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 Name | Group Processes
---|---
Unit Code | HS262
Award | Bachelor of Social Science
Credit Points | 10
Core/Elective | Elective
Pre/co-requisites | Prerequisite
| HS260 Human Services Practice
| Pre- or Co-requisite
| HS261 Processes and Strategies in Human Services
Incompatible | CH262 Group Processes
| HB262 Group Processes
| YO262 Group Processes
Modes | Intensive
Delivery/Contact hrs | Intensive contact hours 35 hours
| Reading, study and preparation for intensive 43 hours
| Assignment preparation 52 hours
| TOTAL 130 hours
Teaching Staff | Esther Jenyns
| Dr David Pohmann
| Dr Irene Alexander
| Brett Smith (Tutor)
This unit is offered in each of three semesters per year with different combinations of teaching staff.
Unit Rationale | Participation in groups is unavoidable in today's world. We live in families, work in organizations and teams, learn in class groups, socialise with groups of friends, play in sporting teams, and attend support groups, therapy groups, youth groups and churches. In addition support groups, educational groups, work groups and multi-disciplinary teams are significant dimensions of working in the human services. 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 contexts provide for the growth of individuals, groups, teams and communities, as well as for increasing the effectiveness of group functioning, those in the helping professions require an in-depth knowledge of group processes and skills. This unit focuses, therefore, on theory and practice to improve the human service worker's ability to understand and facilitate effective group functioning.

This unit is conducted as a one-week (5 day) intensive in which 100% attendance is mandatory. Requests for absences are not normally granted.

Learning Outcomes:
On completion of this unit of study, students will have provided evidence that they have:

1. Understood and applied several reputable theories of group development and functioning to an experience of a group;
2. Identified how theories of group development and dynamics relate to their own behaviour and motivations in groups;
3. Applied group facilitation skills and strategies to encourage healthy group functioning;
4. Considered how learning could be generalised to different types of groups in the human services sector;
5. Reflected on the theory, practice and application of groups from the perspective of a distinctively Christian worldview;
6. Written at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.

Content:

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Stages and models of group development in a range of group and other social contexts</td>
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<tr>
<td>2</td>
<td>Communication within a group context</td>
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<td>3</td>
<td>Types and purposes of groups</td>
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<td>4</td>
<td>The inductive learning cycle, and its application in group settings</td>
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<td>5</td>
<td>Group leadership</td>
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<td>6</td>
<td>Power, influence, control in groups</td>
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<td>7</td>
<td>Trust, intimacy feedback and personal relations in groups</td>
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<td>8</td>
<td>Ethical and professional issues related to group work</td>
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<td>9</td>
<td>Facilitating on-going group development, managing critical incidents in group life</td>
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<td>10</td>
<td>Personal development through group interaction</td>
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<tr>
<td>11</td>
<td>Different types of groups within human services contexts</td>
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<tr>
<td>12</td>
<td>Application of group processes, dynamics and skills to a variety of human services group contexts</td>
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<tr>
<td>13</td>
<td>Reflecting on groups and their applications from a distinctively Christian perspective</td>
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Set Text Requirements:


Recommended Readings:


**Journals**

*Journal of Group Theory*

*Journal of Group Work*

*Journal of Group Dynamics*

**Assessment:**

80% attendance at scheduled classes and regular participation in the forum discussions on the unit’s Moodle™ site (as applicable) are required in order to achieve a pass in this unit.

Students in this unit will receive an exit grade of either Ungraded Pass or Fail.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
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<tbody>
<tr>
<td>Reflective Journal 1500 words</td>
<td>Describe and reflect on group experience and personal learning during the course of the intensive.</td>
<td>1, 2</td>
<td>Final day of the intensive</td>
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<tr>
<td>Facilitation of Group Session and Report</td>
<td>As part of a small team, plan and facilitate one plenary group session on a topic of significance to the group's function and stage of development. Evaluate the facilitated session with respect to theoretical perspectives, outcomes, individual contribution and personal learning.</td>
<td>2, 3, 6</td>
<td>Two weeks after completion of the intensive</td>
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<tr>
<td>Critical Review and Application 2000 words</td>
<td>Analyse and apply at least one reputable group developmental theory to the life and work of the group, including personal learning, professional application and Christian worldview reflection.</td>
<td>1, 2, 4-6</td>
<td>Four weeks after completion of the intensive</td>
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