PSYC20041 *Group Facilitation and Coaching Skills*
Term 1 - 2018

Profile information current as at 19/05/2024 07:13 pm

General Information

Overview

In this unit, you will develop professional skills, knowledge, and competencies to successfully facilitate and coach groups. You will learn how to plan, deliver, and evaluate group programs suitable for adults, teenagers and children. Your training will also include techniques for decreasing fear of presenting and facilitating, and for maximising enjoyment of the experience. Teaching in this unit will be mixed-mode. You will be required to attend a 5-day Residential School (Week 11), and an after-hours, online skills-based workshop for one hour each fortnight.

Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 1 - 2018

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:
Click here to see your [Residential School Timetable](#).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Written Assessment**
Weighting: 35%
2. **Written Assessment**
Weighting: 15%
3. **Practical Assessment**
Weighting: 40%
4. **Reflective Practice Assignment**
Weighting: 10%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Unit Learning Outcomes

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

1. Plan, write and deliver group programs
2. Justify and evaluate your group program designs
3. Embed inclusiveness and ethical practice principles when working with groups
4. Apply reflective practice to your personal and professional development as a group facilitator.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

Legend: — N/A Level | Introductory Level | Intermediate Level | Graduate Level | Professional Level | Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 35%	●		●	
2 - Written Assessment - 15%		●		
3 - Practical Assessment - 40%	●		●	
4 - Reflective Practice Assignment - 10%				●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○
2 - Communication	○	○		○
3 - Cognitive, technical and creative skills	○	○		
4 - Research	○	○		
5 - Self-management	○	○	○	○
6 - Ethical and Professional Responsibility	○	○	○	
7 - Leadership	○		○	
8 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 35%	○	○	○	○	○	○		
2 - Written Assessment - 15%	○			○		○		
3 - Practical Assessment - 40%	○	○	○	○	○	○		

Assessment Tasks	Graduate Attributes							
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
4 - Reflective Practice Assignment - 10%	○	○			○			

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
Whilst there are no prescribed text books for this unit, some texts will be suggested via the unit Moodle site. Regular weekly readings will also be provided in the Moodle unit site.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Andrew McClelland Unit Coordinator
a.mcclelland@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Group facilitation program considerations (introduction). *Please refer to the Unit and Assessment Overview document in Moodle for the full weekly and Residential topic listings.*	All readings and resource material are detailed in the Week 1 to Week 12 sections on the unit Moodle homepage.	

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
1. Attending to participants. 2. Introduction to core group coaching skills, and program writing.	Please refer to the Week 2 section in Moodle.	Compulsory Zoom workshop #1. Tuesday March 13: 6pm **(QLD time).**

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
1. Learning in groups. 2. Reflective practice -delving within. 3. Core group coaching skills (cont'd).	Please refer to the Week 3 section in Moodle.	

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
1. Working with questions, and validating participants. 2. Ethics considerations.	Please refer to the Week 4 section in Moodle.	Compulsory Zoom workshop #2. Tuesday March 27: 6pm **(QLD time)**

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
1. Goal setting in groups. 2. Group dynamics and stages.	Please refer to the Week 5 section in Moodle.	**Reflective practice journal** Due: Week 5 Tuesday (3 Apr 2018) 5:00 pm AEST

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
1. Team building - key ingredients 2. Understanding and eliciting motivation - individuals in group contexts. 3. Cultural sensitivity and awareness.	Please refer to the Week 6 section in Moodle.	Compulsory Zoom workshop #3. Tuesday April 17: 6pm **(AEST).** *Note: the end of daylight saving means the workshop times are now AEST.* **Assessment 1** Due: Week 6 Monday (16 Apr 2018) 9:00 am AEST

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
1. Boundaries, assertiveness, and working with challenging participants. 2. Looking after yourself. 3. Emotional honesty.	Please refer to the Week 7 section in Moodle.	Reflective practice journal #2 Due: Week 7 Monday (23 Apr 2018) 9:00 am AEST.

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Working with teens (and children).	Please refer to the Week 8 section in Moodle.	Compulsory Zoom workshop #4. Tuesday May 1: 6pm **(AEST).**

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
1. Innovations in group-work. 2. Evaluating groups, and follow-up.	Please refer to the Week 9 section in Moodle.	**Assessment 2** Due: Week 9 Monday (7 May 2018) 9:00 am AEST

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Pairs presentations - preparation and pointers.	Please refer to the Week 10 section in Moodle.	Compulsory Zoom workshop #5. Tuesday May 15: 6pm **(AEST).** Reflective practice journal #3 Due: Week 10 Monday (14 May 2018) 9:00 am AEST.

Week 11 RESIDENTIAL WEEK - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic

		RESIDENTIAL WEEK (COMPULSORY ATTENDANCE). BRISBANE CAMPUS. Further information is on the unit Moodle homepage in the Residential section.
Residential School topics and program are detailed in the Unit and Assessment Overview document on Moodle.	All resources and teaching material used at the Residential will be uploaded to Moodle once video editing has been completed. You will be notified when available.	
		Assessment 3 Due: Week 11 Thursday (24 May 2018) 10:50 am AEST

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
1. Review of the program content 2. Reflections on the process.	Please refer to the Week 12 section in Moodle.	Compulsory Zoom workshop #6. Tuesday May 29: 6pm **(AEST).**

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Reflective practice journal #4 Due: Week 10 Monday (4 June 2018) 9:00 am AEST.

Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 1

Assessment Type
Written Assessment

Task Description
Task: Plan and write a comprehensive facilitation program.

If you did not undertake PSYC20036 Applied Positive Psychology in 2017, choose one option from Options 1-3 below. If you undertook PSYC20036 Applied Positive Psychology in 2017, choose from Option 2 or 3 only.

OPTION 1: Plan and write a 1-day (8-hours) group facilitation program.

OPTION 2: Plan and write a group facilitation program that runs over 4 separate days or evenings (2.5-hours per day/evening).

OPTION 3: Plan and write a group facilitation program that runs for two half-days (8-hours in total). They can be consecutive or non-consecutive days.

For all options, your program will include:
1) Prescribed elements, detailed in the separate Assessment 1 Guide
2) A schedule of the full program (long-form) with detailed facilitation notes, media usage, room configurations, and session timings
3) A dot-point short-form schedule of the program.

Training in the task will be provided on Moodle in Week 2.

Note: if you would like to design a program based on different timing to the options above, this will need to be approved by the Unit Coordinator via email. Approval is not guaranteed.

Full details will be provided in the Assessment 1 Guide, in Moodle.

Assessment Due Date
Week 6 Monday (16 Apr 2018) 9:00 am AEST
See the Unit and Assessment Overview for details.

Return Date to Students
Week 8 Monday (30 Apr 2018)
Via Moodle.

Weighting
35%

Assessment Criteria
Assessment criteria will be assessed via a marking rubric that will be available on the unit Moodle site in the Assessment 1 section. This will be used to assess:

- Inclusion of adequate background information (the venue; facilities; target participants)
- Appropriateness of your Learning Outcomes for the program
- Introduction and pre-session information
- The appropriateness of your program session inclusions
- The inclusion of all required sessions and program elements
- Facilitation details provided, and facilitation approaches chosen for each session
- Appropriate timing and transitions allotted for sessions
- Embedding of ethics and inclusion principles in the facilitation process
- Appropriate usage of room space, seating configurations, and media
- The quality and clarity of your writing, program structure and program layouts (short- and long-forms).

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Submission Instructions
Submission will be via a dedicated Assessment 1 section portal in Moodle. The required formatting and file type will be detailed in the Assessment 1 Guide.

Learning Outcomes Assessed

- Plan, write and deliver group programs
- Embed inclusiveness and ethical practice principles when working with groups

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

2 Assessment 2

Assessment Type
Written Assessment

Task Description
Provide a 1000-word (maximum) report incorporating a rationale justifying the approach/facilitation elements utilised in the Assessment 1 facilitation program.
Full details will be provided in the Assessment 2 Guide, in Moodle.

Assessment Due Date
Week 9 Monday (7 May 2018) 9:00 am AEST
See the Unit and Assessment Overview for details.

Return Date to Students
Week 11 Monday (21 May 2018)
Via Moodle

Weighting
15%

Assessment Criteria
You will be assessed on your rationales justifying the approach/facilitation elements outlined in your Assessment 1 submitted program.

A marking rubric will be provided in the Assessment 2 section in Moodle. The marker feedback from Assessment 1, as well as an Assessment 2 Guide, will provide guidance information for the successful completion of this assignment.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Submission Instructions
Submission will be via a dedicated Assessment 2 section portal in Moodle. The required formatting and file type will be detailed in the Assessment 2 Guide.

Learning Outcomes Assessed

- Justify and evaluate your group program designs

Graduate Attributes

- Knowledge
- Research
- Ethical and Professional Responsibility

3 Assessment 3

Assessment Type
Practical Assessment

Task Description
In pairs, plan, write and facilitate a 45-minute group facilitation and training session. The facilitating will take place during the Week 11 Residential School.
The facilitation session will include (equally shared by the pair of student facilitators)

- Room configuration
- An introduction (with appropriate elements)
- The usage of the whiteboard and PPT (as a minimum of media usage)
- Group skill levels elicited
- An appropriate skill taught, and subsequently demonstrated by the group members
- At least one small group and one whole group discussion
- A suitable ending
- A relevant handout

A full Assessment 3 Guide and marking rubric will be available in the Assessment 3 section in Moodle. Time will be allotted for preparation and training during the term and at the Residential School. Support and training will also be given for dealing with fear of presenting.

Assessment Due Date
Week 11 Thursday (24 May 2018) 10:50 am AEST
Presentations will occur live at the Residential School.

Return Date to Students
Week 12 Friday (1 June 2018)
Uploaded via Moodle in the Assessment 3 submission portal.

Weighting
40%

Assessment Criteria
This assessment piece is a pairs-facilitation competency assessment. As such, a competency-based marking rubric will be used to assess whether each competency has been satisfactorily achieved, and to what quality level. The marking rubric will be supplied in the Assessment 3 section in Moodle, and will assess a range of criteria including:

- Appropriate room configuration, and use of prescribed media
- The inclusion and facilitation quality of the required session elements detailed in the Assessment 3 Guide and the rubric
- The quality and appropriateness of your facilitation processes/skills, content, choice of skill taught, and timing
- The quality and appropriateness of your AV media visuals and handout
- Your body language, tone of voice and demonstrated communication skills
- The equal sharing of time and facilitation responsibilities
- The inclusion of ethical group work practices in your facilitation session

- The overall quality and professionalism of the facilitation session.

Full details are in the Assessment 3 Guide, and the marking Rubric.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Group

Submission Instructions
Conducted live, in pairs, at the Residential School.

Learning Outcomes Assessed

- Plan, write and deliver group programs
- Embed inclusiveness and ethical practice principles when working with groups

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

4 Reflective practice journal

Assessment Type
Reflective Practice Assignment

Task Description
Four Reflective Practice journal entries (300 -500 words each) will be required for this assessment piece. Details will be provided in the Assessment 4 Guide (on the unit Moodle homepage) regarding the content, approach, and format.
The Reflective Practice journals will provide the opportunity to reflect on your professional and personal journey, as well as documenting your developing skills, competencies and insights in the domain.
The first diary is due in Week 5, then weeks 7, 10, and 13). Please refer to the Assessment 4 Guide for full details.

Assessment Due Date
Week 5 Tuesday (3 Apr 2018) 5:00 pm AEST
The four submission due dates are listed in the Unit Profile Schedule and the Unit and Assessment Information document in Moodle.

Return Date to Students
Week 7 Monday (23 Apr 2018)
Diaries will be returned with feedback 2 weeks after each due date.

Weighting
10%

Assessment Criteria
Feedback will be provided - and a mark given - based on effort, and on adherence to the assessment requirements detailed in the Assessment 4 Guide. Whilst each Reflective Practice submission will allow you flexibility to develop your own style for reflecting on your personal and professional development in the unit, the following assessment criteria will be included:
1. Inclusion and clarity of description of the reflection event/experience, activity or focus
2. Inclusion and clarity of intellectual and emotional responses to the reflective focus
3. General reflection: evidence of comparing current insights to previous understandings
4. Inclusion and clarity of domain/career-specific reflections
5. Inclusion and clarity of any topic-specific reflections required for each of the four submissions
6. The effort evident in each submission.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Submission Instructions

Submission will be via a dedicated Assessment 2 section portal in Moodle. The required formatting and file type will be detailed in the Assessment 4 Guide.

Learning Outcomes Assessed

- Apply reflective practice to your personal and professional development as a group facilitator.

Graduate Attributes

- Knowledge
- Communication
- Self-management

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem