersonal process in group counseling and therapy* (2nd ed.). Sage.
- Corey, M. S., Corey, G., & Corey, C. (2018). *Groups: Process and practice* (10th ed.). Thomson Brooks/Cole.
- Brabender, V. & Fallon, A. (2009). *Group development in practice: Guidance for clinicians and researchers on stages and dynamics of change*. American Psychiatric Association.
- Forsyth, D. (2019). *Group dynamics* (7th ed.). Cengage.
- Johnson, D. W., & Johnson, F. P. (2017). *Joining together: Group theory and group skills* (12th ed.). Pearson.
- Peck, S. (1998). *The different drum: Community making and peace* (2nd Touchstone ed). Touchstone.
- Yalom, I. & Leszcz, M. (2021). *The theory and practice of group psychotherapy*. Basic Books.

JOURNALS

- Group and Organization Management*
- Group Dynamics: Theory, Research, and Practice*
- Journal of Psychology & Christianity*
- Journal of Psychology & Theology*

OTHER

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).

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.

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