# Course Outline (Higher Education)

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|---|---|
| **Institute / School:** | Institute of Education, Arts & Community |
| **Course Title:** | THEORIES AND PRACTICES FOR GROUP WORK |
| **Course ID:** | CHSUG2001 |
| **Credit Points:** | 15.00 |
| **Prerequisite(s):** | (CHSUG1001 or WELRO1001 or CHSUG1002 or WELSI1003) |
| **Co-requisite(s):** | Nil |
| **Exclusion(s):** | (WELRO2104) |
| **ASCED:** | 090515 |

**Description of the Course:**

Working with groups is an important aspect of practice in social work and community and human services. This course provides students with an introduction to group work practice by exploring what group work actually is. The course also explores the values and theories underpinning group work; group work models and stages of group development; group dynamics and group processes and will enable students to develop a range of strategies to enable them to effectively plan and implement group programs. Students will study this course in an intensive block mode, enabling all students to participate in group sessions and gain skills in facilitating group activities.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Work Experience:**

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

| Level of course in Program | AQF Level of Program | | | | | |
|---|---|---|---|---|---|---|
| | 5 | 6 | 7 | 8 | 9 | 10 |
| Introductory | | | | | | |
| Intermediate | | | ✔ | | | |

| Level of course in Program | AQF Level of Program | | | | | |
|---|---|---|---|---|---|---|
| | 5 | 6 | 7 | 8 | 9 | 10 |
| Advanced | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## Learning Outcomes:

### Knowledge:

**K1.** Describe different types of groups relevant to community and human services practices.

**K2.** Identify and describe the philosophy and practices of various groups in different social work/community and human services contexts.

**K3.** Describe the various roles of practitioners within group practice, and articulate role conflicts or ethical dilemmas particularly in relation to working in rural communities.

**K4.** Identify and describe principles and strategies for planning and facilitating a successful group, including managing group processes, group dynamics, and the stages of group development.

**K5.** Describe the use of group work in a specialised field of practice.

### Skills:

**S1.** Develop skills to design and facilitate diverse groups in professional practice at beginning competence level.

**S2.** Develop analytical and planning skills in group work projects including report writing.

**S3.** Demonstrate skills in working with group processes such as planning, decision making, meeting procedures, conflict resolution and taking a leadership role.

**S4.** Communicate effectively within a small group context.

**S5.** Develop and implement strategies to address and resolve conflicts and /or ethical dilemmas within the small group context.

**S6.** Critically reflect on group processes including their own role within groups.

### Application of knowledge and skills:

**A1.** Ability to analyse different group work models and theories and how they are applied to community and human service practice.

**A2.** Ability to research evidence to ascertain group intervention effectiveness.

**A3.** Ability to apply a range of theoretical approaches to a variety of group interventions and to conceptualise their application to welfare practices.

**A4.** Capacity to communicate effectively within a group dynamic and to resolve conflicts or dilemmas within a group context.

## Course Content:

Topics may include:

- Introduction to group work:
  - Ethics of group work practice
  - Historical and theoretical developments
  - Types of groups.
- Introducing group processes:
  - Group dynamics and Group culture
  - Leadership and Power
  - Diversity in group work.
- Practising Group Work: Stages and Models

- Beginning the group
- Assessment in groups
- The middle stages of group work
- Ending group work.

**FEDTASKS**

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.*

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the course | |
|---|---|---|---|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 1 Interpersonal | Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in:<br>• Using effective verbal and non-verbal communication<br>• Listening for meaning and influencing via active listening<br>• Showing empathy for others<br>• Negotiating and demonstrating conflict resolution skills<br>• Working respectfully in cross-cultural and diverse teams. | S1,S2, S3, S4, S5, S6 K3,K4 A4 | AT1,AT3 |
| FEDTASK 2 Leadership | Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in:<br>• Creating a collegial environment<br>• Showing self -awareness and the ability to self-reflect<br>• Inspiring and convincing others<br>• Making informed decisions<br>• Displaying initiative | S1,S2, S3, S4, S5, S6 K3,K4 A4 | AT1, AT2 |
| FEDTASK 3 Critical Thinking and Creativity | Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:<br>• Reflecting critically<br>• Evaluating ideas, concepts and information<br>• Considering alternative perspectives to refine ideas<br>• Challenging conventional thinking to clarify concepts<br>• Forming creative solutions in problem solving | S5,S6 K1, K2, K3,K4, K5 A1,A3,A2 | AT3 |

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the course | |
|---|---|---|---|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 4 Digital Literacy | Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:<br>• Finding, evaluating, managing, curating, organising and sharing digital information<br>• Collating, managing, accessing and using digital data securely<br>• Receiving and responding to messages in a range of digital media<br>• Contributing actively to digital teams and working groups<br>• Participating in and benefiting from digital learning opportunities | S1,S2,S3, K4 A3 | AT2 |
| FEDTASK 5 Sustainable and Ethical Mindset | Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:<br>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts<br>• Committing to social responsibility as a professional and a citizen<br>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses<br>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others<br>• Implementing required actions to foster sustainability in their professional and personal life. | S1,S5 K1,K2,K3,K4,K5 A1,A4 | AT1,AT3 |

## Learning Task and Assessment:

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|---|---|---|---|
| K1, K2, K3, K4, K5, S1, S2, S3, S4, S5, A1, A2, A3, A4 | Work collaboratively to plan and design a group program relevant to the community and human services | Group project proposal | 40-50% |
| K4, S1, S3, S4, S5, A1, A2, A3 A4 | Design, implement, and facilitate a group activity | Role play | 20-30% |
| K4, S6, A4 | Critical analysis of team work processes and self-reflection of role within the group | Critical analysis and reflection | 20-30% |

## Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool