



# PSYC20041 Group Facilitation Skills

## Term 1 - 2021

Profile information current as at 04/05/2024 05:25 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 groups. You will learn how to plan, deliver, and evaluate group programs suitable for adults. You will learn ethical and inclusive approaches to group facilitation. These foundational skills in group facilitation will support the creation of well-structured group environments which foster adult learning.

#### 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 - 2021

- Online

#### 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).

#### 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: 40%

#### 2. **Practical Assessment**

Weighting: 40%

#### 3. **Reflective Practice Assignment**

Weighting: 20%

### 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 Student Unit and Teacher Evaluation responses.

##### **Feedback**

Students praised the combination of theory and practice in group facilitation in this unit.

##### **Recommendation**

Continue the focus on using a sound theoretical knowledge to support the practical implementation of group facilitation in the unit.

#### Feedback from Student Unit and Teacher Evaluation responses.

##### **Feedback**

It was requested that recordings of group facilitation sessions be included to supplement the Moodle workbooks, role modeling group facilitation by the unit coordinator and guest lecturer, and online fortnightly workshops.

##### **Recommendation**

The Unit Coordinator has explored this possibility and approached previous students to seek permission to use their videos as examples for future students. However this was not possible given that the videos include people external to the university who were understandably not comfortable giving permission for us to use their video. The course teaching team will explore other possibilities.

#### Feedback from Student Unit and Teacher Evaluation responses.

##### **Feedback**

Many students found the content, layout and focus of the material supported their learning. it was requested that the Moodle book/PDF booklet to be the layout for each unit topic.

##### **Recommendation**

The Unit will continue to use well researched and structured workbooks. The Unit Coordinator will provide a short recorded tutorial on how students can create their own PDF booklet from the online Moodle book. The Unit Coordinator will translate the two sections of unit material not in Moodle booklets into Moodle booklets.

#### Feedback from Student Unit and Teacher Evaluation responses.

##### **Feedback**

For Assessment 3, some students wanted longer than 45 minutes for running their group.

##### **Recommendation**

The Unit Coordinator will further highlight through the Welcome and Assessment instruction videos how adhering to running a group in the allotted assessment time is a professional skill valued in environments outside of study.

## Unit Learning Outcomes

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

1. Design a group program
2. Deliver a group program
3. Evaluate group program design and delivery.

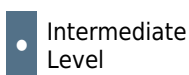
## Alignment of Learning Outcomes, Assessment and Graduate Attributes



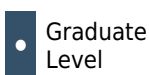
N/A  
Level



Introductory  
Level



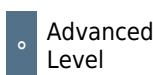
Intermediate  
Level



Graduate  
Level



Professional  
Level



Advanced  
Level

## Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 40%	•		•
2 - Practical Assessment - 40%	•	•	
3 - Reflective Practice Assignment - 20%		•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - 40%		○	○	○				
2 - Practical Assessment - 40%		○	○			○		
3 - Reflective Practice Assignment - 20%		○		○		○		

## 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Danielle Every** Unit Coordinator  
[d.every@cqu.edu.au](mailto:d.every@cqu.edu.au)

## Schedule

### Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to group facilitation	Please see selected readings and activities on Moodle	

### Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
An overview of positive psychology	Please see selected readings and activities on Moodle	Workshop (online on Zoom): Week 2 Thursday 18 March 2021 6:30-8pm AEDT

### Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Principles of adult learning	Please see selected readings and activities on Moodle	Workshop (online on Zoom): Week 3 Thursday 25 March 2021 6.30-8pm AEDT

### Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Principles of group cohesion	Please see selected readings and activities on Moodle	Workshop (online on Zoom): Week 4 Thursday 1 April 2020 6:30-8pm AEDT

### Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Theories of group development	Please see selected readings and activities on Moodle	<b>Assessment 1: Writing a group facilitation program</b> Due: Week 5 Tuesday (6 Apr 2021) 5:00 pm AEST

### Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 19 Apr 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Values and ethics in group facilitation	Please see selected readings and activities on Moodle	
<b>Week 7 - 26 Apr 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Group facilitation: planning	Please see selected readings and activities on Moodle	
<b>Week 8 - 03 May 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Group facilitation: beginnings	Please see selected readings and activities on Moodle	<b>Assessment 2: Facilitating a group</b> Due: Week 8 Monday (3 May 2021) 5:00 pm AEST
<b>Week 9 - 10 May 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Group facilitation: endings	Please see selected readings and activities on Moodle	
<b>Week 10 - 17 May 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Diversity in groups	Please see selected readings and activities on Moodle	Workshop (online on Zoom): Week 10 Thursday 20 May 2021 6:30-7.30pm AEST
<b>Week 11 - 24 May 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Challenges in group facilitation	Please see selected readings and activities on Moodle	
<b>Week 12 - 31 May 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Reflective practice	Please see selected readings and activities on Moodle	<b>Assessment 3: Reflecting on group facilitation practice</b> Due: Week 12 Monday (31 May 2021) 5:00 pm AEST
<b>Review/Exam Week - 07 Jun 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
There are no examinations for this unit.		
<b>Exam Week - 14 Jun 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
There are no examinations for this unit.		

## Assessment Tasks

### 1 Assessment 1: Writing a group facilitation program

#### Assessment Type

Written Assessment

#### Task Description

For this assessment you will write a group facilitation program for delivering a positive psychology activity. The group

session is 45 minutes. Your program will be written as though another facilitator will run your program and will need facilitation directions for all elements of the program (introduction of self, program and learning outcomes; an icebreaker; a positive psychology activity; an ending).

Detailed information on what to include for each element in your facilitation program is provided in the unit. Support for planning a group and writing a group program is provided throughout the Unit content, including through activities in the workshops on Zoom.

**Assessment Due Date**

Week 5 Tuesday (6 Apr 2021) 5:00 pm AEST

**Return Date to Students**

Week 6 Monday (19 Apr 2021)

**Weighting**

40%

**Minimum mark or grade**

50%

**Assessment Criteria**

Your work will be assessed on the quality of:

- The elements of your program for connecting the group, enhancing wellbeing and transferring learning
- Design and structure for supporting adult learning and group experience
- Facilitation directions
- Supporting materials: PowerPoint slides, handout and feedback evaluation form

You must obtain a minimum grade of 50% in this assessment in order to pass the Unit.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Design a group program
- Evaluate group program design and delivery.

**Graduate Attributes**

- Communication
- Cognitive, technical and creative skills
- Research

## 2 Assessment 2: Facilitating a group

**Assessment Type**

Practical Assessment

**Task Description**

For this assessment you will deliver one part of your program (the positive psychology activity) to a group of students in this unit. (Groups will be set up by the Unit Coordinator in the first week of term)

You will use Zoom to deliver the activity online at a time that you have organised with your group. You will submit a video recording from Zoom of the session.

The session length is a minimum of 12 minutes and a maximum of 15 minutes. Appropriate timing is included in your marking rubric as a marking criteria.

Detailed information on this assessment is set out in the Unit Assessment Guide.

**Assessment Due Date**

Week 8 Monday (3 May 2021) 5:00 pm AEST

**Return Date to Students**

Week 10 Monday (17 May 2021)

**Weighting**

40%

**Minimum mark or grade**

50%

**Assessment Criteria**

Your work will be assessed on:

- Preparation
- Delivery of all essential program elements in the beginning, middle and ending of the session
- Quality of communication
- Timing

You must obtain a minimum grade of 50% in this assessment in order to pass the Unit.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

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

**Learning Outcomes Assessed**

- Design a group program
- Deliver a group program

**Graduate Attributes**

- Communication
- Cognitive, technical and creative skills
- Ethical and Professional Responsibility

### 3 Assessment 3: Reflecting on group facilitation practice

**Assessment Type**

Reflective Practice Assignment

**Task Description**

For Assessment 3 you are required to write a short reflection on your group facilitation experience. Your reflection will include three (3) sections:

1. One aspect of the group facilitation that you felt went particularly well.
2. One aspect of the group facilitation that you felt did not go to plan/was challenging/unexpected.
3. Outline how you will address this challenge in future group facilitation, either through changing your practice and/or developing new skills

The word count for the reflection is 1050 to 1200 words (i.e. approximately 350 to 400 words for each section)

Detailed information on this assessment is set out in the Unit Assessment Guide.

You need to obtain a 50% minimum grade in this assessment in order to pass this unit.

**Assessment Due Date**

Week 12 Monday (31 May 2021) 5:00 pm AEST

**Return Date to Students**

Exam Week Monday (14 June 2021)

**Weighting**

20%

**Minimum mark or grade**

50%

**Assessment Criteria**

Your work will be assessed on:

- The depth and quality of the reflection and evaluation, including accurate use of observation and evaluation forms
- The development of clear, achievable and relevant future steps for improvement
- Quality of literacy and written communication skills, including word limit

The maximum word count for this assessment is 1,200 words. Meeting the word count is included as a part of the



marking criteria in your marking rubric on Moodle. See the Psychology Word Count Information document on Moodle for a rationale for using this type of word limit restriction.

You need to obtain a minimum grade of 50% for this assessment in order to pass this unit.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Deliver a group program
- Evaluate group program design and delivery.

**Graduate Attributes**

- Communication
- Research
- Ethical and Professional Responsibility

## 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