# PSY 935

## Groups

S2 Day 2015

*Department of Psychology*

## Contents

# General Information

Unit convenor and teaching staff
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Credit points
4

Prerequisites
(Admission to DClinPsych or MClinPsych) and PSY904 and PSY961 and (PSY962 or PSY978) and (PSY965 or PSY977)

Corequisites

Co-badged status

Unit description
This unit will focus on the skills required for working with groups. The emphasis will be on the principles and practice of group work facilitation, particularly as it relates to group process. Students will be presented with relevant theory and will have the opportunity to participate in a group, and prepare and lead sessions for the group. Students will be encouraged to reflect on their own experience throughout; thus, dealing with the group process will be an important part of the overall educational experience. The unit will involve some level of reflection on students' own personal experiences and how they may facilitate learning the skills to become effective group leaders.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

# Learning Outcomes

On successful completion of this unit, you will be able to:

1. Understand and reflect on the theory behind group work.

2. Demonstrate skills in leading an effective group session based on the theoretical underpinnings of group work.

3. Demonstrate effective attending to process within the context of a group.

4. Reflect on the personal experience of being part of a group experience.

# Assessment Tasks

| Name | Weighting | Hurdle | Due |
|------|-----------|--------|-----|
| Group Leading and Evaluation | 60% | No | To be determined |
| Personal Reflection | 20% | No | Week 3, 4, 5, & 6 |
| Professional Reading Reflectio | 20% | No | Week 3, 4, 5, & 6 |

## Group Leading and Evaluation

Due: **To be determined**
Weighting: **60%**

1. You will be required to lead the class in one or two group sessions, depending on the size of the class. Develop these sessions and lead the class group for a period of approximately one hour to 90 minutes. The sessions may be on any particular topic, but should take into consideration the stage that the group is at. It is a good idea to link consecutive group experiences with the one that precedes it in order to build continuity. If you like, you may even have a task that you want participants to complete prior to or following your session. You may find the textbook useful here as it is organised around the stages of the group. Otherwise, you may use any exercise that sparks your interest. (In the past we have had sessions focusing on values, making process comments, dancing, poetry, drawing, beginning groups, ending groups) Thus, the content is not as important as the process of how the session takes place. Remember if you use an existing exercise you must contextualize it within an overarching framework of a topic you wish to present. In other words, the task is not the point of the experience, it is how you use that task to further group members' learning about themselves. All criteria should be addressed in the sessions each of you lead, regardless of the topic selected. Special attention should be placed on the process, by your use of process comments throughout your session. Finally, you will need to write up the session plan, as well as an evaluation of it.

On successful completion you will be able to:
- 2. Demonstrate skills in leading an effective group session based on the theoretical underpinnings of group work.
- 3. Demonstrate effective attending to process within the context of a group.
- 4. Reflect on the personal experience of being part of a group experience.

## Personal Reflection

Due: **Week 3, 4, 5, & 6**
Weighting: **20%**

This will be on opportunity for you to tailor your learning to those aspects of being a group member and group leader that you wish to enhance.  Some of these goals will be readily obvious and conscious to you, while others will be more unconscious or preconscious and will become more apparent as you go through the experiences in the unit.  For example you may want to understand and change the way you deal with power in groups, or the way you manage emotion or simply your level of participation (be it too much or not enough for the rest of the group). Feedback from group members may help you obtain a better understanding of what your goals should be and now you work on these goals.  Your four reflections following each day we meet as a group will form sort of a learning journal where you will honestly determine your learning goals and assess your progress towards those goals as well as the challenges for the next day of the group experience.

On successful completion you will be able to:
  * 2. Demonstrate skills in leading an effective group session based on the theoretical underpinnings of group work.
  * 3. Demonstrate effective attending to process within the context of a group.
  * 4. Reflect on the personal experience of being part of a group experience.

## Professional Reading Reflectio

Due: **Week 3, 4, 5, & 6**
Weighting: **20%**

Four chapters have been identified in the textbook that will be used for these reflections on the discussion board where students will be encouraged to comment.

On successful completion you will be able to:
  * 1. Understand and reflect on the theory behind group work.

# Delivery and Resources

This unit will rely upon group process as a context for the delivery of content and the opportunity to practice group leading and group members skills.  A text book will be used to ensure key content will be covered.  The textbook will be:

Corey, G., Corey, M., Callanan, P & Russell, J. M. (2004) Group Techniques.  Third edition. Melbourne:  Thomson Brooks/Cole

# Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students

should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy  http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

# Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

## Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

# Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

# Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

# IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

# Graduate Capabilities

## PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### Learning outcomes

- 1. Understand and reflect on the theory behind group work.
- 3. Demonstrate effective attending to process within the context of a group.
- 4. Reflect on the personal experience of being part of a group experience.

### Assessment tasks

- Group Leading and Evaluation
- Personal Reflection

## PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcome

- 1. Understand and reflect on the theory behind group work.

### Assessment tasks

- Group Leading and Evaluation
- Professional Reading Reflectio

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and

knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### Learning outcomes

- 2. Demonstrate skills in leading an effective group session based on the theoretical underpinnings of group work.
- 3. Demonstrate effective attending to process within the context of a group.
- 4. Reflect on the personal experience of being part of a group experience.

### Assessment tasks

- Group Leading and Evaluation
- Personal Reflection
- Professional Reading Reflectio

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcome

- 2. Demonstrate skills in leading an effective group session based on the theoretical underpinnings of group work.

### Assessment task

- Group Leading and Evaluation

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- 2. Demonstrate skills in leading an effective group session based on the theoretical underpinnings of group work.

- 3. Demonstrate effective attending to process within the context of a group.

- 4. Reflect on the personal experience of being part of a group experience.

## Assessment tasks

- Group Leading and Evaluation

- Personal Reflection

- Professional Reading Reflectio

# PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## Learning outcomes

- 2. Demonstrate skills in leading an effective group session based on the theoretical underpinnings of group work.

- 3. Demonstrate effective attending to process within the context of a group.

## Assessment task

- Group Leading and Evaluation