



CHRISTIAN HERITAGE COLLEGE

CO221

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.

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| Unit code | CO221 |
| Unit name | Group Processes |
| Associated higher education awards | Bachelor of Applied Social Science Bachelor of Counselling |
| Duration | One semester |
| Level | Intermediate |
| Core/elective | Bachelor of Applied Social Science: Elective (required for Human Behaviour specialisation) Bachelor of Counselling: Core |
| Weighting | Unit credit points: 10 Course credit points: Bachelor of Applied Social Science 240 Bachelor of Counselling 240 |
| Delivery mode | Face-to-face on site |
| Student workload | <i>Face-to-face on site</i> Contact hours 35 hours Reading, study, and preparation 55 hours Assignment preparation 60 hours TOTAL 150 hours Students requiring additional English language support are expected to undertake an additional one hour per week. |
| Prerequisites/ co-requisites/ restrictions | <i>Prerequisites</i> 60 credit points of Social Sciences units <i>including</i> SO100 Academic and Professional Communication 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 of 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. |
| 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. |

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| <p>Recommended readings</p> | <p>Books</p> <p>Corey, M. S., Corey, G., & Corey, C. (2013). <i>Groups: Process and practice</i> (9th ed.). Pacific Grove, CA: 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> (12th ed.). Boston, MA: Allyn and Bacon.</p> <p>Peck, S. (1998). <i>The different drum: Community making and peace</i>. New York, NY: 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</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> |
| <p>Specialist resource requirements</p> | <p>Nil</p> |
| <p>Content</p> | <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 and professional issues related to group work 11. Facilitating on-going group development 12. Managing critical incidents in group life |
| <p>Learning outcomes</p> | <p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> 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; |

¹ Seminal text

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| | <p>4. understood and used skills related to group processes and participation;</p> <p>5. applied their knowledge of group processes to their developing applied social sciences practice framework; and</p> <p>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.</p> |
| 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</p> <p>Assessed: During intensive</p> <p>Task 2: Personal learning journal</p> <p>Bring to the intensive a personal learning journal that reflects on your previous group experiences, and current learning and questions arising from your reading for the intensive.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: Formative</p> <p>Learning Outcomes: 1-4, 6</p> <p>Assessed: During intensive</p> <p>Task 3: Reflective essay reviewing group experience</p> <p>Analyse and apply at least one group development theory to your experiences during the life and work of the group. Make use of your personal learning journal, which is to be included as an appendix to the essay.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 100%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 13</p> |
| Unit summary | <p>To utilise effectively the opportunities that groups provide for the personal growth of individuals, as well as for increasing the effectiveness of group functioning, people in helping professions require an in-depth experiential knowledge of group processes and skills. This unit focuses on theory and practice to improve the ability of the helping professional to facilitate group functioning.</p> |