



COURSE OUTLINE

COU176 Group Processes and Practice

Course Coordinator: Katrina Andrews (kandrews1@usc.edu.au) **School:** School of Law and Society

2021 | Semester 2

USC Sunshine Coast
USC Moreton Bay
USC Fraser Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

Group work in the human services industry is a powerful medium for personal empowerment, social change and collaborative teamwork. This course brings together theoretical underpinnings of group work with an emphasis on work within the human services, and the reality of working with complex group phenomena. It will provide you with a growth promoting experience of learning about facilitating, and participating in, groups through the use of interpersonal processes, experiential and reflective learning techniques, process-focused facilitation and self as instrument.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – On campus seminar - 2 hours	2hrs	Week 1	13 times
Lecture – Live online lecture for timetabling	1hr	Week 1	13 times

1.3. Course Topics

1. Beginning to learn about groups
2. Types and purposes of groups / planning
3. The beginning stage and phase
4. Basic skills for leaders
5. Focus/cutting off and drawing out / rounds & dyads
6. Group exercises
7. Introducing, conducting, and processing exercises
8. The middle stage and phase of a group
9. Using counselling theories in groups
10. Counselling and therapy in groups
11. Closing a session or group
12. Dealing with problem situations
13. Working with specific populations

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Understand and identify basic theoretical frameworks in the group work context.	Knowledgeable
2	Introduce, Conduct, and Process a single group activity that aims to generate discussion and to focus the group	Knowledgeable
3	Identify and Discuss the interpersonal processes adopted by group members and group leaders according to group work theory	Knowledgeable Creative and critical thinker Ethical

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

SCS276 and COU276

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Students will work on their group presentations in class from Week 3 on, with the direction, guidance and feedback from the tutor. This guidance and feedback will be provided in the first third of the teaching weeks for the semester of the course

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	20%	20 Questions	Week 5	Online Test (Quiz)
All	2	Practical / Laboratory Skills	Individual and Group	40%	20-30 min	Refer to Format	In Class
All	3	Essay	Individual	40%	1500 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online test

GOAL:	Understand and identify basic theoretical frameworks in the group work context.	
PRODUCT:	Quiz/zes	
FORMAT:	The test will assess a variety of concepts and strategies from the theories, skills acquisition and research covered in this course up to, and including, week 5 material	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrate understanding of the kinds of groups 1
	2	Understand different counselling theories as applied to groups 1
	3	Demonstrate understanding of the stages of groups 1
	4	Comprehend the different purposes of groups 1
	5	Demonstrate understanding of how to plan for a group 1

All - Assessment Task 2: Group Activity Facilitation of, and participation in, group team building activity

GOAL:	To work as a group to create and present an appropriate strategy/activity for facilitating group discussion and to focus the group. You will demonstrate creativity, knowledge of group work, consideration of diversity and ethical behaviour in the selection and delivery of the activity. You will also be assessed on your individual participation in the activities presented by other groups.
PRODUCT:	Practical / Laboratory Skills
FORMAT:	Submit: Weeks 9-12. The activity will take approximately 20-30 minutes. 30% of the marks will be awarded to the group as a whole and 10% of the total will be individual, based on overall participation in activities

CRITERIA:	No.	Learning Outcome assessed
	1	clarity of guidelines, aims and goals 2
	2	effectiveness of timing and delivery 2
	3	ability to engage the class and promote participation and group cohesion 2
	4	ability to successfully distribute roles and responsibilities in the presenting group 2
	5	level of preparation and active participation of presenting group members 2
	6	attention to diversity and ethical considerations 3

All - Assessment Task 3: Analysis of personal group work experience essay

GOAL:	Identify and analyse the interpersonal processes by group leaders and group members displayed in group activity, according to group work theory.								
PRODUCT:	Essay								
FORMAT:	A 1500 word essay that evaluates your group work experiences with regard to group processes discussed throughout the semester. Demonstrate insight and awareness of how personal values and beliefs underlie choices, interpretations and actions of self and group members. Conforms to APA 7th ed. writing conventions for a reflective evaluation essay.								
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstrate understanding of group interpersonal processes and how they contribute to group cohesion and/or focus 1 3</td> </tr> <tr> <td>2</td> <td>Demonstrate ability to be critically reflexive in your own group membership skills, including the group leadership skills 2 3</td> </tr> <tr> <td>3</td> <td>Ability to write a critical reflexive essay, using accepted critical reflexive essay skills, accepted APA 7th ed conventions, and acceptable academic expression. 3</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Demonstrate understanding of group interpersonal processes and how they contribute to group cohesion and/or focus 1 3	2	Demonstrate ability to be critically reflexive in your own group membership skills, including the group leadership skills 2 3	3	Ability to write a critical reflexive essay, using accepted critical reflexive essay skills, accepted APA 7th ed conventions, and acceptable academic expression. 3
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7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Ed E. Jacobs,Christine J. Schimmel,Robert L. Masson,Riley L. Harvill	2016	Group Counseling: Strategies and Skills	Cengage

8.2. Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au