



# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	THEORIES AND PRACTICES FOR GROUP WORK
<b>Course ID:</b>	CHSUG2001
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(CHSUG1001 or WELRO1001 or CHSUG1002 or WELSI1003)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(WELRO2104)
<b>ASCED:</b>	090515

## Description of the Course :

Working with groups is an important aspect of practice in 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, etc.)

**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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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 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.

**Values:**

- V1.** Demonstrate respect for individual difference and varied contributions to group processes

**V2.** Work cooperatively as part of a team

**V3.** Identify the ethical issues applicable to group work practice in welfare.

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, K5, S6, A1	B, B, B, B, B, B, A, B	AT1, AT2	B, B
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S1, S5	B, B	AT1, AT2	B, B
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	A3	B	Not applicable	Not applicable
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S4, A4	A, A	Not applicable	Not applicable
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	S3, S5	A, A	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
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