



PSYC20041 Group Facilitation and Coaching Skills

Term 1 - 2019

Profile information current as at 17/05/2024 07:48 pm

All details in this unit profile for PSYC20041 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

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 - 2019

- Mixed Mode

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](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Have Your Say in Moodle.

Feedback

A request for a break after a couple of Residential segments that were emotionally challenging.

Recommendation

The two segments in question will be reviewed to see whether a break or a longer debrief would be of benefit.

Feedback from Have Your Say in Moodle and email feedback.

Feedback

A number of students provided feedback that the unit was of much benefit to their professional and personal development.

Recommendation

The structure and content of the unit will be maintained.

Feedback from Have Your Say in Moodle.

Feedback

One feedback comment was that the compulsory weekly workshops were difficult to attend.

Recommendation

Whilst it is recognised that compulsory attendance can be difficult, the unit is strongly skills-based and learning is scaffolded with skills development occurring in the weekly workshops as well as the Residential. However, the number of compulsory workshops was reduced for the term in 2018, and further consideration will be given by the course team regarding this issue.

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



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%	•		•	

Assessment Tasks	Learning Outcomes			
	1	2	3	4
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%	○	○	○	○	○	○		
4 - Reflective Practice Assignment - 10%	○	○			○			

Textbooks and Resources

Textbooks

There are no required textbooks.

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

Danielle Every Unit Coordinator
d.every@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the unit, and group facilitation program considerations.	Please refer to the Week 1 section in Moodle.	

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
1. Group facilitation and coaching overview. 2. Introduction to core group coaching and facilitation skills, and program writing.	Please refer to the Week 2 section in Moodle.	Compulsory Zoom workshop #1. Tuesday March 19: 6.30pm AEDT.

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
1. Factors that increase or decrease learning and participating in groups. 2. Reflective practice - delving within.	Please refer to the Week 3 section in Moodle.	

Week 4 - 01 Apr 2019

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 April 2: 6.30pm AEDT.

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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|-------------------------------|---|
| 1. Goal setting in groups. | Please refer to the Week 5 section in Moodle. |
| 2. Group dynamics and stages. | |

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
No module/topics this week.		

Week 6 - 22 Apr 2019

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 23: 6.30pm AEST. <i>Note: the end of daylight saving means the workshop times are now AEST.</i> Assessment 1 Due: Week 6 Monday (22 Apr 2019) 9:00 am AEST

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
1. Boundaries, assertiveness, and working with challenging participants. 2. Looking after yourself (boundaries and assertiveness).	Please refer to the Week 7 section in Moodle.	

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
1. Working with teens (and children). 2. Innovations in group work/facilitation.	Please refer to the Week 8 section in Moodle.	Compulsory Zoom workshop #4. Tuesday May 7: 6.30pm AEST.

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Evaluating groups, and follow-up.	Please refer to the Week 9 section in Moodle.	Assessment 2 Due: Week 9 Monday (13 May 2019) 9:00 am AEST

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Pairs presentations - preparation, questions, and pointers.	Please refer to the Week 10 section in Moodle.	

Week 11 RESIDENTIAL WEEK - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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.	RESIDENTIAL WEEK (COMPULSORY ATTENDANCE). BRISBANE CAMPUS. Further information is on the unit Moodle homepage in the Residential section. Assessment 3 Due: Week 11 Thursday (30 May 2019) 9:00 am AEST

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
1. Review of the program content 2. Reflections on the process and Residential School.	Please refer to the Week 12 section in Moodle.	

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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There are no examinations for this unit.

Reflective practice journal Due:
Review/Exam Week, Monday (10 June 2018) 9:00 am AEST.

Reflective practice journal Due:
Review/Exam Week Monday (10 June 2019) 9:00 am AEST

Exam Week - 17 Jun 2019

Module/Topic

Chapter

Events and Submissions/Topic

There are no examinations for this unit.

Assessment Tasks

1 Assessment 1

Assessment Type

Written Assessment

Task Description

Plan and write a comprehensive group facilitation program.

Plan and write a 1/2-day (4-hours) group facilitation program.

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.

Full details will be provided in the Assessment 1 Guide on the unit Moodle site.

Assessment Due Date

Week 6 Monday (22 Apr 2019) 9:00 am AEST

Return Date to Students

Week 8 Monday (6 May 2019)

Feedback and grade for this assessment will be provided within 2 weeks of submission.

Weighting

35%

Minimum mark or grade

50%

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

A submission portal will be provided in the Assessment section of the unit Moodle site. 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 (+/- 10%) report incorporating a rationale - with empirical support where available - justifying the approach and the facilitation elements utilised in the Assessment 1 facilitation program.

Full details will be provided in the Assessment 2 Guide on the unit Moodle site.

Assessment Due Date

Week 9 Monday (13 May 2019) 9:00 am AEST

Return Date to Students

Week 11 Monday (27 May 2019)

Feedback and grade for this assessment will be provided within 2 weeks of submission.

Weighting

15%

Minimum mark or grade

50%

Assessment Criteria

You will be assessed on your rationales justifying the approach/facilitation elements outlined in your Assessment 1 submitted program and also on the empirical support provided (quality/effort/relevance).

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

A submission portal will be provided in the Assessment section of the unit Moodle site. 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 or intervention taught, and subsequently demonstrated by the group members
- At least one small group and one whole group discussion
- A suitable ending (summary and farewell)
- 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 (30 May 2019) 9:00 am AEST

Presentations will occur live at the Residential School.

Return Date to Students

Review/Exam Week Thursday (13 June 2019)

Feedback and grade for this assessment will be provided within 2 weeks of submission.

Weighting

40%

Minimum mark or grade

50%

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

The Reflective Practice journal 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. Your journal will include four separate diary entries of 300 words +/-10% each. Details will be provided in the Assessment 4 Guide (on the unit Moodle homepage) regarding the content, approach, and format.

Please refer to the Assessment 4 Guide for full details.

Assessment Due Date

Review/Exam Week Monday (10 June 2019) 9:00 am AEST

Return Date to Students

Diaries will be returned with feedback 2 weeks after the due date.

Weighting

10%

Minimum mark or grade

50%

Assessment Criteria

Assessment criteria:

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 topic-specific reflections
6. The effort evident in each submission.

Referencing Style

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

Submission

Online

Submission Instructions

A submission portal will be provided in the Assessment section of the unit Moodle site. 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