

## HSS100.7 Working with Communities and Groups

<b>Name of Unit 1 (Unit Code 1)</b>
Working with Communities and Groups (HSS100.7)

### SECTION 1 – GENERAL INFORMATION

#### Administrative details

<b>Associated higher education awards</b> <i>(list all awards)</i>	<b>Duration</b>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Unit Coordinator</b> <i>(incl. academic title)</i>
Bachelor of Counselling	One semester	2 <sup>nd</sup> year Level 7	Head of Youth Work or approved Adjunct Lecturer

#### Core or elective unit

Indicate if the unit is a

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

#### 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).

<b>Unit credit points</b>	<b>Total course credit points</b>
6 credit points	144 credit points

#### Student workload

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

<b>No. timetabled hours per week</b>	<b>No. personal study hours per week</b>	<b>Total workload hours per week</b>
3	6	9

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

#### Pre-requisites and co-requisites

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

- Yes  No

**SECTION 2 – ACADEMIC DETAILS****Brief description of the content of the unit**

This unit introduces students to working alongside communities and groups through the principles and practices of informal education. Through this unit students will develop the skills and knowledge of informal education practices with an emphasis on Freirean pedagogies to work creatively alongside communities and groups to design and deliver programs and services. Key topics covered include key theoretical models and principles of group work, skills for facilitating democratic dialogue and developing critical consciousness and reflexive awareness of the influence of personal values, culture, and worldviews.

**Learning outcomes for the unit**

- 1) Explain Freirean pedagogies as well as key theoretical models and principles of group dynamics for community work.
- 2) Analyse the influence of personal values and worldviews on group dynamics and processes in community contexts.
- 3) Employ effective informal education and group work practices with reference to theory.

**Assessment tasks**

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Students will develop a project proposal for working with a specific community-based group. This will reflect the format of a project proposal (template provided) and include a rationale, evidence base and evaluation. 2000 words	1,	Week 7	35%
Students will facilitate a 20-minute group activity in class for their peers based on their program proposal in assessment 1. Students are also required to facilitate peer-feedback and evaluation from the group on their experience of the activity. 1500 words (equiv.)	1, 3	Week 10 - 11	30%
Students will write a report evaluating the experience of facilitating a group and analysing the feedback from participants. The report will include the application of group work and informal education theory, aspects of group dynamics observed in the activity, and critical self-reflection on the influence of personal values and worldview. 1500 words	1, 2, 3	Week 14	35%

## 2.1 Prescribed and recommended readings

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

Prescribed reading: None

Recommended reading:

Batsleer, J. (2008). *Informal Learning in Youth Work*. SAGE.

Beck, D. & Purcell, R. (2010). *Popular Education Practice for Youth and Community Development Work*. Learning Matters.

Corey, G. (2016). *Theory and Practice of Group Counselling*. (9th Ed.). Cengage.

Corey, G., Corey M.S., & Haynes, R. (2013). *Groups in Action: Evolution and Challenges* (including DVD). Cengage.

Charles, D. Garvin, C.D, Margot, L. G. & Galinsky, M.J. (2017). *Handbook of Social Work with Groups*. Guilford Press.

Forsyth, D.R. (2018). *Group Dynamics*. (7<sup>th</sup> Ed.) Cengage.

Freire, P. (1972, 1993). *Pedagogy of the Oppressed*. Penguin.

Germov, J., & Poole, M. (2019). *Public Sociology: An Introduction to Australian Society*. (4<sup>th</sup> Ed.). Allen & Unwin.

Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*. UNICEF. [http://www.unicef-irc.org/publications/pdf/childrens\\_participation.pdf](http://www.unicef-irc.org/publications/pdf/childrens_participation.pdf).

Hunter, D. (2007). *The Art of Facilitation*. Random House.

Ife, J. (2013). *Community Development in an Uncertain World*. Cambridge University Press.

Jarldorn, M. (2019). *Photovoice Handbook for Social Workers: Method, Practicalities and Possibilities for Social Change*, Cham: Palgrave Pivot.

Ledwith, M. (2011). *Community Development: A Critical Approach* (2nd ed.). Policy.

Percy-Smith, B. & Thomas, N. (Eds.). (2010). *A Handbook of Children's Participation: Perspectives from Theory and Practice*. Routledge.

Smith, K.K., & Berg, D.N. (1997). *Paradoxes of Group Life: Understanding Conflict, Paralysis, and Movement in Group Dynamics*. Jossey-Bass.

Toseland, R.W., & Rivas, R.F. (2011) *An Introduction to Group Work and Practice*. (7<sup>th</sup> Ed.). Pearson.

Yalom, I.D. & Leszcz, M. (2005). *Theory and Practice of Group Psychotherapy*. (5<sup>th</sup> Ed.). Basic Books.