

## HSC214.9 Group Processes

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Name of Unit 1 (Unit Code 1)
Group Processes (HSC214.9)

### SECTION 1 – GENERAL INFORMATION

#### 1.1 Administrative details

Associated higher education awards	Duration	Level	Unit Coordinator
Masters	One semester	Advanced	Richard Schirmer

#### 1.2 Core or elective unit

Indicate if the unit is a

- core unit
- elective unit
- other (please specify below):

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#### 1.3 Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
6	96

#### 1.4 Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
3	7	10

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support:   0   hours per week

### 1.5 Delivery mode

Tick all applicable delivery modes for the unit:

- Face to face on site
- e-learning (online)
- Intensive (provide details)

See Delivery Modes Policy

- Block release (provide details)

- Work-integrated learning activity
- Mixed/blended
- Distance/independent learning (untimetabled)
- Full-time
- Part-time
- External
- Fast track (provide details)

- Other (please specify)

### 1.6 Pre-requisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

- Yes     No

**If YES**, provide details of the prerequisite or co-requisite requirements below.

### 1.7 Other resource requirements

Do students require access to specialist facilities and/or equipment for this unit (for example, special computer access, physical education equipment)?

Yes  No

If **YES**, provide details of specialist facilities and/or equipment below.

## SECTION 2 – ACADEMIC DETAILS

### 2.1 Unit Descriptor

Provide below a brief unit description, which includes a summary of the key content of the unit.

Human beings are relational in nature and much of their relationships occur in groups whether these groups be family, social, or work groups. All groups function according to implicit and explicit rules, norms, and member roles. The processes involved in group functioning are many and varied and an understanding of such processes provides individuals and groups the opportunity for more effective and rewarding interactions. A significant aspect of the work of human service and mental health practitioners occurs in groups and thus knowledge and skills in group processes is essential. This unit provides an experiential approach to learning about groups and group dynamics and processes.

### 2.2 Learning Outcomes for Unit

<b>Learning outcomes for unit:</b>
1. Identify the key elements of group dynamics and group processes in light of contemporary scholarship
2. Recommend how group processes present in an experiential group could be improved
3. Compare a range of counselling and personal growth groups, especially in terms of the roles and functions of the leader and special issues related to these groups
4. Investigate the ethical and legal dimensions of group work in human services and mental health

<b>Assessment tasks</b>			
<b>Type *</b> (see examples noted below this table)	<b>Learning Outcome/s assessed</b>	<b>When assessed – year, session and week</b> (for example, year 1, semester 1, week 1)	<b>Weighting</b> (% of total marks for unit)
<b>Case Study</b> Choose from one of the three Case Study examples and formulate your response for how you would work with the people in a group context utilising a Narrative Approach.	1, 3 & 4	Week 7	50%

2500 Words			
<b>Reflective Essay</b> Students are to keep a reflective academic journal of their experiences in this class, providing critical analysis of group therapy contexts including settings, topics and style. Using reflective practice they assess efficacy of group processes, comparing and contrasting two approaches. 3500 words	1, 2, 3, 4	Week 12	50%

### 2.3 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

<b>Required Textbook</b>
<p>Erford, B. T. (2018). <i>Group work: Processes and applications</i> (2nd ed.). Taylor &amp; Francis Group.</p>
<b>Recommended Reference List</b>
<p>Benson, J. F. (2018). <i>Working more creatively with groups</i> (4th ed.). Routledge.</p> <p>Billow, R. M. (2003). Bonding in group: The therapist's contribution. <i>International Journal of Group Psychotherapy</i>, 53(1), 83–110.</p> <p>Brown, N. W. (2006). Reconceptualizing difficult groups and difficult members. <i>Journal of Contemporary Psychotherapy</i>, 36(3), 145–150.</p> <p>Conyne, R. K. (2014). <i>Group work leadership: An introduction for helpers</i>. SAGE Publications.</p> <p>Puskar, K. R., Mazza, G., Slivka, C., Westcott, M., Campbell, F., &amp; McFadden, G. T. (2012). Understanding content and process: Guidelines for group leaders. <i>Perspectives in Psychiatric Care</i>, 48(4), 225–229. <a href="http://dx.doi.org/10.1111/j.1744-6163.2012.00343x">http://dx.doi.org/10.1111/j.1744-6163.2012.00343x</a></p> <p>Corey, M., Corey, G., &amp; Corey, C. (2010). <i>Groups: Processes and practices</i> (8th ed.). Brooks/Cole, Cengage Learning.</p> <p>Wheeler, S. A. (2004). <i>Group Processes: A developmental perspective</i>. Allyn and Bacon.</p> <p>Yalom, I. D., &amp; Leszcz, M. (2008). <i>The theory and practice of group psychotherapy</i> (5th ed.). Basic Books.</p>
<b>Recommended Journals</b>
<p><i>International Journal of Group Psychotherapy</i></p> <p><i>Group Processes &amp; Intergroup Relations</i></p> <p><i>Group Dynamics: Theory, Research, and Practice</i></p>