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 | YO262  
Award | Bachelor of Social Science  
Credit Points | 10  
Core/Elective | Elective  
Pre/co-requisites | 50 credit points of Youth Work units  
Incompatible | CH262 Group Processes  
| HB262 Group Processes  
| HS262 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 Pohlmann  
| 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. 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, 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 on theory and practice to improve the ability of the youth worker 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. Outlined the basic concepts and models used to explain communication and behaviour in group contexts;  
3. Described how these concepts apply to their and others’ functioning within a group; identified their own behaviours and motivations within group contexts;  
4. Demonstrated group facilitation skills which provide supportive, co-operative and participative group functioning; and use skills in utilising group decision making and problem solving approaches;  
5. Understood how to monitor and develop interpersonal relationships in groups;  
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>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Stages and models of group development in a range of group and other social contexts</td>
</tr>
<tr>
<td>2</td>
<td>Communication within a group context</td>
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<tr>
<td>3</td>
<td>Types and purposes of groups</td>
</tr>
<tr>
<td>4</td>
<td>The inductive learning cycle, and its application in group settings</td>
</tr>
</tbody>
</table>
| 5   | 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  
  - Conflict management in groups |
| 6   | Power, influence, control in groups |
| 7   | Trust, intimacy feedback and personal relations in groups |
| 8   | Ethical and professional issues related to group work |
| 9   | Facilitating on-going group development; managing critical incidents in group life |
| 10  | Personal development through group interaction |

## Set Text Requirements:


## Recommended Readings:


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 (UP) or Fail (F).

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
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</thead>
<tbody>
<tr>
<td>Attendance and Active Participation</td>
<td>Attend and participate in all group sessions. Attendance is mandatory due to the experiential nature of the unit. Participants are given the right to pass on any specific activity during any session.</td>
<td>4, 5</td>
<td>During intensive</td>
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<tr>
<td>Group Facilitation and Written Report</td>
<td>As part of a small group, facilitate a 90-minute learning experience designed to assist the group’s movement through the next stage of group development. Describe the experience, evaluating the quality and effects of the facilitation and recommending any changes.</td>
<td>1-6</td>
<td>Facilitation: During intensive Written Report: Two weeks after the intensive</td>
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<tr>
<td>Reflective Essay</td>
<td>Analyse and apply at least one group development theory to experiences during the life and work of the group. Reflect on the functioning and development of the group and contributions and responses to group life. Analysis will include an integration of key group dynamic principles and topics.</td>
<td>1-3, 5, 6</td>
<td>Four weeks after the intensive</td>
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</tbody>
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