

## UNIT INFORMATION

UNIT CODE	SO661	
UNIT NAME	Group Processes	
ASSOCIATED HIGHER EDUCATION AWARDS	Master of Counselling	
DURATION	One semester	
LEVEL	Postgraduate	
UNIT COORDINATOR	Toni Neil	
TEACHING STAFF	Toni Neil Neil Roberts	
CORE / ELECTIVE	Core	
WEIGHTING	Unit credit points	10 (0.125 EFTSL)
	Course credit points	160 (2.0 EFTSL)
DELIVERY MODE	Face to face on site	
STUDENT WORKLOAD	Contact hours	35 hours
	Reading, study and preparation	55 hours
	Assignment preparation	60 hours
	<b>TOTAL</b>	<b>150 hours</b>
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
PREREQUISITES / COREQUISITES / RESTRICTIONS	Prerequisite 40 credit points of counselling units <i>including</i> : CO514 Foundational Counselling Skills CO557 Theories of Counselling	

## RATIONALE

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.

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.

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 9.00 am 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 9.00 am to 5.00 pm 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, Christian worldview 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. 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.
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

**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

**In order to be considered for a passing grade in this unit, the student must receive a pass mark in Task 1.**

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

### TASK 2: PERSONAL LEARNING JOURNAL

Students are to keep a journal reflecting on personal and theoretical learning for the duration of the semester.

Prior to the intensive you are required to read the text and all the readings. This lays the foundation for your Personal Learning Journal. As you read you are required to reflect on the readings in relation to you personally and your previous group experiences, highlighting your current learning as well as questions arising from your reading for the intensive.

You are to bring your personal learning journal to the first day of the intensive with reflections on your previous group experiences, current learning, and questions arising from their reading.

Opportunity will be provided during each day of the group experience, enabling you to add to your journal as a processing and reflective tool. Therefore, bring your journal to the intensive class.

\* Your journal is to be submitted as an appendix to the next assignment.

### TASK 3: REFLECTIVE ESSAY

Analyse and apply at least one group development theory to your experiences during the life and work of the group. Reflect on the functioning and development of the group and your own responses and contributions to group life. Analysis will include an integration of key group dynamic principles and topics including specific theoretical and practical topics addressed throughout the unit.

**\*\*Make use of your personal learning journal, which is to be included as an appendix to the essay.**

### TASK 4: REFLECTIVE ESSAY

Choose one group context in which you are currently involved (e.g. work, church, study, family, etc.). Analyse this group in terms of stage of group development theory and issues commonly experienced by groups. Explore your own contribution and influence on this group with particular reference to both your current facilitative and defensive behaviour. Intentionally choose to engage this group in different and more constructive ways and critically analyse the results of these changes on both your own self-awareness and understanding and on the life of the group.

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	PACFA Outcomes	Graduate Attributes
Task 1	4, 5	1-12	S4	H	1,5,8
Task 2	1-5, 7	1,3,4,6,11	K4, S2, S3, S8	E, H	3,5,6
Task 3	1-7	6-12	K4, S2, S3, S4, S8	B, E, H, I, J	3, 5-8
Task 4	1-7	1,2,6-12	K4, S2, S3, S4, S6, S8	B, E, H, I, J	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

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* (2<sup>nd</sup> Touchstone ed.). Touchstone.

Wheelan, S.A. (2004). *Group processes: A developmental perspective* (2nd ed.). Allyn and Bacon.

## 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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